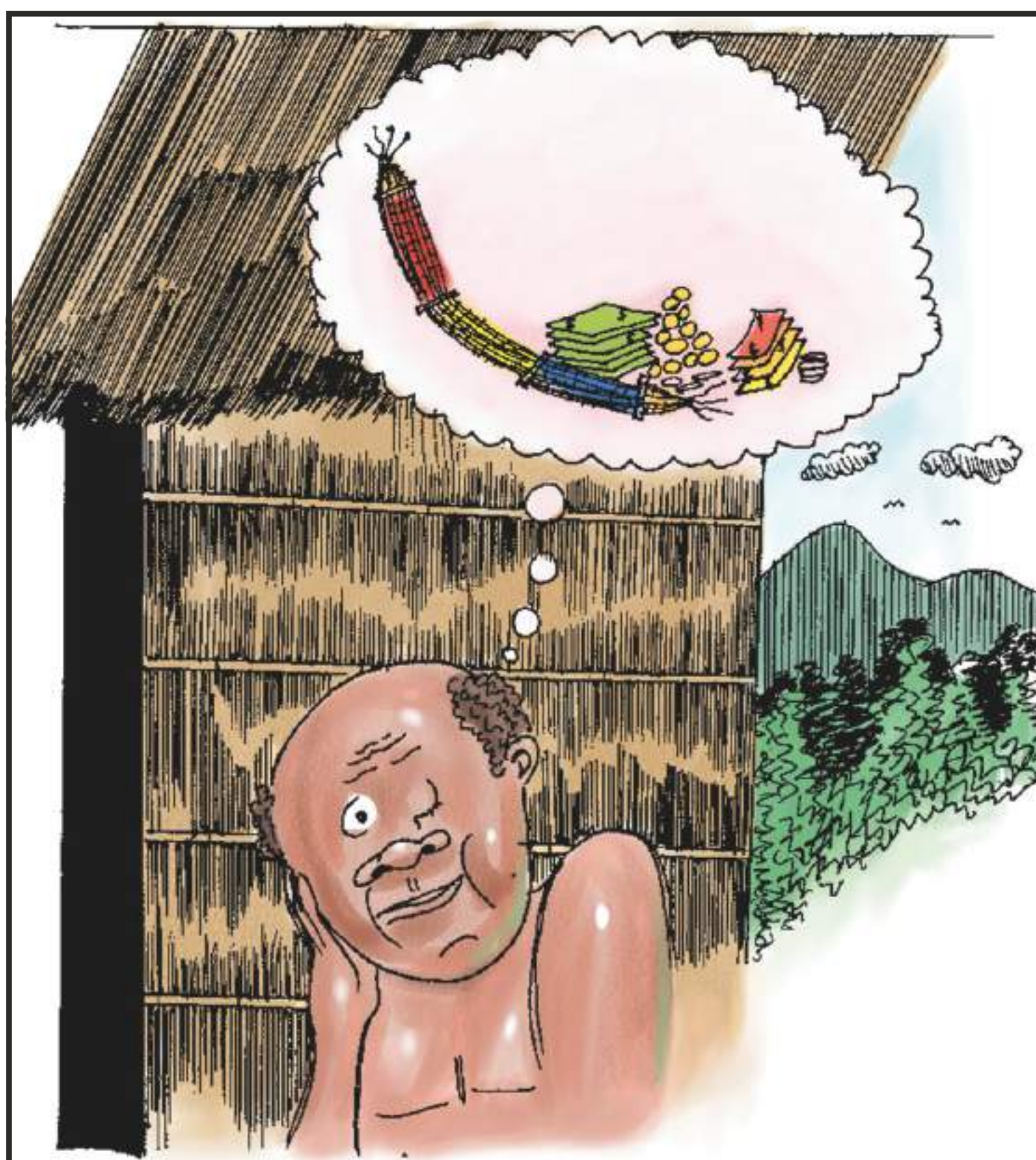


The Two Wishes



By Thomas Ena
Pictures by Kisey Mae

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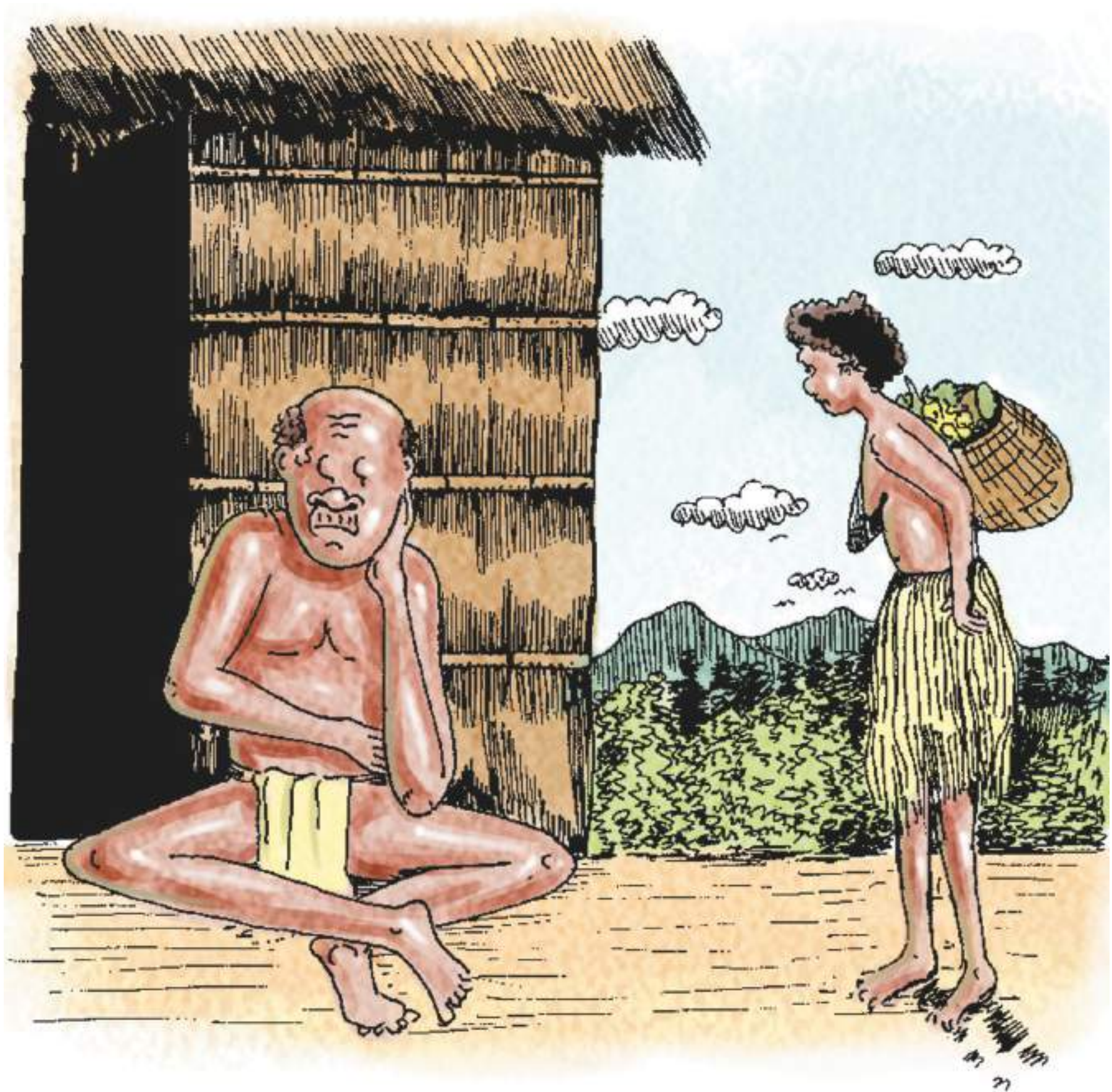
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Development 2015

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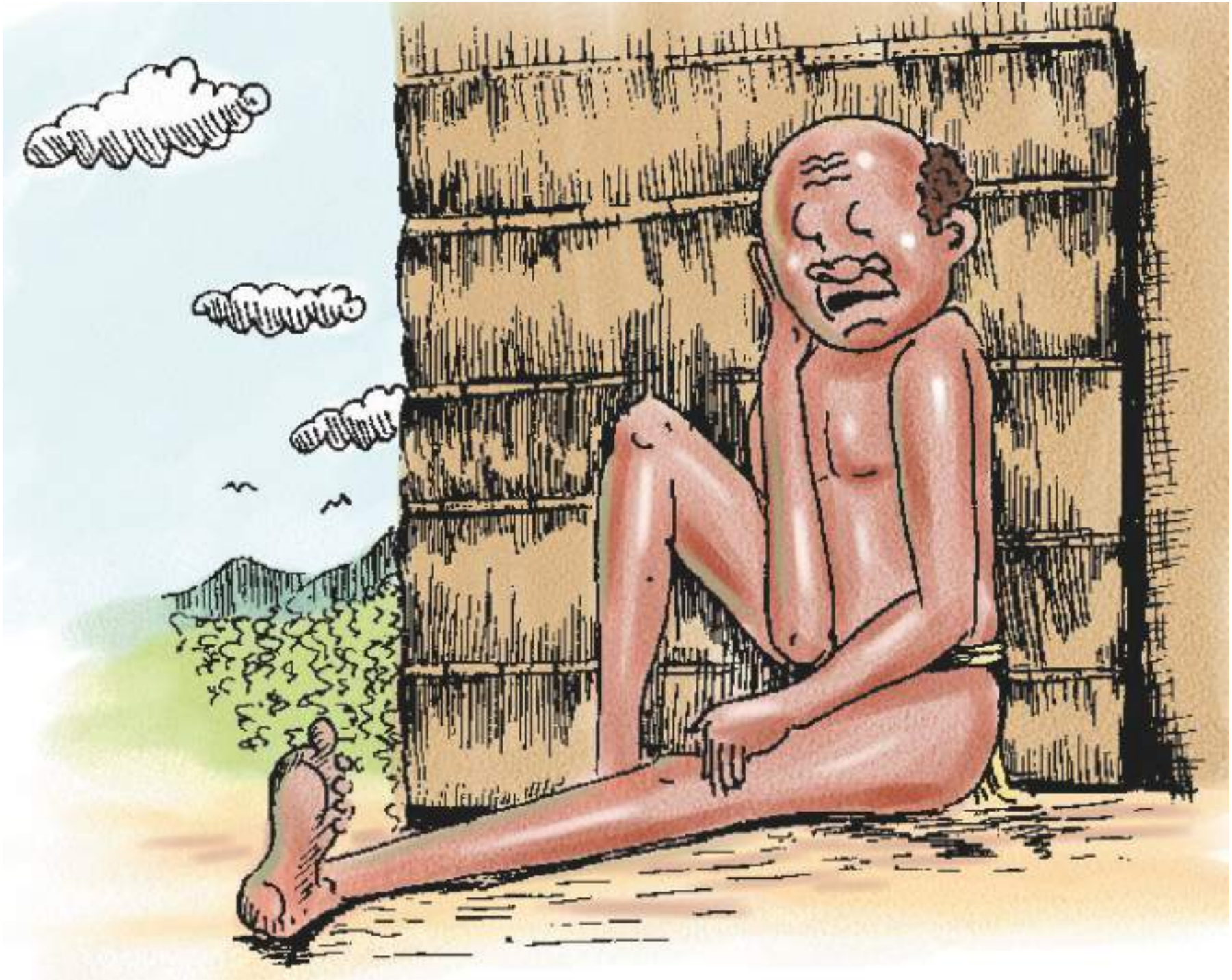
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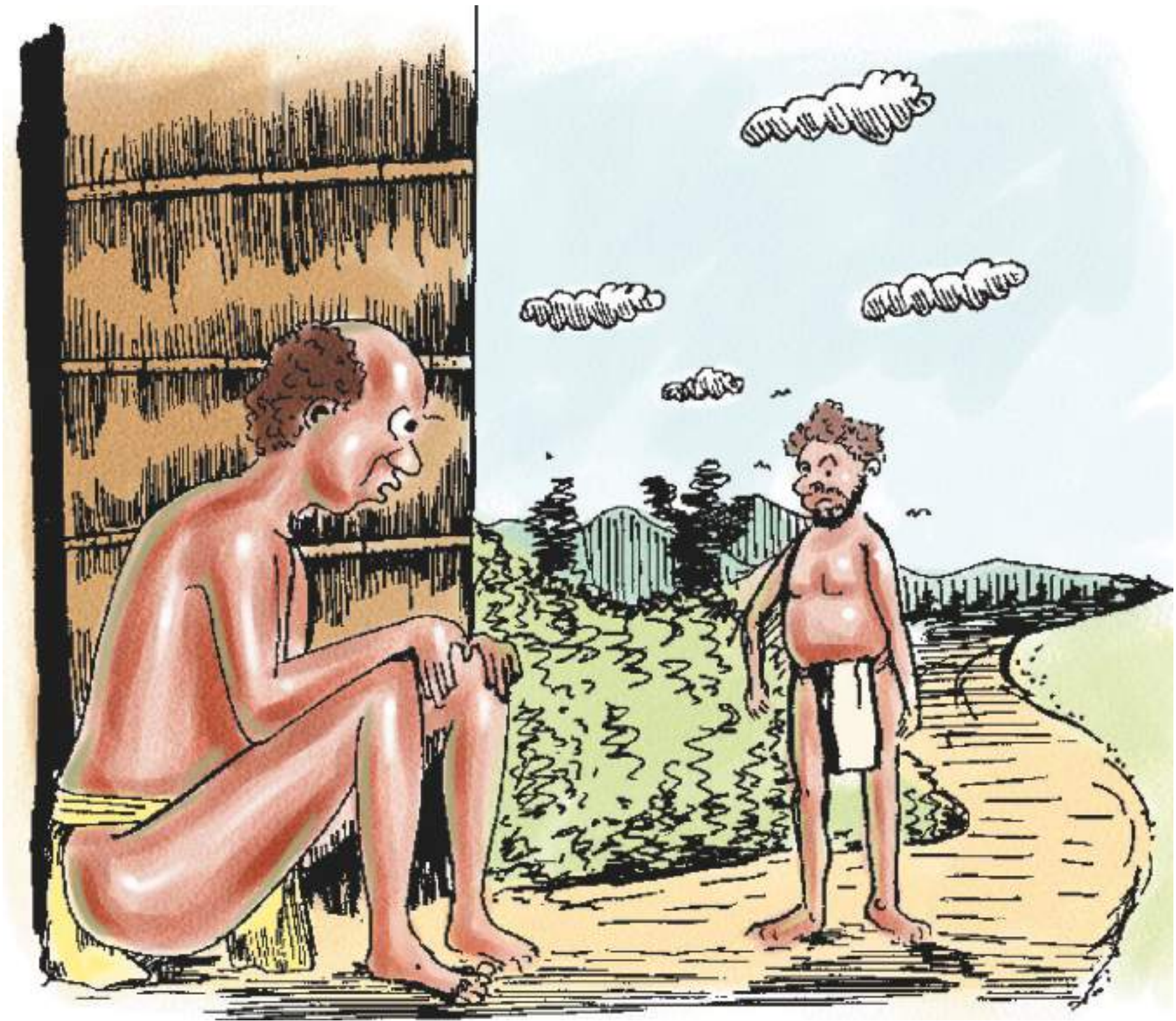
A long time ago there was a poor man who wanted to be rich. All day long he sat day-dreaming about gold and riches, while his wife worked in her garden.



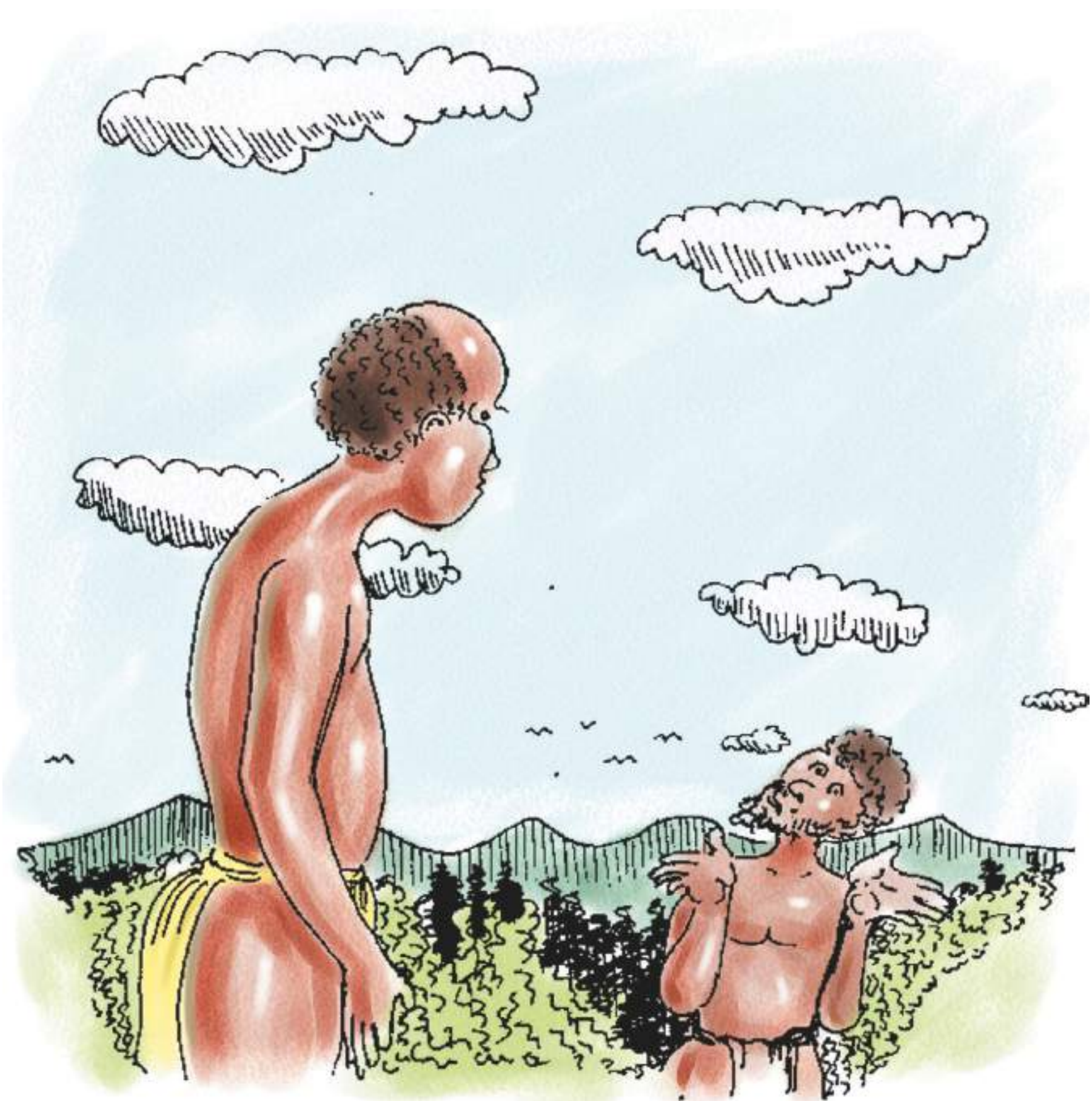
The man spent so much time day-dreaming that he had no time to work.



One day, the man was sitting outside his house day-dreaming about gold and riches, when he saw a small child coming towards his house.



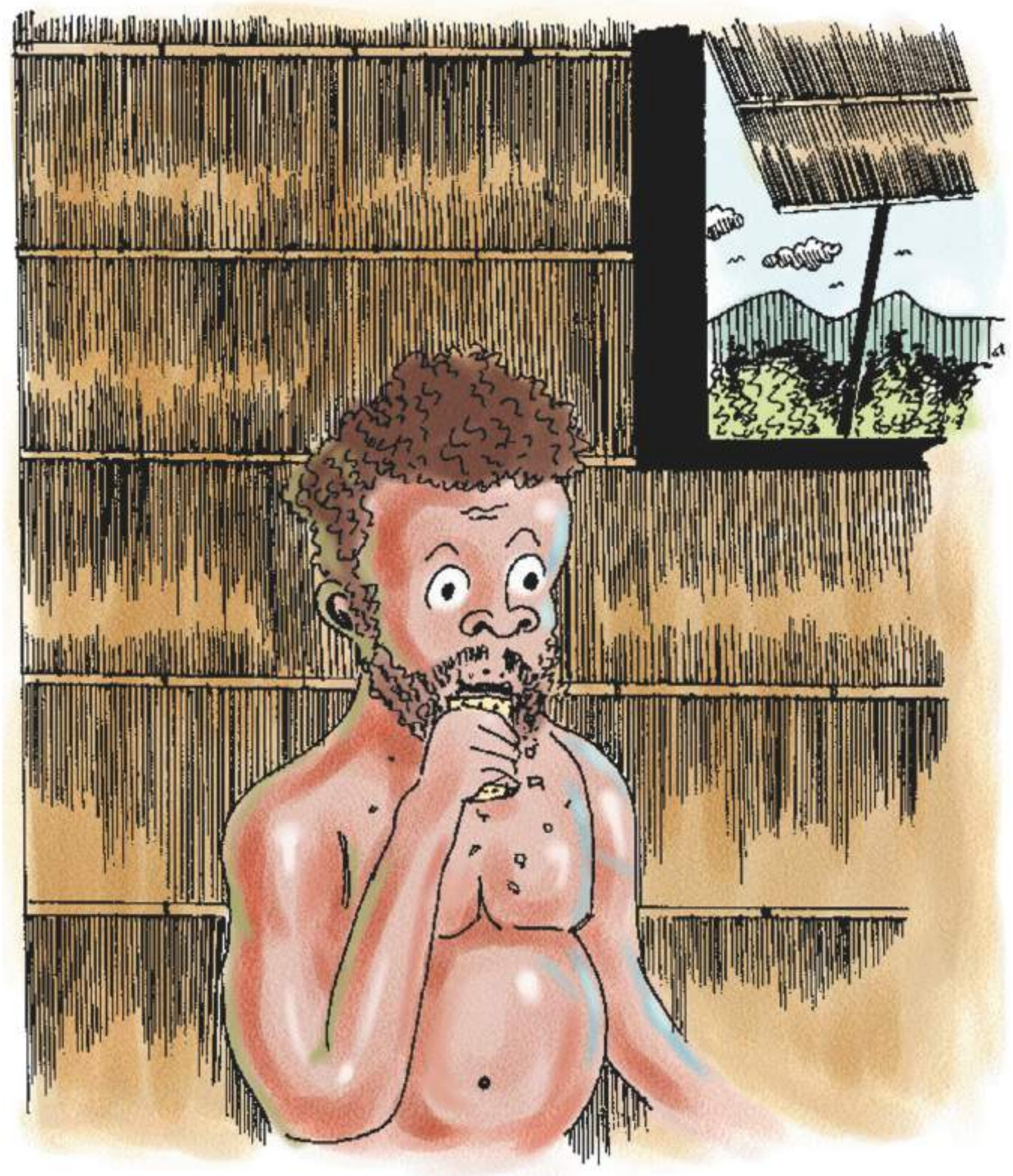
When the child came closer, the man saw that it wasn't a child at all, but a kakamora.



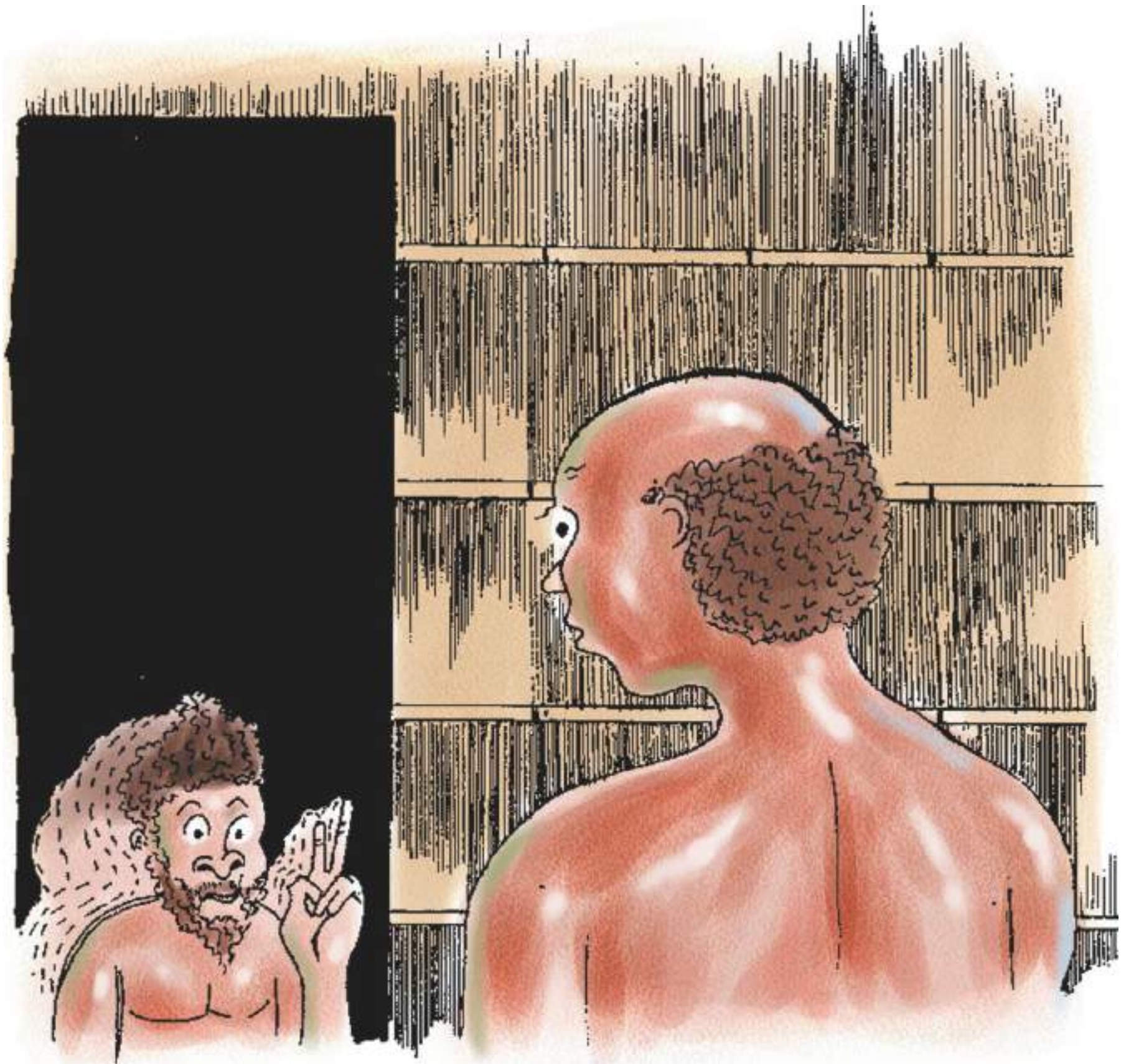
The kakamora stopped and spoke to the man. "Good morning," he said. "I'm very hungry, may I have something to eat?"



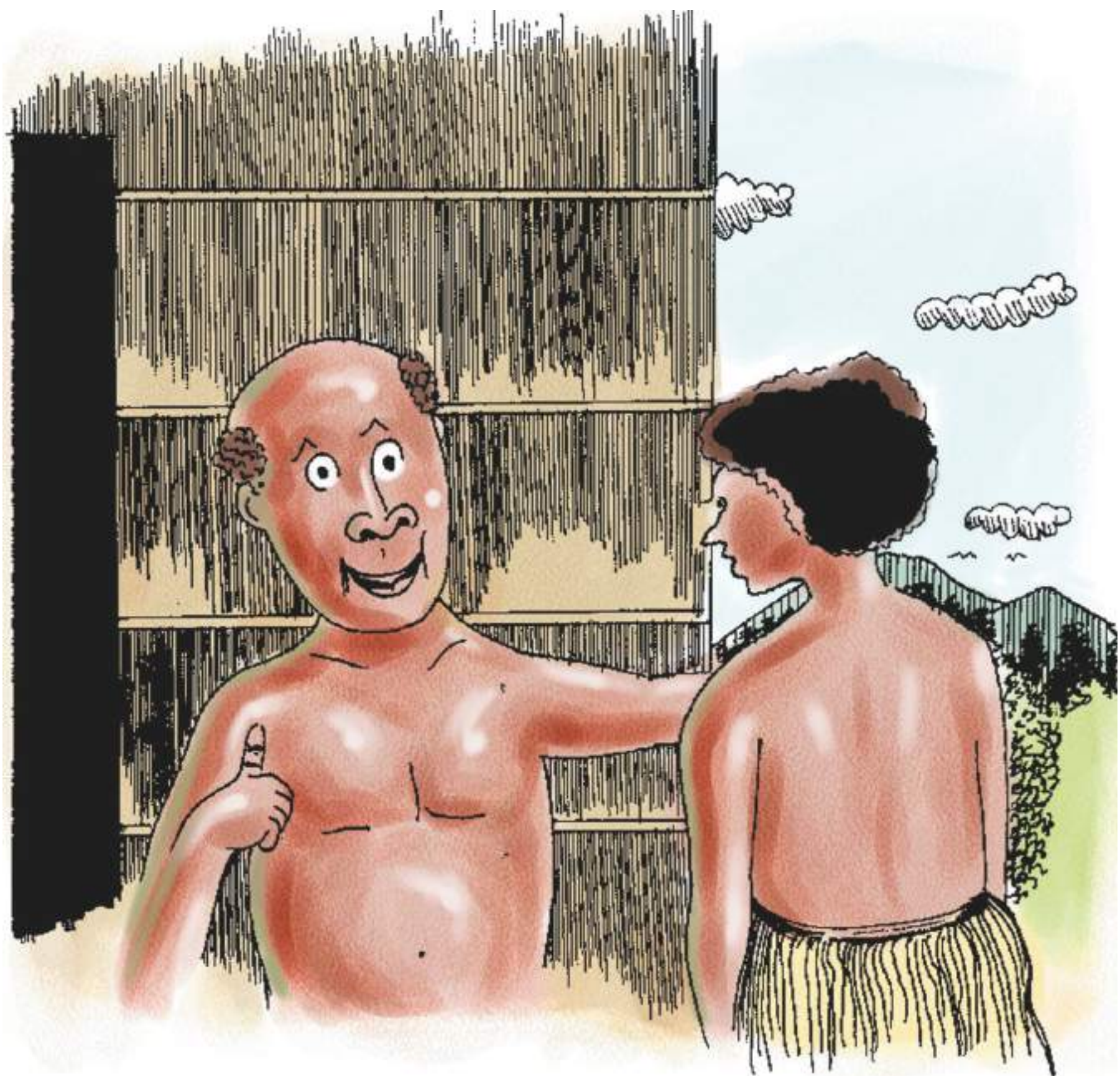
But the man was still thinking about money. "Riches," said the man.



The kakamora thought the man had said "Biscuits," so he went into the house and ate two packets.



When the kakamora came out he said, "Thank you for your kindness. As a reward I will let you have two wishes," and at once he disappeared.



The man was so excited he could hardly wait for his wife to come home to tell her.

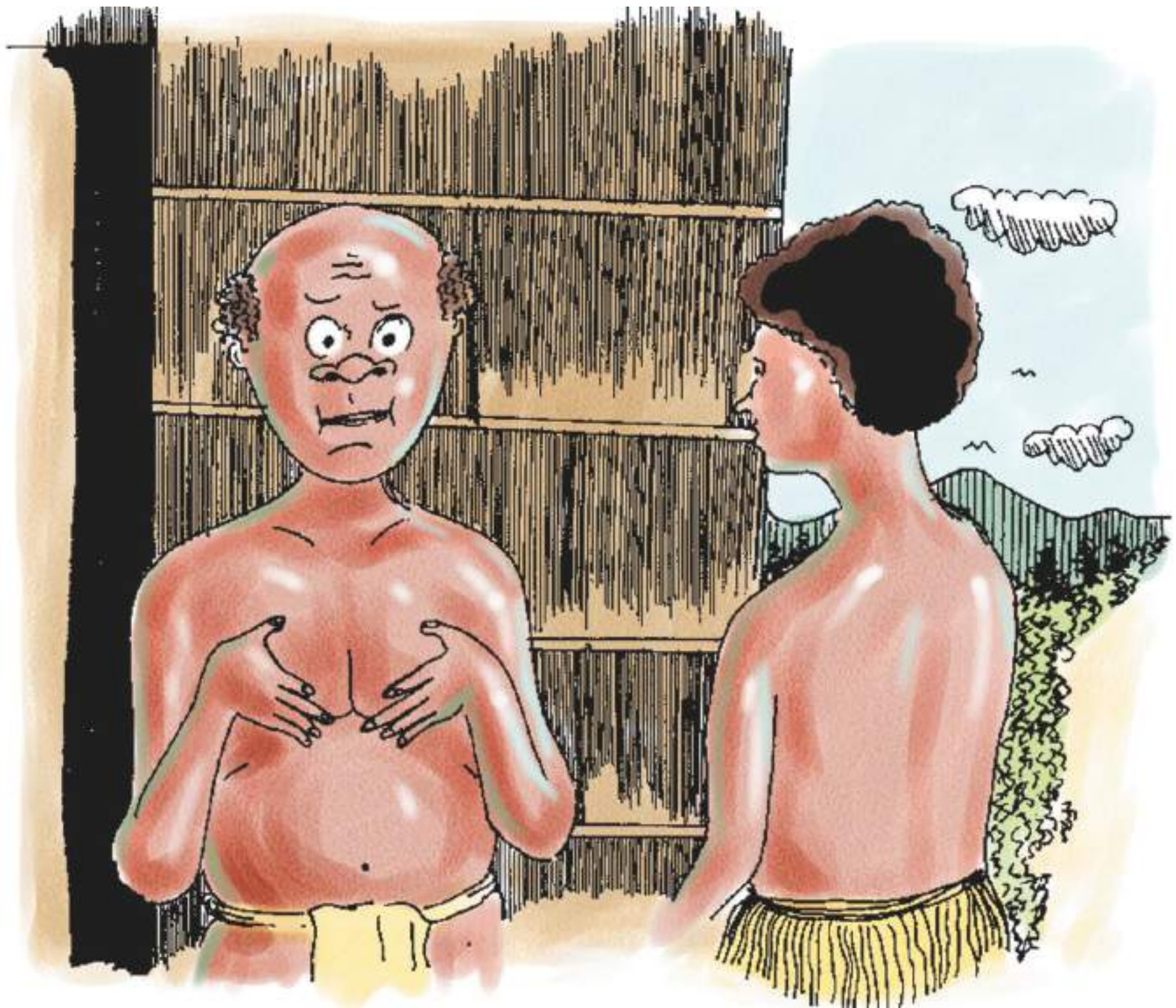


"Let us wish for health and happiness,"
said the man's wife.

"No, no, gold and silver," said the man.



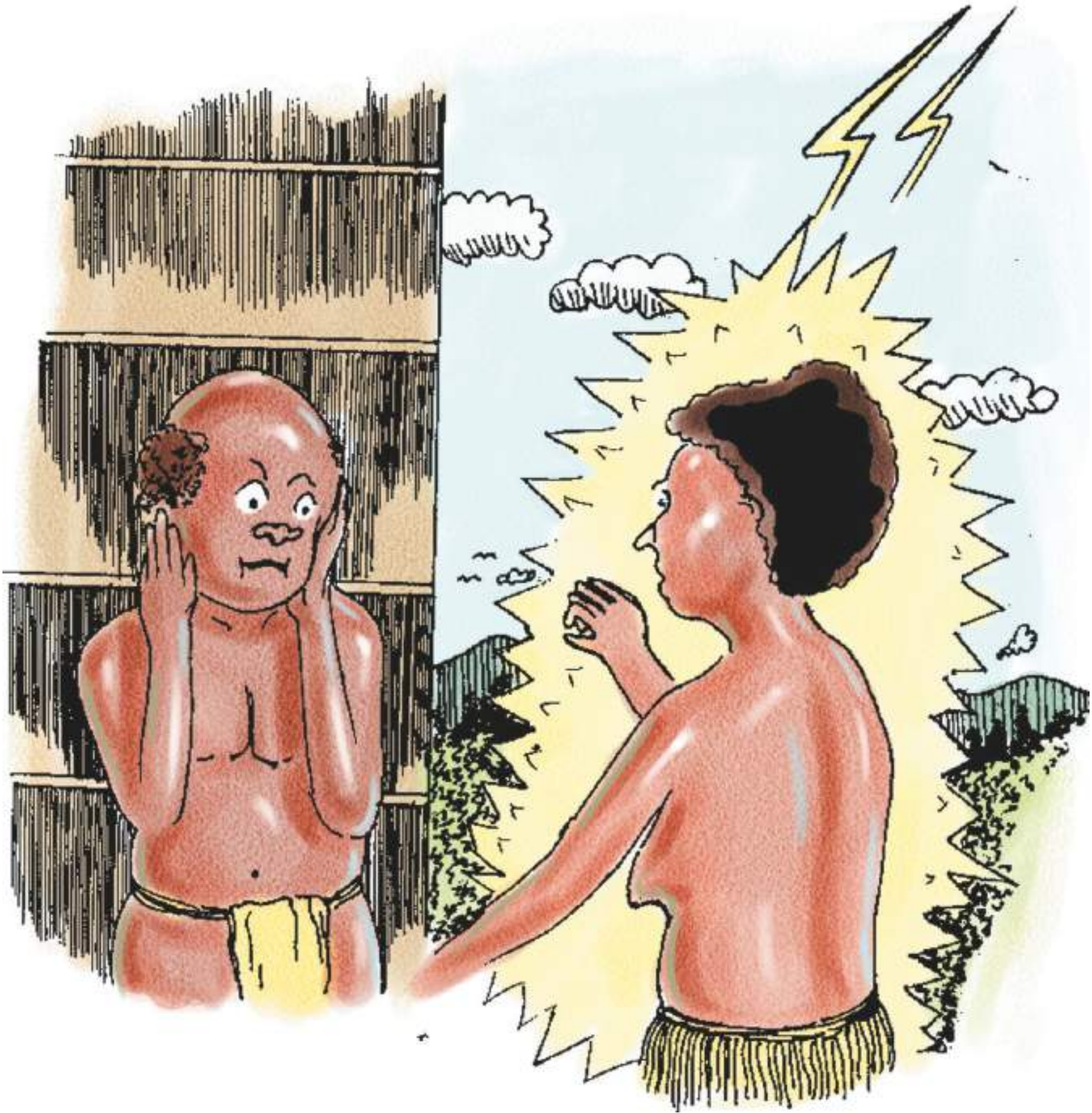
"But gold and silver are useless without health and happiness," said the woman.



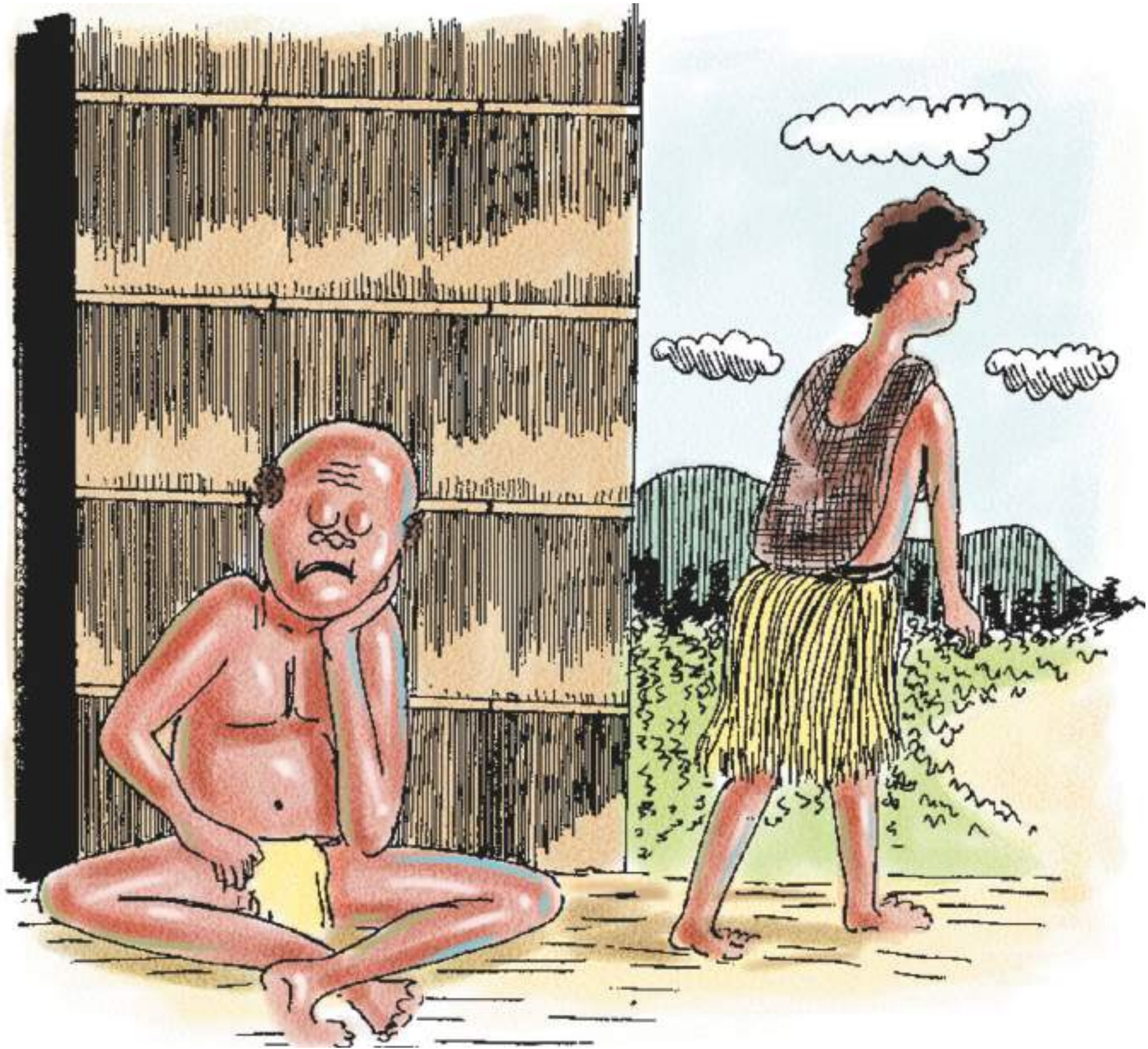
"Oh, I wish you could go away and let me choose," said the man.



At once the man's wife disappeared
in a cloud of smoke.



"Oh dear," said the man. "I wish I hadn't said that." At once the man's wife reappeared in a flash of light.



Both the wishes had been used up, but he had nothing new from his wishes. The poor man went back to his day-dreaming and his wife went back to her garden.

Text:	<i>The Two Wishes</i>
Level:	Year 3
Message:	be careful what you wish for
Discussion focus:	Some people don't learn from their mistakes
Comprehension:	Complication structure; linking feelings to events
Vocabulary focus:	Prefixes
Letters and sounds:	Plural form using -es
Print focus:	Thought bubbles show what characters are thinking
Writing opportunity:	Different points of view

ACTIVITIES	LANG.	SYLLABUS
<p>Day 1</p> <p>Modelled Reading</p> <p>Set the context: Talking with students</p> <p>Show the cover and read the title. Direct attention to the man who is the main character and the thought bubble. Ask the learners if they can see what the man is thinking about. They can probably see the money. Link this to the title: <i>This is something that the man is wishing for</i>. Ask the learners: <i>If you had 2 wishes, what 2 things would you wish for?</i> Learners tell their partner and then take some answers to tell the class.</p> <p>Explain: <i>in this story, the man was lazy and dreamed about money, but there he didn't get his wishes!</i></p> <p>Walk through the book, at these pages only:</p> <p>p. 2 Notice that the man is sitting and the wife is working</p> <p>p. 5 Notice that there is a kakomora and it is he who gives the wishes</p> <p>p. 14 Notice the wife is disappearing and p. 15 re-appearing</p> <p>p. 16 Notice that the picture is like the start of the book, p. 2</p> <p>Tell the learners: <i>As I read the book, listen to find out why the man doesn't have riches at the end!</i></p>	V/P	3.4.1.1 3.3.2.1
<p>Read the story: Listening and watching</p> <p>Read the story clearly and fluently in English. Slow down at the pages at the end, pp 14 - 16</p>	E	
<p>Review the story: Understanding the story</p> <p>Return to the pages you looked at before you read: ask learners to retell what happened at each part of the story. Listen to see that they understand that is happening. Focus on any words that were new.</p>	V/P + E	3.4.2.3
<p>Responding to the story: Talking by the students</p> <p>Ask the learners: <i>Do you think it was OK that the lazy man was always day-dreaming about gold and riches? Do you think it was OK that he didn't get gold and riches at the end?</i> Choose some learners to share their ideas and answers with the whole class. Ask: <i>Is day-dreaming a good way to get rich? Why or why not?</i></p>	V/P + E	3.3.2.1 3.6.1.4
<p>Close Reading</p> <p>Do a close reading of pp. 2 & 3. Talk about how this tells us the <i>Who? What? Where? When?</i> and part of the problem of the story. This part is the orientation for the rest of the book.</p>	E	3.4.2.3
<p>Focus on Vocabulary: prefix <i>dis</i></p> <p>Look at p. 9. Ask the learners to find a word that means <i>vanished or went away without being seen</i>. They should find <i>disappeared</i>. Write <i>disappeared</i> on the board.</p> <p>Ask: <i>Can you find a smaller word in that means came into view or was able to be seen?</i> Circle the word <i>appeared</i>. Explain that the word <i>appeared</i> can be made into its opposite meaning by adding the prefix <i>dis</i>. Tell the learners that a prefix is a part placed at the start of a word.</p> <p>Tell the learners that a word meaning <i>to be able to be seen again</i> can be made by adding another prefix to the word <i>appeared</i>. Tell them to find this word on p. 15. (<i>reappeared</i>)</p> <p>Write this list of words on the board <i>honour, agree, obey, allow, continue, like, believe, approve</i>. Make sure the learners know the words. Now ask them to add <i>dis</i> to the front.</p> <p>Discuss the meanings of the words and then how the meaning becomes the opposite by adding the prefix <i>dis</i>. Try some sentences: <i>I disagree with you about this book; Do not disobey your mother.</i></p>	E + V/P	3.4.3.2 3.4.3.3
<p>Shared Reading: Revisiting the text</p> <p>Day 2: Get the students to retell the narrative as the pages of the book are turned.</p> <p>Read the book to the learners, asking learners to say the parts that the kakamora says or the man says.</p>	V/P + E	3.4.2.4

ACTIVITIES	LANG.	SYLLABUS								
<p><u>Focus on print (picture): thought bubbles</u></p> <p>Look at the title page and the picture on p. 7. Ask the learners to describe what they can see floating above the man’s head. Explain that this is a thought bubble. It is used to show what a character is thinking about.</p> <p>Ask learners to imagine what they would wish for if they had 2 wishes. Draw a head on the board (yours!) and make 2 thought bubbles and draw a wish in each one...see if the class can guess your wishes. Now write underneath: <i>If I had two wishes, I would wish for _____ and _____</i> (Fill this in to match your picture eg. <i>If I had two wishes, I would wish for a new house and a canoe</i>)</p> <p>Give learners a chance to talk in pairs about their wishes, then do the same in their books: draw the bubbles and then write their own sentences, modelled on yours. Make a class book of wishes, giving each learner a page to draw and then write on.</p>	E + V/P	3.4.1.6 3.4.1.4								
<p><u>Focus on Letters and Sounds: es</u></p> <p>Ask the learners to look at the word <i>wishes</i> on the cover, and where it was written in the activity above. Write <i>wishes</i> and underline the <i>es wishes</i>.</p> <p>Now look at the word <i>riches</i> on p. 7, underline <i>es riches</i></p> <p>Explain: <i>When a word ends in sh or ch in English, we add es, not just s.</i></p> <p>Make pairs of words, asking learners to contribute suggestions:</p> <table><tr><td>wish wishes</td><td>rich riches</td></tr><tr><td>flash flashes</td><td>church churches</td></tr><tr><td>wash washes</td><td>match matches</td></tr><tr><td>push pushes</td><td>watch watches</td></tr></table> <p>Note: fish we do NOT add es, just use fish</p> <p>Make a class word chart to use for writing. Add when you find other words.</p>	wish wishes	rich riches	flash flashes	church churches	wash washes	match matches	push pushes	watch watches	E + V/P	3.4.3.1 3.7.2.9
wish wishes	rich riches									
flash flashes	church churches									
wash washes	match matches									
push pushes	watch watches									
<p>Day 3</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Review the main events in the book. Teacher reads one page of the book and then chooses a volunteer to read the next page.</p>	V/P + E	3.4.2.4 3.2.1.3								
<p><u>Close Reading</u></p> <p>Give a small copy of the book to all learners. Do a close reading of p. 2 and then p. 16. Focus on how these pages have similar information because the story returns to the same conditions as the beginning!</p>	E + V/P	3.4.2.5								
<p><u>Comprehension: Complication structure</u></p> <p>Make sure that each learner has a small copy of the book. Write the words <i>orientation, complication, resolution</i> on the board. Notice from the Close Reading that the orientation and the end of the book are similar. Learners locate the pages for the orientation (pp. 2 and 3). Focus on the complication events: learners make a list of the things that happen from p. 4 to p. 14: this is all the complication. Look at p. 15: this is the resolution because the man uses Wish number 2 to bring his wife back. Help learners to see that anger on p. 13 caused the problem on p. 14, but regret on p. 15 brought her back. Discuss: <i>Could he have let his wife disappear and then wish for riches?</i></p>	E + V/P	3.4.2.3								
<p>Day 4</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Hand out small books. Ask for learners to read out pages to the class. You should read every second page</p>	E	3.4.2.4								
<p><u>Comprehension: linking feelings to events</u></p> <p>Write these words on the board: <i>lazy, surprised, excited, greedy, angry, worried, disappointed, lazy</i></p> <p>Ask the learners to go through the book and link these words to what was happening: talk with their partner.</p> <p>Now help the learners turn this into a way of summarising the story: <i>The man was lazy so he spent all day day-dreaming.</i> Ask the class to make the sentences orally first, then they can write them in their books. Do NOT write all the sentences on the board, only the first one: let the learners use the structure and the book to help them construct their sentences. You can help as you walk around the class.</p> <p>Note: not all sentences will look exactly alike, but will give the same information.</p>	E + V/P	3.6.2.4 3.6.2.3 3.4.2.3								
<p>Day 5</p> <p><u>Independent Reading</u></p> <p>Make sure that each learner has a small copy of the book. Learners read silently to themselves or with a partner</p>	E	3.2.1.3								

ACTIVITIES	LANG.	SYLLABUS
<p>Shared Writing: Different points of view</p> <p>Ask the learners to think about the kakamora and what he would say about this story. Remember: he does not know how the lazy man used the wishes!</p> <p>With the class, build up a story of what the kakamora saw. This is an example, but do NOT copy it: it is for your information to know the sort of story the kakamora might tell.</p> <p><i>One day I was walking along the road when I saw a house with a man outside. He was not working, just sitting there. I was surprised to find him there, but I was very hungry so I asked for food. I think he said “biscuits” so I went inside and ate 2 packets. I was so grateful that I gave him two wishes and then I left. I hope he used those wishes well!</i></p> <p>Make sure you ask learners to use the book to find the events.</p> <p>If this was easy, you and the learners can write the story that his wife would tell!</p> <p>Note: this is an important skill, to see the story from another character’s point of view.</p>	E + V/P	3.7.1.2 3.9.1.6

- Other activities:
- do a survey of people in other classes to find out what they would wish for. Compare what different children in the school wish for
 - imagine an ending for the story where he wishes for something useful for himself and his wife

