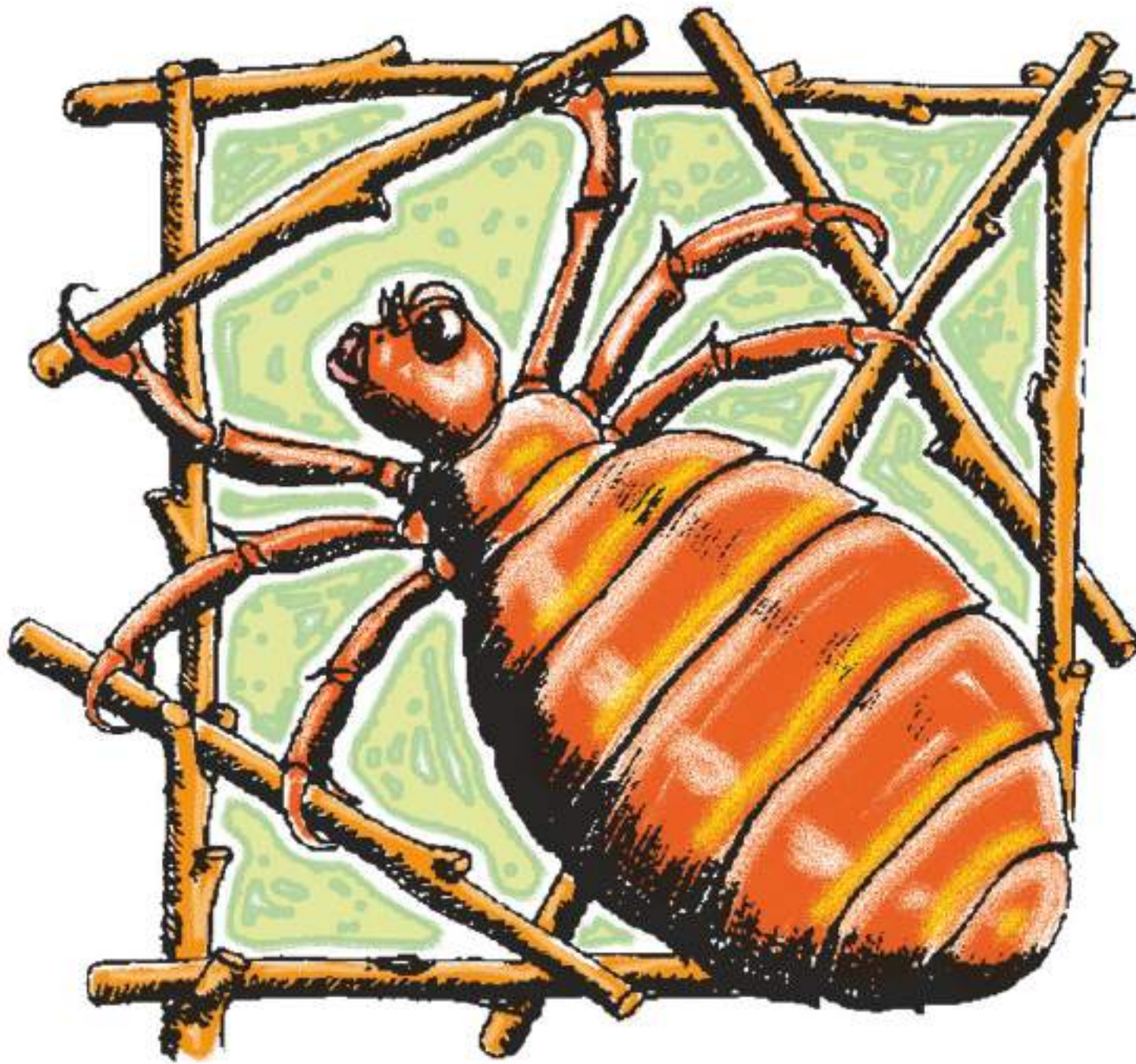


Zeep the Greedy Bedbug



By John Wesley Panga
Pictures by Charles Manata Sikihi

Nguzu Nguzu Reading Books

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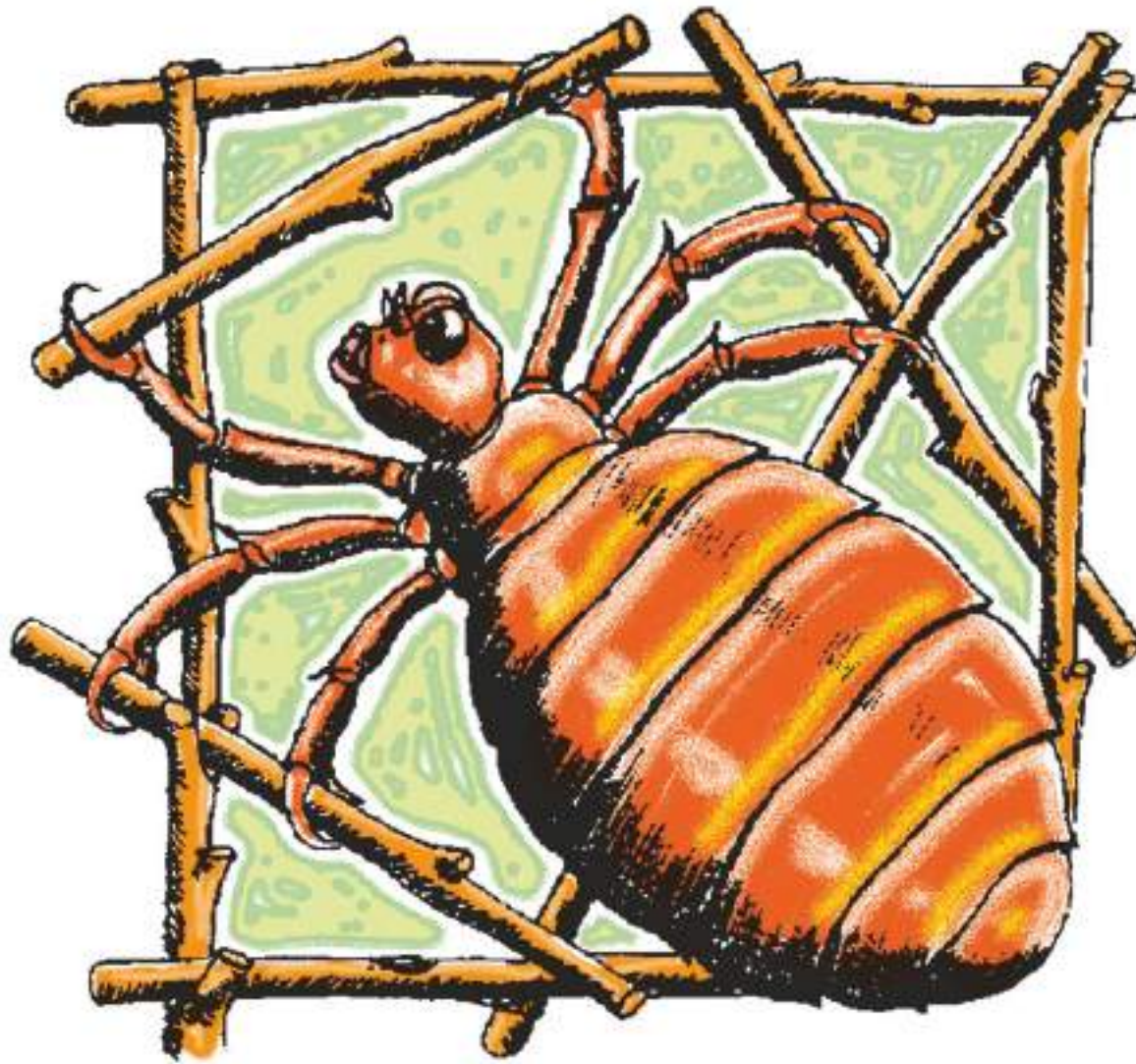
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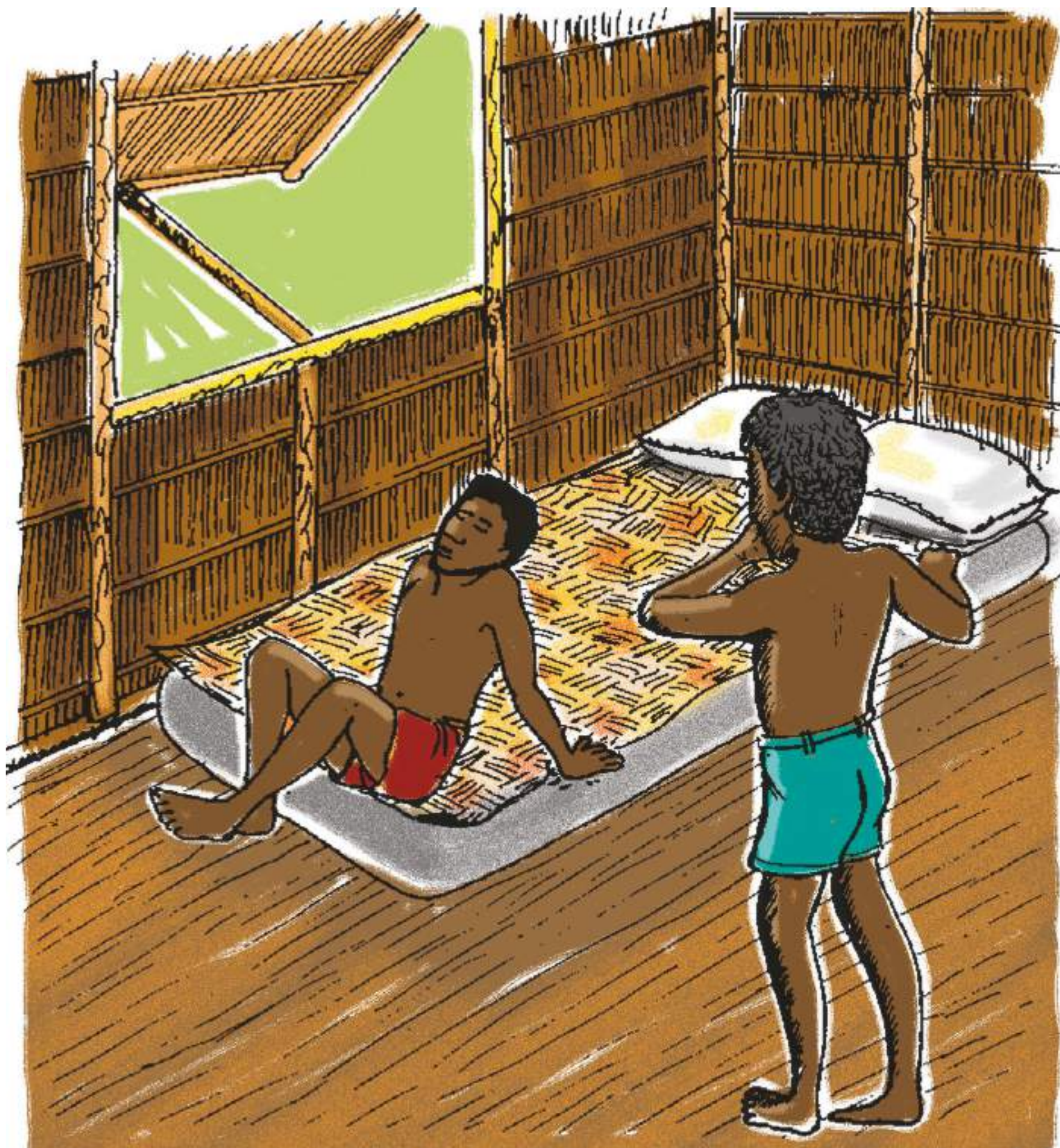
Zeep the Greedy Bedbug



By John Wesley Panga
Pictures by Charles Manata Sikihi



Zeep the baby bedbug lives in a little bed.



This bed belongs to Pore and Dau.



Zeep creeps and crawls and bites Pore.



She creeps and crawls and bites Dau.
Zeep has a wonderful meal.



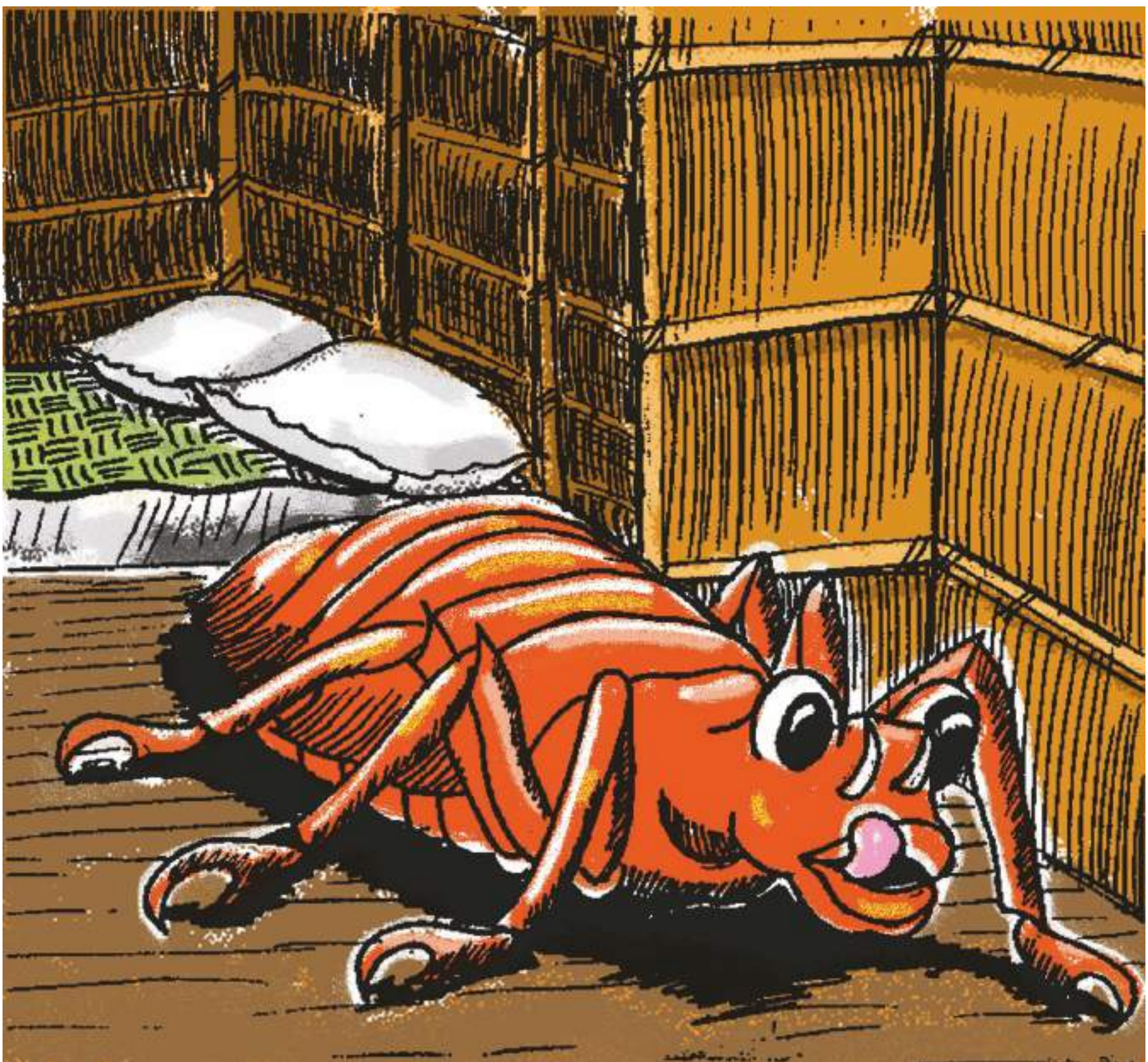
A few days later Zeep has become a bigger bedbug.



She moves to a bigger bed.



Zeep creeps and crawls and
bites Runi. She creeps and
crawls and bites Ture.



Zeep has a wonderful feast.



A week later Zeep is the biggest bedbug in the village.



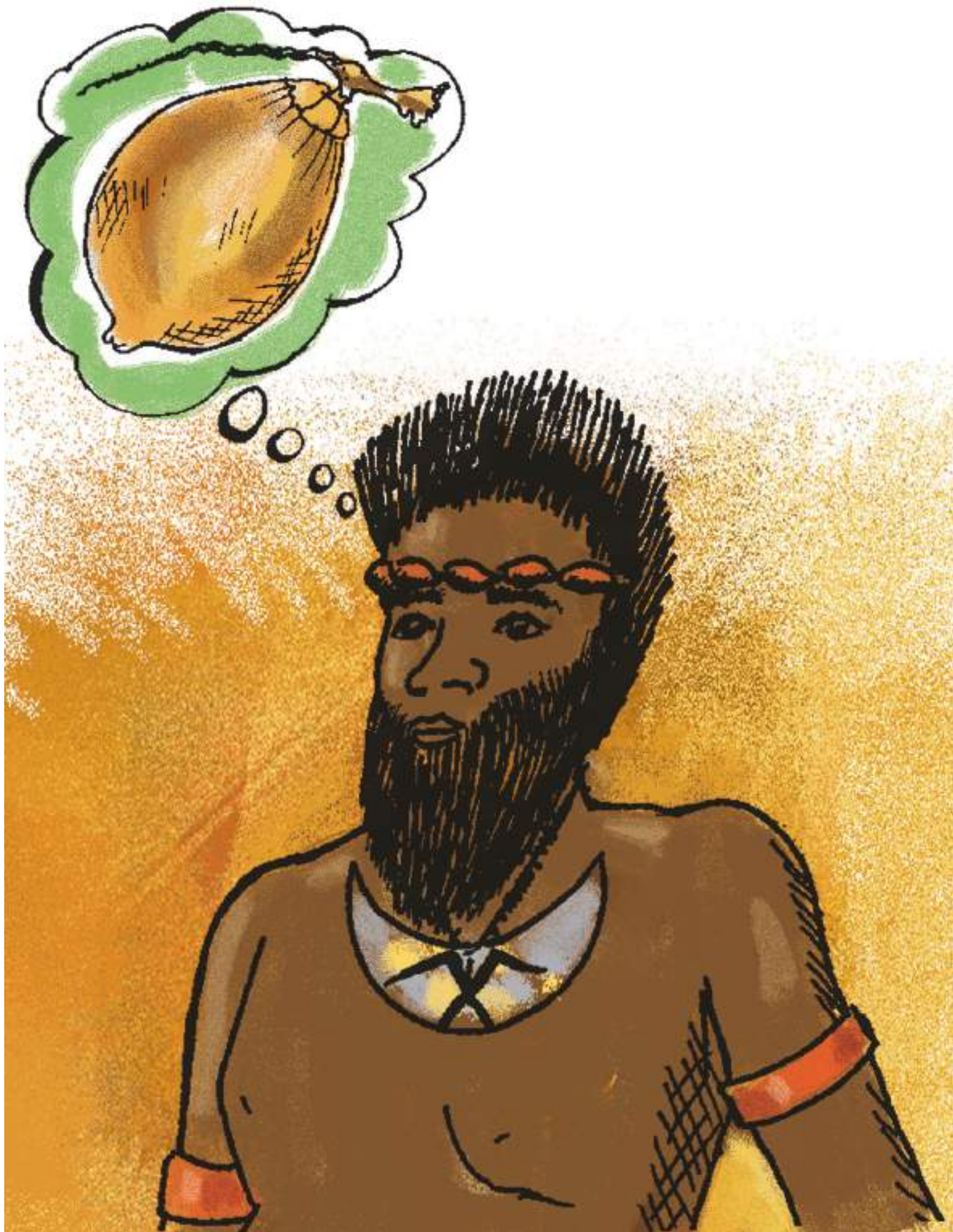
Zeep goes to the biggest bed
in the village.



The biggest bed in the village belongs to the chief and so does the biggest knife.



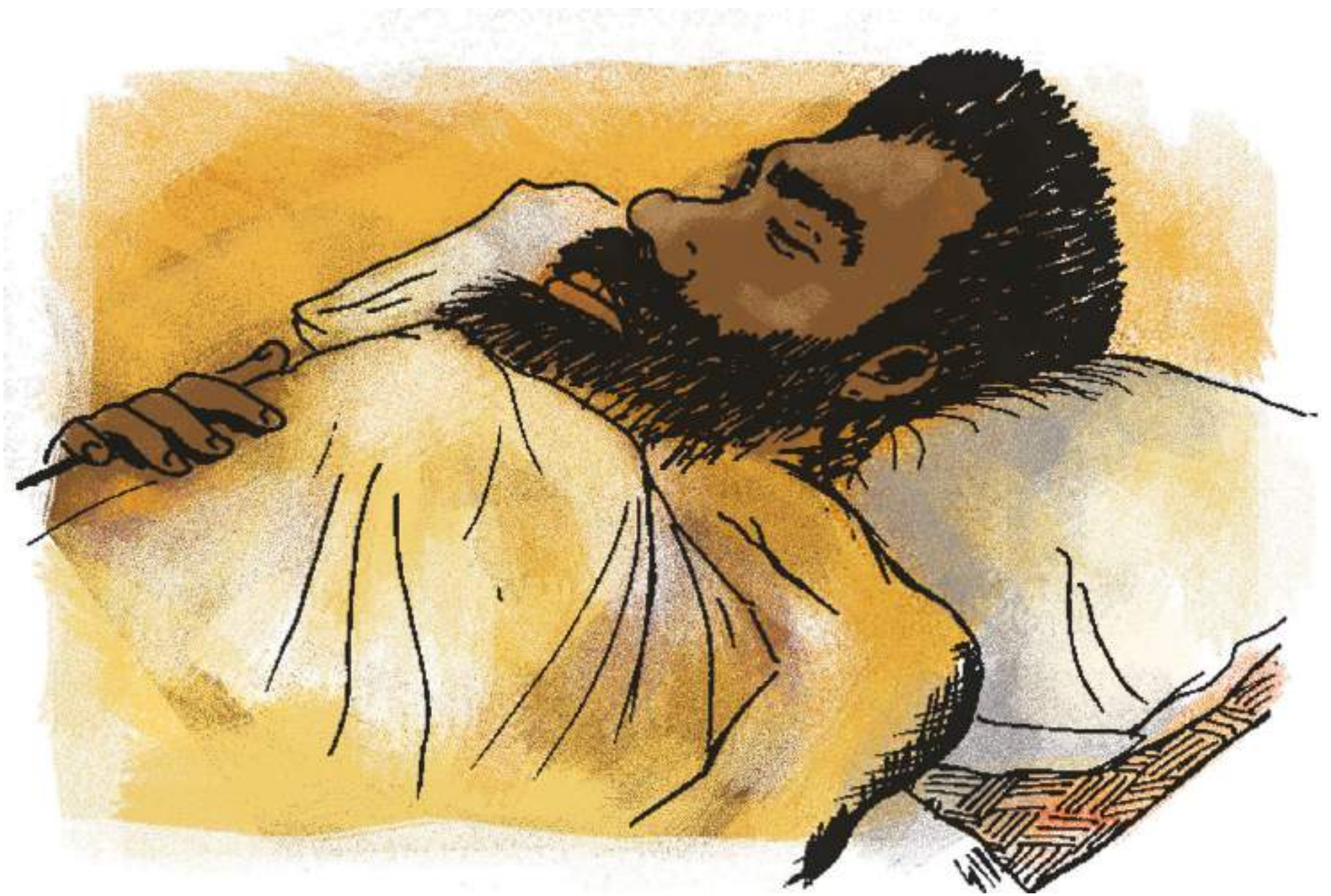
The chief sees a big lump in his bed.



He thinks someone has put a coconut there for him.



The chief creeps and crawls and
chops the big lump in the bed.



The chief has a wonderful sleep.

Text:	<i>Zeep the Greedy Bedbug</i>
Level:	Year 2
Message:	Being greedy can get you into trouble
Discussion focus:	Bedbugs and other pests
Comprehension:	Order of events; oral reading to enhance meaning
Vocabulary focus:	Comparative and superlative forms
Letters and sounds:	ee vs ea; cr-
Print focus:	Capital letters for names
Writing opportunity:	Making a warning poster

ACTIVITIES	LANG.	SYLLABUS																		
<p>Day 1</p> <p><u>Modeled Reading</u></p> <p>Set the context: Talking with learners</p> <p>Tell the learners <i>This story is called Zeep the Greedy Bedbug. We can see Zeep on the cover, but not what makes him greedy. What is it that bedbugs like to eat and that Zeep might be eating a lot of? See that learners understand that bedbugs like to live in beds so that they can eat blood form people in the beds (like mosquitoes). If the bedbug is greedy, what is it eating too much of? What happens to Zeep if he is greedy?</i> Talk about what happens to bedbugs in their community.</p> <p>Now open the book and look at the pictures. As you look through the pictures, help the learners to explain what is happening and compare it to any experience that they have had with bedbugs. If you know there are words that learners will have difficulty with, introduce them as you come to that page. Make sure the learners know the words in English.</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. Use pauses to build suspense from p. 13.</p>	E																			
<p><u>Review the story: Understanding the story</u></p> <p>Turn the pages of the book. On each page, ask the learners to tell you what happened. Ask the learners: <i>Why do you think that Zeep is moving beds?</i> Help them to see that he wants to eat more and more blood form bigger and bigger people!</p>	V/P + E	2.3.2.2 2.6.1.3 2.5.1.6																		
<p><u>Responding to the story: Talking by the learners</u></p> <p>Ask the learners: <i>Have you ever been too greedy and taken more than you should? Or had a family member do this?</i> eg. <i>eaten too much cake and feel sick</i>. Talk about what it means to be greedy (not thinking of others, being first and not letting others in). Think about what the author is telling us about being greedy: is it good or bad?</p>	V/P	2.6.1.1 2.6.2.3 2.1.1.4																		
<p><u>Focus on vocabulary: comparatives and superlatives</u></p> <p>Read pp. 6 – 7 again and emphasise the word <i>bigger</i>. Then read pp. 11 – 13 and emphasise the word <i>biggest</i>. Identify what was <i>bigger</i> and then <i>biggest</i> in this story (the beds).</p> <p>Review the idea of <i>bigger</i> and <i>biggest</i>. Choose three learners to stand at the front of the room, one small learner, one bigger and the biggest. Use the terms <i>big</i>, <i>bigger</i> and <i>biggest</i> to describe the learners to the class. Ask the learners if they know any other adjectives we could do this with? Eg. <i>small</i>, <i>smaller</i>, <i>smallest</i>. Learners to complete the table below:</p> <table><tr><td>big</td><td>bigger</td><td></td></tr><tr><td>loud</td><td></td><td>loudest</td></tr><tr><td></td><td>stronger</td><td>strongest</td></tr><tr><td>fast</td><td></td><td>fastest</td></tr><tr><td></td><td>slower</td><td>slowest</td></tr><tr><td>tall</td><td>taller</td><td></td></tr></table>	big	bigger		loud		loudest		stronger	strongest	fast		fastest		slower	slowest	tall	taller		E + V/P	2.4.2.2 2.4.2.5
big	bigger																			
loud		loudest																		
	stronger	strongest																		
fast		fastest																		
	slower	slowest																		
tall	taller																			
<p>Day 2</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask the learners to remember what happened in the story. See if the learners can remember what happened to Zeep. Turn the pages of the book and ask the learners to explain what happened to Zeep each time he bit more people. Ask learners to follow in the small books as you read.</p>	E	2.3.2.2 2.5.1.4																		
<p><u>Close Reading</u></p> <p>Do a close reading of pp. 2 – 4. Summarise: this part tells us about Zeep and what he does.</p>	E + V/P	2.6.1.5																		
<p><u>Comprehension: Order of events</u></p> <p>Write these events up on the board:</p> <table><tr><td><i>Zeep finds the biggest bed</i></td><td><i>Zeep bites Dau</i></td></tr><tr><td><i>Zeep bites Ture</i></td><td><i>Zeep bites Runi</i></td></tr><tr><td><i>The chief thinks Zeep is a coconut</i></td><td><i>The chief has a wonderful sleep</i></td></tr><tr><td><i>Zeep bites Pore</i></td><td><i>Zeep lives in a little bed</i></td></tr></table> <p>With a partner, the learners go through the small copies of the book and find the order that these events occur, discussing only. Then As a class check that the learners have done this correctly. Talk about why Zeep kept moving beds. Learners can then write the list in the correct order in their exercise books.</p>	<i>Zeep finds the biggest bed</i>	<i>Zeep bites Dau</i>	<i>Zeep bites Ture</i>	<i>Zeep bites Runi</i>	<i>The chief thinks Zeep is a coconut</i>	<i>The chief has a wonderful sleep</i>	<i>Zeep bites Pore</i>	<i>Zeep lives in a little bed</i>	E + V/P	2.5.1.4										
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ACTIVITIES	LANG.	SYLLABUS
<p>Focus on letters and sounds: ee vs ea</p> <p>Write the letters ee on the board. Tell the learners that this book has some words with ee, including <i>Zeep</i>. Ask them to find other words on the cover and inside the book with ee. (<i>greedy, creep, sleep</i>).</p> <p>Now write the letters ea on the board and identify this sound as the same as ee, just with a different spelling. Look for words that use ea (<i>meal, feast</i>). Look at the word <i>chief</i>: this uses ie for the same sound, but it is unusual: we are just going to look at ee and ea.</p> <p>Brainstorm words that have the ee/ea sound and help the learners to know which list the word belongs with. Make a class poster for ee and ea words.</p> <p>Write some sentences about Zeep using a mix of ee and ea words from the new list, eg.</p> <p style="padding-left: 40px;"><i>Zeep was a mean bedbug who liked to see a person and eat their blood! Can you see Zeep and feel his teeth?</i></p> <p>Try other topics to use these words: write some sentences in their exercise books.</p>	E + V/P	2.1.2.2 2.4.2.4
<p>Day 3</p> <p>Shared reading: Revisiting the story</p> <p>Today choose a learner to read first page of the story then you read the next page to the class. Repeat this pattern, a learner reading one page to the class then you read the next page.</p>	E	2.6.1.9
<p>Close reading</p> <p>Do a close reading of pp. 14 – 16. Summarise: notice the actions of the chief (<i>sees, thinks, creeps, crawls, chops</i>) and that some are the same as Zeep</p>	E	2.6.1.5
<p>Focus on Letters and Sounds: cr</p> <p>Turn to p. 4 and point to the word <i>creep</i>: Say <i>This word says creep. The first two letters in this word are c and r. The letter c makes the c sound and the letter r makes the rr sound. When these letters are next to each other we push these sounds together to make one new sound. Listen as I say the sound. (Now say cr). Listen for the cr sound as I say the word creep. It will be at the beginning of the word.</i></p> <p>Learners look through the books to find other cr words: <i>crawl</i>. Now think of other words that have cr at the beginning: <i>crocodile, cream, crack, crown, cross</i>, or in the middle: <i>across, concrete, craft</i></p> <p>Think of some sentences that use cr words: <i>I crept and crawled across the creek until I saw the crocodile!</i></p> <p>Draw four pictures on the board (a ball, a crab, a star and a crown) ask the learners to draw only the pictures that start with cr and then to draw two more pictures.</p>	E + V/P	2.1.2.2 2.4.2.4 2.7.2.9
<p>Focus on Print: capital letters for names</p> <p>Learners look at p. 8 and read the sentence. Ask learners which words have capital letters: <i>This, Runi, Ture, Pore, Dau</i>. Discuss why these words have capital letters: beginning of a sentence (<i>This</i>) and the others are for names. Look through the book and find where capitals for names have been used.</p> <p>Write these sentences on the board: do not write capital letters for the names.</p> <ul style="list-style-type: none"> - This bed belongs to pore and dau. - zeep creeps and crawls and bites runi. - A week later zeep is the biggest bedbug in the village. <p>Ask learners to come to the board and change the first letter of the names into capital letters.</p> <p>Now write a couple of sentences about the story in their exercise books that use the names of the characters, using capitals: encourage them not to copy, but make up sentences, eg. <i>This story is about Zeep who bites Runi.</i></p>	E + V/P	2.7.2.3
<p>Day 4</p> <p>Shared reading: Revisiting the story</p> <p>Today choose a group of learners to read first page of the story then you read the next page to the class. Repeat this pattern, a group reading one page to the class then you read the next page.</p>	E	2.6.1.9
<p>Acting out the story: oral reading to enhance meaning</p> <p>Review the book to locate the sentences that are the same in the story, eg. pp. 4, 9, 16: <i>Zeep creeps and crawls and bites _____/The chief creeps and crawls and chops the big lump in the bed</i>. Another example is on pp. 5, 8, 17: <i>Zeep has a wonderful _____/The chief has a wonderful _____</i>. Find all the examples of similar sentences (with slightly different words). Divide the class up into groups and give one group the similar sentences (one group takes the <i>creeps and crawls</i> sentences; another takes <i>has a wonderful_____</i> sentences); give other groups sentences to say that have connections in the book (see below for full script)</p> <p>Each group thinks about how to say the words, eg. <i>creeps and crawls</i> would be slow and <i>bites</i> would be quick. Let the groups rehearse their lines. Then perform the story, reading their own parts to give the meaning of the story. Groups could swap parts.</p> <p>This would be good to perform for another class or at an assembly.</p>	E + V/P	2.6.1.9 2.3.1.1

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>Zeep the baby bedbug</i></td><td><i>lives</i></td><td><i>in a little bed</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>Who is the story about?</i>) Then choosing one learner to come up to the board, point to the words that tell us this (<i>Zeep the baby bedbug</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>Who is this about?</i></td><td><i>Zeep the baby bedbug</i></td></tr><tr><td><i>What happened?</i></td><td><i>lives</i></td></tr><tr><td><i>Where is this happening?</i></td><td><i>in a little bed</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>Zeep the baby bedbug</i> from the sentence. Ask the learners to think of another animal instead of a bedbug. Take some ideas then write a new place in the space (<i>Chris the baby crocodile, Mary the baby monkey</i>). Now take away the phrase <i>in a little bed</i> and ask the learners to think of another place and write it in the space (eg. <i>in a wide river, up a tall tree</i>). Do this a few times with different locations and animals. Here is an example of an innovated sentence. Remember you will need to think of different words with your learners:</p> <p><i>Zeep the baby crocodile lives in a wide river.</i></p>	<i>Zeep the baby bedbug</i>	<i>lives</i>	<i>in a little bed</i>	<i>.</i>	<i>Who is this about?</i>	<i>Zeep the baby bedbug</i>	<i>What happened?</i>	<i>lives</i>	<i>Where is this happening?</i>	<i>in a little bed</i>	<i>What goes at the end of the sentence?</i>	<i>.</i>	<div>E + V/P</div>	<div>2.4.2.8 2.7.2.2</div>
<i>Zeep the baby bedbug</i>	<i>lives</i>	<i>in a little bed</i>	<i>.</i>											
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<i>Where is this happening?</i>	<i>in a little bed</i>													
<i>What goes at the end of the sentence?</i>	<i>.</i>													

<p><u>Independent Reading</u></p> <p>Day 5: 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</u></p> <p>Ask the learners to think about what would be on a poster to warn villagers about Zeep the Bedbug. Show the learners the picture of Zeep on p. 10. Ask the learners to describe what Zeep looks like (<i>has six legs, two eyes, big mouth, long tongue, 6 claws and an orange body</i>) write the learners ideas on the board. Then ask the learners: <i>How does Zeep move? (creeps and crawls.) Why do we need to warn the other villages? (because it will bite everyone and get bigger and bigger)</i></p> <p>Draw an example poster on the board;</p> <p style="text-align: center;">WARNING! Zeep the Greedy Bedbug Has six legs, and two eyes. Has a big mouth with a long tongue. Has claws on the end of her legs. Zeep creeps and crawls and bites.</p> <p style="text-align: center;">WATCH OUT!</p> <p>Now think about <i>other</i> pests around the village: ants, flies, crocodiles. What would go on a poster to warn people about that pest? Use the examples of the Zeep poster to make a poster to warn about that animal. Encourage groups of learners to chose various animals, not all the same. Draw the animal and then write the words: help the groups with their words. Put these up around the room.</p>	E + V/P	2.7.2.5 2.7.1.4 2.8.1.5

Script for reading aloud (Day 4 activity)	
Script	Speaker
Zeep the baby bedbug lives in a little bed.	Group 1
This bed belongs to Pore and Dau.	Group 2
Zeep creeps and crawls and bites Pore.	Group 3
She creeps and crawls and bites Dau.	Group 3
Zeep has a wonderful meal.	Group 4
A few days later Zeep has become a bigger bedbug.	Group 5
She moves to a bigger bed.	Group 5
This bed belongs to Runi and Ture, the parents of Pore and Dau.	Group 2
Zeep creeps and crawls and bites Runi.	Group 3
She creeps and crawls and bites Ture.	Group 3
Zeep has a wonderful feast.	Group 4
A week later Zeep is the biggest bedbug in the village.	Group 5
Zeep goes to the biggest bed in the village.	Group 5
The biggest bed in the village belongs to the chief and so does the biggest knife.	Group 2
The chief sees a big lump in his bed.	Group 5
He thinks someone has put a coconut there for him.	Group 5
The chief creeps and crawls and chops the big lump in the bed.	Group 3
The chief has a wonderful sleep.	Group 4

Other activities:
This could be linked to Health topics about animals that bite us. You might want to investigate bedbugs and how to get rid of them.

