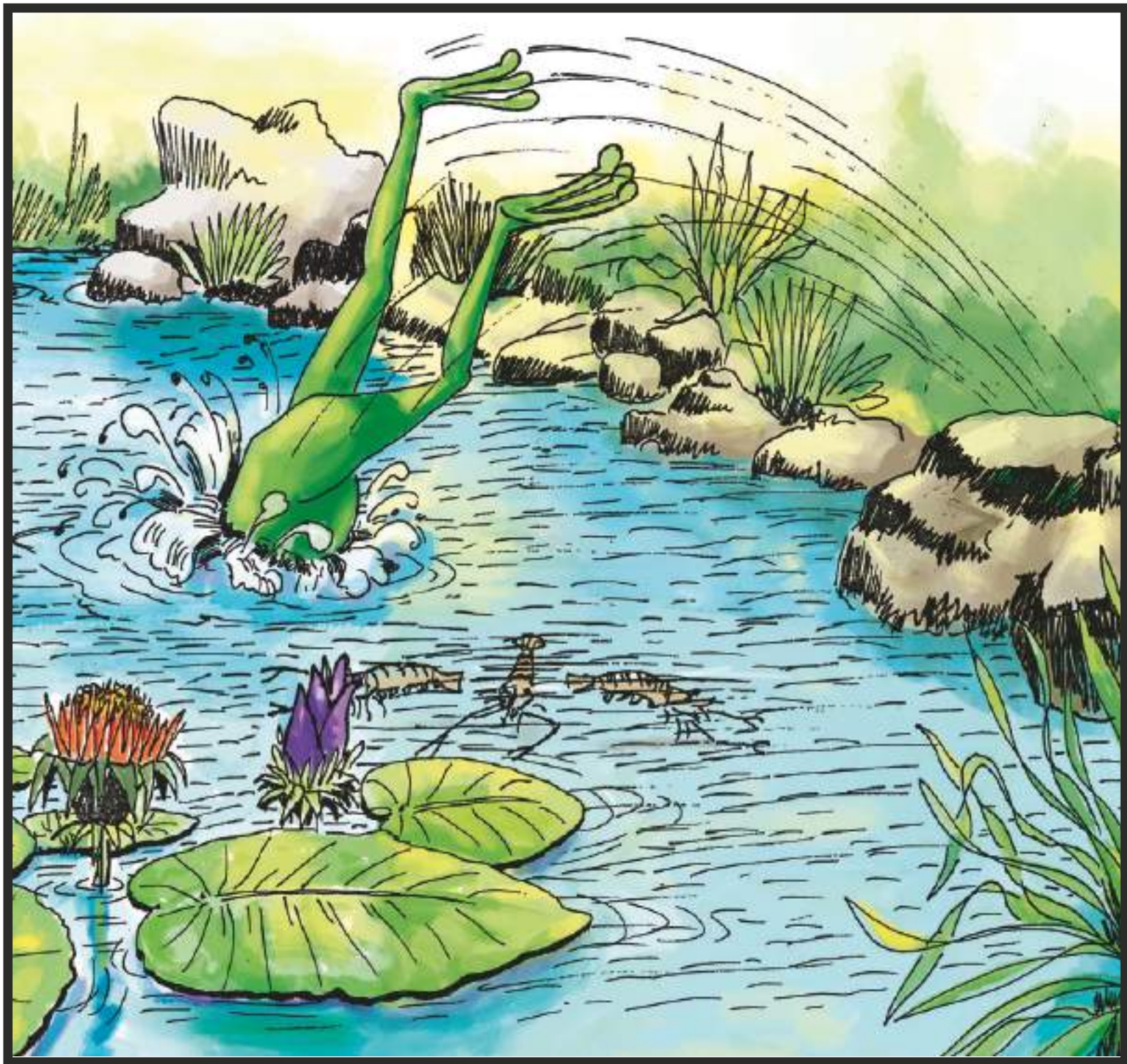


# Plop!



By **Linda Puia**  
Pictures by **Charles Manata**

Nguzu Nguzu Reading Books

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Review and re-development project

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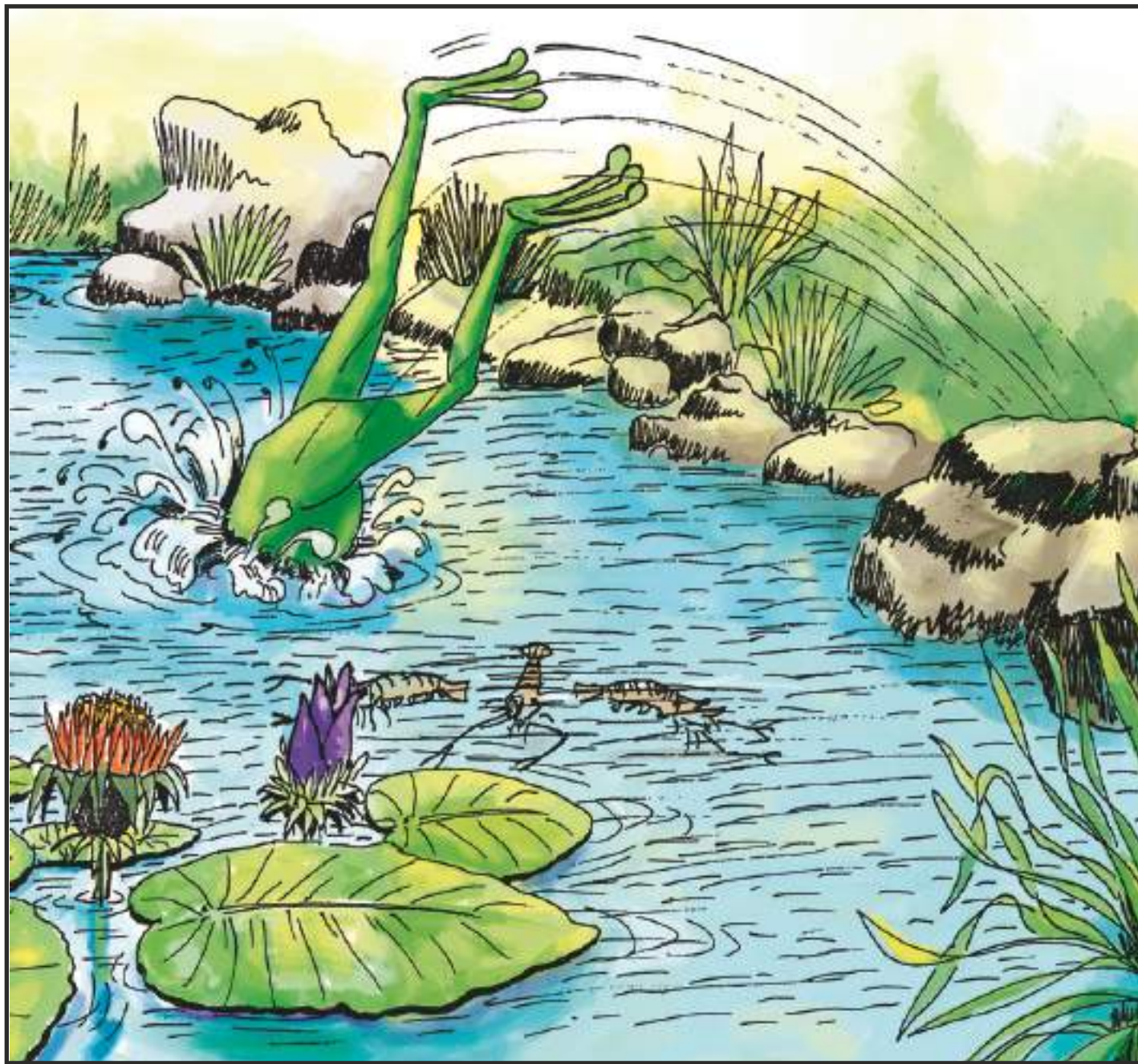
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# Plop!



By **Linda Puia**  
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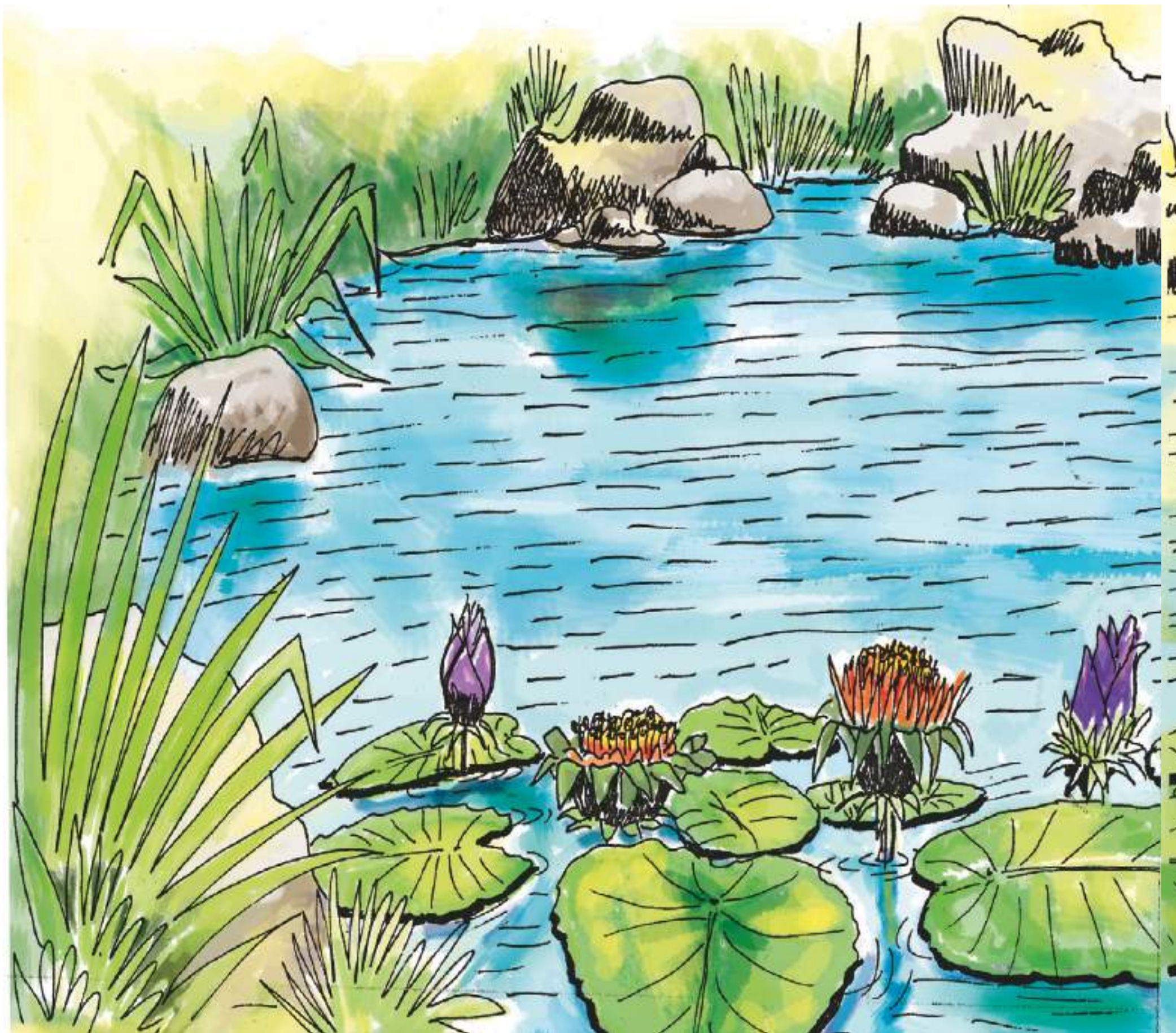


**Little frog sits quietly  
by the water. He can  
see the flowers.**



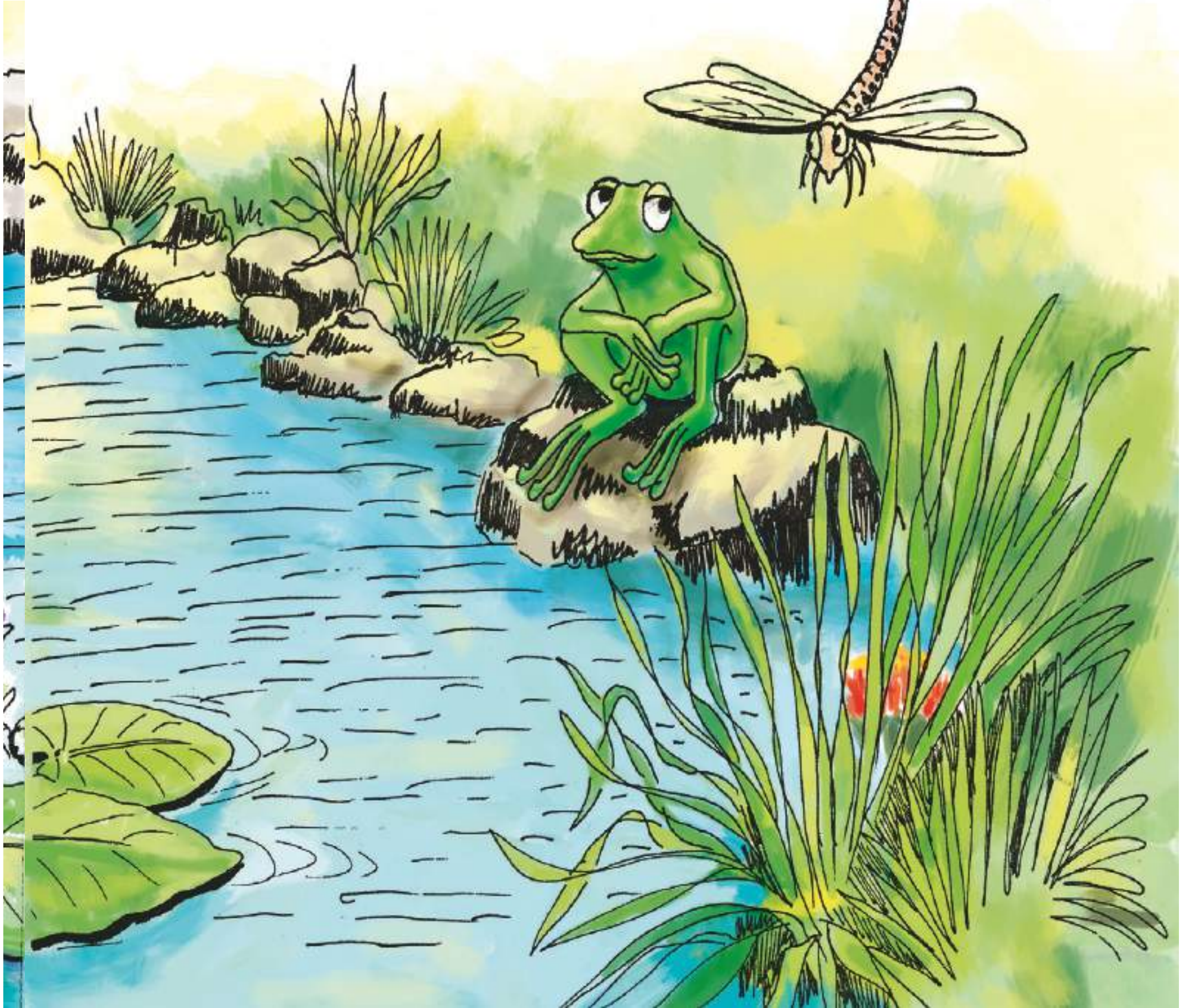






**He can see the  
dragonfly.**









**He can see the fish.**









**He can see the prawns.**









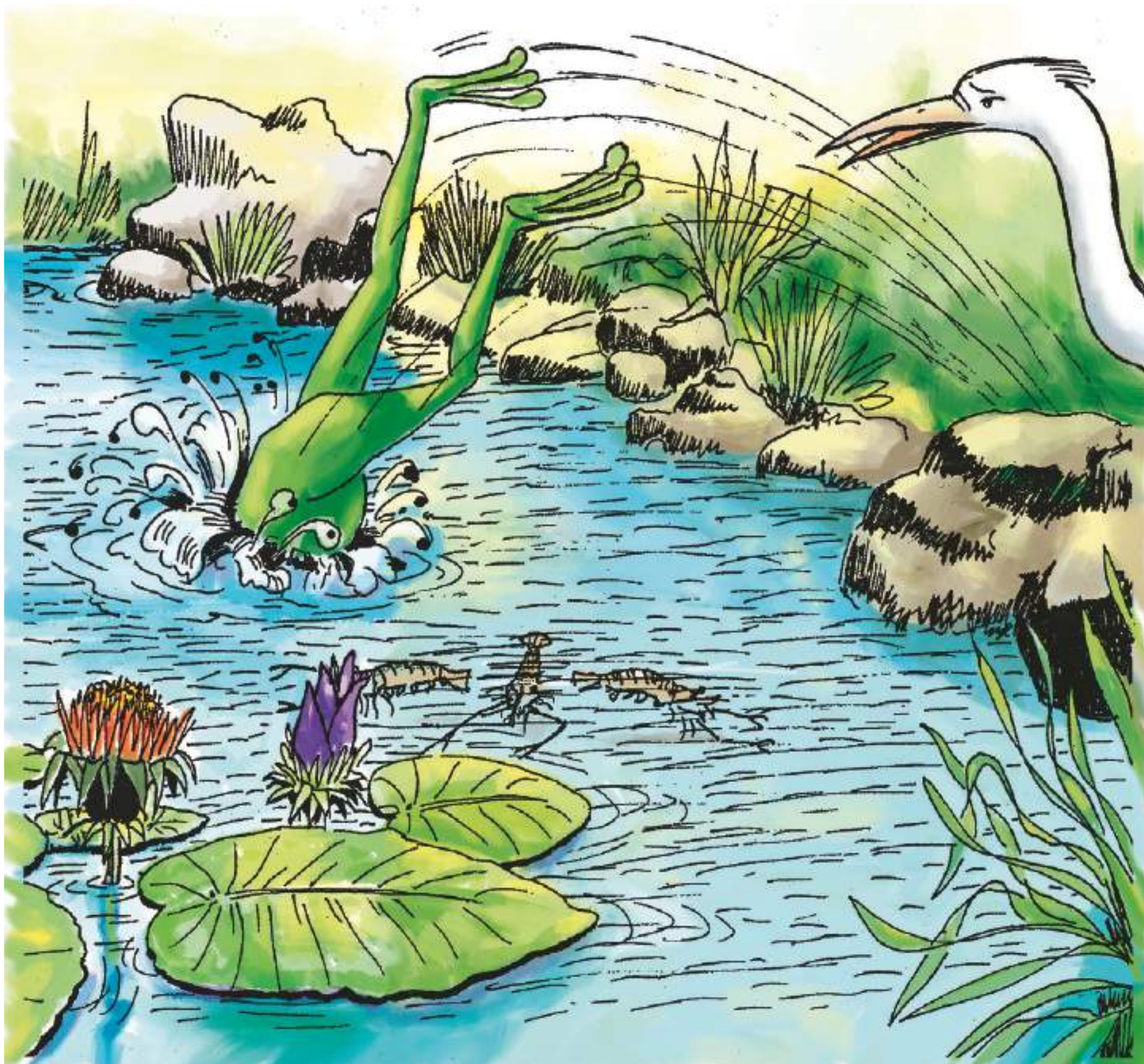
**Can he see the big  
bird?**







P l o p !



**Yes, he can.  
Quick, into the water!**







Text:	<i>Plop!</i>
Level:	Year 1
Message:	Birds can be a hazard to frogs
Discussion focus:	Safety and danger in our environment
Vocabulary focus:	Nouns for things in nature (fish, frog, bird, flower); pronouns
Print focus:	Question marks
Letters and sounds:	<i>i, q(u)</i>
Writing opportunity:	New story with insertion of a new animal

ACTIVITIES	LANG.	SYLLABUS
<p>Day 1</p> <p><u>Set the context: Talking with learners</u></p> <p>Tell the learners <i>This story is called Plop! and it is about a frog. He sits by a pond looking around at everything he can see.</i> Ask the learners to imagine a frog sitting by a pond, then ask: <i>What things do you think the frog will see in the story?</i></p> <p>Now open the book and look at the pictures. On p. 2, point to the frog and explain that he sits by the water. Point to the word <i>frog</i> on the page and teach the word in English. On pp. 4-9, point to the object in each picture (<i>flowers, dragonfly, fish, prawns</i>), then point to the word on the page and teach it in English. On p. 10, explain that there is something a bit dangerous near the pond, pointing to the bird. When they listen, see what the danger is.</p>	V/P	1.3.3.1 1.2.1.1 1.4.1.4 1.6.2.6
<p><u>Read the story: Listening and watching</u></p> <p>Now read the story, emphasising the object word in each sentence (eg. <i>He can see the <b>dragonfly</b>.</i> On page 10, raise your voice at the end of the sentence, so the learners can hear that this is a question. Read the word <i>plop</i> with expression, to show that this word is for a sound.</p>	E	
<p><u>Review the story: Understanding the story</u></p> <p>Turn the pages of the book and ask the learners to tell you what the frog can see on each page. For each object (<i>flowers, dragonfly, fish, prawns, bird</i>) ask the learners <i>Is the (thing) safe for the frog?</i> On p. 12, ask the learners to explain why the frog jumped into the water <i>Is the frog safe now? Did the frog know that the bird was behind him?</i></p>	V/P + E	1.4.1.2 1.4.1.3 1.6.1.2
<p><u>Responding to the story: Talking by the learners</u></p> <p>Start by talking about all the things the frog could see by the pond (<i>flowers, a dragonfly, fish, prawns, a bird</i>). For each thing, ask the learners to tell you if the frog was safe sitting on his rock near this thing. Now choose another animal (eg, a dog) and ask the learners to tell you some animals, plants or things that are safe for a dog. Then ask them to think about animals or things (like cars, people) that might be dangerous for a dog. Repeat this for a few different animals. Then talk about what things are safe and dangerous for children when they are playing outside their house.</p>	V/P	1.3.1.2
<p><u>Focus on letters/sounds: initial q,</u></p> <p>Making the letter: Turn to page 2 and point to the letter <i>q</i> in the word <i>quietly</i>. Say the letter name. Now show the learners the shape of the letter by tracing the letter in the air and saying (in V/P). <i>Start like a c then close it up, then make a straight tail going down and kick it out the back.</i> Now turn the pages of the book and ask the learners to look for another word in the story that has the letter <i>q</i> (<i>quickly</i>). Trace this <i>q</i>. Make the letter in the air and trace it on the hand. Explain that we don't see this letter very often in English, but need to recognise it. Show how it is nearly a <i>g</i>, but how it is different.</p> <p>Making the sound: Now go back to the book and look at the <i>q</i> again. Show how the letter <i>q</i> has the letter <i>u</i> next to it. Explain that in English the letter <i>q</i> always sits next to the letter <i>u</i>. Together these letters make the <i>qu</i> sound. Practice saying this sound together. Tell the learners some more words with the <i>qu</i> sound (<i>quack, queen, quit, quiz</i>) and write each word on the board, showing the learners the <i>q</i> and <i>u</i> together. Learners can write some of these in their books, making sure they have <i>qu</i> together.</p>	E + V/P	1.7.2.1 1.4.2.2 1.7.2.9 1.1.2.7
<p>Day 2</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Start by turning the pages of the book and asking the learners to tell you what is happening on each page. Now turn to page 4 and read the words <i>He can see</i>. Tell the learners that today they will read these words in the story. Now read the story, letting the learners read the words <i>He can see</i> on pages 2 -9. The learners might also like to join in for the word <i>plop!</i></p>	E	1.3.2.2 1.6.1.1



ACTIVITIES	LANG.	SYLLABUS
<p>Focus on vocabulary: sentence structure/pronouns</p> <p><i>Preparation:</i> Make word cards for these words: <u>flowers</u>, <u>bird</u>, <u>frog</u>, <u>fish</u>, <u>dragonfly</u>, <u>prawns</u>. Show the learners each word card and show them how to read each word. Now open the book to p. 2, point to the word <i>flowers</i> and see if the children can find the matching word card. Do this activity for all pages, pointing to the verb then asking the learners to find the matching card. Show the learners each word card again, asking the learners to listen to the first sound in each word (eg. <i>fff</i> for <i>flowers</i>). Link to letters that they have already learnt about.</p> <p>Now turn to page 4 and read: <i>He can see the dragonfly.</i></p> <p>Tell learners: <i>This is sentence is about the frog. The frog is a boy frog so we say 'he'. If I talk about me, I say: "I can see the _____"</i></p> <p>Write <i>I can see the _____</i> on the board and hold the card <i>flowers</i> in the space to show the sentence. Read the sentence to the learners, pause before reading <i>flowers</i> and ask the learners to read the word, by looking at the first letter and thinking of the sound it makes.</p> <p>Do the same with each word, reading the beginning of the sentence, then letting the learners tell you which word you are holding up by looking at the first letter and thinking about the sound this letter makes.</p> <p>Now ask the learners to look around the room (and out the window) and think of something they can see. Take one learner's idea, read the beginning of the sentence (<i>I can see the _____</i>). Say the learner's word (eg. <i>teacher</i>) and ask them to listen to the first sound in the word and tell you the first letter in this word (<i>t</i>). Now write the word in the space to make a new sentence (eg <i>I can see the teacher</i>). Repeat with a few more learners' ideas.</p>	E + V/P	1.4.2.4 1.6.2.6
<p>Day 3</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Today revise the object words, by looking the word cards first and reading each word (focussing on the beginning letter and sound in each word). Turn the pages of the book and ask the learners to find the object word on the page.</p> <p>Now read the story, pausing before the object words (<i>flowers, bird, frog, fish, dragonfly, prawns</i>) and allowing the learners to read these words in the story.</p>	E	1.4.2.4 1.6.2.5 1.6.1.1
<p>Focus on print: Sentence punctuation</p> <p>Turn to p. 10 and read the words on the page <i>Can he see the big bird?</i> Now point to the question mark and tell the learners <i>This is a question mark. When I write a question, I need to put a question mark at the end of the sentence instead of a dot (full stop).</i></p> <p>Now write this sentence on the board <i>Can he see the big bird</i> (do not write in the question mark). Have a card ready with a question mark written on it. Show the flashcard to the learners and ask them <i>Where do I need to put this question mark?</i> Choose one learners to come up to the board and stick the question mark at the end of the sentence. Now practice reading the sentence, showing the learners how you raise your voice at the end, to show that this is a question.</p> <p>Now take off the question mark card and rub out the words <i>big bird</i> so that you are left with <i>Can he see the _____</i>. Ask the learners to think of some different object words you could write here (eg. <i>ball, dog, car...</i>) For each idea, write in the object word at the end of the sentence (<i>Can he see the <b>ball</b>...</i>) then choose one learner to come up to the board and stick on the question mark at the end of the sentence.</p>	E + V/P	1.4.2.5
<p>Day 4</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask for volunteers to try to read a page in the book to the class. Read the first page and then choose one learner to read the next page. Continue reading one page, then choosing a learner to read the next page until the book is finished.</p>	E	1.6.1.1
<p>Letters and Sounds: initial <i>i</i></p> <p><u>Making the letter:</u> Turn to p. 12 and point to the letter <i>i</i> in the word <i>into</i>. Say the letter name and show the learners how to make the shape by write the letter in the air and saying (again in V/P) <i>start at the top, go straight down then make a little dot at the top</i>. Let the learners practice writing the letter in the air. There will be many places that the learners can find <i>i</i> in the classroom: let them walk around and find <i>i</i> and look through books to find more.</p> <p><u>Making the sound:</u> Now say the word <i>into</i> and identify the sound. Practice saying this sound together. Say some more words with the <i>I</i> sound (<i>in, into, it, itchy, iguana</i>). Take a piece of paper for each new word and write it in large letters. Learners can illustrate to make <i>The i Book</i>. Try to remember to identify the <i>i</i> sound when it comes up in coming weeks.</p>	E + V/P	1.7.2.1 1.1.2.1 1.4.2.3
<p>Day 5</p> <p><u>Independent Reading</u></p> <p>Give learners copies of the book to share. Encourage them to read the story by taking turns to read a page or part of a page with a friend.</p>	E	1.4.3.1



ACTIVITIES	LANG.	SYLLABUS
<p><u>Shared Writing</u></p> <p>Tell the learners <i>We will write a story about another animal who is sitting and watching everything around it.</i> Choose an animal together and think of a place where they animal will sit. Write your first sentence using this structure: <i>Little (animal) sits quietly in the (place).</i> Now write the beginning of the sentence: <i>He can see the _____.</i> Pause and ask the learners to think of something the animal can see (something he would not be afraid of). Repeat this structure (<i>He can see the_____</i>) for two more sentences. Now think of something (an animal/thing) that this animal would be afraid of and write <i>Can he see the (animal/thing)?</i> Now think of how this animal will escape. Think of a word to describe the sound this animal will make when it escapes. Write this word in first, with an exclamation mark (eg. <i>Zoom! Splash!</i>) then write <i>Quick, (preposition) the (place).</i></p> <p>Here is an example of a story you could write. You will need to change the bolded words (let the learners choose these words):</p> <p style="text-align: center;"><b>Zoom!</b></p> <p>Little <b>parrot</b> sits quietly <b>in the tree</b>. He can see the <b>leaves</b>. He can see the <b>geckoes</b>. He can see the <b>butterflies</b>. Can he see the <b>eagle</b>? <b>Zoom!</b> Quick, <b>out of</b> the <b>tree</b>!</p>	<b>E + V/P</b>	1.7.1.4 1.9.1.4







