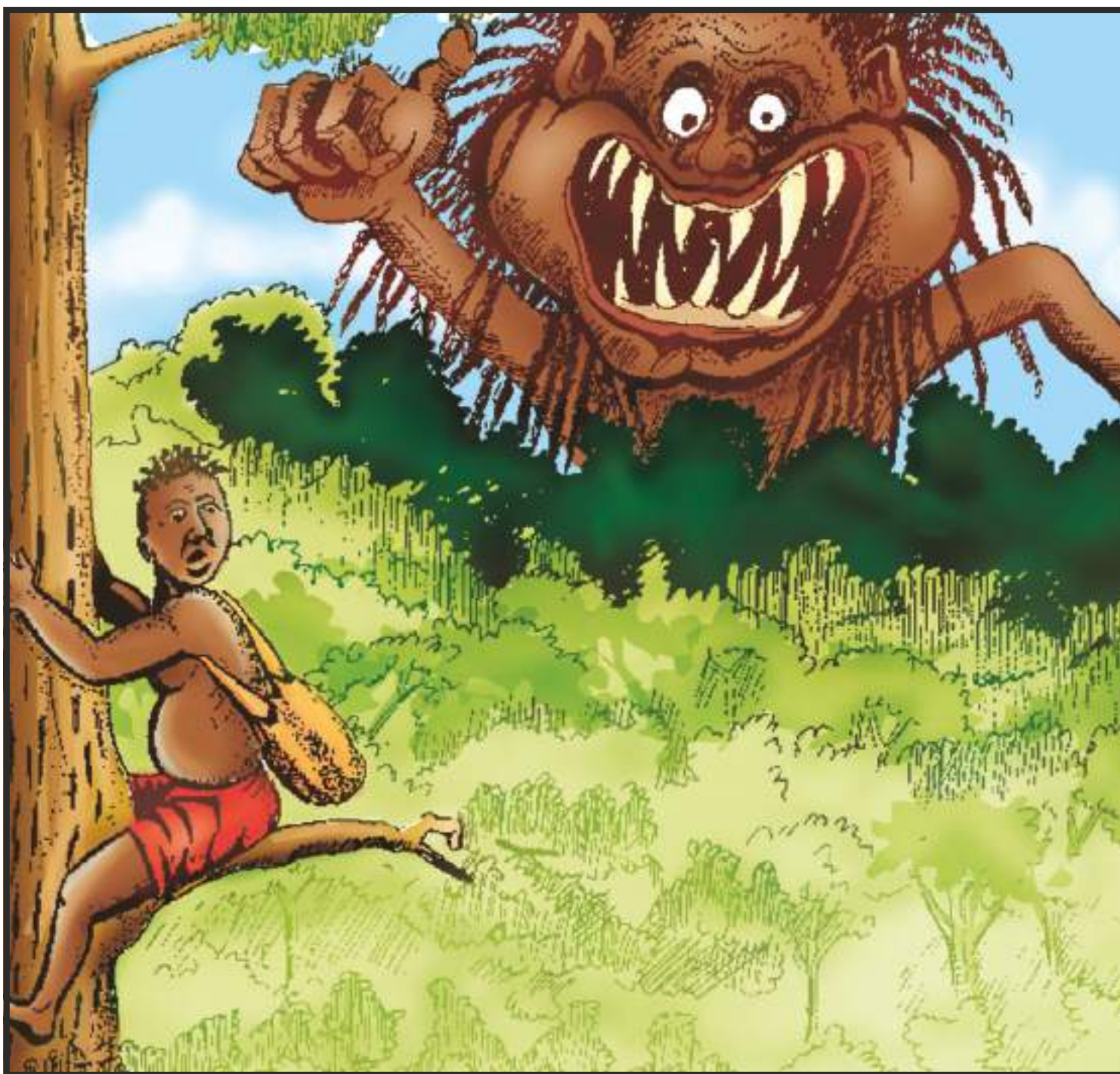


Benati and the Giant



By Nelson Ameo
Pictures by Ake Lianga

Nguzu Nguzu Reading Books

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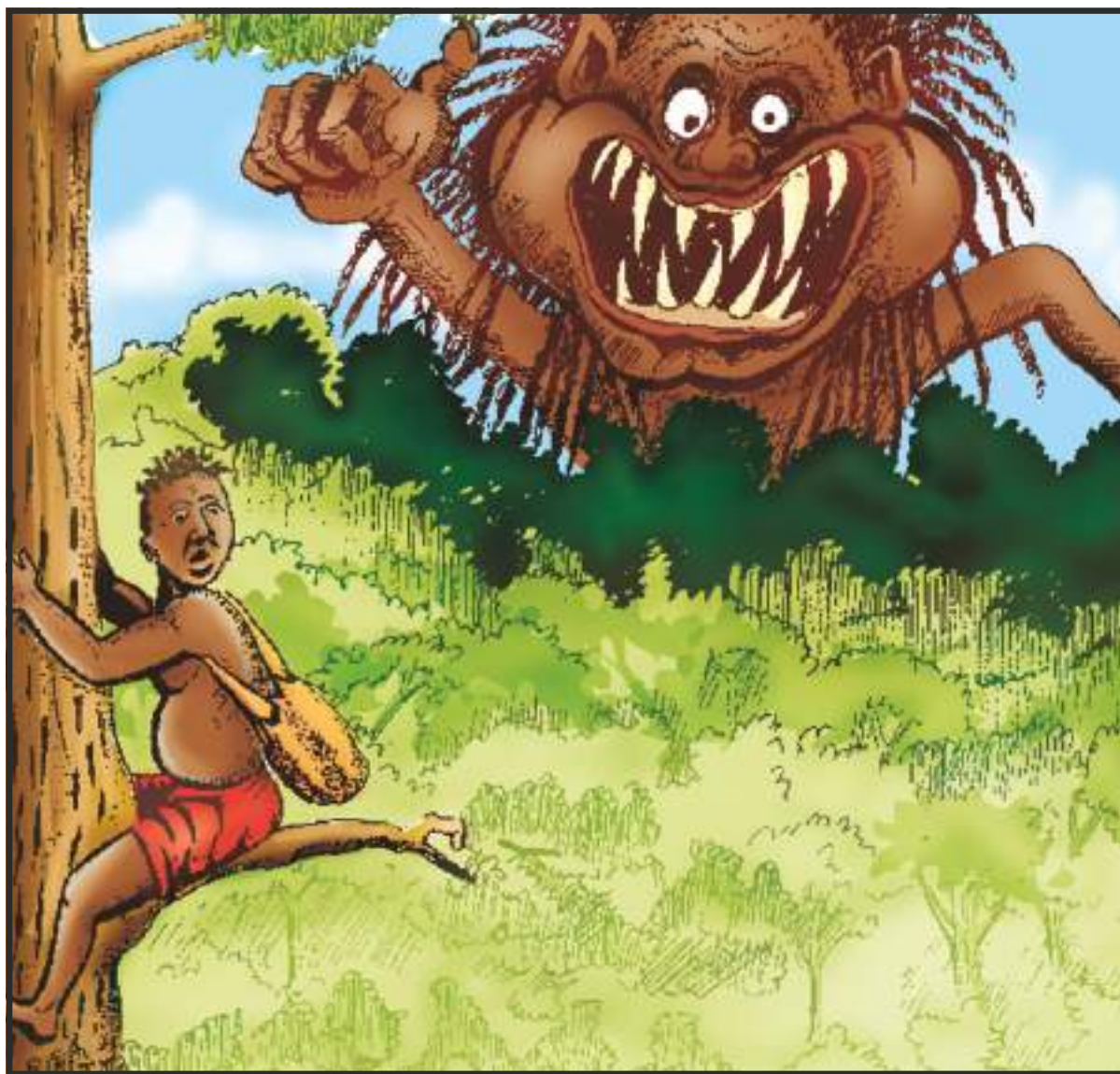
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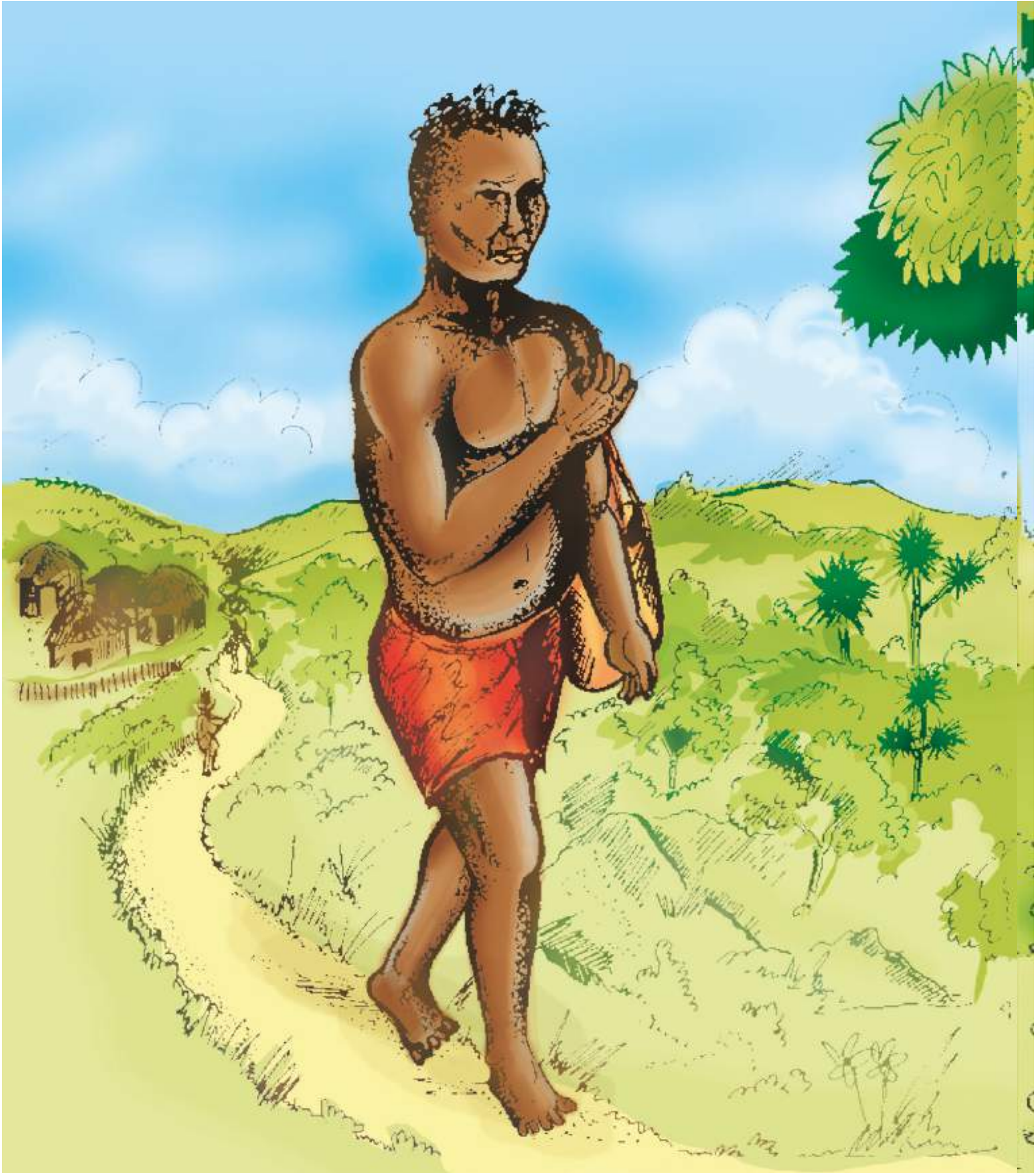
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Benati and the Giant

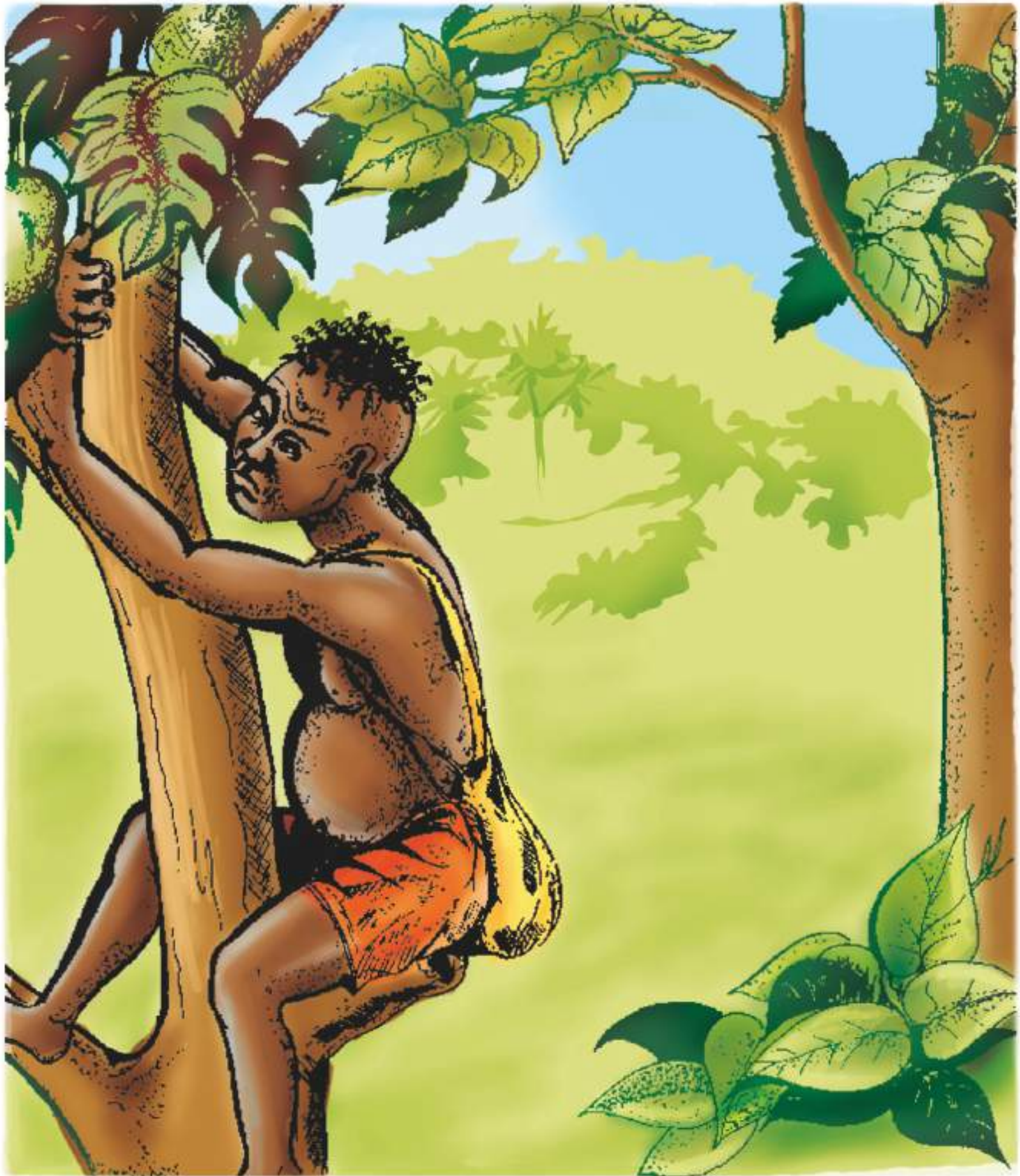


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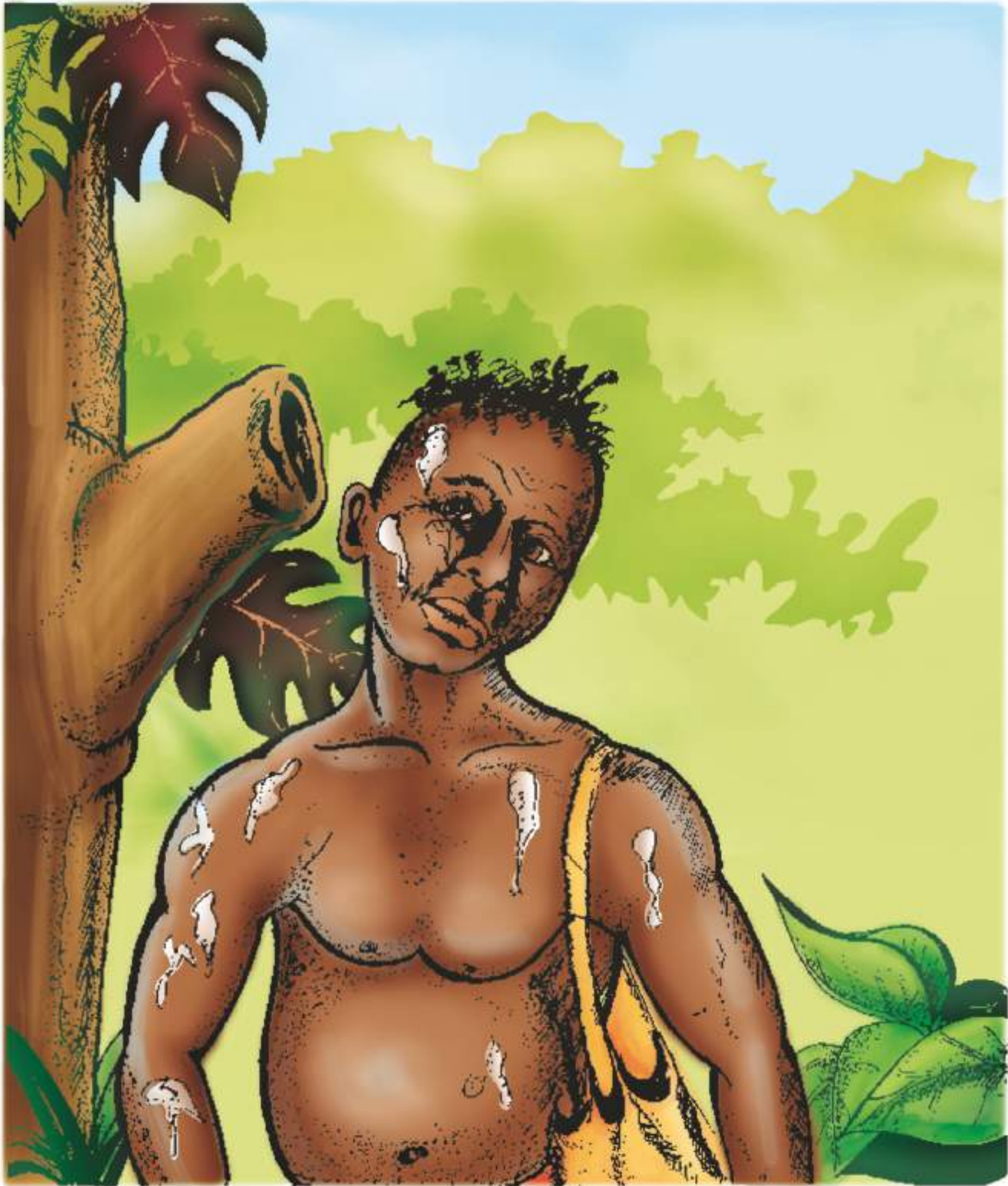


One day Benati went into the bush to look for opossum.

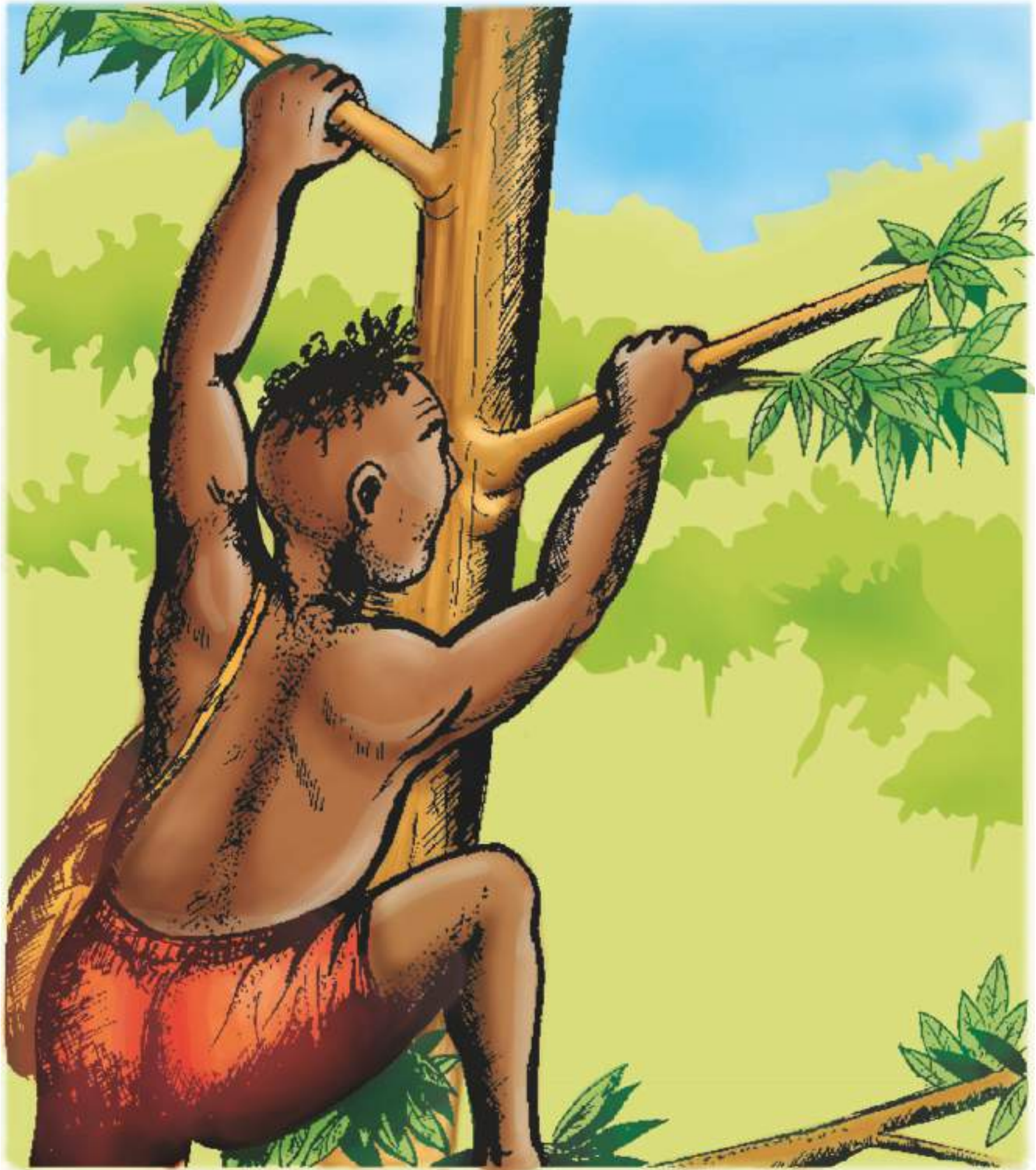




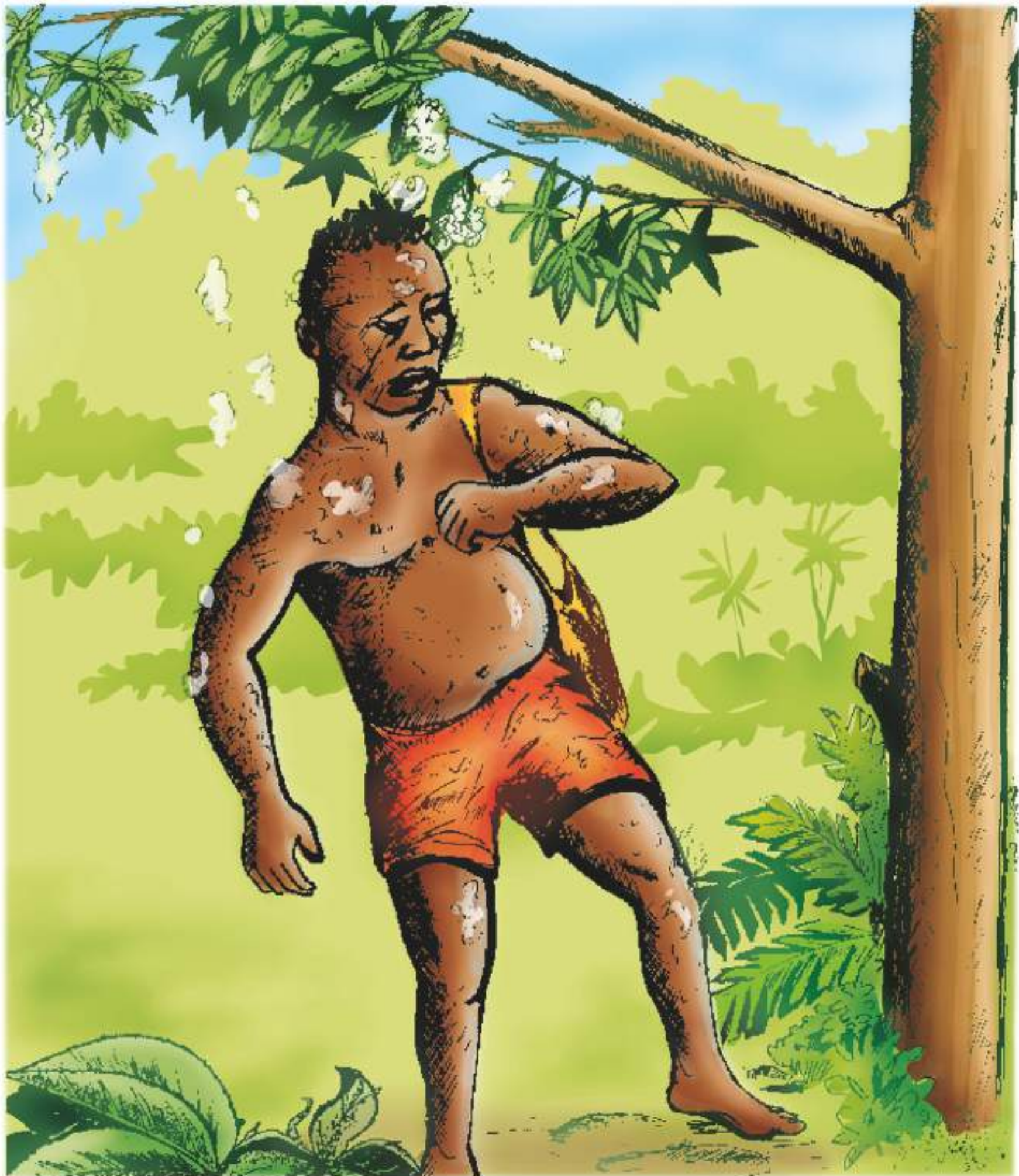
He climbed a breadfruit tree,
but there were no opossums.



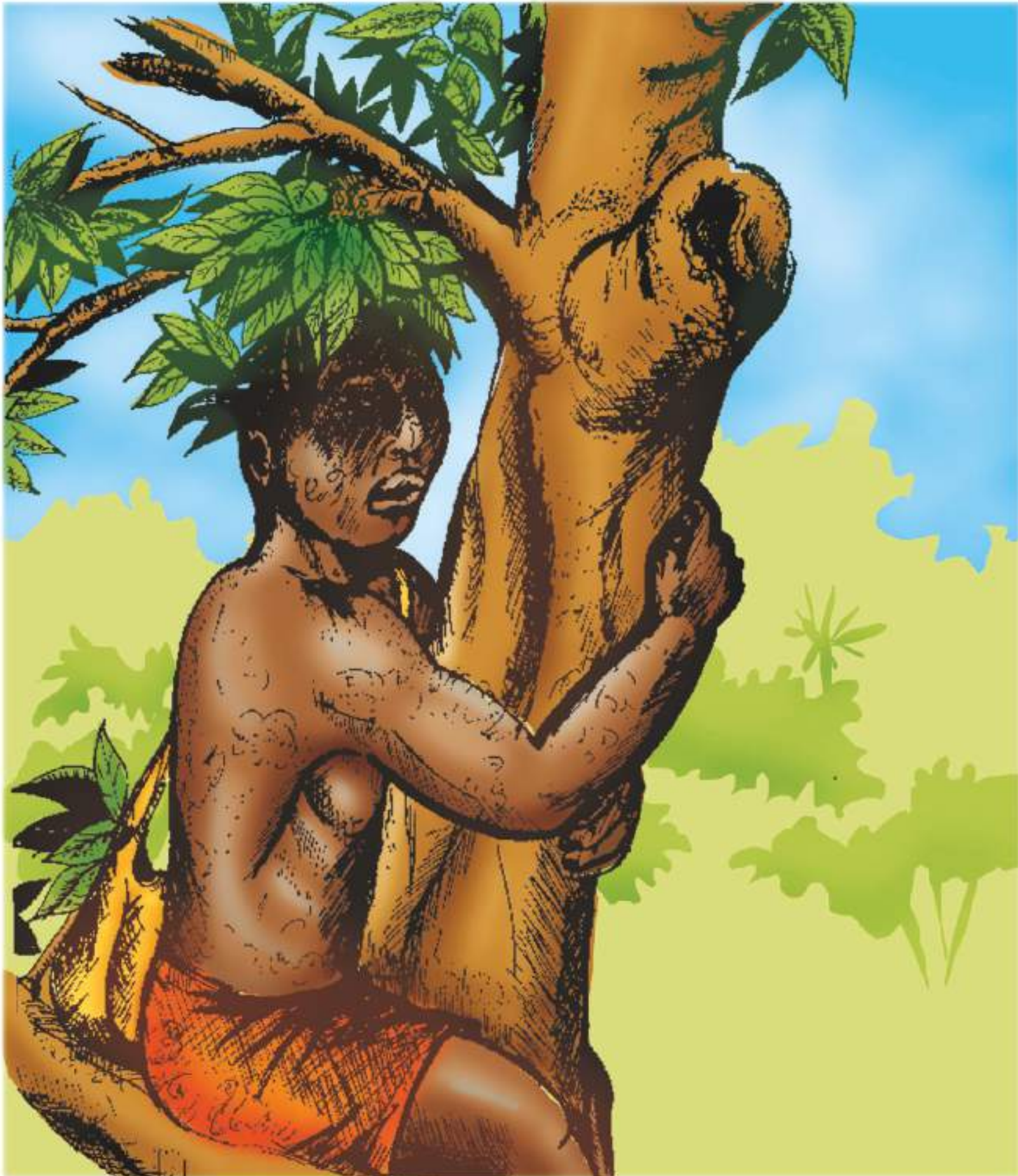
When he came down from the tree
he was covered with white sticky sap.



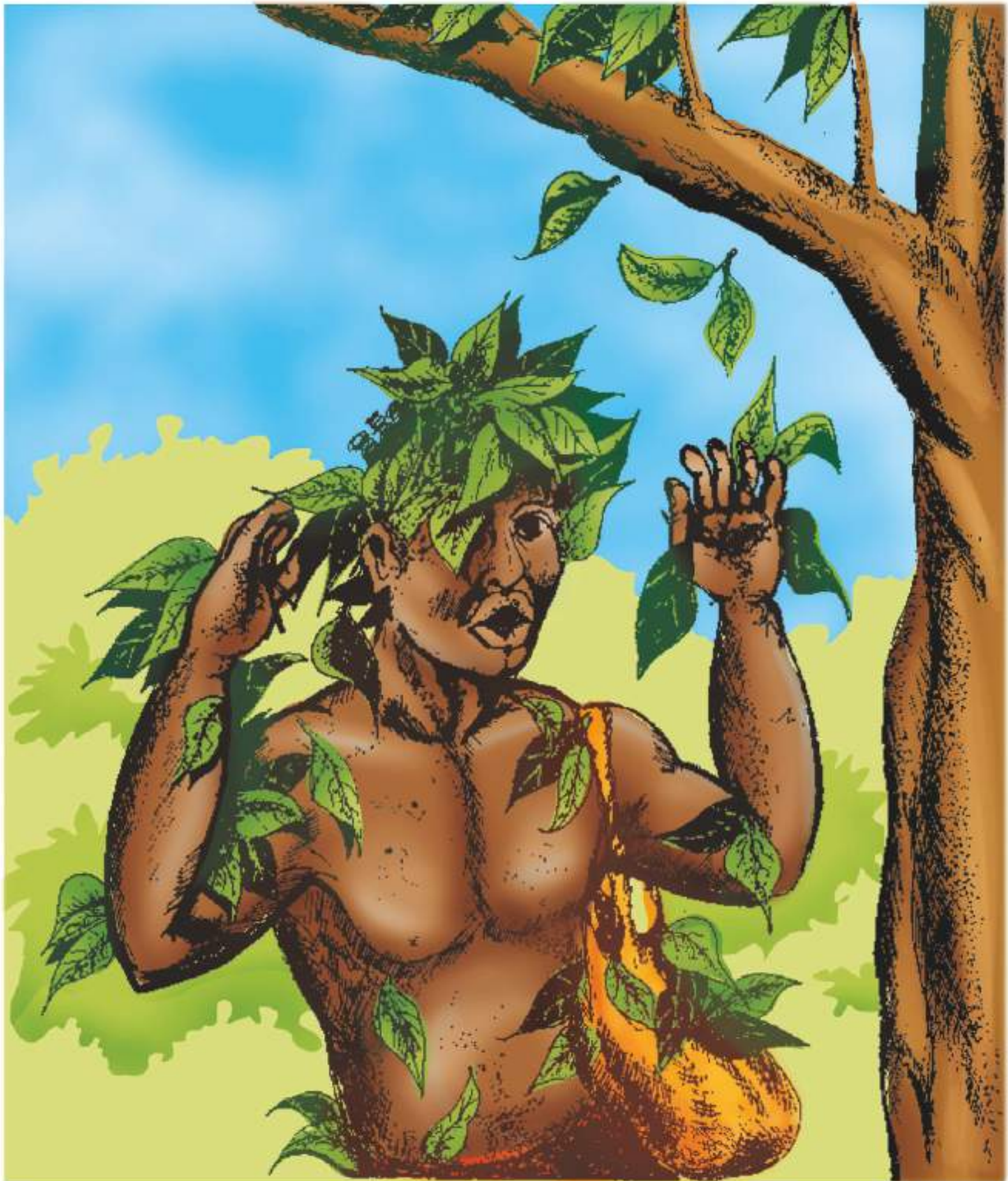
He climbed a kapok tree,
but there were no opossums.



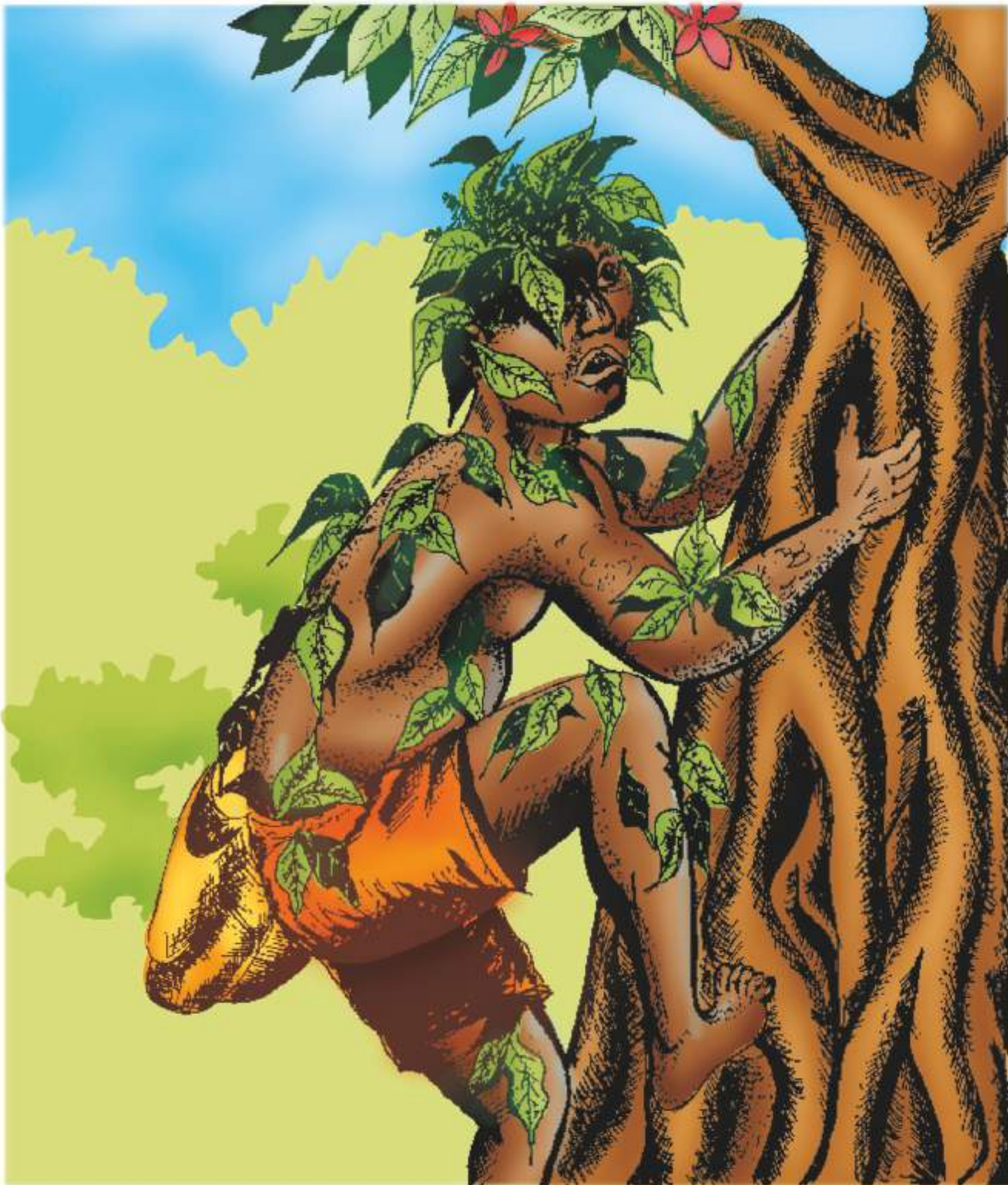
When he came down he
was covered with white kapok.



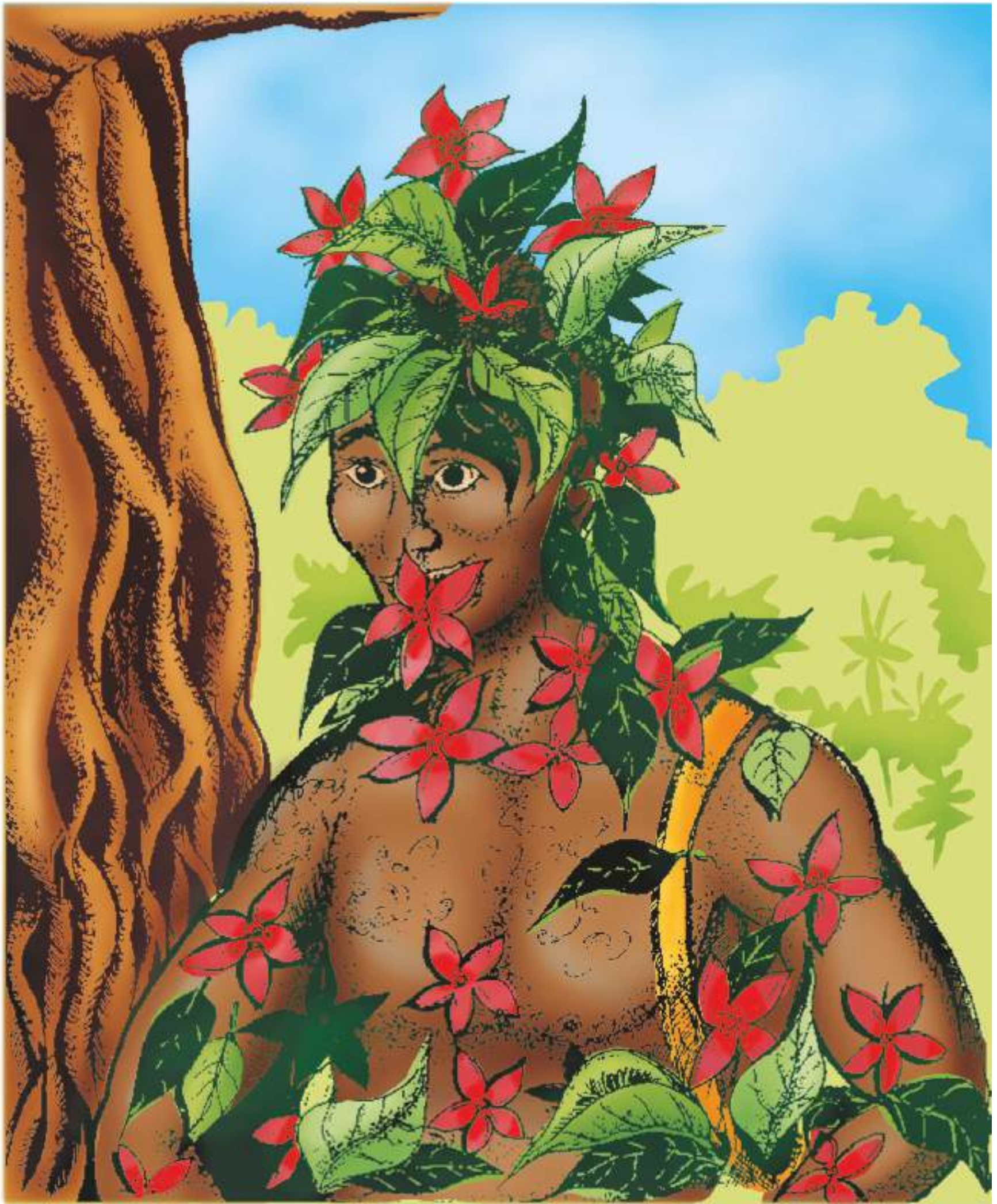
He climbed a vasa tree,
but there were no opossums.



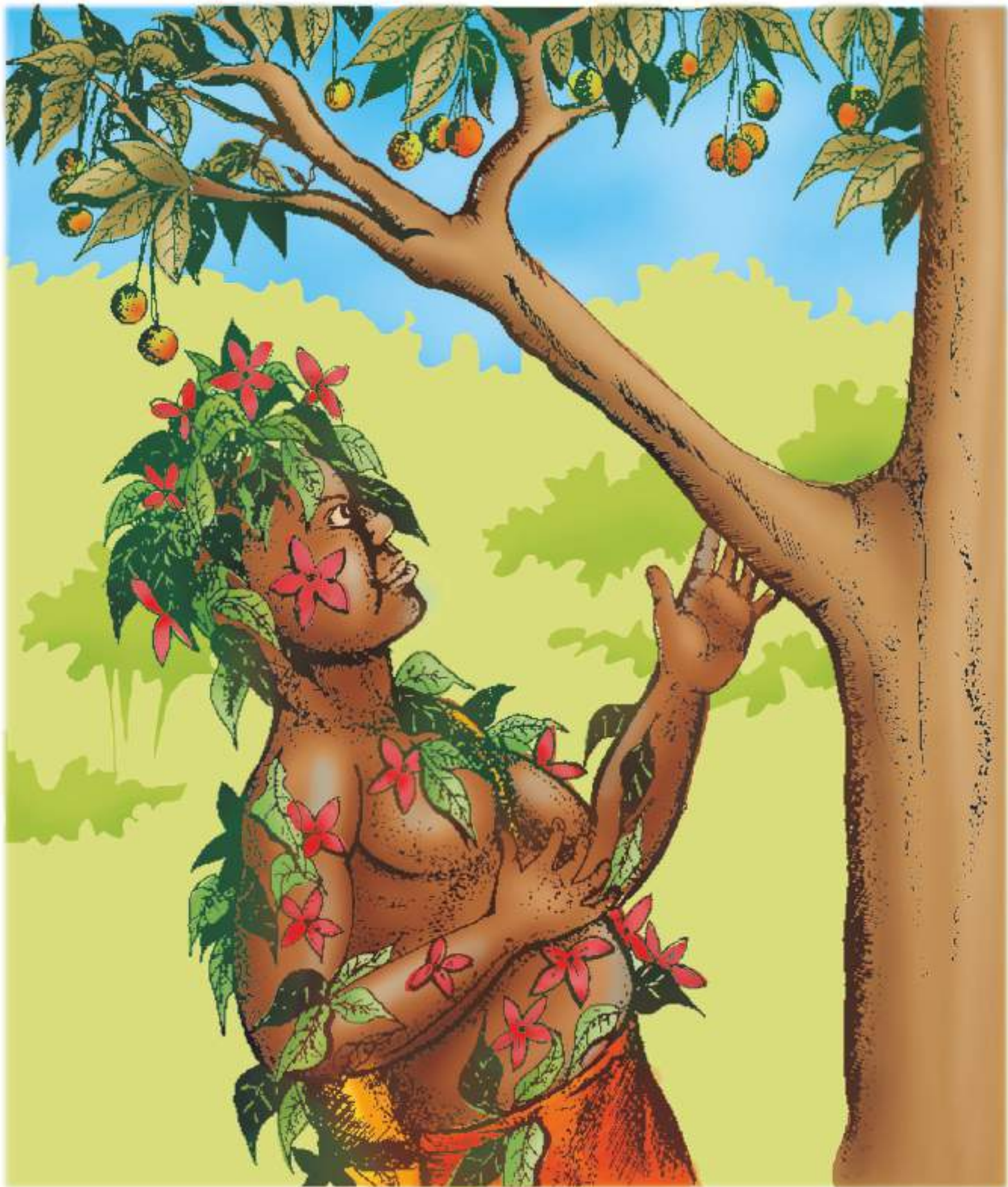
When he came down he was covered with green leaves.



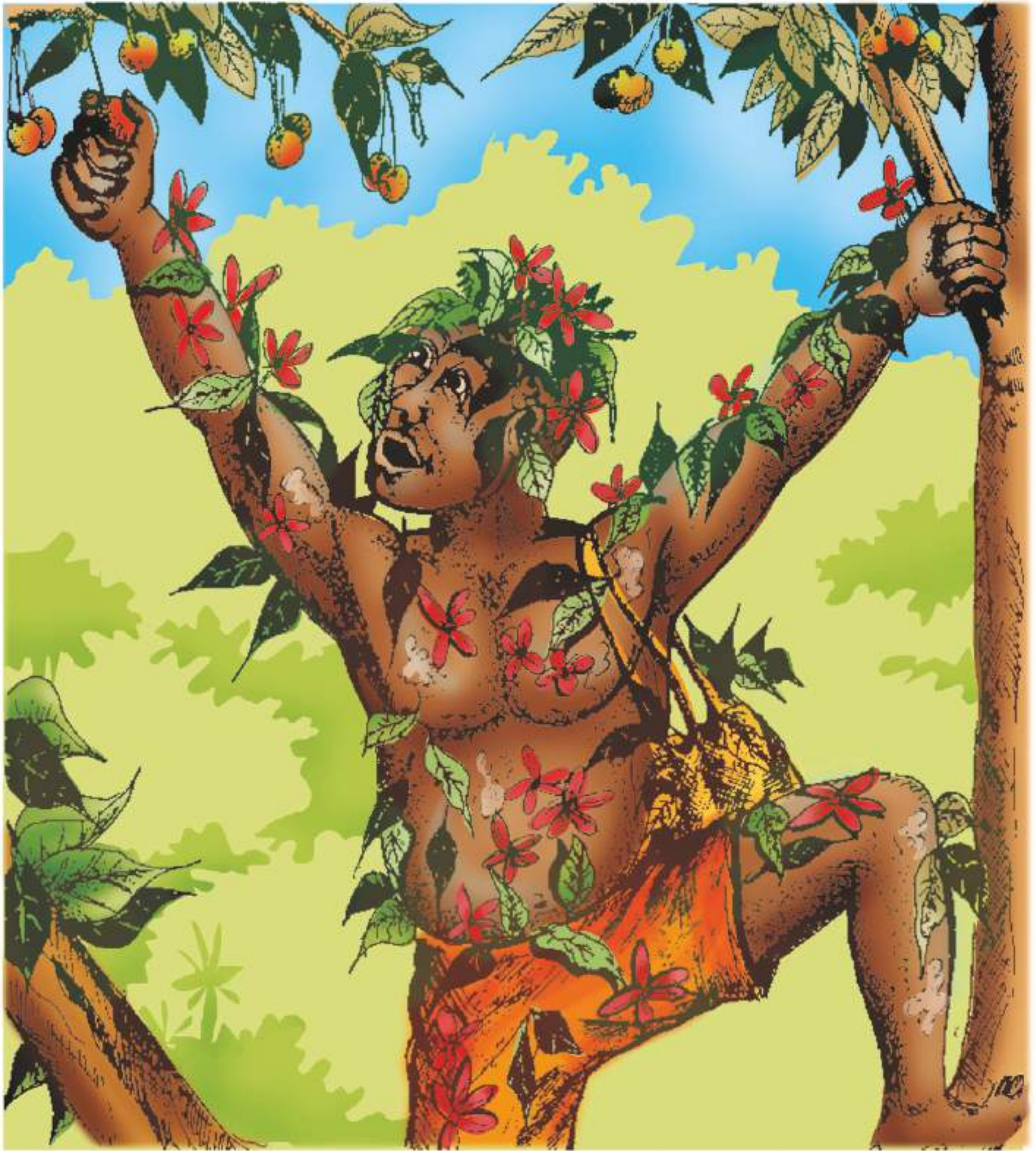
He climbed a banyan tree,
but there were no opossums.



When he came down he was covered with red petals.



Soon Benati was hungry.
He saw an akwa tree full of ripe fruit.



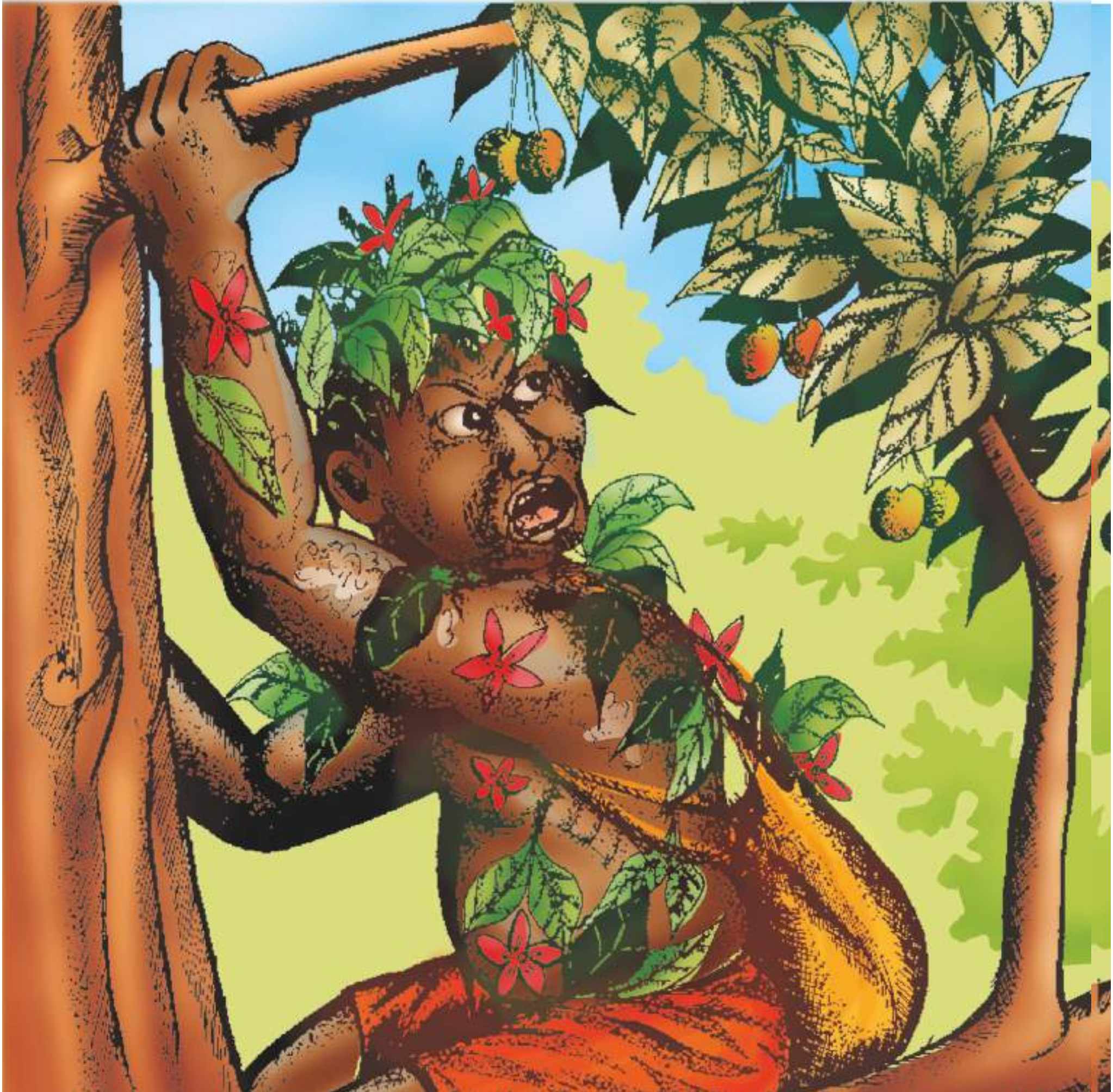
Benati climbed the tree and began to eat the fruit.



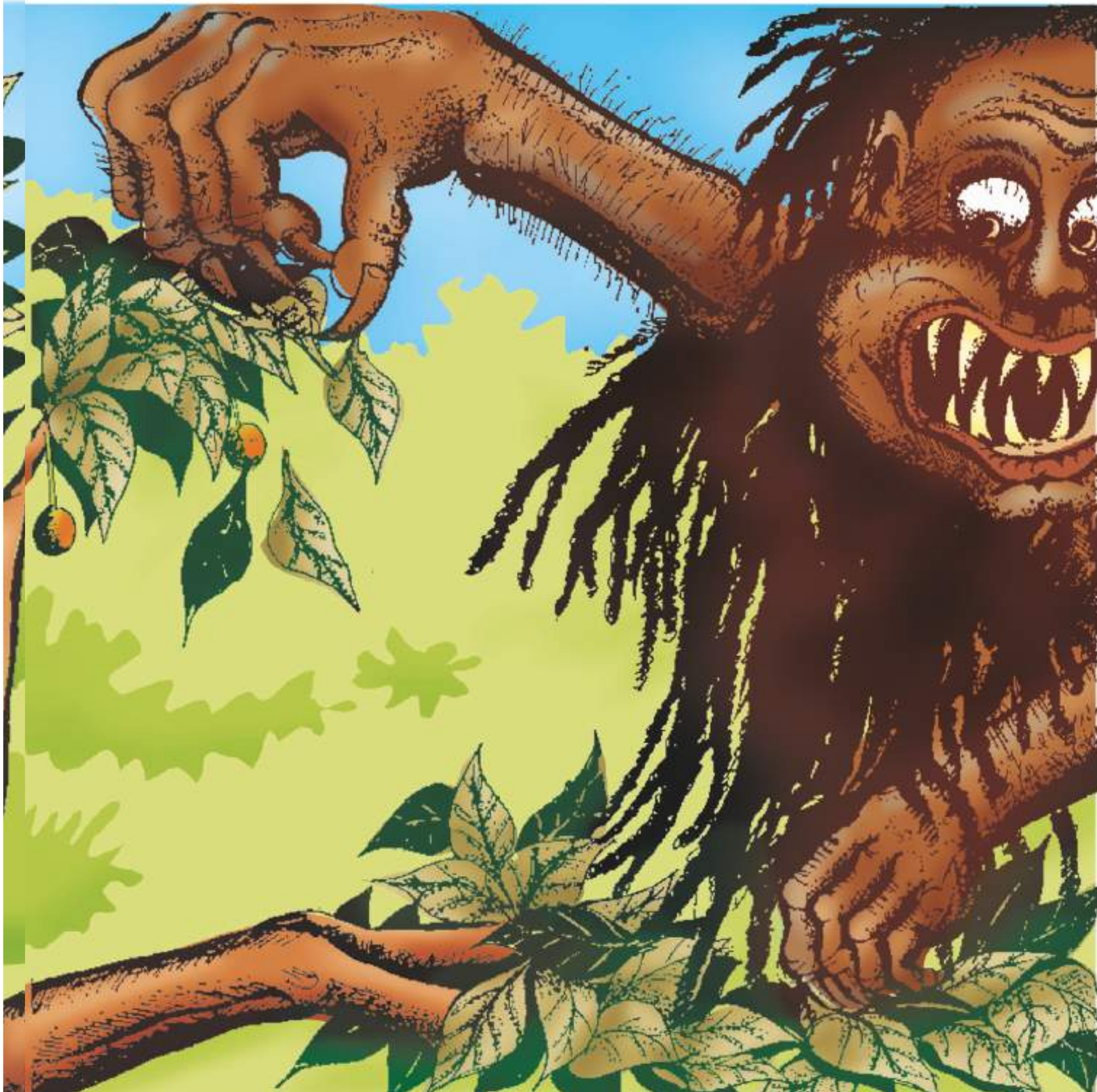
Suddenly a loud voice called out,
"Who dares to steal my akwa fruit
from my akwa tree? When I catch
you I'll eat you for my supper!"



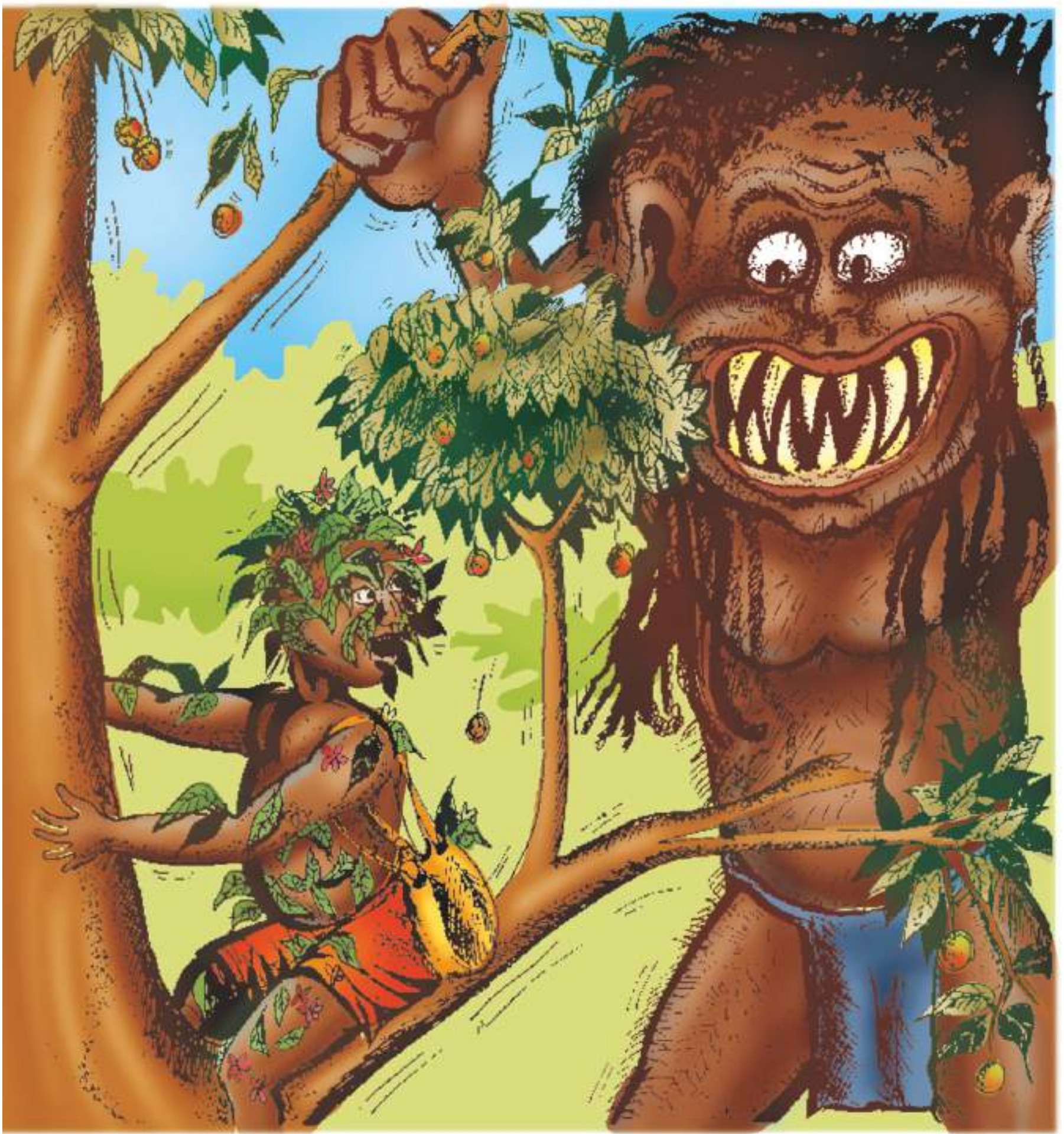
Benati was afraid. He peered through the leaves and saw a fierce giant.



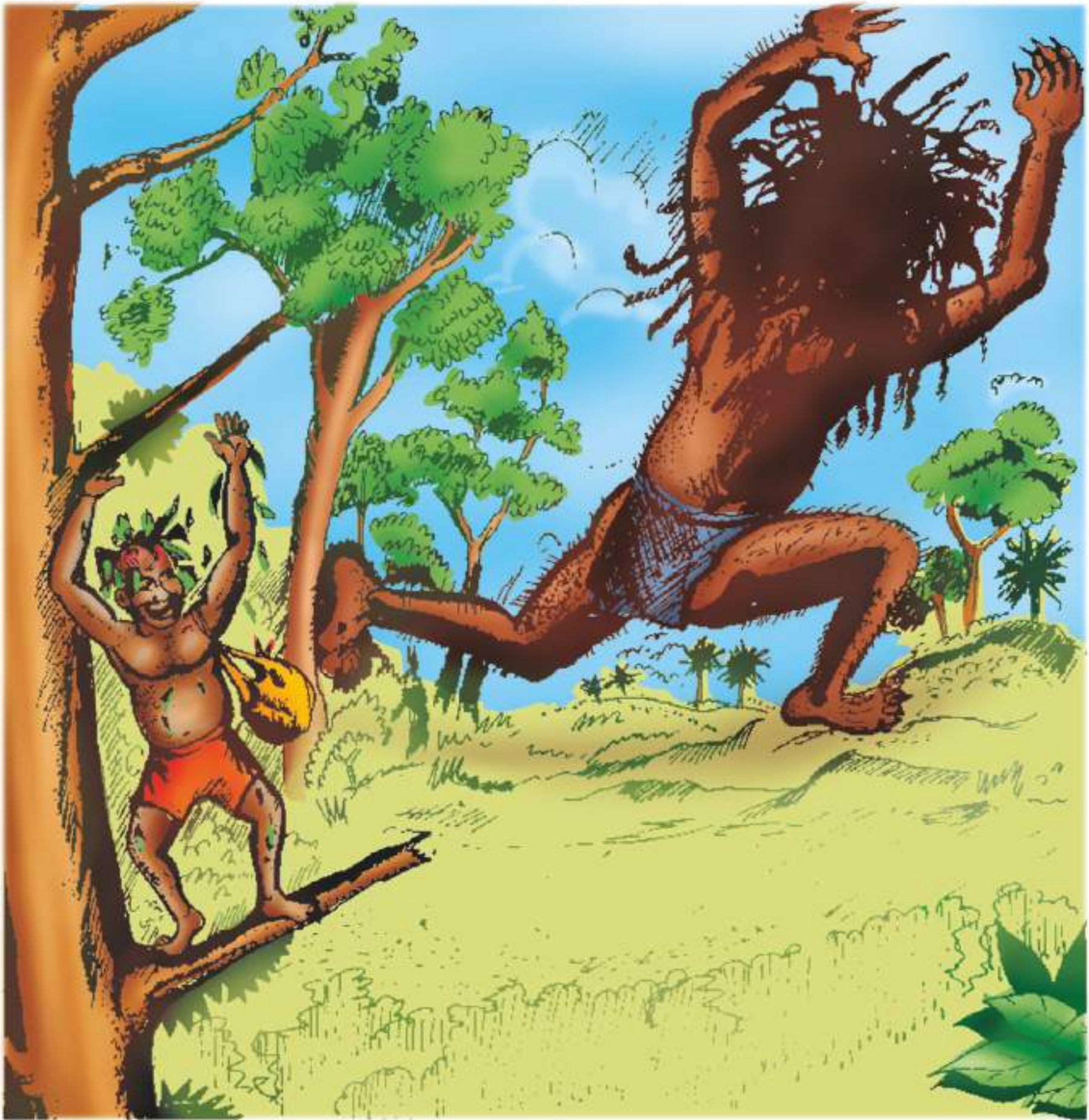
The giant came closer to the tree.
He lifted up his huge hands and began
to tear the branches off the tree as
he searched for the thief.



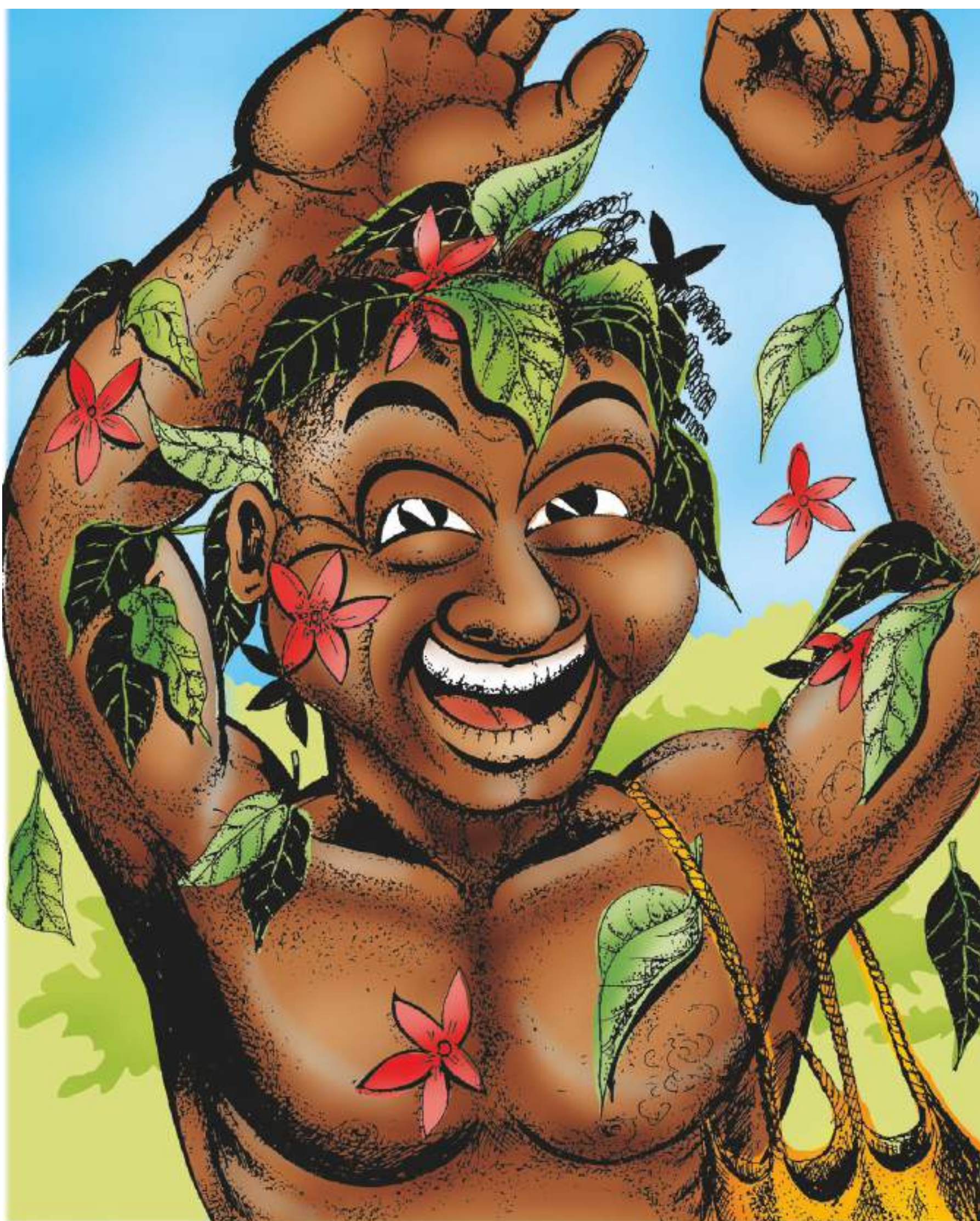
Benati trembled with fear.



The giant tore away the branch that was covering Benati.



When he saw Benati, the giant jumped back in fright. "A horrible monster!" he screamed, and he ran away into the bush.



Benati laughed and laughed.
He was never afraid of giants again.

Text:	<i>Benati and the Giant</i>
Level:	Year 2
Message:	We can sometimes appear differently to others
Discussion focus:	How others see us
Comprehension:	Finding details; cause and effect
Vocabulary focus:	Types of trees; adjectives; <i>because</i>
Letters and sounds:	Hard and soft <i>g</i>
Writing opportunity:	Describing a horrible monster

ACTIVITIES	LANG.	SYLLABUS
<p>Day 1</p> <p><u>Modeled Reading</u></p> <p><u>Set the context: Talking with learners</u></p> <p>Tell the learners: <i>This story is called Benati and the Giant and is about a man called Benati who went looking for opossum.</i> Check that learners know what an opossum looks like and where Benati might look for the opossum. Learners suggest some places.</p> <p>Continue: <i>A giant hears Benati and comes looking for him, but luckily, Benati doesn't look like himself anymore.</i> Look through the pictures to see the change in Benati. Turn the pages and let the learners tell what is happening in each pictures as more and more things are stuck on to Benati. Give the names of the trees that Benati climbs. At the last pages, see that the learner understand that Benati has frightened the giant.</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. Change your voice to match the way Benati is feeling and then how the giant feels.</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. Note all the things that covered Benati. On p. 19 ask learners: <i>Why is the giant scared?</i> Make sure the learners understand how frightening Benati looked.</p>	V/P	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>Ask the learners: <i>Have you ever had a time where you were confused about something or someone and felt scared?</i> Eg: a shadow you think is a spider. Talk about how things might appear to be different to what they really are. Think about how people's appearances might not be the same as how they really are.</p>	V/P	2.1.1.4 2.6.1.1
<p><u>Close reading</u></p> <p>Do a close reading of p. 2. Summarise: this sentence contains <i>When? Who? What happened? Where? What reason?</i> Try making up some sentences that do this, eg. <i>Yesterday I sang outside to make myself happy.</i></p>	E + V/P	2.6.1.5 2.6.1.6 2.7.2.2

<p>Day 2</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask the learners to remember what happened in the story. See if the learners can remember what happened to Benati. Turn the pages of the book and ask the learners to explain what happened to Benati each time he climbed down the tree.</p> <p>Ask a learner to read p. 2, then you read the rest to the learners. Ask them to join in the giant's words on p. 19.</p>	E + V/P	2.6.1.3 2.3.2.2
<p><u>Close reading</u></p> <p>Do a close reading of pp. 4 & 5. Summarise: both sentences have 2 parts. On p. 4 the 2 parts are separated by <i>but</i>. <i>But</i> shows something happened that was unexpected. On p. 5 the first part tells <i>When?</i> and the second parts <i>Who?</i>, <i>What happened?</i> and <i>How?</i> Learners go through the book and find the other pages with the same pattern.</p>	E + V/P	2.6.1.5 2.6.1.6
<p><u>Comprehension: finding details</u></p> <p>Learners have the small books to work with. Look for all the stuff that stuck to Benati. Make a list in their exercise books. Do the first one with the class: learners find the first page that this happens (p. 5). <i>What stuck to Benati? (white sticky sap).</i> Make sure they copy the whole noun group/description. Let the learners work in pairs to find the rest. Give them 15 mins then talk as a class about what they found. You could ask the learners to use this to tell you about the stuff that was stuck on his body: <i>Tell me about the sap? (It was white and sticky).</i></p> <p>Now, using this information, the learners draw a picture, making sure they show each of the things Benati had on his body.</p>	E + V/P	2.5.1.4 2.4.1.4

ACTIVITIES	LANG.	SYLLABUS																
<p>Day 3</p> <p>Shared reading: Revisiting the story</p> <p>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>	E + V/P																	
<p>Comprehension: linking detail + Focus on vocabulary: types of trees</p> <p>Learners have copies of the books. They are going on a tree hunt: list down the types of trees that Benati climbs in the book. Give them 10 mins to find and write these down. As a class, check that they are all listed: <i>breadfruit, kapok, vasa, banyan, akwa</i>.</p> <p>Now ask the learners to look back in the books and write next to each tree what it was the stuck to Benati. Give them 10 mins to do this with a partner, then check they have the right answers. Remember, at the akwa tree, nothing stuck: he ate the fruit so leave this open.</p> <p>Now ask the learners to imagine other trees that Benati could climb. As a class, make some suggestions: <i>mango, pawpaw, apple, coconut, frangipani</i> etc. Help the learners to think about how to write these and put more names up on the board. Decide what would stick from that tree. Link these new words to the trees on the board. Discuss the possibilities of what Benati would look like!</p> <p>Ask learners to choose 4 new trees and draw Benati with the things from these trees.</p> <p>Under the picture, write what Benati is covered with: <i>white flowers from the frangipani tree, shiny green leaves from the mango tree</i>. Use this pattern to help them write the ideas. You might want to make this into a bigger display on pieces of paper. Encourage many DIFFERENT Benatis, not all the same!</p>		2.5.1.4 2.4.2.6 2.4.2.2 2.7.2.5 2.7.1.3																
<p>Focus on Letters and Sounds: hard and soft <i>g</i></p> <p><i>Preparation:</i> Write the words on card, enough for one set between a group of four learners.</p> <table><tr><td><i>began</i></td><td><i>huge</i></td><td><i>leg</i></td><td><i>germ</i></td><td><i>giraffe</i></td><td><i>cage</i></td><td><i>angle</i></td><td><i>girl</i></td></tr><tr><td><i>green</i></td><td><i>giant</i></td><td><i>gate</i></td><td><i>gorilla</i></td><td><i>pig</i></td><td><i>get</i></td><td><i>frog</i></td><td><i>gentle</i></td></tr></table> <p>Show the word <i>giant</i> on the card and ask learners to tell you the word. Point to the <i>g</i> and identify this sound. It is the soft <i>g</i> so it sounds different to the <i>g</i> in <i>green</i>. Show the word <i>green</i> and help learners to hear the difference. Explain that one is hard (<i>green</i>) and one is soft (<i>giant</i>). Tell the learners that the book has some <i>g</i> sounds that are hard and soft and some that are silent. Using small books, the learners find ALL the <i>g</i> letters and identify the sounds with their partners. Give them about 15 mins to do this. Then talk about the words as a class. Use the cards from the book to show the different sounds (<i>huge, began, giant, green</i>). Write up the word <i>laughed</i> on the board to show the this <i>g</i> makes no sound. Also show that <i>covering</i> uses a <i>ng</i> sound.</p> <p>Now read all the other word cards with the learners and make sure they know the meaning of each word. Give the cards to the groups of learners for them to say and decide which type of <i>g</i> is in the words. They might think of other words. Write some of these in their exercise books in 2 lists: hard <i>g</i> and soft <i>g</i>.</p> <p>NOTE This is the general rule for <i>g</i>:</p> <p>When a <i>g</i> meets a <i>e, i</i> or <i>y</i> its soft (<i>gently, huge, giant, germ, giraffe, cage</i>)</p> <p>When a <i>g</i> meets a <i>a, o, u</i> or consonant it is hard (<i>girl, green, gate, gorilla, get</i>)</p> <p>Final <i>g</i> is hard (<i>frog, leg, drag</i>)</p>	<i>began</i>	<i>huge</i>	<i>leg</i>	<i>germ</i>	<i>giraffe</i>	<i>cage</i>	<i>angle</i>	<i>girl</i>	<i>green</i>	<i>giant</i>	<i>gate</i>	<i>gorilla</i>	<i>pig</i>	<i>get</i>	<i>frog</i>	<i>gentle</i>	E + V/P	2.1.2.2 2.4.2.4 2.7.2.9
<i>began</i>	<i>huge</i>	<i>leg</i>	<i>germ</i>	<i>giraffe</i>	<i>cage</i>	<i>angle</i>	<i>girl</i>											
<i>green</i>	<i>giant</i>	<i>gate</i>	<i>gorilla</i>	<i>pig</i>	<i>get</i>	<i>frog</i>	<i>gentle</i>											

<p>Day 4</p> <p>Shared reading: Revisiting the story</p> <p>Today choose a learner to read first page of the story then you read the next page to the class. Repeat this pattern, a learner reading one page to the class then you read the next page.</p>	E	2.6.1.9
<p>Comprehension: Cause and effect + using <i>because</i></p> <p>Link this activity to the one from Day 3: look over the linking of trees to the leaves etc.</p> <p>Tell the learners that we can use the information on pp. 4 – 5 in one sentence to show why something happened. Write this sentence on the board:</p> <p><i>Benati was covered with white sticky sap because he climbed the breadfruit tree.</i></p> <p>Ask the learners to locate the first part of the sentence on the board (<i>Benati was covered with white sticky sap</i>)...they find it on p. 5. Notice that the outcome goes first. Now find the second part of the sentence on the board (<i>he climbed the breadfruit tree</i>): this is on p. 4 so the reason comes second when we use <i>because</i>.</p> <p>Look at pp. 6 – 7. <i>How would we write this sentence, using the same pattern as the one on the board?</i></p> <p>Help the learners to see that we start with the outcome on p. 7 (<i>Benati was covered with white kapok</i>) and then go back to p. 6 for the reason (<i>he climbed the kapok tree</i>). Now make the whole sentence using <i>because</i>:</p> <p><i>Benati was covered with white kapok because he climbed the kapok tree</i></p> <p>Ask the partners to try to do this with pp. 8 – 9, then 10 – 11. First they try with their partner, then tell you on the board.</p> <p>Now see if they can write new sentences using the trees they thought of themselves and the stuff that would stick to Benati:</p> <p><i>eg. He was covered in mango juice, because he climbed the mango tree.</i></p>	E + V/P	2.4.2.6 2.7.2.5 2.7.2.2

ACTIVITIES						LANG.	SYLLABUS										
<p><u>Sentence structure</u></p> <p><i>Preparation:</i> Write the words and phrases on card. Cut them up into groups of words as shown below:</p> <table border="1"><tr><td>One day,</td><td>Benati</td><td>went</td><td>into the bush</td><td>to look for opossum</td><td>.</td></tr></table>						One day,	Benati	went	into the bush	to look for opossum	.	E + V/P	2.4.2.8 2.72.2				
One day,	Benati	went	into the bush	to look for opossum	.												
<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 asking question number 1 (<i>When did Benati go into the bush?</i>) Then choosing one learner to come up to the board, point to the words that tell us this (<i>One day,</i>) then put the words in place. Repeat this: Asking the question, 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 Benati go into the bush?</i></td><td><i>One day</i></td></tr><tr><td><i>Who is the story about?</i></td><td><i>Benati</i></td></tr><tr><td><i>What happened?</i></td><td><i>went</i></td></tr><tr><td><i>Where did Benati go?</i></td><td><i>into the bush</i></td></tr><tr><td><i>Why was he going to do this?</i></td><td><i>to look for opossum</i></td></tr><tr><td><i>What goes at the end of a sentence?</i></td><td>.</td></tr></table>						<i>When did Benati go into the bush?</i>	<i>One day</i>	<i>Who is the story about?</i>	<i>Benati</i>	<i>What happened?</i>	<i>went</i>			<i>Where did Benati go?</i>	<i>into the bush</i>	<i>Why was he going to do this?</i>	<i>to look for opossum</i>
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<i>What goes at the end of a sentence?</i>	.																
<p>Now take away the word card for <i>into the bush</i> from the sentence. Ask the learners to think of somewhere else Benati could be going to. Take some ideas then write a new place in the space (eg. into a cave, down the road). Now take away the phrase <i>to look for opussom</i> and ask the learners to think of another reason and write it in the space (eg. to look for wild pigs, to have a walk). Do this a few times with different locations and animals. Here is an example of an innovated sentence. Remember you will need to think of different words with your learners:</p> <p><i>One day, Benati went into a cave to look for wild pigs.</i></p>																	

<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 sentence each.</p>	E	2.6.1.9
<p><u>Guided Writing: making a monster</u></p> <p>This writing involves going for a walk into the grounds of the school. Take the learners outside and imagine Benati looking for opossum around the school. Look at where he would climb and what might get stuck to him that would scare away a big giant. Give the learners time to go and collect lots of leaves or flowers or bark that might get stuck to Benati. The learners can work in pairs or groups.</p> <p>Take the things back the classroom and give them a large piece of paper or card. Use cut up boxes, perhaps. The learners cut out a shape of Benati and then stick the things they found. Make him look fierce!</p> <p>Now they are ready to write: use the structures and descriptions form other lessons during the week to help. They write about Benati.</p> <p><i>Benati was covered with _____ from the _____ tree and _____ from the _____ tree.</i></p> <p>Say how scary he looked at the end.</p> <p><i>eg. Benati was covered with orange juice from the mango tree, thin bark from the eucalypt tree, white flowers from the frangipani tree and big green leaves from the pawpaw tree. He looked frightening!</i></p> <p>This would make a great display in the classroom or around the school.</p>	E + V/P	2.7.1.3 2.3.1.2 2.7.1.2 2.7.2.5



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