

# Mr Bamboo The Builder



By Chris Lock  
Pictures by Jackson Onahikeni

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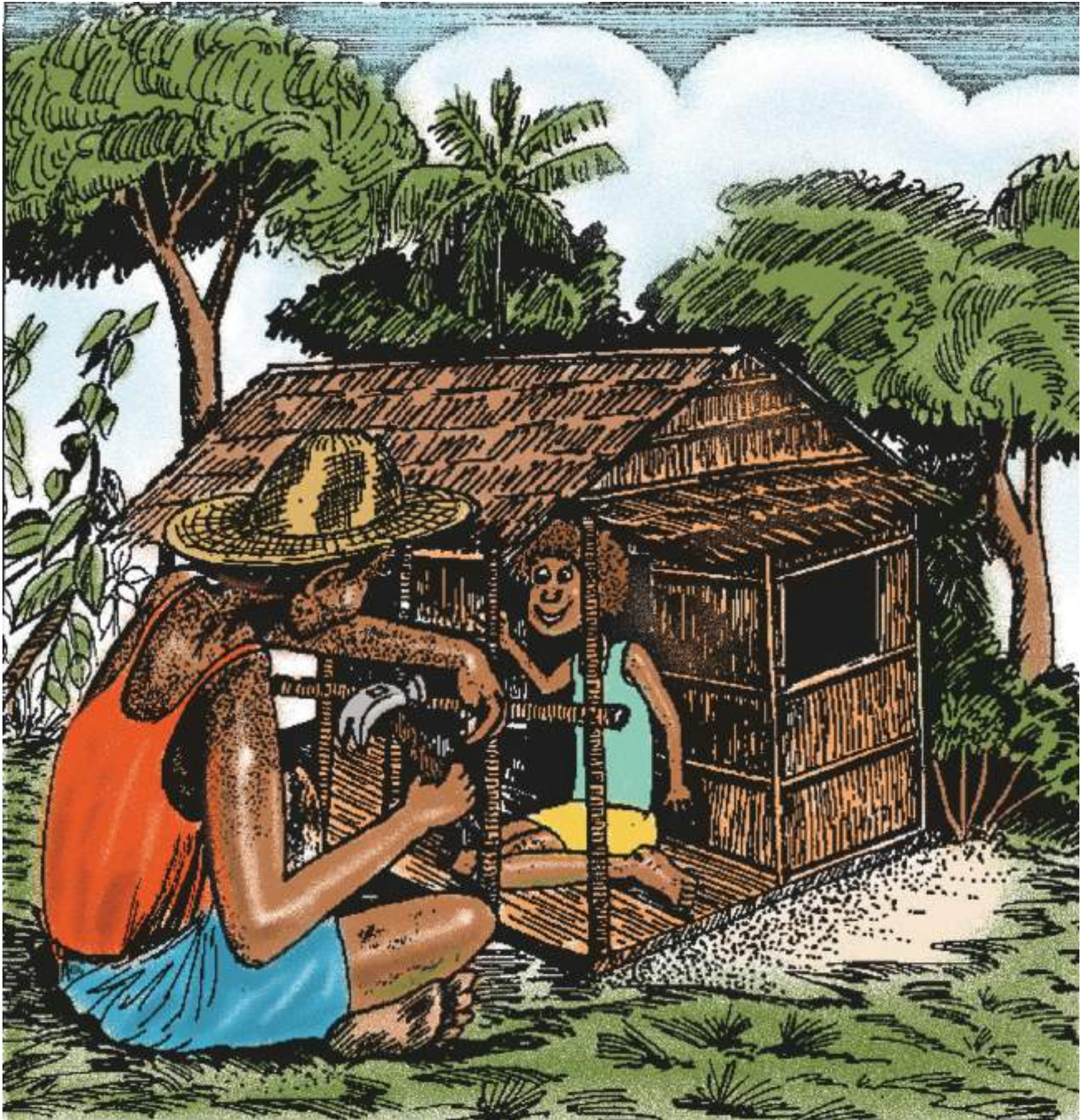


# Mr Bamboo The Builder



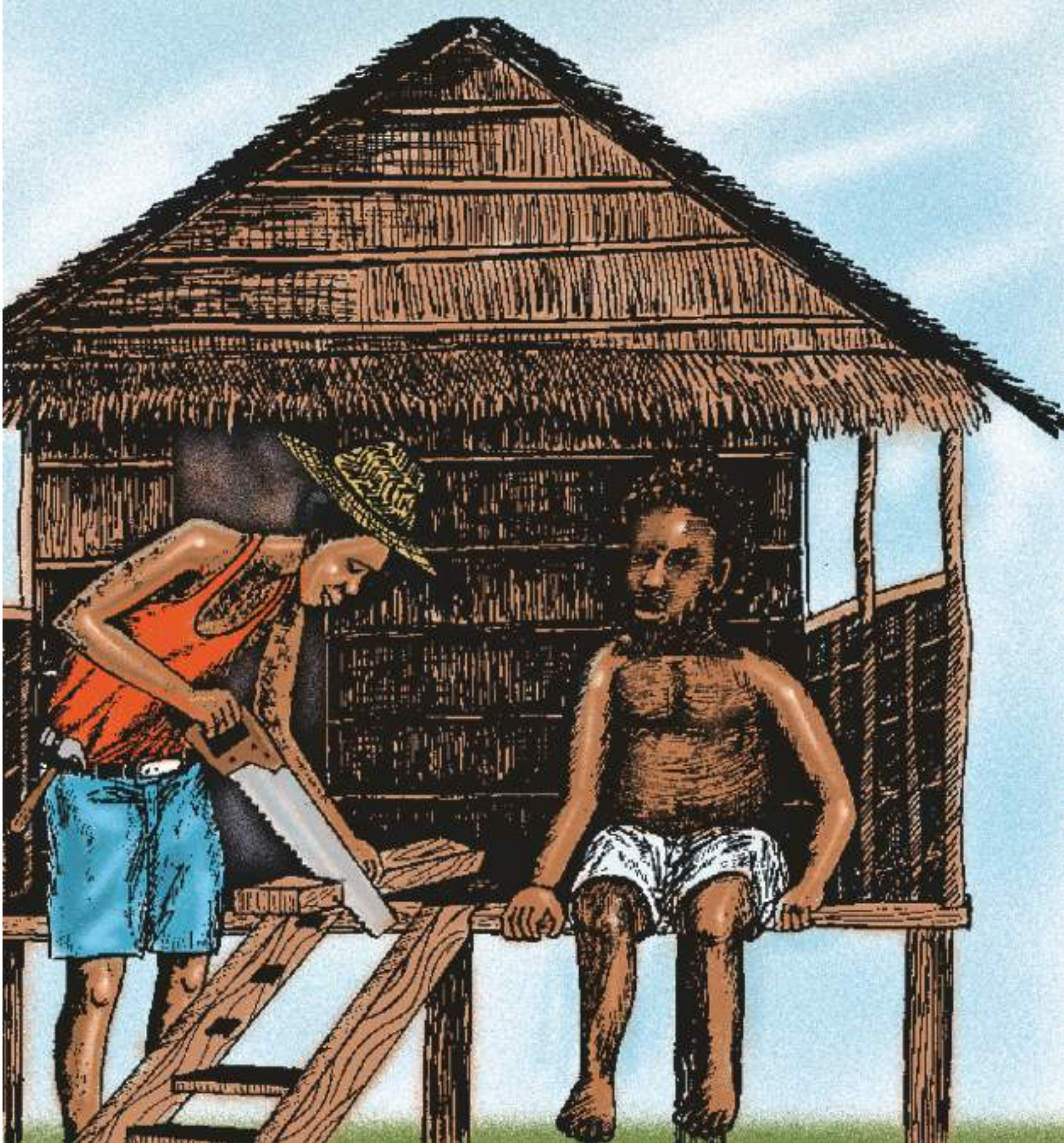
By Chris Lock  
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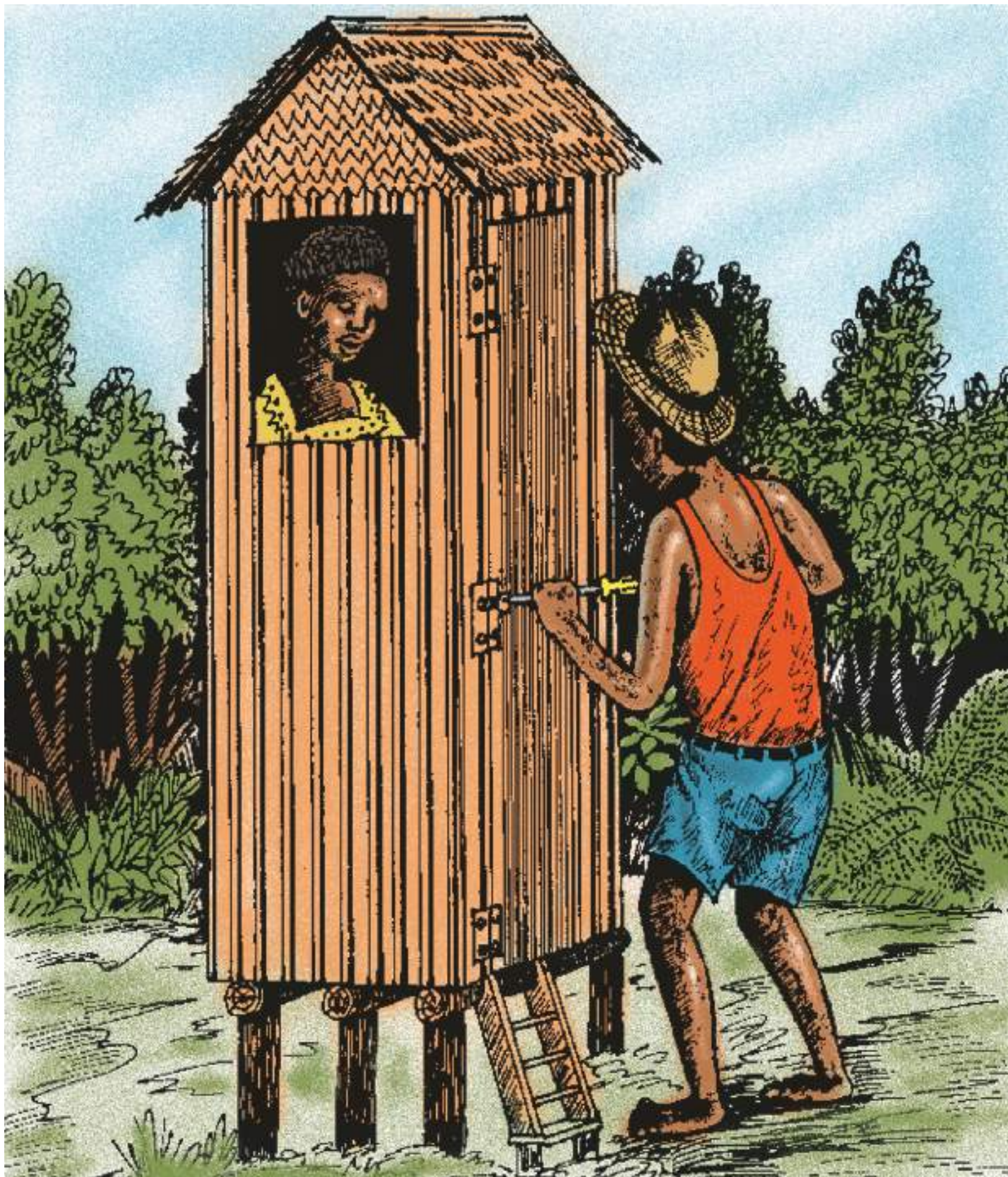
Mr Bamboo is a good builder.  
He builds all kinds of houses for all  
kinds of people. He built a small house  
for small Aunt Sally. She lives at one  
end of the village.





He built a big house for his big  
uncle Bill. His house is next to  
Aunt Sally.





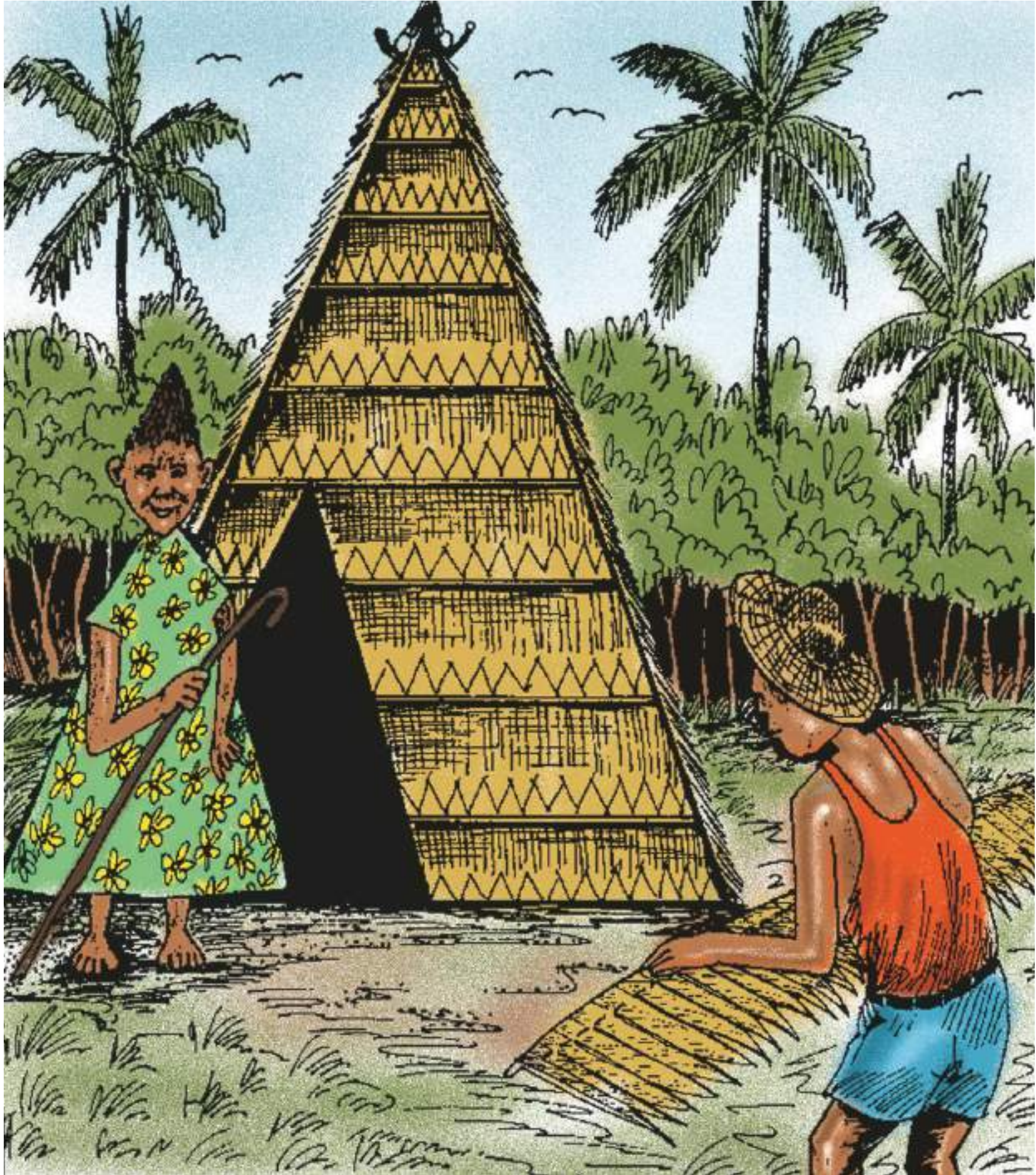
He built a tall thin house for  
his tall thin Cousin Theresa.  
Theresa lives beside his Uncle Bill.





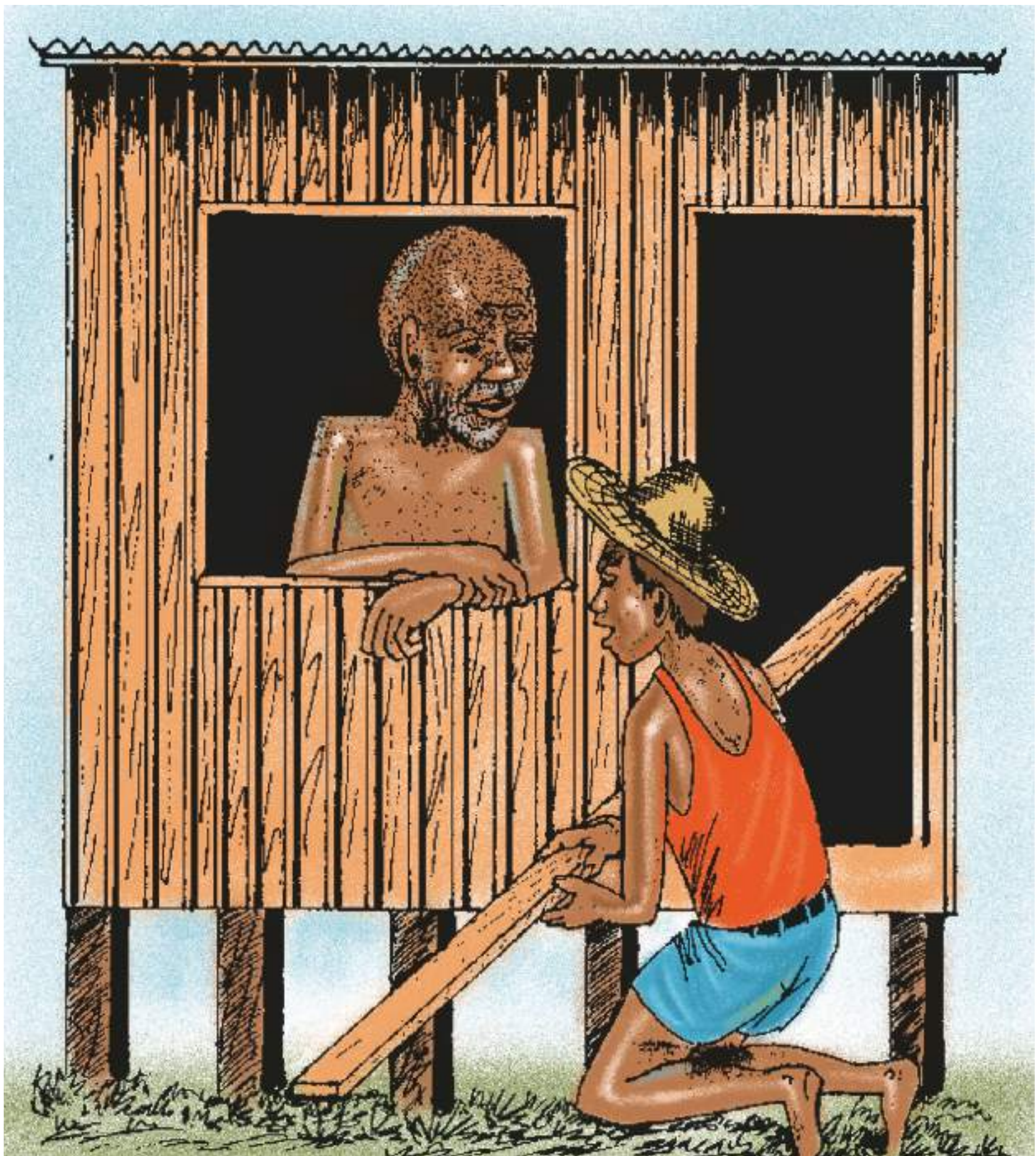
He built a short round house  
for his short round Cousin Ronni.  
Ronni lives next to his cousin Theresa.





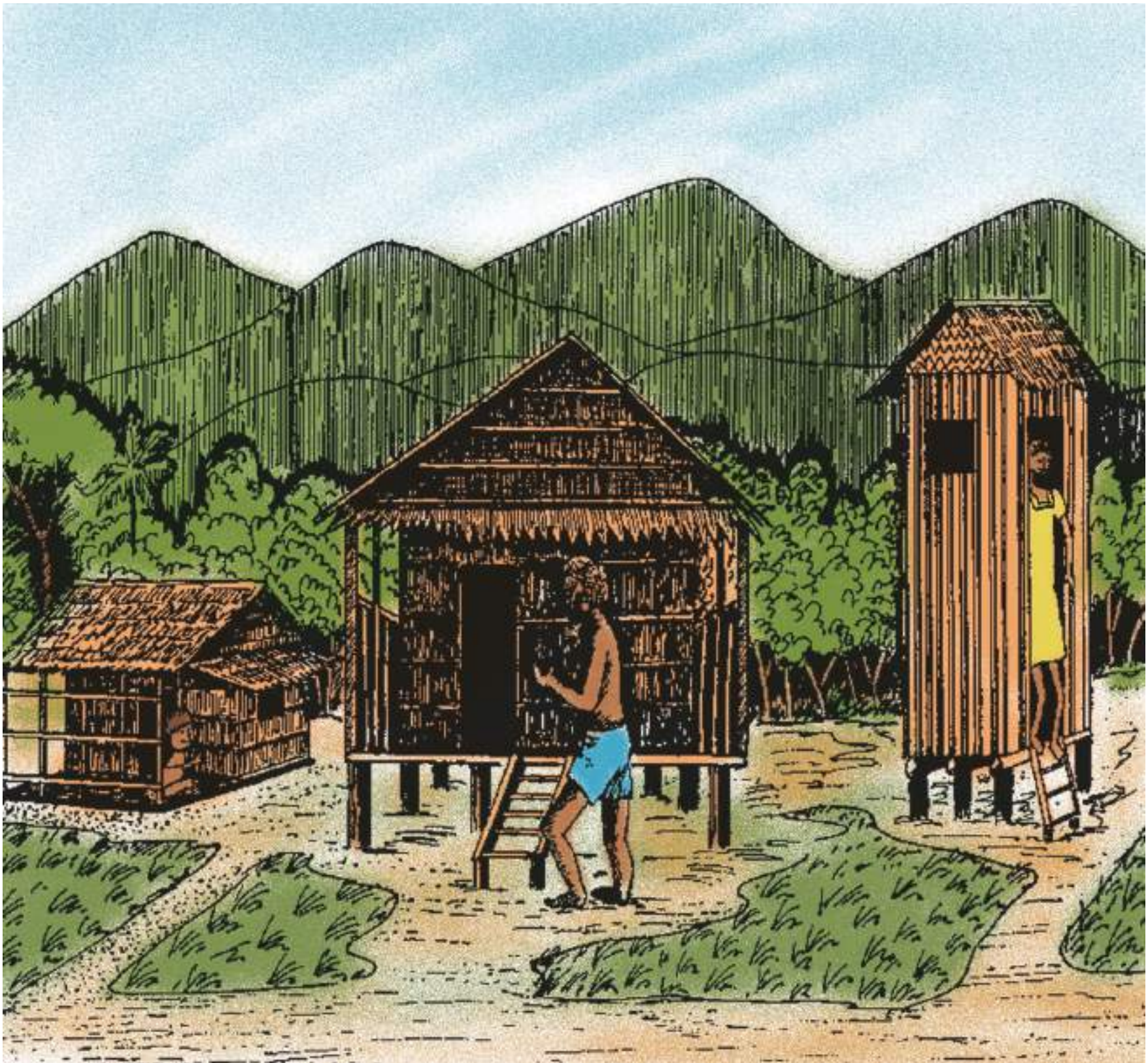
He built a triangular house for his triangular Grandma Tali. Grandma Tali lives at the end of the village.





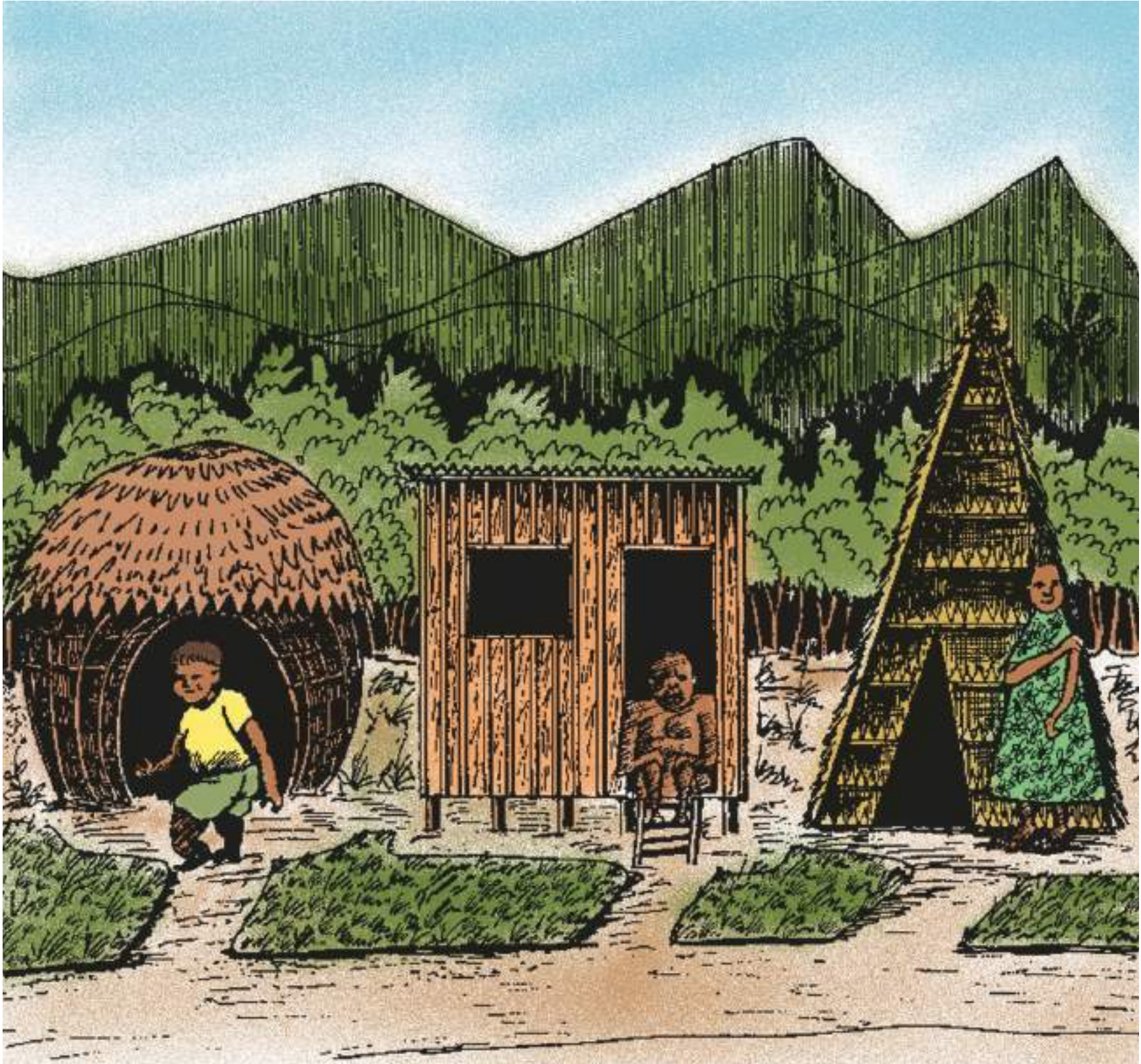
He built a square house for his square Grandpa Sam. Grandpa Sam lives between his Cousin Ronni and his Grandma Tali.





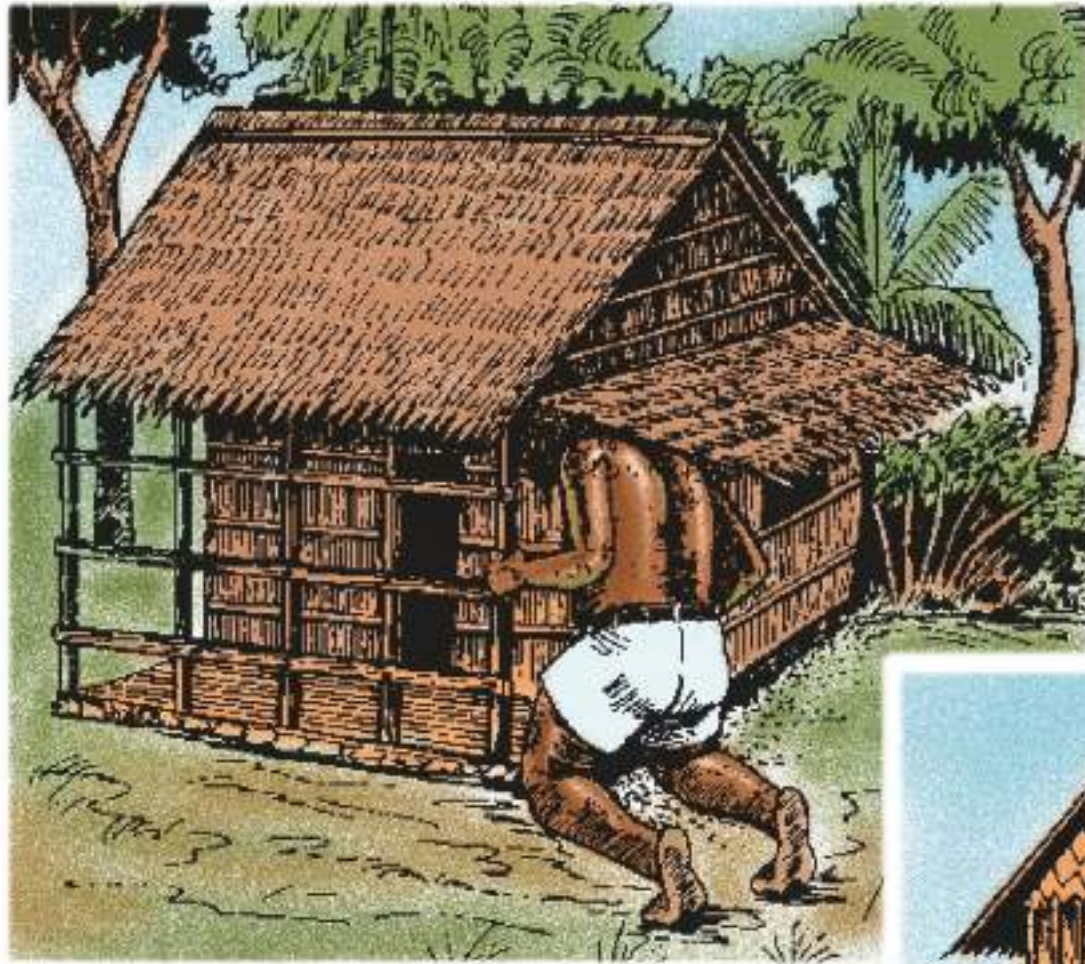
They all loved the beautiful  
houses that Mr Bamboo built,





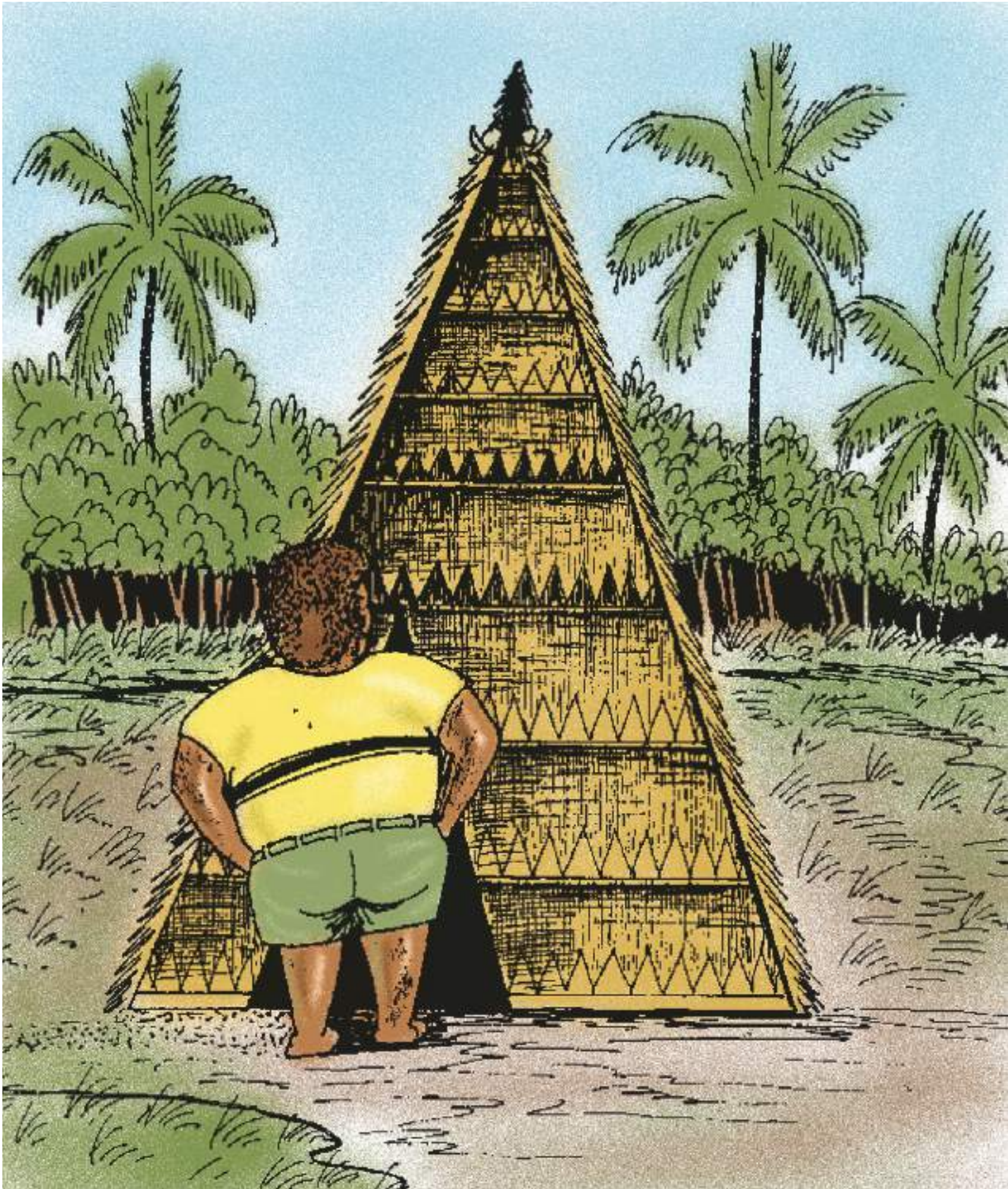
except for one small problem...





Uncle Bill cannot visit Aunt Sally or Cousin Theresa because he is too big.





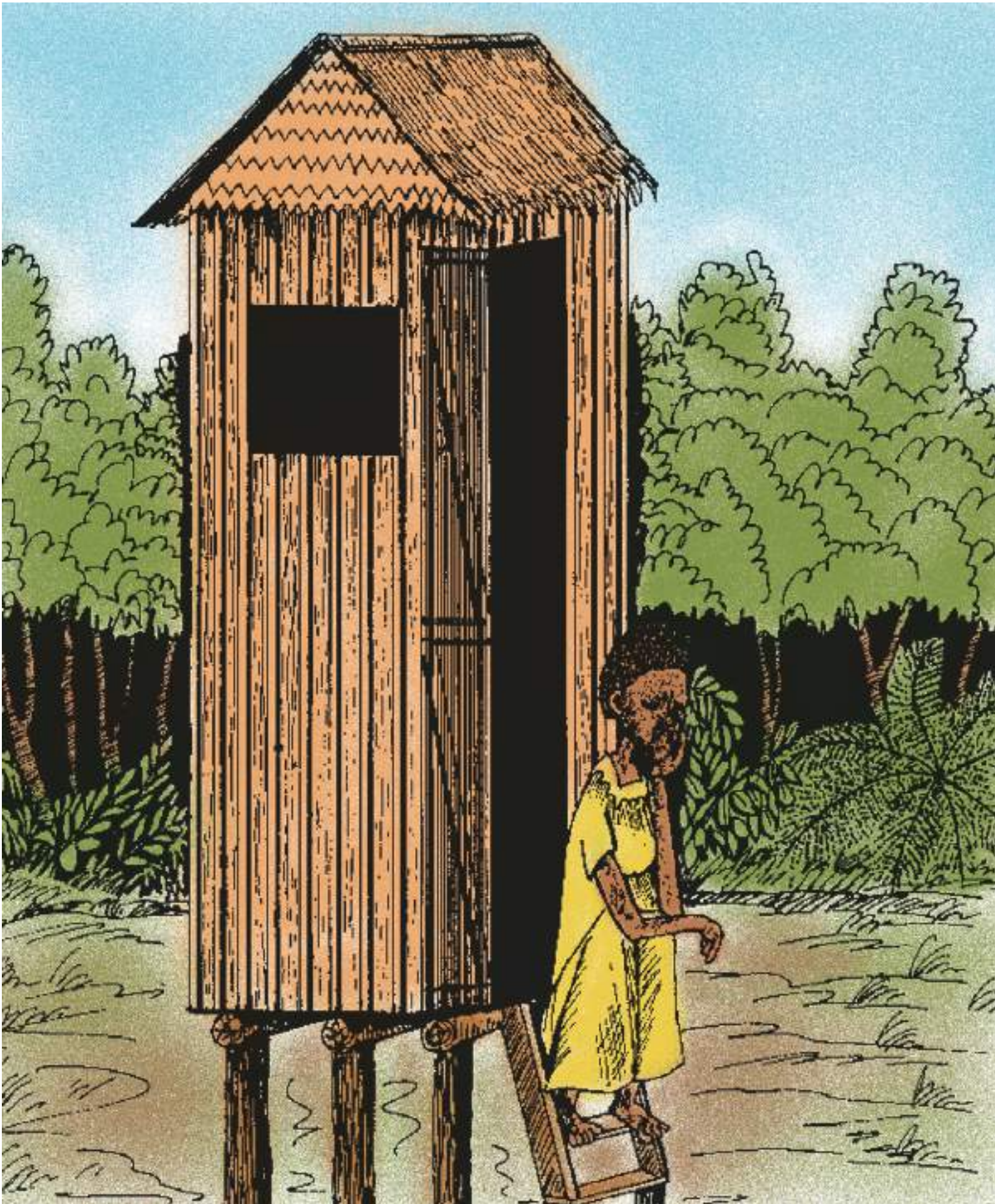
Cousin Ronni cannot visit Grandma Tali because he is a different shape.





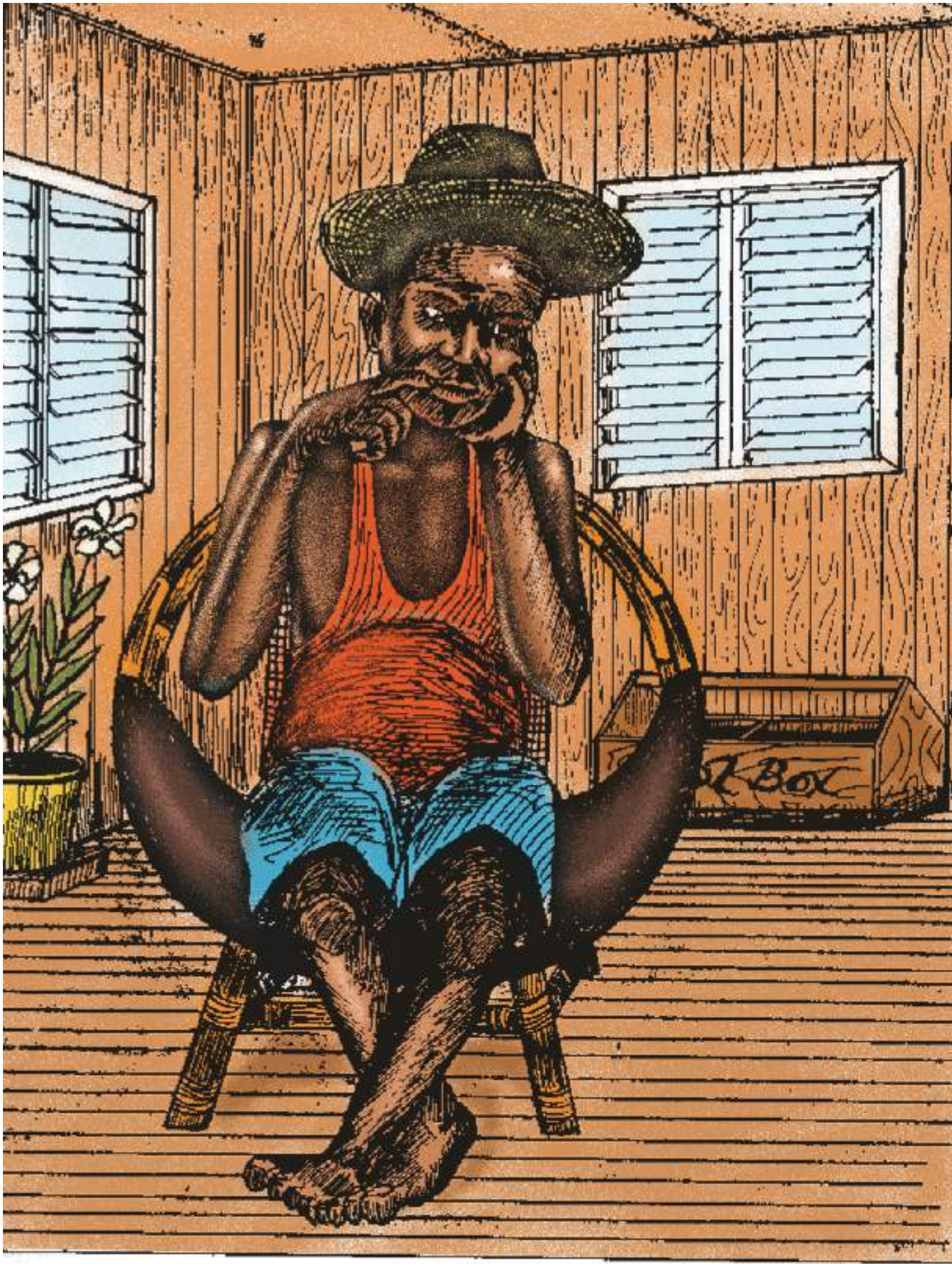
Grandma Tali cannot visit Grandpa Sam because she is a different shape.





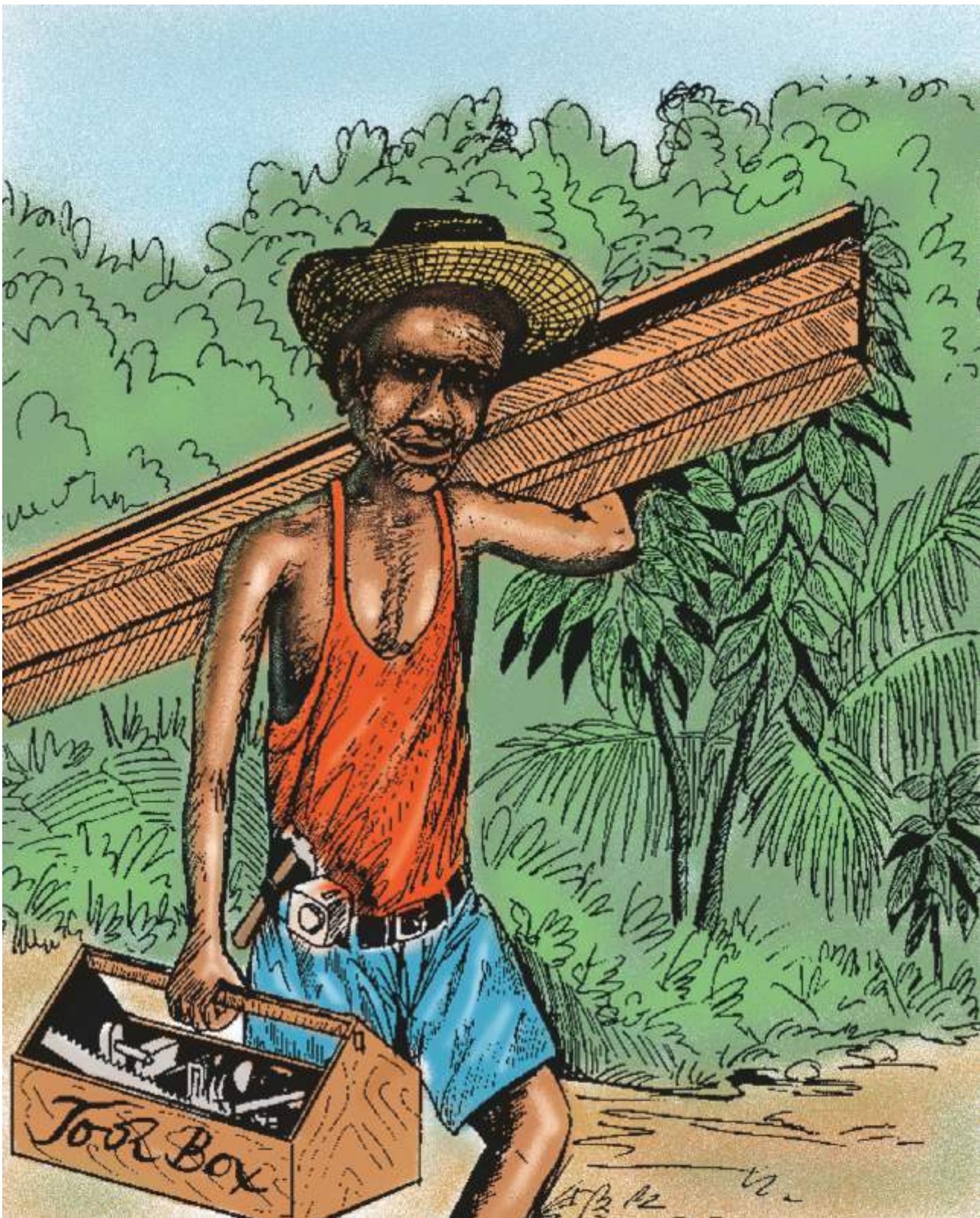
Cousin Theresa is too tall to visit anyone!





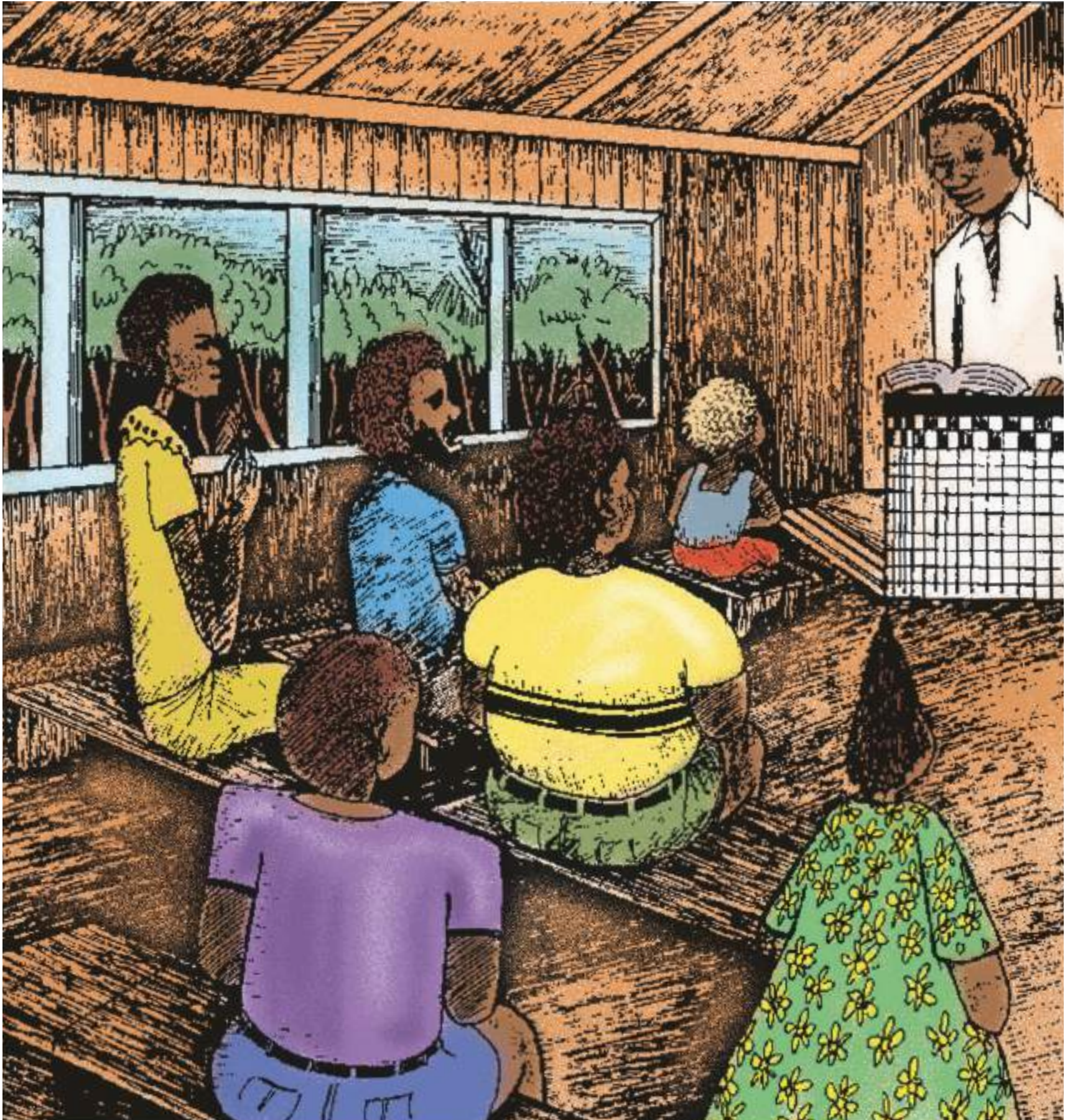
One day Mr Bamboo had an idea.





He collected all his tools and plenty of wood. Then he set to work.





Mr Bamboo built a beautiful church with plenty of room for everyone. Now everyone can come together and meet in the church, whatever shape they are.







Text:	<i>Mr Bamboo the Builder</i>
Level:	Year 2
Message:	The church is for everyone; we think of ways to solve problems
Discussion focus:	What houses suit people; how do we help people to get what they need?
Comprehension:	Finding detail; cause and effect
Vocabulary focus:	Adjectives; family names; <i>because</i>
Letters and sounds:	oo
Writing opportunity:	Guided writing: describing a family member

ACTIVITIES	LANG.	SYLLABUS						
<p>Day 1</p> <p><u>Modelled Reading</u></p> <p><u>Set the context: Talking with learners</u></p> <p>Tell the learners <i>This story is called Mr Bamboo the Builder</i> (point to Mr Bamboo on the front cover). <i>In this story, Mr Bamboo builds houses for people in his family. What family members do you think he will build for?</i> Let learners discuss family members. Make sure learners know the words <i>cousin, grandma, grandpa, aunt and uncle</i>.</p> <p>Now open the book and look at the pictures. As you look through the pictures, help the learners to explain what they think is happening. 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. The learners can guess which family member is in each page and notice the shape of each character. By pp. 10 and 13, notice the problem for the characters. Look at Mr Bamboo thinking on p. 14 and then going somewhere on p. 15, but do NOT show the last page: learners predict how Mr Bamboo might solve the problem. Wait to hear what that solution will be.</p>	V/P	2.1.1.4 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. Say the adjectives words with emphasis so the learners can hear the repetition (He builds a <b>big</b> house for <b>big</b> uncle Bill).</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 was happening. Ask the learners to remember the family member on each page and the adjective used for each family member. On p. 10 ask the learners to tell you the problem in the story. On p. 16, look at how Mr Bamboo solved/fixed the problem.</p>	V/P + E	2.5.1.6 2.6.1.3 2.3.2.2						
<p><u>Responding to the story: Talking by the learners</u></p> <p>Talk about how in our families we do lots of things to help each other. Ask the learners to think about what things their parents do to help them (eg. making food for them, giving them clothes, teaching them how to do new things). Now ask the learners to think about when they are older, like Mr Bamboo. Ask <i>What would you like to do, to help your family members?</i> (eg. build houses, drive their families around, grow food for their families). Let the learners share with a friend then choose some learners to speak to the whole class.</p>	V/P + E	2.6.1.1 2.6.2.3						
<p><u>Comprehension: finding details</u></p> <p><i>Preparation:</i> Bring in copies of <i>Ono’s New Hat</i> Write these words on cards, one set for the whole class.</p> <table><tr><td><i>big</i></td><td><i>small</i></td><td><i>short</i></td><td><i>tall</i></td><td><i>round</i></td><td><i>thin</i></td></tr></table> <p>Review the adjectives that we looked at when we read <i>Ono’s New Hat</i>: go through that book and review <i>tall, big, wide, floppy</i>.</p> <p>Ask the learners to take a <i>Mr Bamboo the Builder</i> with their partner and go through looking for the words that described the people and the houses. Give them some time for this.</p> <p>Show these cards to the learners. Ask them to find them in the book.</p> <p>Remind the learners that adjectives describe what things look like. Identify which characters are described by each adjective and link these up:</p> <p><i>short round</i> --- Cousin Ronni <i>thin</i> ---- Cousin Theresa etc</p> <p>When the learners have made their lists, check as a class.</p> <p>The learners can draw one of the characters and write a sentence underneath to say who they are and the description, eg. <i>This is Cousin Ronni. He is short and round</i>.</p> <p>Remind the learners about using a pronoun in the second sentence (they learnt this when they studied <i>Timi the Tease</i>)</p>	<i>big</i>	<i>small</i>	<i>short</i>	<i>tall</i>	<i>round</i>	<i>thin</i>	E + V/P	2.5.1.4 2.7.2.2
<i>big</i>	<i>small</i>	<i>short</i>	<i>tall</i>	<i>round</i>	<i>thin</i>			
<p>Day 2</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask the learners to remember what happened in the story. Turn the pages of the book and ask the learners to explain what happened on each page. Read the book to the learners, while they follow along with the small copies.</p>	V/P + E	2.3.2.2 2.5.1.4						



ACTIVITIES	LANG.	SYLLABUS
<u>Close Reading</u> Do a close reading of pp. 2 - 3. Summarise: the orientation tells us about Mr Bamboo, then the pattern for sentences begins. Learners can look through pp. 4 – 9 to see the pattern of the sentences.	E + V/P	2.6.1.5 2.4.2.8
<u>Focus on vocabulary: adjectives</u> Revise the cards from the previous day that describe the characters. Think about other adjectives that could be used to describe family members. Start with age: think about older relatives and younger relatives: write <i>old</i> and <i>young</i> on cards. Now think of attributes or characteristics: write on cards <i>clever, lazy, happy, sad, funny, serious, kind, mean</i> . Make sure the learners understand these words in English, using other languages as needed. Shuffle the cards (new cards and Day 1's cards) and show the learners randomly and help them to say the word. Do this a few times. Show all the cards and ask the learners to think about a family member: <i>Which words would you take to describe that person?</i> Encourage a learner to come and pick up 2 or 3 (not just 1) word and give a sentence to describe that person. They could use more than one sentence. Help them to say it in English (use V/P if needed first). eg. <i>My Grandmother is <u>small</u>. She is <u>old</u>, and she is <u>clever</u>.</i> Remind learners how to use pronouns. Do this a few times with different learners, then let learners do it in groups. Then they are ready to draw a picture in their exercise book and write a sentence to match. Help them to find words in the book and words on the cards to help them with the spelling.	E + V/P	2.4.2.6 2.4.2.2 2.7.2.5 2.7.2.2 2.7.1.3

Day 3 <u>Shared reading: Revisiting the story</u> Start by turning the pages of the book, and asking the learners to find the family names (eg. <i>aunt, uncle, grandma, grandpa</i> ). Read the story, letting the learners read the family names and description on each page.	E	2.5.1.4
<u>Comprehension: reading for detail</u> Divide the class into 6 groups (or 12 groups and make two sets). Give each group a piece of A4 paper (or card) and the name of a character. They need to find the description of the house and draw it. Remind them that Aunt Sally's cannot be as big as the paper: it must be small. Cut out the houses. This should take about 15 mins: do not let them take too long to do this part! Now read the book carefully to decide where the houses are in the village. Look at pp. 2 and 3 to see that Sally and Bill are next to each other. Keep reading the pages to decide whose house is next. Put this up as a display so that the class can look at it when you are reading.	E + V/P	2.5.1.4 2.4.3.2
<u>Focus on Letters and Sounds: oo</u> <i>Preparation:</i> Make alphabet cards to use for all letter activities. Make a card with <u>oo</u> Show the front cover and point to the word <i>Bamboo</i> . Say: <i>This word says Bamboo. Listen to the end sound as I say this word again.</i> Now say <i>bamboo</i> , drawing out the oo sound at the end of the word. Ask the learners to tell you what the last two letters are in the word (oo) and point to them. Say: <i>When we have two letter o together it makes one sound.</i> Look at pp. 10 and 13 to find the word <i>too</i> . Notice the oo sound. Explain that often the sound is inside the word. Write up the words: <i>moon, soon, pool</i> . Ask learners to say these words with the oo sound. Use the card with the oo and other alphabet cards to make the words on the board. Move the letters around to make more words. Make a class list and encourage the learners to say and write some sentences with 2 or more oo words, eg. <i>I want to go to the moon, but it is too far.</i>	E + V/P	2.1.2.2 2.4.2.4 2.7.2.9

Day 4 <u>Shared reading: Revisiting the story</u> Today read the first sentence of the story then choose a learner to read the next sentence to the class. Repeat this pattern, reading one page to the class then choosing a learner to read the next page.	E	2.6.1.9
<u>Close-Reading</u> Do a close reading of p. 16. Summarise: this is the resolution. Notice how it is set <i>now</i> and involves <i>everyone</i> .	E + V/P	2.6.1.5



ACTIVITIES	LANG.	SYLLABUS								
<p>Comprehension: cause and effect</p> <p>Show the learners the picture on p. 10. Write this sentence on the board:</p> <p style="text-align: center;"><i>Uncle Bill cannot visit Aunt Sally because he is too big.</i></p> <p>Say: <i>This sentence has two parts.</i> Underline the words <u>Uncle Bill cannot visit Aunt Sally</u>. Point to the word <i>because</i> and tell the learners: <i>We use the word because when we want to explain why something has happened. In this sentence we want to say why Uncle Bill cannot visit Aunt Sally.</i></p> <p>Now read the rest of the sentence to the learners (...<i>he is too big</i>) and show them how this part of the sentence tells us why Uncle Sam cannot visit Aunt Sally.</p> <p>Revise the use of the pronoun <i>he</i> (because Uncle Bill is a man) and the word <i>too</i> (for things that are a problem). Now write these sentences on the board. As a class, match the sentences together. You can open the book and look at the pictures to help the learners find the correct ending to each sentence.</p> <table><tr><td><i>Cousin Ronni cannot visit Grandma Tali because</i></td><td><i>she is triangular.</i></td></tr><tr><td><i>Cousin Theresa cannot visit anyone because</i></td><td><i>she is too tall.</i></td></tr><tr><td><i>Uncle Bill cannot visit Cousin Theresa because</i></td><td><i>he is too round.</i></td></tr><tr><td><i>Grandma Tali cannot visit Grandpa Sam because</i></td><td><i>he is too big.</i></td></tr></table> <p>Revise the use of <i>too</i> as a negative meaning: we looked at this in the book <i>Ono's New Hat</i>. It is when you cannot do something because of this. Ask the learners to think of things they cannot do because they are too small (eg. touch the ceiling, drive a car) In their books let the learners write a sentence using this structure <i>I cannot (action) because I am too small</i>. They can draw a picture of themselves trying to do this action.</p>	<i>Cousin Ronni cannot visit Grandma Tali because</i>	<i>she is triangular.</i>	<i>Cousin Theresa cannot visit anyone because</i>	<i>she is too tall.</i>	<i>Uncle Bill cannot visit Cousin Theresa because</i>	<i>he is too round.</i>	<i>Grandma Tali cannot visit Grandpa Sam because</i>	<i>he is too big.</i>	<p><b>E + V/P</b></p>	<p>2.5.1.4 2.8.1.3 2.7.2.4</p>
<i>Cousin Ronni cannot visit Grandma Tali because</i>	<i>she is triangular.</i>									
<i>Cousin Theresa cannot visit anyone because</i>	<i>she is too tall.</i>									
<i>Uncle Bill cannot visit Cousin Theresa because</i>	<i>he is too round.</i>									
<i>Grandma Tali cannot visit Grandpa Sam because</i>	<i>he is too big.</i>									

<p>Day 5</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>	<p><b>E</b></p>	<p>2.6.1.9</p>
<p><u>Guided Writing: describing a family member</u></p> <p>Tell the learners <i>Today you will write about someone in your family. We are going to use adjectives to describe our family members.</i> Ask the learners to say some of the describing words from the lesson for size on Day 1 (<i>tall, thin, short, round</i>) and for personality (<i>kind, clever, funny</i>).</p> <p>Now tell the learners that you will write about someone in your family. Write the name of your family member on the board and draw a circle around it. Now draw four lines write some words/phrases for these things</p> <ol style="list-style-type: none"><li>1. What your family member looks like</li><li>2. Their age</li><li>3. Their personality</li><li>4. What they like to do. Write your notes down like this:</li></ol> <div><p style="text-align: center;">play soccer</p><p style="text-align: center;">↑</p><p style="text-align: center;">tall and thin</p><p style="text-align: center;">↑</p><p style="text-align: center;">clever ← my brother John → 17 years old</p></div> <p>Now ask the learners to write the name of their family member in their books and draw a circle around it. Start by saying <i>Think of two words that tell us what this person looks like.</i> Give them time to think and write. Then ask them to think of how old their family member is, what their personality is like and what they like to do. Once finished, ask the learners to watch you as you write some sentences about your family member using the words from the word plan on the board. Show how you</p> <p style="text-align: center;"><b><i>This is my brother John. He is 17 years old. He likes to play soccer. I like him because he is clever.</i></b></p> <p>Now let the learners write about someone from their family in their books (or on paper). Walk around the room and help learners to do their writing, showing them where they are correct and where they have made a mistake. When finished let the learners draw a picture of the family member.</p>	<p><b>E + V/P</b></p>	<p>2.7.1.4 2.7.2.4 2.7.2.5 2.7.2.8</p>

Other activities

Talk about the church and how it allows anyone to attend, no matter what they look like, their shape etc. This might link to what the learners are doing in Christian Education.

Learners could make houses that are other shapes and write about those houses: what it is made from, who lives there, where it is.







