

Timi the Tease



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Pictures by Henry Kalamani

Nguzu Nguzu Reading Books

Original edition 1995

Second edition 2015

Third edition 2017

Review and re-development project

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Book Code: Y2002T

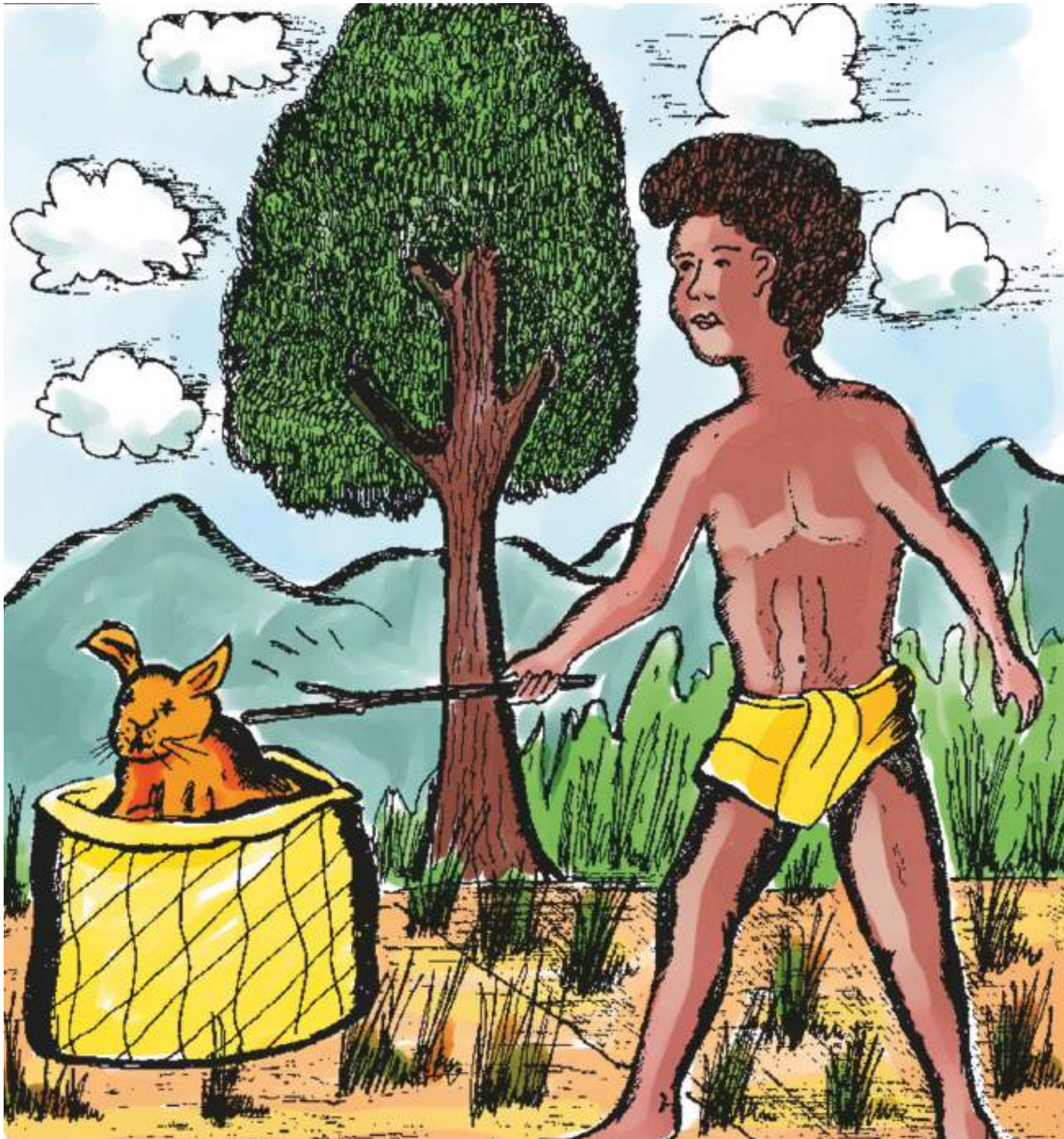
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Development 2015

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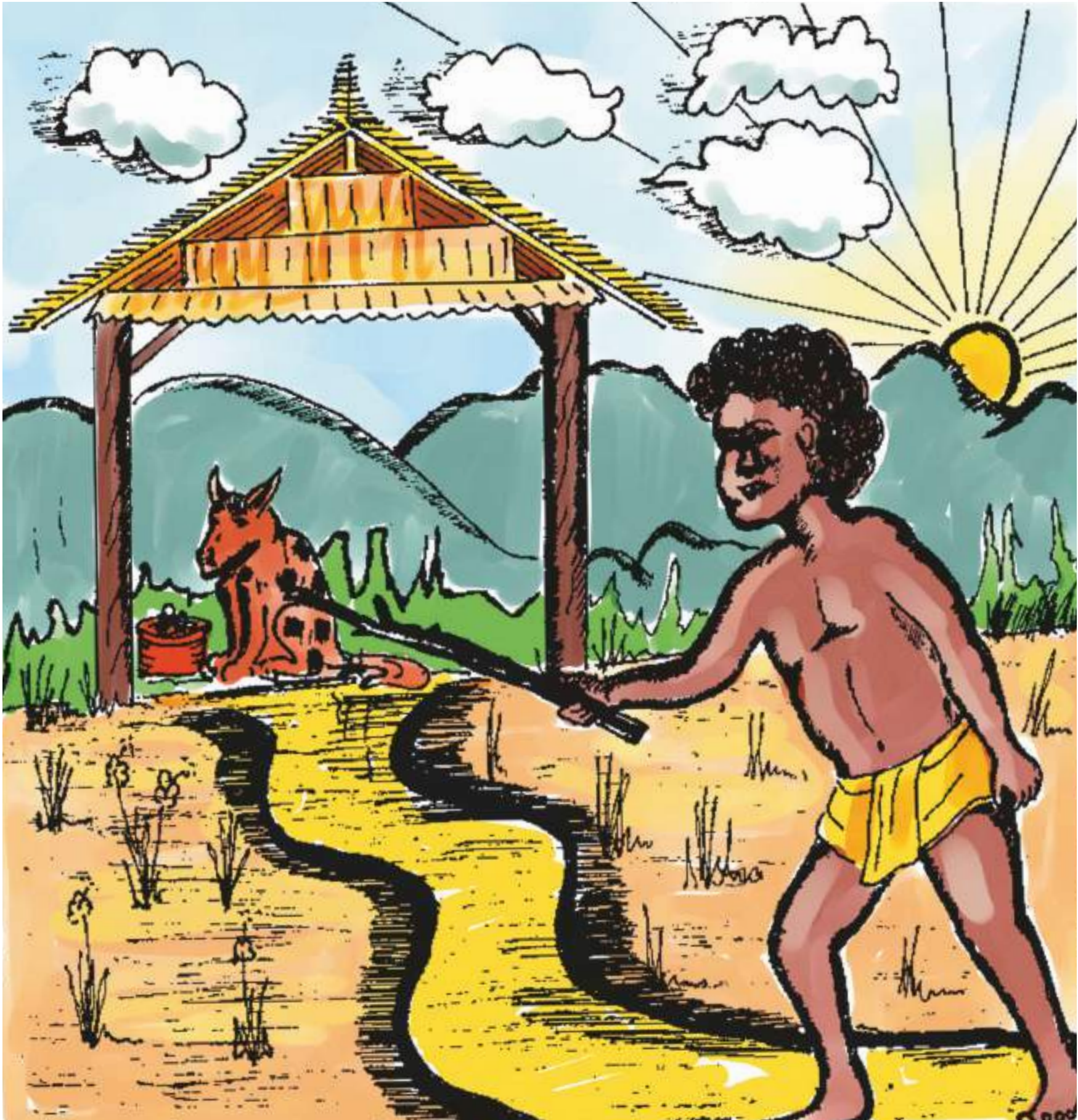
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Timi was a terrible tease.
He teased the cat in her basket.



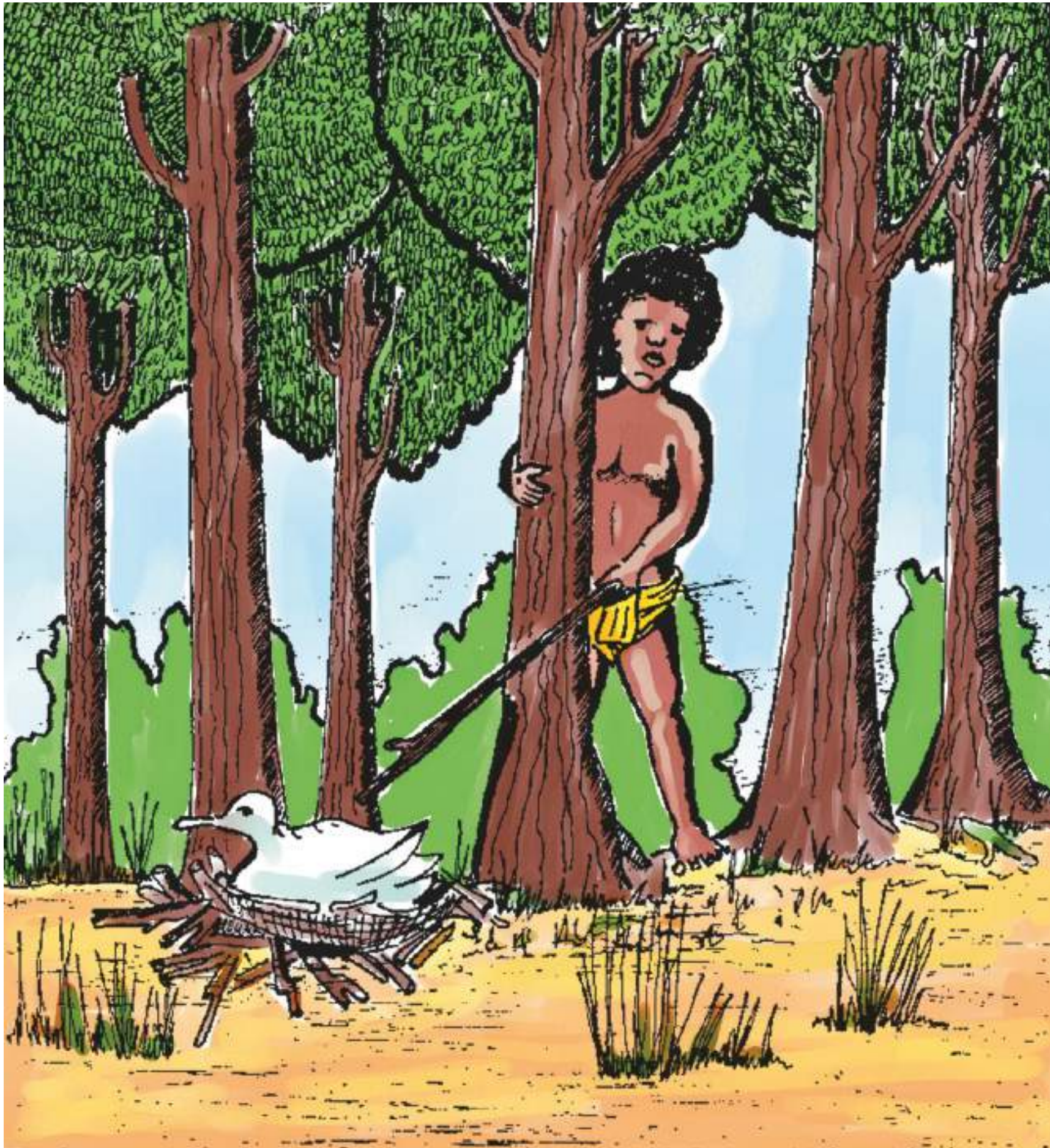
The cat was frightened and she ran away.



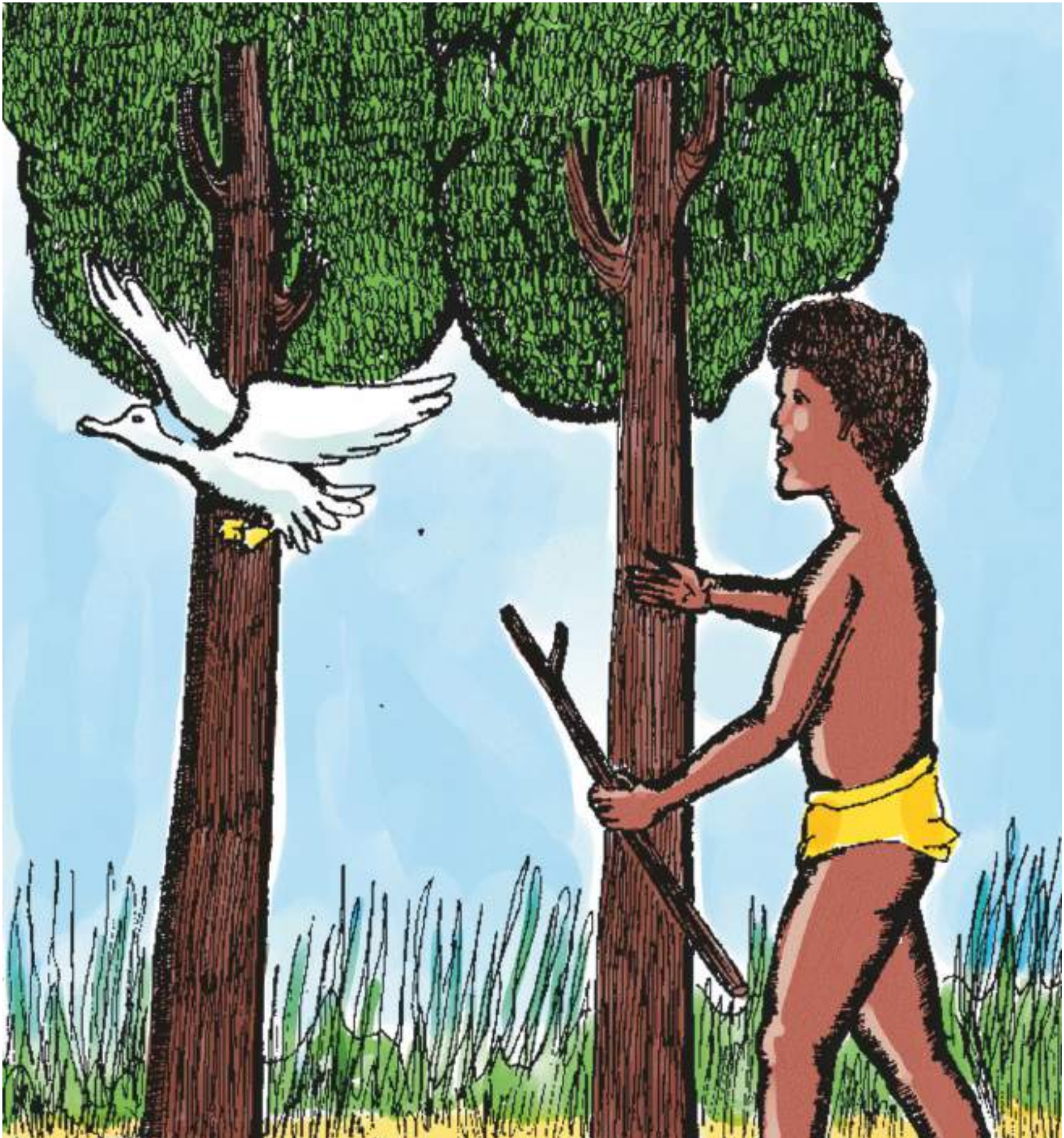
He teased the dog in his kennel.



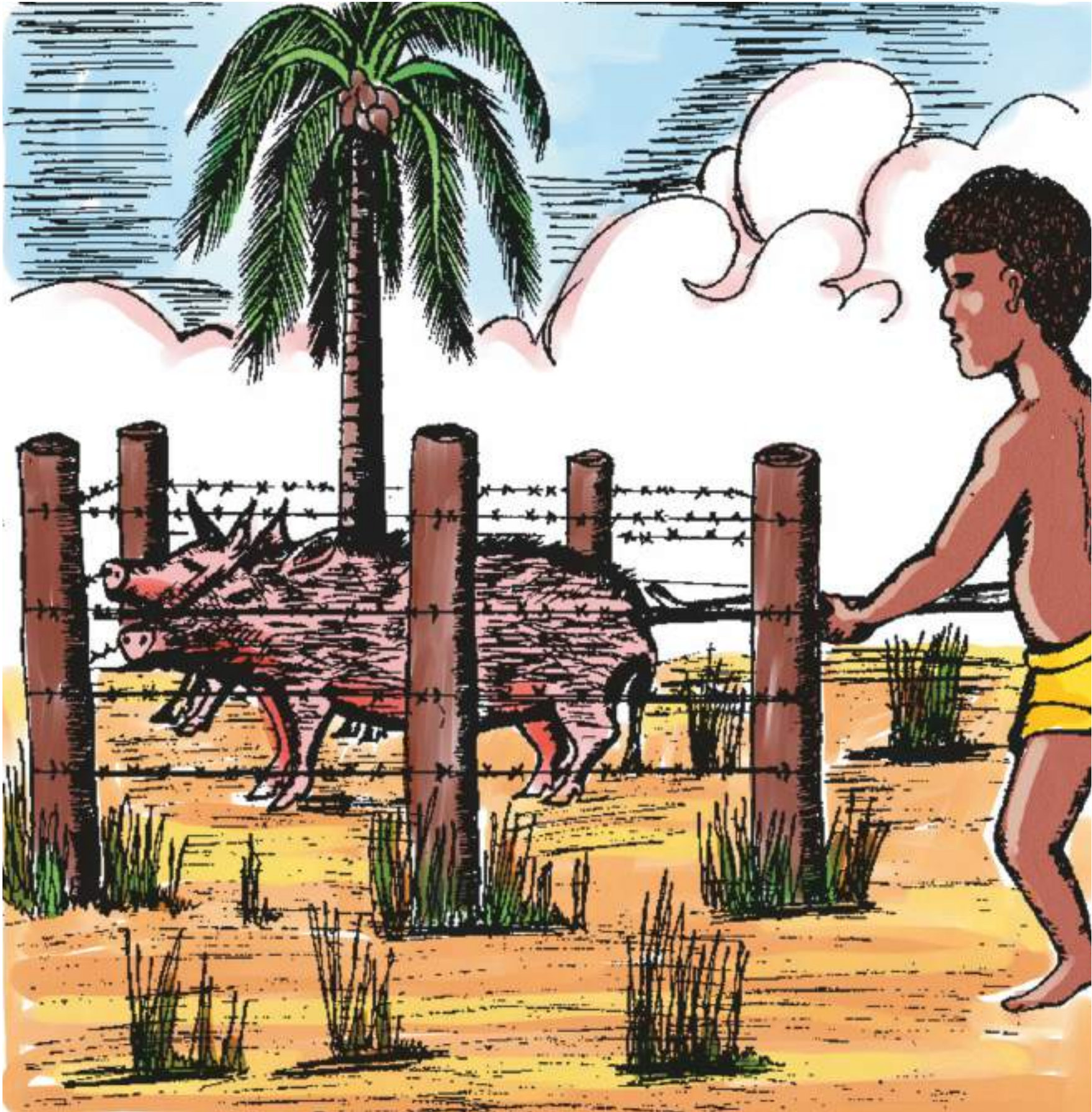
The dog was startled and he ran away.



He teased the duck in her nest.



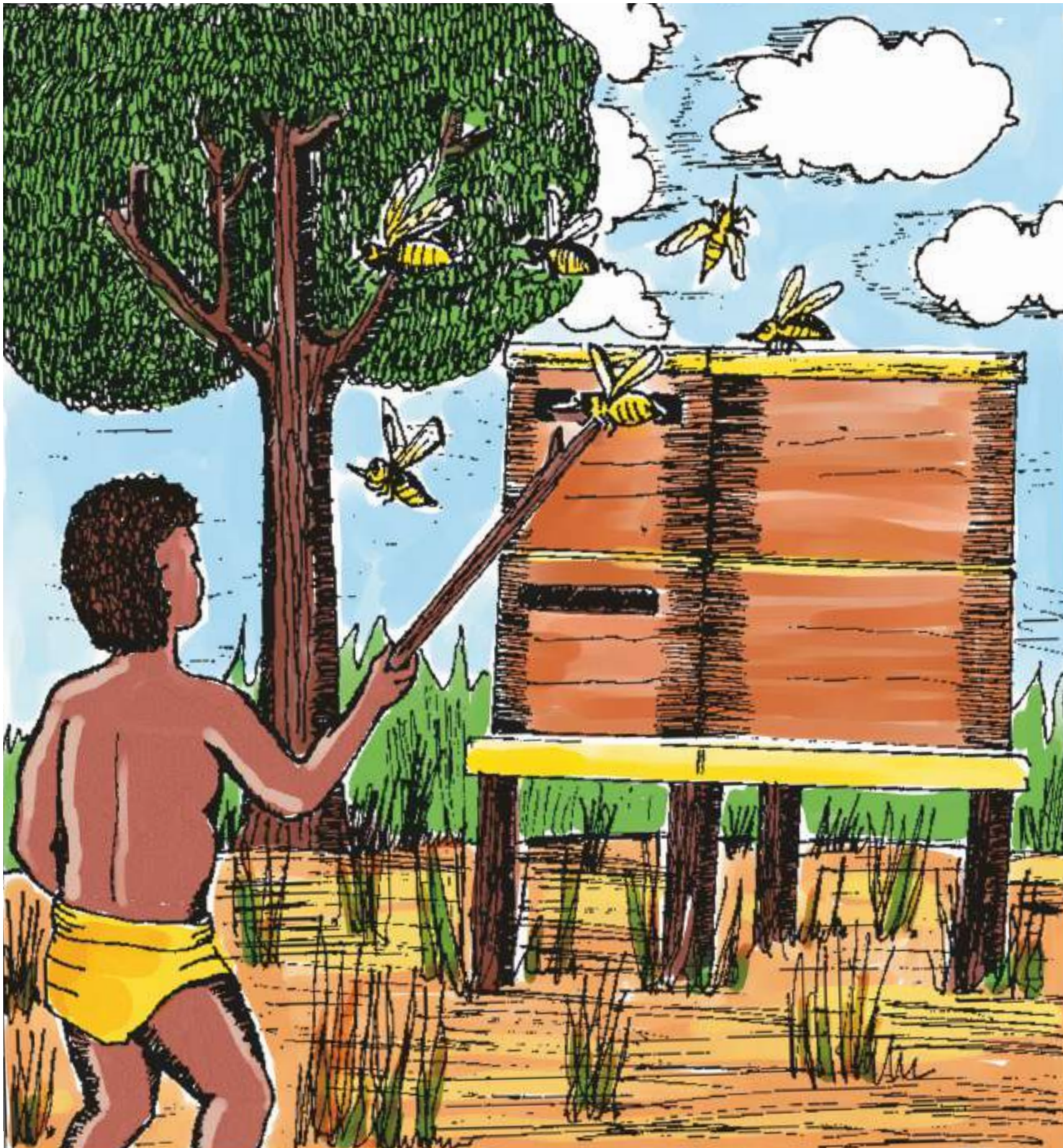
The duck was terrified and she flew away.



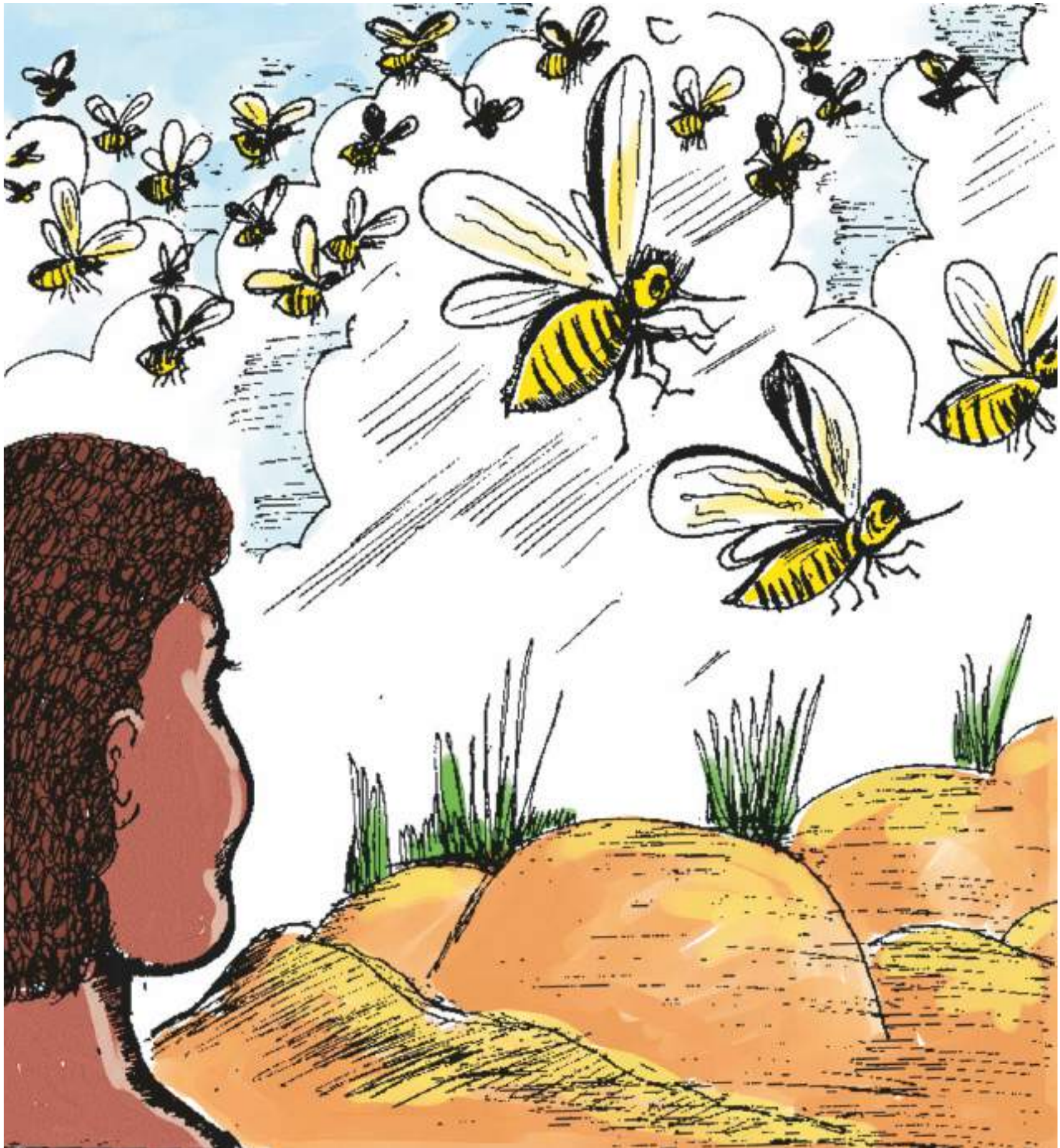
He teased the pigs in their pig-sty.



The pigs were scared and they ran away.



He teased the bees in their hives.



The bees were angry and they swarmed out. But they didn't swarm away. They swarmed right at Timi.



Timi learnt never to tease anyone again.

Text:	<i>Timi the Tease</i>
Level:	Year 2
Message:	If you are naughty, you will be punished
Discussion focus:	How we treat animals
Comprehension:	Cause and effect
Vocabulary focus:	Subject pronouns (<i>he, she, they</i>); Words for reactions; possessive pronouns
Letters and sounds:	Final <i>ck</i>
Writing opportunity:	Changing the idea of the story

ACTIVITIES	LANG.	SYLLABUS
<p><u>Day 1</u></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 about a boy called Timi. He likes to tease animals, so he is called the Tease</i> (explain what <i>tease</i> means in V/P). <i>What kinds of things do you think he does to animals?</i> Let learners talk about what teasing an animal might involved: pulling a tail, chasing etc. Do NOT say what is in the book, just take some discussion.</p> <p>Now open the book. On each page, show the animal in the picture and the place where the animal is staying (<i>basket, kennel, nest, pig-sty, hive</i>). On the next page, show how each animal feels by teaching the feeling word (<i>frightened, startled, terrified, scared, angry</i>) and explaining what the animal does after Timi teases them.</p> <p>On p. 11, show how the bees come out of their hive. Explain that they <i>swarm</i> (when a group of animals move together). Do NOT show them p. 12: wait to find out when you read the book. Ask: <i>What do you think these bees might do when they see Timi?</i> Take some answers, but do NOT tell the answer!</p>	V/P	2.4.1.1 2.1.1.4
<p><u>Read the story: Listening and watching</u></p> <p>Read the story in clear English. Show the animals were scared by the way you read the story.</p>	E	
<p><u>Review the story: Understanding the story</u></p> <p>Turn the pages of the book and see if the learners can tell you what happened on each page. See if the learners can explain how each animal felt when Timi teased them, and what the animal did afterwards. On p.11, ask the learners to tell you how the bees felt (<i>angry</i>) and what they did (<i>They chased Timi</i>). On p.11 remind the learners that Timi never teased any animal ever again. Ask the learners: <i>Why did Timi decided to stop teasing animals?</i></p>	V/P + E	2.4.3.2 2.5.1.6 2.6.1.3
<p><u>Responding to the story: Talking by the learners</u></p> <p>Talk about how Timi teased the animals. Ask the learners to remember how the animals felt after Timi teased them (<i>frightened, scared, angry</i>). Ask: <i>Do you ever tease animals?</i> Talk about how animals feel scared and angry when we tease them. Ask: <i>Is it good to tease animals?</i></p>	V/P + E	2.1.1.4 2.6.1.1
<p><u>Focus on vocabulary: Pronouns</u></p> <p><u>Preparation:</u> Write these words on cards: <u>he</u>, <u>she</u>, <u>they</u></p> <p>Look at p. 3. Read the sentence to the learners (<i>The cat was frightened and she ran away</i>). Point to the words <i>cat</i> and <i>she</i>. Explain that we use <i>she</i> because the cat is female. Say: <i>These words both tell us about the cat. The first time we say the cat, but the second time we can just say she.</i></p> <p>Turn to p. 5 and cover the words <i>he ran away</i> with your hands. Read the first part of the sentence to the learners (<i>The dog was startled...</i>) then explain that the dog is male. Ask the learners to tell you if they will read the word <i>he</i> or <i>she</i> in the next part of the sentence. Now lift up your hand and read the rest of the sentence, letting the learners check whether they were right. Turn to pp. 8 & 9 and look at how <i>they</i> is used to mean a group of animals, even if we don't know if male or female. Ask learners to go through the rest of the book to locate the examples of <i>he, she</i> or <i>they</i> and link the first and second sentences.</p> <p>Show the learners <i>He</i>. Say: <i>We use this word in English when we are talking about one boy or one man.</i> Choose a boy from the class to stand at the front of the class and say some sentences to the learners beginning with <i>he</i> (eg. <i>He is Junior. He is 7 years old</i>). Repeat this for <i>she</i> and <i>they</i>: explain what the word means, then choose a girl (for <i>she</i>) and a group of learners (for <i>they</i>) to stand at the front of the class and say some sentences.</p>	E + V/P	2.7.2.7 2.5.1.4 2.4.2.5
<p><u>Day 2</u></p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask the learners to tell you what they remember about the story. Turn the pages of the story and ask a learner to tell you what happened on each page.</p> <p>Read the story, pausing before the animal name in each sentence (eg. <i>He teased the_____</i>). Also let the learners read the pronoun (<i>he, she, they</i>) where they appear in the story.</p>	V/P + E	2.6.1.3

ACTIVITIES	LANG.	SYLLABUS
<p><u>Close Reading</u> Do a close reading of the sentences on pp. 4 – 7. Notice that the first sentence has a prepositional phrase or <i>Where?</i> and the second sentence has 2 things happening. This pattern is throughout the book.</p>	E + V/P	2.6.1.5 2.6.1.6
<p><u>Focus on vocabulary: words for reactions</u> Start by remembering the animals Timi teased in the story. See if learners can list these without looking in the book: put the list on the board. Do NOT say if they were right or wrong, just write up what they say. Learners check in the book to see if they were correct. Change the list if needed. Talk about how the animals didn't like being teased by Timi. Ask the learners: <i>What words in the book told us that the animal did not like being teased?</i> Together, look at pp. 2 – 3. Read to the learners and they find the word <i>frightened</i>. Now the learners use the small copies to move to each page with a partner and find reaction word. Give partners a few minutes to do this. Then, as a class, write up the words that were used. Go through these words, making sure learners can say and understand the words. You could write them on cards, shuffle them and ask learners to recognise them. Help the learners to say new sentences using the words, eg. <i>I was startled by the loud noise</i>. OR, you make a sentence and ask the learners to identify which of the new words you used.</p>	E + V/P	2.9.1.4 2.4.2.6
<p>Day 3 <u>Shared reading: Revisiting the story</u> Today review the animals' homes in the story (eg. <i>basket, kennel, nest, pig-sty, hive</i>). Read the story, pausing before the words for the animals' homes (eg. <i>He teased the cat in her...</i>) Encourage the learners to look at the picture to help them know what word they need to read.</p>	V/P + E	2.6.1.9
<p><u>Focus on Letters and Sounds: Final ck</u> <u>Preparation:</u> make letter cards with <i>ick</i>, <i>ock</i>, <i>ack</i>, <i>uck</i>, <i>eck</i> Hand out the individual books for <i>Timi the Tease</i>. Turn to p. 6 and point to the word <i>duck</i>: Say <i>This word says duck. The final sound in this word is ck</i>. Explain that the <i>ck</i> sound in this word is made with two letters: <i>c</i> and <i>k</i>. Ask the learners to point to these letters in the word <i>duck</i>. Ask the learners to remember what other letters make this sound (<i>hard c and k</i>). Say some more words to the learners that have this sound: <i>truck, chicken, sick</i>. Write these on the board so learners can see the <i>ck</i>. Think of some more words with this sound. Display the word cards on the board. Practice saying each ending. Take the <i>ock</i> card and show the learners how you can make the word <i>sock</i> by adding an <i>s</i> at the front. Do this with the other cards, saying a word for each card then asking the learners tell you which letter/s you will need to write at the front. Divide the learners into groups. Give each group a card and ask them to make a list of all the words they know that end with their letter pattern (eg. for <i>ick</i>: <i>sick, pick, lick, tick, kick</i>)</p>	E + V/P	2.1.2.2 2.4.2.4 2.7.2.9
<p><u>Comprehension: Cause and effect</u> Write this sentence on the board: <i>The pigs were scared so they ran away</i>. Tell the learners <i>This sentence has two parts. The first part of the sentence tells us how the pigs felt</i>. Ask the learners to tell you which words tell us about how the pigs felt (<i>The pigs were scared</i>). Now ask the learners to tell you what the pigs did next (<i>They ran away</i>). Underline the words. Point to the word <i>so</i> in the sentence. Say <i>We can use the word so when there are two actions that go together because one is the reason for the other</i>. Write these sentences on the board: <i>She was tired. She fell asleep</i>. Read the sentences to the learners. Erase the full stop in the middle and write the word <i>so</i>. Read the sentence again (<i>She was tired so she fell asleep</i>). Do this with two more sentences: <i>He was hungry. He ate a banana. (He was hungry so he ate a banana)</i>. <i>They were scared. They ran away. (They were scared so they ran away)</i>. Now write these sentence starters on the board. Ask the learners to think of how they can finish these sentences: <i>They were angry so...</i> <i>He was happy so...</i> <i>She was sad so...</i> Write these in their exercise books and then work with a partner to think of other examples.</p>	E + V/P	2.9.1.4 2.8.1.3
<p>Day 4 <u>Shared reading: Revisiting the story</u> 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>	V/P + E	2.6.1.9

ACTIVITIES	LANG.	SYLLABUS
<p>Comprehension: Linking pictures to actions</p> <p>Learners have small books with a partner. Ask them all to look at p. 2. The words say <i>He teased the cat...</i> but ask the learners to say what Timi is actually doing (poking with a stick). Then look at what the dog is cat is doing (sleeping, sitting?). Ask the learners to help you write a more detailed sentence about the cat, eg. <i>Timi poked the cat while she was sleeping in her basket</i>. Write up as you are noting that this is what we can see in the picture.</p> <p>Ask the learners to look at p. 4 and together think of a new way of saying what is happening, eg. <i>Timi hit the dog while he was eating in his kennel</i>.</p> <p>Learners work in pairs of small groups to construct new ways of saying what is happening in the pictures. Let them do this orally for about 15 mins, then ask for some suggestions.</p> <p>The learners could choose one or two to write in their exercise books and draw the picture.</p>	E + V/P	2.7.1.4 2.7.2.5 2.7.2.8
<p>Focus on English: Possessive Pronouns</p> <p>Preparation: Make word cards for <u>his</u>, <u>her</u>, <u>their</u> Make sure you have the cards from the previous pronoun lesson.</p> <p>Open the book to p. 2. Read the words <i>He teased the cat in her basket</i>. Ask the learners to tell you what the cat's home is (basket) then show the learners how the word <i>her</i> comes before (her basket). Now show the learners pp. 4, 6, 8, & 10. On each page, read the sentence, ask the learners tell you the animals' homes (eg. <i>kennel</i>, <i>pig-sty</i>, <i>hive</i>, <i>nest</i>) then show them the pronoun that goes with the object (eg. his <i>kennel</i>, their <i>pig-sty</i>).</p> <p>Show the learners <i>he</i> and <i>his</i>. Say: <i>In English, when we want to write about one boy or one man we can say he, but when we talk about what he owns, we need to say his</i>. Explain that we use <i>his</i> when writing about things that we own (eg. homes, toys, food).</p> <p>Choose a boy to come and stand at the front of the class with his bag, book and pencil. Say these sentences, then write them on the board: <i>This is his bag. This is his book</i>.</p> <p>Show the learners how we can use <i>his</i> for our bodies as well (<i>This is his arm</i>) and for our family (<i>John is his brother</i>).</p> <p>Repeat this for her, by choosing a girl to come up in front of the class with some belongings, then saying and writing sentences about <i>her</i>.</p> <p>Now choose a group of learners to come up for <i>their</i>.</p> <p>In their books, ask the learners to draw a picture of friend in the class who is a girl. Ask the learners to draw some things that this girl owns (eg <i>bag, book, pen, slippers</i>) and write sentences for each drawing using the structure: <i>This is her (object)</i>.</p> <p>Ask the learners to draw a picture of another friend in the class who is a boy, drawing some of his belongings and writing sentences: <i>This is his (object)</i>.</p>	E + V/P	2.7.2.7 2.5.1.4 2.4.2.5
<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 sentence each.</p>	E	2.6.1.9
<p>Guided Writing: text innovation</p> <p>Remind the learners that at the end of the story Timi decides to never tease animals again. Tell the learners: <i>Today we will make a new story about Timi. You will each write one page for our new story. In our story Timi does lots of kind things to animals</i>. Now ask the learners to think about what nice things Timi could have done for animals (eg. fed them, played with them, patted them, gave them food).</p> <p>Now model some sentences on the board. Choose an animal together and decide what nice thing Timi will do for this animal.</p> <p>Write a sentence using the structure: <i>Timi (action) the (animal)</i>.</p> <p>For the next sentence, ask the learners to decide if this animal is male or female and think about whether we will use <i>he</i> or <i>she</i>. Begin the next sentence by writing <i>he</i> or <i>she</i>. Ask the learners to think about how the animal will feel and what it will do. Now model a sentence using the structure: <i>He/she was (feeling) so he/she (action)</i>.</p> <p style="text-align: center;"><i>Timi patted the cat. She was happy so she purred.</i></p> <p>In their books, let the learners write their own sentences. Walk around and help the learners to write. When finished, give each learner a piece of paper. Learners can write their sentences again and draw a picture. Collect the learners' writing and staple it together to make a book.</p>	E + V/P	2.7.2.8 2.7.1.4 2.8.1.3

