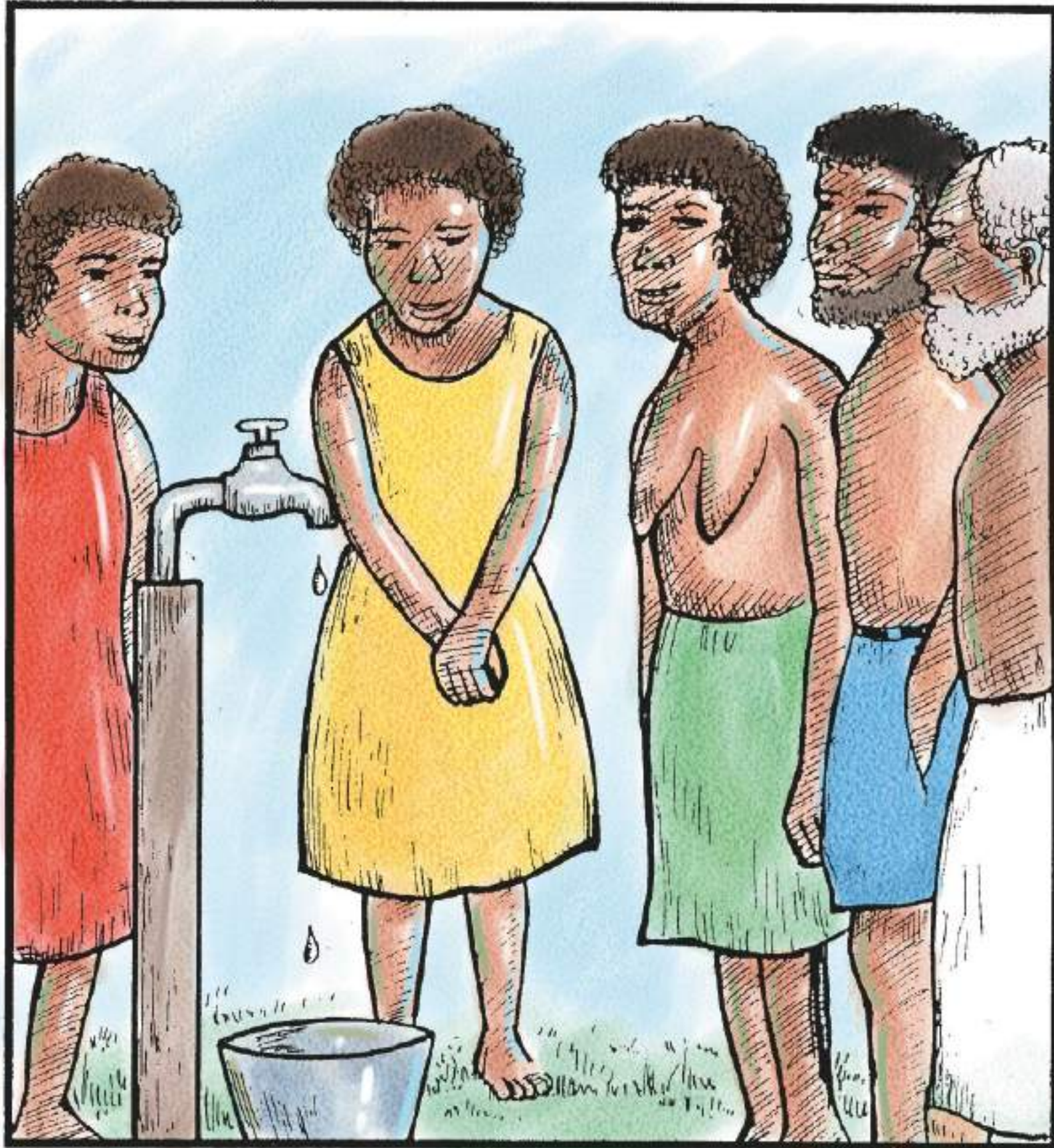


# There's no water!



By **Albert Bori Sau**  
Pictures by **Frank Misi**

Nguzu Nguzu Reading Books

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Review and re-development project

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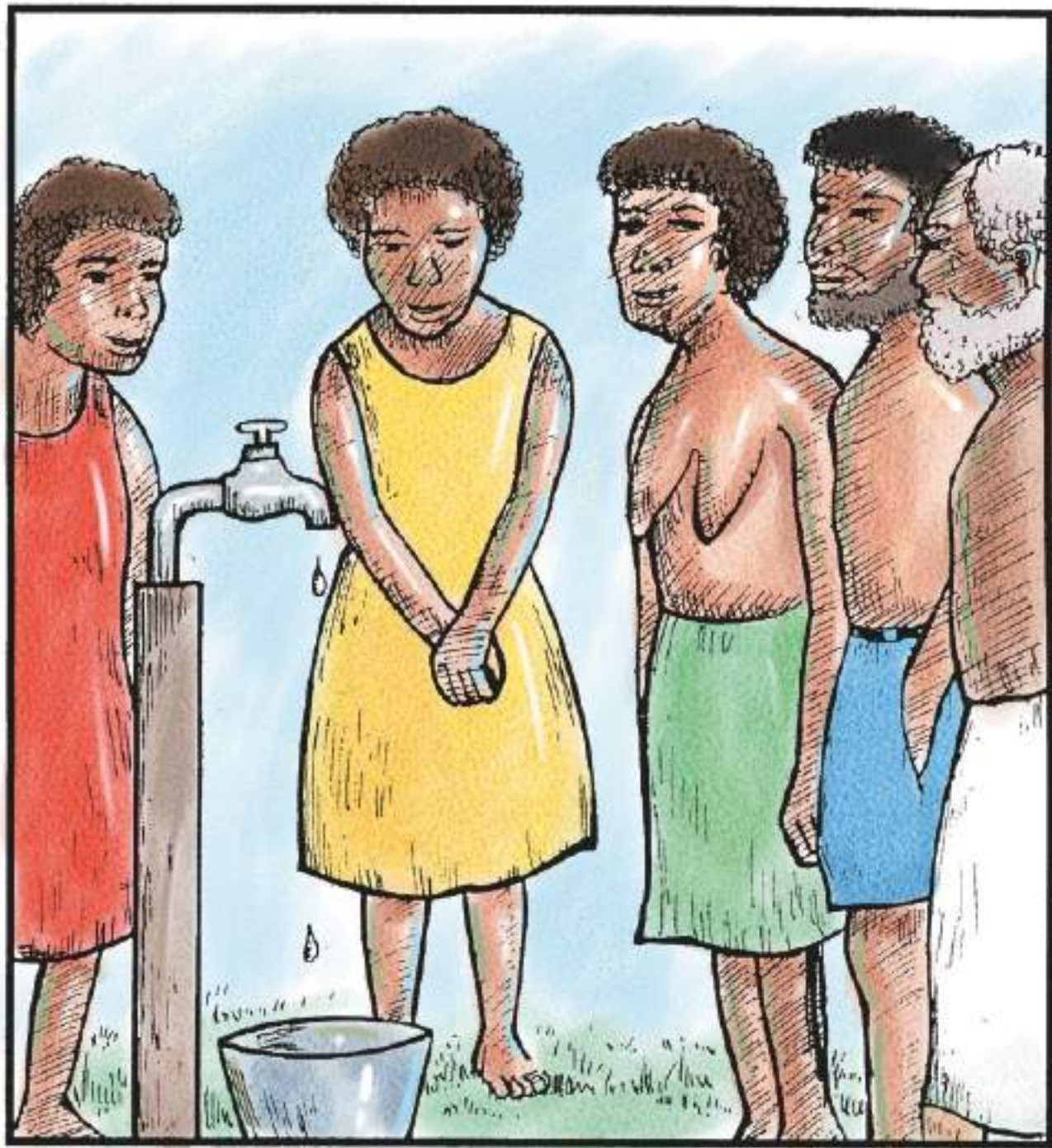
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Development 2015

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# There's no water!



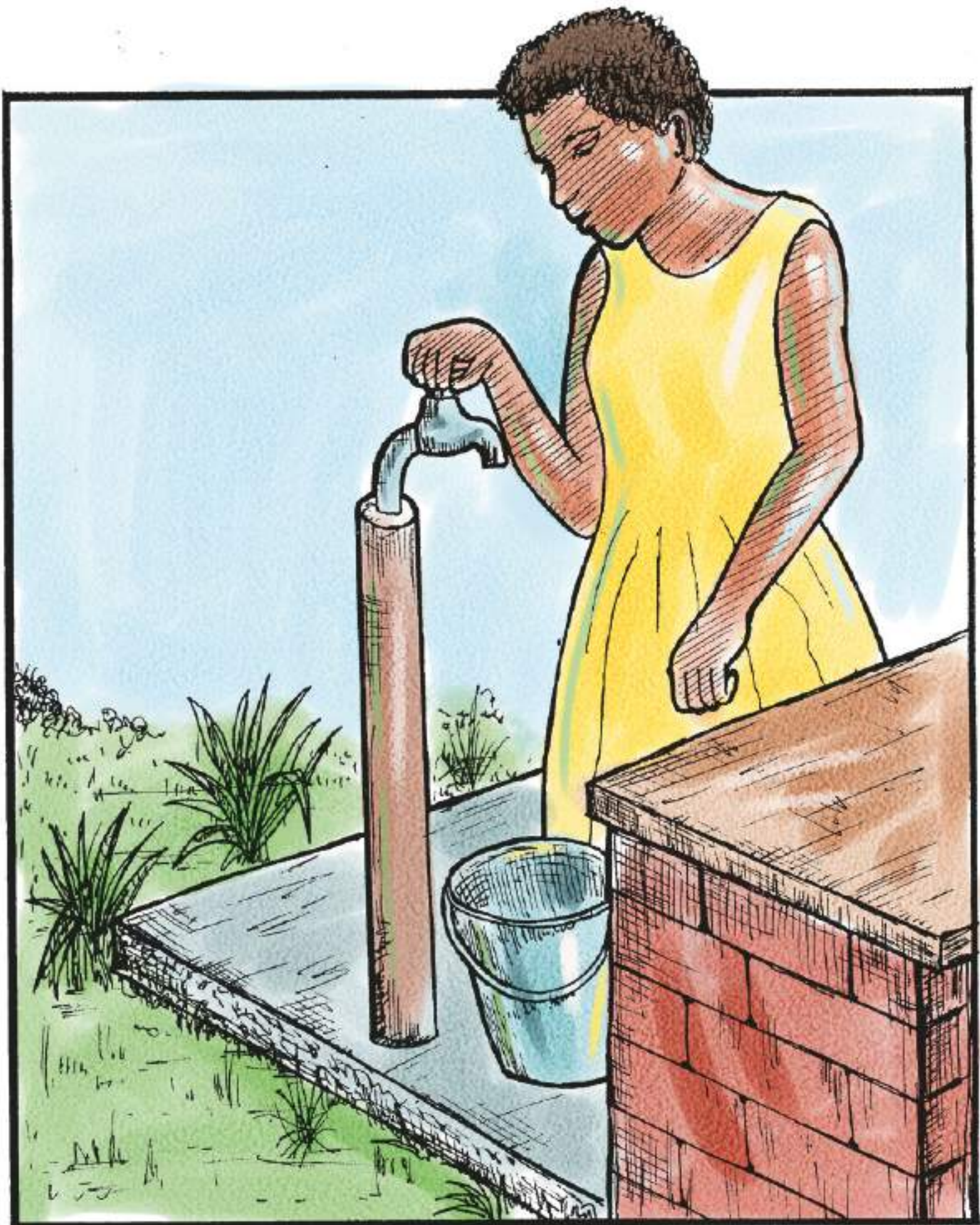
By **Albert Bori Sau**  
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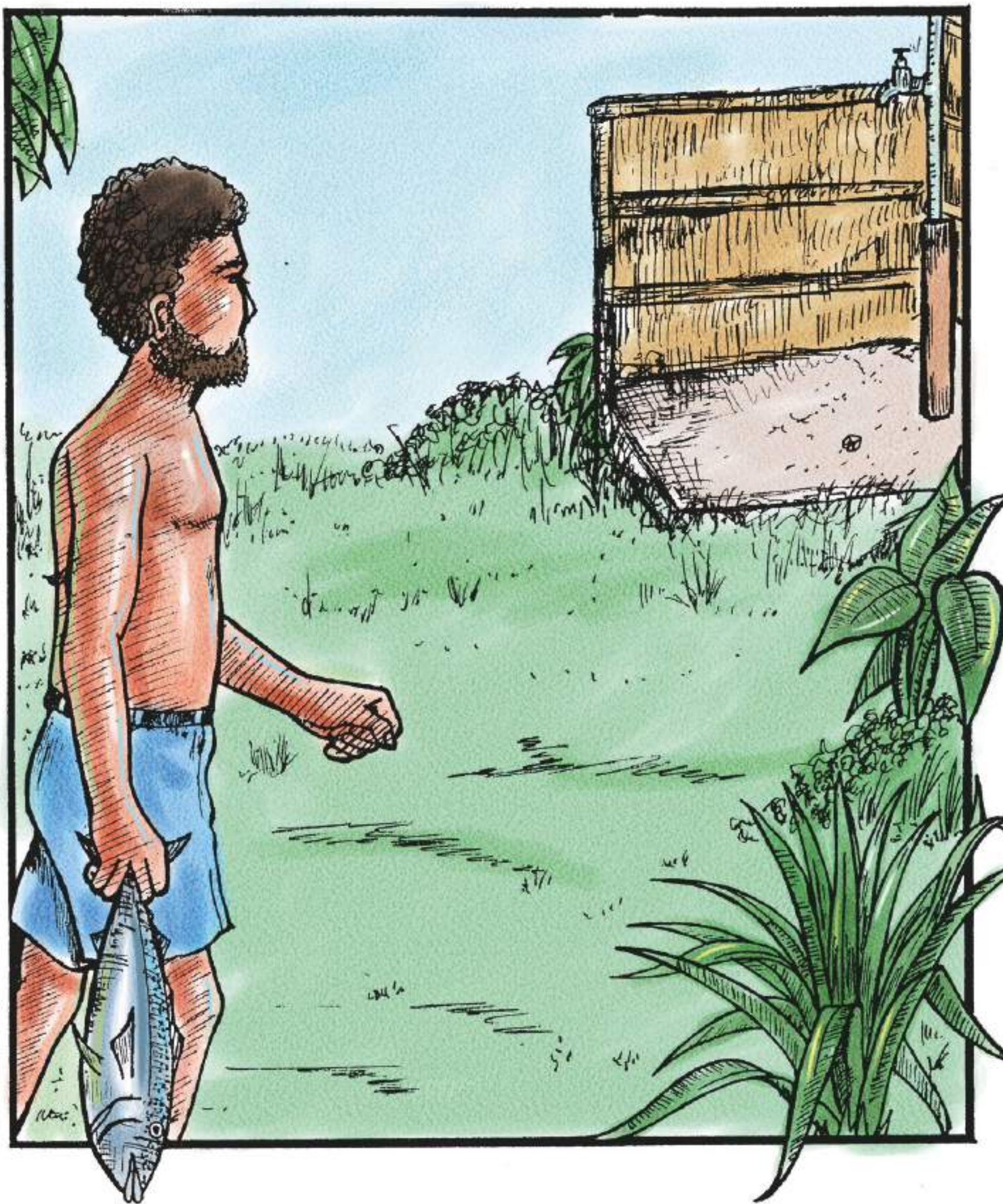
**Mother went to get  
some water to wash the  
cabbage.**





**When she turned on the tap, nothing happened. “Oh dear, there’s no water,” she said.**





**Father went to get some water to wash a fish.**





**When he turned on the tap, nothing happened. “Oh dear, there’s no water,” he said.**





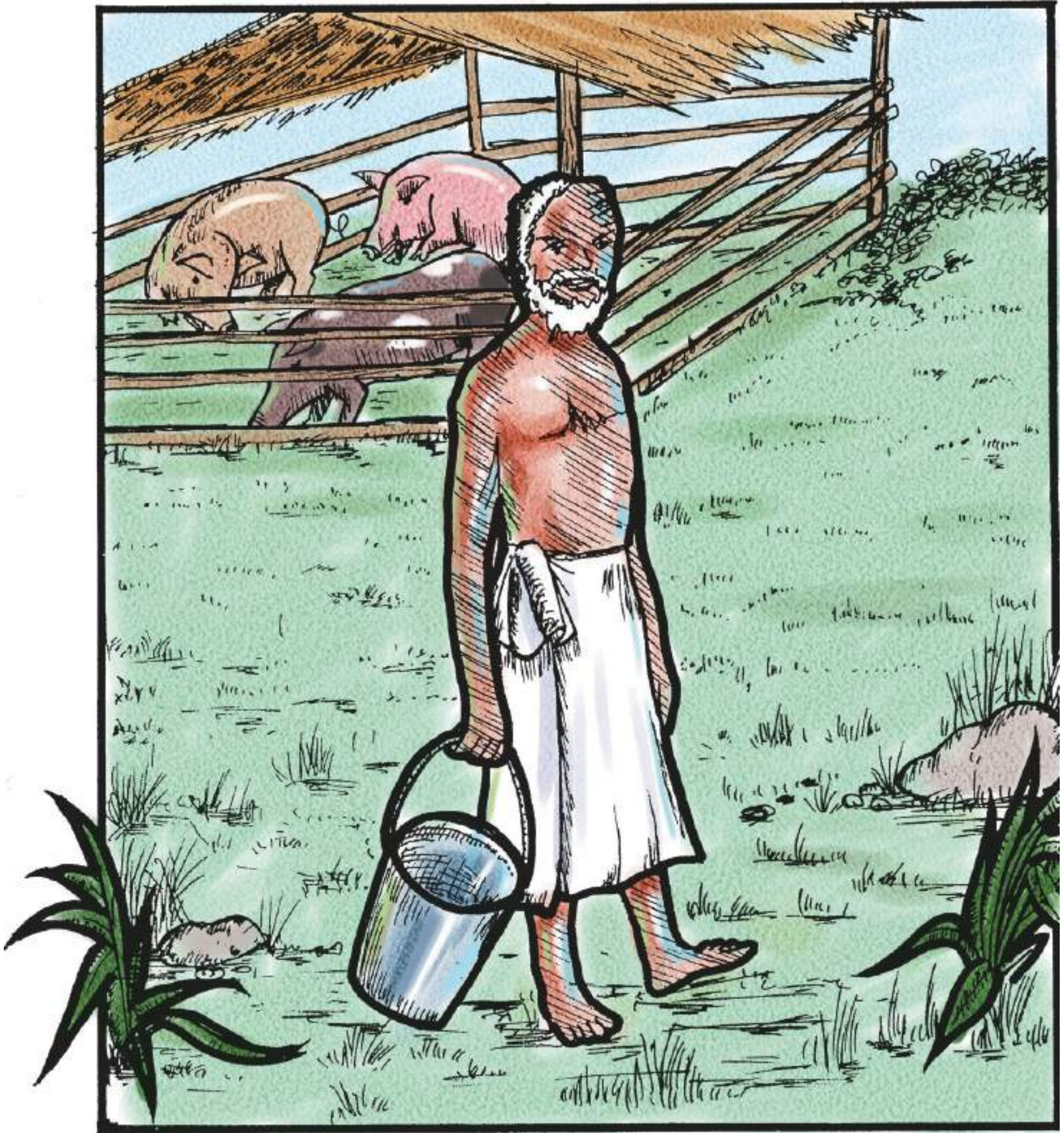
**Sally went to get some water to wash the clothes.**





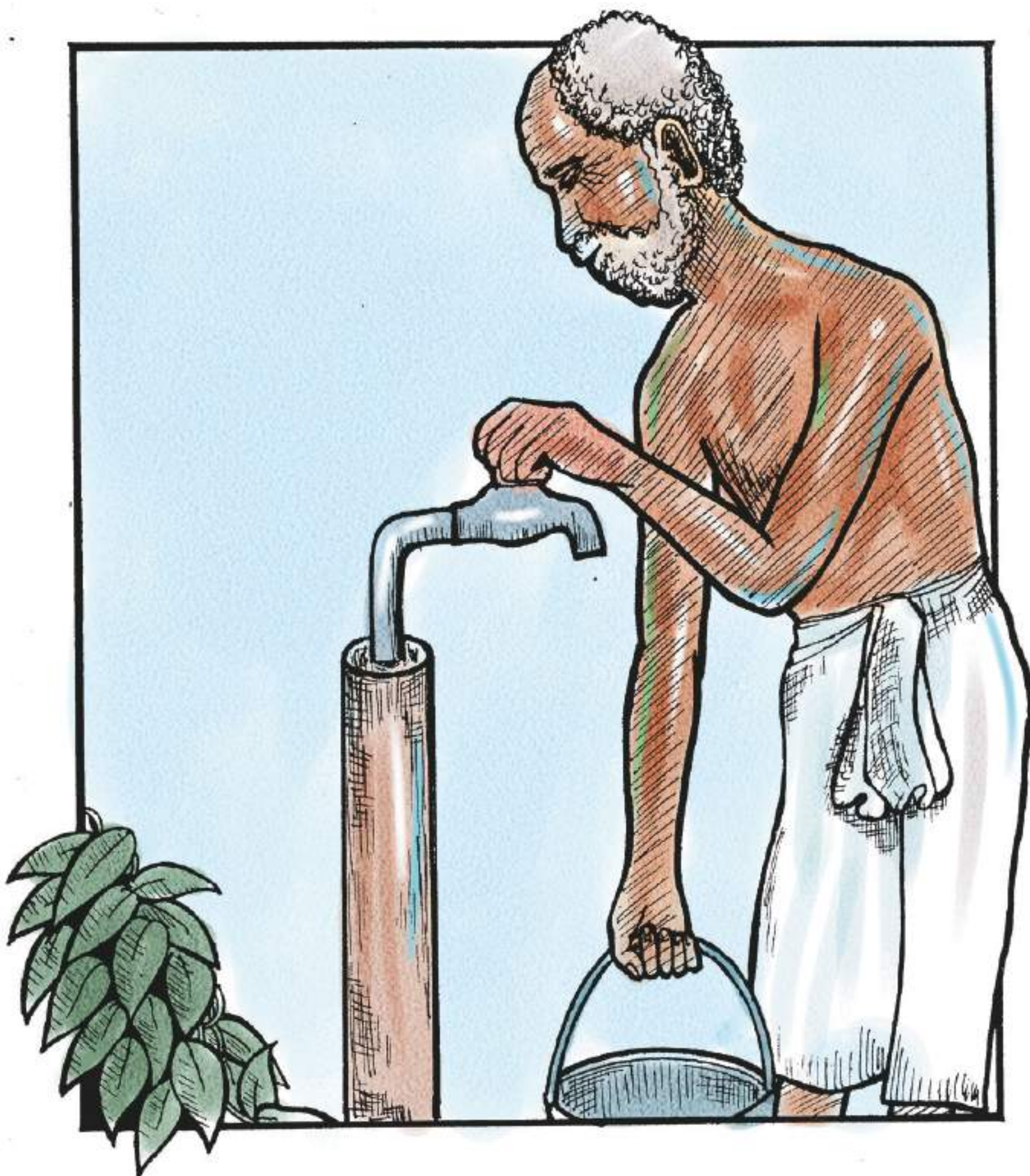
**When she turned on the tap, nothing happened. “Oh dear, there’s no water,” she said.**





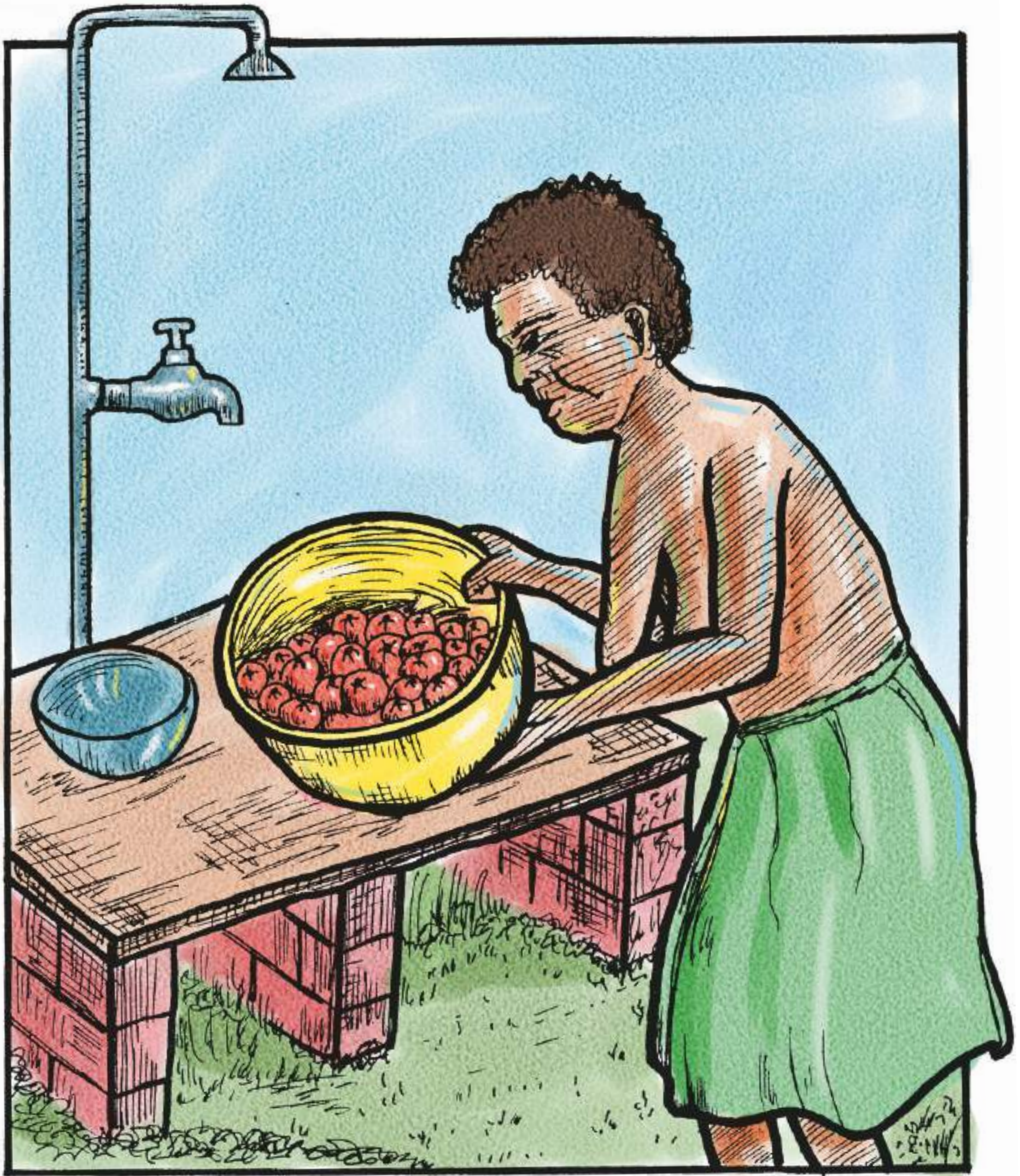
**Grandfather went to get some water for his pigs.**





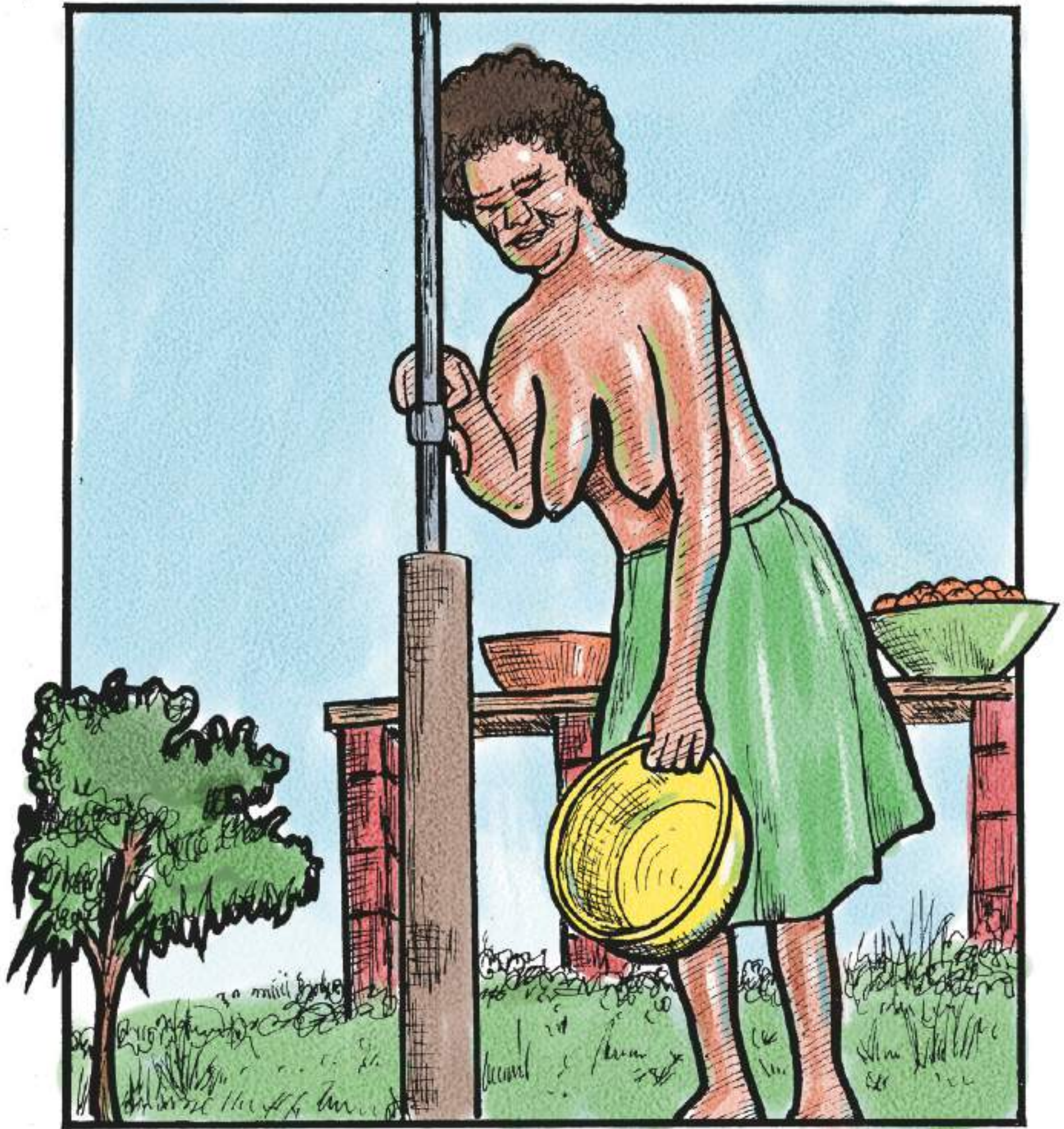
**When he turned on the tap, nothing happened. “Oh dear, there’s no water,” he said.**





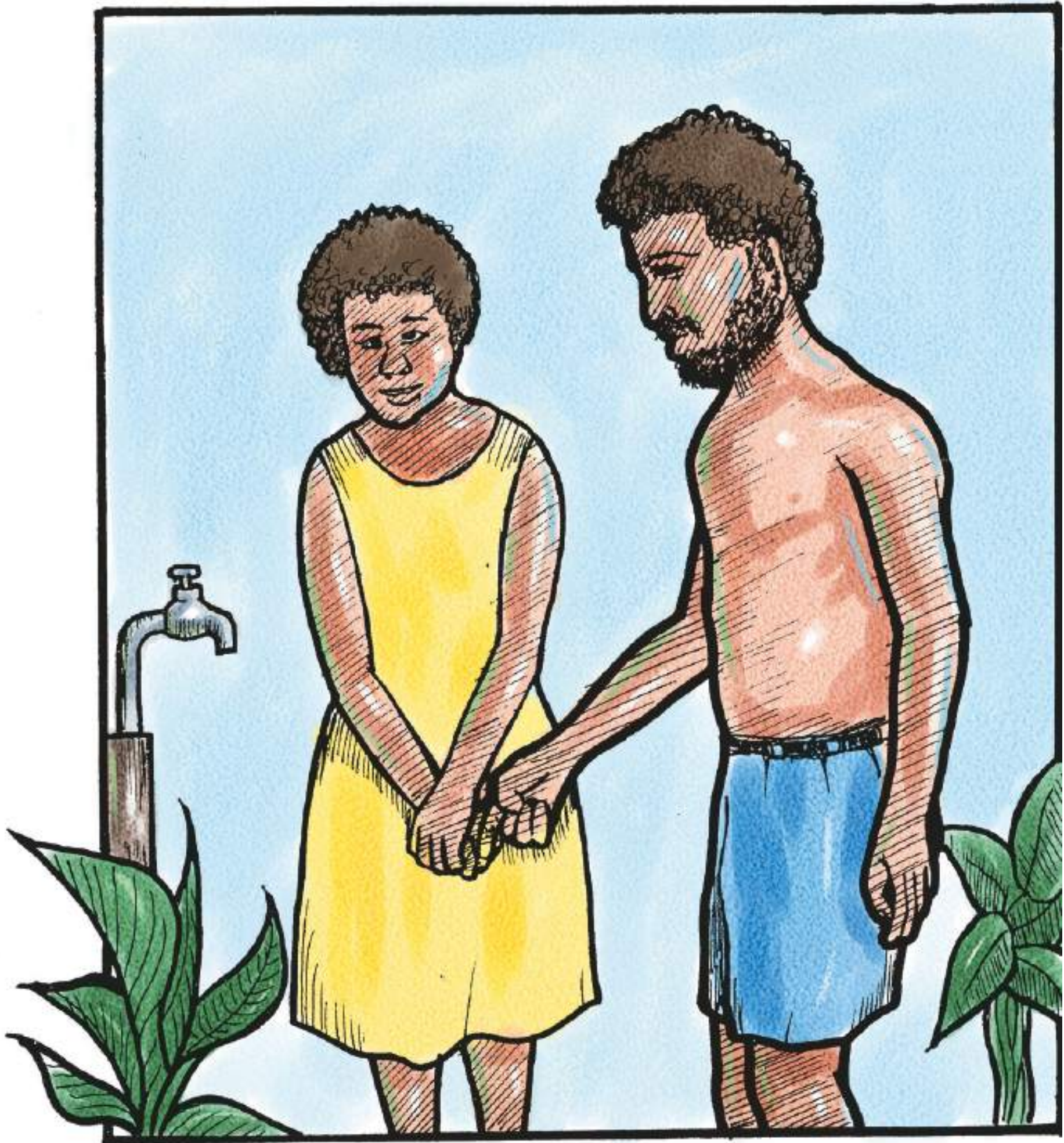
**Grandmother went to  
get some water for her  
tomatoes.**





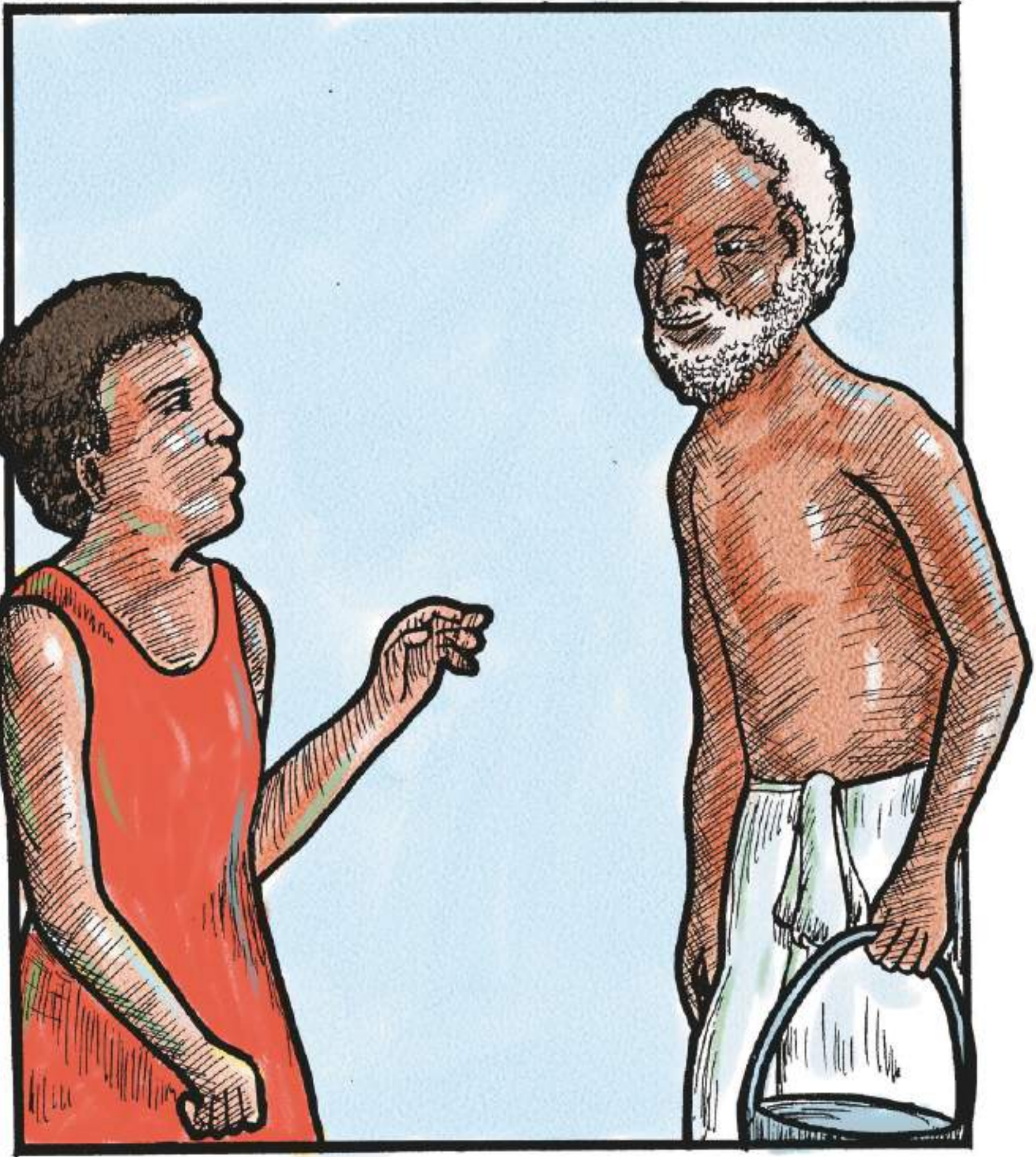
**When she turned on the tap, nothing happened. “Oh dear, there’s no water,” she said.**





**“There’s no water,”  
said Mother.  
“There’s no water,”  
said Father.**

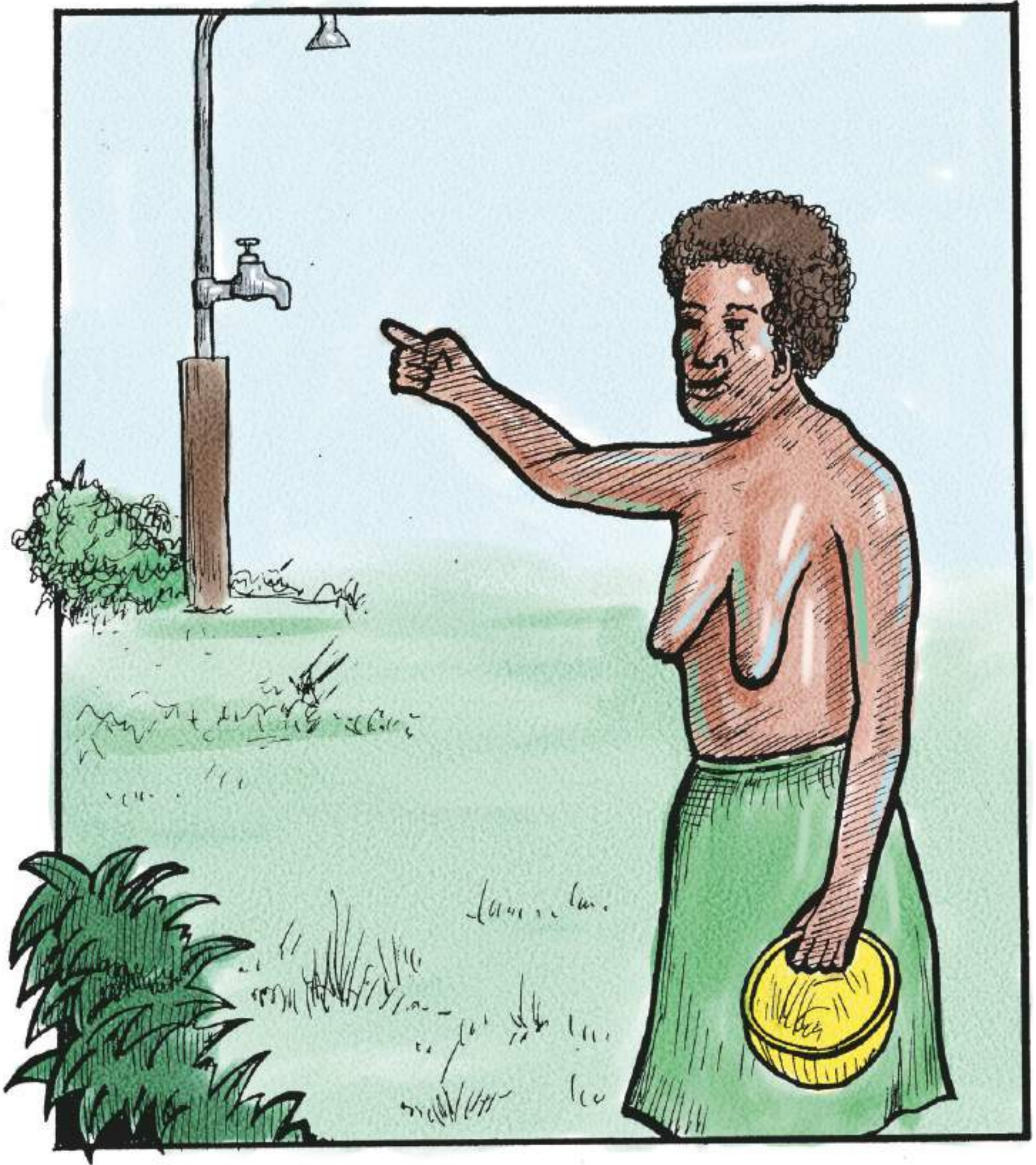




**“There’s no water,”  
said Sally.**

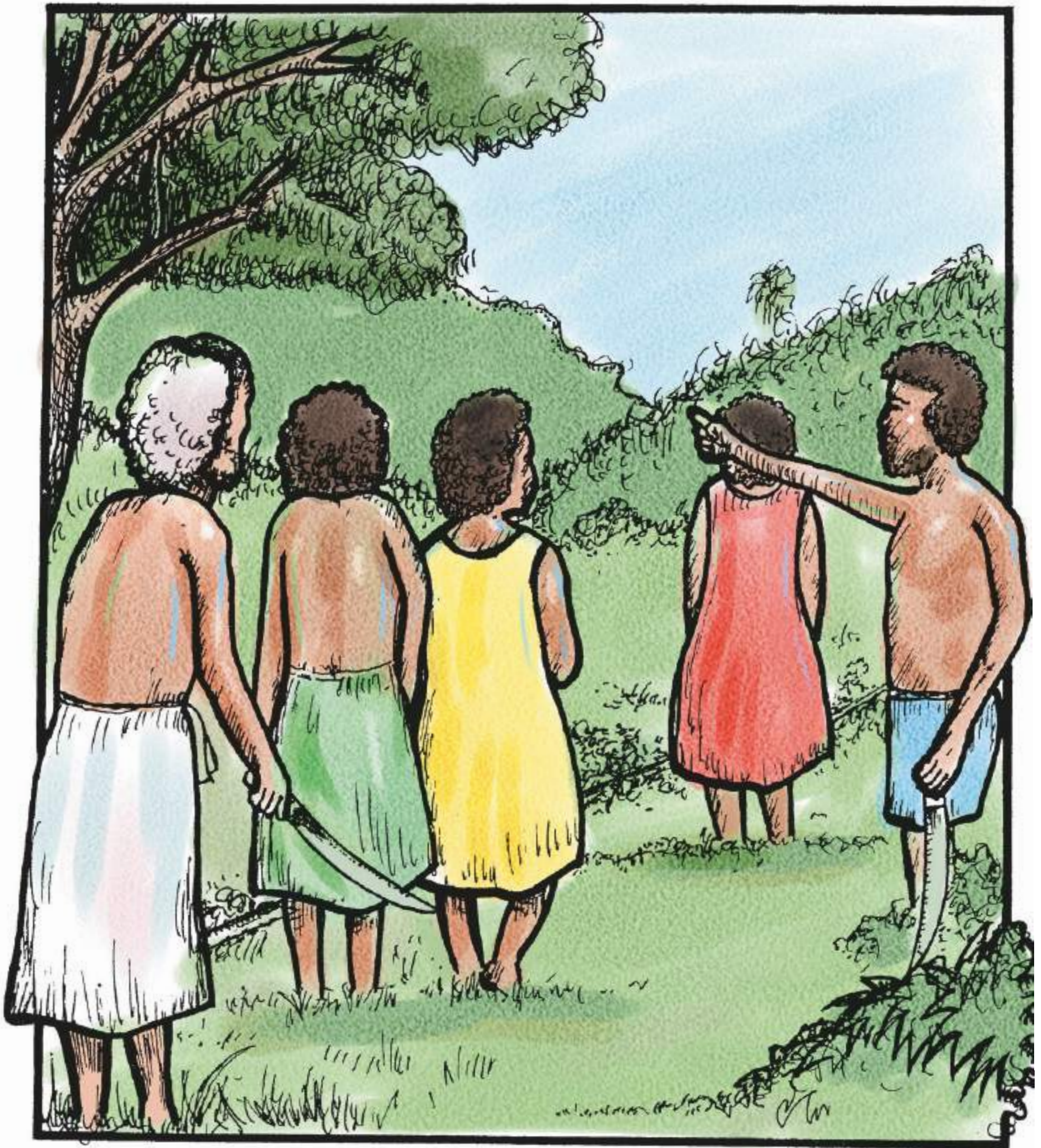
**“There’s no water,”  
said Grandfather.**





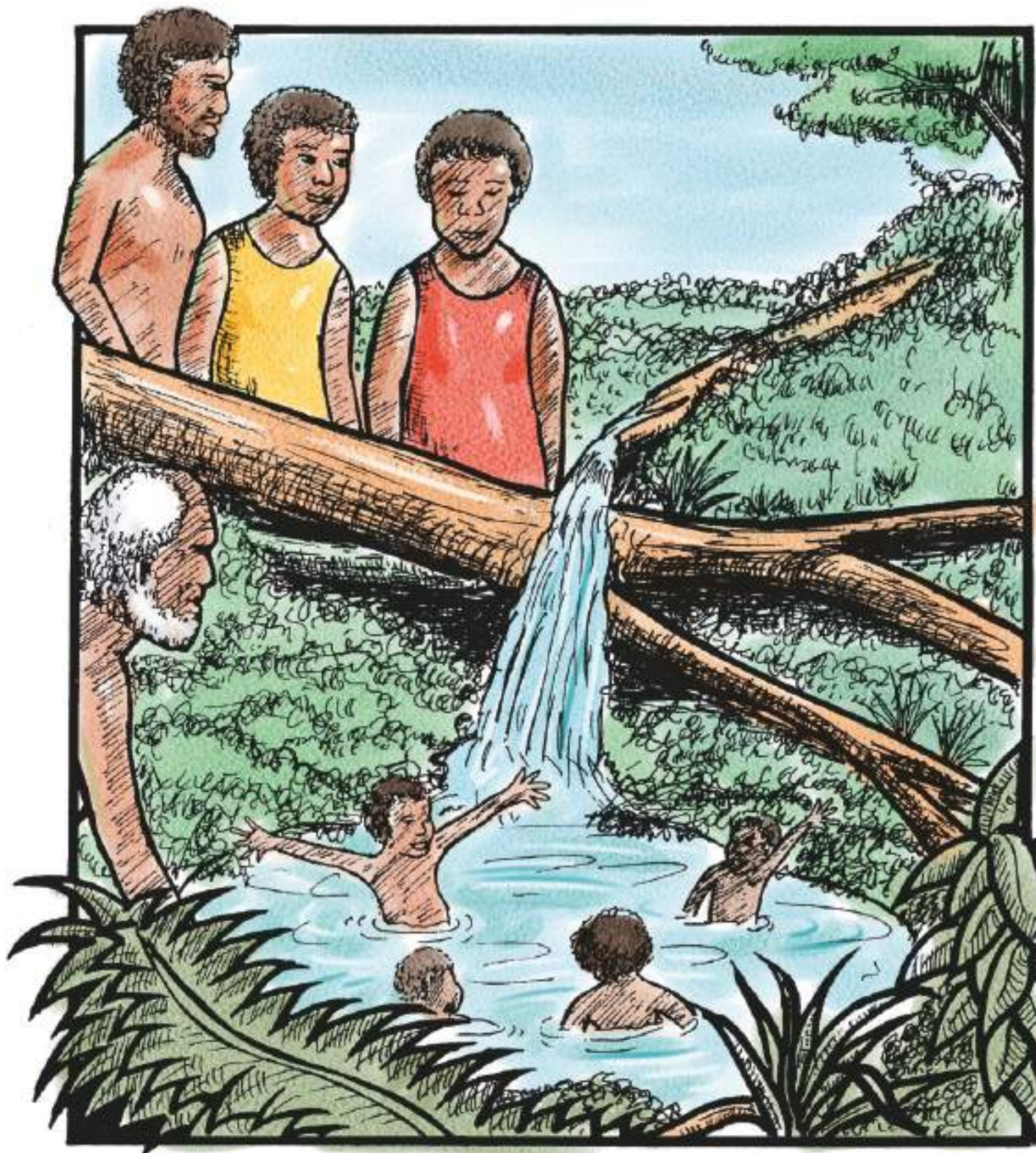
**“There’s no water,”  
said Grandmother.**





**They all went to see why  
there was no water.**





**They found all the children swimming in a pool of water, made by the broken pipe.**  
**“So that’s why there’s no water!”**







Text:	<i>There's No Water</i>
Level:	Year 1
Message:	You need to find the source of a problem/problems have a reason
Discussion focus:	Resources we share in our communities
Vocabulary focus:	Family names; pronouns ( <i>he</i> and <i>she</i> )
Letters and sounds:	Medial <i>p</i> , medial <i>t</i>
Print focus:	Speaking marks
Writing opportunity:	Text innovation: new object

ACTIVITIES	LANG.	SYLLABUS
<p>Day 1</p> <p><u>Modelled Reading</u></p> <p>Set the context: <u>Talking with learners</u></p> <p>Tell the learners <i>This story is called “There’s no Water”. We know from the speaking marks that people are talking about water. In this story, the family are talking about the problem of turning on the tap and finding that there’s no water.</i> Ask the learners to think about all the things that family might need to use water for. Discuss why water is important to a family.</p> <p>Open the book and look at the pictures. On each page review the family member name (<i>mother, father, grandfather, grandmother</i>), the object (<i>cabbage, fish, clothes, pigs</i>) and explain decide what that person wants to do (eg <i>Father wants to <b>wash</b> the fish</i>).</p> <p>Stop at p. 14 and don’t show the last page. Ask if the learners can guess why there is no water. Give a hint: <i>Is it something to do with the children in this family?</i></p>	V/P	1.3.3.1 1.4.1.4
<p><u>Read the story: Listening and watching</u></p> <p>Now read the story in clear English. Read the spoken parts (<i>“Oh dear, there’s no water”</i>) in a worried voice.</p>	E	1.6.1.1
<p><u>Review the story: Understanding the story</u></p> <p>Turn the pages of the book. Look at each picture and ask the learners to explain what happened. On each page, ask the learners to remember the family member, the object they were using and what they needed the water for. Make sure the learners understand what happened at the end (the children cut the pipe and made a pool of water to play in).</p>	V/P + E	1.6.1.2 1.5.1.3
<p><u>Responding to the story: Talking by the learners</u></p> <p>Talk about how in villages (and other communities) we share lots of things. Ask the learners to think of some other things they share with the families and their neighbours (eg. ovens, food, wood, transport) Ask <i>Is it good to share things with our families and our neighbours? Why do we need to share water?</i></p>	V/P + E	1.3.1.2 1.6.1.2 1.4.1.2

<p>Day 2</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Review the story by turning the pages of the book and looking at the pictures. On each page ask the learners to tell you what happened. Ask the learners to remember what each family member said when they turned on the tap (<i>“Oh dear, there’s no water”</i>). Now read the story, letting the learners join in for the spoken parts of the story.</p>	V/P + E	1.4.1.2 1.6.1.1
<p><u>Focus on vocabulary: Family members</u></p> <p><i>Preparation:</i> Write up the names of people in the book on cards eg. <u>mother</u> <u>father</u> <u>grandmother</u> etc. Have some more cards ready for new words.</p> <p>Give copies of the small books to learners and ask them to locate the words for the family members in the story. Use the cards for learners to match the word in the book with the word on the card. Look at the spelling and patterns (eg. final <i>er</i> that sounds <i>a</i>).</p> <p>Ask the learners to tell you any other family member names they know (eg. <i>aunty, cousin, brother</i>). Write these on cards: look at the words and spelling. Discuss: <i>Who is Sally?</i> Perhaps in this book she is a sister or friend.</p> <p>Shuffle the cards and hold one up. Ask the learners to identify it. Give a sentence with that word. eg. <i>mother My mother brings me to school.</i></p> <p>In their exercise books, learners write the family member words and draw someone from their family that is that person.</p>	E + V/P	1.4.2.4 1.4.2.3 1.7.2.6
<p><u>Focus on Letters and Sounds: medial t</u></p> <p>Show the front cover and point to the word <i>water</i>. Ask the learners to find the word in the small books and identify the word. Focus on the sounds: <i>It starts with a w sound. It ends with an a sound. It has the sound t in the middle. Which letter makes the t sound?</i> Ask the learners to look at the word and find the letter <i>t</i>. Say the word again, drawing out the <i>t</i> sound so that learners can hear it. Hand out some Nguzu Nguzu books and ask the learners to find words that have the letter <i>t</i> in the middle of them. Make a list on the board of all the words they find with the <i>t</i> sound in the middle. Now read each word and ask a learner to come up to the board and draw a line under the letters that make the <i>t</i> sound. Draw attention to any words that have a double t (eg <i>kitten</i>).</p> <p>In this lesson, you might also discuss the unusual sound of <i>or</i> in <i>water</i>. This is a special use of <i>a</i> so no need to spend time looking for other examples: just practice this word.</p>	E + V/P	1.4.2.4 1.4.2.3 1.1.2.2 1.7.2.9



ACTIVITIES	LANG.	SYLLABUS
<p>Day 3</p> <p>Shared reading: Revisiting the story</p> <p>Ask the learners to remember the people in the story (eg. <i>Mother, Father, Sally, Grandfather, Grandmother</i>) and what each family member said when they turned on the tap.</p> <p>Divide the class into five groups and give each group a family member. Choose one learner from each group to stand up at the front of the class.</p> <p>As you read the story, these learners can act out trying to turn on the tap. Let each group read the spoken parts (<i>Oh dear, there's no water</i>) when their character is speaking.</p>	E	1.6.1.1
<p>Focus on print: Speaking Marks</p> <p>Review what the learners know about speaking marks. Turn the pages of the book and ask the learners to find any parts of the story that are spoken. In pairs, one is the narrator and one (or more in the group) say the speaking parts.</p> <p>Write sentences on the board without the speaking marks:</p> <p><i>Father went to get some water. Oh dear there's no water.</i></p> <p><i>Grandmother went to get some water. Oh dear, there's no water.</i></p> <p>Ask learners to come up and say where the marks would go.</p>	V/P + E	1.4.2.5
<p>Focus on vocabulary: Pronouns</p> <p>Revise the cards with the names of family members. Identify who is female and who is male. Put them into 2 groups. Note that <i>cousin</i> can be male or female: put it in the middle.</p> <p>Look at the female list: <i>Which small word do we use in a sentence to show someone is a female?</i> (<i>she</i>). Explain that this means we don't have to keep saying the name, but we do need to use it first. Eg. <i>This is my mother. She is tall.</i> Write this on the board and make the link between <i>mother</i> and <i>she</i>.</p> <p>Now do the same with <i>father</i>: <i>My father is James. He has a canoe.</i> Draw an arrow from <i>father</i> to <i>he</i> to show the link.</p> <p>Learners look in the small books. They need to find all the <i>she</i> and <i>he</i> words and find out who they link to (don't write in the books!). Ask questions such as <i>On p. 11, who is the she on that page?</i> (<i>Grandmother</i>)</p> <p>Learners can use the cards that you have made to make some sentences in their books, using 2 sentences that link with a pronoun.</p>	E + V/P	1.4.1.3 1.6.2.6 1.4.2.4
<p>Day 4</p> <p>Shared reading: Revisiting the story</p> <p>Ask learners <i>Who would like to try to read a page in the book?</i> Choose some volunteers. The teacher reads the first page, a learner reads the next. The teacher continues to read one page and a different learner reads every second page until finished.</p>	E	1.6.1.1
<p>Focus on Letters and Sounds: medial <i>p</i></p> <p>Open to p. 3 and point to the word <i>happened</i>. Ask the learners to find the word in the small books and identify the word. Focus on the sounds: <i>It starts with an h sound. It ends with a d sound. It has the sound p in the middle. Which letter makes the p sound?</i> Show them how in this word, there are two <i>p</i> letters that make the <i>p</i> sound. Say the word again, drawing out the <i>p</i> sound so that learners can hear it.</p> <p>Write the word <i>jumper</i> on the board and ask them to find the <i>p</i> sound in the middle. Note that it only uses one <i>p</i>. Think of more words that have <i>p</i> in the middle: <i>happy, people, hopping, skipping, lumpy</i>.</p> <p>Divide the learners into groups of three. Each group of three must stand up in a line holding hands. Tell the learners that they must listen to the words you say. If they hear the <i>p</i> sound in the middle of the word, the learner standing in the middle of the line must crouch down. If they hear the <i>p</i> sound at the beginning, the learner on one side of the line must crouch down (maybe the learner who is closest to the door). If they hear the <i>p</i> sound at the end the learner on the other side of the line must crouch down. Now say these words: <i>pencil, happy, jump, prayer, slipper, sleep, pumpkin, picture, plop</i>.</p>	E + V/P	1.7.2.9 1.4.2.4
<p>Day 5</p> <p>Independent Reading</p> <p>Put the learners into pairs. Give each pair a copy of the book and let the learners read to each other today. Encourage the learners to point to each word as they read.</p>	E	1.4.3.1
<p>Shared Writing</p> <p>Tell the learners <i>We are going to write a story like "There's no water". We will think of a different thing that goes missing.</i> Let the learners suggest some objects that people share in a community or village (eg. a canoe, a wooden bowl, a knife, a guitar, drums).</p> <p>Now start the story, writing one sentence at a time, pausing before the bolded words and letting the learners suggest which words and phrases to write.</p> <p>Your story may look something like this:</p> <p style="text-align: center;"><i>There's No <b>Canoe</b></i></p> <p><b>Mother</b> went to get <b>the canoe to catch some fish</b>. "Oh dear, there's no <b>canoe</b>," she said.</p> <p><b>Father</b> went to get <b>the canoe to visit another island</b>. "Oh dear, there's no <b>canoe</b>," he said.</p> <p><b>Brother</b> went to get the canoe to <b>go to school</b>. "Oh dear, there's no <b>canoe</b>," he said.</p> <p><b>They all</b> went to look for the <b>canoe</b>. <b>They found the canoe in the river. All the girls in the village were</b></p>	E + V/P	1.9.1.4 1.9.1.8 1.9.2.2



<i>playing in it.</i>		
Make the story into a book, by dividing the learners into groups and giving each group a piece of paper with a sentence. Let each group illustrate their page		







