

# But I can only wriggle



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# But I can only wiggle



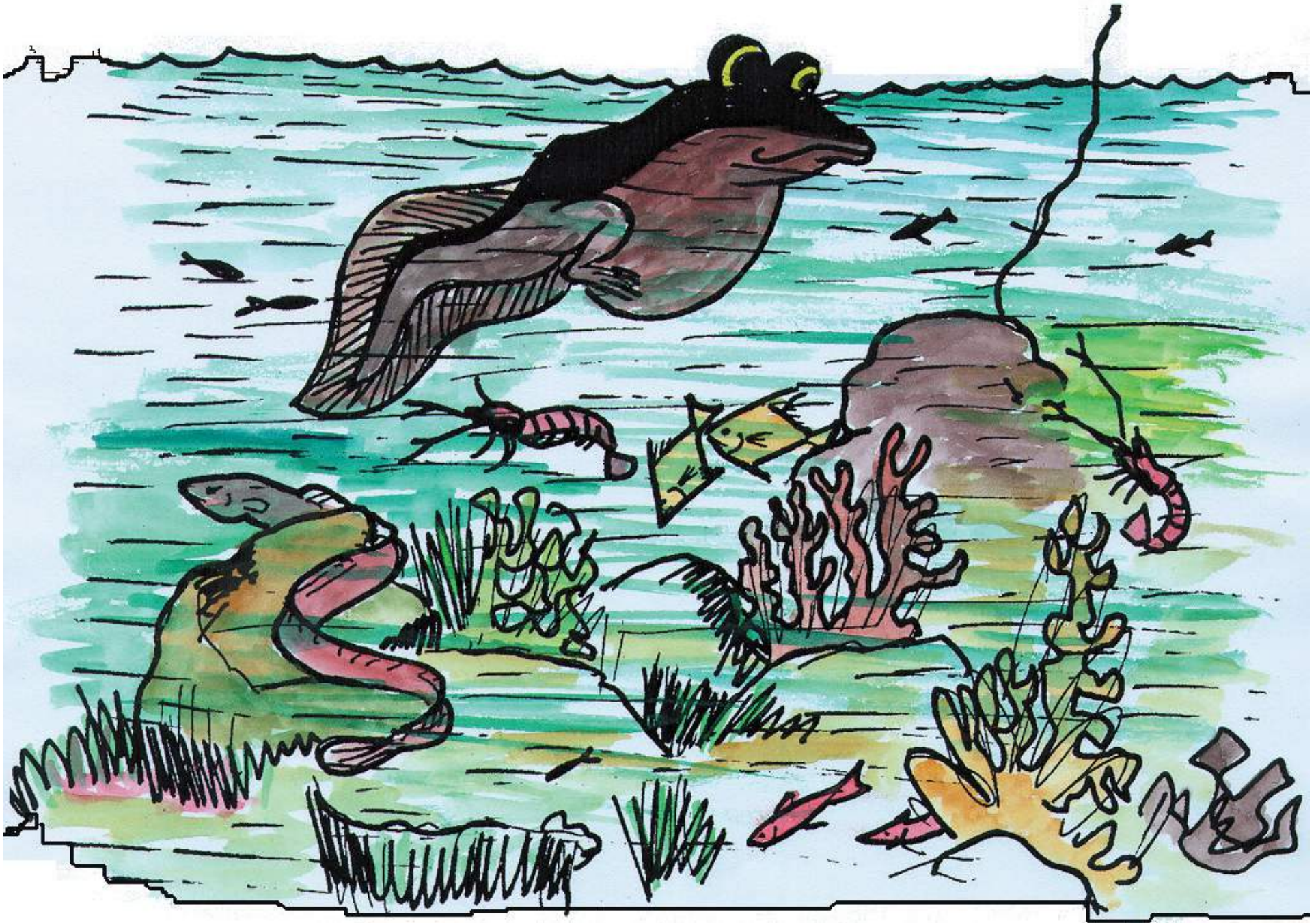
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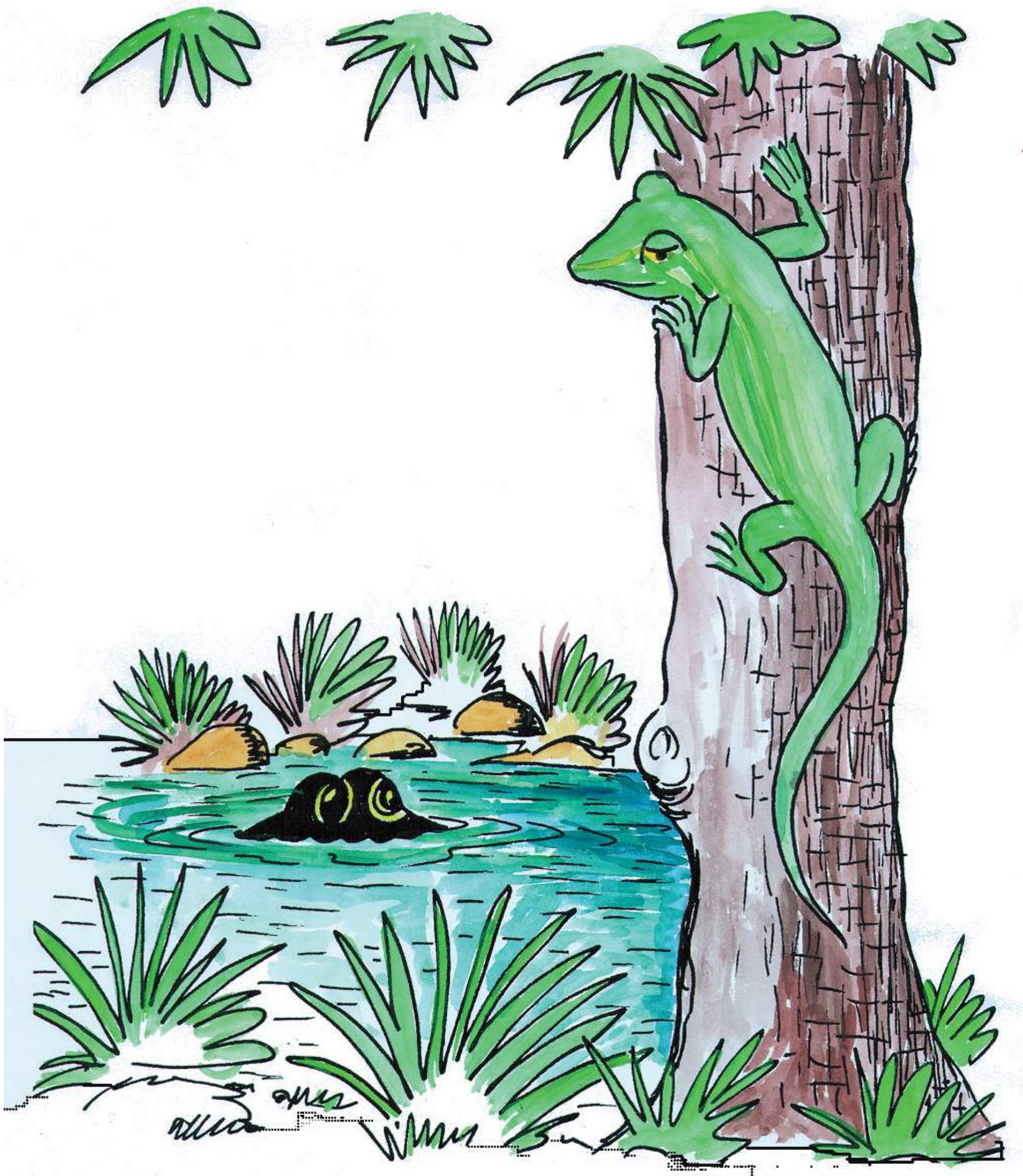
**Tiggle the tadpole  
lived in a pool.**





**He was very sad.  
All he could do was  
wiggle.**





**He saw a lizard  
climbing up a tree.**



**“I wish I could climb,”  
said Tiggle,  
“but I can only wriggle.”**







**He saw a bird  
singing in a tree.**



**“I wish I could sing,”  
said Tiggle,  
“but I can only wriggle.”**



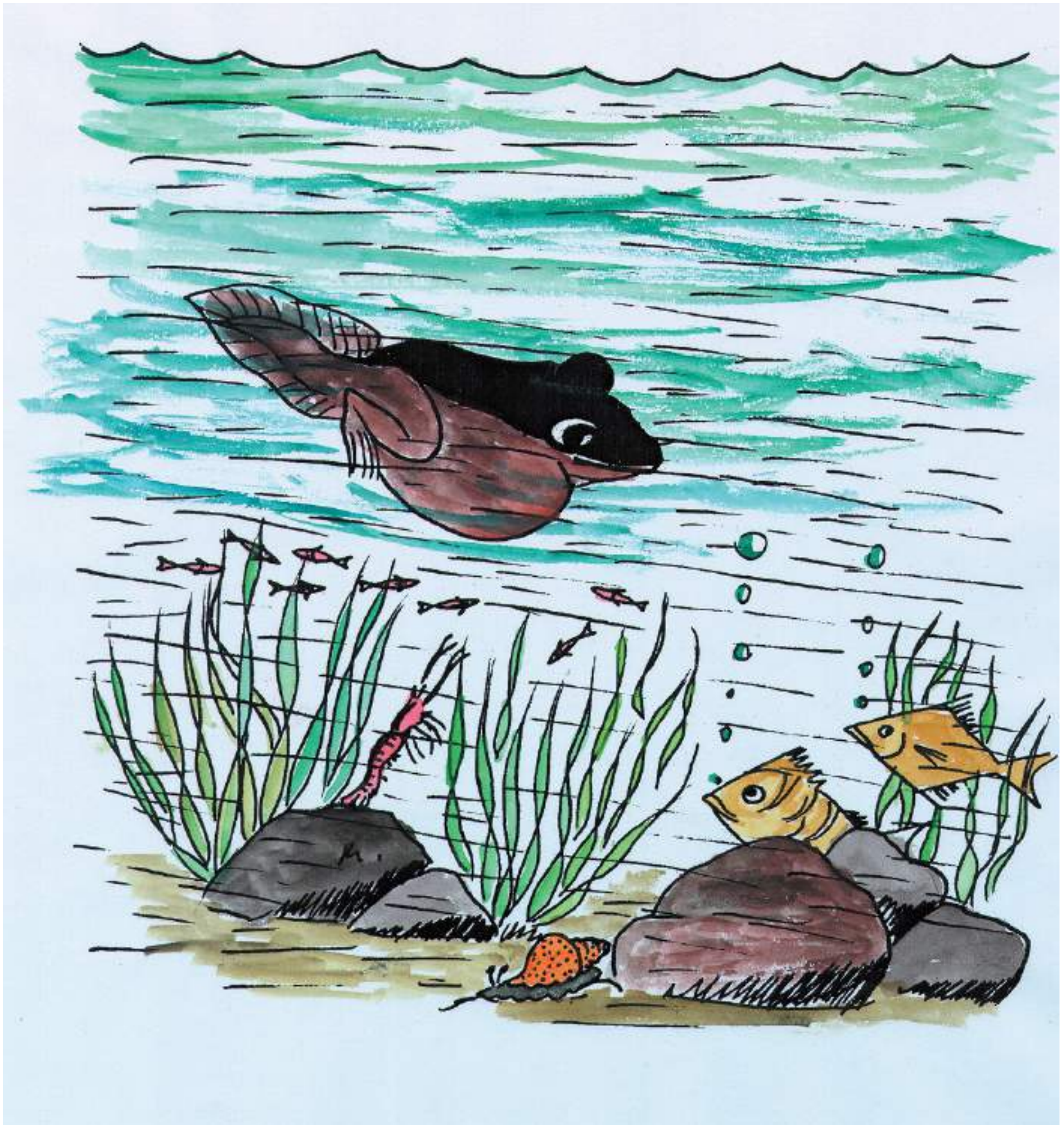




**He saw a cricket  
chirping in the grass.**



**“I wish I could chirp,”  
said Tiggie,  
“but I can only wriggle.”**







**He saw a bat  
flying in the sky.**



**“I wish I could fly,”  
said Tiggle,  
“but I can only wriggle.”**



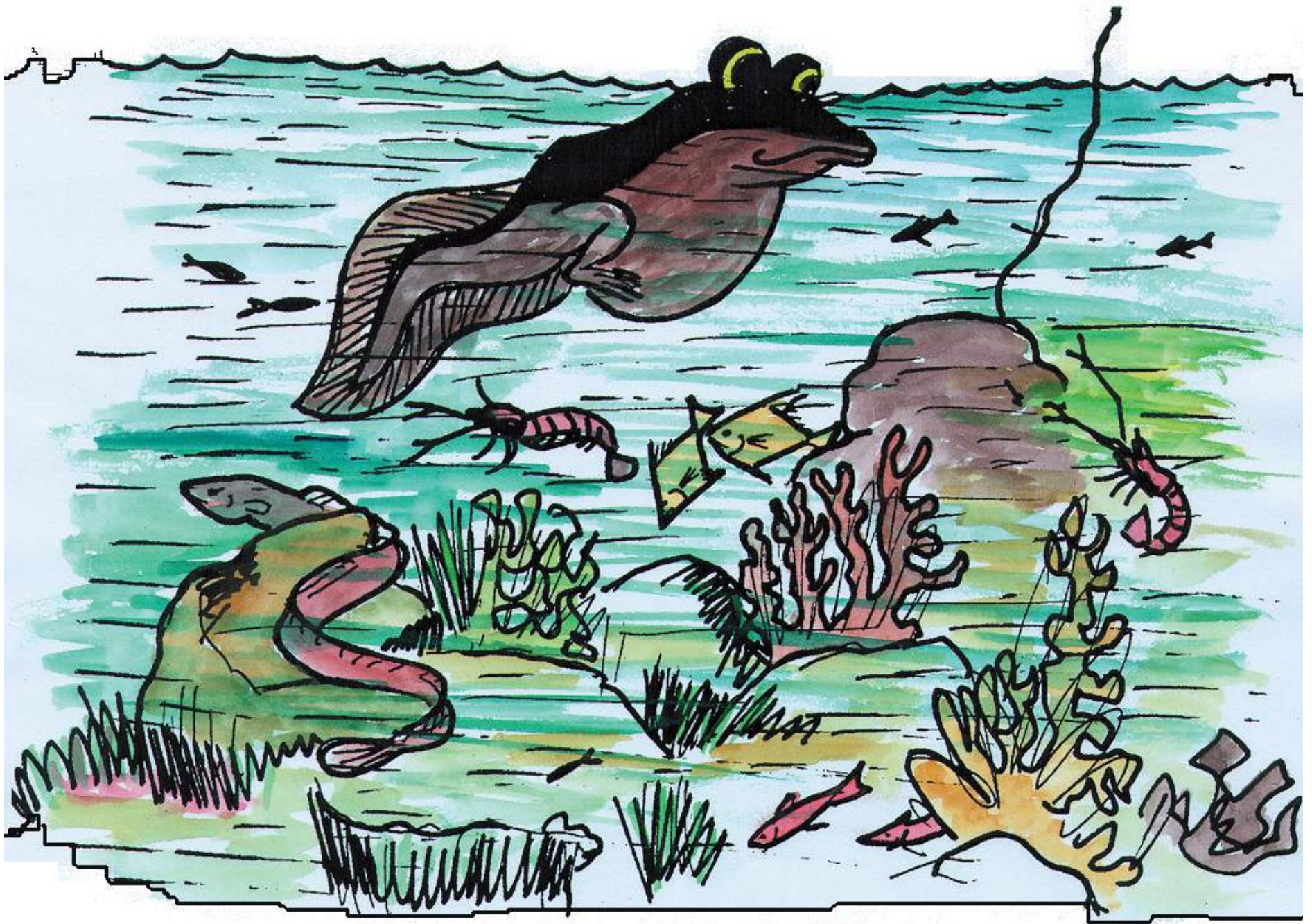




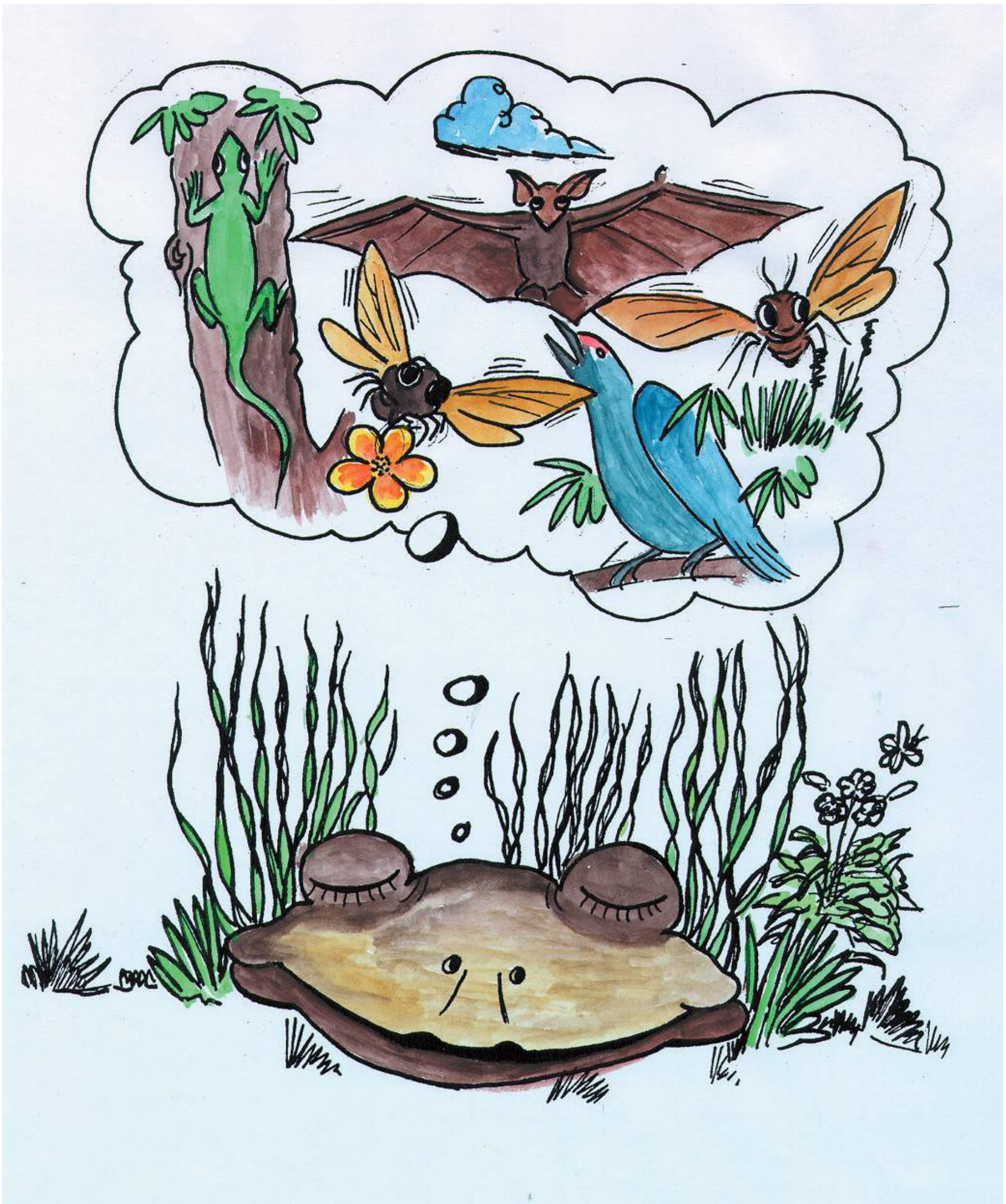
**He saw a bee  
buzzing on a flower.**



**“I wish I could buzz,”  
said Tiggle,  
“but I can only wriggle.”**







**Next day  
Tiggle felt different.**





**He couldn't climb,  
sing, chirp, fly or buzz,**





**but he could hop.**







Text:	<i>But I can only wriggle</i>
Level:	Year 1
Message:	We can't do everything, but can do some things
Discussion focus:	How our bodies (and our abilities) change as we grow
Vocabulary focus:	Action verbs in the continuous (-ing) form; fun rhymes
Print focus:	Speaking marks
Letters and sounds:	Final <i>p</i>
Writing opportunity:	<i>I wish I could _____</i>

### ACTIVITIES

	LANG.	SYLLABUS
<p>Day 1</p> <p>Set the context: Talking with learners</p> <p>Tell the learners <i>This story called But I can only Wriggle and is about a tadpole called Tiggie. (Point to Tiggie on the front cover and make sure the learners know what a tadpole is) Tiggie is a tadpole so he can only wriggle</i> (explain wriggle, maybe getting the learners to wriggle their bodies). <i>He looks at all the different animals around him and he feels sad. He wishes he could do the same things that these animals can do.</i> Ask the learners to think about all the things that a tadpole cannot do. Walk through the book and help the learners to tell what they can see. Notice the various animals and what they are doing: Tiggie is not making these movements. Don't show p. 16, but tell the learners: <i>There is a big change in Tiggie: wait to see what happens in the end.</i></p>	V/P	1.3.3.1 1.4.1.4
<p>Read the story: Listening and watching</p> <p>Now read the story in clear English. Make sure you read the spoken parts with expression (a bit sadly), so the learners understand that Tiggie is speaking and he is feeling a bit sad. Read the last page (<i>but he could hop</i>) happily.</p>	E	1.6.1.1
<p>Review the story: Understanding the story</p> <p>Turn the pages of the book. Ask the learners to tell you what action this animal is doing (<i>singing, climbing</i> etc) See if the learners can remember what Tiggie says when he sees these animals doing lots of fun actions. On p. 14, ask the learners to remember how Tiggie feels (<i>different</i>). Encourage the learners to explain how Tiggie's body has changed and see if they can remember what he can do now (<i>hop</i>).</p>	V/P + E	1.4.1.2 1.6.2.6
<p>Responding to the story: Talking by the learners</p> <p>Remind the learners that in the story Tiggie starts out as a tadpole, and that he was just a baby. Ask the learners to think about when they were a small baby. What could they do? Ask the learners to think about all the things they couldn't do when they were small. Now ask the learners <i>What can you do now, that you couldn't do when you were a baby?</i></p>	V/P + E	1.6.1.2 1.1.1.1 1.1.1.2

<p>Day 2</p> <p>Shared reading: Revisiting the story</p> <p>Turn the pages of the story and ask the learners to explain what happened on each page. Review the animals in the story.</p> <p>Now read the story, letting the learners read the sentences <i>He saw a (animal).</i></p>	E	1.4.1.2 1.6.1.1
<p>Focus on Vocabulary: action verbs</p> <p><u>Preparation:</u> Write the action verbs from the story on cards <i>climbing, singing, chirping, flying, buzzing</i>. Also, have copies of the book <i>On my Beach</i> available to look at.</p> <p>Show the learners each word card and ask them to find the word in the book. Let them match the card to the word in the book. Help them to say the word. Explain that these are all words we use to describe an action, and show how each word ends with <i>-ing</i>. This is similar to the form they saw in the book <i>On my Beach</i>. Learners can look at this to compare.</p> <p>Tell learners <i>When I talk about something I am doing right now, I use the word with -ing at the end.</i></p> <p>Write on the board:</p> <p style="text-align: center;"><i>I am _____.</i></p> <p>Now hold up a card to finish the sentence, eg. <i>I am climbing</i>. Use some of the other cards and ask learners to say the new sentence made.</p> <p>Now ask the learners to think of another action they do (eg. <i>running, jumping</i>). If they say the word in V/P think of a similar word in English, remembering to add <i>-ing</i> at the end. For each idea the learners give, write the action word in the space and read each new sentence together.</p> <p>Now ask learners to draw a picture of themselves doing some actions in their book. They draw the pictures and write the sentences underneath. Move around the room and ask the learners to tell you what they are doing. Look at the learners' writing, putting a tick next to the correct letters/sounds and showing them where they have made a mistake.</p> <p>Extension: a learner stands up and makes an action for the class, the other learners give the sentence <i>She is hopping/Sonia is hopping</i>. Use 2 learners: <i>They are jumping</i>.</p>	E + V/P	1.6.2.4 1.8.1.7 1.7.2.5



ACTIVITIES	LANG.	SYLLABUS
<p><u>Shared reading: Revisiting the story</u></p> <p>Day 3: Today divide the learners into five groups and assign each group an animal from the story (lizard, bird, cricket, bat, bee). Now choose one learner to be Tigger. Go through the story first, reviewing the actions that each animal does and letting the learners practice their actions (<i>climbing, singing, chirping, flying, buzzing</i>). Now read the story to the learners. Each group will stand up when their animal appears in the story. Then encourage the learner playing Tigger to say the lines from the book.</p>	E	1.6.1.4
<p><u>Focus on print: Speaking marks</u></p> <p>Give the small books to the learners. Turn to p. 5 and point to the speaking marks. Remind the learners that these are special marks that tell us someone is speaking. Review the speaking marks in other books learners have seen: <i>Have you seen the crocodile?</i> and <i>Who's the biggest?</i> Point out that in this story, Tigger is the only one speaking. Learners run their fingers along under the parts being spoken. Notice how the writer tells us who is speaking by using <i>he said</i>.</p> <p>Ask the learners think about something they wish they could do. Model an answer by saying to the learners <i>I wish I could play guitar</i>. Now ask the learners to say their answers, encouraging them to say <i>I wish I could</i> _____. Choose one answer and write it on the board, making sure to use speaking marks: "I wish I could (action)" said (learner's name) (eg "<i>I wish I could fly,</i>" said Zaniella).</p> <p>After writing each sentence, see if the learners can point to the speaking marks and tell you which words are the speaking words in each sentence.</p>	E + V/P	1.3.3.1 1.3.1.4 1.4.2.5 1.9.1.4

<p>Day 4</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask learners who would like to try to read a page in the book. Choose some volunteers. The teacher reads the first page, a learner reads the next. Continue this until finished.</p>	E	1.6.1.1
<p><u>Focus on Letters and Sounds: final p</u></p> <p><i>Preparation:</i> make some cards with the following on each card: <u>ap</u>, <u>ip</u>, <u>op</u>, <u>up</u>. You need to repeat these cards so that you have 10 cards.</p> <p>Turn to p. 16 and point to the word <i>hop</i>. Ask the learners to tell you the word and what sounds they can hear in the word. Emphasise the final sound, <i>p</i>. Revise the shape of <i>p</i> and the sound that it makes: <i>Listen as I read this word again. I want you listen carefully and tell me where you hear the 'p' sound – is it at the beginning, middle or end of the word?</i></p> <p>Ask the learners to think of some words that end in <i>p</i>. They might have some on flashcards that they can find. Some examples might be <i>jump, leap, clap, top</i>.</p> <p>Divide the class into 10 pairs or groups, depending on the number (more groups if you have a very big class). Give each group a card with <u>ap</u>, <u>ip</u>, <u>op</u>, or <u>up</u>. Some groups will have the same card. Ask that group to think of and write as many words as they can that have that pattern and end in <i>p</i>. Collect the list. Read out words from different lists and the group that had that word listens to raise their hands.</p> <p>Extension: say words that end in <i>p</i> and some that don't end in <i>p</i>. Learners need to listen and raise their hand for the <i>p</i> words.</p>	E + V/P	1.7.2.9 1.1.2.4
<p><u>Focus on vocabulary: fun with rhyme</u></p> <p>Write up the words <i>Tigger</i> and <i>wriggle</i> on the board. Ask the learners to say the words and notice which parts of the words are the same. Underline <i>iggle</i>. Ask what other words have this ending: <i>giggle, wriggle</i> (means the same as wriggle), <i>jiggle</i>. Point out that there are not many, but they are fun to say and do. The learners should show you how to wriggle, and wiggle (their bottoms) and jiggle (their legs) and giggle. Try making up a funny sentence with <i>iggle</i> words: <i>I am Tigger, I like to wriggle, and jiggle and wiggle. It makes me giggle</i>. Let learners play with the sound of these words.</p> <p>Another fun one to do this with is <u>umble</u>. Try using <i>stumble, bumble, tumble, rumble, fumble</i> in sentences.</p>	E + V/P	1.9.1.12 1.1.2.4

<p>Day 5</p> <p><u>Independent Reading</u></p> <p>Give the learners copies of the book to share. Let them read with each other, encouraging them to take turns to read a page or part of a page with a friend.</p>	E +	1.4.3.1
<p><u>Shared Writing</u></p> <p>Remind the learners of the phrase <i>I wish I could</i> _____. Add <i>but I can only</i> _____. Now ask the learners to think of an animal. Think of something this animal cannot do (an ant flying, a dog talking). Make some sentences with the two parts: <i>I wish I could talk, but I can only bark</i>. Let learners think of lots of sentences about different animals and tell their partner and then the class. Write some up on the board with the sentence structure.</p> <p>Now ask the learners to choose an animal and draw a picture. They write a sentence about the animal using the structure. Encourage new ideas and to try a few animals.</p> <p>Move around the room and help the learners edit their sentences with the correct spelling.</p>	E + V/P	1.4.3.1 1.9.1.4 1.9.2.3 1.7.1.4 1.7.2.5











