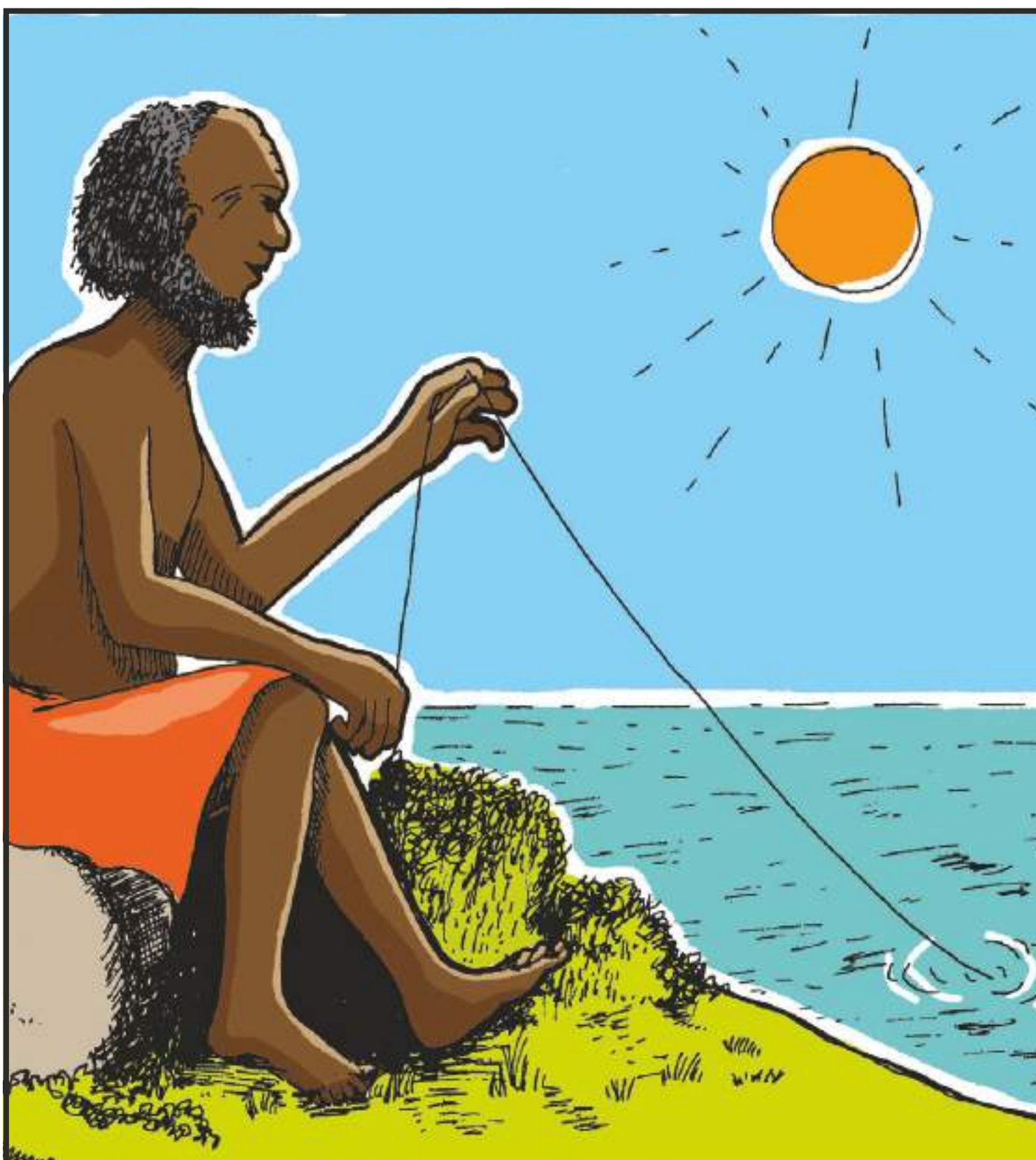


Selo the Fisherman



By Thoman Ena
Pictures by Frank Misi

Nguzu Nguzu Reading Books

Original edition 1995

Second edition 2015

Third edition 2017

Review and re-development project

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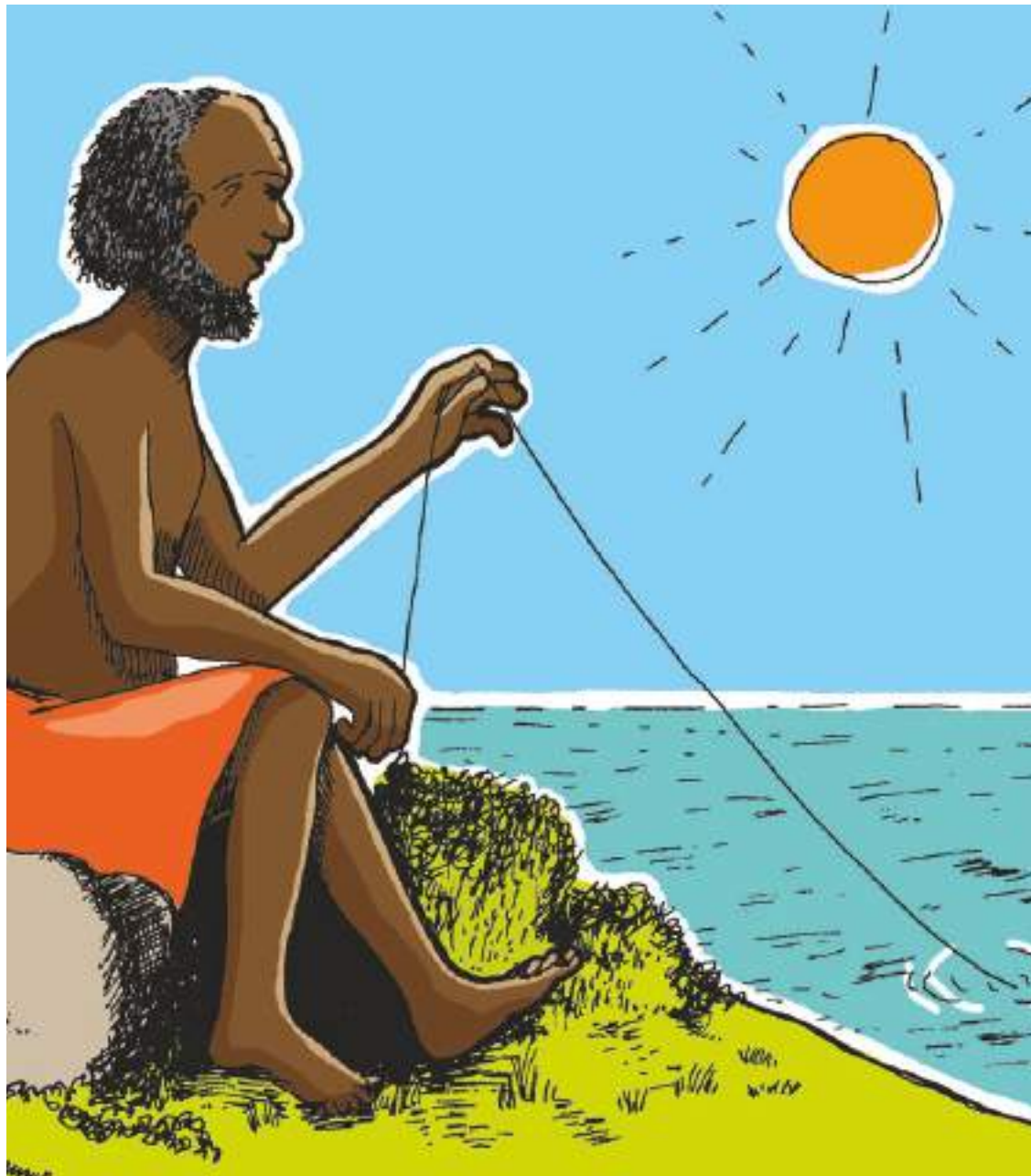
Teachers' Notes for this book: Rebecca Wallbridge and Janet Olofea
Gasa

Book Code: Y2015T

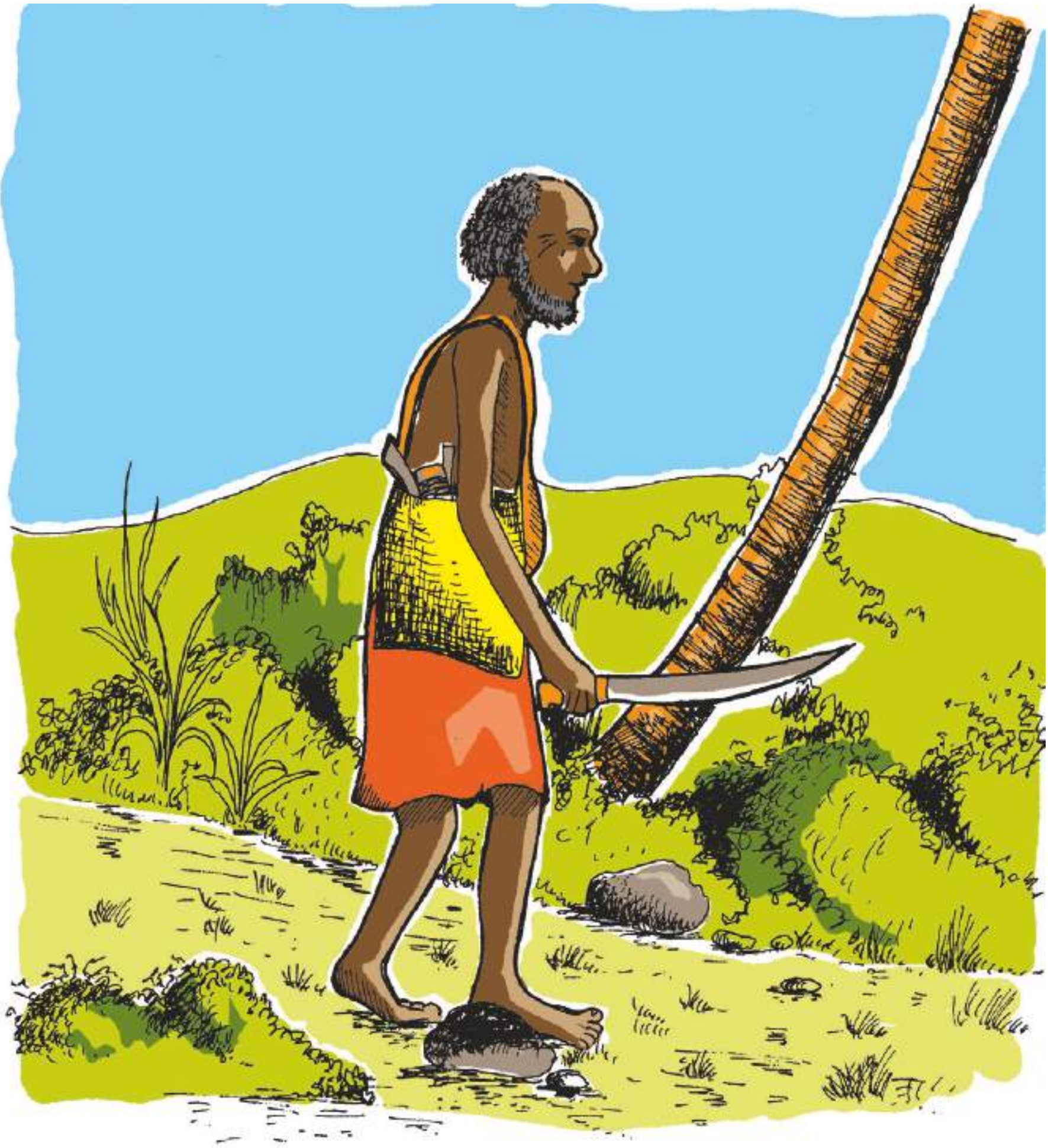
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Selo the Fisherman



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Selo was a very old man. One day he decided to go fishing. He collected some worms for bait, took his fishing line and went to the river.



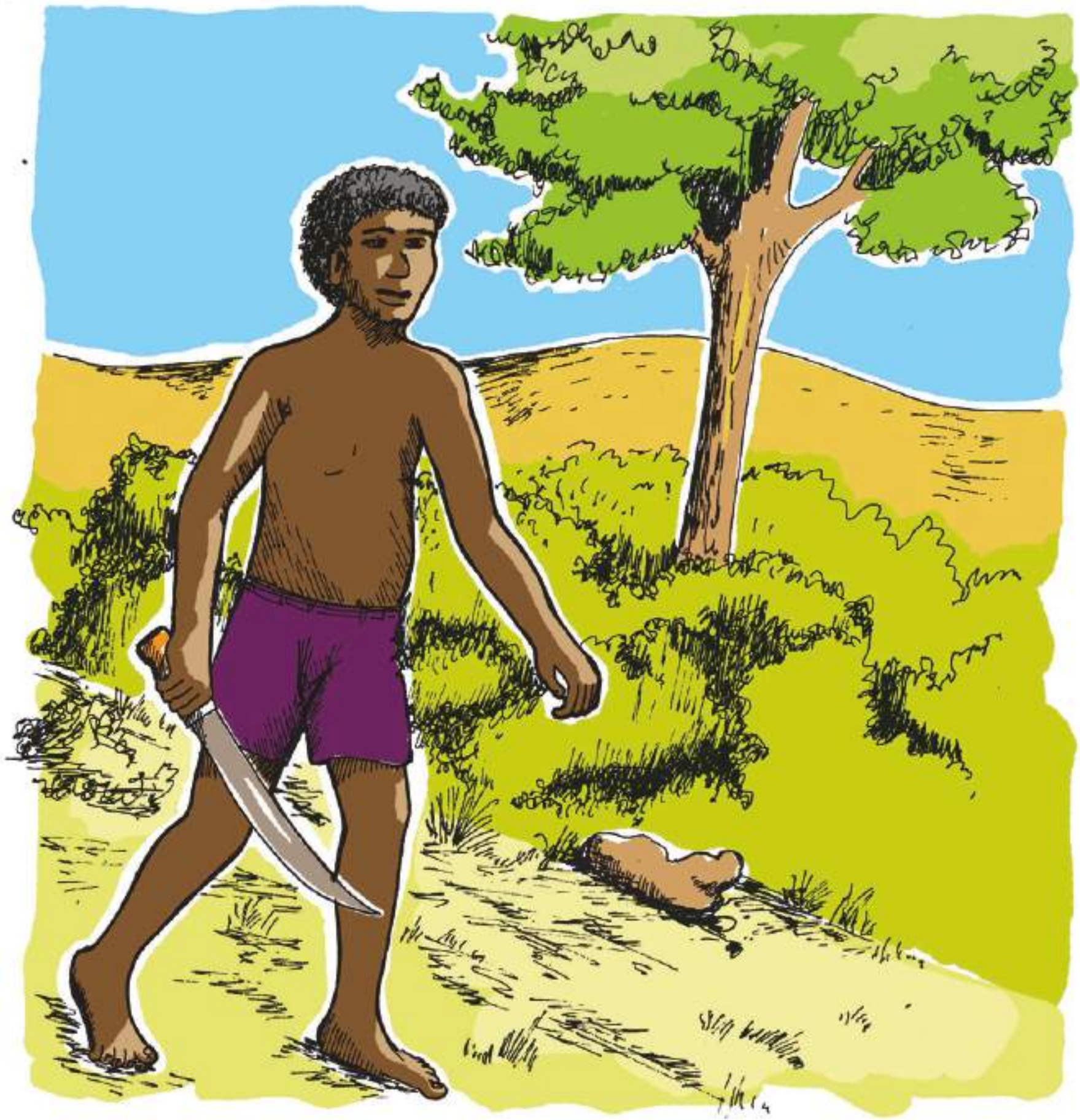
Selo threw his line into the water and sat down to wait. He looked at his watch. It was nine o'clock. There were no fish.



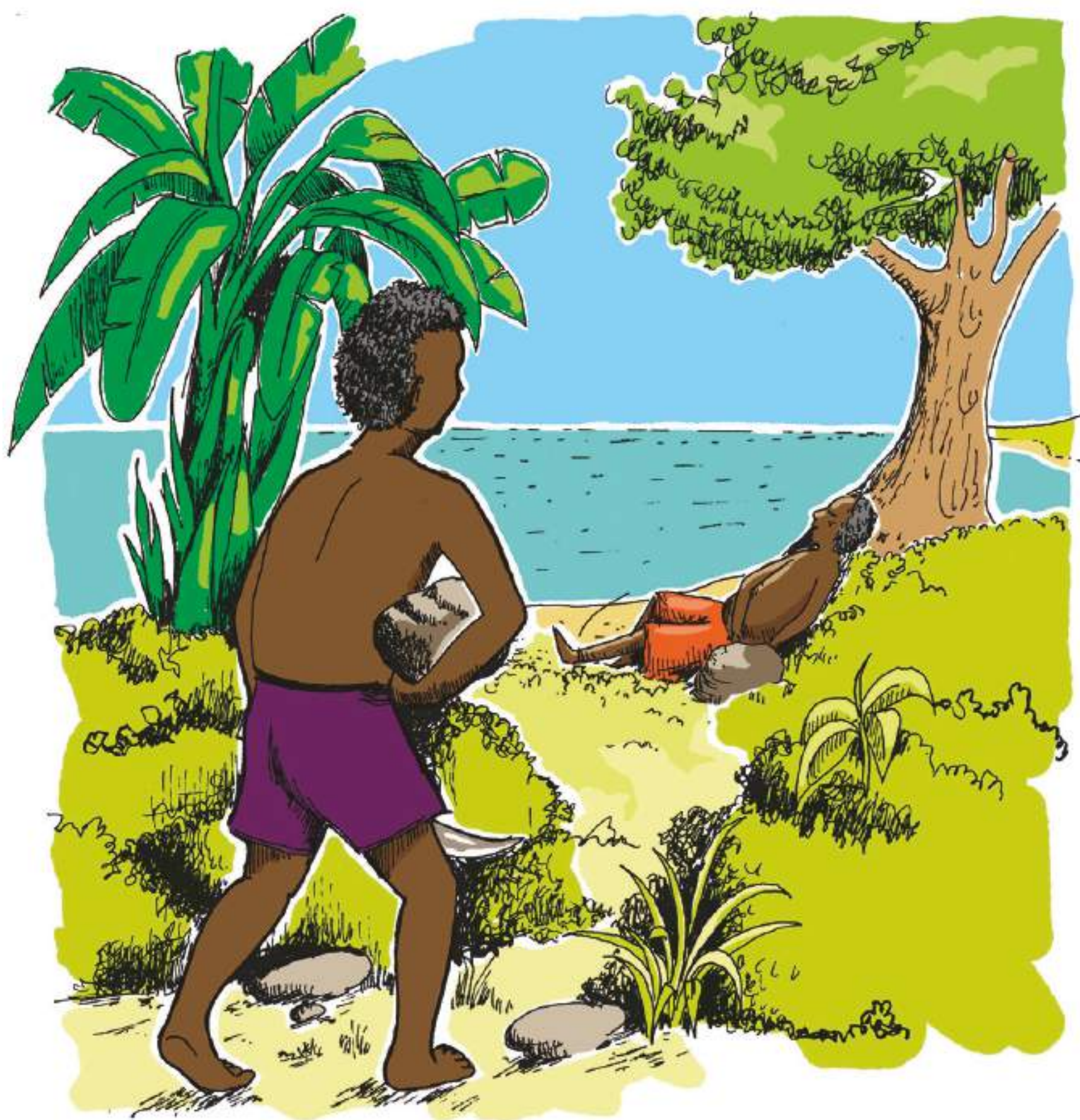
At ten o'clock there were still no fish.



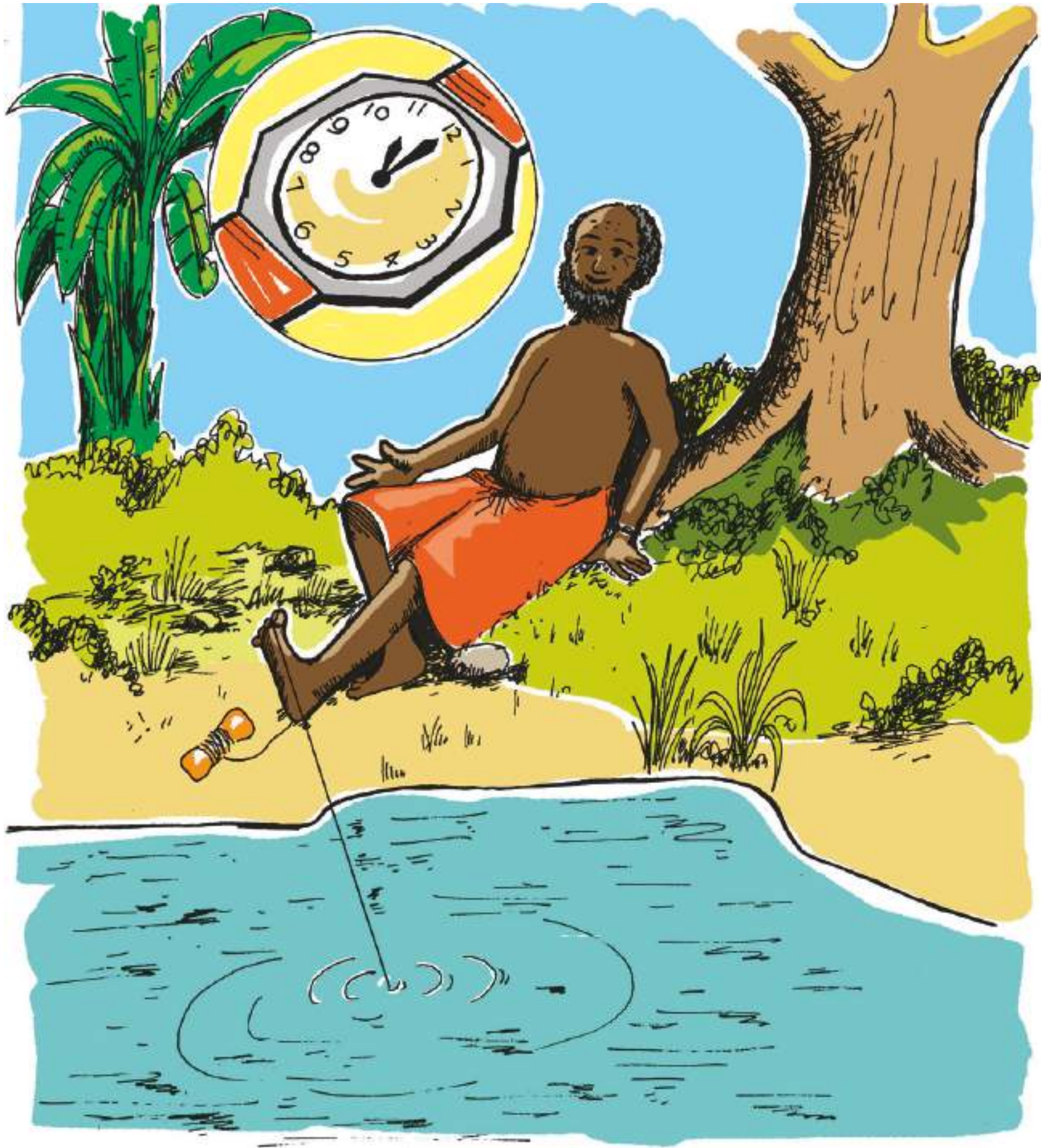
At half past ten there were still no fish. It was a hot day and Selo began to feel tired. He tied his fishing line to his toe and went to sleep.



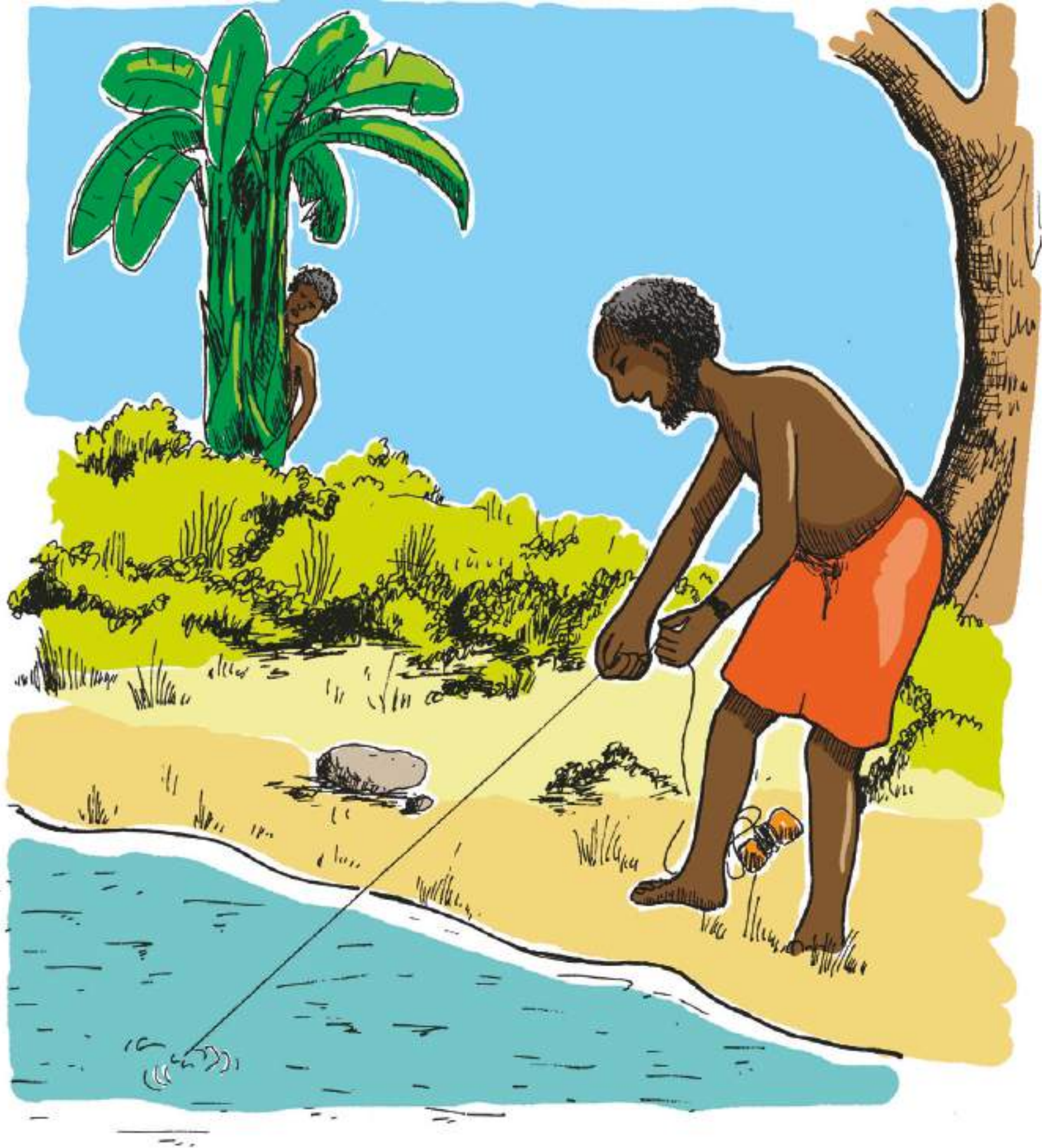
Selo's friend Nelson was on his way to his garden. He saw Selo sleeping beside the river.



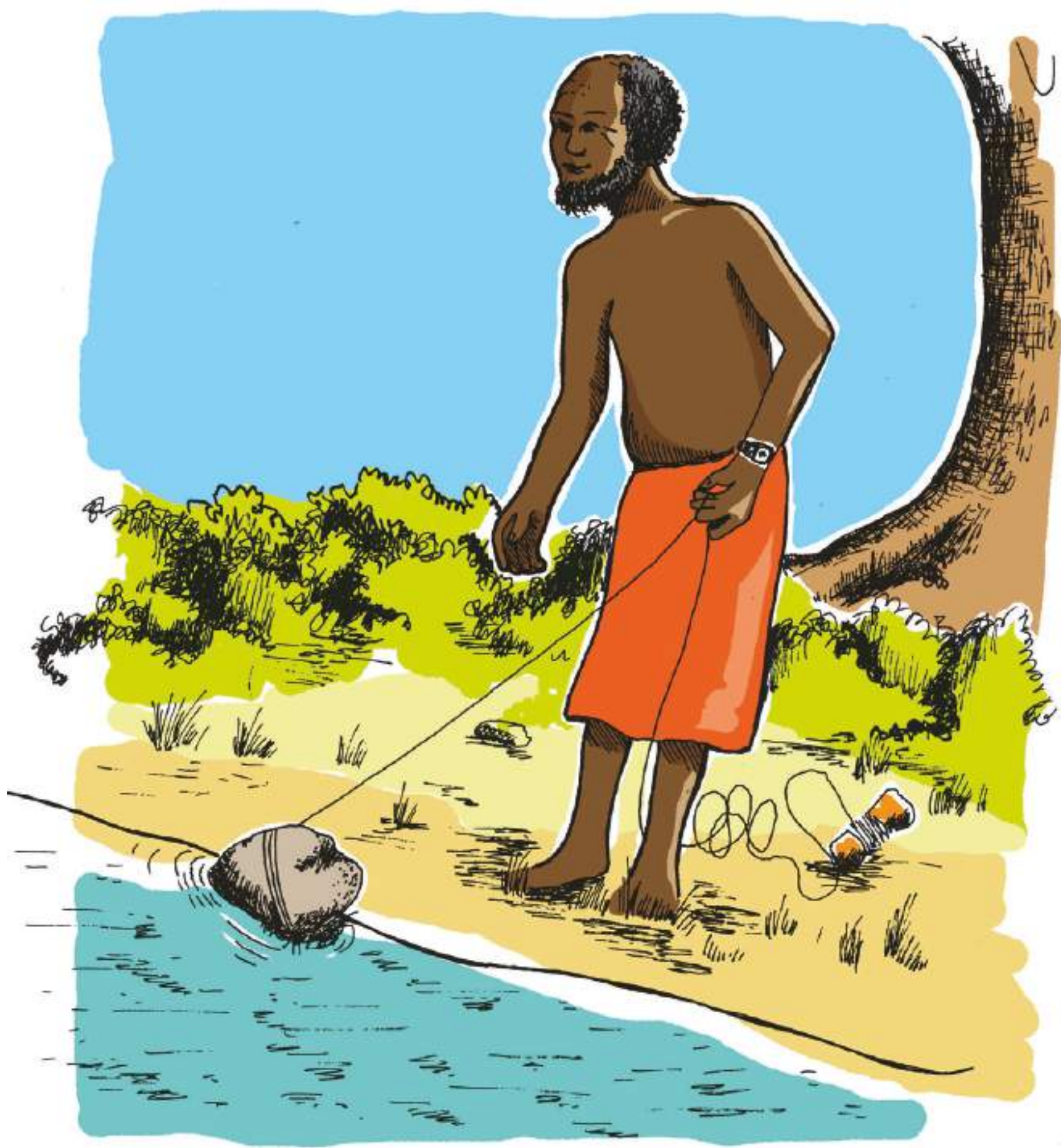
Nelson had an idea. He picked up a large stone and walked as quietly as he could towards his friend



At eleven o'clock Selo felt a sharp tug on his toe and woke up suddenly. There was something heavy on the end of his fishing line.
"This must be a huge fish!" he thought.



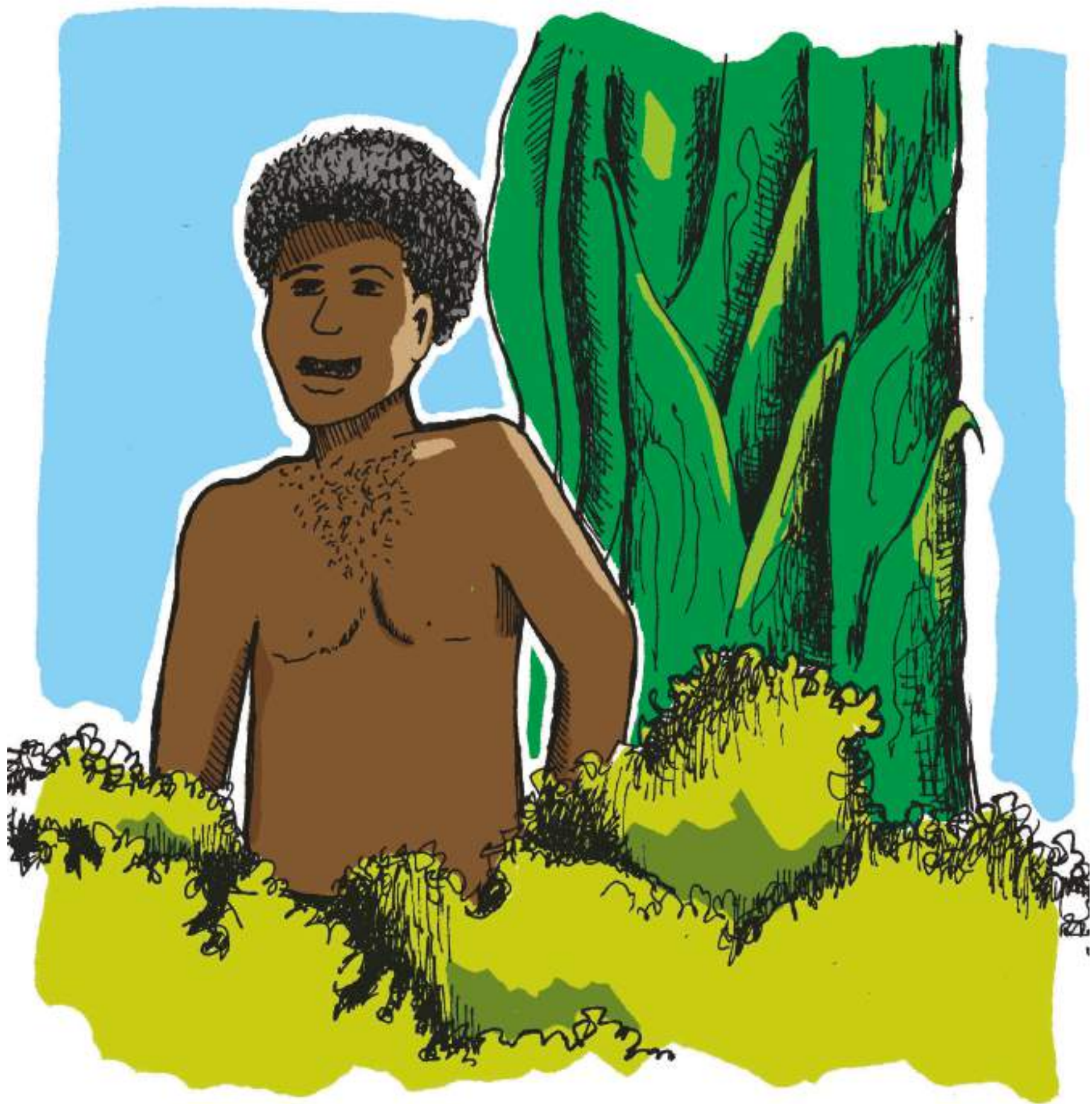
Selo began pulling on his line.
He pulled and pulled, trying to drag
the huge fish out of the river.



With one final tug, he pulled the huge fish onto the river bank. But there was no fish! Just a large stone tied to the end of his fishing line.



Selo heard someone laughing nearby. He looked round and there was his friend Nelson hiding behind a banana tree.



"You've caught a stonefish!" laughed Nelson.

Text:	<i>Selo the Fisherman</i>
Level:	Year 2
Message:	Our friends can sometimes play funny tricks on us
Discussion focus:	Tricks we know
Vocabulary focus:	Common irregular verbs
Comprehension:	Sequencing events; finding the missing actions
Letters and sounds:	s/
Print focus:	' for <i>o'clock</i>
Writing opportunity:	Recount of a day

ACTIVITIES	LANG.	SYLLABUS
<p>Day 1</p> <p><u>Modelled Reading</u></p> <p>Set the context: Talking with learners</p> <p>Tell the learners <i>This story is called Selo the fisherman. You can see Selo on the cover here and that he is fishing.</i> Talk about who they know who likes to go fishing. Where do they go? What do they catch? What might Selo be trying to catch?</p> <p>Now open the book and look at the pictures. As you look through the pictures, help the learners to explain what is happening and point to the different times when a clock appears on the page. If you know there are words that learners will have difficulty with, introduce them as you come to that page. Make sure the learners know the words in English. See if the learners can decide what is happening: you don't need to tell them if they are right because they will hear if they are right when you read the story.</p>	V/P	2.3.1.4 2.4.1.1
<p><u>Read the story: Listening and watching</u></p> <p>Read the story in clear English. On p. 8, emphasise the word huge, so explain the size of the fish. On p. 12, laugh while reading "<i>you've caught a stone fish!</i>"</p>	E	
<p><u>Review the story: Understanding the story</u></p> <p>Turn the pages of the book. On each page, ask the learners to tell you what is happening. Make sure they understand the trick that Nelson played on Selo. Make sure they know what a stonefish is and why this is funny in this book.</p>	V/P + E	2.5.1.6 2.6.1.3 2.4.1.4
<p><u>Responding to the story: Talking by the learners</u></p> <p>Ask the learners <i>Have you ever had a friend play a trick on you?</i> Talk about the sort of tricks they know about or have played on others!</p>	V/P + E	2.6.1.1 2.6.2.3
<p><u>Close Reading</u></p> <p>Do a close reading of p. 2. Summarise: look at how the story is organised as the orientation and first event.</p>	E	2.6.1.5 2.6.1.6

<p>Day 2</p> <p><u>Revisiting the story: Shared reading</u></p> <p>Ask the learners to remember what happened in the story. Turn the pages and ask them to tell what happened. Read the story to the learners as they follow.</p>	E + V/P	2.3.2.2 2.4.1.4
<p><u>Comprehension: Sequencing events in the story.</u></p> <p>Look back over pp. 3, 4, 5, 8 and focus on the clock. Look at the hands and find the words in the text that tell the time. Show the way the words are written, particularly the <i>o'clock</i> which is very unusual in English. Write these on the board:</p> <p style="padding-left: 40px;"> <i>9 o'clock</i> <i>10 o'clock</i> <i>half past ten</i> <i>11 o'clock</i> </p> <p>Ask the learners to read the story with their partners to find out what happened at these times. They write the time and what happened in their books.</p> <p>As a class, then make up a timeline, eg.</p> <p style="padding-left: 40px;"> <i>9 o'clock – Selo starts fishing.</i> <i>10 o'clock – no fish.</i> <i>half past ten – still no fish.</i> <i>11 o'clock – Selo thought he had caught a huge fish.</i> </p> <p>Ask the learners to think about the next events and when these might have happened, eg. <i>Selo went home for lunch, Selo had a nap, Selo went fishing again, Selo caught a very big fish</i> etc. This could be a class exercise or they learners could do in their books.</p>	E + V/P	2.5.1.4 2.4.3.4

ACTIVITIES	LANG.	SYLLABUS																
<p>Focus on vocabulary: irregular verbs</p> <p>Preparation: Make word cards. One set for the whole class.</p> <table><tr><td>is</td><td>was</td><td>are</td><td>were</td><td>has</td><td>had</td><td>feel</td><td>felt</td></tr><tr><td>hear</td><td>heard</td><td>catch</td><td>caught</td><td>wake</td><td>woke</td><td>can</td><td>could</td></tr></table> <p>Locate the cards used the previous week when reading <i>Seva and the Turtle</i>. You need those cards for this activity.</p> <p>Start by using the cards you made last week for <i>Seva and the Turtle</i>: ask learners to match the present and past verbs, eg. give out all the cards and ask learners with the cards to come out the front to face the class and the class tells who to stand together (<i>go/went, see/saw</i> etc).</p> <p>Now show the new cards that give the past tense: <i>was, were, had, felt, heard, caught, woke, could</i>. Put these up on display and send the learners to locate each one in the book. Ask them also to find 5 verbs that are regular (use <i>-ed</i> ending). Make sure they have found all the verbs and know what they mean.</p> <p>Now give out the present tense verbs and ask the learners to come up and match them with the past tense verb.</p> <p>Make 8 groups in your class. Give a pair of verbs to each group: they need to think of a sentence to use the present and then the past, only changing the verbs. Give them 2 minutes (or less) to talk and then they swap the verbs with another group. Do this quite quickly and about 3 times (not with the whole lot! It will take too long). Do this again during the week as a quick activity.</p>	is	was	are	were	has	had	feel	felt	hear	heard	catch	caught	wake	woke	can	could	E + V/P	2.4.2.5 2.4.2.6
is	was	are	were	has	had	feel	felt											
hear	heard	catch	caught	wake	woke	can	could											
<p>Day 3</p> <p>Shared reading: Revisiting the story</p> <p>Today read the first page of the story then choose a learner to read the next page to the class. Repeat this pattern, reading one page to the class then choosing a learner to read the next page.</p>	E	2.6.1.9																
<p>Comprehension: Finding the missing actions</p> <p>Look at p. 7. Notice the use of Explain that this tells the reader that something happened that is not in the book, but happened anyway. In this case, <i>what happened between p. 7 and p. 8? What did Nelson so?</i> The learners should be able to say what he did with the stone: you need to turn to p. 10 to see the result.</p> <p>As a class, decide what would the words say if you they were in the book instead of the Make up some sentences with the class, eg.</p> <p style="padding-left: 40px;"><i>After Nelson picked up the large stone and walked quietly towards his friend he _____ the stone to the end of the _____ and threw it back into the _____.</i></p> <p>Think about why the writer did this. It means that we get a surprise, just like Selo!</p>	E + V/P																	
<p>Focus on Letters and Sounds: <i>sl</i></p> <p>Turn to p. 5 and point to the word <i>sleep</i>: Say <i>This word says sleep. The first two letters in this word are s and l. The letter s makes the s sound and the letter l makes the ll sound. When these letters are next to each other we push these sounds together to make one new sound. Listen as I say the sound. (Now say sl). Listen for the sl sound as I say the word sleep. It will be at the beginning of the word.</i></p> <p>Ask the learners to think of some more words that have this sound: <i>slipper, slip, sleeve, slide, slope, slow, slippery, slap, sling</i>. Write these on the board so learners can see the spelling.</p> <p>Write the following sentences on the board and ask the learners to complete them</p> <p style="padding-left: 40px;"><i>The boy fell over and lost his sl_____ from his foot.</i></p> <p style="padding-left: 40px;"><i>The girl was moving as sl_____ as a snail.</i></p> <p style="padding-left: 40px;"><i>The sl_____ on my shirt is very long.</i></p> <p>Ask the learners to think of some more sentences to say or write.</p>	E + V/P	2.1.2.2 2.4.2.4 2.7.2.9																
<p>Day 4</p> <p>Shared reading: Revisiting the story</p> <p>Today read the first page of the story then choose a group of learners to read the next page to the class. Repeat this pattern, reading one page to the class then choosing a learner to read the next page.</p>	E	2.6.1.9																
<p>Close-Reading</p> <p>Do a close reading of pp. 4 - 5. Summarise: Look at the way the prepositions of time have been put at the front of the sentence to make the time important in the story.</p>	E + V/P	2.6.1.6																

ACTIVITIES		LANG.	SYLLABUS										
<p><u>Sentence structure</u></p> <p><i>Preparation:</i> Write the words and phrases on card. Cut them up into groups of words as shown below:</p> <table><tr><td>He</td><td>saw</td><td>Selo</td><td>sleeping</td><td>beside the river</td><td>.</td></tr></table>		He	saw	Selo	sleeping	beside the river	.	E + V/P	2.4.2.8 2.7.2.2				
He	saw	Selo	sleeping	beside the river	.								
<p>Put the words on the board (not in order). Tell the learners that these words make a sentence. They will help you to put the sentence together. Start by asking question number 1 (<i>Who is this about?</i>) Then choosing one learner to come up to the board, point to the words that tell us this (<i>He</i>) then put the words in place. Repeat this: Asking the question, then choosing a learner to come up to the board and put the words into place until your sentence is in order. Here are the questions you can ask:</p> <table><tr><td><i>Who is this about?</i></td><td><i>he (Nelson)</i></td></tr><tr><td><i>What did he do?</i></td><td><i>saw</i></td></tr><tr><td><i>Who did Nelson see?</i></td><td><i>Selo</i></td></tr><tr><td><i>What was Selo doing?</i></td><td><i>sleeping</i></td></tr><tr><td><i>Where was Selo sleeping?</i></td><td><i>beside the river</i></td></tr><tr><td><i>What goes at the end of the sentence?</i></td><td><i>.</i></td></tr></table>		<i>Who is this about?</i>	<i>he (Nelson)</i>	<i>What did he do?</i>	<i>saw</i>	<i>Who did Nelson see?</i>	<i>Selo</i>			<i>What was Selo doing?</i>	<i>sleeping</i>	<i>Where was Selo sleeping?</i>	<i>beside the river</i>
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<i>Where was Selo sleeping?</i>	<i>beside the river</i>												
<i>What goes at the end of the sentence?</i>	<i>.</i>												
<p>Now take away the word card for <i>sleeping</i> from the sentence. Ask the learners to think of another action verb instead of sleeping. Take some ideas then write a new place in the space (eg. dancing; eating)</p> <p>Now take away the phrase <i>beside the river</i> and ask the learners to think of location and write it in the space (eg. next to the house; up a tree). Do this multiple times with different locations and people or animals. Make examples of new sentences. Remember you will need to think of different words with your learners:</p> <p><i>He saw Selo dancing next to the house.</i></p>													
<p><u>Focus on Print: ‘for o’clock</u></p> <p>Review the activity about sequencing the words <i>o’clock</i> in the book. Ask the learners to find all the times it has been used. You can explain that a long long time ago in English, this used to be <i>of the clock</i>, but now we shorted it to <i>o</i> (the first letter in the whole phrase) and <i>clock</i> (the last word). When we leave things out in English, we use ‘. So now we have <i>o’clock</i>.</p> <p>Write this on the board:</p> <p>4.00 = 4 o’clock</p> <p>8.00 = 8 o’clock</p> <p>Talk about the structure of the numbers form and the words with numbers form. Make sure the learners are clear on the structure.</p> <p>Continue on the board so that the learners must write both forms in their books: they need to talk with their partners to make sure they write the correct forms in their books.</p> <p>10.00 =</p> <p>1.00 =</p> <p>9.00 =</p> <p>5.00 =</p> <p>7.00 =</p> <p>2.00 =</p> <p>12.00 =</p> <p>You should move around to see that they are in the correct form: the apostrophe is the hard part.</p>		E + V/P	2.4.2.1										
<p><u>Day 5</u></p> <p><u>Independent Reading</u></p> <p>Today hand out copies of the book to the learners. Ask the learners to read in pairs, taking turns by reading one page each.</p>		E	2.6.1.9										
<p><u>Guided Writing: recount of a day</u></p> <p>Think back to the times that Selo was fishing and to the work on times. Ask the learners to think about their day and when they do things. Note: learners might not be able to tell the time or understand the times on a watch so you can help them. Write this on the board (adapt for your community and school):</p> <table><tr><td>6 o’clock</td><td>the sun comes up</td></tr><tr><td>8 o’clock</td><td>we start school</td></tr><tr><td>10 o’clock</td><td>we have a break</td></tr><tr><td>1 o’clock</td><td>we finish school</td></tr><tr><td>6 o’clock</td><td>the sun starts to go down</td></tr></table>		6 o’clock	the sun comes up	8 o’clock	we start school	10 o’clock	we have a break	1 o’clock	we finish school	6 o’clock	the sun starts to go down	E + V/P	2.7.2.5 2.7.1.4 2.7.2.2 2.8.1.7
6 o’clock	the sun comes up												
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10 o’clock	we have a break												
1 o’clock	we finish school												
6 o’clock	the sun starts to go down												
<p>Now ask the learners to think about things they do during the day. When do they happen in relation to these times? Help them to think about listing the events and the times (don’t have everyone with the same events and times!). Then they can write a timetable of what they do in the day with the times. They can illustrate with themselves doing these things. Help them to write the <i>o’clock</i> correctly.</p>													

