

# The Dog and the Heron



Adapted from an Aesop's Tale by Cummins Mariu  
Pictures by Tony Hirasia

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# The Dog and the Heron



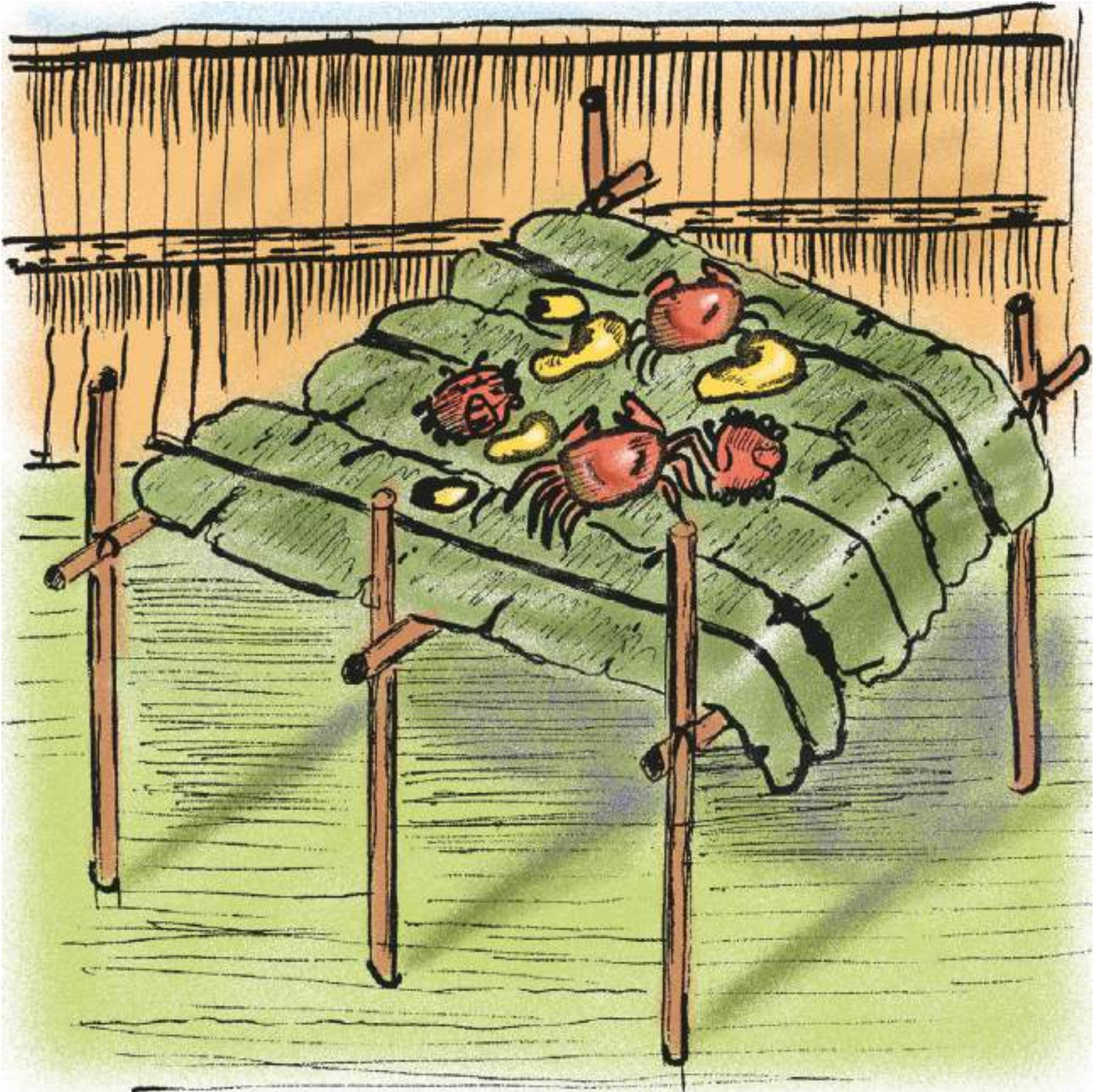
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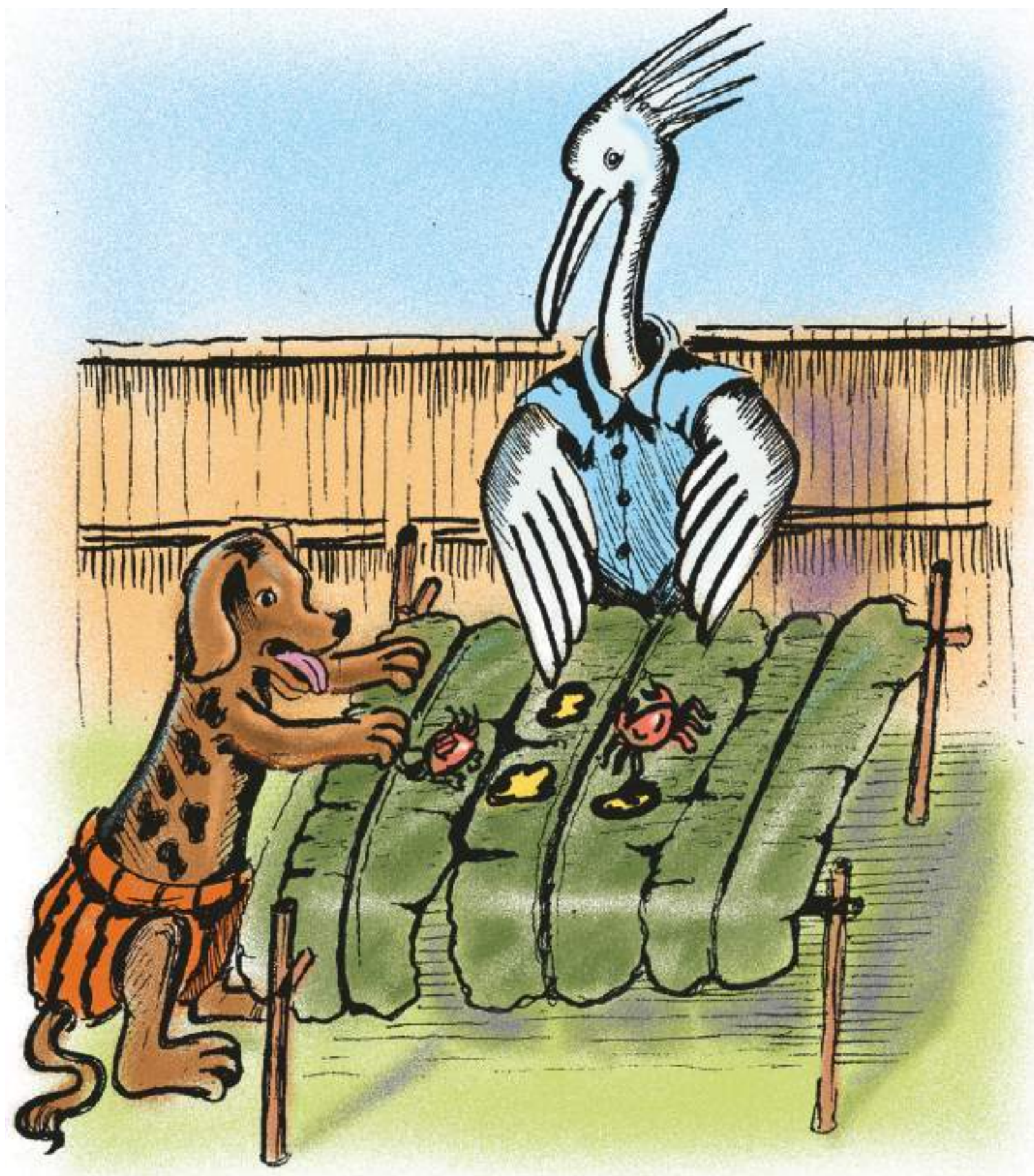
Pai the dog liked to play tricks.  
One day he invited Sou the heron  
to have a meal.





Pai had prepared a meal of baked kumara and crab, which he set out on a table made of banana leaves stretched over a frame of sticks.

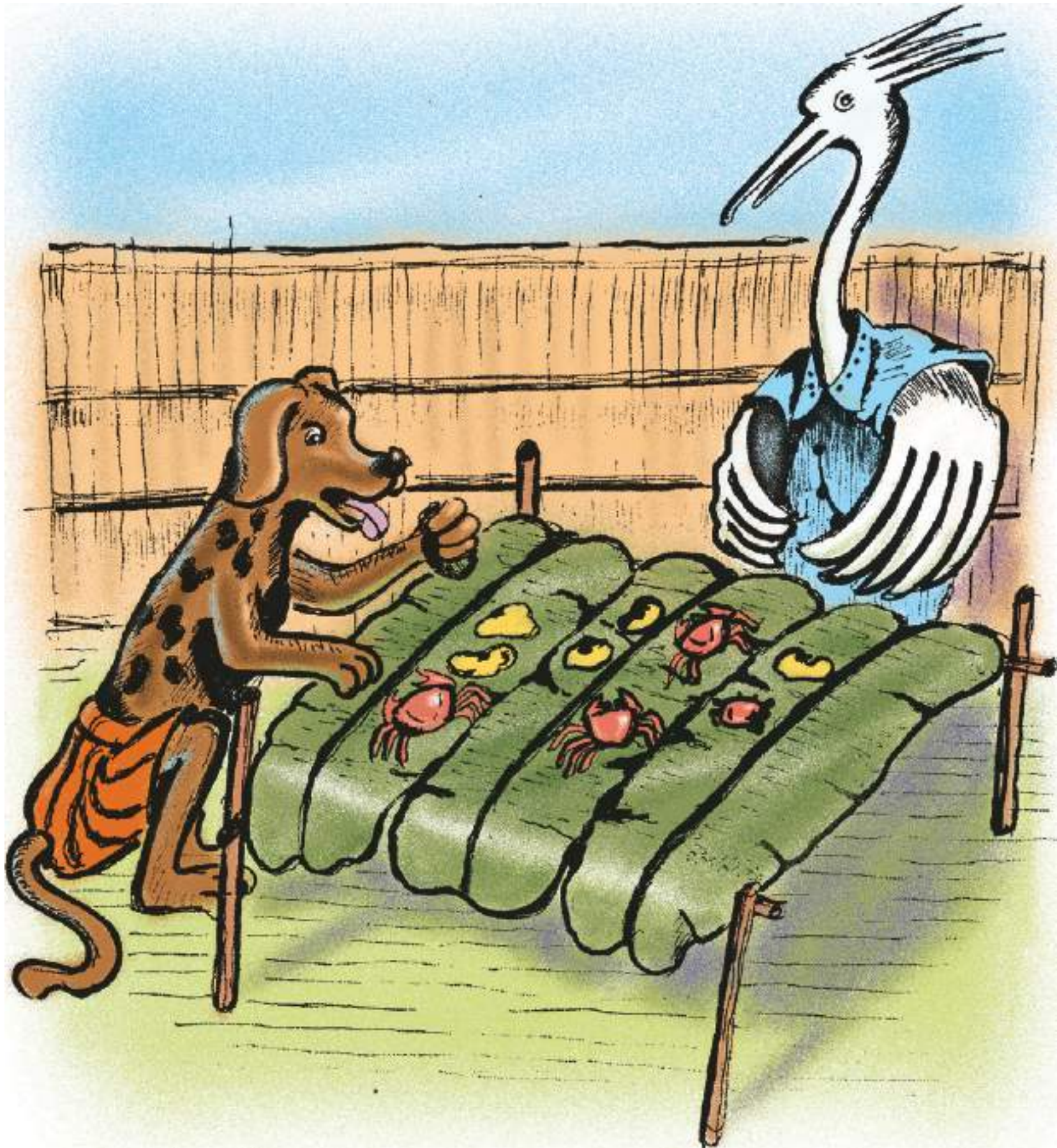




Sou the heron arrived and they sat down to eat.

"I hope that you are hungry," said Pai, "because I have prepared a very special meal, and I would be very insulted if you did not eat up all your food."





"Don't worry," said Sou, "I haven't eaten since yesterday and I'm very hungry."

"Then let's eat," said Pai.





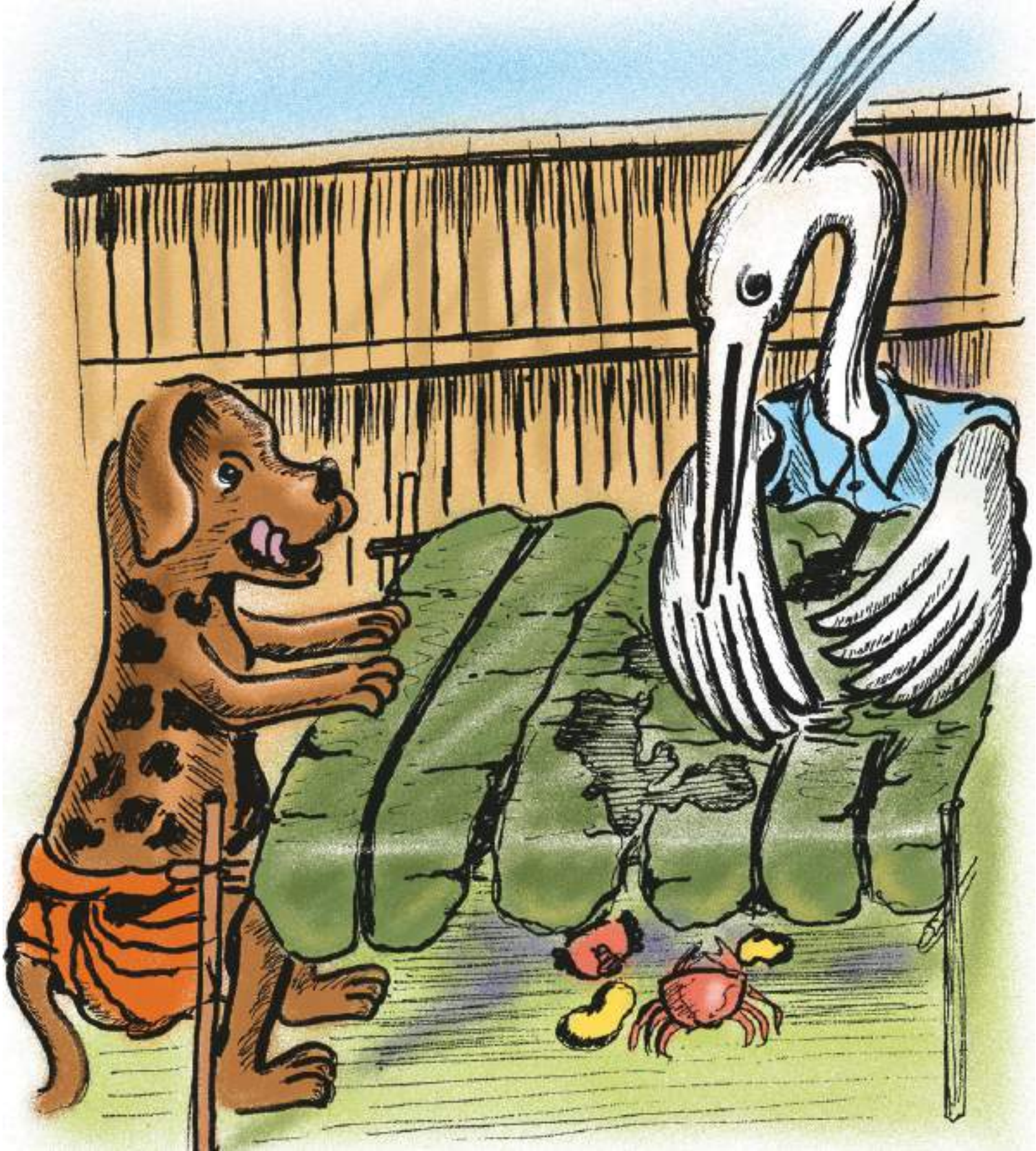
Sou tried to pick up a crab, but when he pecked, his sharp beak went right through the banana leaf table.





He tried and tried until the banana leaf was torn to pieces and all his food fell to the ground. Meanwhile Pai gobbled up all his food.





Pretending surprise, Pai said to Sou, "You have not eaten any of my food. You have insulted me so you must pay compensation. You must prepare a bigger feast for me tomorrow."





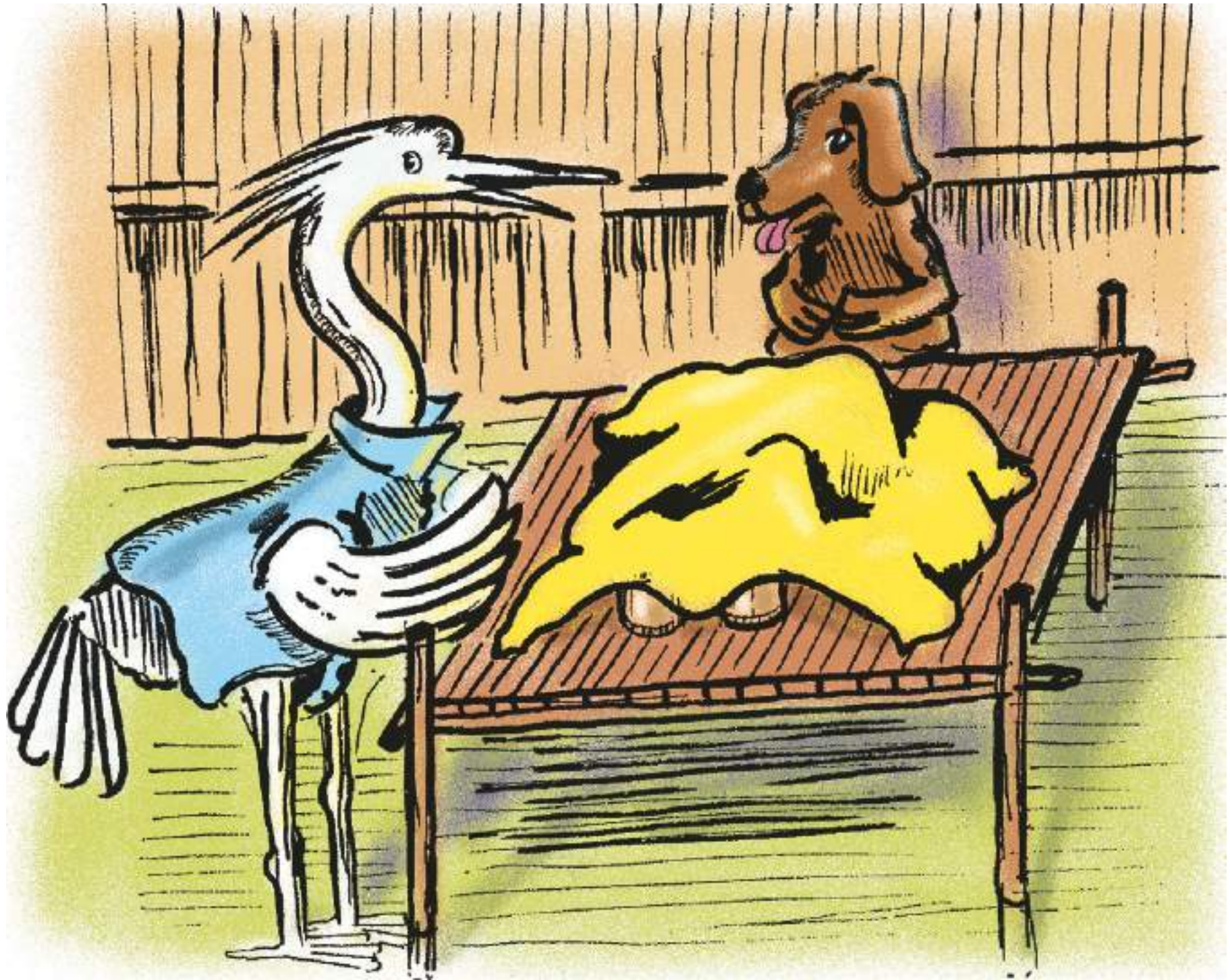
As Sou walked home sadly, he heard Pai laughing and he realised that he had been tricked.





The next day Sou went into the bush to collect some bamboo. Then he prepared a feast of reef fish in creamed coconut. When the food was ready he set it on the table and covered it with a lavalava.





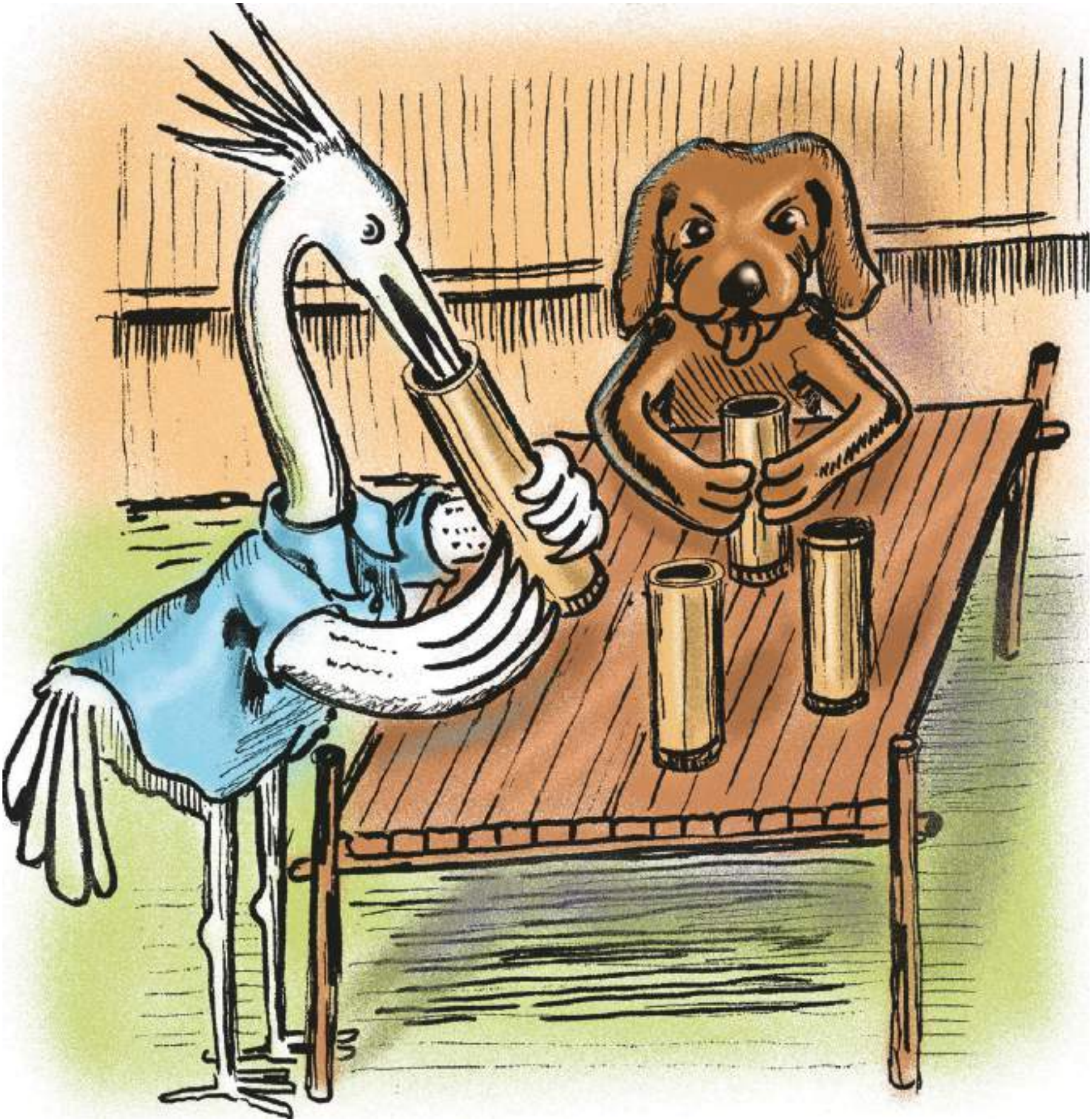
Pai arrived and they sat down at the table.  
"I hope that you are hungry," said Sou,  
"because I have prepared a very special  
meal and I would be very insulted if you  
did not eat up all your food."  
"Don't worry," said Pai, "I haven't eaten  
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"Then let's eat," said Sou.





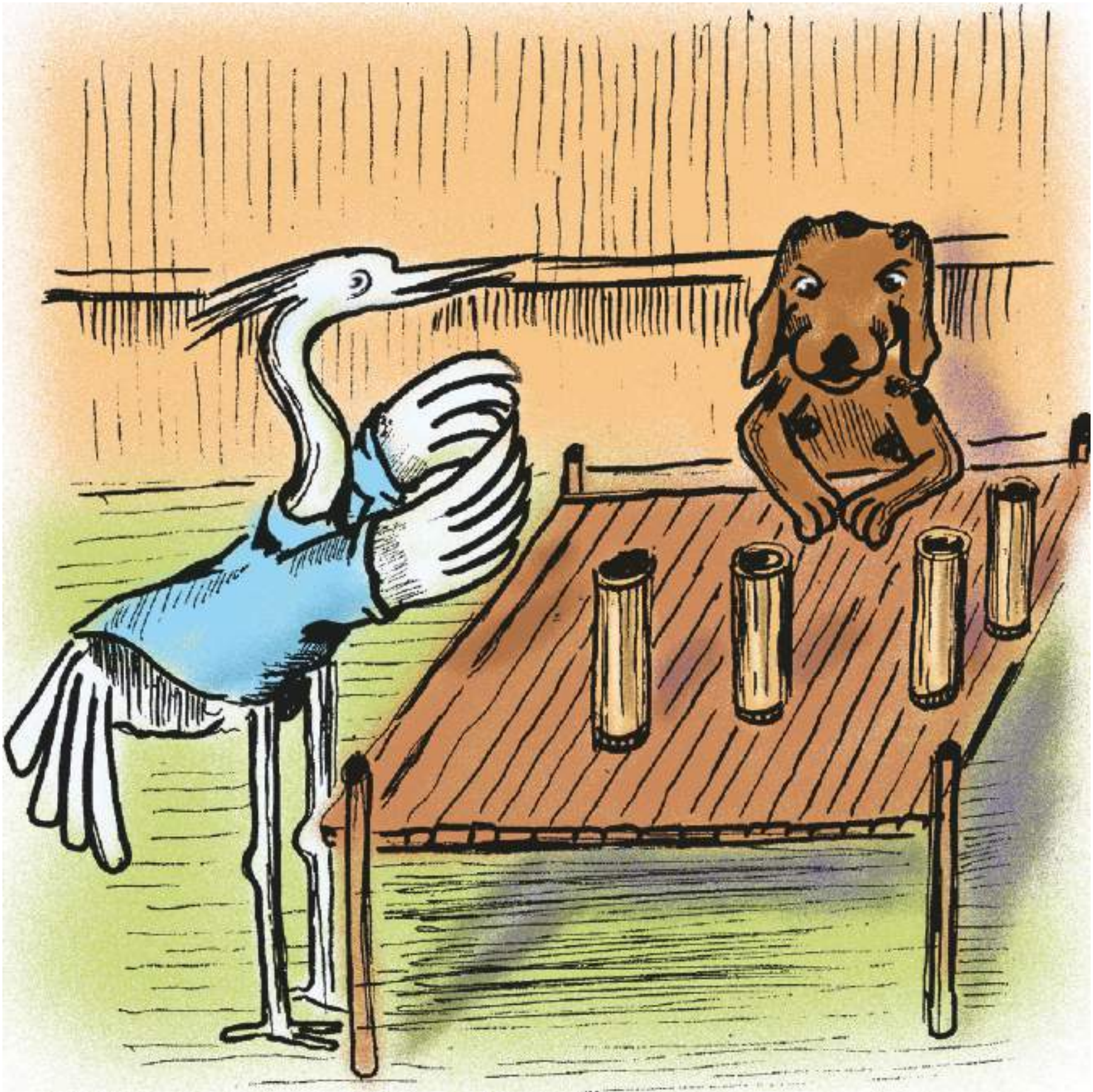
Sou removed the cover from the table. All the food was served in tall bamboo bowls. Pai tried to eat, but he could not reach the food at the bottom of the narrow bamboo bowl.





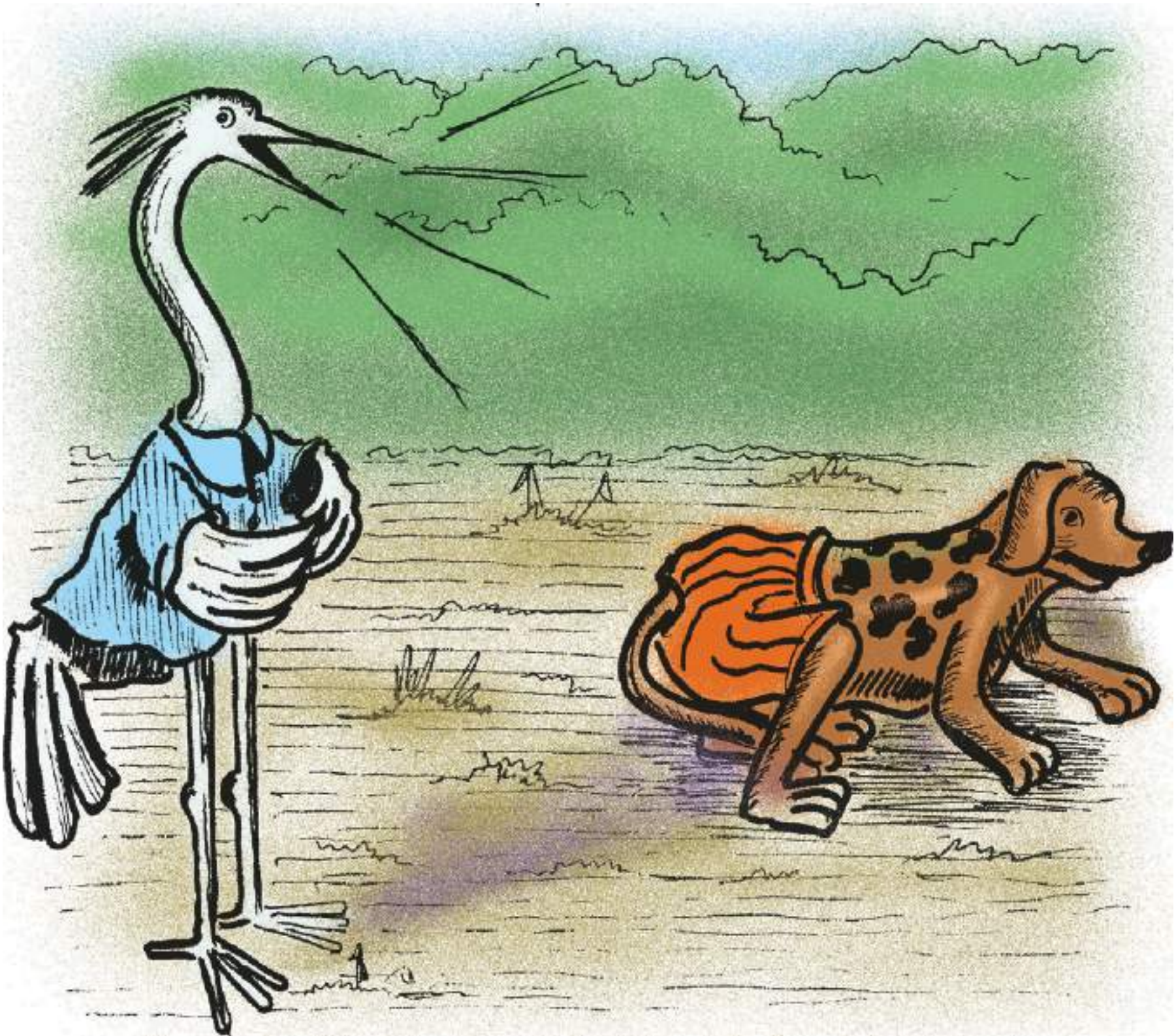
With his long beak, Sou could reach the food easily. When he had finished eating, he looked at Pai, pretending to be surprised.





"You have not eaten any of my food. You have insulted me so you must pay compensation. You must prepare an even bigger feast for me tomorrow," said Sou.





As Pai walked home sadly, he heard Sou laughing and he realised that he too had been tricked.





Now both friends were even. Sou and Pai agreed never to invite each other for a meal ever again.







Text:	<i>The Dog and the Heron</i>
Level:	Year 2
Message:	Playing tricks means no one wins
Discussion focus:	Characteristics of different animals; how to be a good friend
Comprehension:	Reading for details; true/false statements
Vocabulary focus:	Words for preparing a meal
Letters and sounds:	Review ea
Writing opportunity:	Animals eating

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 The Dog and the Heron, who we can see on the front cover. These animals are supposed to be friends, but they actually play tricks on each other.</i> Talk about dogs and herons: what do each of them look like? For this book, it is important that the learners think about each animal has so discuss what features they have (heron: long beak; dog: flat nose and sharp teeth). Also ask the learners: <i>Do you think it is a bit funny having a heron and dog as friends?</i></p> <p>Open the book and look at the pictures. As you look through the pictures, help the learners to explain what is happening. You will need to introduce new and unfamiliar words. Explain where these words occur and what they mean using a language the learners will understand.</p>	V/P	2.4.1.1 2.3.1.4
<p><u>Read the story: Listening and watching</u></p> <p>Read the story in clear English. Use your voice to show the feelings, particularly when the animals are frustrated by not being able to eat the food.</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 why each animal has trouble eating: link this back to the discussion about the characteristics of each animal.</p>	V/P	2.4.1.4
<p><u>Responding to the story: Talking by the learners</u></p> <p>Ask the learners to think about whether the animals are being good friends. <i>Do we play tricks on our friends? Tricks that stop them eating?</i> Talk about harmless tricks and nasty tricks: which ones might be OK and which ones are not very fair. Learners might have stories of people playing tricks that were harmful or tricks that were funny. Learners decide if the dog and heron can still be friends.</p>	V/P	2.6.1.1 2.6.2.3
<p><u>Close Reading</u></p> <p>Do a close reading of pp. 3 &amp; 4. Summarise: these pages tell us the situation for the book (Pai likes to play tricks) and the starts to show what Pai is doing to trick his friend.</p>	E + V/P	2.6.1.5

<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 and the learners explain the events in their own words. Read the story to the learners as they follow along in the small books.</p>	V/P + E	2.4.3.4 2.6.1.3 2.3.2.2									
<p><u>Comprehension: reading for details</u></p> <p>Write these objects on the board:</p> <table> <tr> <td>kumara</td><td>banana leaves</td><td>bamboo</td></tr> <tr> <td>creamed coconut</td><td>crab</td><td>reef fish</td></tr> <tr> <td>lavalava</td><td>frame of sticks</td><td></td></tr> </table> <p>Ask learners to read the words on the board: make sure they can recognise each word and know what they are mean. Ask them to go through the book with a partner and to link the objects with the correct character: which ones were used by dog and which ones were used by heron. They could draw each character in their books and then write the correct words. They might find other words to link to the characters, but they must be in the book, eg. <i>long beak</i>.</p>	kumara	banana leaves	bamboo	creamed coconut	crab	reef fish	lavalava	frame of sticks		E + V/P	2.5.1.4
kumara	banana leaves	bamboo									
creamed coconut	crab	reef fish									
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<p><u>Focus on vocabulary: words for preparing a meal</u></p> <p>Using the small books, ask the learners to go through and find all the words that are related to making a meal for friends. You could do a couple of pages with the class to start. For example, p. 2: <i>meal</i>; p. 3: <i>prepared, table</i>. In their books, the learners can list the words they find. They might need to discuss with their partners which words are to do with a meal and which words are more general. Give them about 15 mins to do this.</p> <p>As a class, talk about the words the learners have chosen. Ask them to make some sentences with the words, eg. <i>I set the table with a lavalava to put out the meal for my guests.</i></p> <p>The learners could use their word to write some sentences.</p>	E + V/P	2.4.2.5 2.4.2.2 2.7.1.4									



ACTIVITIES	LANG.	SYLLABUS															
<p>Day 3</p> <p>Shared reading: Revisiting the story</p> <p>Ask for volunteers to read each second page in the book. Teacher reads p. 2, a volunteer reads p. 3 ...continue with the teacher and a volunteer reading every second page.</p>	E	2.6.1.9															
<p>Close Reading</p> <p>Do a Close Reading of the final page in the book. Summarise: This tells us what the outcome was and what will happen in the future. Review the tenses used to do this.</p>	E + V/P	2.6.1.5 2.4.2.8															
<p>Focus on Letters and Sounds: <i>ea</i></p> <p>Write these words on the board:</p> <p><i>beak                feast                eat                reach                eaten                creamed                leaf</i></p> <p>Ask the learners to look through the book and identify when these words have been used. There may be more than one place. Ask: <i>What sound do these words all share?</i> The answer is the <i>ea</i> letters that make the sound the same as <i>ee</i>. Stretch out each of the words to hear each sound.</p> <p>The learners might be able to think of more words that they read in other places or know already: <i>sea, tea, flea, east, teach, each, cheat</i>. Make a list of <i>ea</i> words and try to make sentences aloud that use 2 or more <i>ea</i> words, eg. <i>My teacher likes to eat creamed coconut with tea</i>. They point to the words they use. When you have made lots of sentences with their partner, they can write some in their exercise books.</p> <p><i>realised, ready</i></p>	E + V/P	2.5.1.4															
<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 group to read the next page.</p>	E																
<p>Comprehension: true or false</p> <p>Write these statements on the board:</p> <table><tr><td><i>Pai wanted to help Sou eat his food.</i></td><td><i>Sou wanted to help Pai eat his food.</i></td></tr><tr><td><i>Pai prepared kumara.</i></td><td><i>Sou prepared crab.</i></td></tr><tr><td><i>Pai was happy about the trick</i></td><td><i>Sou was unhappy about the trick.</i></td></tr><tr><td><i>Pai used a lavalava to cover his food</i></td><td><i>Sou used bamboo cups for his food.</i></td></tr></table> <p>Learners read the statements and look in the books to find out whether the statements are true or false. Let them talk with their partner for about 10 minutes to decide on their answers. As a class, talk about the answers. If a statement is not true, help them to turn it into a true statement, eg. <i>Pai was happy about the trick</i> changes to <i>Pai was not happy about the trick</i></p> <p>Write one as a model/example and then talk about how to make the other sentences. Now the learners need to write the statements from the board, the true ones staying the same and the false ones need to change to be true. They do NOT write don't a false statement as this would be a waste of time!</p>	<i>Pai wanted to help Sou eat his food.</i>	<i>Sou wanted to help Pai eat his food.</i>	<i>Pai prepared kumara.</i>	<i>Sou prepared crab.</i>	<i>Pai was happy about the trick</i>	<i>Sou was unhappy about the trick.</i>	<i>Pai used a lavalava to cover his food</i>	<i>Sou used bamboo cups for his food.</i>	E + V/P	2.5.1.4							
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<p>Sentence structure</p> <p>Preparation: Write the words and phrases on card. Cut them up into groups of words as shown below:</p> <table><tr><td><i>Meanwhile</i></td><td><i>Pai</i></td><td><i>gobbled up</i></td><td><i>all his food</i></td><td><i>.</i></td></tr></table> <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 reminding the learners that every sentence beginning must begin with a capital letter. Ask the learners to find the word that starts with a capital letter. Choose one learner to come up to the board, point to the words <i>Meanwhile</i> then put the words in place. Note: you might need to explain that <i>meanwhile</i> means <i>at the same time</i>. Continue to construct the sentence by asking the questions below 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>When did this happen?</i></td><td><i>Meanwhile</i></td></tr><tr><td><i>Who is involved?</i></td><td><i>Pai</i></td></tr><tr><td><i>What happened?</i></td><td><i>gobbled up</i></td></tr><tr><td><i>What did he gobble up?</i></td><td><i>all his food</i></td></tr><tr><td><i>What goes at the end of the sentence?</i></td><td><i>.</i></td></tr></table> <p>Now take away the word card for <i>Meanwhile</i> from the sentence. Ask the learners to think of another time they might use (eg. <i>later; at the end of the day</i>). Take off <i>all his food</i> and think of something else to eat (eg. <i>his rice and fish; all the fruit</i>). Here is an example of an innovated sentence. Remember you will need to think of different words with your learners:</p> <p><b><i>At the end of the day</i> Pai gobbled up <i>his rice and fish</i>.</b></p> <p>Learners make up their own versions to write in their books.</p>	<i>Meanwhile</i>	<i>Pai</i>	<i>gobbled up</i>	<i>all his food</i>	<i>.</i>	<i>When did this happen?</i>	<i>Meanwhile</i>	<i>Who is involved?</i>	<i>Pai</i>	<i>What happened?</i>	<i>gobbled up</i>	<i>What did he gobble up?</i>	<i>all his food</i>	<i>What goes at the end of the sentence?</i>	<i>.</i>	E + V/P	2.4.2.8 2.7.2.2
<i>Meanwhile</i>	<i>Pai</i>	<i>gobbled up</i>	<i>all his food</i>	<i>.</i>													
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<i>What goes at the end of the sentence?</i>	<i>.</i>																
<p>Day 5</p> <p>Independent Reading</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															



ACTIVITIES	LANG.	SYLLABUS
<p><u>Guided Writing: Animals eating</u></p> <p>Think about the animals and their features (the discussion on Day 1) and what would make it difficult for an animal to eat. Pai couldn't eat because his face was flat and the bamboo was long. Sou couldn't eat because the surface was flat and thin and his beak was sharp.</p> <p>Think about other animals: <i>What would make it hard to eat?</i> eg. a fish couldn't pick up a sandwich</p> <p>They could also think about what would be easy to eat, eg. a octopus could pick up many things at once to eat!</p> <p>Draw a picture of an animal trying to eat like a human, making it difficult or easy to eat. They could make the label:</p> <p><i>I am a _____</i></p> <p><i>I can't eat _____</i></p> <p><i>I can eat _____</i></p> <p>Make these into a collection of posters and call them <i>The Animals' Feast!</i></p>	<b>E + V/P</b>	2.7.2.5 2.3.1.2 2.7.2.2 2.8.1.5







