

Nguzu Nguzu



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Pictures by **Seni Flint**

Nguzu Nguzu Reading Books

Original edition 1995

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Third edition 2017

Review and re-development project

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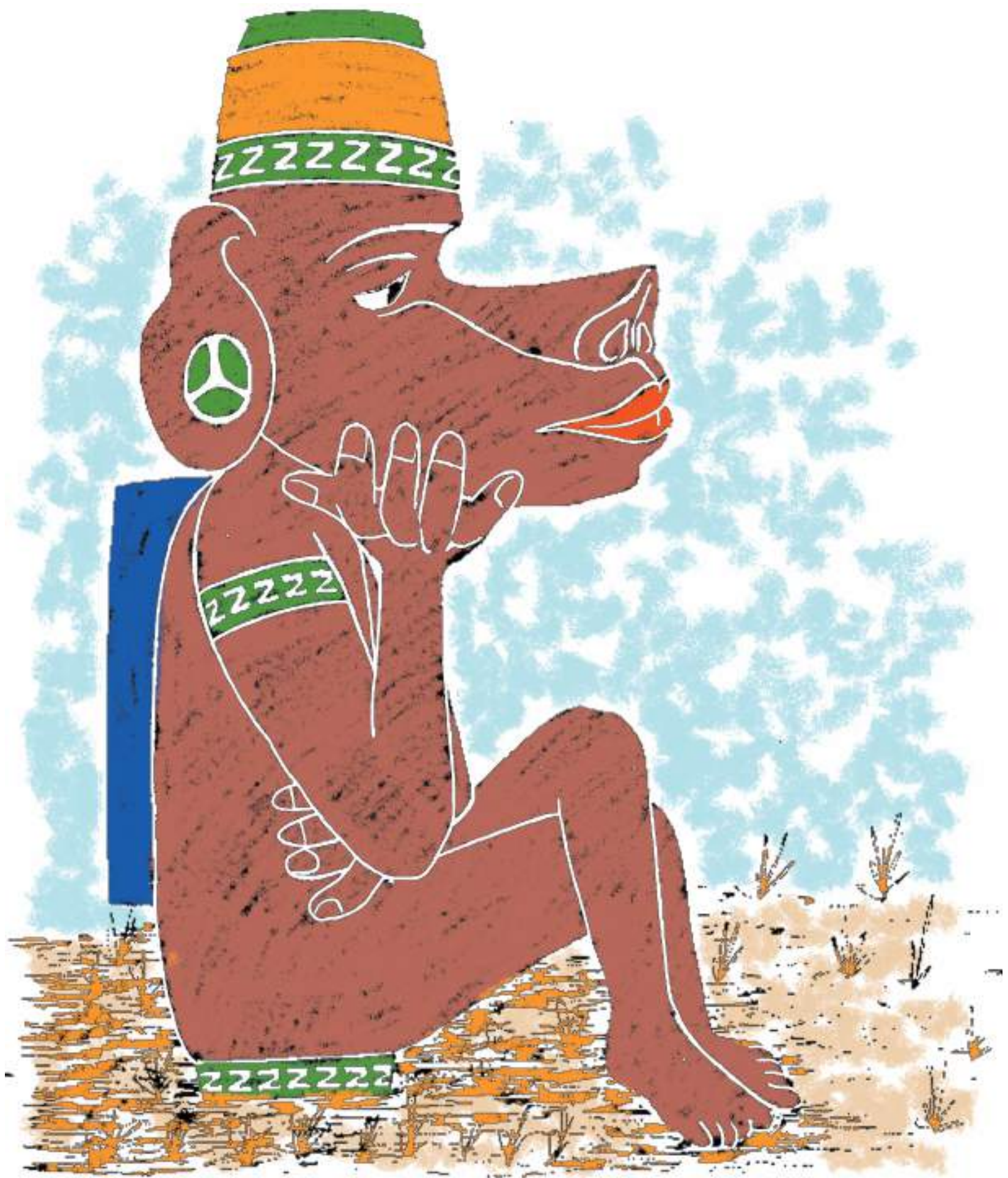
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Development 2015

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Nguzu Nguzu



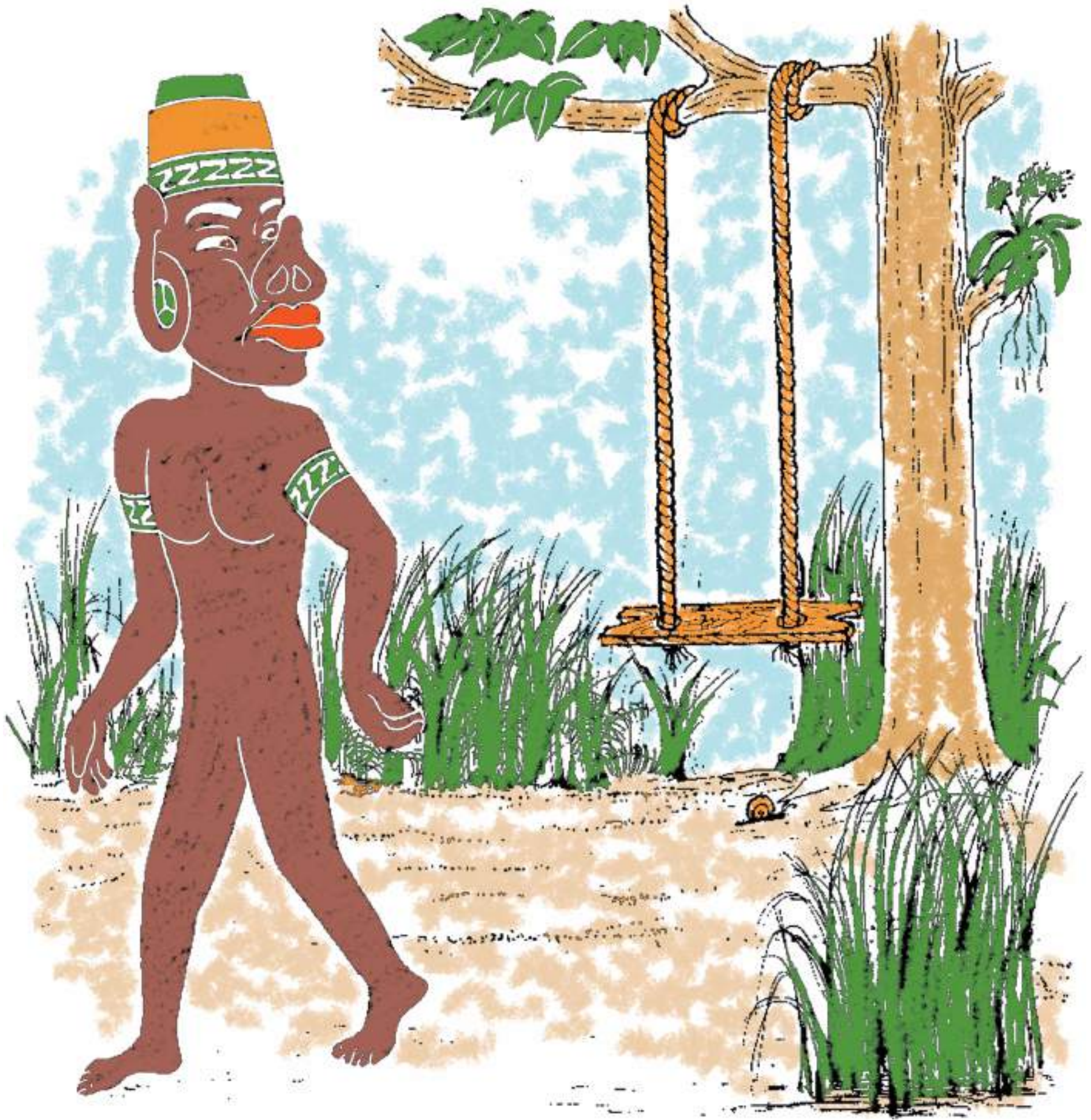
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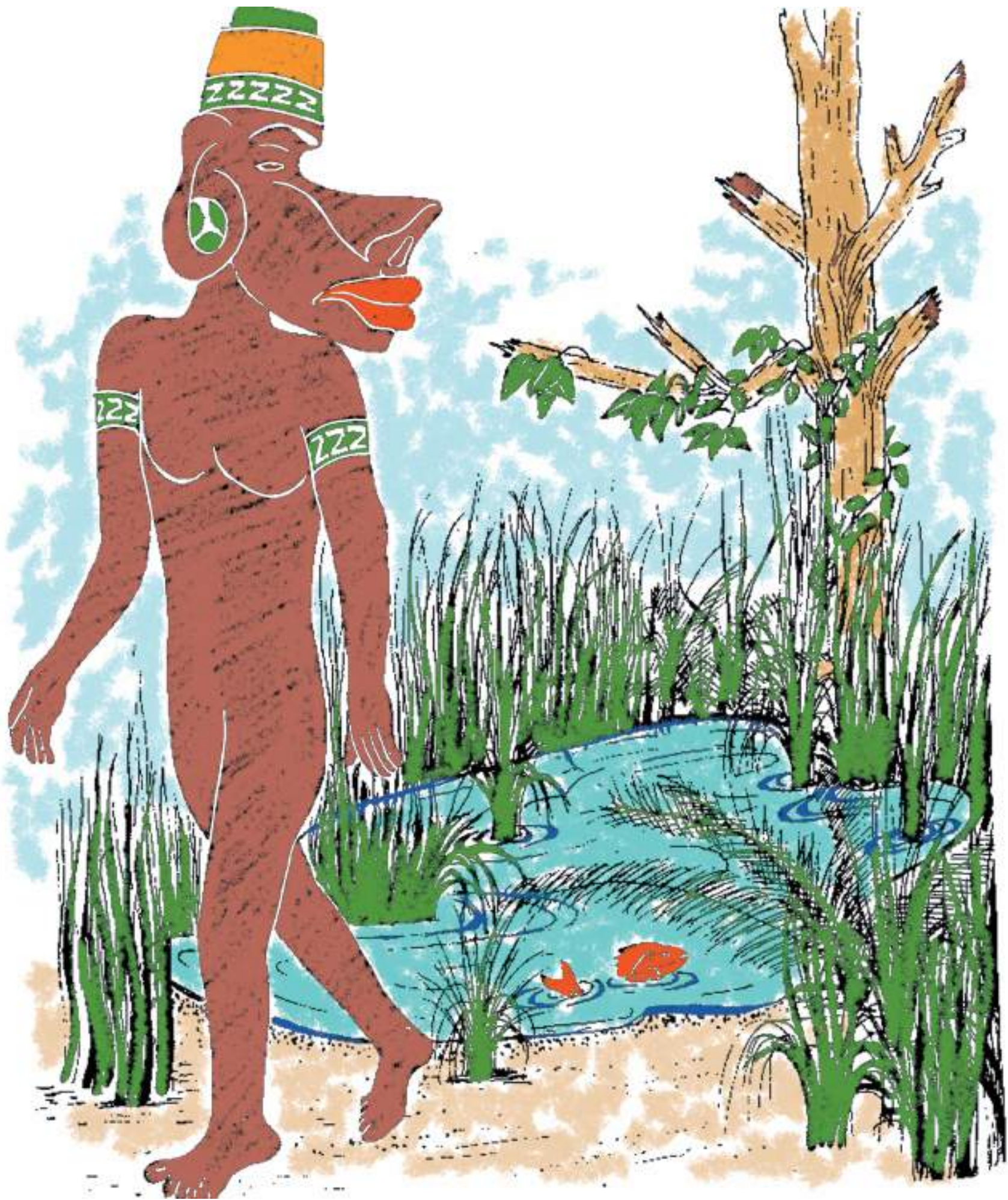
**Nguzu Nguzu was bored.
He went to look for
something to do.**



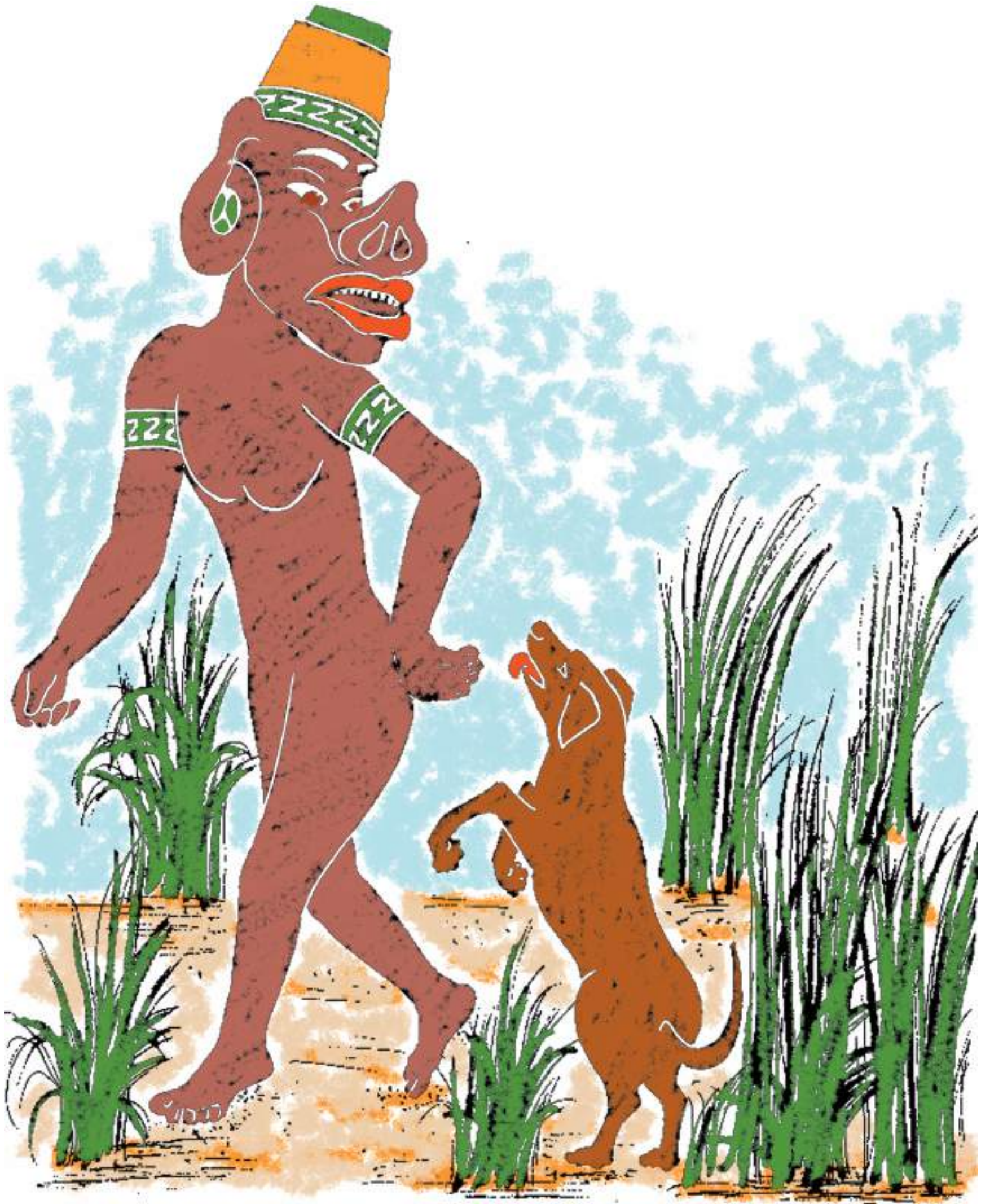
He saw a top.
“I don’t want to play with
a top,” he said.



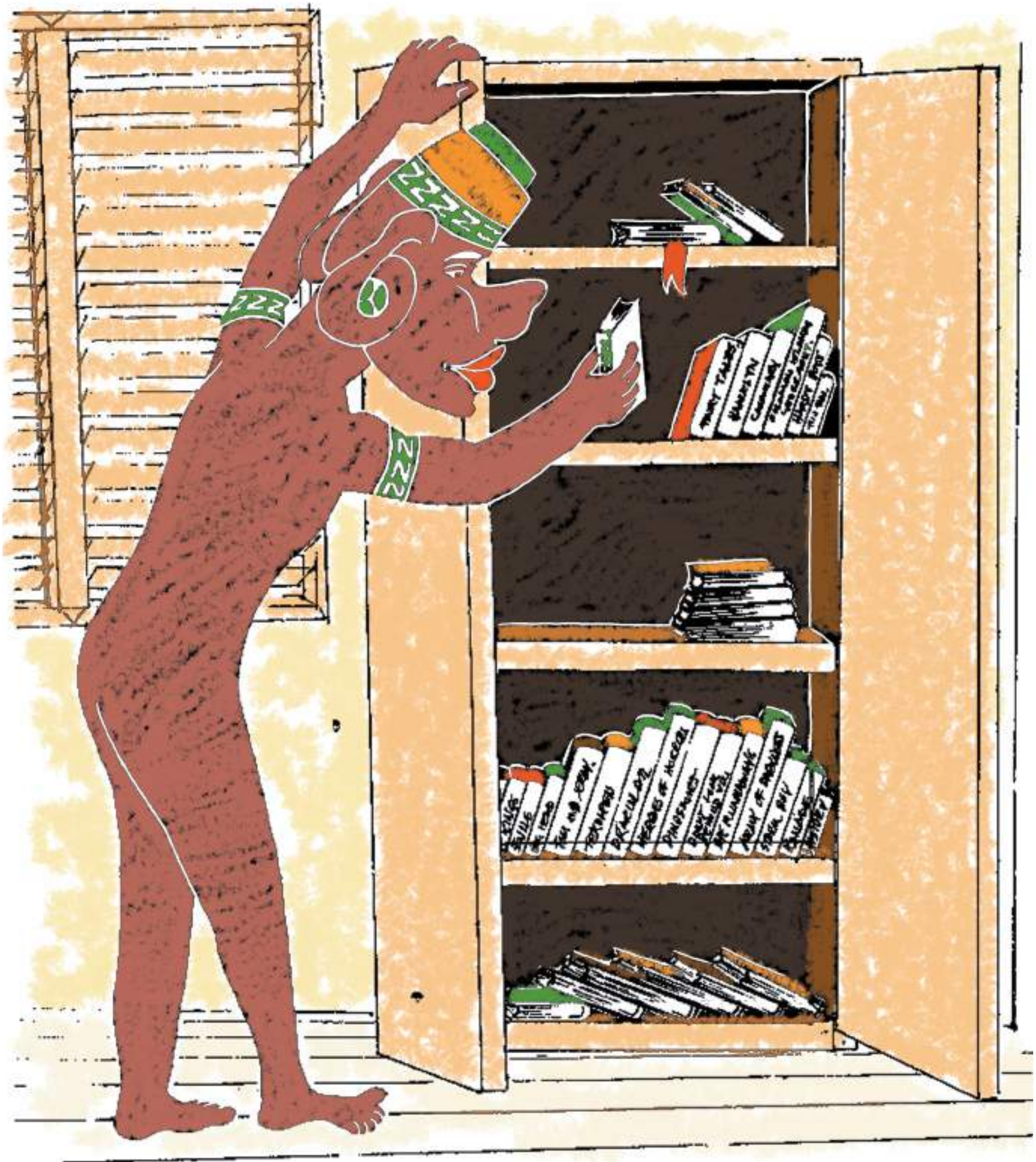
**He saw a swing.
“I don’t want to play on
a swing,” he said.**



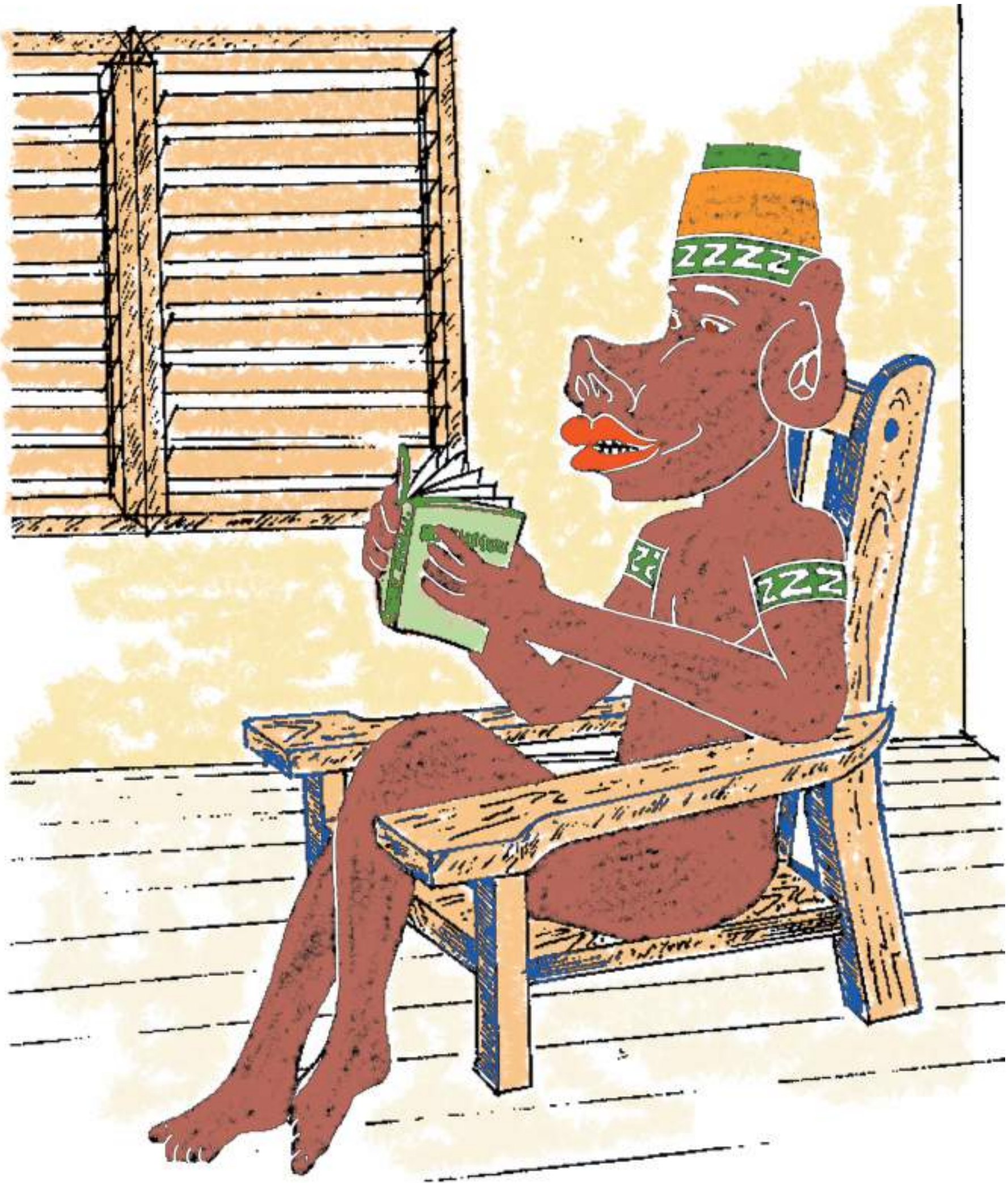
**He saw a pool.
“I don’t want to swim in a
pool,” he said.**



**He saw a dog.
“I don’t want to play with
a dog,” he said.**



**He saw a story book.
“That’s just what I
want,” he said.**



Nguzu Nguzu read the whole book.

Text:	<i>Nguzu Nguzu</i>
Level:	Year 1
Message:	Reading is good!
Discussion focus:	Activities we enjoy (and don't enjoy) OR reading for enjoyment
Vocabulary focus:	Object words for things we play with (top, ball, dog)
Print focus:	Speaking marks
Letters and sounds:	Medial o
Writing opportunity:	New story with insertion of new activities

ACTIVITIES	LANG.	SYLLABUS
<p>Day 1</p> <p><u>Modelled Reading</u></p> <p>Set the context: Talking with learners</p> <p>Tell the learners: <i>This story is about Nguzu Nguzu</i> (discuss who Nguzu Nguzu is with the learners). <i>In this story Nguzu Nguzu is a person, just like you and me. He feels bored so he goes to find something to do. He sees lots of things he can play with, but he doesn't want to play with these things. In the end, he finds something he really wants to do.</i> Ask the learners to think about what things Nguzu Nguzu might see that he can play with.</p> <p>Walk through the book and look at the pictures with the learners, identifying the things that Nguzu Nguzu is doing that he does like. Compare what is in the book with learners' suggestions in the discussion. On p. 7, explain that Nguzu Nguzu has found something he really wants to do. Turn the page and tell the learners that Nguzu Nguzu is reading the whole book, explaining the word <i>whole</i>.</p>	V/P	1.3.3.1 1.4.1.4
<p><u>Read the story: Listening and watching</u></p> <p>Read the story in clear English, pointing to each word as you read it. Make sure you use expression in your voice when Nguzu Nguzu says <i>I don't want to</i> so that the learners understand the feeling behind the words. On p. 7, read the spoken words (<i>That's just what I want to do</i>) happily, to show that Nguzu Nguzu has finally found something he wants to do.</p>	E	1.6.1.1
<p><u>Review the story: Understanding the story</u></p> <p>Look at the pages. On each page ask: <i>What does Nguzu Nguzu see? Does he want to play with/on the ___?</i> See if the learners can remember what Nguzu Nguzu says on each page.</p> <p>On p. 7 ask the learners to tell you what he sees and how he feels about reading.</p> <p>Read the story again and encourage the learners to say some of the words, maybe saying <i>I don't want to...</i></p>	V/P + E	1.4.1.2 1.3.1.2 1.4.1.3
<p><u>Responding to the story: Talking by the learners</u></p> <p>Ask the learners <i>What do you want to do when you feel bored?</i> Encourage the learners to explain why they like doing this activity. Compare the learners' responses by asking the whole class <i>Do you like to (action) when you feel bored?</i> Talk about how we all like to do different things when we feel bored.</p> <p>Ask the learners to remember what Nguzu Nguzu really wanted to do in the story (read a book). Now ask the learners: <i>Do you enjoy reading books? How does reading books make you feel?</i> Ask learners to think about their favourite book. Let the learners talk to their friend first about the favourite book and why they like it, then choose some learners to share their answers with the class.</p>	V/P + E	1.6.1.2 1.3.1.2

<p>Day 2</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask the learners to say what they remember about the story. Help them to retell in their own words (not read). You could turn the pages and ask a learner to tell what happened.</p> <p>Turn to page 3 and review the phrase <i>I don't want to</i>_. Tell the learners that today they will read these words on each page.</p> <p>Now read the story, letting the learners read <i>I don't want to</i>_____ on each page.</p>	E	1.4.1.2 1.3.3.1
<p><u>Focus on English: word order</u></p> <p><i>Preparation:</i> Write these words from the story on cards: <u>dog</u>, <u>swing</u>, <u>cat</u>, <u>ball</u>. Take six cards and write one word on each card: <u>I</u> <u>want</u> <u>to</u> <u>play</u> <u>with</u> <u>a</u></p> <p>Look at each of the first words. In the small books, ask learners to find the words and read the words, encouraging them to sound out the three letter words.</p> <p>Now take each of the sentence words and show the learners (not in order). Make sure they can read each word. Learner suggest the correct order for the words and then check this in the book. Read the sentence: <i>I want to play with a</i>_.</p> <p>Put the word <i>dog</i> at the end of the sentence and ask the learners to read this whole sentence. Repeat this with each of the object words (<i>dog, swing, cat, ball</i>) putting each word at the end of the sentence and asking the learners to read the sentence. Ask the learners to think of any other words they might use at the end of a sentence: <i>stick, wheel, bicycle</i> etc. Write their ideas on cards and place them at the end of the sentence and let the learners read the sentence.</p>	E + V/P	1.6.2.3 1.3.2.2

ACTIVITIES	LANG.	SYLLABUS
<p>Day 3</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Start by revising the object's on each page. On each page, point to the object in the picture (<i>top, swing, swimming pool, dog, story book</i>) remember the word used in English and find the word on the page. Now read the story, letting the learners read the object words on each page.</p>	E	1.6.1.3 1.4.1.3
<p><u>Focus on print: speaking marks</u></p> <p>Remind the learners that in the story, Nguzu Nguzu is speaking. Turn the pages of the book and ask the learners to point to the speaking marks. Now turn to p. 3, read the words on this page then ask the learners to find the words on the page that tell us what Nguzu Nguzu is saying.</p> <p>Now ask the learners to think of something that they don't want to do. Model a sentence by saying <i>I don't want to clean the house</i>. Encourage the learners to use the structure <i>I don't want to</i> in their answer.</p> <p>Now take one learners answer and write their response on the board as direct speech (eg <i>"I don't want to catch the bus," said Junior</i>). After you write the sentence, ask the learners to point to the speaking marks and tell you which words in the sentences are the speaking words. Repeat this with a few more learners' responses.</p>	E + V/P	1.4.2.5 1.4.1.3
<p>Day 4</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask the learners <i>Who would like to try to read a page in the book today?</i> Choose some volunteers. Now read the first page of the story, then choose a learner to read the next page. Continue like this: reading one page then choosing a learner to read the following page until finished.</p>	E	1.6.1.1
<p><u>Focus on Letters and Sounds: medial o</u></p> <p>Turn to p. 3 and point to the word <i>top</i>. Read the word to the learners, and then sound it out (<i>t-o-p</i>). Explain that the first sound in the word is <i>t</i>, the final sound in the word is <i>p</i> and the middle sound in the word is <i>o</i> (as in octopus). Practice saying the <i>o</i> sound together.</p> <p>Write the word <i>top</i> on the board. Now erase the letter <i>t</i> and write the letter <i>h</i> in its place to make the word <i>hop</i>. As you do this, tell the learners: <i>Watch as I rub out the letter t and put in a h. Now this word starts with a h sound. Listen as I sound out this new word h-o-p</i>. Continue this – erasing either the first or last letter from the word (do not rub out the o), and then writing in a new letter to make a new word that has o as its middle sound. After you have changed the words two or three times, encourage the learners to try and sound out and read the words themselves, before you read the whole word. You can use the words below:</p> <p>top → hop → hot → got → not → nod → rod</p> <p>Extension: learners write a big o on the page of their books. Around the o write words that have o in the middle. Ask a partner to say the words on the page.</p>	E + V/P	1.1.2.2 1.4.2.4 1.4.2.3
<p>Day 5</p> <p><u>Independent Reading</u></p> <p>Learners have copies of the book to share. Let the learners read to each other by taking turns to read a page or a section of the story.</p>	E	1.4.3.1
<p><u>Shared Writing</u></p> <p>Tell the learners that you will make a book together. Write the first sentence of the story: <i>Year 1 was bored. They went to look for something to do</i>.</p> <p>Give everyone in the class a piece of paper. Ask learners to share with the class something they DON'T want to do, making sure they use the model <i>I don't want to</i> in their answer. They draw a picture of themselves and that activity. Learners try to write the sentence under the picture: <i>"I don't want to (activity)," said (learners name)</i> using their own name.</p> <p>Write the end of their story now using the structure from the book: <i>Year 1 saw a story book. "That's just what we want to do" they said</i>.</p> <p>When the learners are finished, collect the learners writing and staple the pages together. Read the book as a class, you could ask each learner to read their page to the class.</p>	E + V/P	1.9.1.4 1.9.2.3 1.7.2.1 1.3.1.4
<p>Other activities</p> <p>Individuals or pair might be able to write a story, using the book as a model. Eg.</p>		
<p style="text-align: center;">Patricia</p> <p>Patricia was bored. She went to look for something to do.</p> <p>She saw some elastic bands. "I don't what to play with the elastic bands," she said.</p> <p>She saw some boys. "I don't want to play the boys," she said.</p> <p>She saw some stones. "I don't want to play with the stones," she said.</p> <p>She saw a cat. "Now that's what I want to do," she said.</p> <p>She played with the cat the whole day.</p>		

