

# Kesoko



By Kevin Walsh  
Pictures by Leslie Filiomea

Nguzu Nguzu Reading Books

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Review and re-development project

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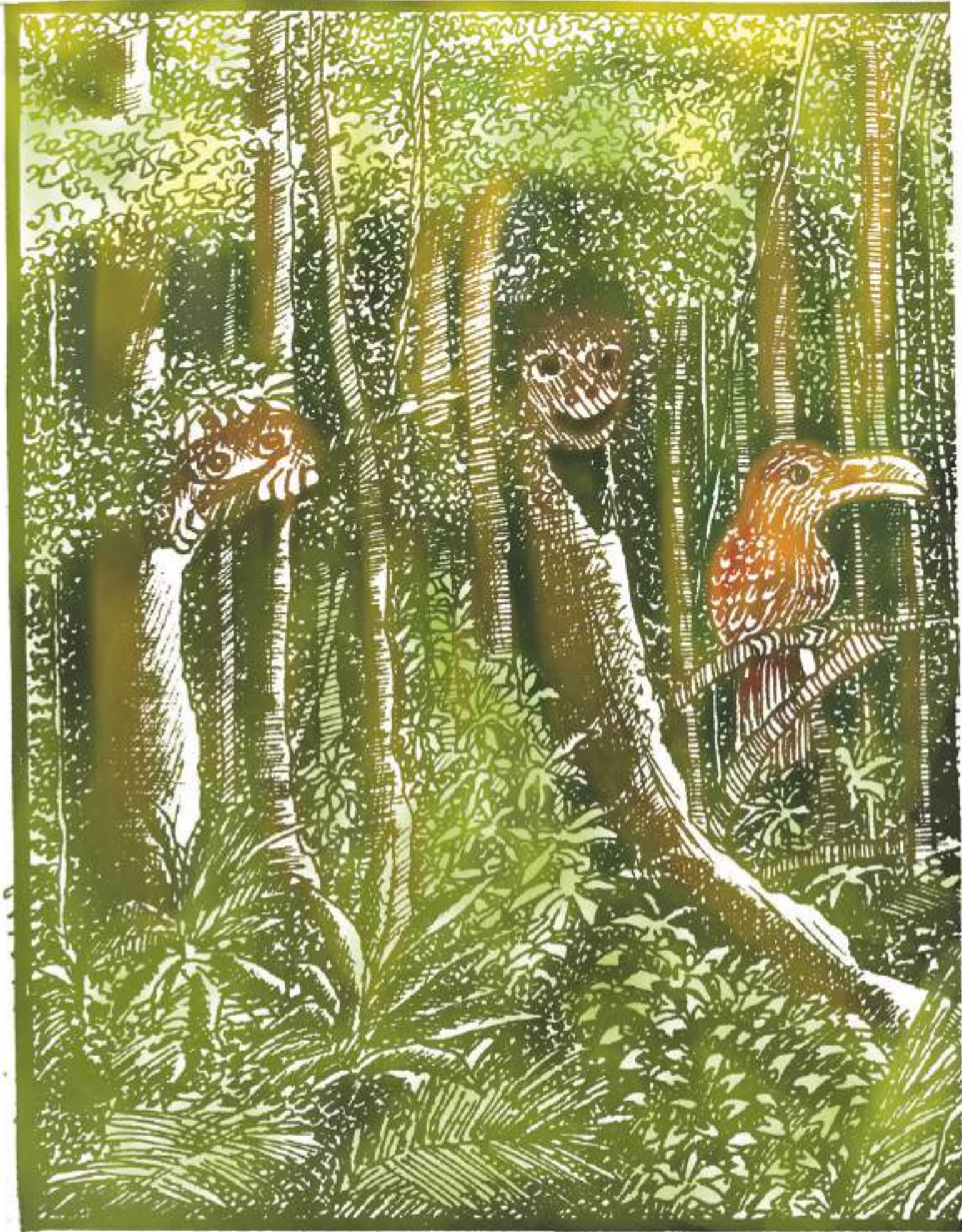


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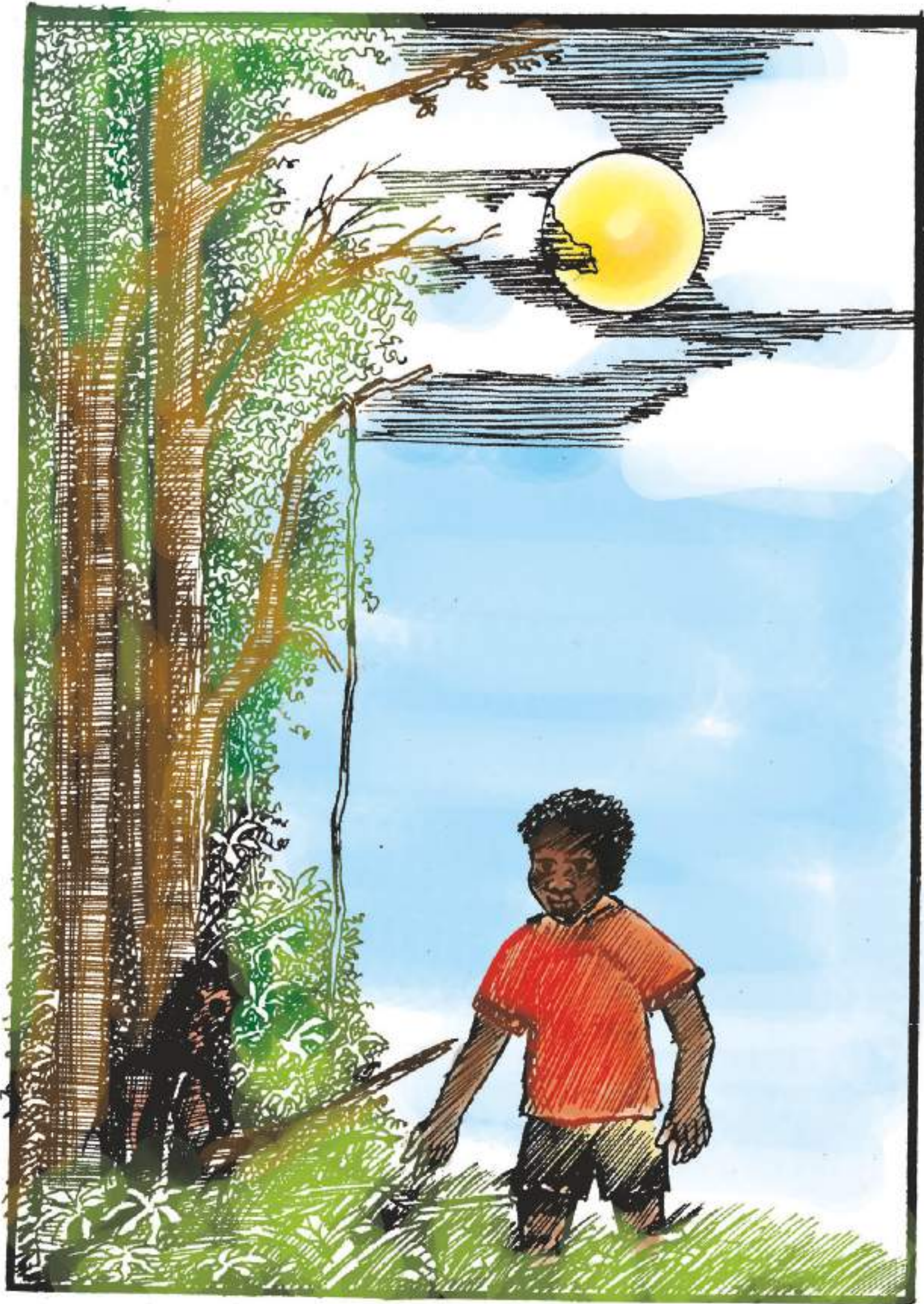
The forest is the home of many secrets.





There are strange, watchful  
creatures all around.





Was that the shadow of a cloud passing in front of the sun?





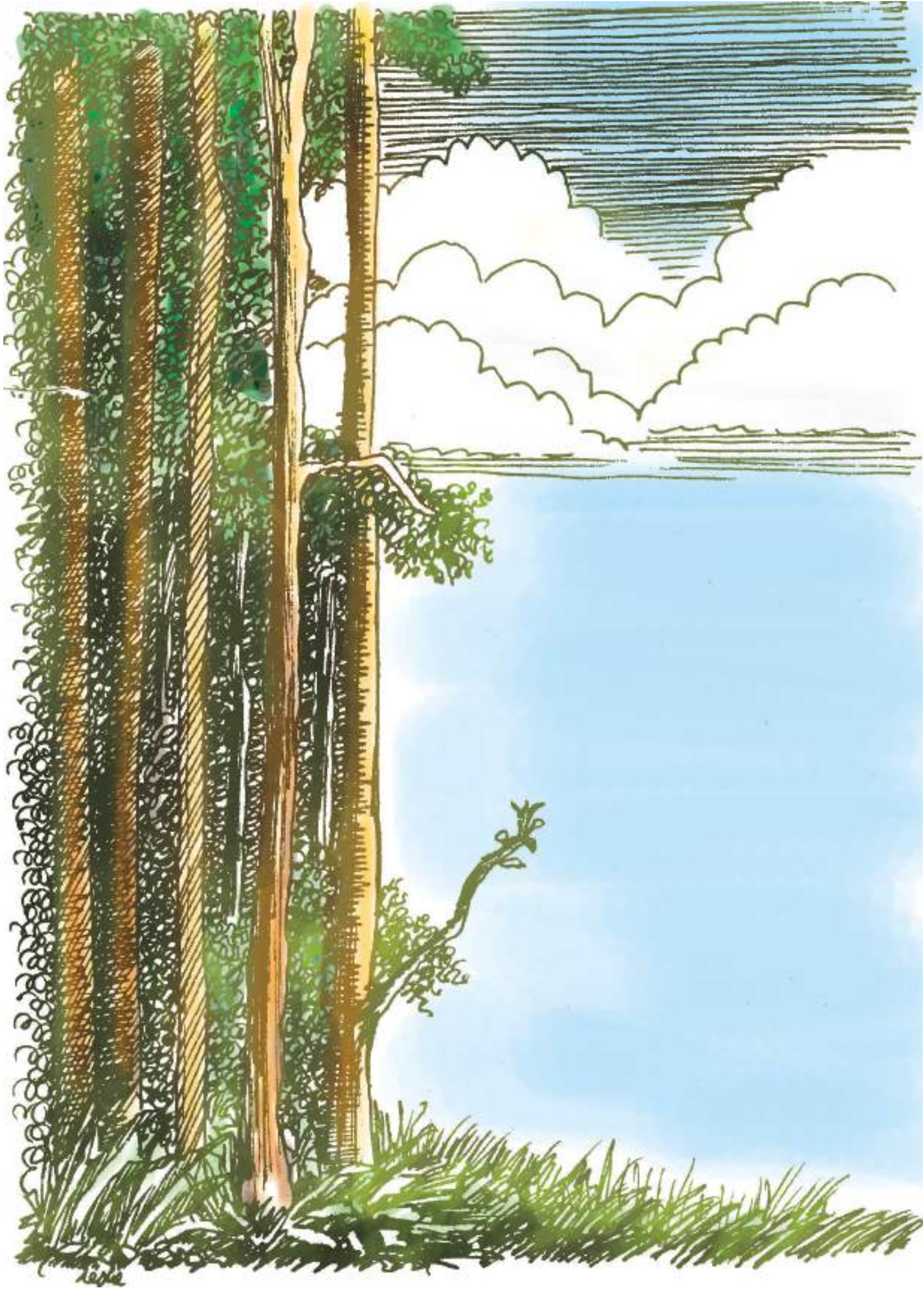
Was that the whisper of the  
wind blowing in the trees?





Was that the scent of a flower  
growing beside the path?





Was it a cloud?





Was it the wind?





Was it a flower?





Was it a butterfly?





Or was it Kesoko, creeping  
secretly through the forest?



Text:	<i>Kesoko</i>
Level:	Year 2
Message:	There are spirits in the forest
Discussion focus:	Spirits of forest and things we are scared of
Comprehension:	Finding details; extending the text
Vocabulary focus:	Action verbs
Letters and sounds:	<i>th</i>
Print focus:	Question marks
Writing opportunity:	Using the text for a new topic

ACTIVITIES	LANG.	SYLLABUS
<b>Day 1</b> <b>Modelled Reading</b> <u>Set the context: Talking with learners</u> Tell the learners: <i>This story is called Kesoko. But Kesoko is not a person. It is the idea of a spirit in the forest.</i> Ask the learners about things that people might hear and feel when they walk through the forest/bush: what sounds, what sights and what feelings. Give learners time to discuss their answers. Now open the book and look at the pictures. As you look through the pictures, help the learners to explain what is happening and compare it to any experience that they have imagined. If you know there are words that learners will have difficulty with, introduce them as you come to that page. Make sure the learners know the words in English.	<b>V/P</b>	2.3.1.4 2.4.1.1
<u>Read the story: Listening and watching</u> Read the story in clear English. Say the final page in a quiet mysterious voice.	<b>E</b>	
<u>Review the story: Understanding the story</u> Turn the pages of the book. On each page, ask the learners to tell you what the boy is imagining. <i>How do the pictures help us to understand what the words are saying?</i> Look to see the spirit of Kesoko when it appears in the pictures.	<b>V/P</b>	2.5.1.6 2.6.1.3 2.4.1.4
<u>Responding to the story: Talking by the learners</u> Ask the learners <i>Have you ever been scared by something you have imagined?</i> eg. <i>Thinking a monster lives under your bed and not being able to sleep.</i> Let learners talk about things that might scare them. Ask: <i>Is Kesoko a frightening spirit?</i> Learners can give their opinions.	<b>V/P</b>	2.6.1.1 2.6.2.3
<u>Close Reading</u> Do a close reading of pp. 2 - 3. Summarise: this is the orientation, showing <i>What? Where?</i>	<b>E + V/P</b>	2.6.1.5

<b>Day 2</b> <b>Shared reading: Revisiting the story</b> Ask the learners to remember what happened in the story. Turn the pages of the book and ask the learners to explain what happened on each page. Read the book to the learners, while they follow along with the small copies.	<b>V/P + E</b>	2.3.2.2 2.5.1.4
<u>Close Reading</u> Do a close reading of pp. 4 – 5. Summarise: the questions help us to wonder about where Kesoko is.	<b>E + V/P</b>	2.6.1.5
<u>Comprehension: finding details</u> Write these words on the board: <i>flower                      sun                      cloud                      school                      car</i> <i>wind                        lightening                      book                      bird                      moon</i> <i>boat                         rain                        butterfly                      sea                      monkey</i>  Ask learners to look at the words and make sure they know what each one means in English. Ask: <i>Which of these words do we find in the book about Kesoko?</i> Make sure each learner can see a copy with a partner or small group. They need to go through each page, checking for the words on the board. They write in their exercise only the words in the book, NOT the ones that do not appear. Give the learners about 15 mins to complete this then check as a class. The learners must be able to show you the page where they found the word. Now look at the words that were NOT in the book: which of these words <i>might</i> be where we find Kesoko? Look at those that are about natural objects and those that are not natural. Notice that Kesoko is only in natural objects. Learners can suggest some more natural objects. We will use this in Day 3's activities.	<b>E + V/P</b>	2.5.1.4 2.4.2.2



ACTIVITIES	LANG.	SYLLABUS
<p>Day 3</p> <p><u>Shared reading: Revisiting the story</u></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>Focus on Letters and Sounds: <i>th</i></p> <p>Turn to p. 5 and point to the word <i>there</i>: Say <i>This word says there. The first two letters in this word are t and h. When these letters are next to each other they make one new sound. Listen as I say the sound. (now say th). Listen for the th sound as I say the word there. It will be at the beginning of the word. Note: this is NOT the same sound as three: be careful of what sound you teach here.</i></p> <p>Say some more words to the learners that have this sound: <i>this, the, that, other, they, these</i>. Write these on the board to focus on the spelling of the <i>th</i> words.</p> <p>Make a class list and encourage the learners to say and write some sentences with 2 or more <i>th</i> words, eg. <i>The cat that I like is over there.</i></p> <p>The learners could write a few sentences in their books.</p>	E + V/P	2.1.2.2 2.7.2.9 2.7.2.2
<p><u>Comprehension: extending the story</u></p> <p>Review the lesson from Day 2 when we looked at natural things that could be included in a text about Kesoko. <i>How could we talk about these things that sound mysterious</i>, eg. <i>Is it the flutter of a bird's wings?</i></p> <p>List the natural items and then think about how they would be heard or seen as a spirit. As a class, make up some sentences that could be put into a book. Learners might like to illustrate this for display.</p>	E + V/P	2.9.2.4

Day 4 <u>Shared reading: Revisiting the story</u> Today read the first sentence of the story then choose a learner to read the next sentence to the class. Repeat this pattern, reading one page to the class then choosing a learner to read the next page.	E + V/P	2.6.1.9												
<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 border="1"><tr><td><i>The forest</i></td><td><i>is</i></td><td><i>the home of many secrets</i></td><td><i>.</i></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 ( <i>What are we talking about?</i> ) Then choosing one learner to come up to the board, point to the words that tell us this ( <i>The forest</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: <table><tr><td><i>What are we talking about?</i></td><td><i>The forest</i></td></tr><tr><td><i>What verb tells us a characteristic?</i></td><td><i>is</i></td></tr><tr><td><i>What is the characteristic of the forest?</i></td><td><i>the home of many secrets</i></td></tr><tr><td><i>What do we always put at the end of a sentence?</i></td><td><i>.</i></td></tr></table> Now take away the word card for <i>The forest</i> from the sentence. Ask the learners to think of another object to talk about instead of The forest. Take some ideas then write a new place in the space (eg. <b><i>The ocean; the mountains</i></b> ) Now take away the word <i>the home of many secrets</i> and ask the learners to think of a new characteristic and write it in the space (eg. <b><i>the home of many fish; a place of peace and quiet</i></b> ). Do this multiple times with different locations and characteristics. Make examples of new sentences. Remember you will need to think of different words with your learners: <b><i>The ocean is the home of many fish.</i></b>	<i>The forest</i>	<i>is</i>	<i>the home of many secrets</i>	<i>.</i>	<i>What are we talking about?</i>	<i>The forest</i>	<i>What verb tells us a characteristic?</i>	<i>is</i>	<i>What is the characteristic of the forest?</i>	<i>the home of many secrets</i>	<i>What do we always put at the end of a sentence?</i>	<i>.</i>	E + V/P	2.4.2.8 2.7.2.2
<i>The forest</i>	<i>is</i>	<i>the home of many secrets</i>	<i>.</i>											
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<i>What is the characteristic of the forest?</i>	<i>the home of many secrets</i>													
<i>What do we always put at the end of a sentence?</i>	<i>.</i>													
<u>Focus on Print: questions marks</u> Draw a question mark on the board, and ask: <i>What does this symbol mean?</i> Then ask: <i>Where in our writing do we use it?</i> Demonstrate how to write a question mark, have students practice writing a question mark in the air with their finger and say in V/P: <i>Start like a number two, then come down straight, with a dot at the bottom underneath</i> , Have the learners draw a question mark with their finger in the air then on their hand. With a partner, have the learners go through the small books, locating all the question marks. Brainstorm some questions on the board with the learners and ensure place a question mark at the end of each sentence.	E + V/P	2.4.2.1												

<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
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ACTIVITIES	LANG.	SYLLABUS
<p><u>Shared Writing: Writing about a new topic</u></p> <p>Explain to the learners: <i>Today we will be re-writing the story using a new topic.</i> Brainstorm some natural settings that could be used for a text like this one: <i>a beach, the ocean, the sky, a garden</i></p> <p>As a class, decide which setting that the class will write about, eg. the ocean.</p> <p>now brainstorm all the types of animals that might be found that could be used in the ocean, remembering we need ones that are gentle and one that is a little frightening.</p> <p>Use the book to structure the writing. Remember we need sights, sounds and touch.</p> <p>eg.</p> <p><b><i>The ocean</i></b> is home of many <b><i>fish</i></b>.</p> <p>There are <b><i>colourful, wonderful</i></b> creatures all around.</p> <p>Was that the <b><i>shadow</i></b> of a <b><i>sting ray</i></b> passing over the sand?</p> <p>Was that the <b><i>whisper</i></b> of a <b><i>dolphin</i></b> gliding past?</p> <p>Was that the <b><i>touch</i></b> of a <b><i>seahorse</i></b> dancing in the <b><i>sea</i></b>?</p> <p>Was it a <b><i>sting ray</i></b>?</p> <p>Was it a <b><i>dolphin</i></b>?</p> <p>Was it a <b><i>seahorse</i></b>?</p> <p>Or was it <b><i>a shark</i></b>, creeping secretly through the <b><i>reef</i></b>?</p> <p>(This is just an example: you should try to work with the learners to create you OWN text with your class!)</p> <p>Try reading the text out with the class (use different groups of learners reading different parts) to hear how it sounds and see if it needs any changes.</p> <p>Once the class has decided upon the text, you could give parts to learners to illustrate to make a class book.</p>	<b>E + V/P</b>	2.3.1.1 2.7.2.5 2.7.1.2 2.3.1.2















