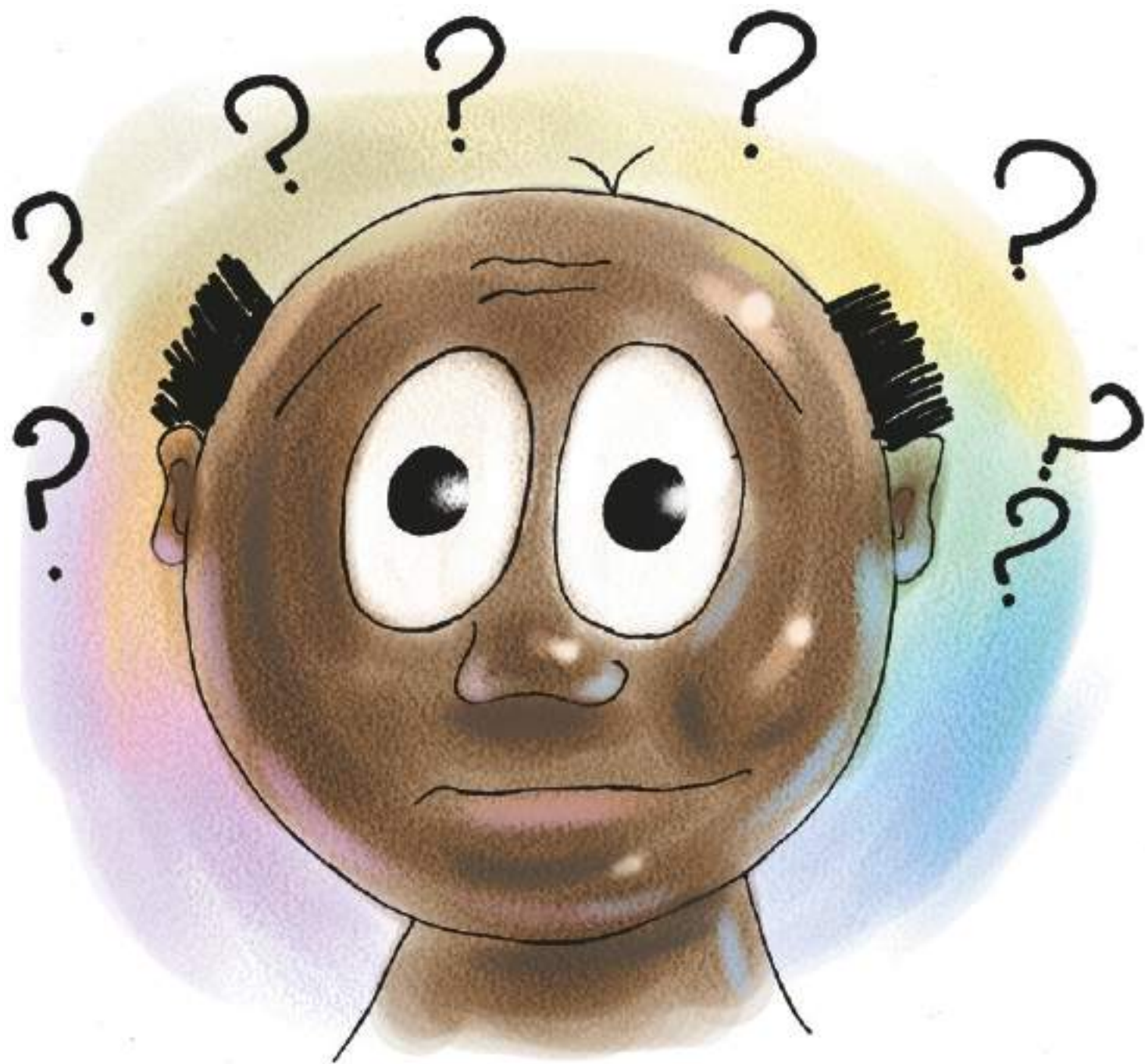


Forgetful Frank



By Billy Arumae
Pictures by Rossitta Notere

Nguzu Nguzu Reading Books

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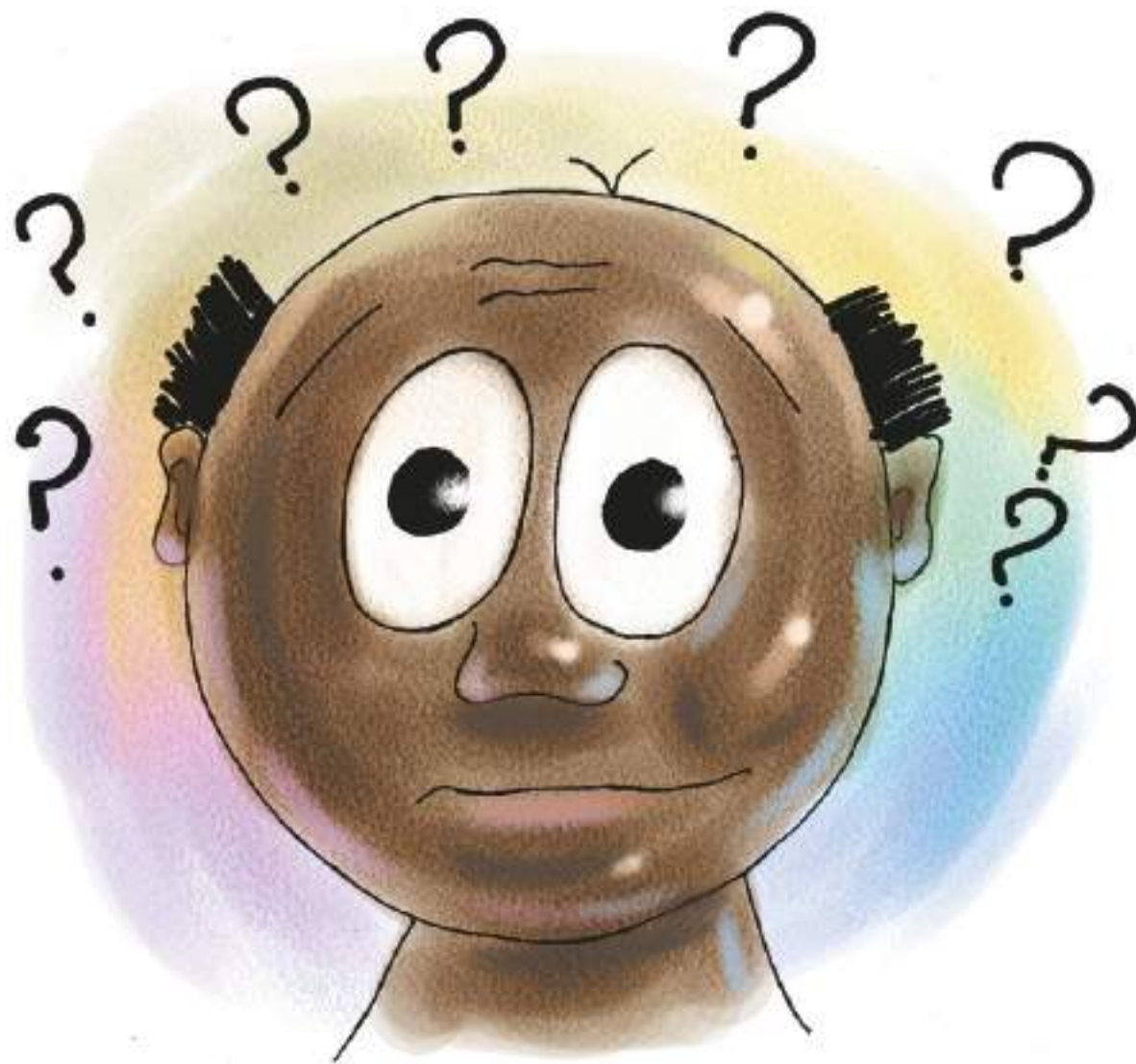
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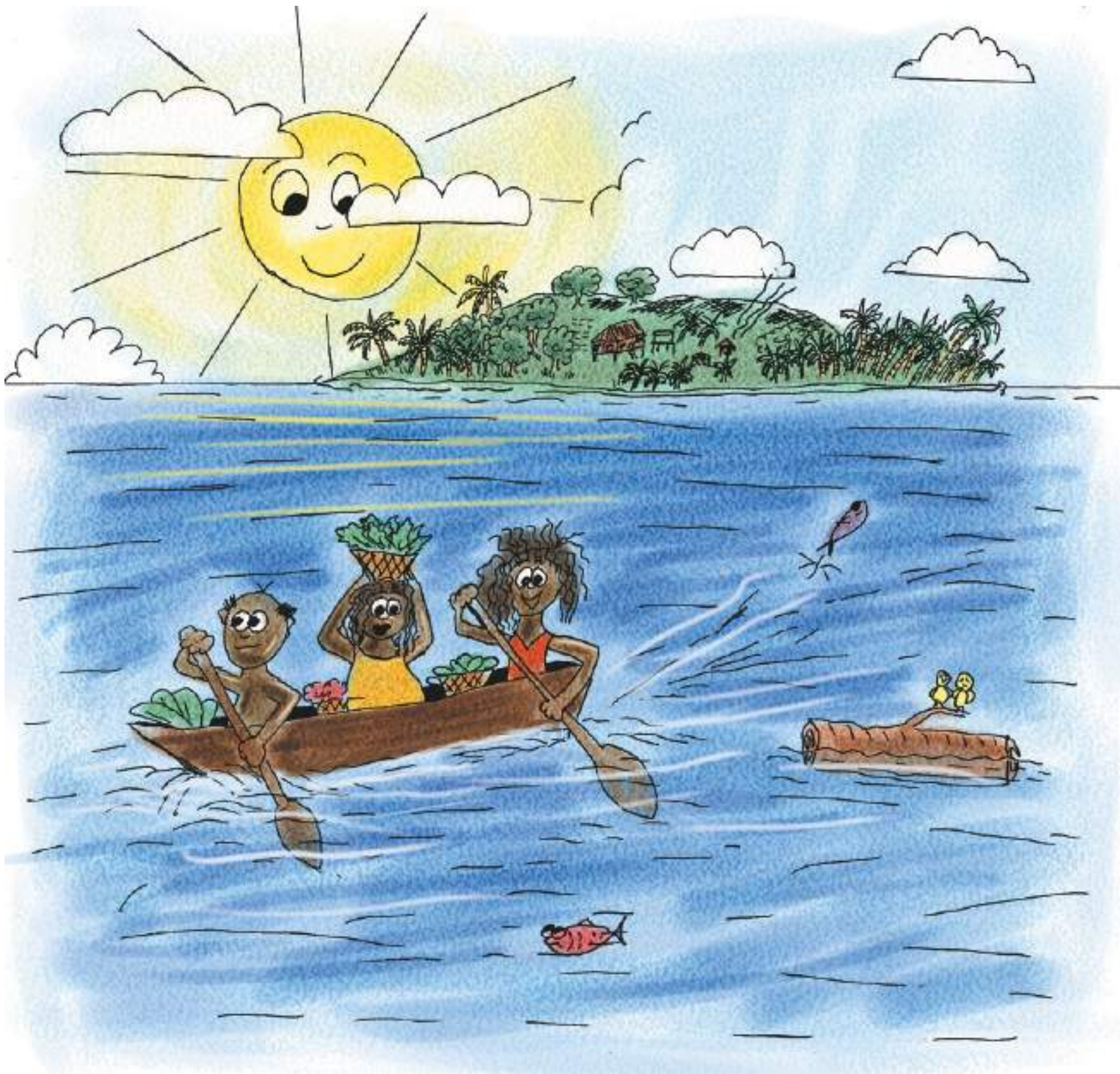
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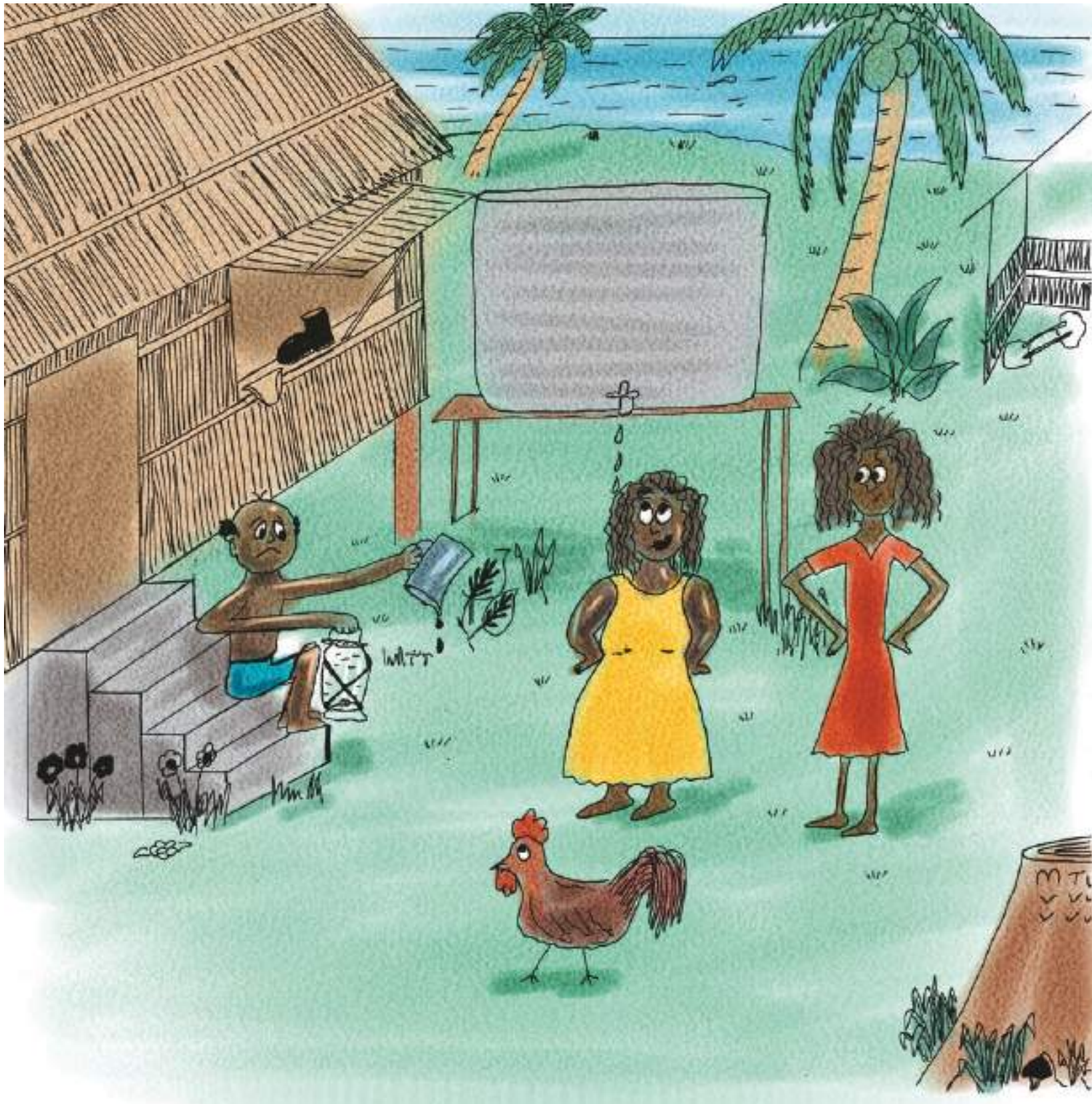
Forgetful Frank



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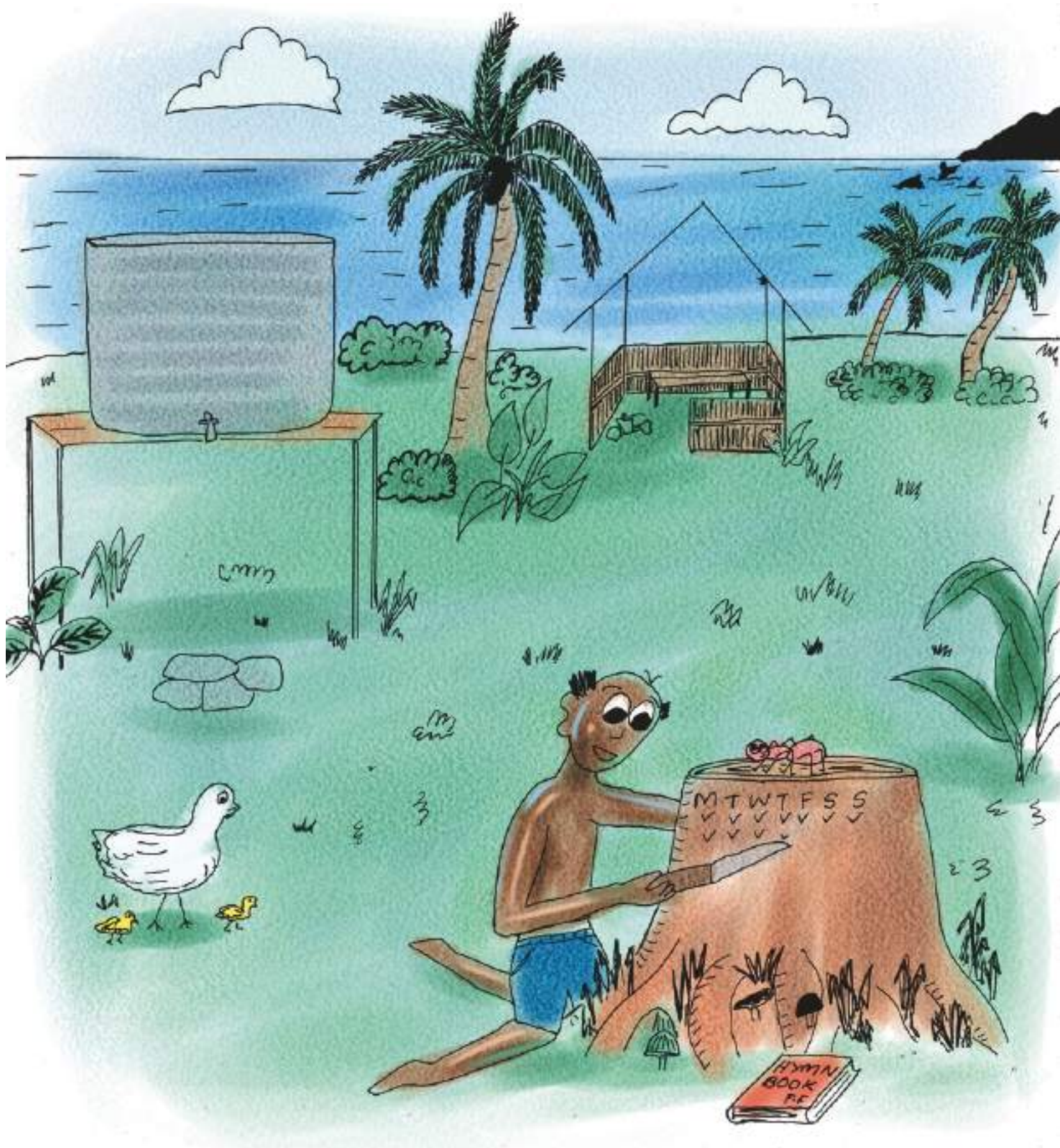
Frank lived on a small island in a lagoon with his wife Ruth and his sister Bella. No one else lived on the island. All Frank's relatives and friends lived in a village on the mainland. As Frank became older he became forgetful.



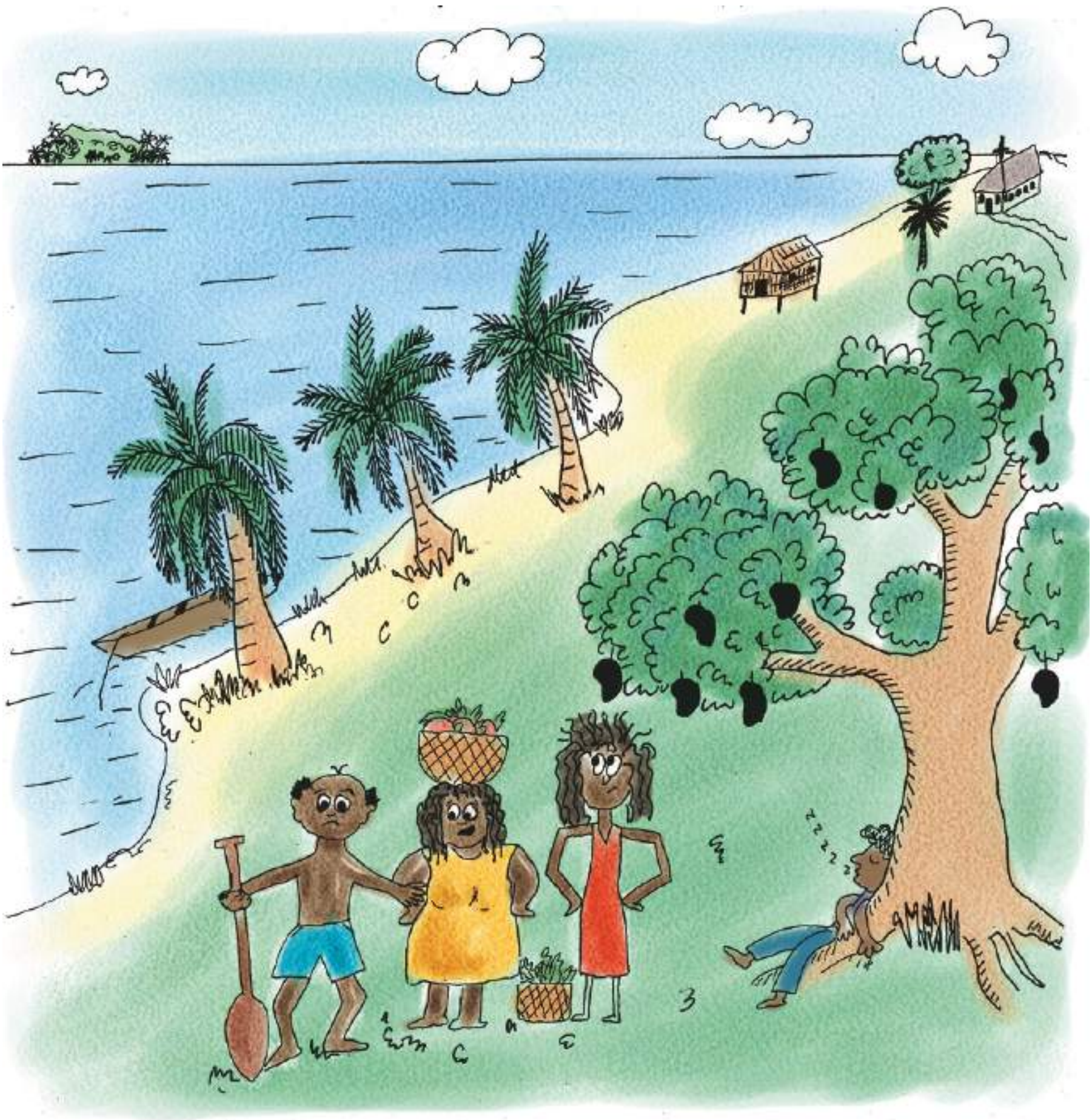
Every Wednesday, Frank took Ruth and Bella to the weekly market in the village. One Wednesday he forgot to buy kerosene for their lamps. When they returned to the village, they had no light for the whole week.



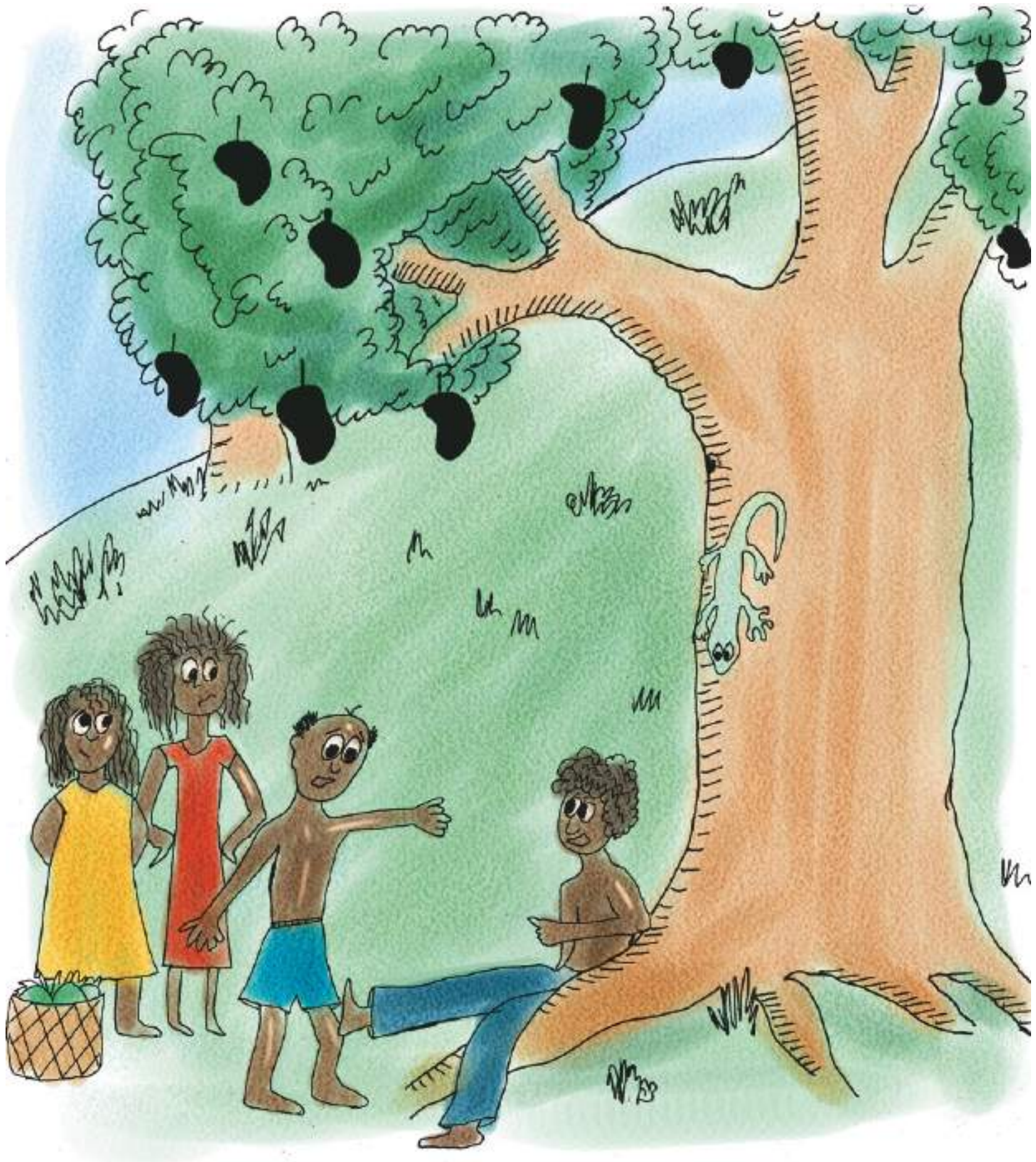
Every Sunday, Frank took Ruth and Bella to church in the village. One Sunday he forgot to bring his hymn book to church. Instead, he wore his fishing clothes and brought along a fish. He spent the whole service silent while everyone else sang.



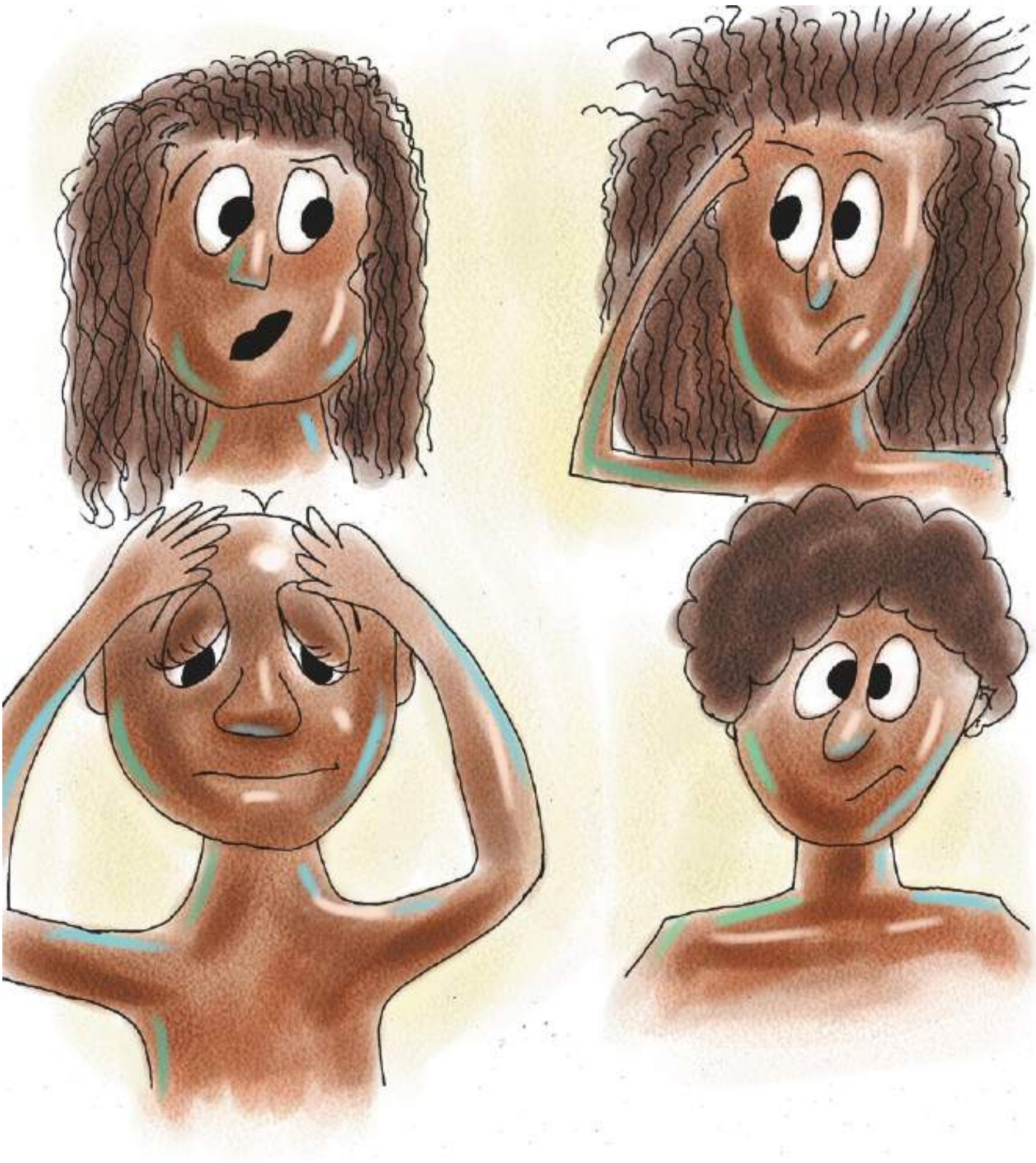
So Frank decided to find a way to remember the day. Each evening, Frank cut a notch on a big tree stump outside his house. This way he was able to tell what day of the week had passed.



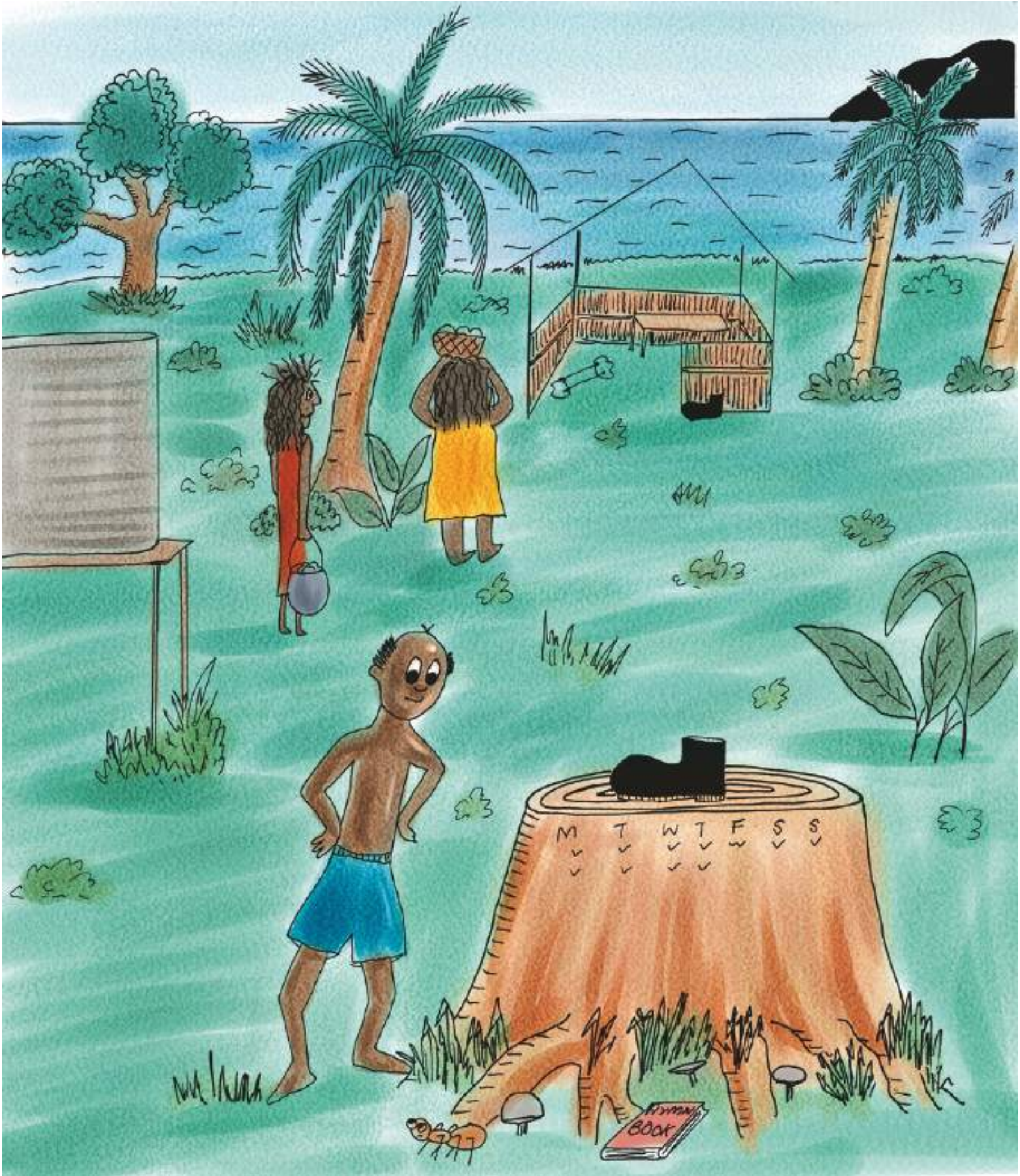
This new system worked until one week when Frank took Ruth and Bella to the market. When they got there the market place was empty.



Frank saw his cousin resting under a mango tree and asked him, "Why isn't anyone at the market today?" Frank's cousin said, "Market day is on Wednesday".



"Oh dear," said Frank, "I must have forgotten to cut a notch on the tree stump."



When they got back to their island,
Ruth and Bella went to the kitchen.
Frank went to the tree stump.



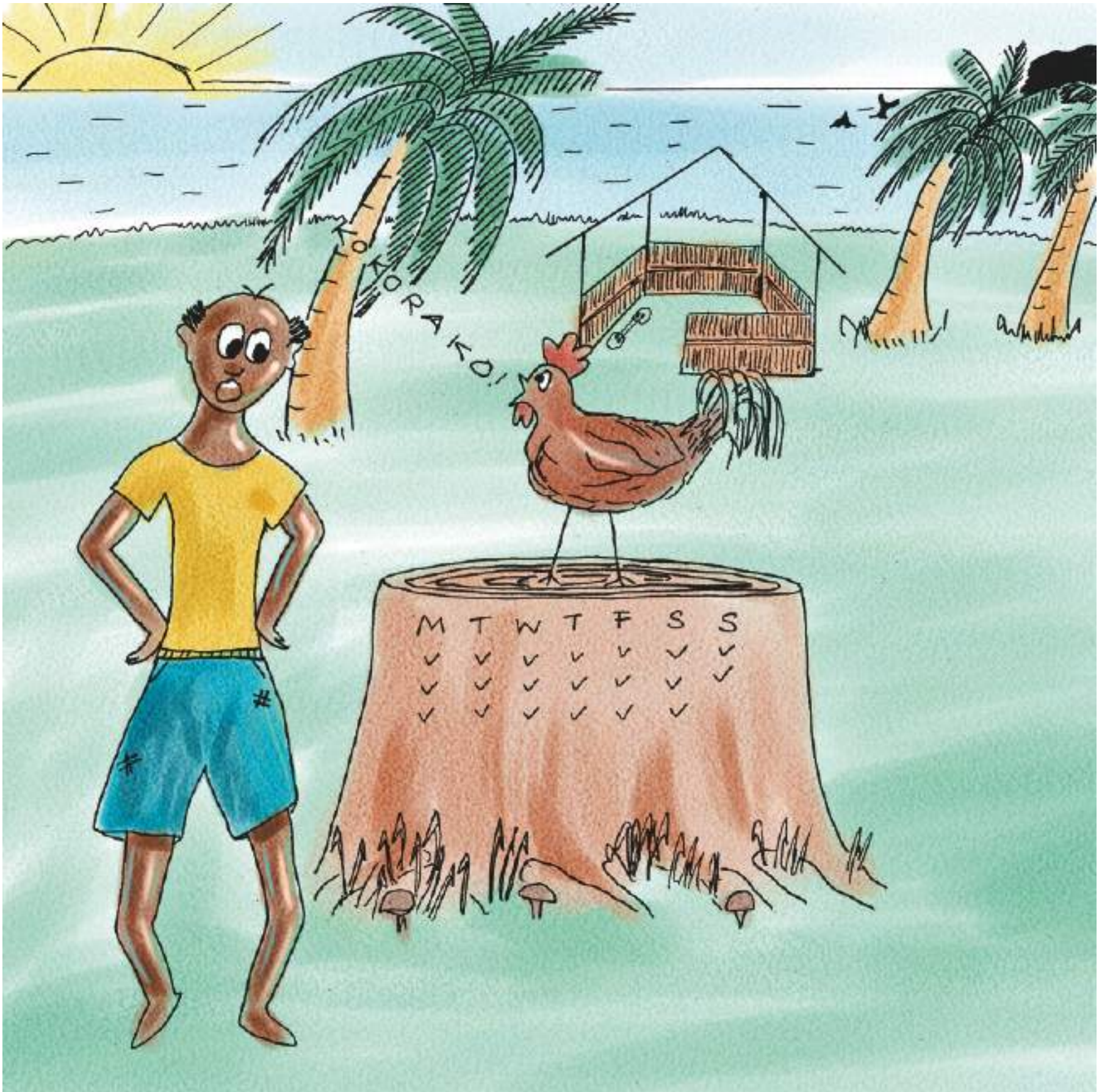
Frank cut a notch in the tree stump to show it was Thursday. Then he went to the river to wash.



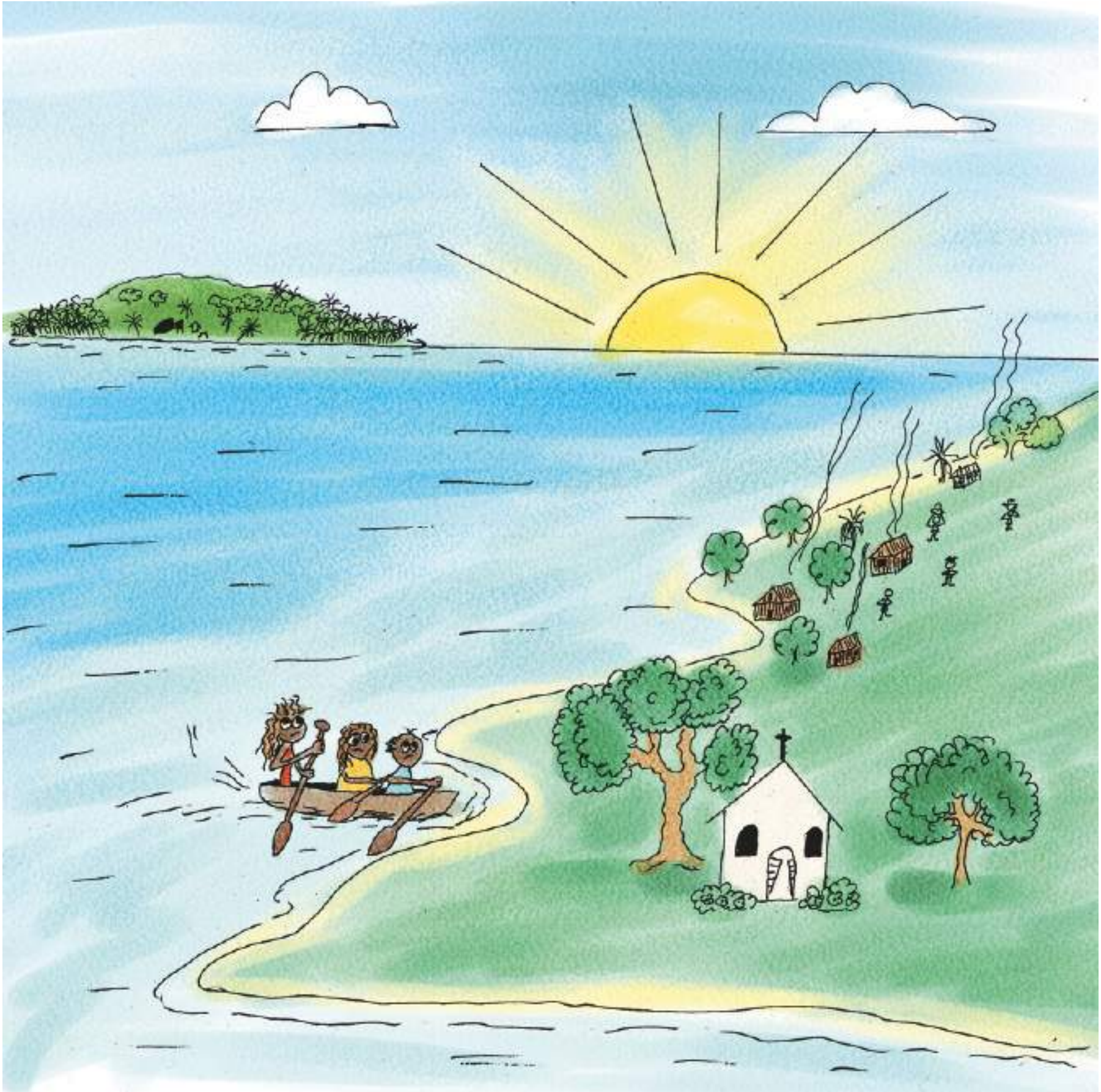
Just then, Ruth came to the tree stump. Of course she thought Frank had forgotten the day. "I'd better cut a notch in the tree stump," she said, "in case Frank forgets." Then Ruth went to the house.



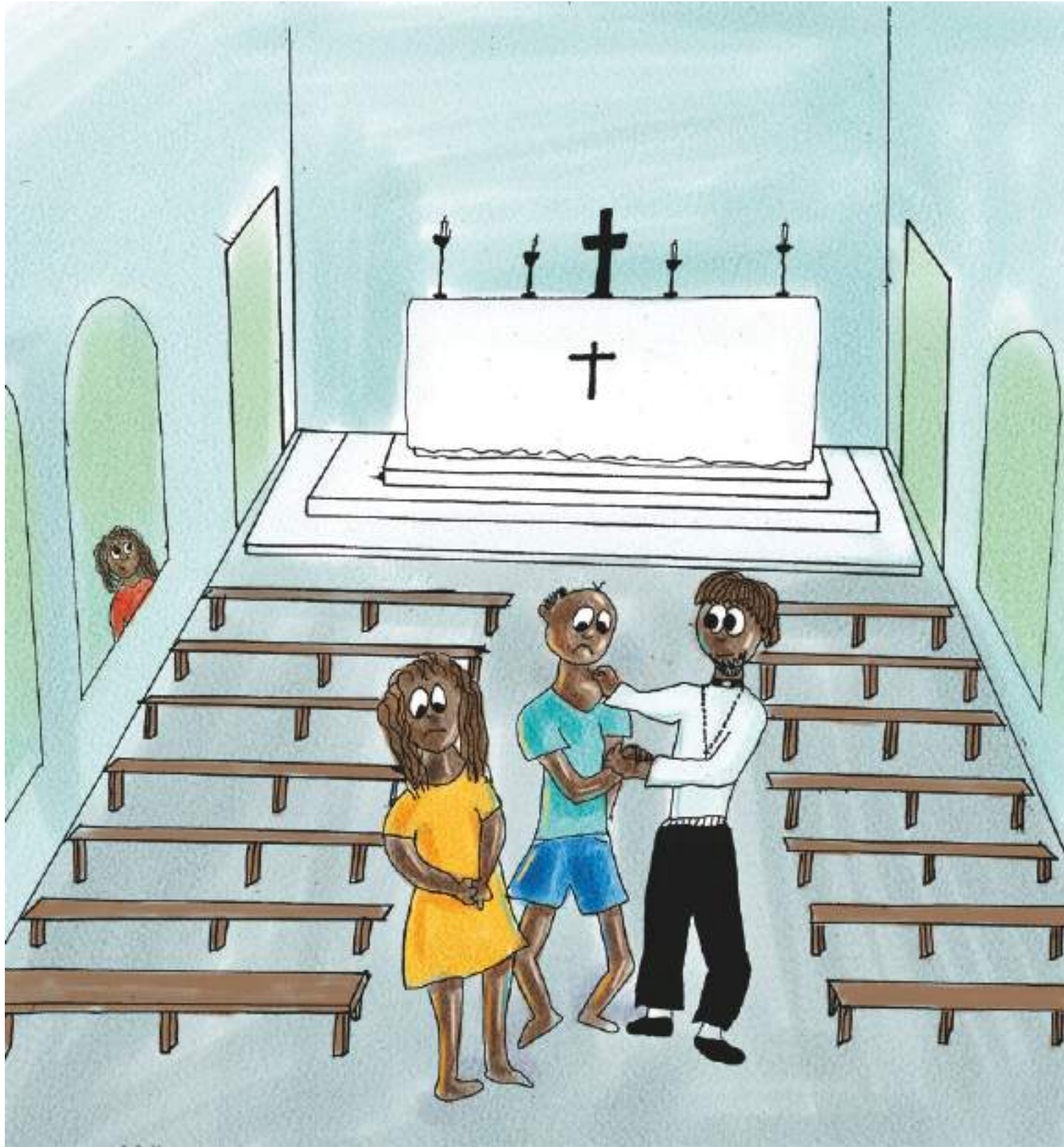
After a few minutes, Bella came to the tree stump. She also thought Frank had forgotten the day. "I'd better cut a notch in the tree stump," she said, "in case Frank forgets." Then Bella went to the house.



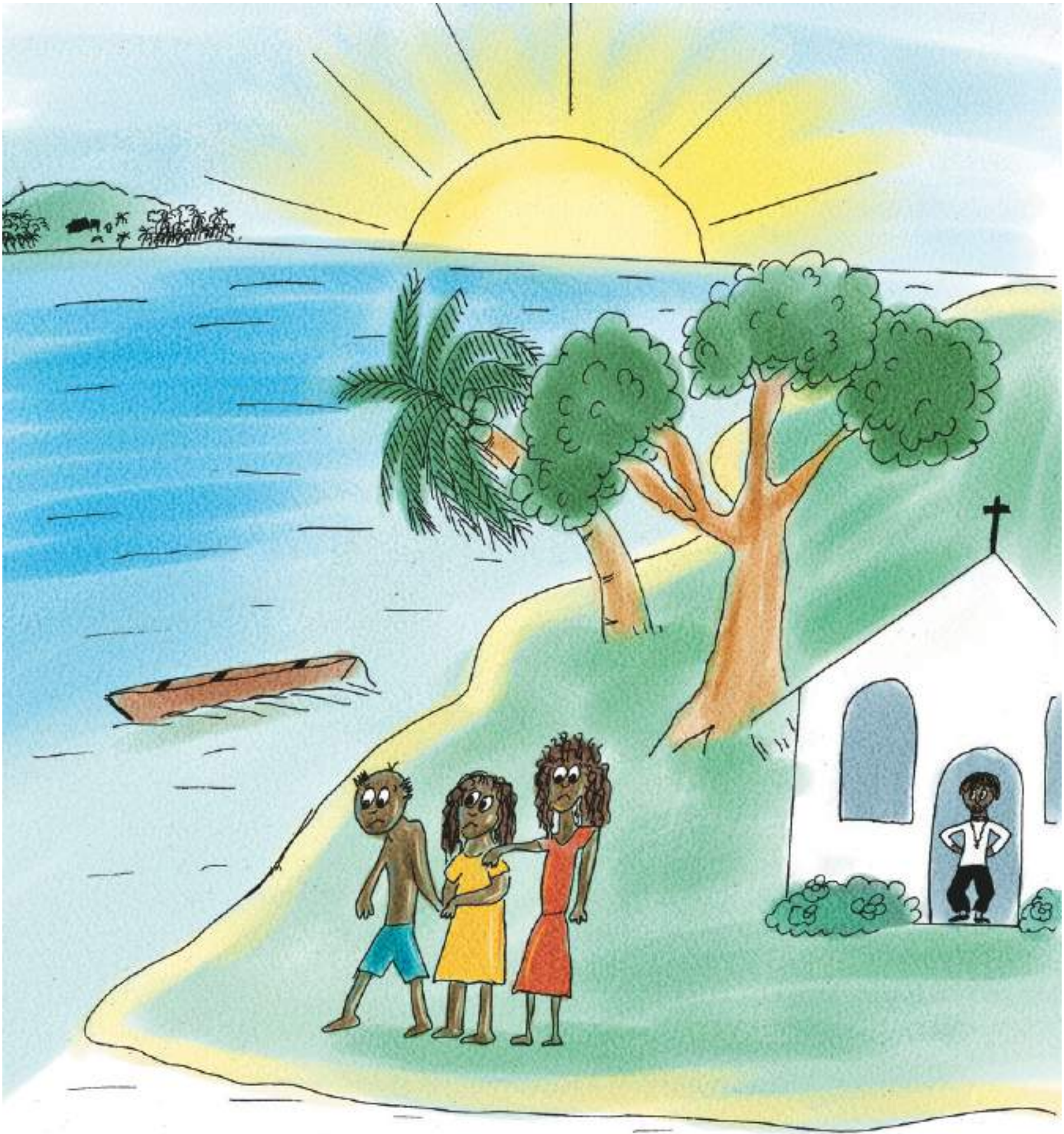
The next morning Frank woke up early. He went to check the tree stump and saw all the notches. "Ah. Today is Sunday," he said. "We must go to church."



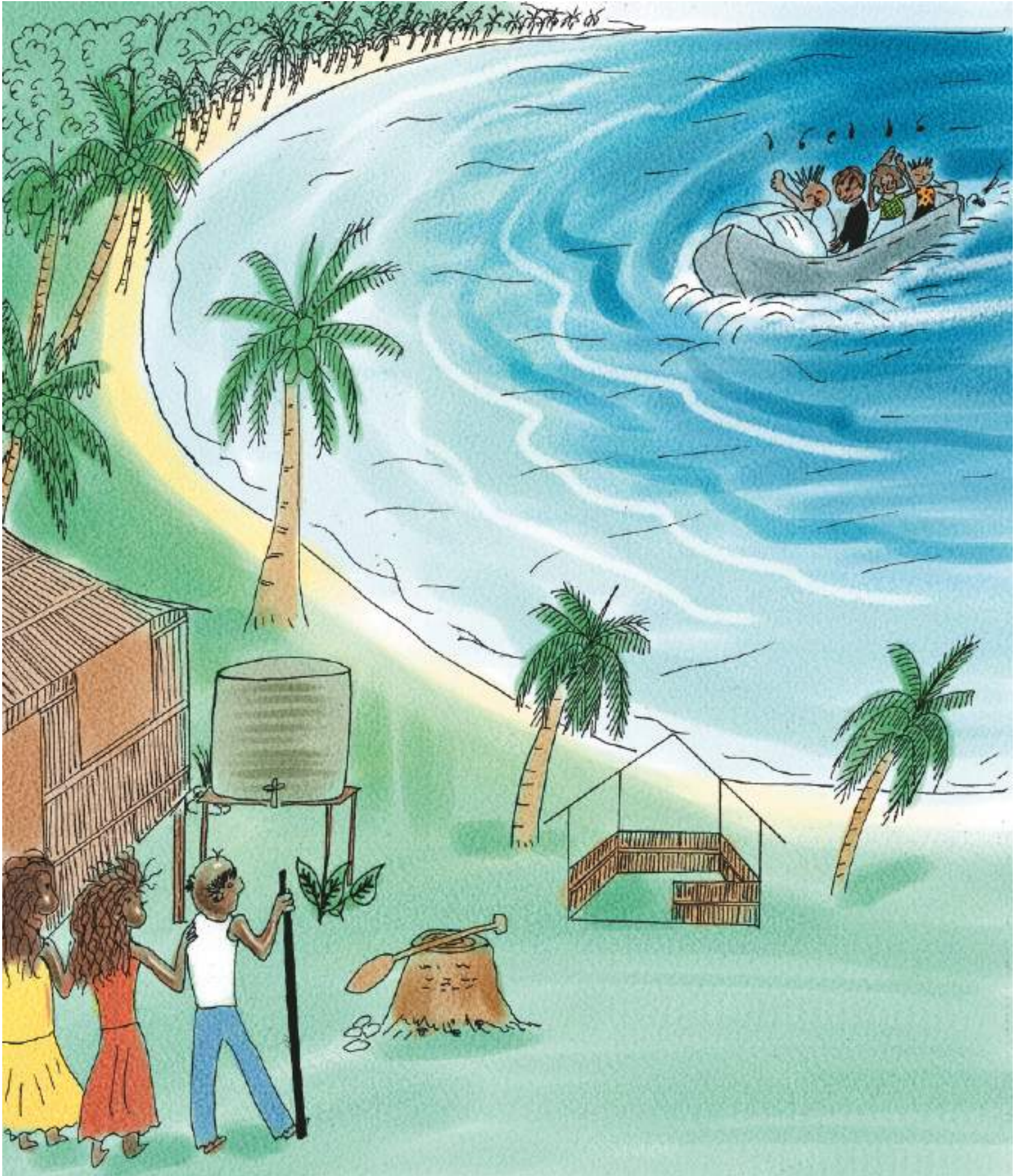
Frank, Ruth and Bella paddled across to church. They saw smoke rising from the gardens on the mainland. "This can't be right," said Frank.



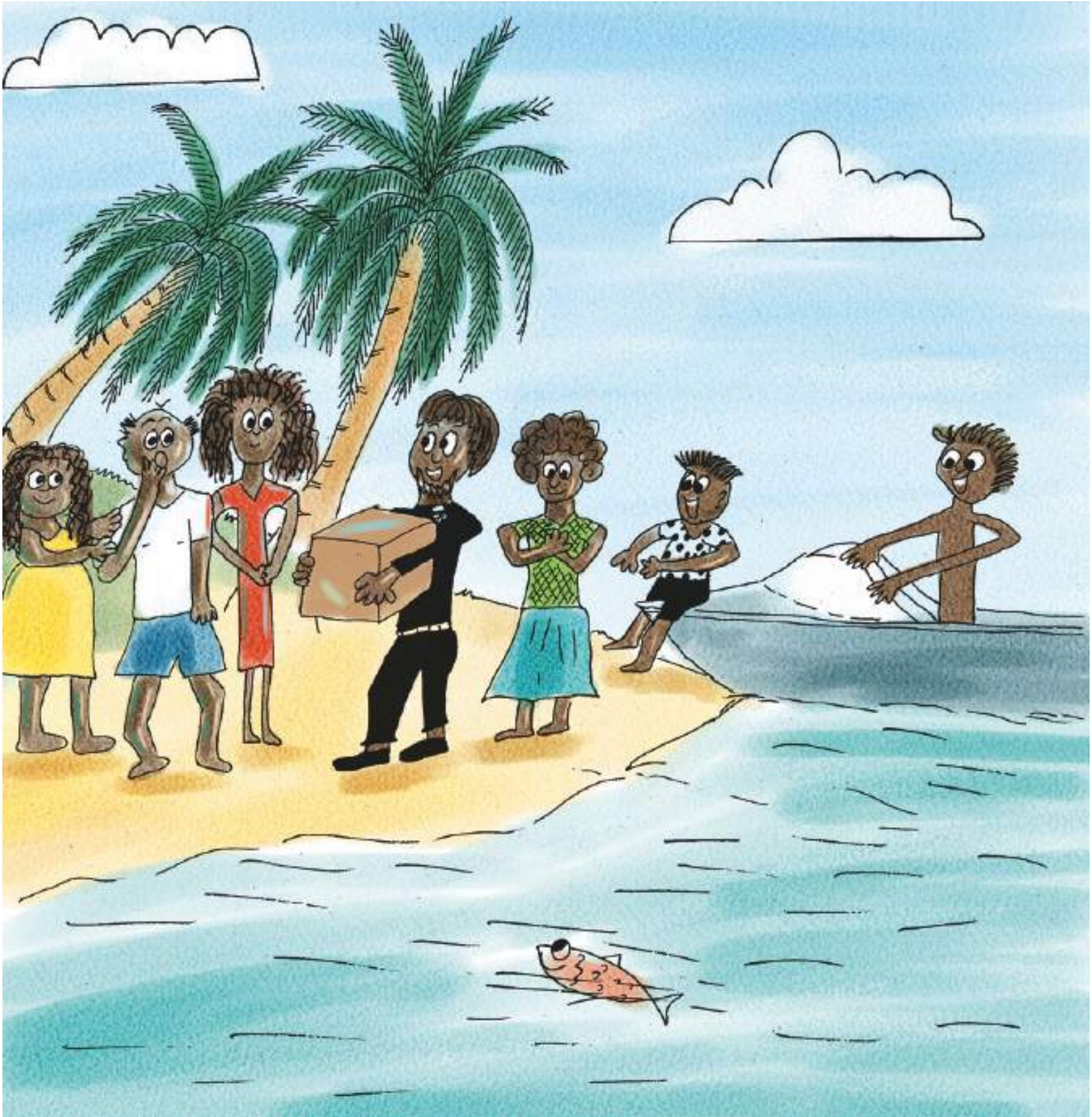
When they got there the church was empty. Just then the Pastor came past. "Why isn't anyone at the church today?" asked Frank. "Today is a weekday. It's Friday," said the Pastor. "Oh dear," said Frank.



Frank, Ruth and Bella went back to their island. They were very sad. All of the days were confused.



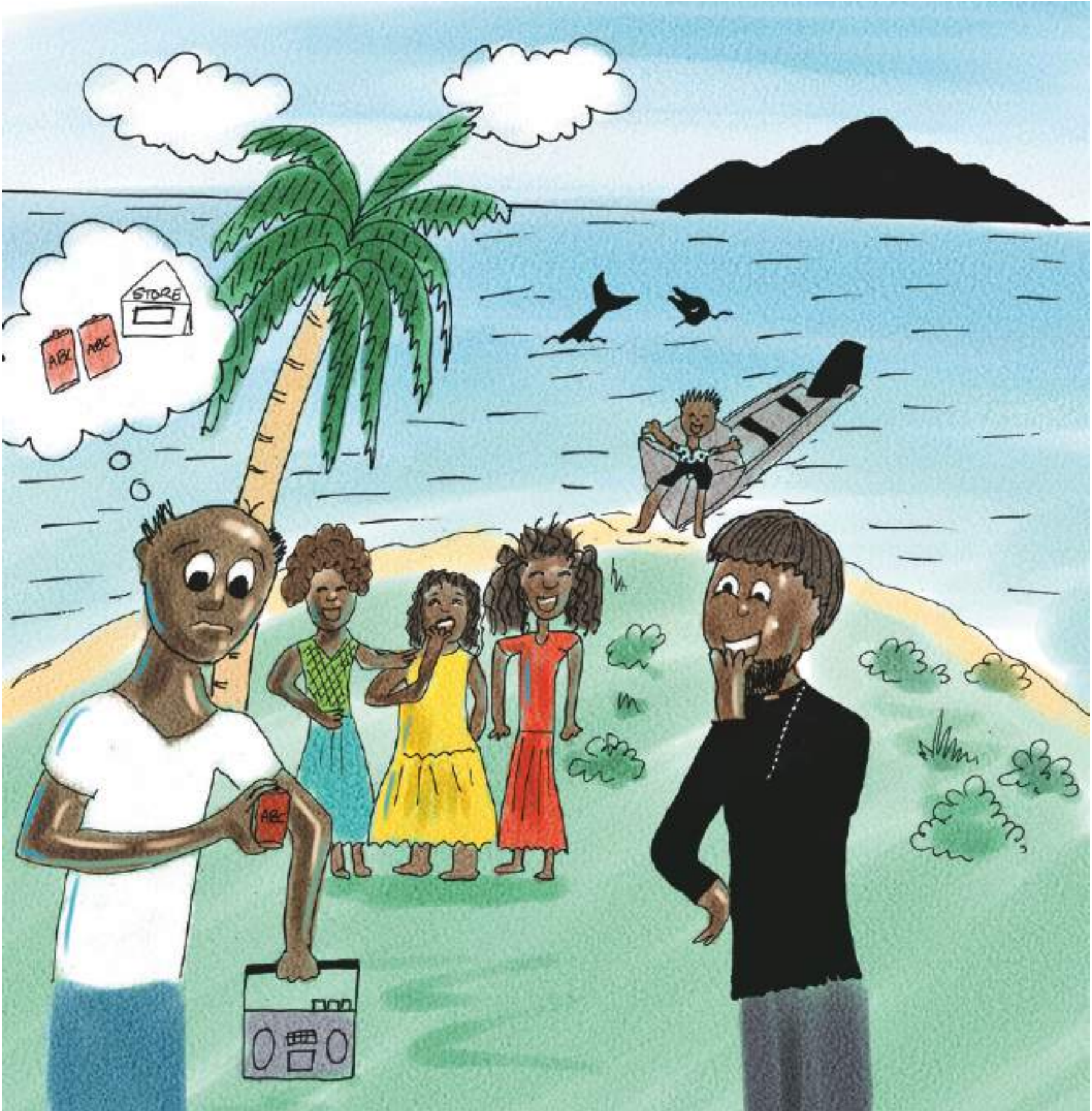
Later that day they heard singing and saw a boatful of people coming closer.



The Pastor and his choir stepped out of the boat. "We've brought you a present," said the Pastor.



Frank opened the package. Inside was a calendar and a radio. "Now you will always know what day it is," said the Pastor.



"Thank you," said Frank. "Now, I must not forget to buy some batteries."

Text:	<i>Forgetful Frank</i>
Level:	Year 3
Message:	We need to work together to solve problems
Discussion focus:	How it is easy to forget things; how communication is important
Comprehension:	Consequences; inferring feelings
Vocabulary focus:	so for consequences; Feelings and emotions
Letters and sounds:	-tch
Print focus:	Direct speech sentencing; thought bubbles
Writing opportunity:	A new resolution

ACTIVITIES	LANG.	SYLLABUS
<p>Day 1</p> <p>Modelled Reading Part 1</p> <p>Set the context: Talking with learners</p> <p>Tell the learners: <i>This book is called Forgetful Frank and about working together to solve problems.</i></p> <p>Look at the cover to identify Frank and the idea that he is confused (symbols of question marks).</p> <p>Explain: <i>Frank is old and so he is not so good at remembering everything. What sort of things might he forget?</i> Let learners tell you about things people might forget ...ask them why this might be a problem.</p> <p>Do NOT tell them what Frank forgets, just let them think of their own examples.</p> <p>Do a walk through the book, but ONLY to p. 10. Explain that Frank lives with his wife and his sister and that they need to travel to the mainland every week. See if the learners can predict what is happening in the pictures. Introduce any words you think will be difficult in English.</p>	V/P + E	3.4.1.1 3.3.2.1
<p>Read the story: Listening and watching</p> <p>Read the story in clear, expressive English. Only read to p. 10 and stop.</p>	E	
<p>Review the story: Understanding the story</p> <p>Review the pages of the book to p. 10 and ask the learners to tell you what was happening at each point. Make sure the learners understand the problem that Frank faced and how he tried to solve it...but that he then forgot to keep his system. Clarify any words or phrases that the learners didn't understand.</p>	V/P + E	3.4.2.3 3.4.2.5
<p>Responding to the story: Talking by the students</p> <p>Think about what Bella and Ruth thought about their brother. Was it annoying? Were they angry? Talk with the learners about situations when someone has forgotten something and people have been angry or frustrated. Or talk about times when they have forgotten something and it has had a bad effect on others.</p>	V/P + E	3.6.1.4 3.3.2.1
<p>Close Reading</p> <p>Distribute the small books and do a close reading of p. 2. Summarise: this is the orientation. It tells us <i>Who? Where? What?</i></p>	E + V/P	3.4.2.5
<p>Comprehension + sentence structure: using <i>so</i> for consequences</p> <p>Look at the events on p. 3 and 4. Ask the learners what Frank forgot: to buy kerosene, to bring his hymn book. Ask the learners to think how we would say these are sentences and write them up. Now think about what the outcome or result was for each of these: they couldn't have any light, he could not join in. Add <i>so</i> to each of the first sentences (rub out the full stop if you used them and write <i>so</i>) and then continue with the result: eg. <i>Frank forgot to buy kerosene so they couldn't have any light.</i> Explain that we use <i>so</i> to show a consequence. Also explain that a consequence is the result of an action...it could be good or bad. Eg. <i>I studied hard so I went to a good high school; I didn't take an umbrella so I got wet.</i></p> <p>Ask learners to talk with their partner about how to add to these sentences with <i>so</i>:</p> <p><i>Frank was old so</i> <i>Frank saw his cousin so</i> <i>Frank forgot to cut a notch on the tree stump so</i> <i>Frank went to the river to wash so</i></p> <p>Talk about the consequences that the learners found and they could write these in their books. Make up some sentences about themselves and try writing these.</p>	E + V/P	3.4.2.5 3.4.3.4 3.8.1.8 3.6.2.3
<p>Modelled Reading Part 2</p> <p>Revising and completing the book</p> <p>Day 2: Review what had happened in the book up to p. 10: ask learners what problem Frank had (forgetting everything) and how he tried to resolve it (cut notches in the tree stump). Make sure the learners understand that cutting notches meant that he could see what day it was. Ask: <i>Who else might try to help Frank?</i> Help the learners to see that Ruth and Bella loved Frank and that they might try to help Frank.</p> <p>Read the rest of the book to the learners (start at p. 11, NOT the beginning).</p>	V/P + E	3.4.2.4

ACTIVITIES	LANG.	SYLLABUS
<p><u>Review the story: Understanding the story</u></p> <p>Review what happened in the rest of the story. Make sure the learners understand how Ruth and Bella <i>tried</i> to help, but actually caused a bigger problem. Discuss how they did not communicate so they didn't really help Frank OR themselves!</p>	V/P + E	3.4.2.3
<p><u>Responding to the story: Talking by the students</u></p> <p>Talk about times when people have not communicated and caused a problem: learners might have examples from home or the community. <i>Why is it important to communicate with others?</i> Think about how the community communicates messages to help each other (like the community at the end of the book).</p>	V/P + E	3.6.1.4 3.3.2.1
<p><u>Close Reading</u></p> <p>Do a close reading of pp. 3 and 4. Summarise: this tells us two of the problems that Frank, Ruth and Bella faced. The sentences are similar in the way they are constructed to give similar information, but different details.</p>	E	3.4.2.5 3.4.3.4
<p><u>Vocabulary: compound words</u></p> <p>Distribute small copies of the book and direct learners to p. 7 to find the compound word (anyone – two words joined together to make one word). Ask learners to scan the text and find the other compound word (mainland). What other compound words do the learners know or can find around the room or other books? Learners write these words in their exercise book. Make a class list on the board and place on the word wall and flash cards.</p>	E + V/P	3.4.3.1 3.4.3.2
<p><u>Day 3</u></p> <p><u>Revisiting the story: Shared reading</u></p> <p>As you turn the pages, ask the learners to again retell the story orally, in their own words, by reference to the illustrations. Read the book, inviting learners to read alternate pages.</p>	E + V/P	3.4.2.4
<p><u>Comprehension: inferring feelings</u></p> <p>Give out the small books and ask learners to look at p. 8, to see the faces of Ruth, Bella, Frank and Frank's cousin. Ask the learners to discuss with their partner what each person might be thinking. They need to consider what each character <i>wanted</i> to do and what they <i>can't</i> do because it was the wrong day. Ask the learners: <i>If you were Bella, what would you be thinking? If you were Ruth, what would you be thinking?</i> Continue with the others. After some discussion, ask the learners to share. Encourage them to use events from the story to decide. Eg. Bella: <i>My brother is so silly. Now I can't buy any kumara.</i></p> <p>Perhaps the learners could draw the characters with thought bubbles (they saw these in <i>The Two Wishes</i> and <i>The Secret Place</i> but write words, not pictures.</p>	E + V/P	3.4.2.5 3.4.1.4 3.6.2.3
<p><u>Day 4</u></p> <p><u>Revisiting the story: Shared reading</u></p> <p>Read the book, inviting groups of learners to read alternate pages.</p>	E	3.4.2.4
<p><u>Focus on Letters and Sounds: -tch</u></p> <p>Distribute the small copies of the book. Ask learners to find the word <i>notch</i> in the book: they should find it appears a few times. Make sure they understand this word. Focus on the back of the word: <i>-tch</i>. Ask the learners to try to sound it: it is a strange sound to make by themselves. Show them how people often make a mistake and just write <i>-ch</i> but we need the <i>t</i> to make the whole sound in many words. Ask learners how to write the words: <i>catch, patch, match, watch</i> (be careful of the <i>a</i>: learners will probably say <i>o</i> and you can show them it is <i>a</i>). Write these up as they spell them so you show the <i>-tch</i>. Look on p. 9 to find a word with <i>-tch</i> in the middle of the word (<i>kitchen</i>). Make a class list of other words and write the words on the word wall and on flashcards.</p>	E + V/P	3.4.3.1

ACTIVITIES	LANG.	SYLLABUS
<p>Focus on print: <u>direct speech that continues after the speaker is identified</u></p> <p>Distribute the small books and ask learners to look at the speaking on p. 11: ask the learners to say what Ruth says. They need to notice that Ruth keeps speaking after the words <i>she said</i>. Go to p. 12 and look at what Bella says: the whole speaking is in two parts, with <i>she said</i> in the middle. Ask learners to find 2 more examples of a person speaking where the writer has written <i>he said</i> in the middle (p. 13, p. 20). Notice that this is different to where all the speaking happens, then the writer tells who is speaking.</p> <p>Write these on the board and ask the learners to see where the speaking is to put in the speaking marks.</p> <p><i>What are you doing? asked Mummy That is not what I asked!</i> <i>Tomorrow I will wait for you, said Charlie, but only for 10 minutes.</i> <i>Thank you, said Sally, I am glad you came.</i> <i>Hello, said my teacher, I hope you are ready to work hard.</i></p> <p>Explain that writers do this to show the reader who is speaking, even when the character has more to say. You and the learners could think of some other examples to create sentences. The learners could think of some to write in their books.</p>	E + V/P	3.4.3.11
<p>Day 5</p> <p><u>Independent Reading</u></p> <p>Distribute small copies of the book. Learners read the book individually or with a partner.</p>	E	3.4.2.4
<p><u>Guided Writing: a new strategy for remembering</u></p> <p>As a class, identify the stages of this story: Orientation (what was the situation for Frank?), Complication (How did he try to solve it, but it didn't work?), Resolution (a new way to remember). Link this to the pages in the book.</p> <p>Ask learners to think about the way Frank tried to solve the problem...what is another strategy to use? What if <i>that</i> went wrong? What would it be? Ask the learners to work with a partner to re-write just the complication, thinking of a new way to solve the memory problem. Does it work or not?</p> <p>Learner can read out pp. 2 – 4 from the book and then continue with their own solution to Frank's problem and whether it works.</p>	E + V/P	3.7.1.1 3.9.1.4 3.7.1.3



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