

Next Week



By John Wesley Panga
Pictures by Francis Rohoia

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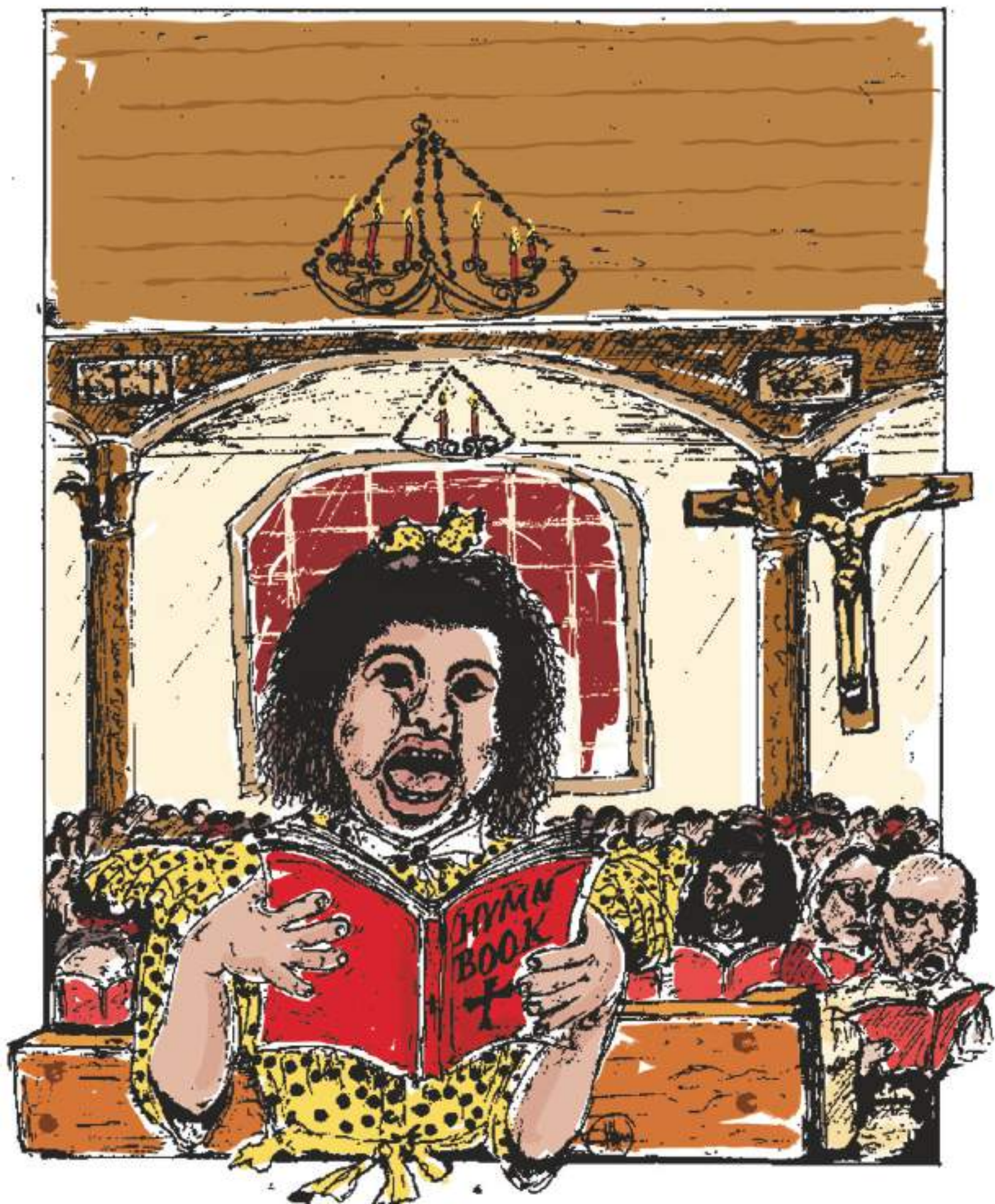
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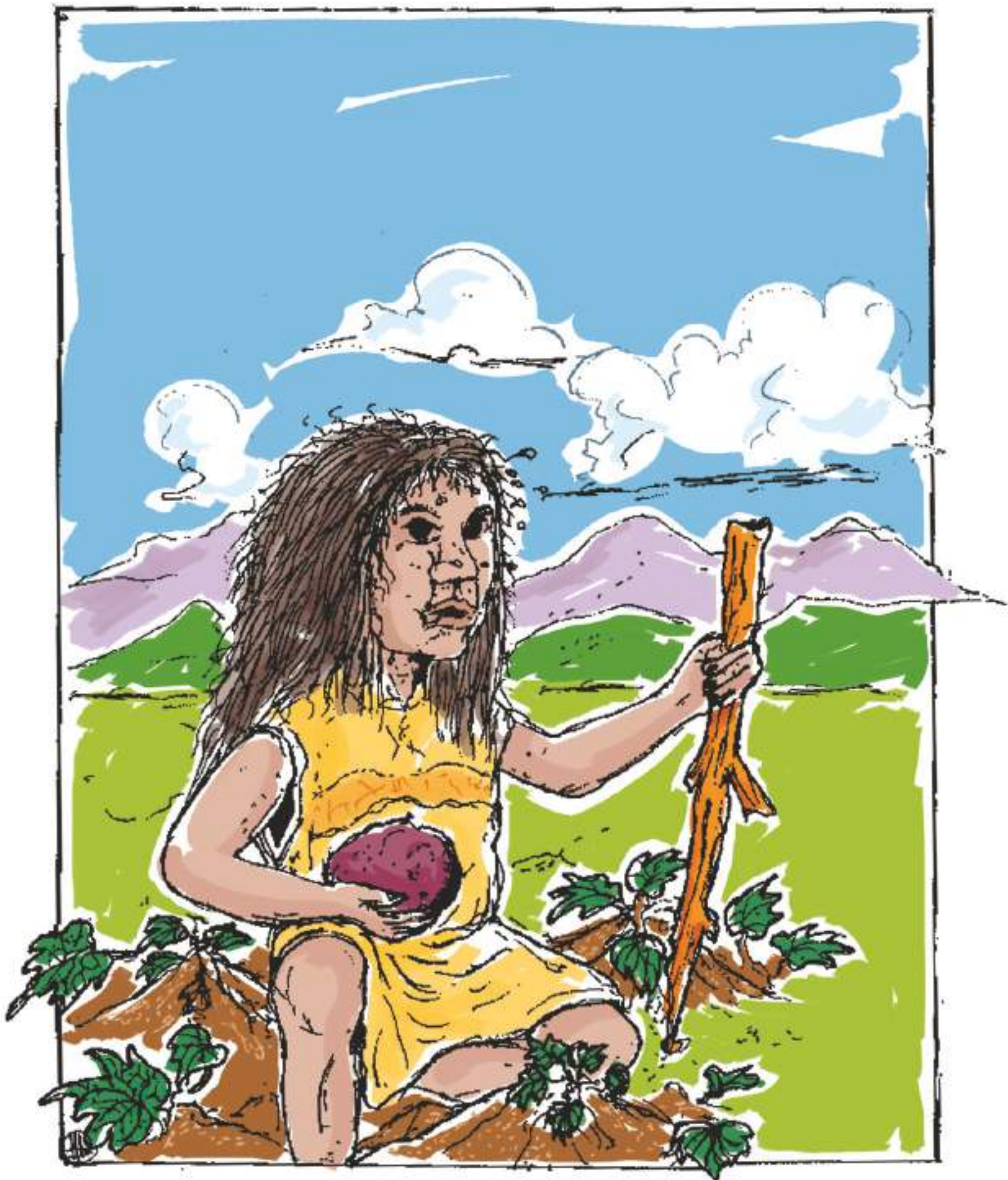
Next Week



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On Sunday I'll sing the loudest song
in church.



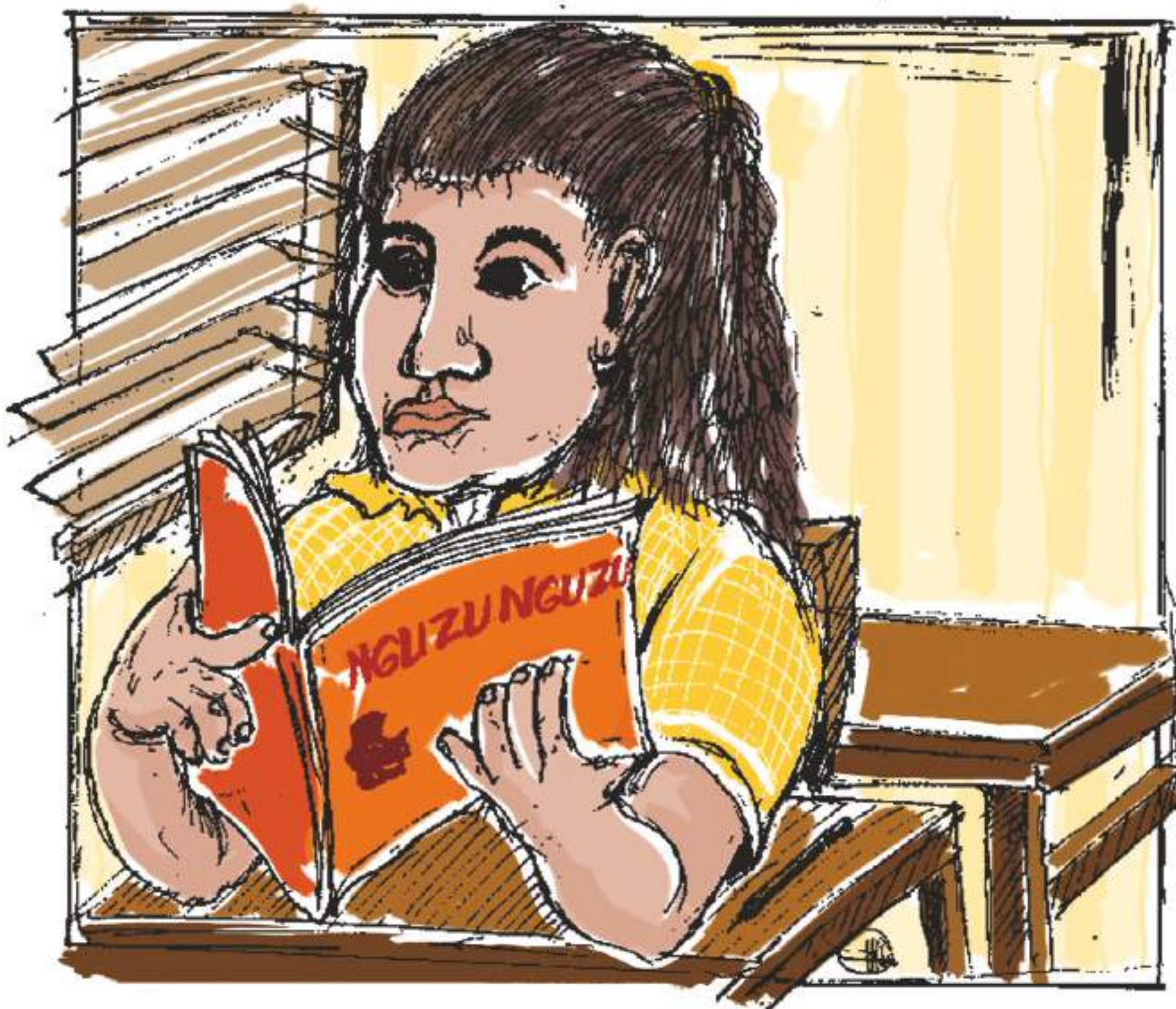
On Monday I'll dig the biggest kumara in the garden.



On Tuesday I'll catch the fattest fish
in the sea.



On Wednesday I'll weave the softest mat in the village.



On Thursday I'll read the hardest book in the school.



On Friday I'll cook the most delicious soup in the world.



On Saturday I'll rest.

Text:	<i>Next Week</i>
Level:	Year 2
Message:	Every day I can try to do my best
Discussion focus:	Trying our best in everything we do
Comprehension:	Matching details
Vocabulary focus:	Future actions, superlatives
Print focus:	Capital letters for days of the week; <i>I will = I'll</i>
Letters and sounds:	Days of the week spelling
Writing opportunity:	Guided writing: future plans

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 called Next Week. On the front we can see a girl and she tells us about all the things she will do next week. She wants to be the best in everything she does.</i> Now ask the learners <i>What kinds of things do you think she is a planning to do next week?</i> Take some discussion about al the things she could do <i>the best</i> next week. Do NOT tell the learners if they are right or not, just take suggestions.</p> <p>Open the book and look at the pictures. Tell what day of the week it is, and ask the learners to see what sort of actions and objects are linked to that day. On page 8, show that the girl is very tired so she rests.</p>	V/P	2.1.1.4 2.3.1.4 2.4.1.1
<p><u>Read the story: Listening and watching</u></p> <p>Read the story in clear English. Read the superlative word (<i>loudest, biggest, fattest, softest, hardest, most delicious</i>) strongly in each sentence.</p>	E	
<p><u>Review the story: Understanding the story</u></p> <p>Review the pages of the book. On each page, see if the learners can remember what the girl is planning to do on this day. See if the students can remember the objects words on each page (<i>kumara, fish, mat, book, soup</i>), the action verb used with each object (<i>she digs the kumara, she catches the fish</i>) and the superlative word (<i>biggest, fattest, softest, hardest, most delicious</i>). On page 8 ask the learners <i>Why does she think she will rest on Saturday?</i></p>	V/P + E	2.5.1.6 2.6.1.3 2.3.2.2
<p><u>Responding to the story: Talking by the students</u></p> <p>Talk about how the girl wanted to be the best in everything she did. Ask the learners <i>Is it good to try your best in everything you do?</i> Ask the learners to think of something they would like to be the best in (eg. reading, kicking a soccer ball, climbing a tree). Let the learners tell their answer to their partner first then choose some students to share their answers with the whole class.</p>	V/P + E	2.6.1.1 2.6.2.3
<p><u>Close Reading:</u></p> <p>Do a close reading of pp. 2, 3 & 4. Summarise: identify the pattern that is occurring on each page. Check that this occurs throughout the book (not on p. 8)</p>	E + V/P	2.6.1.5 2.4.2.8

Day 2 Shared reading: Revisiting the story 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.	V/P + E	2.3.2.2 2.5.1.4								
Comprehension: Matching actions to days On the board, write the days of the week. Next to each one, learners write what happened as a simple phrase, using the action and the place. Do the first one with the class: <table><tr><td>Sunday</td><td>sing in church</td></tr><tr><td>Monday</td><td>dig kumara in the garden</td></tr><tr><td>Tuesday</td><td></td></tr><tr><td>Wednesday</td><td></td></tr></table> Learners continue with their partner. Note: this is the summary of the action and the place so learners do not copy the whole sentence. When this is done, check the answers as a class. Then you can ask quick questions to check: What day will she dig kumara? What will she do on Friday? Where will she sing the loudest? Use these different types of questions with the class, then ask the learners to ask questions with their partners.	Sunday	sing in church	Monday	dig kumara in the garden	Tuesday		Wednesday		E + V/P	2.5.1.4 2.4.2.7 2.7.2.2
Sunday	sing in church									
Monday	dig kumara in the garden									
Tuesday										
Wednesday										

ACTIVITIES	LANG.	SYLLABUS
<p>Focus on Vocabulary: Superlatives</p> <p><i>Preparation:</i> Make word cards for these words loudest, biggest, fattest, softest, hardest, most delicious</p> <p>Show the word cards to the learners. Start by covering up the end letters in the word, so the learners can just see the first part of the word (<i>loud</i>, <i>big</i>, <i>fat</i>, <i>soft</i>, <i>hard</i>). Show this part of the word to the learners, show them how to read this and make sure the understand the meaning of this word, then show them the whole word.</p> <p>Now say <i>These words are describing words. We use these words for things that are “number 1”. If I am talking about animals, I can say “Whales are the biggest animals in the world”.</i></p> <p>Now stick up the word card for biggest on the board. Write: <i>The</i>, then stick up the <i>biggest</i> word card next to it, so the phrase will begin with <i>The biggest</i>_____. Ask the learners to think about some things (an object, animal, person or plant) that we can say is <i>the biggest</i>. Let the students share. Choose one learner’s idea and write it in the phrase (eg, <i>The biggest house</i>). Choose some more learners’ ideas and write the object in the space, then read it together with the students.</p> <p>Repeat this with the other word cards to make different phrases (eg. the fattest pig, the softest hair, the hardest lesson).</p> <p>Use the cards to talk about objects and people, using superlatives.</p> <p>Note that some things cannot use <i>-est</i> and instead we use <i>most</i> as in <i>most delicious</i>. This is unusual so just concentrate on the <i>-est</i> forms for now.</p>	E + V/P	2.4.2.5 2.4.2.6

<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	2.6.1.9
<p>Focus on vocabulary: future actions + print: <i>I will = I’ll</i></p> <p>Open at one of the pages and look at the construction <i>I’ll</i>. Repeat the sentence with the words <i>I will</i> to show that these are the words that can fit in the sentence. Explain that this is how we talk about what we will do in the future. Give some examples: <i>I will go home later; I will come to school tomorrow</i>. Ask the learners to make some sentences about future actions: use <i>I will</i>.</p> <p>Notice we say <i>When?</i> at the beginning or the end of the sentence. In the book, the <i>When?</i> is at the front of the sentence (<i>On Monday</i> etc), but we can say it at the end: try doing this with some sentences in the book.</p> <p>Write on the board:</p> <p><i>I will = I’ll</i></p> <p>Explain that the ‘ is in place of <i>wi</i> .</p> <p>We can do the same with other words:</p> <p><i>you will = you’ll</i></p> <p><i>we will = we’ll</i></p> <p><i>they will = they’ll</i></p> <p>Use these to say some sentences and ask the learners to repeat with the contraction:</p> <p><i>Tomorrow we will study mathematics</i></p> <p><i>Next week, they will go to Honiara</i></p> <p><i>Next year, you will be in Year 3</i></p> <p>Let learners make some sentences in their books. Check that they have the correct contraction and use a future time.</p>	E + V/P	2.4.2.6 2.4.2.2 2.4.2.1
<p>Focus on letters and sounds: Days of the week + print: capital letters for days</p> <p><i>Preparation:</i> write the days of the week on cards</p> <p>Shuffle the cards and give them out to 7 different learners. Ask those learners to suggest an action, using the day and the words <i>I’ll</i>. Give the cards out a few times to different learners to repeat this.</p> <p>Now ask the learners to tell what order the cards go, from Sunday to Saturday. Look at the spelling: <i>What is the same in every word (day). Which days have the same beginning? (Saturday, Sunday; Thursday, Tuesday)</i> Focus on the spelling of these words and look at how they are different.</p> <p>Focus on <i>Wednesday</i>: show the <i>d</i> that we don’t hear, but have to write.</p> <p>Ask learners to look to see that each day of the week has a capital letter: this is because it is a name.</p> <p>Make 7 groups in the class. Give out a card to each group and let that group spend a few minutes looking at the word, saying it, spelling it out. When you say <i>Pass!</i> the groups pass on their card and do the same with the next card. This is a chance for the group to look carefully at the card and help each other to learn the spelling.</p> <p>Collect the cards and ask for groups to spell out various days: do this as a game to see if each group can spell out the days without looking.</p>	E + V/P	2.7.2.3 2.4.2.5 2.4.2.2

<p>Day 4</p> <p>Shared reading: Revisiting the story</p> <p>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.</p>	E	2.6.1.9
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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><tr><td><i>On Tuesday</i></td><td><i>I</i></td><td><i>'ll catch</i></td><td><i>the biggest fish in the sea</i></td><td><i>.</i></td></tr></table> <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 will this happen?</i>) Then choosing one learner to come up to the board, point to the words that tell us this (<i>On Tuesday</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 will this happen?</i></td><td><i>On Tuesday</i></td></tr><tr><td><i>Who will do it?</i></td><td><i>I</i></td></tr><tr><td><i>What will happen?</i></td><td><i>'ll catch</i></td></tr><tr><td><i>What will she catch?</i></td><td><i>the biggest fish in the sea</i></td></tr><tr><td><i>What goes at the end of the sentence?</i></td><td><i>.</i></td></tr></table> <p>Now take away the word card for <i>On Tuesday</i> from the sentence. Ask the learners to think of another time in the future. Take some ideas then write a new place in the space (eg. <i>On Thursday, Next year</i>) Now take away the card <i>'ll catch</i> and ask the learners to think of another verb group and write it in the space (eg. <i>'ll see; 'll eat</i>) Remember: it is about the fish. Do this multiple times with different words and phrases. Remember you will need to think of different words with your learners:</p> <p><i>On Thursday I'll eat the biggest fish in the sea.</i></p>	<i>On Tuesday</i>	<i>I</i>	<i>'ll catch</i>	<i>the biggest fish in the sea</i>	<i>.</i>	<i>When will this happen?</i>	<i>On Tuesday</i>	<i>Who will do it?</i>	<i>I</i>	<i>What will happen?</i>	<i>'ll catch</i>	<i>What will she catch?</i>	<i>the biggest fish in the sea</i>	<i>What goes at the end of the sentence?</i>	<i>.</i>	<p>E + V/P</p>	<p>2.4.2.8 2.7.2.2</p>
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<i>What goes at the end of the sentence?</i>	<i>.</i>																

<p>Day 5 <u>Independent Reading</u> 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																								
<p><u>Guided Writing: future actions</u> In this book, the girl gives a list of actions for the future week. <i>What will you plan for the week? It does not have to have the biggest etc, just things you will do.</i> Direct learners to write the days of the week and to talk to a partner about the actions they could take. It could be true actions or made up...maybe they will catch the biggest giant in the world or fly to the highest tree on the island. Either true or fantasy is OK. Use a table like this for them to talk and then draw a small picture of the action:</p> <table><tr><th>Day</th><th>Activity</th><th>Sentence</th></tr><tr><td>Sunday</td><td></td><td></td></tr><tr><td>Monday</td><td></td><td></td></tr><tr><td>Tuesday</td><td></td><td></td></tr><tr><td>Wednesday</td><td></td><td></td></tr><tr><td>Thursday</td><td></td><td></td></tr><tr><td>Friday</td><td></td><td></td></tr><tr><td>Saturday</td><td></td><td></td></tr></table> <p>Ask the learners to talk with their partners to plan the writing and then write it up. Help them with vocabulary, but encourage them to use the words from the activities and the book where they can. When they are finished, learners can share these with the class.</p>	Day	Activity	Sentence	Sunday			Monday			Tuesday			Wednesday			Thursday			Friday			Saturday			<p>E + V/P</p>	<p>2.3.1.1 2.3.1.2 2.7.2.5 2.7.2.8 2.7.2.1</p>
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