

Naughty Tema



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Pictures by Jackson Onahikeni

Nguzu Nguzu Reading Books

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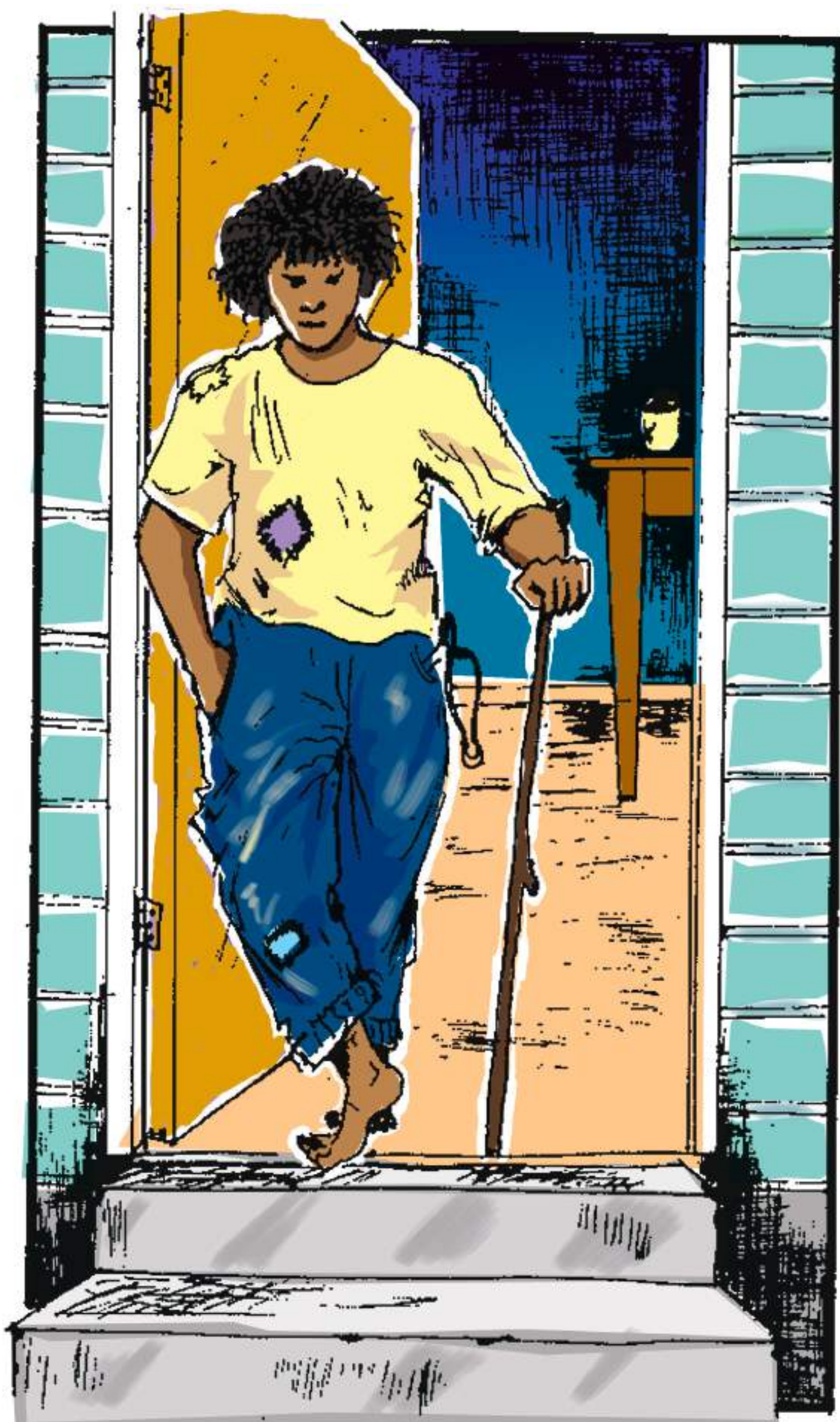
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Naughty Tema



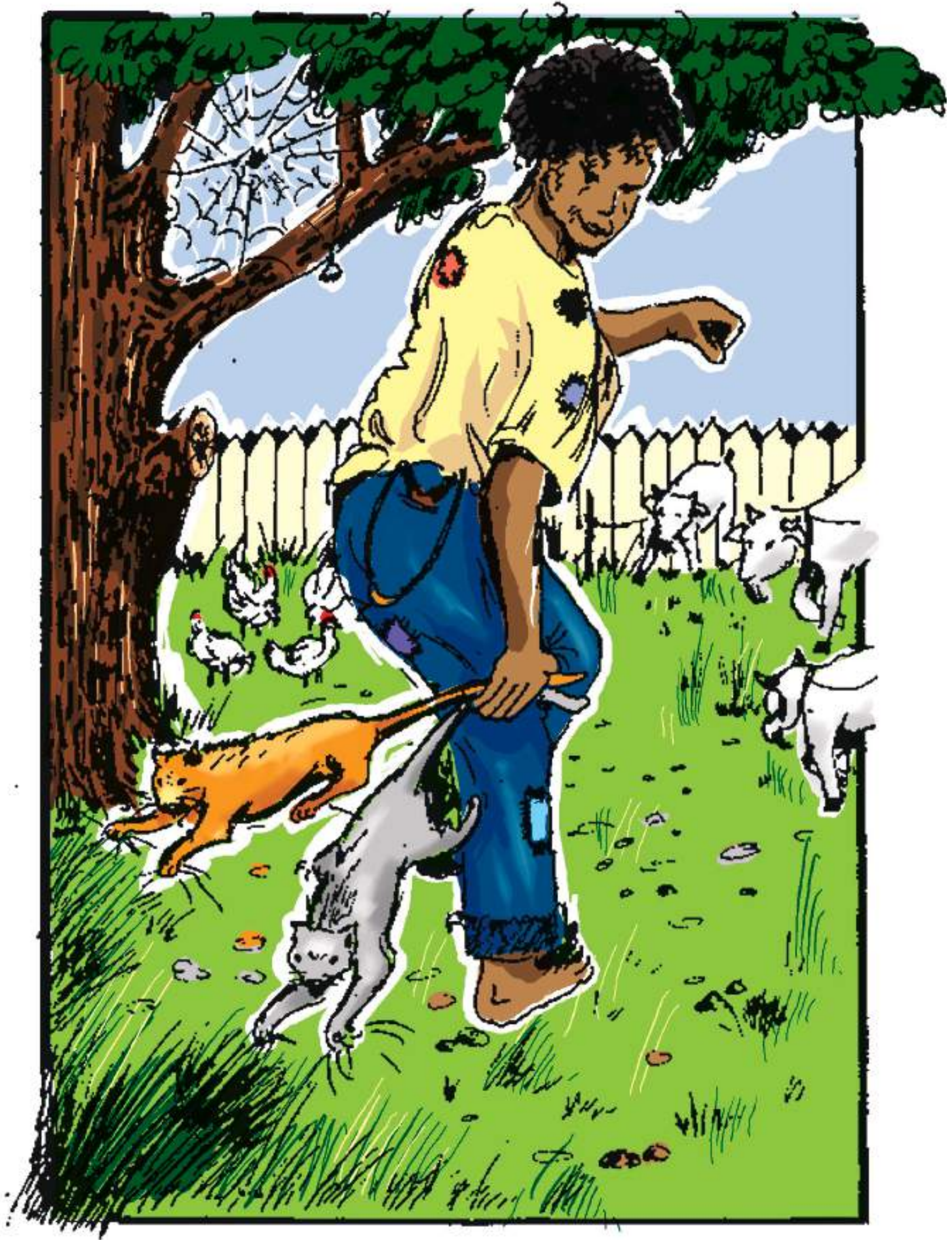
By Linda Puia
Pictures by Jackson Onahikeni



Tema was a naughty boy.



On Monday he poked the belly of a dog.



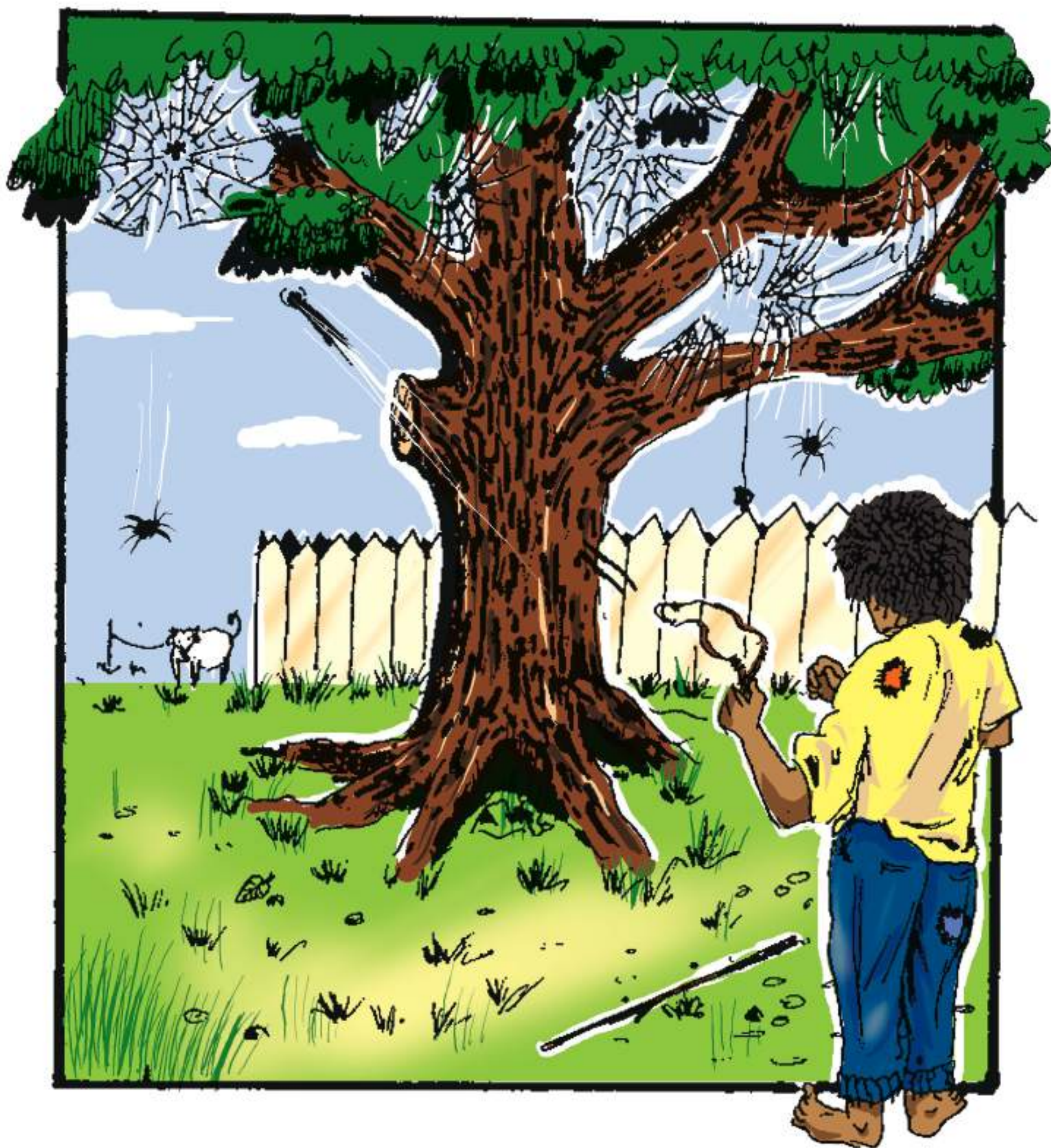
On Tuesday he pulled the tails of two cats.



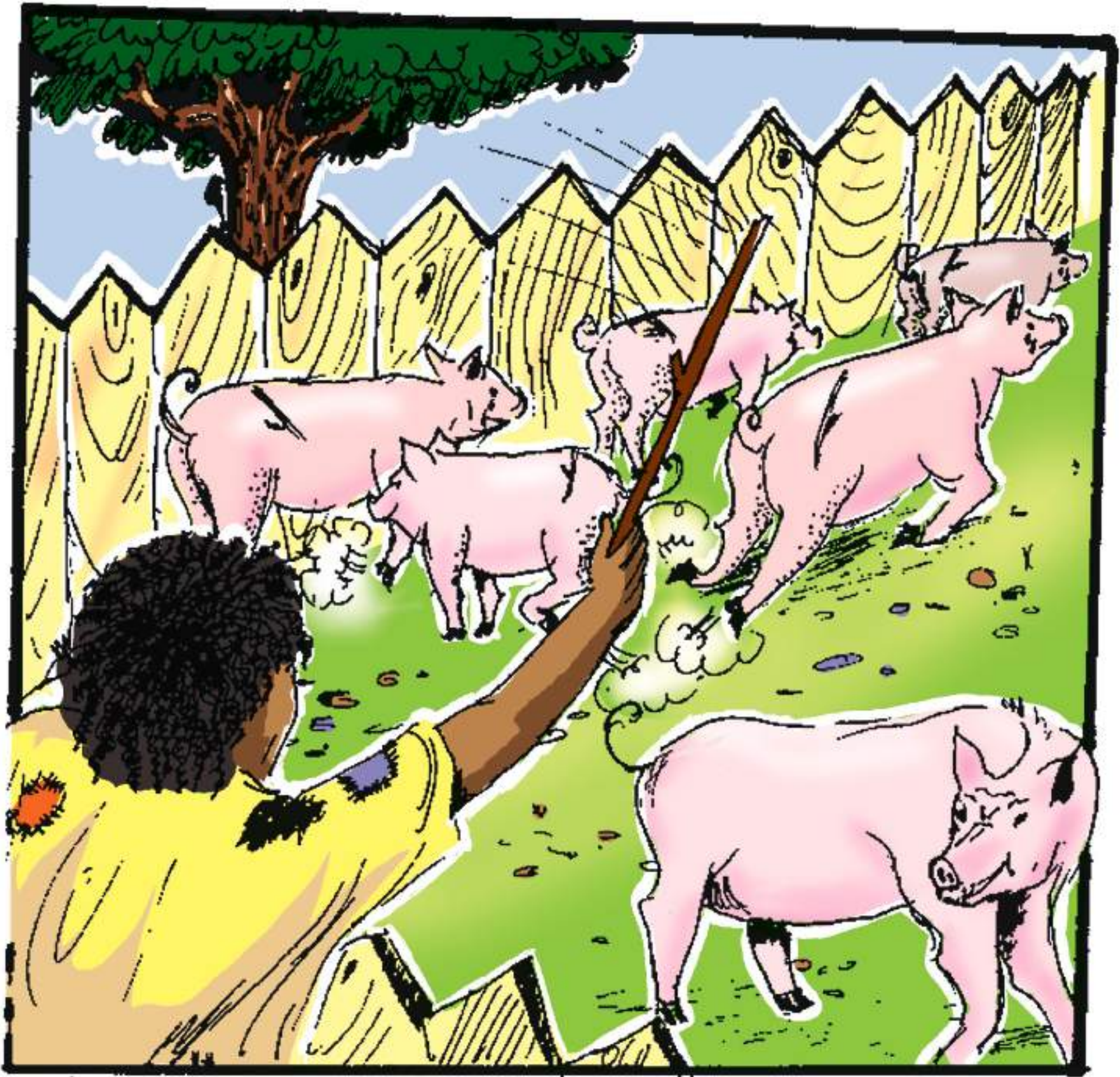
**On Wednesday he tugged
the beards of three goats.**



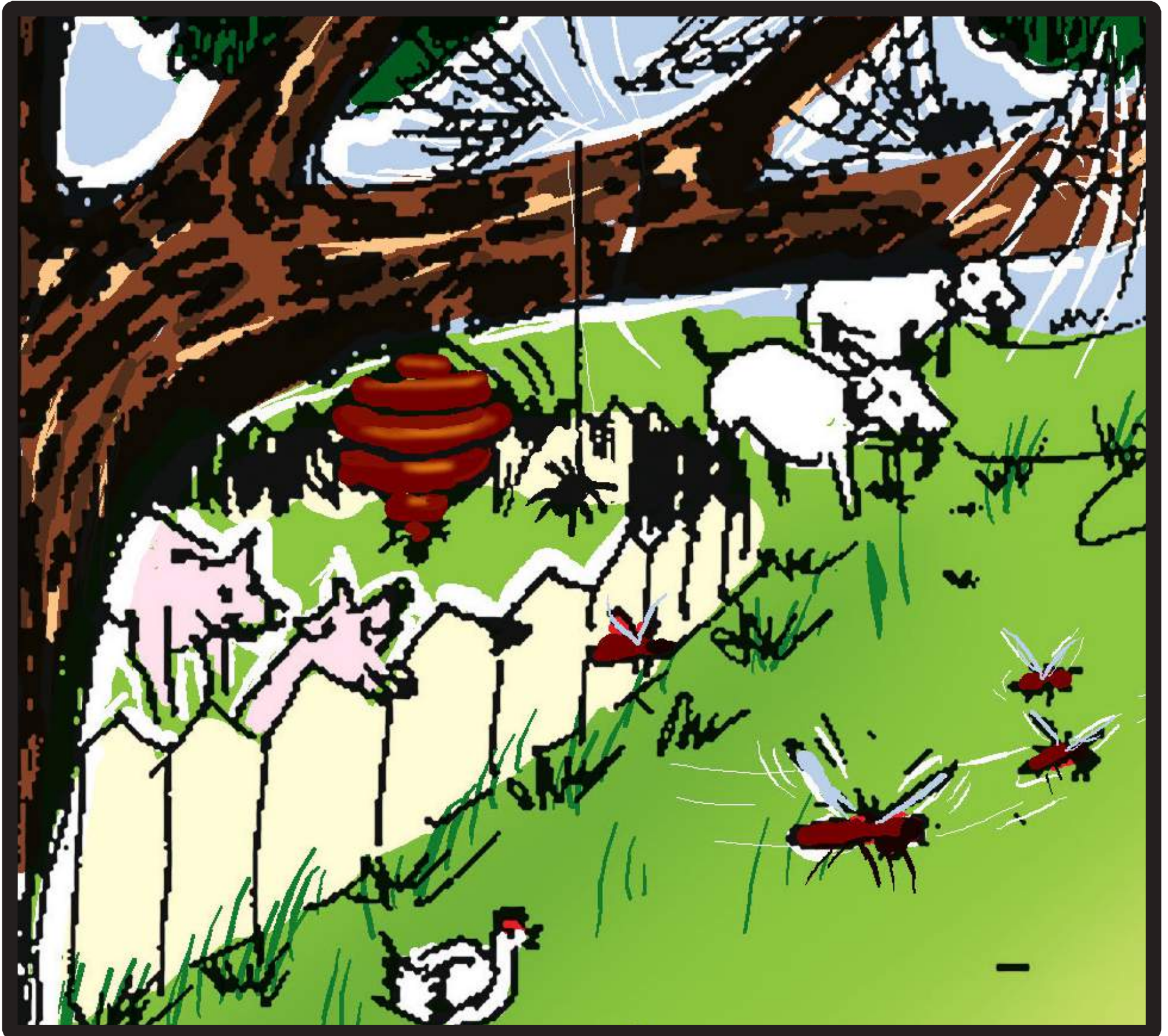
**On Thursday he plucked
the feathers of four hens.**



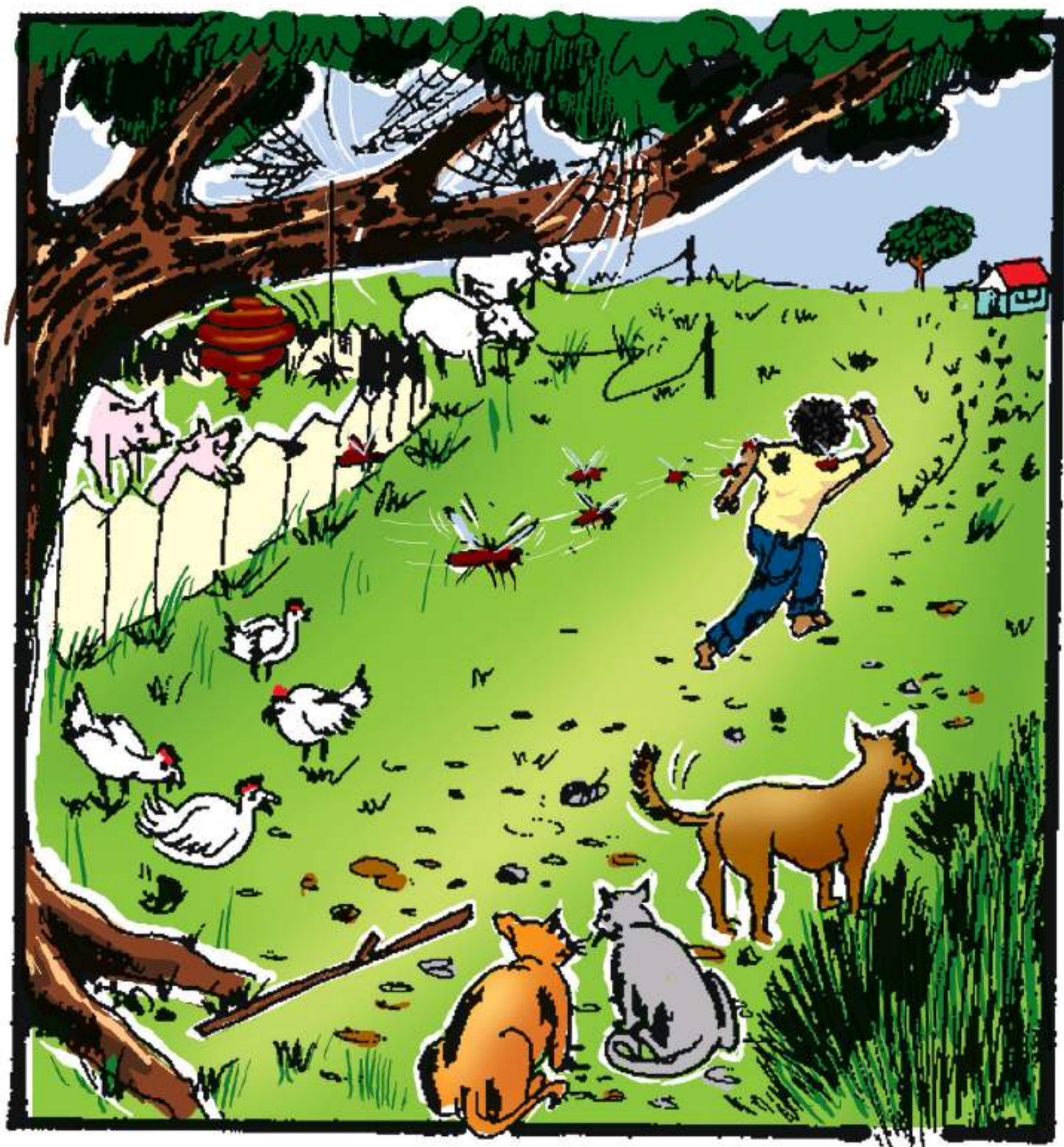
On Friday he snapped the webs of five spiders.



**On Saturday he slapped
the backs of six pigs.**



**On Sunday he broke the
hives of seven wasps....**



**and they chased him all
the way home.**

Text:	<i>Naughty Tema</i>
Level:	Year 1
Message	If you are naughty you will be punished
Discussion focus:	How we treat animals
Vocabulary focus:	Days of the week; parts of the body
Print focus:	Capital letters for days of the week
Letters and sounds:	Medial e
Writing opportunity:	New story with new interactions

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 Naughty Tema. This boy is Tema and he is naughty because he doesn't treat animals kindly</i> (show Tema on the front cover). Let the learners tell you what animals they can see on the front cover, then ask the learners: <i>What unkind things do you think Tema does to animals?</i></p> <p>Now open the book and look at the pictures. On each page, teach the day of the week, pointing to the word on the page. Then look at the animals in the picture, teaching the word for each animal in English and pointing to the word on the page. Explain what Tema did on each page (<i>poked, pulled, tucked, plucked, snapped, slapped, broke</i>) and what part of the animals' body he is hurting.</p> <p>On p. 8, show the wasp hive on the page and explain what this is. Then show how the wasps are chasing Tema, pointing to the word <i>chased</i> on the page and teaching this word in English.</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 to the learners in clear English, pointing to each word as you read it. On p. 8, pause after you read the writing that is above the picture (<i>On Sunday he broke the hives of seven wasps...</i>) before you read the words below the picture.</p>	E	1.6.1.1
<p><u>Review the story: Understanding the story</u></p> <p>Turn the pages of the book and ask the learners to explain to you what is happening on each page. Help the learners to re-tell the story in pidgin/vernacular by explaining what Tema was doing on each page. On the last page, see if the learners can remember what Tema did to the wasp hives (<i>he broke their hives</i>) and what the wasps did next (<i>they chased Tema all the way home</i>).</p>	V/P + E	1.4.1.2
<p><u>Responding to the story: Talking by the learners</u></p> <p>Ask the learners to remember what Naughty Tema did to the animals in the story. Ask the learners <i>How do you think animals feel when you hurt them?</i> Talk about how animals have feelings, just like people. Ask the learners <i>Should we hurt animals?</i></p>	V/P + E	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 re-tell the story in their own words (not read). Turn to each page, and find the names for each day of the week on the page. Now read the story, letting the learners join in for the day names in the story.</p>	V/P + E	1.3.2.2
<p><u>Focus on vocabulary: Days of the week</u></p> <p><i>Preparation:</i> Write these words on flashcards: <i>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</i>. Show the word <i>Monday</i> to the learners.</p> <p>Show how you can look at the first letter in the word (<i>M</i>) and think about the sound this letter makes (<i>mmm</i>) to help know which word to read. Go through each word like this, looking at the first letter/sound in the word (looking at the first two sounds for Saturday/Sunday) and then reading it together. Shuffle the words and ask the learners to identify the names of the week, NOT in order.</p> <p>Now put the word cards up so the learners can see them. Look at the word card for Monday. Ask the learners to think about what they do on a Monday. Encourage the learners to share their answers by using the sentence structure <i>On Monday, I _____</i> (eg. <i>On Monday, I go to assembly</i>). Write one learner's idea on the board, using this structure.</p> <p>Do this for each day of the week, thinking about what the learners do on each day, saying sentences using the structure <i>On (day) I (action)</i> then writing a sentence on the board.</p> <p>Now let the learners choose a day of the week and draw a picture of something they do on this day in their books (or on paper). They can write a sentence under their picture using the structure <i>On (day) I (action)</i>.</p>	E + V/P	1.6.2.6 1.7.2.6

ACTIVITIES	LANG.	SYLLABUS
<p>Day 3</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Tell the learners that today they will read the names of the animals in each sentence. Turn the pages of the book, look at the animals on each page and see if the learners can find the word for the animal in each sentence.</p> <p>Now read the story, pausing before the animal word in each sentence and letting the learners read this word.</p>	E	1.6.1.1
<p><u>Focus on print: capital letters</u></p> <p>Show the cards with the days of the week (from Day 2) to the learners. Say: <i>When we write the days of the week, the first letter in the word must always be a capital letter.</i> If you have posters in your classroom with days of the week written on them (eg. a weekly timetable or a class cleaning roster) look at these with the learners as well, showing them the capital letters at the beginning of each word. Now look through the book, find the word for the day of the week in each sentence then choose a learner to come up and point to the capital letter at the beginning of each word.</p> <p>Now ask the learners to remember some of the sentences they said from yesterday's lesson (<i>On Monday I _____, On Tuesday, I _____</i>). Choose one learners sentence (eg <i>On Monday I go to school.</i>). Write the word <i>On</i>, then pause and tell the learners that you are going to write the word <i>Monday</i> next. See if the learners can tell you the first letter in <i>Monday</i>, then ask them <i>Do I need to write a big letter M or a small letter m?</i> Now choose a learner to come up to the board and write a capital letter <i>M</i> to start the word. Finish writing the sentence. Repeat this for a few more sentences: saying the sentence first, writing the word <i>On</i> then choosing a learner to write the big letter to begin the day of the week word before you finish writing the sentence.</p>	E + V/P	1.4.2.5 1.7.2.3
<p><u>Focus on vocabulary: parts of the body</u></p> <p>Use the small copies of the book and ask the learners to find the parts of the sentences that tell us part of the body on the animals: <i>belly of the dog, tail of the cat</i> etc. Look at this construction: <i>the ____ of the ____</i>. Thinking about ways of annoying animals (discussion on Day 1), what are other parts of an animal Tema could annoy? Eg. <i>the foot of a dog, the ear of a rabbit, the fur of a cat</i>. Make up some sentences about Tema: eg. <i>Naughty Tema pulled the ear of a rabbit. He poked the fur of a cat. He grabbed the foot of a dog</i>. Some learners might act out the actions. Write some sentences in exercise books and illustrate these.</p>	E + V/P	1.6.2.4 1.6.2.6 1.7.2.5
<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>Sounds and Letters: medial e</u></p> <p>Turn to p. 5 and point to the word <i>hens</i>. Read the word to the learners, and then sound it out (<i>h-e-n-s</i>). Explain that the middle sound in the word is e (as in <i>egg</i>). Practice saying the e sound together. Turn the pages of the book and show the learners more words that have the short e sound in the middle (<i>belly, webs, seven</i>)</p> <p>Write the word <i>hen</i> on the board. Now erase the letter <i>h</i> and write the letter <i>t</i> in its place to make the word <i>ten</i>. As you do this, tell the learners: <i>Watch as I rub out the letter h and put in t. Now this word starts with t sound. Listen as I sound out this new word: t-e-n.</i> Continue this, erasing either the first or last letter from the word (do not rub out the e), and then writing in a new letter to make a new word that has e 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><i>hen → ten → men → pen → pet → let → net → wet</i></p> <p>If you have letter cards, you can hand out letter cards to the learners and let them make each word as you write it on the board.</p>	E + V/P	1.4.2.3 1.1.2.2 1.4.2.4
<p>Day 5</p> <p><u>Independent Reading</u></p> <p>Hand out books and let the learners read in pairs, pointing to each word as they read.</p>	E	1.4.3.1
<p><u>Shared Writing</u></p> <p>Tell the learners: <i>We are going to write a story like Naughty Tema. In this story we are going to write about another child. This child is very kind to animals.</i> Let the learners to think of a name for the child in the story. Then let them think about what sort things this child can do for animals (<i>pat them, play with them, feed them</i>)</p> <p>Now write the story title on the board using this structure: <i>Kind (child's name)</i> (eg. <i>Kind Rita</i>). Now write the story on the board, one sentence at a time, pausing before some words to let the learners suggest the word or help with spelling. Here is an example of a story (you will change the bolded words – let the learners choose these words).</p>	E + V/P	1.9.1.4 1.3.1.4 1.9.2.2

Kind Rita		
Rita is a kind girl.		
On Monday, she played with one parrot.		
On Tuesday, she fed two cows.		
On Wednesday, she swam with three turtles.		
On Thursday, she patted four ducks.		
On Friday, she made a bed for five kittens.		
On Saturday, she gave some water to five puppies. .		
On Sunday, she helped seven piglets out from the mud.		
Make this into a book for the classroom library.		

