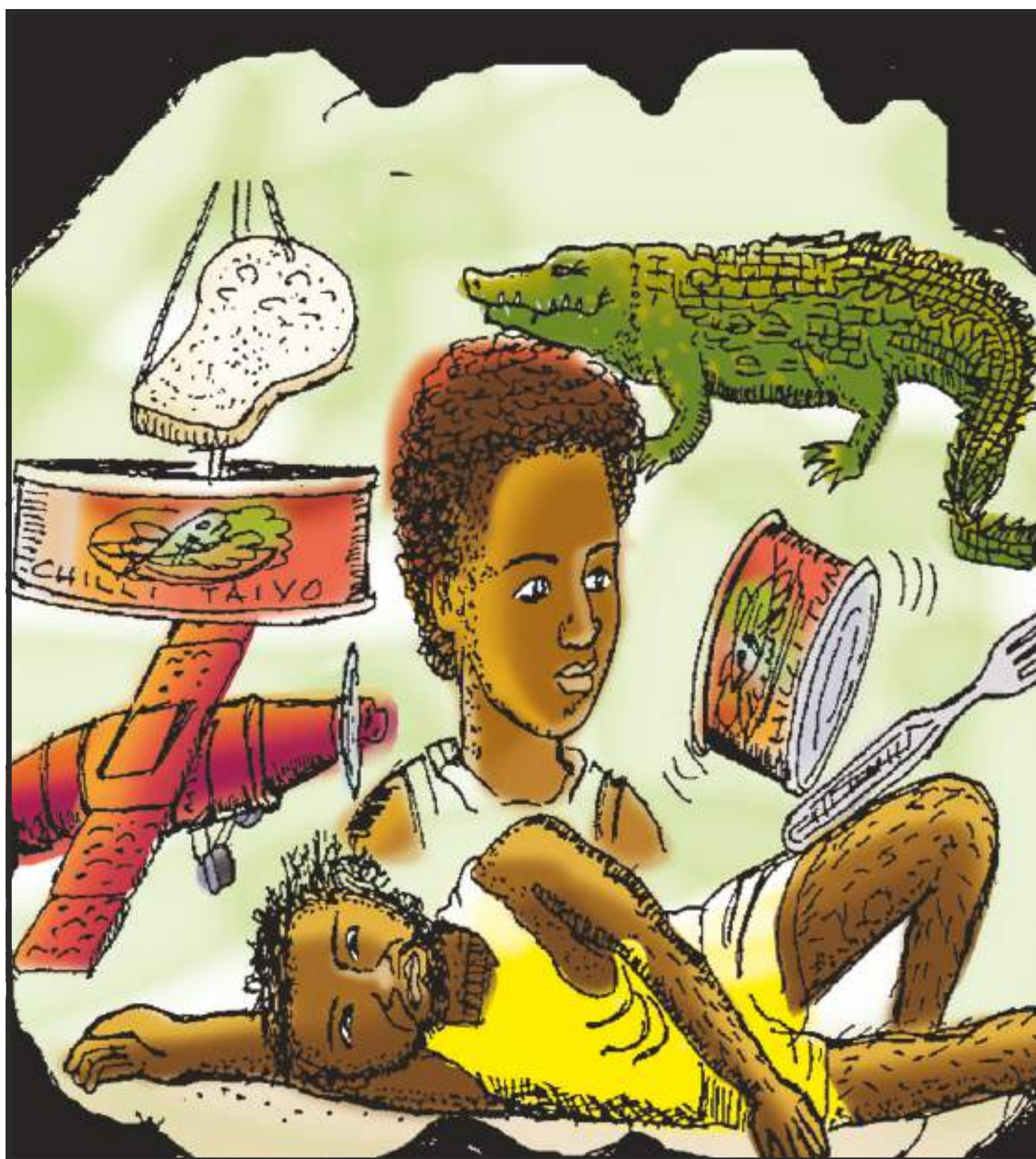


The Dream



By Thomas Ena
Pictures by Charles Kafa

Nguzu Nguzu Reading Books

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Review and re-development project

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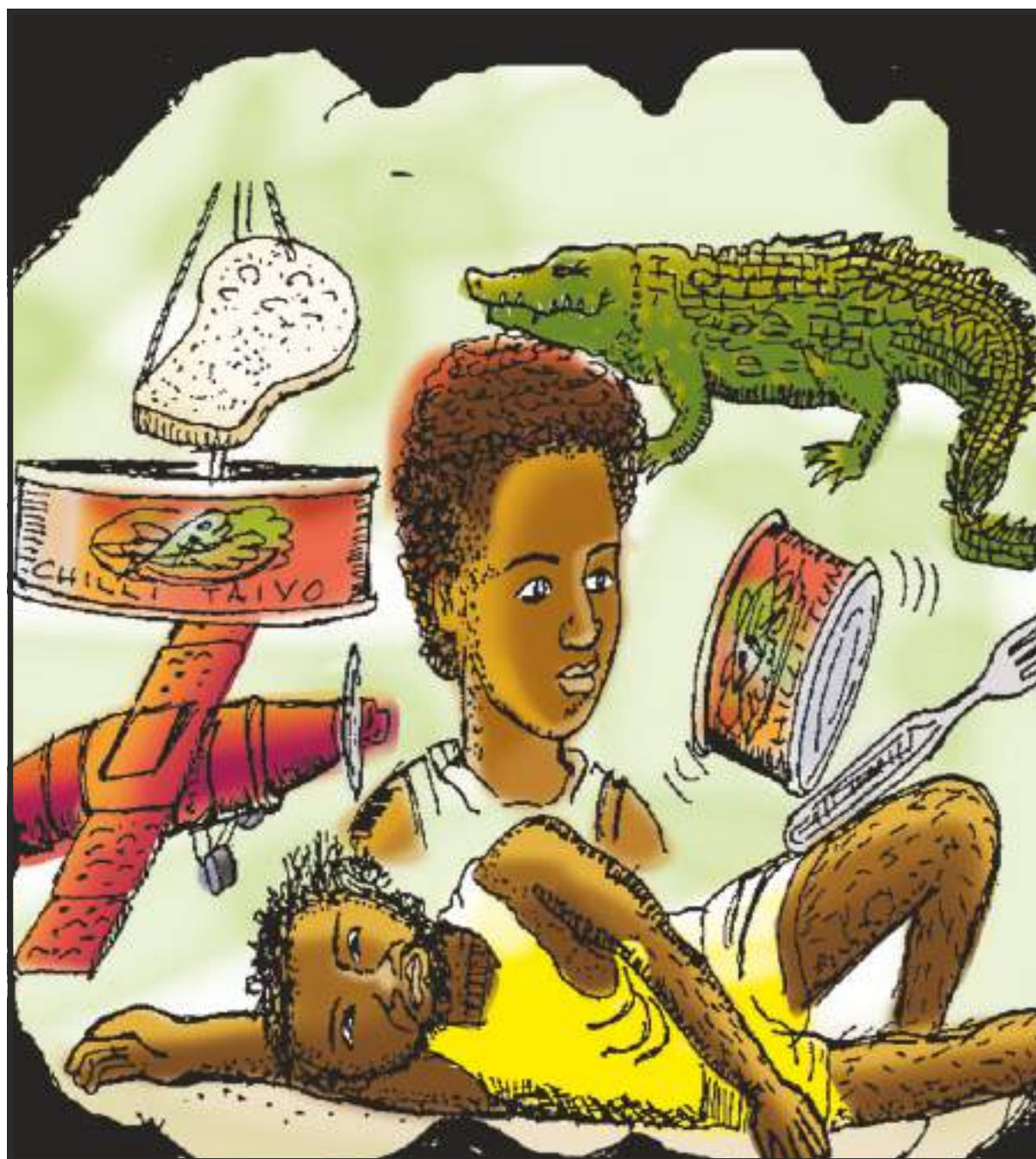
Teachers' Notes for this book: Jannelle Erick

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Development 2015

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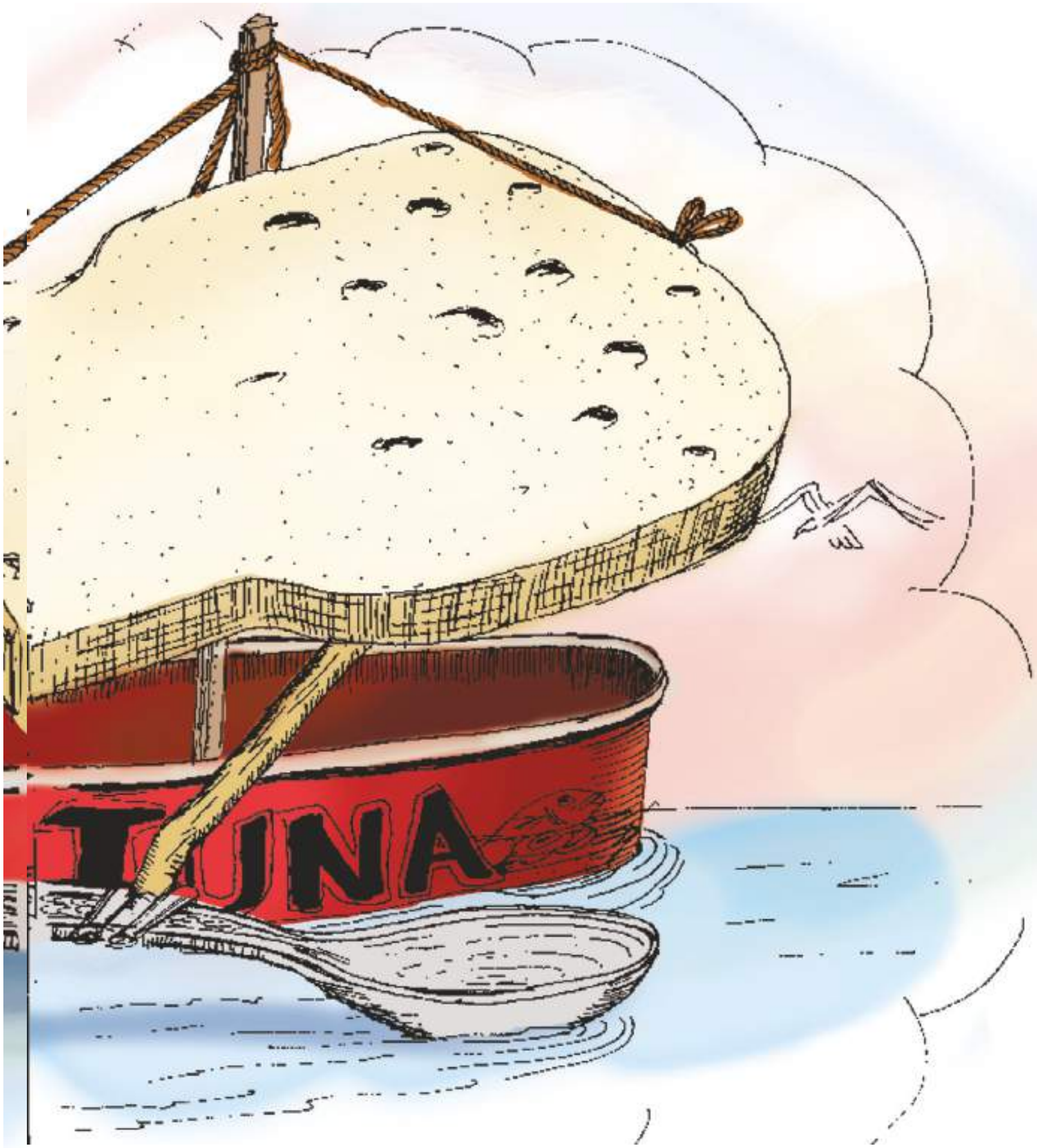
Barbara ate some chilli tuna for supper.



Then she went to sleep.

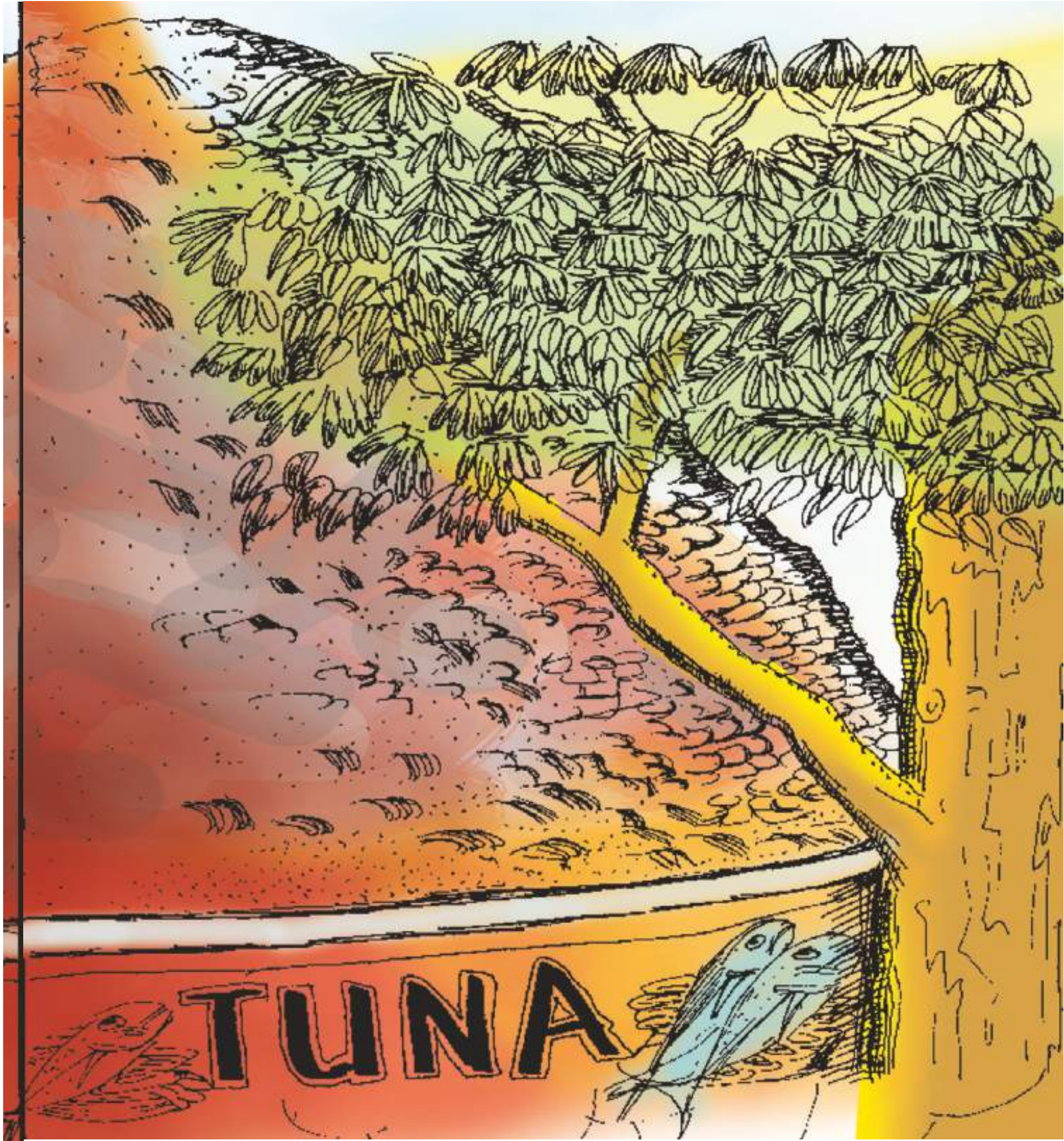


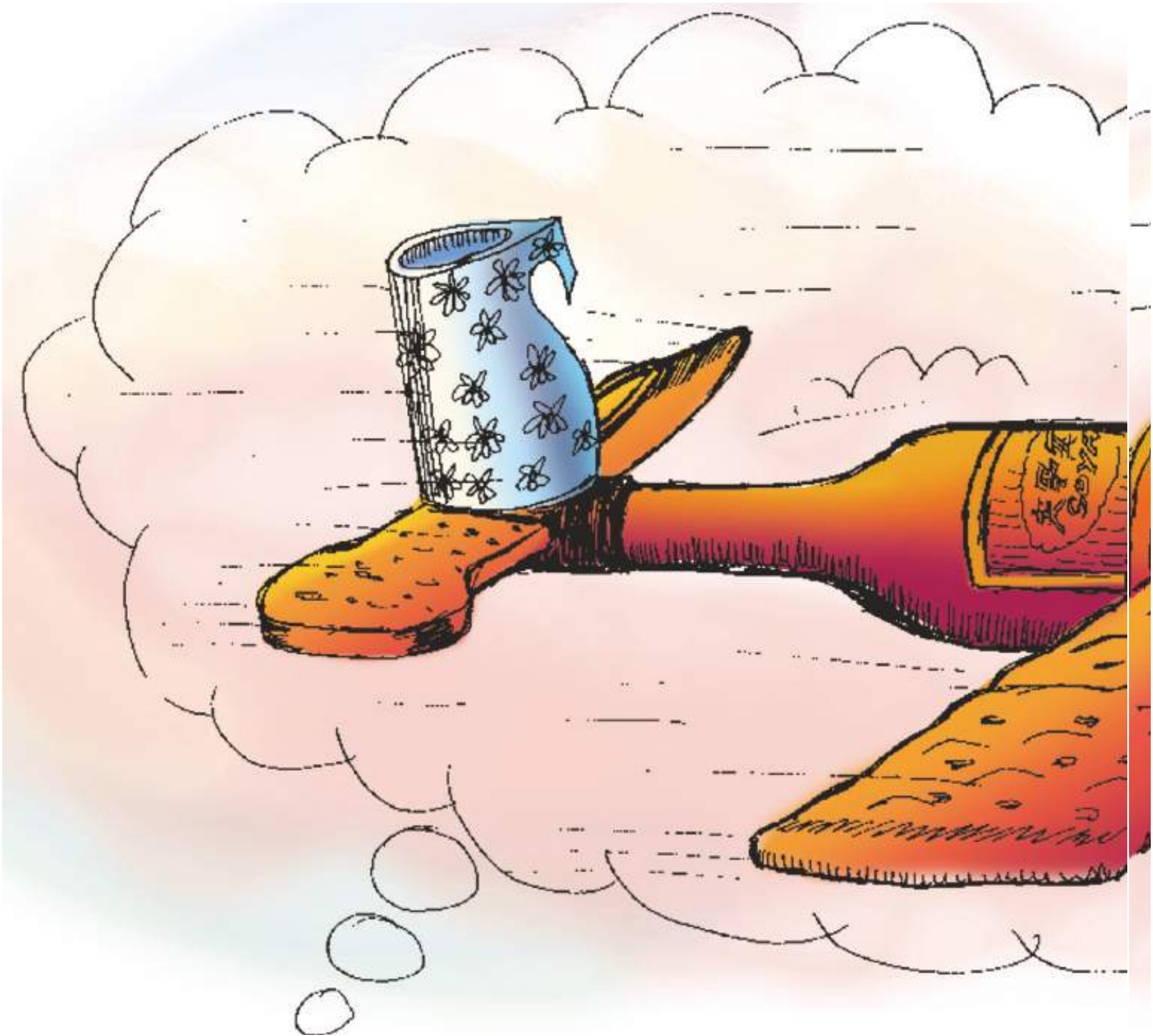
She dreamed that she was sailing an outrigger canoe.





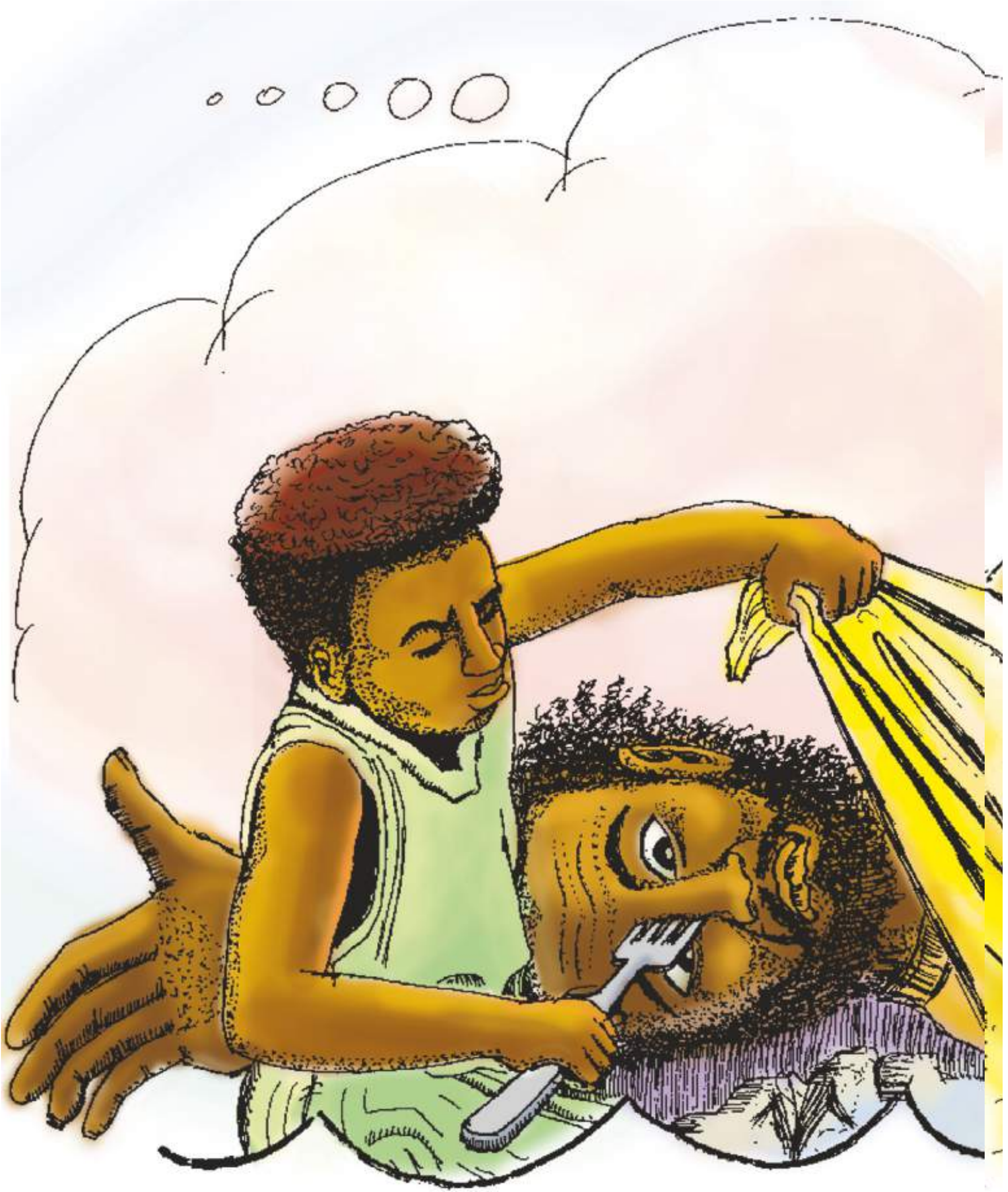
She dreamed that she was climbing a steep mountain.





She dreamed that she was
flying a fast aeroplane.



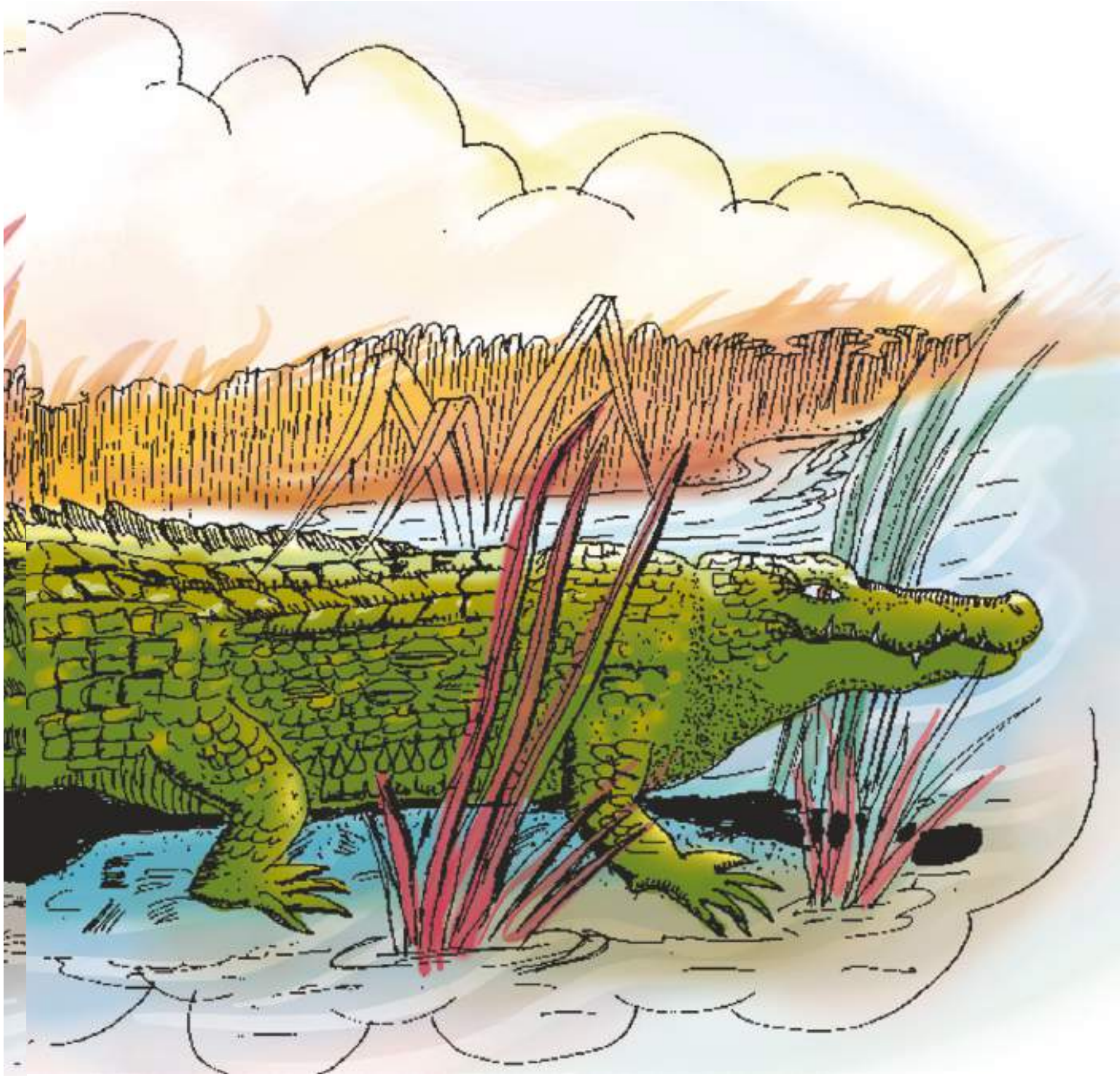


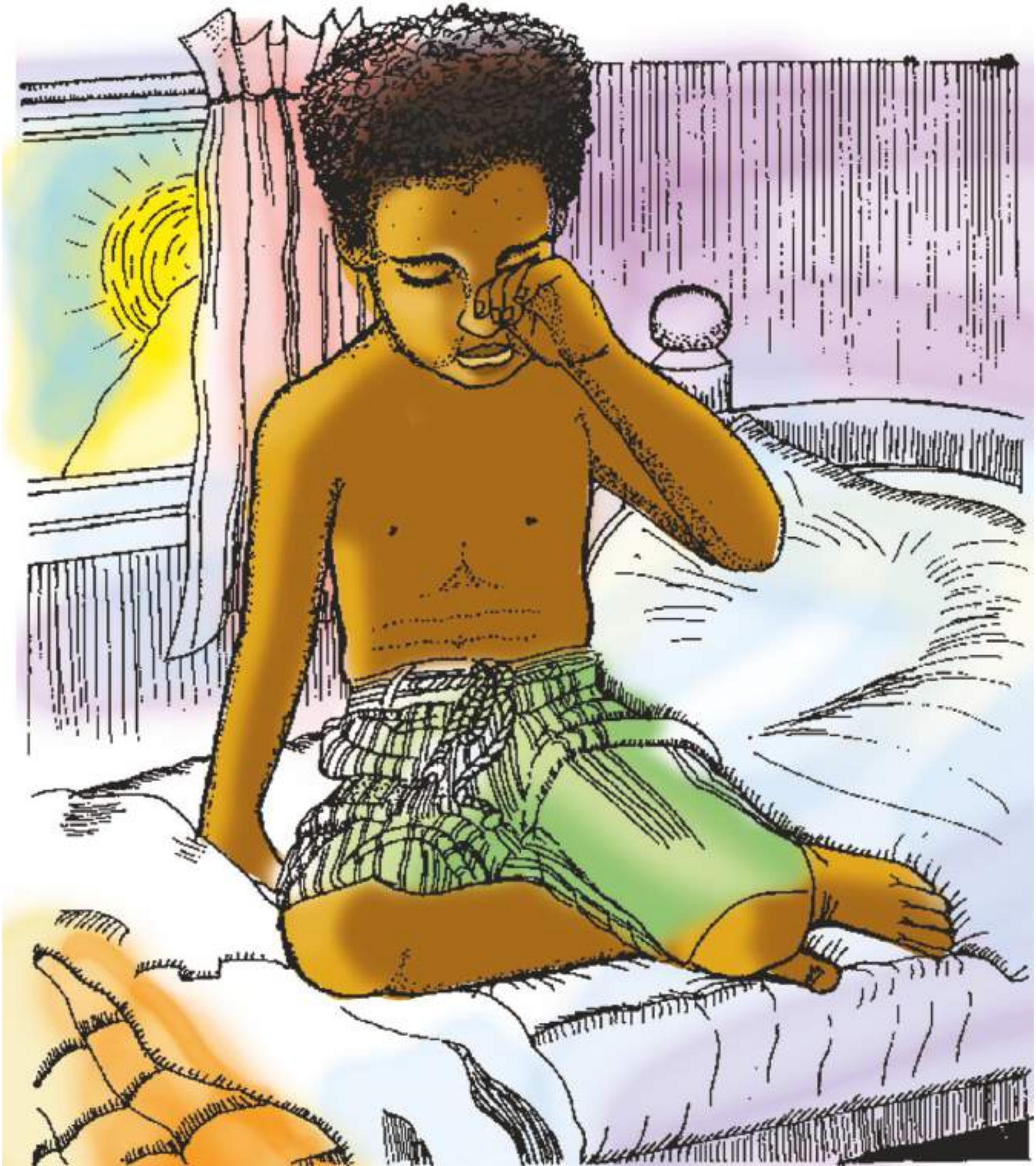
She dreamed that she was
fighting a hungry giant.





She dreamed that she was
hunting a fierce crocodile.





When Barbara woke up she was tired from all her dreaming.



"I'll never eat chilli tuna for supper again," she said.

Text:	<i>The Dream</i>
Level:	Year 2
Message:	Dreams can be based on reality
Discussion focus:	Different types of dreams we have
Comprehension:	Identifying the action in a story; using pictures to describe
Vocabulary focus:	Action verbs; different verb endings
Letters and sounds:	<i>dr</i>
Print focus:	Thought bubbles in pictures
Writing opportunity:	Guided writing about dreams

ACTIVITIES	LANG.	SYLLABUS
<p>Day 1</p> <p><u>Modelled Reading</u></p> <p><u>Set the context: Talking with learners</u></p> <p>Point to the title of the book and say: <i>This week we are reading a book called The Dream. In this book, Barbara has some very strange dreams, but we will see that they are really based on reality!</i></p> <p>Ask the learners to tell you if they have any crazy dreams. Let them talk about dreams they have had that have been a bit strange.</p> <p>Now open the book and look at the pictures. As you look through the pictures, ask the learners to recognise the items in the pictures: there are many strange things used to make other objects, such as the canoe made out of a chili tuna can and a piece of bread. Take some time for the learners to see all these things. Do NOT read the words yet: just see if they can identify the original objects the and the new objects. Make sure the learners know the words in English.</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, pausing at the new objects (<i>outrigger canoe</i>, etc) that Barbara dreamed about.</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. Make sure that they understand that the items in her dream were from her dinner: compare the items on the table on p. 2 with the items in the dream. Look at how items became bigger in the dream. You should give out the small books to learners so they can see this more carefully: they need to look carefully at the pictures to see how they make the meaning with the words.</p>	V/P + E	2.4.1.4 2.4.1.6 2.4.3.2
<p><u>Responding to the story: Talking by the learners</u></p> <p>Ask the learners to think about a time they had a dream about something that was close to reality. What was in the dream that was also in reality, but in a different way? Ask the learners to share with a partner their dream and then choose a few learners to share their experience to the class. Tell the learners that we all have dreams. Dreams vary for every individual. Dreams can be silly, sad, exciting and at times dreams can feel real.</p>	V/P	2.6.1.1 2.1.1.4
<p><u>Close reading</u></p> <p>Do a close reading of p. 5. Split the sentence into 2 parts to look at (there are 2 things happening): <i>She dreamed that</i> <i>she was sailing an outrigger canoe</i></p> <p>Summarise: the first part is in the past (<i>dreamed</i>) and the second part says what was happening in the past (<i>sailing</i>). Notice the other pages that have this pattern (pp. 6, 8, 10, 12)</p>	E + V/P	2.6.1.5 2.4.2.8
<p><u>Drawing to match the story</u></p> <p>Learners choose the their favourite part of Barbara's dream and draw it in their books. They can write a caption (or copy it from the book) to say what she is dreaming.</p>	E + V/P	2.4.1.2 2.4.1.4

<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 Barbara did on each page. Tell the learner that today you will read the first part of the sentence <i>She dreamed that</i> and the learners can read the next part if they know it, using the pictures to help with meaning.</p>	V/P + E	2.3.2.2 2.6.1.3
<p><u>Print focus: thought bubbles</u></p> <p>Ask learners to look carefully at the pictures. What is different about the pictures on pp. 4 – 13? <i>What do you notice around the picture and at the bottom of the page/top on p. 10?</i></p> <p>The learners might see that the picture looks like it is in a cloud and there are small circles. Explain: <i>This is used when the illustrator wants us to understand that something is happening inside the head of the character. It is not an action, but thinking/feeling.</i> See that the pages when Barbara is awake, the pictures are normal.</p> <p>Open the big book at random at different pages. Ask the learners: <i>Is this the dream or reality?</i> They need to look at the pictures to decide. Do this a number of times with various pages.</p> <p>The learners will use this in the next activity.</p>	E + V/P	2.4.1.4 2.4.1.6

ACTIVITIES	LANG.	SYLLABUS
<p>Comprehension + Focus on vocabulary: verbs for actions</p> <p><i>Preparation:</i> Make word cards for verbs in the story: <u>sailing</u> <u>climbing</u> <u>flying</u> <u>fighting</u> <u>hunting</u></p> <p>Give the small books to the learners and ask them to find all the things that happened in the story. Do p. 2 together: <i>What happened? Ate.</i> p. 3 <i>What happened? Went to sleep</i></p> <p>Move to the sentences that you analysed on Day 1: there will be a past tense verb and a continuous (-ing) verb type. See if the learners can find all the verbs in the book. They will notice that there are many actions.</p> <p>Show the cards and make sure the learners can identify and understand each word. Encourage them to act out the words to help know the meaning. Learners find each word in the book to help them read and remember the word. Cover up the -ing to see the original word.</p> <p>Note: some of the sounds are made by <i>ai</i>, <i>I</i>, <i>y</i>, <i>igh</i>. These are all irregular sounds.</p> <p>Now use the sentence from the book: <i>She dreamed that she was _____ing_____</i> Change this structure to say <i>I dreamed that I was _____ing_____</i>.</p> <p>Using the flashcards, learners make up sentences that might be in a crazy dream, eg. <i>I dreamed that I was sailing a big Tomoko.</i></p> <p>Notice that they add a <i>thing</i> not a place.</p> <p>Let some learners give examples, then everyone write a sentence in their book and a picture to go with it.</p>	E + V/P	2.4.2.7 2.4.3.4 2.4.2.6 2.7.2.5

Day 3 <u>Shared reading: Revisiting the story</u> Ask for volunteers to read a page from the book. You read p. 2, another volunteer reads p. 3, you read p. 4...continue in this way throughout the book.	V/P + E	2.6.1.9															
<u>Focus on Letters and Sounds:</u> Turn to p. 2 and point to the word <i>dreamed</i> . Say the word, stressing the <i>dr</i> sound. Explain: <i>The first two letters in this word are d and r. The letter d makes the d sound and the letter r makes the r 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 dr (now say dr). Listen for the dr sound as I say the word dreamed. It will be at the beginning of the word.</i> Ask the learners to identify some more words that have this sound, eg. <i>drive, drain, drink, draw, dress, drunk, drag</i> . Write these on the board, identifying <i>dr</i> part. Look for the <i>dr</i> sound around the room. Handout Nguzu Nguzu books (small copies) to the learners or news papers or Bibles. Ask the learners to find any more words that have <i>dr</i> . Make a list of <i>dr</i> words on a large piece of paper. Learners can work in groups for this activity.	E + V/P	2.4.2.2 2.1.2.2 2.4.2.4															
<u>Sentence structure</u> <i>Preparation:</i> Write the words and phrases on card. Cut them up into groups of words as shown below: <table><tr><td>Barbara</td><td>ate</td><td>some chilli tuna</td><td>for supper</td><td>.</td></tr></table> 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 (Who was involved in our story?) 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: <table><tr><td><i>Who was involved?</i></td><td><i>Barbara</i></td></tr><tr><td><i>What did she do?</i></td><td><i>She ate</i></td></tr><tr><td><i>What did she eat?</i></td><td><i>some chilli tuna</i></td></tr><tr><td><i>Why did she eat it?</i></td><td><i>for supper</i></td></tr><tr><td><i>What always goes at the end of a sentence?</i></td><td><i>.</i></td></tr></table> Now take away the card for <i>some chilli tuna</i> from the sentence. Ask the learners to think of other food names such as (<i>some crunchy cucumbers, some bony fish, some sour tomato, some sweet watermelon, some juicy pineapples</i>). Learners will have to come up with their own adjectives for the type of food chosen. Now take away the words <i>for supper</i> . Ask the learners to think of another reason such as (<i>for lunch, for breakfast</i>). Here is an example of an innovated sentence. Remember you will need to think of different words with your learners: <i>Barbara ate some juicy pineapples for breakfast.</i> Learners can write some new sentence in their books.	Barbara	ate	some chilli tuna	for supper	.	<i>Who was involved?</i>	<i>Barbara</i>	<i>What did she do?</i>	<i>She ate</i>	<i>What did she eat?</i>	<i>some chilli tuna</i>	<i>Why did she eat it?</i>	<i>for supper</i>	<i>What always goes at the end of a sentence?</i>	<i>.</i>	E + V/P	2.4.2.8 2.72.2
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<i>Why did she eat it?</i>	<i>for supper</i>																
<i>What always goes at the end of a sentence?</i>	<i>.</i>																

<p>Day 4</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask groups of learners to read every second page. You read the first page and every second page.</p>	E	2.6.1.9
<p><u>Close-Reading</u></p> <p>Do a close reading of p. 14. Summarise: this is not the same pattern as the other pages as this is the resolution. Look at p. 15 as well to see what her future action will be.</p>	E	2.6.1.5

ACTIVITIES	LANG.	SYLLABUS
<p><u>Comprehension: using pictures to describe</u></p> <p>Choose one of the pages in the book to focus on, perhaps pp. 4/5. Look carefully again at the outrigger in the dream. As a class, think about how we would describe the outrigger and write up some sentences, eg.</p> <p style="padding-left: 40px;"><i>The outrigger is made from a chili tuna tin. The sail is a piece of bread and the outrigger is a spoon.</i></p> <p>In partners, learners return to the picture they drew on Day 1 and talk about how to describe that object from the dream. They should be telling their partner what they will write.</p> <p>Use the model to write a short description underneath the picture (no need to draw the picture again!)</p>	V/P + E	2.4.1.4 2.5.1.4 2.4.1.2 2.7.2.2

<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>	E	2.6.1.9
<p><u>Guided Writing: Writing a dream</u></p> <p>Give each learner a piece of paper. They should fold this into 4 parts. In each part, they need to draw a picture of a crazy dream they might have (it doesn't have to be true). Make sure they draw the dream bubble and small thinking bubbles. You might do one yourself to model a crazy dream, using ordinary objects around them, eg. a plane using a ruler and an exercise book; a car from the blackboard eraser. Let learners tell each other the crazy dream and draw in the boxes.</p> <p>Now you can model the writing. Use this to start the story:</p> <p style="padding-left: 40px;"><i>One night I had a dream.</i></p> <p style="padding-left: 40px;"><i>I dreamed I was _____ ing a _____</i></p> <p>Let the learners tell each other and then ask a few to retell the class. When they have practiced this speaking, they can put the sentences on the page with the pictures. Now it is ready for display for everyone to read.</p>	E + V/P	2.7.1.3 2.7.1.4 2.7.2.5 2.7.2.8

