

The Day the Sun Fell Down



By Kevin Walsh

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Coordinated by Deborah Kole, Marie Quinn and Joanna Kelman
under the Literacy Programme Management Unit (LPMU)
within the Ministry of Education and Human Resource Development

Series editor: Marie Quinn

Development team: Joanna Kelman, Clement Balea, Sonia Basile &
Christopher Mali

Teachers' Notes for this book: Joanne Kelman

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The Day the Sun Fell Down



By Kevin Walsh



One day Kokorako was sitting under a coconut tree.



Suddenly a loud noise woke her up.



"What a loud noise!" she said.
"It seemed to come from behind
that bush."



Kokorako went over to the bush to have a look.



She saw something lying under the bush.



"It's big, it's round and it's yellow," she said. Kokorako wondered what the thing could be.



Kokorako looked down at the ground.



Kokorako looked up at the sky.



"My goodness, she said.
"That big, round, yellow,
thing under the bush is the sun."



"The sun has fallen from the sky!"
cried Kokorako.



Kokorako ran off to tell all the other animals.



"Come quickly Pig-Pig, the sun has fallen from the sky!" she cried.



"Come quickly Dog, the sun has fallen from the sky!" she called.



"Come quickly Duck, the sun has fallen from the sky!" she clucked.



Kokorako led all the animals to the place where the sun had fallen.



"There it is," she said,
"Under that bush."
All the animals went closer to look.



"It isn't very bright," said Pig-Pig.



"It isn't very big," said Dog.

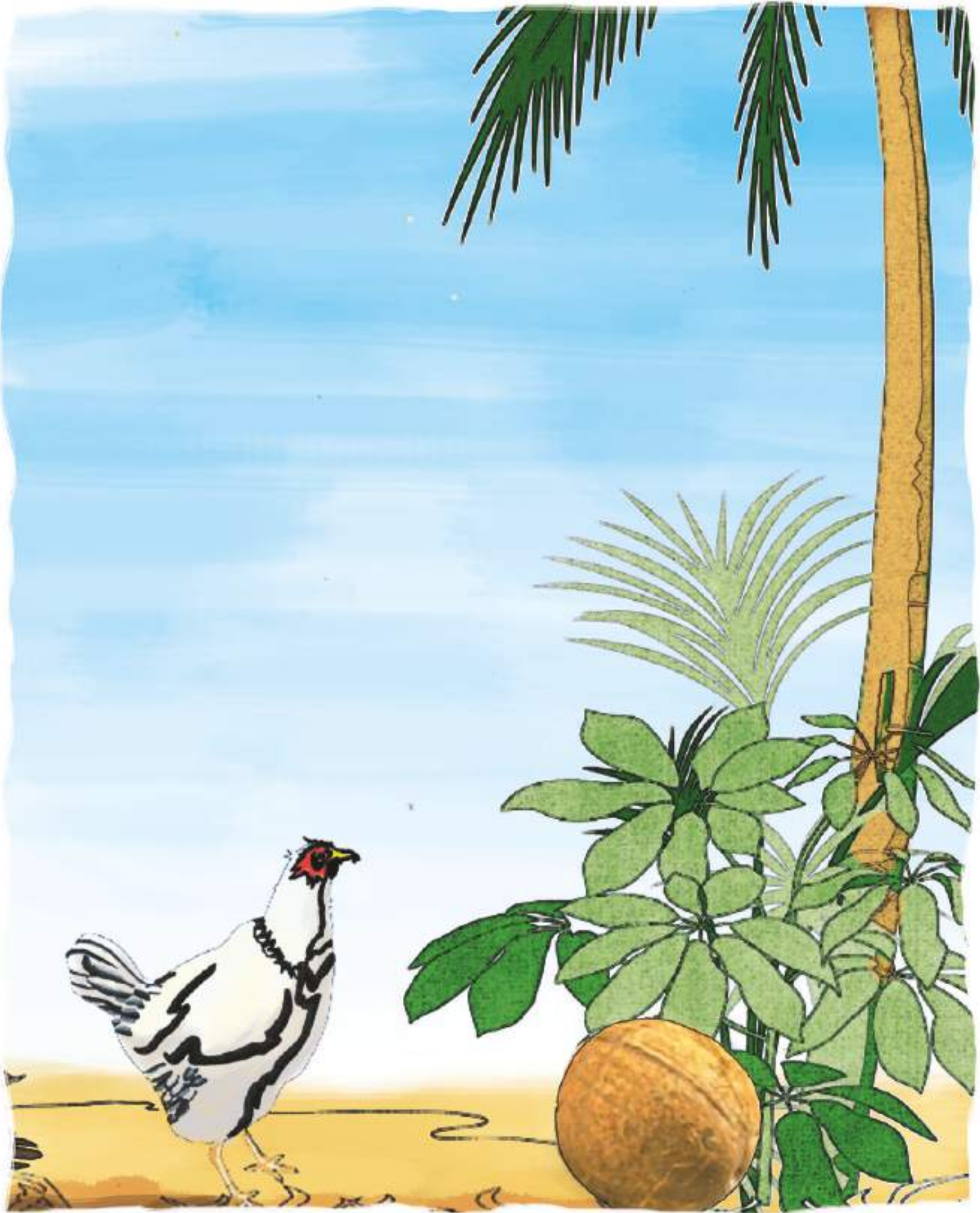


"It isn't very hot," said Duck.





"It's only a coconut!"
they all said together.



And they laughed and laughed at Kokorako until their sides were sore.

ACTIVITIES	LANG.	SYLLABUS
<p>Close Reading Do a close reading of pp. 2 and 3. Summarise: this gives us the orientation and the beginning of the complication. Note the use of prepositional phrases in the first sentence: time at the front, place at the back</p>	E + V/P	2.6.1.5 2.6.1.6
<p>Print focus: Speaking marks + saying verbs <i>Preparation:</i> Write these sentences on strips of card (or you can write them on the board): <i>The sun has fallen from the sky!</i> <i>What a loud noise!</i> <i>It isn't very hot</i> <i>It's only a coconut!</i> <i>Come quickly, Pig-Pig, the sun has fallen from the sky!</i> <i>There it is, under the bush!</i></p> <p>Tell the learners that these are all sentences that the animals say in the story. Learners look through the book and find out which animal said which sentence and how they said it: link to the lesson on Day 1. On the strips, decide where the speaking marks would go and draw these in. Talk where to show who said the sentence. It could go at the front or the back. Show the learners by writing this on the board: <i>Kokorako said, "What a loud noise!"</i> <i>"What a loud noise!" said Kokorako .</i> Explain that both are fine. Learners choose 3 sentences to write in their books. They can give the name of who said it at the beginning or the end (but not both!). Make a mix of ways in their books.</p>	E + V/P	2.4.2.1 2.6.1.7
<p>Day 3 Shared reading: Revisiting the story Ask for volunteers to read a page from the book. You read p. 2, another volunteer reads p. 3, you read p. 4...continue in this way throughout the book.</p>	V/P + E	2.6.1.9
<p>Comprehension: reading to act out the story Tell the students today we will act out the story. Choose one learner to be Kokorako. Divide the rest of the class into three groups and give each group an animal from the story – Pig, Duck and Dog. Now read the story. The learner playing the Kokorako can stand at the front of the class and act out the Kokorako's actions. The other students can join in the speaking parts when their animal is speaking.</p>	E + V/P	2.5.1.4 2.6.1.9
<p>Close Reading Do a close reading of pp. 22 and 23. Summarise: this is the resolution, when the animals discover the coconut.</p>	E	2.6.1.5 2.6.1.6
<p>Day 4 Shared reading: Revisiting the story Ask groups of learners to read every second page. You read the first page and every second page.</p>	E	2.6.1.9
<p>Focus on Letters and Sounds: br- Turn to p. 18 and point to the word <i>bright</i>. Say: <i>This word says bright. The first two letters in this word are b and r. The letter b makes the b sound and the letter r makes the rrr 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 br). Listen for the br sound as I say the word bright. It will be at the beginning of the word.</i> Ask learners to look at the last page to find other words that have this sound: <i>brown, bread, break</i>. Look for the <i>br</i> sound around the room or in books that are in the room. On pieces of papers, or in their books, ask the learners to draw some pictures of words that start with <i>br</i>.</p>	E + V/P	2.1.2.2 2.4.2.4 2.7.2.9

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>One day,</td><td>Kokorako</td><td>was sitting</td><td>under a coconut tree</td><td>.</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>Where did the vegetables grow?</i>) then choosing one learner to come up to the board, point to the words that tell us this (<i>In the garden</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>Which words tell us when something happened?</i></td><td>One day</td></tr><tr><td><i>Which words tell us about who?</i></td><td>Kokorako</td></tr><tr><td><i>What was Kokorako doing?</i></td><td>was sitting</td></tr><tr><td><i>Where was he sitting?</i></td><td>under a coconut tree</td></tr><tr><td><i>What always goes at the end of a sentence?</i></td><td>.</td></tr></table> <p>Now take away the word card for <i>Kokorako</i> from the sentence. Ask the learners to think of another animal or person you could write about. Take some ideas then write a new name in the space (eg. <i>One day, mouse was sitting...</i>). Now take away the words <i>under a coconut tree</i>. Ask the learners to think of another place where this person could be sitting. Here is an example of a sentence you could write. You will need to use different words:</p> <p>One day, Dog was sitting next to a river.</p>	One day,	Kokorako	was sitting	under a coconut tree	.	<i>Which words tell us when something happened?</i>	One day	<i>Which words tell us about who?</i>	Kokorako	<i>What was Kokorako doing?</i>	was sitting	<i>Where was he sitting?</i>	under a coconut tree	<i>What always goes at the end of a sentence?</i>	.	E + V/P	2.4.2.8 2.7.2.2
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Day 5										
Independent Reading.										
Today hand out copies of the book to the learners. Ask the learners to read in pairs, taking turns by reading one page each.	E	2.6.1.9								
Shared Writing: changing perspectives										
Explain to the learners that we know this story because it is about the chicken, so we see what the chicken thought and felt. Now we want to imagine this story from what the pig or the dog or the duck thought and felt.										
Decide as a class which animal the story will be about (eg. the pig). Look to see when that animal is introduced in the book (eg. p. 13). Look to see what that animal says and does in the rest of the book. Use these questions to help the class decide the events for this new story. Remember: it is the SAME story as before, but from a different animal's eyes										
<table><tr><td>Orientation Who are you? Where are you?</td><td>One day, I was sitting in my pig pen, just trying to get a bit more sleep. There was a loud noise approaching.</td></tr><tr><td>Complication What happened? Why is it a problem?</td><td>Suddenly I saw Kokorako running down the road. "The sun has fallen! The sun has fallen" was all she could say. I thought she was crazy, but I went along with her. I followed her and she went to Dog and Duck and told them the same thing. Finally we all went back to where she was sleeping and showed us the big object. But I thought that it should be bright. Dog thought it should be bigger. Duck thought it should be hotter.</td></tr><tr><td>Resolution What was the solution to the problem?</td><td>That was when we realized that it wasn't the sun at all, but just a coconut. Together we all laughed and laughed at Kokorako's mistake.</td></tr><tr><td>Reaction What did you think about this situation?</td><td>That crazy Kokorako! I hope she never makes that mistake again.</td></tr></table>	Orientation Who are you? Where are you?	One day, I was sitting in my pig pen, just trying to get a bit more sleep. There was a loud noise approaching.	Complication What happened? Why is it a problem?	Suddenly I saw Kokorako running down the road. "The sun has fallen! The sun has fallen" was all she could say. I thought she was crazy, but I went along with her. I followed her and she went to Dog and Duck and told them the same thing. Finally we all went back to where she was sleeping and showed us the big object. But I thought that it should be bright. Dog thought it should be bigger. Duck thought it should be hotter.	Resolution What was the solution to the problem?	That was when we realized that it wasn't the sun at all, but just a coconut. Together we all laughed and laughed at Kokorako's mistake.	Reaction What did you think about this situation?	That crazy Kokorako! I hope she never makes that mistake again.	E + V/P	
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You could make this into a class book to re-read. The learners could illustrate the pages.										

