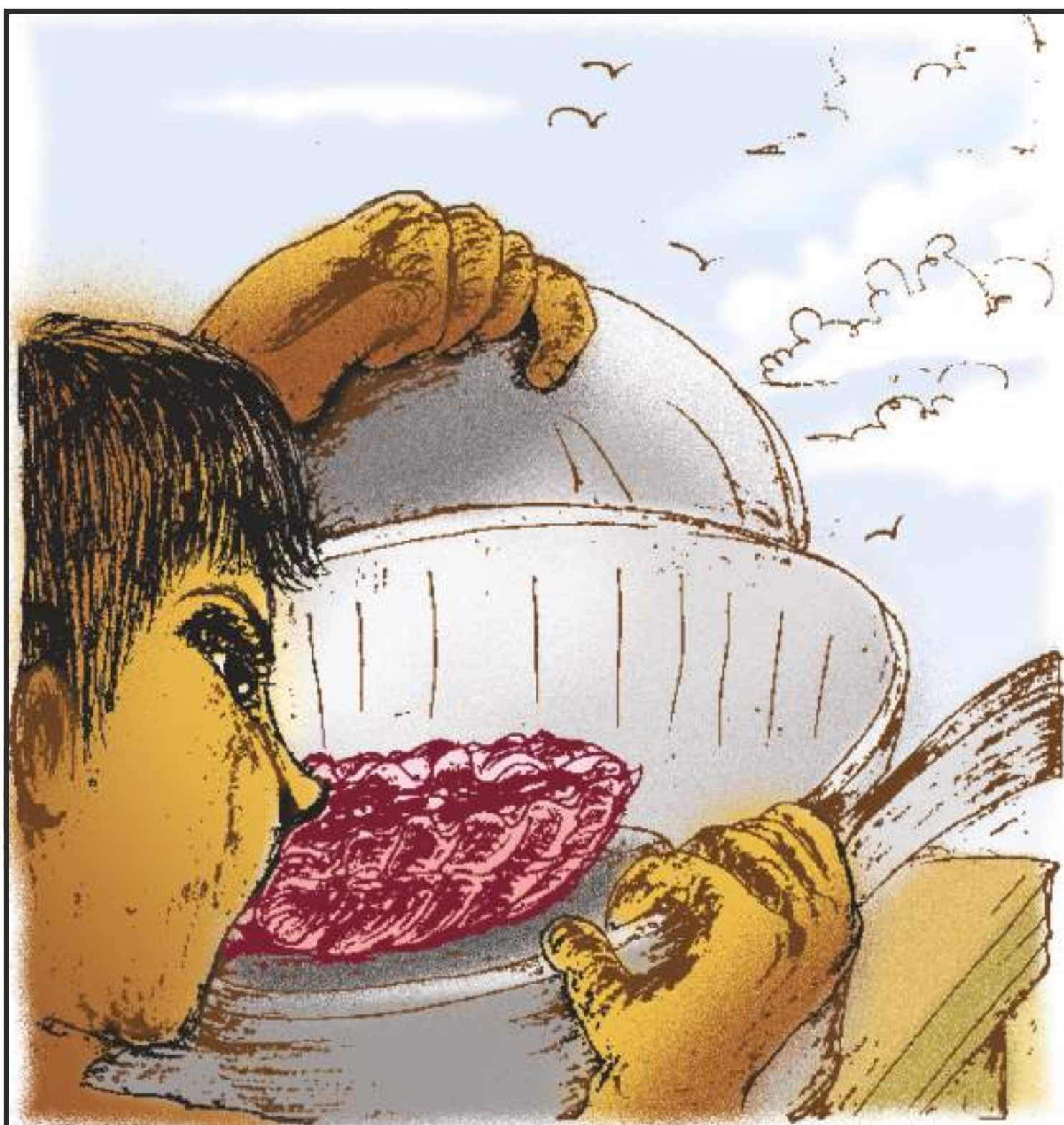


# The Clam Shell



By Jacob Zikuli  
Pictures by Francis Rohoia

Nguzu Nguzu Reading Books

Original edition 1995

Second edition 2015

Third edition 2017

Review and re-development project

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Book Code: Y3001T

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Development 2015

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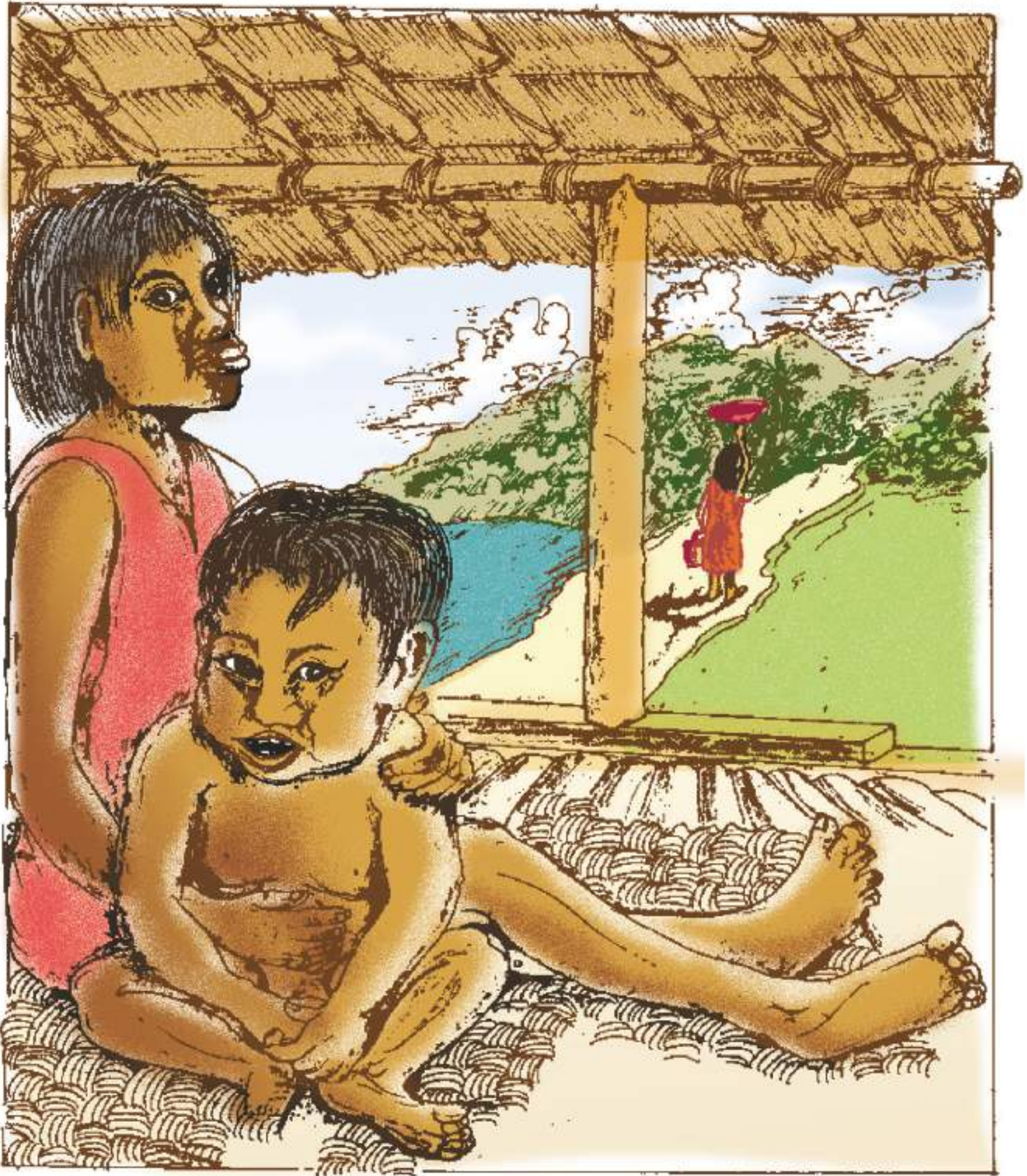


# The Clam Shell



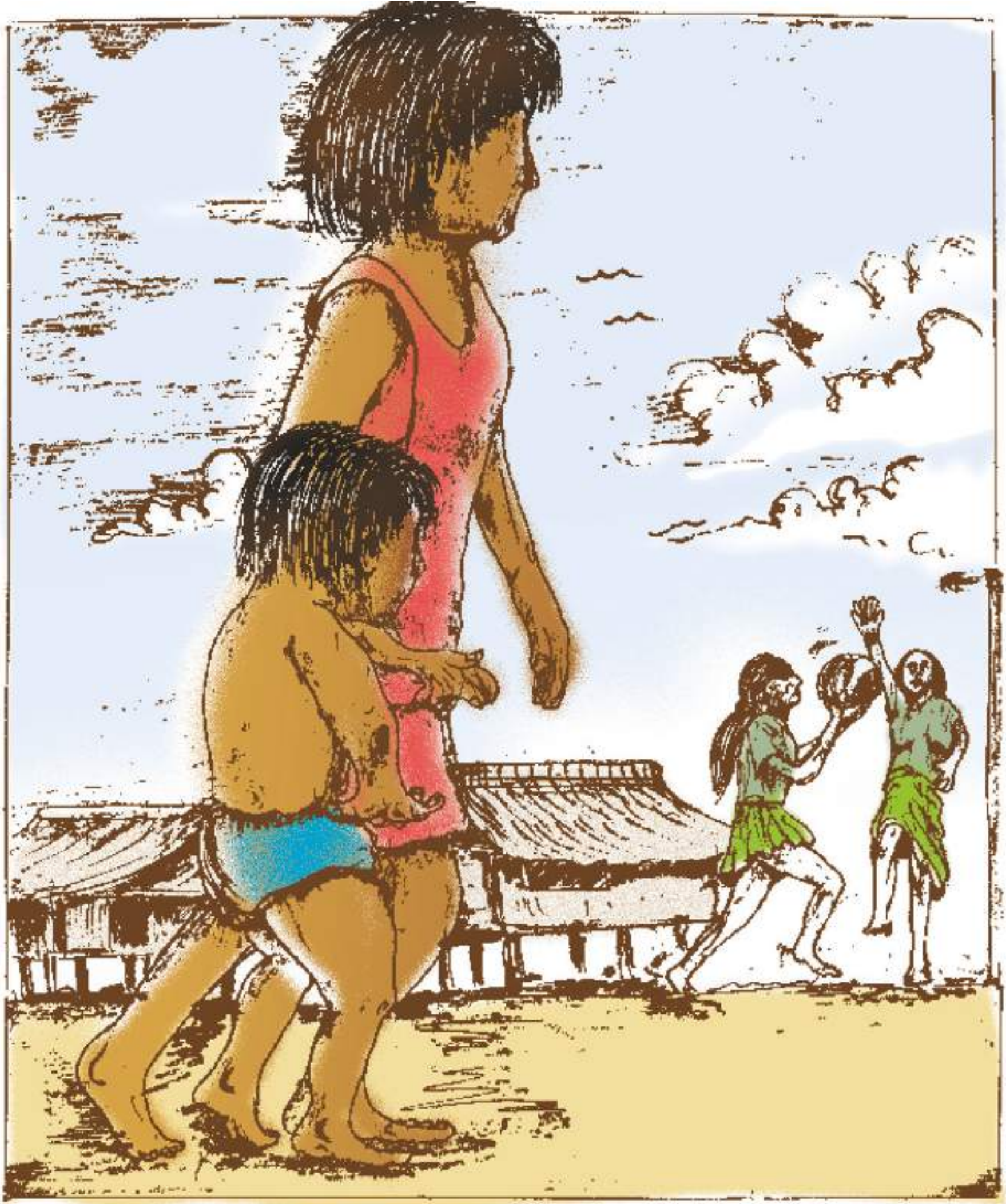
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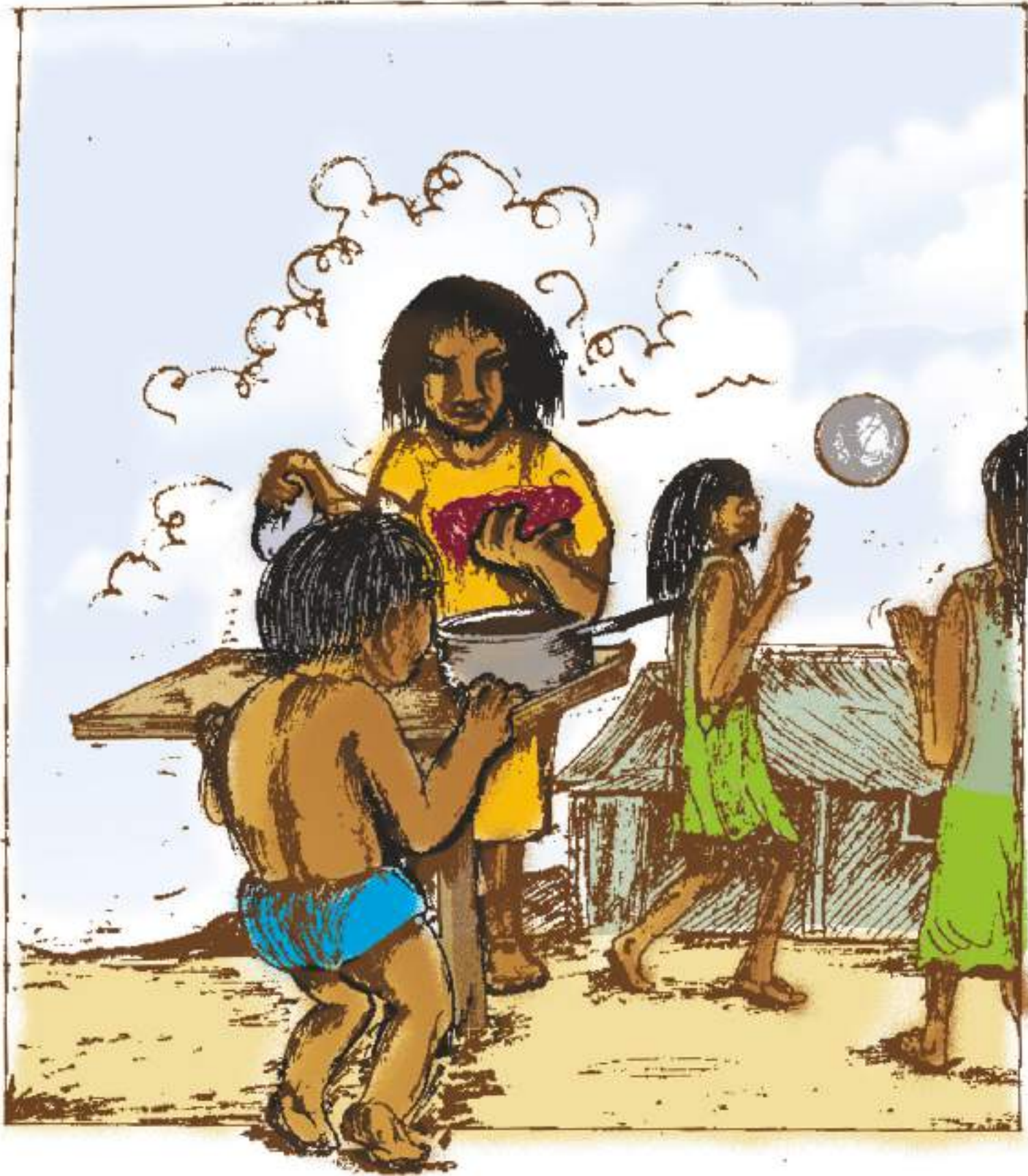
When I was a small boy of about three years of age, my mother told my sister to look after me while she went to the river to wash some clothes.





My sister was a few years older than me and she took me outside so that she could play with her friends.

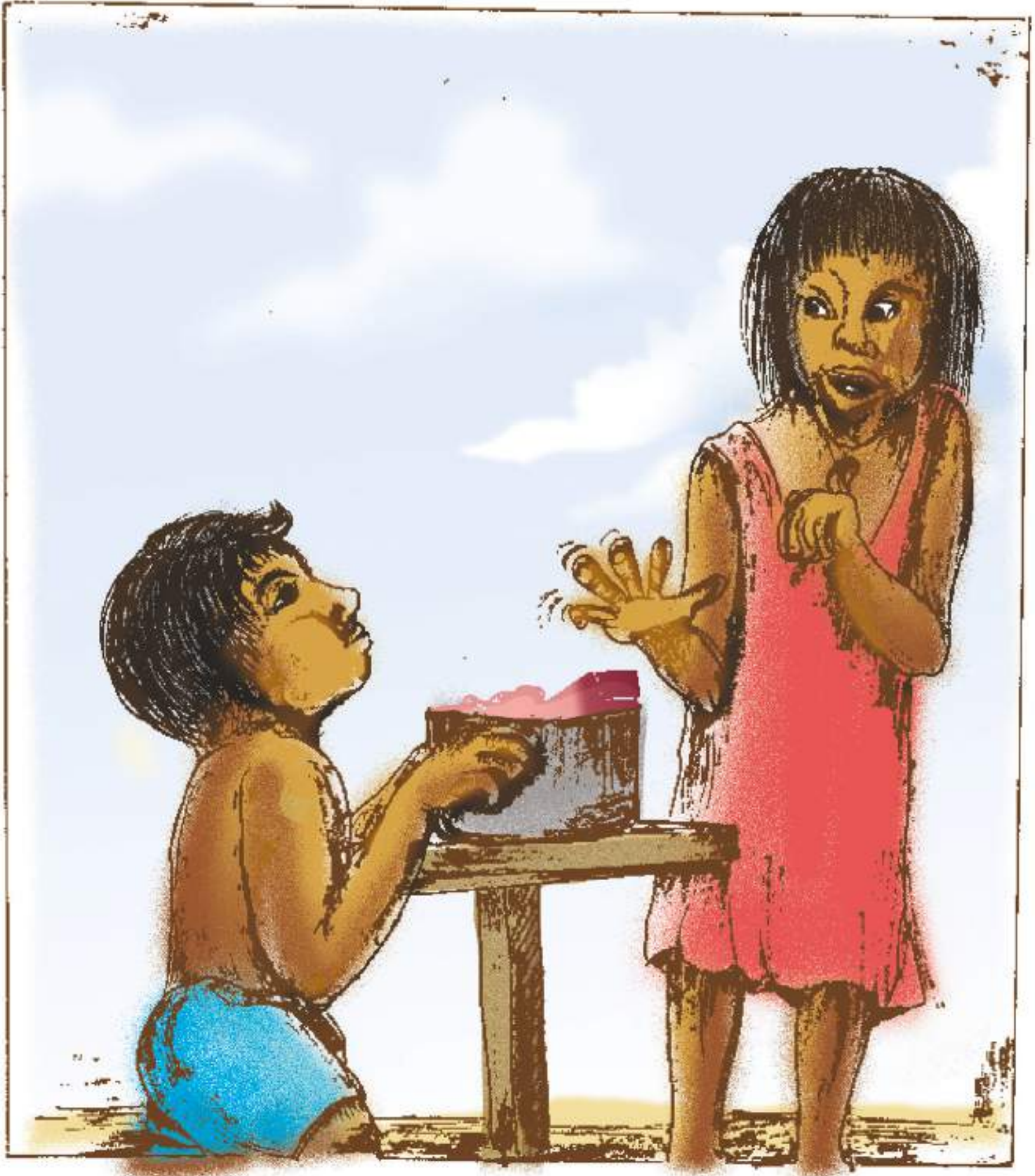




One of my sister's friends was carrying something in her hand and I wanted to see what it was.

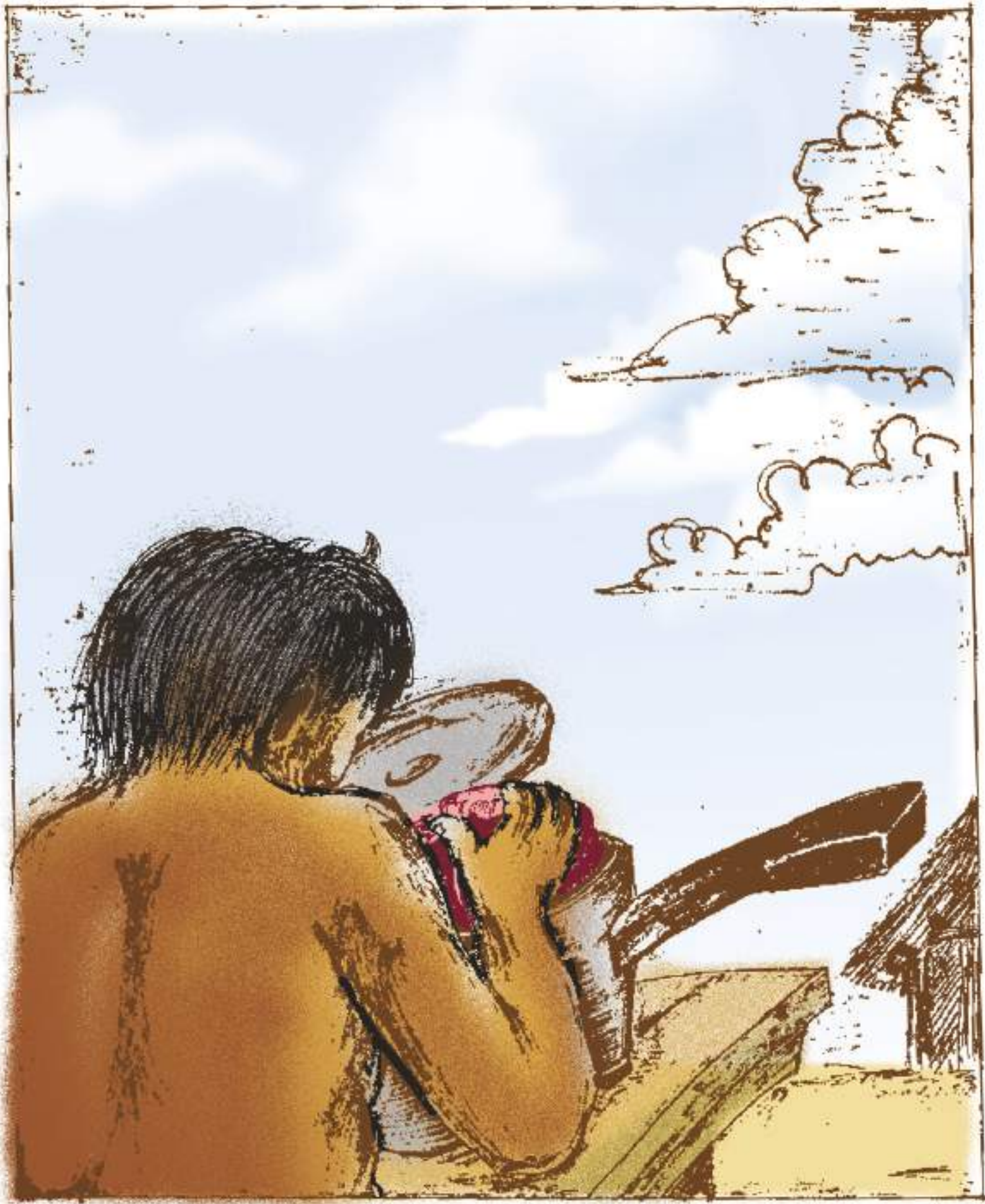
The girl put the strange thing in a pot and started playing a game with my sister.





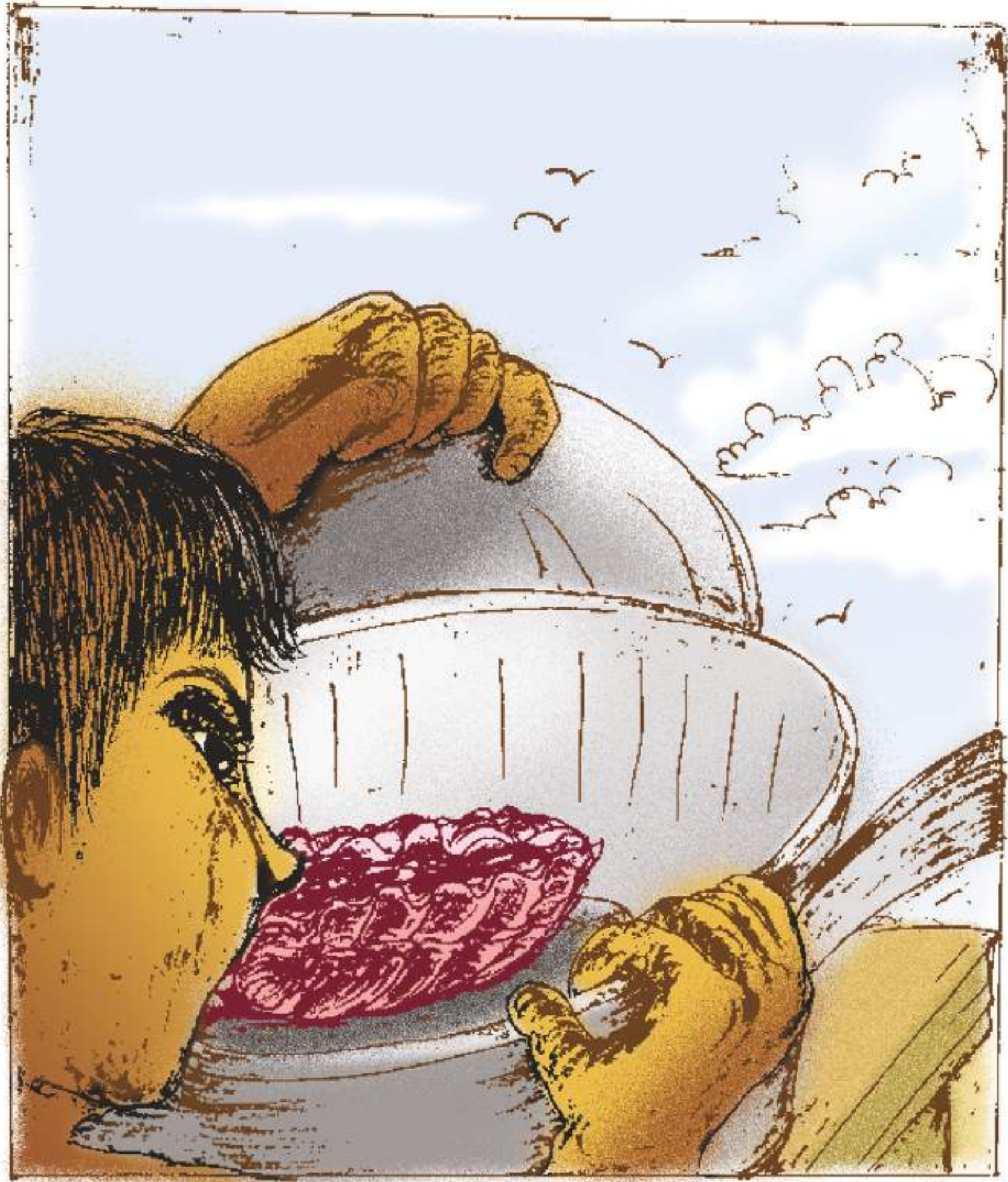
My sister told me not to touch the thing in the pot. She told me it would bite me if I did, but I didn't listen.





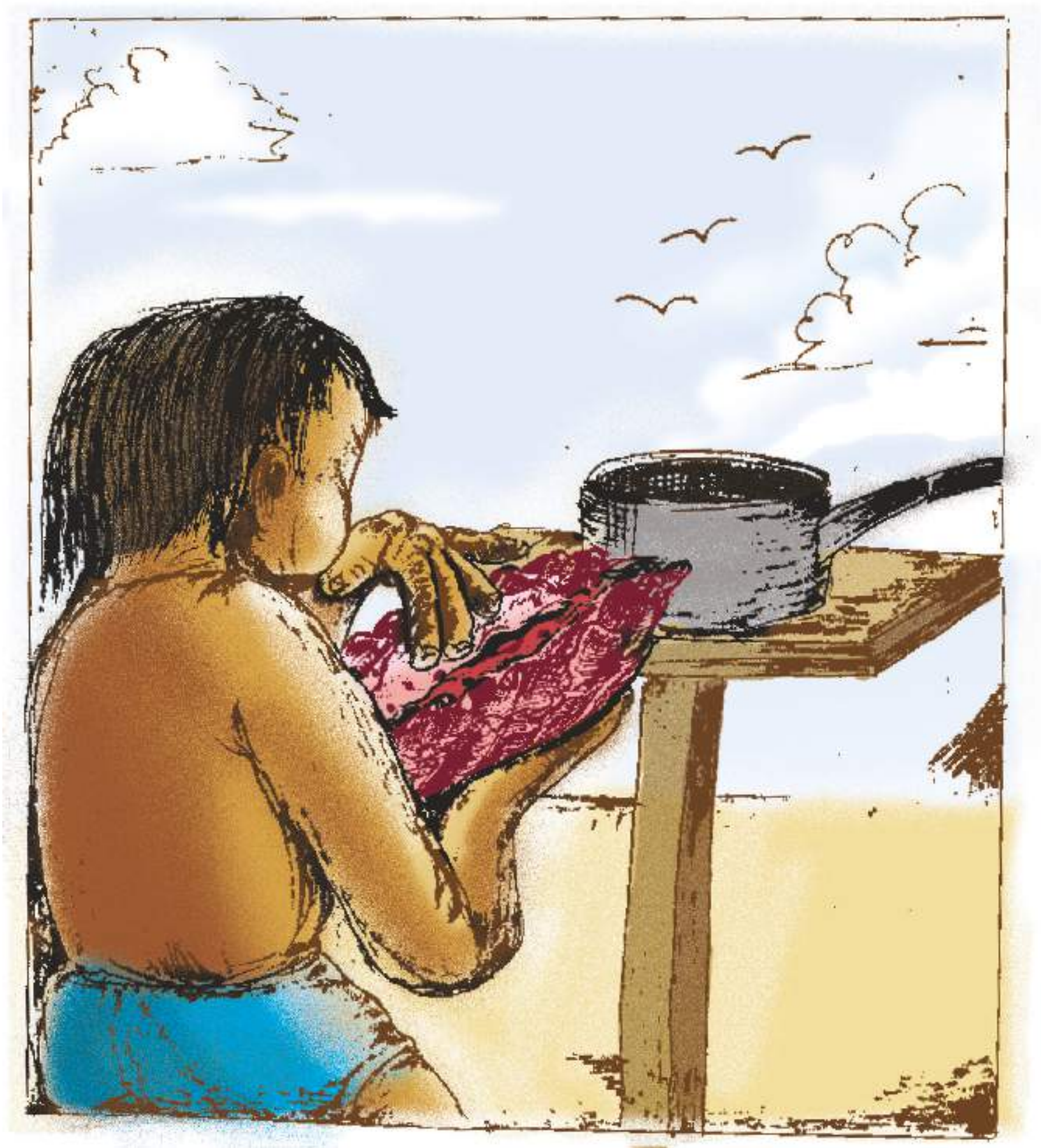
While the girls were playing, I crawled closer to the pot. I shook the pot and heard something hard rattling inside. I lifted the lid and peeped inside.





All I could see was a big stone.







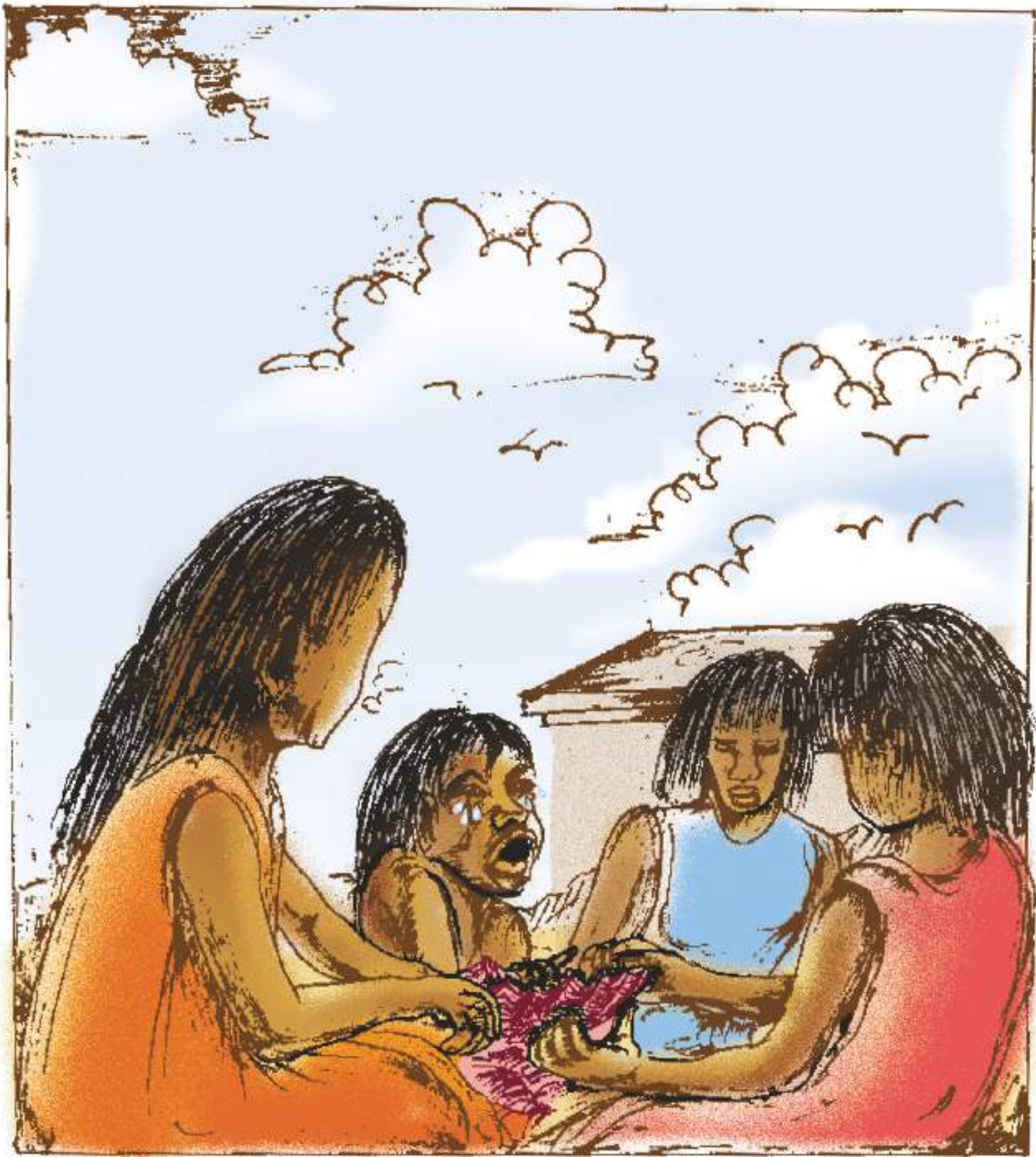
When I picked up the stone, I found that it wasn't a stone at all, but a clam shell.

I looked at the lovely patterns on the shell, and then began to stroke the lovely soft skin at the edge.

Suddenly the clam shell closed its mouth and trapped my fingers.

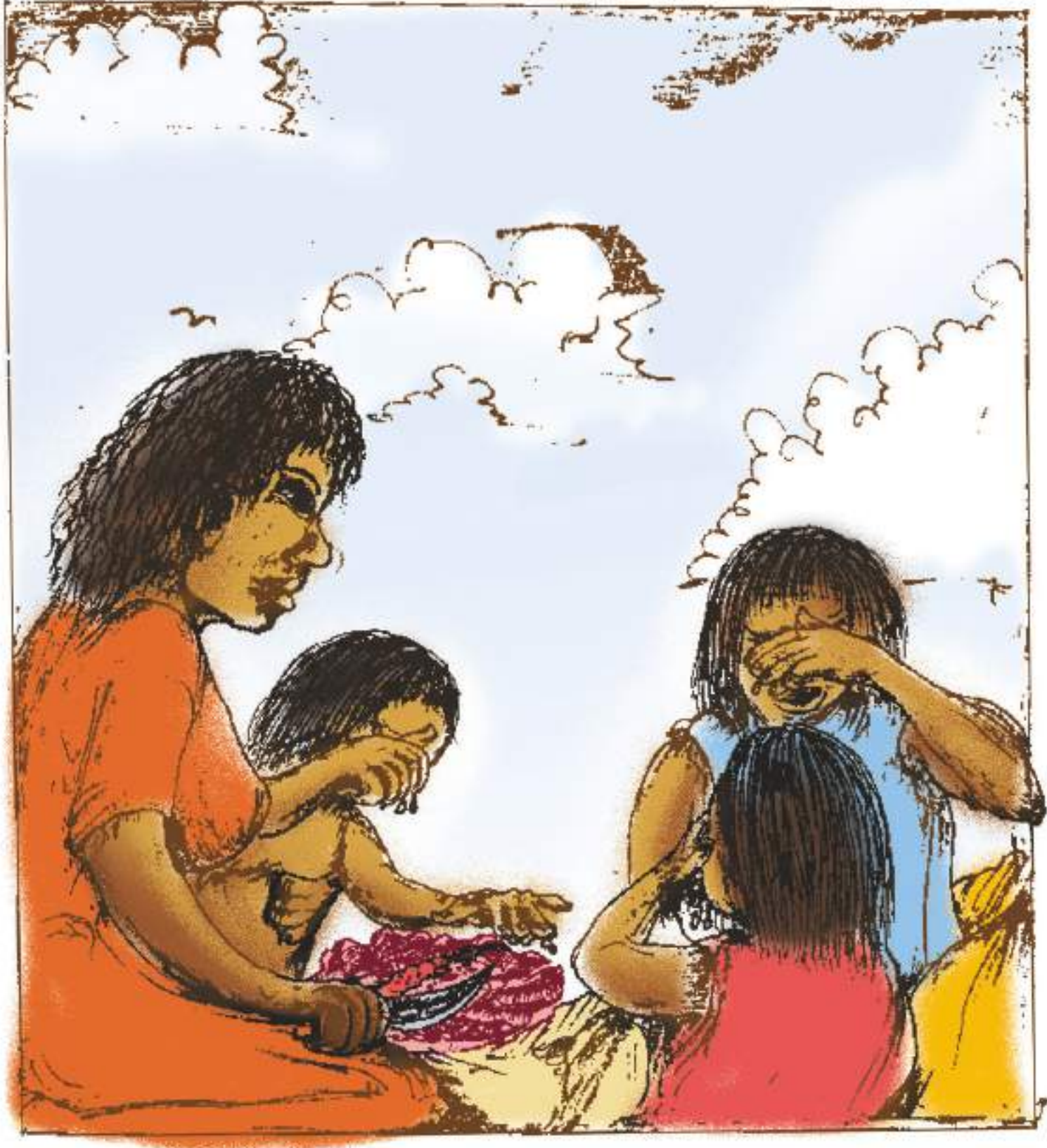
"Wah!" I cried and my sister rushed over to see what was wrong.





My sister and her friends tried to pull the clam shell off. They pulled harder and harder, the shell gripped tighter and tighter and I cried louder and louder.



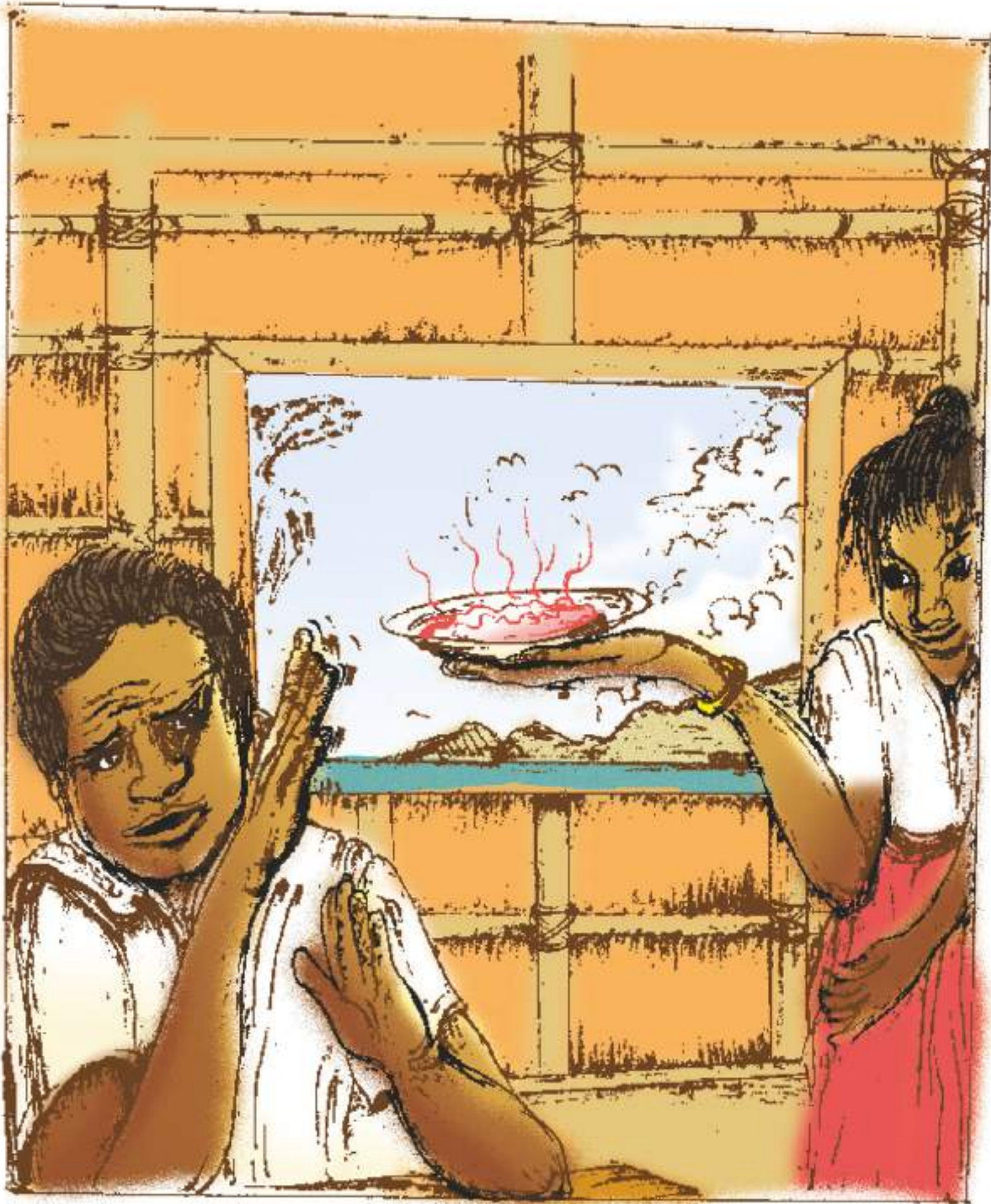


When my mother came back from the river I was crying, my sister was crying and so were all her friends.

My mother quickly got a knife and cut open the shell.

I was free at last.





Now I am an adult, but I remember that terrible day with the clam shell. If anyone ever gives me clams to eat I always say, "No thank you."







Text:	<i>The Clam Shell</i>
Level:	Year 3
Message:	Do as you are told
Discussion focus:	Things we need to take care with around the home
Comprehension:	Summarising the text/finding the same meaning
Vocabulary focus:	Adjectives
Text Structure:	Parts of a narrative story – orientation, complication, resolution
Letters and sounds:	Words ending in <i>er</i>
Writing opportunity:	Recounting a story based on a similar personal experience.

ACTIVITIES	LANG.	SYLLABUS
<p>Day 1:</p> <p><u>Modelled Reading</u></p> <p>Set the context: Talking with Learners</p> <p>Explain to the learners: <i>This story is called The Clam Shell and it is about what happens if you do something you are told not to do.</i> Ask if the learners know anything about clamshells, or have seen or eaten one before. Ask: <i>what could be the problem with getting too close to a clamshell before it is cooked (it could close on your hand).</i></p> <p>Walk through the book, showing the pictures and asking the learners to identify what is happening, who is involved, what might happen next. Don't read the story, but let learners predict. Introduce any words you think are new in English.</p>	V/P	3.4.1.1 3.3.2.1
<p><u>Read the story: Listening and watching</u></p> <p>Read the story in clear, expressive English. Build up the suspense as the boy approaches the pot in pp. 6 – 8 and emphasise the emotion in when his fingers are trapped in pp. 10 – 11.</p>	E	
<p><u>Review the story: Understanding the story</u></p> <p>Go through each page again and ask learners to explain what is happening in each picture before you re-read the text. Make sure the learners understand that the story is about a man remembering something from when he was a small boy.</p>	V/P + E	3.4.2.3
<p><u>Responding to the story: Talking by the learners</u></p> <p>Ask the learners to remember a time when they someone didn't listen and then something bad happened. Discuss who did something bad, who warned them not to do it, and what happened after they did it.</p>	V/P + E	3.6.1.4 3.3.2.1
<p><u>Close Reading:</u></p> <p>Use close reading to look at pp. 2 and 3. Summarise: these pages are setting up the story. To this, each sentence can hold a lot of information.</p>	E	3.4.2.5 3.4.3.4
<p><u>Focus on words: regular verbs (past tense)</u></p> <p><i>Preparation:</i> Make flashcards for the words <u>picked</u> <u>looked</u> <u>closed</u> <u>trapped</u> <u>cried</u> <u>rushed</u>.</p> <p>Show the learners the first of the flash cards (<i>picked</i>). Ask what the word means. Make sure the learners understand that the -ed on the end of the word means that it happened in the past eg. <i>Last week I picked up the pencil.</i></p> <p>Look at each of the cards in turn and ask learners to provide the meaning of the word and suggest sentences. Make sure the learners all have a copy of the book. Learners work in pairs or small groups to find all the words ending in -ed (<i>wanted, started, crawled, lifted, peeped, pulled, gripped</i>) from the book and then put them in a different sentence to that in the book. Learners could also make sentences with other past tense verbs they know.</p>	E + V/P	3.4.3.5 3.4.3.2
<p>Day 2</p> <p><u>Shared Reading: Revising the book</u></p> <p>Ask the learners to again retell the story in their own words, by reference to the illustrations. Read the book together with learners contributing any regular verbs (ending in <i>ed</i>) identified from yesterday, in particular pp. 8 – 9.</p>	V/P + E	3.4.2.4
<p><u>Close Reading</u></p> <p>Use close reading to look at pp. 8 and 9. Summarise: These pages show the problem or complication section of the story.</p>	E	



ACTIVITIES		LANG.	SYLLABUS										
<p><u>Focus on Letters and Sounds: -er</u></p> <p>Turn to p. 10 of the book. Point to the word <i>Mother</i> and ask learners to repeat the pronunciation after you. Make sure the learners understand that the final sound in the word makes an <i>ah</i> sound, using the <i>-er</i> letter pattern. Point to the word <i>sister</i> and ask learners to repeat after you.</p> <p>Point to the word <i>her</i> and explain that this is an exception (as it makes an <i>-er</i> sound).</p> <p>Write the words <i>mother</i> and <i>sister</i> on the board. Ask the learners what other family words end in <i>er</i> (<i>brother, father, grandmother</i>) and add them to the list. Explain that <i>er</i> words are often used for people (e.g. <i>teacher, police officer, truck driver, gardener, farmer</i>), and add these to the board as new words are contributed by learners.</p> <p>Hand out pieces of paper. Learners select words, write them at the bottom of their paper and draw pictures to represent their words. Learners can also write short sentences underneath their picture to explain what the occupation does, e.g. <i>The truck driver drives a truck. The farmer plants potatoes.</i> When they have finished collect the papers and staple them together to make a small book.</p>		E + V/P	3.4.3.1 3.4.3.2										
<p>Day 3</p> <p><u>Shared Reading: Revising the book</u></p> <p>Read the book together, selecting learners to contribute the second sentence of every second page. Make sure all learners can see a small copy.</p>		E	3.4.2.4										
<p><u>Focus on Vocabulary: Description of a clam shell</u></p> <p><i>Preparation:</i> Bring in a selection of shells or other items of different shapes, sizes, colours and textures. Turn to p. 8. Read the description of the clam shell. Ask: <i>What words are being used to describe the shell?</i> (<i>lovely, soft</i>). Write the following sentence on the board: <i>I look at the lovely patterns on the shell.</i> Ask: <i>What other descriptions could we use here?</i> Write other descriptive words under the word <i>lovely</i> (eg. <i>red, red and pink, smooth, pretty, beautiful, ugly, round, flat</i>). Ask: <i>He is looking at the clamshell, what else is he doing?</i> (<i>touching it</i>). Write the word <i>touch</i> above the words <i>look at</i>. Ask: <i>What descriptive words can we add for how it feels if we touch it?</i> (eg. <i>soft, hard, smooth, rough, bumpy</i>).</p> <p>Distribute the selection of shells. Learners work in pairs or small groups to write sentences describing their shells (how they look, sound and feel) and then draw a picture to illustrate their shell. Learners can also present descriptions to the class.</p>		E + V/P	3.7.2.4 3.9.1.6 3.8.1.2										
<p>Day 4</p> <p><u>Shared Reading: Revising the book</u></p> <p>Make sure all learners can see a small copy. Ask for volunteers to read every second page to the class: you read the ones in between.</p>		E	3.4.2.4										
<p><u>Comprehension: Summarising the text/finding the same meaning</u></p> <p><i>Preparation:</i> Write the following sentences on cards. These sentences are similar to ones in the book but not exactly the same.</p> <table><tr><td><i>My sister used to look after me when I was a baby</i></td><td><i>My sister took me with her when she played with her friends</i></td></tr><tr><td><i>My sister's friend had a funny thing that she put into a saucepan.</i></td><td><i>I wanted to find out about the thing that made noise when I shook the saucepan.</i></td></tr><tr><td><i>I though the thing was a stone, but it was a clam shell</i></td><td><i>I thought it was beautiful</i></td></tr><tr><td><i>The clam closed and my hand would not come out.</i></td><td><i>No one was able to get my hand out and everyone was very upset.</i></td></tr><tr><td><i>My mother was able to use a knife to open the clam shell.</i></td><td><i>Now that I am an adult, I remember that day.</i></td></tr></table> <p>Display the cards with sentences, but NOT in the correct order. Put the cards along the board edge or on the floor. Give out the small copies of the book and ask learners to work with a partner to work through the book, deciding which page each sentence has been taken from. The important task for them is to see which words mean the same as the ones in the book eg. <i>pot</i> = <i>saucepan</i>, <i>I wanted to find out</i> = <i>I crawled closer</i></p> <p>As a class, discuss the order and which words tell us the same message (this is very important skill for learners!)</p> <p>Write the following headings on the board <i>orientation, complication, resolution</i>. Learners write the three headings in their exercise books and then write the sentences that match each part of the book. If they are very clever, they could write their <i>own</i> sentence, using different words to mean the same thing. Learners go through the book and write the page number from the events of the page under the appropriate heading. (Orientation pp. 1-8, complication page 9, resolution pp. 10 –12.).</p>		<i>My sister used to look after me when I was a baby</i>	<i>My sister took me with her when she played with her friends</i>	<i>My sister's friend had a funny thing that she put into a saucepan.</i>	<i>I wanted to find out about the thing that made noise when I shook the saucepan.</i>	<i>I though the thing was a stone, but it was a clam shell</i>	<i>I thought it was beautiful</i>	<i>The clam closed and my hand would not come out.</i>	<i>No one was able to get my hand out and everyone was very upset.</i>	<i>My mother was able to use a knife to open the clam shell.</i>	<i>Now that I am an adult, I remember that day.</i>	E + V/P	3.4.2.5 3.4.2.2
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<p>Day 5</p> <p><u>Independent Reading</u></p> <p>Learners read the book individually or with a partner</p>		E	3.4.2.4										



ACTIVITIES	LANG.	SYLLABUS
<p><b>Guided Writing: Recounting a personal experience.</b></p> <p><i>Preparation:</i> Draw a mind map of eight circles on the board. In the middle circle write <i>what happened</i>. In four circles on the left write <i>who, when, where</i>. In three circles on the right write <i>then..</i> and <i>then..</i> and <i>now..</i></p> <p>Tell the learners that today we are going to write our own story of an incident that happened to us when we were small. Ask the learners to draw a circle in the middle of a page of their exercise book and draw a picture showing the accident or incident. Explain that the event is not the whole story, it is only the middle piece of the story (the complication) in the same way as the event is in the middle of the book we have been reading this week. Learners take turns to ask the details of the event of a partner using the question words on the left and right of the event, each learner writing one or two key words in the circle as they answer to questions. You walk around and assist with spelling key words. After the learners have created key words for each of the boxes, help them to put the words from each box into sentences. Learners then present their stories to each other, in order from orientation through complication to resolution.</p> <p>As an additional activity, on another day learners could rewrite their story on a piece of A4 paper and add a picture. These stories could then be displayed around the room or made into a class book.</p>	<b>E + V/P</b>	3.7.1.1 3.7.1.3 3.7.2.4 3.9.1.1







