

I want to fly



By **Billy Fito'o**
Pictures by **Tony Hiriasia**

Nguzu Nguzu Reading Books

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Review and re-development project

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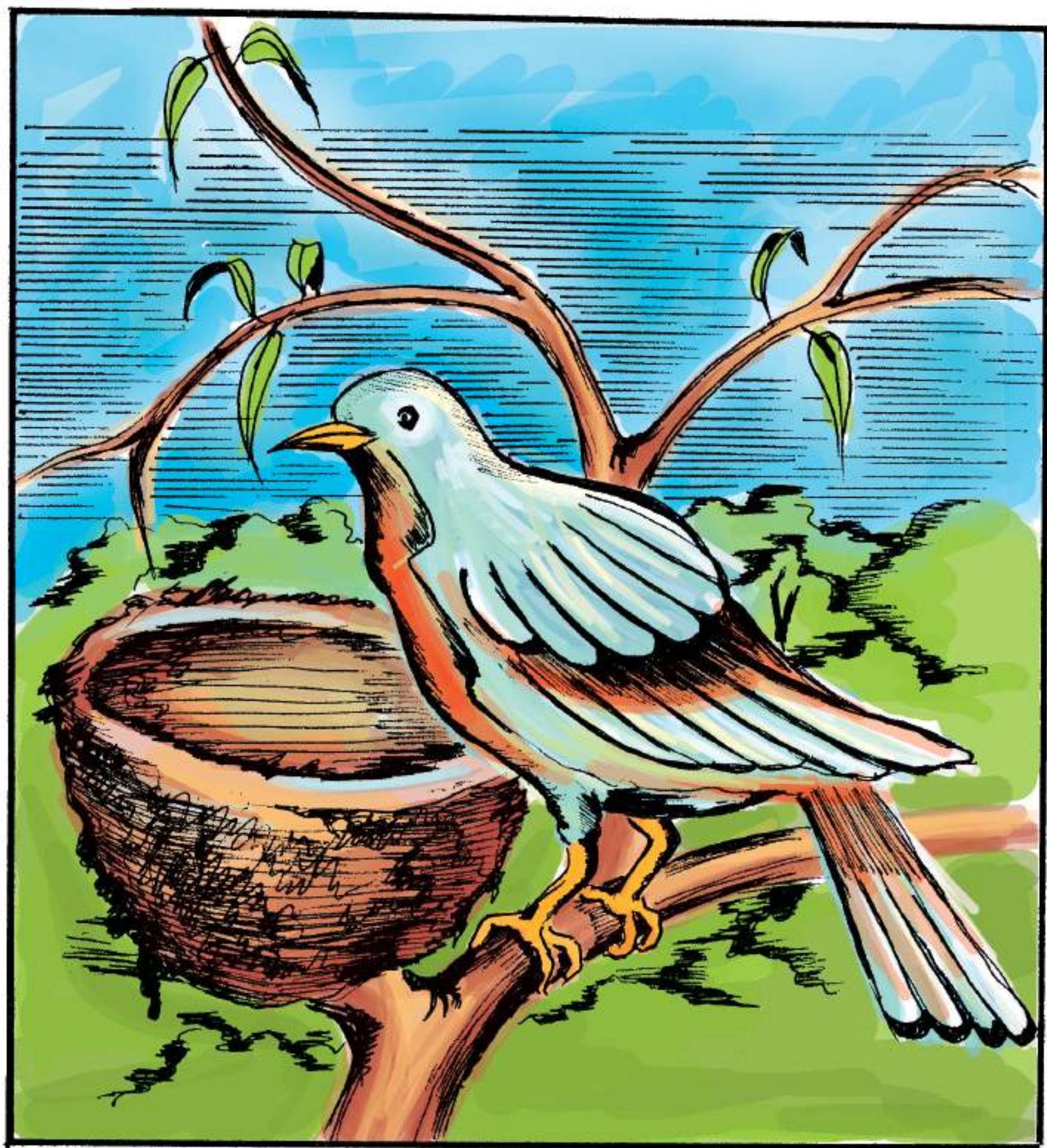
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Development 2015

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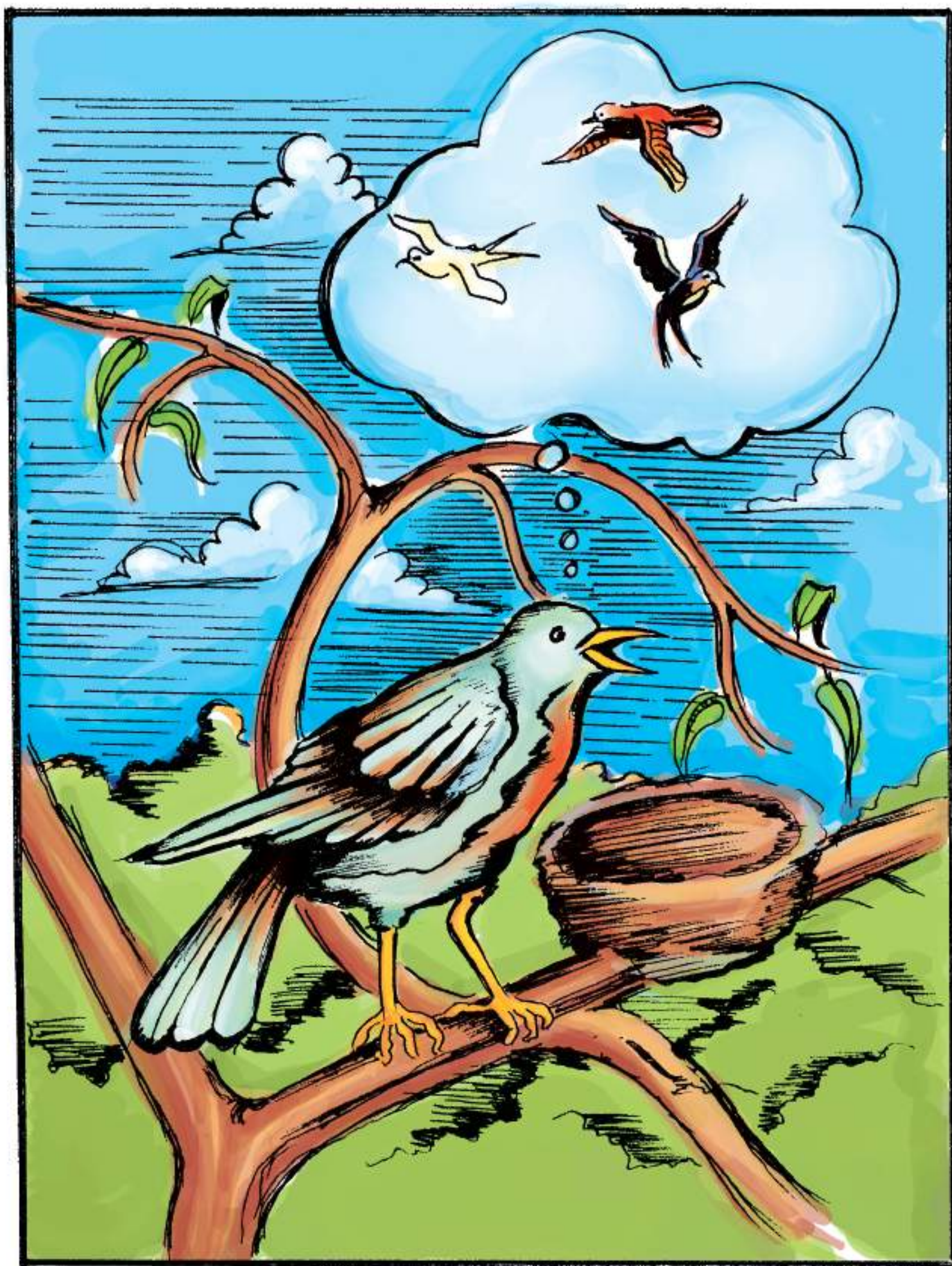
I want to fly



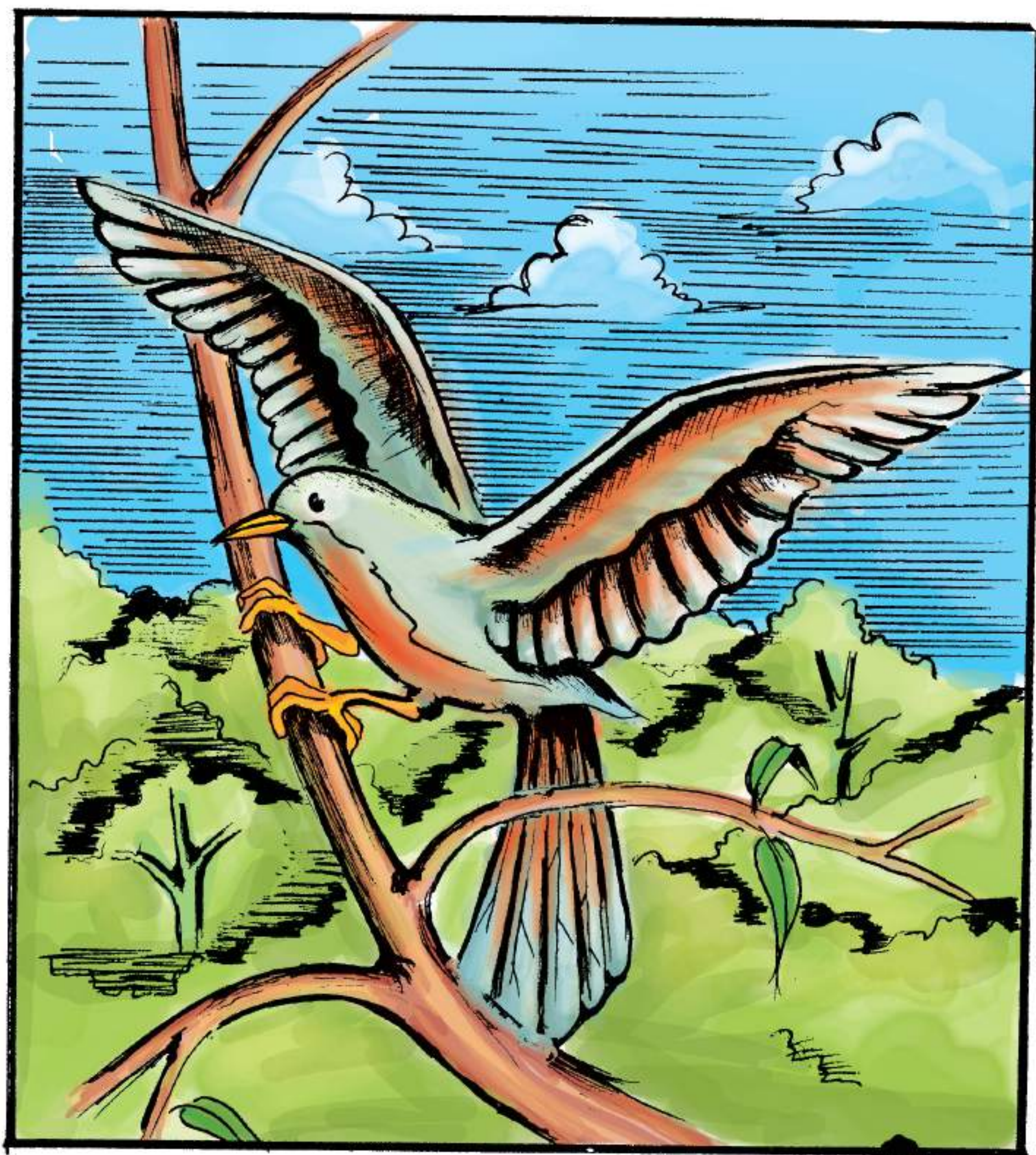
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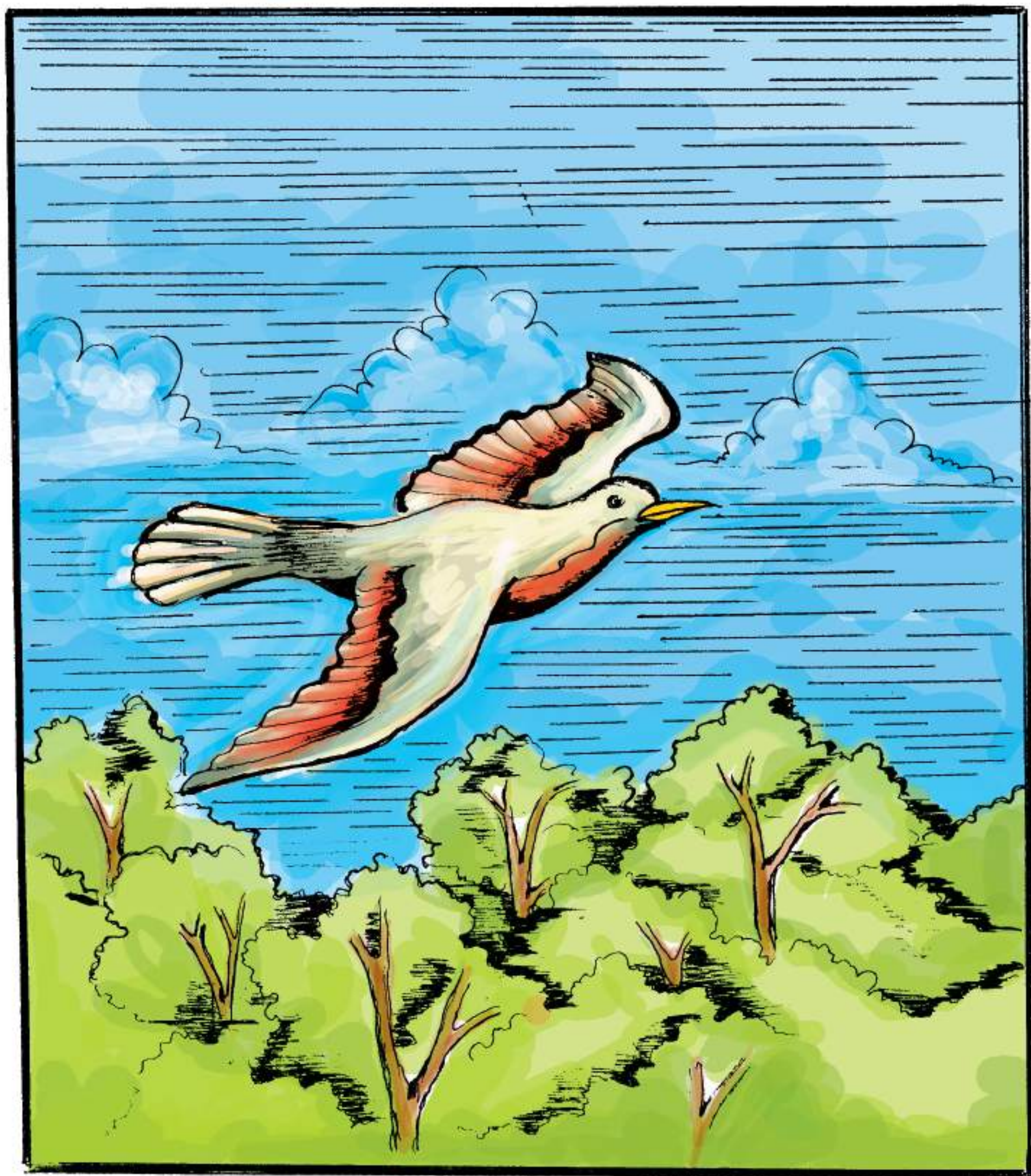
**I'm ready to leave
my nest.**



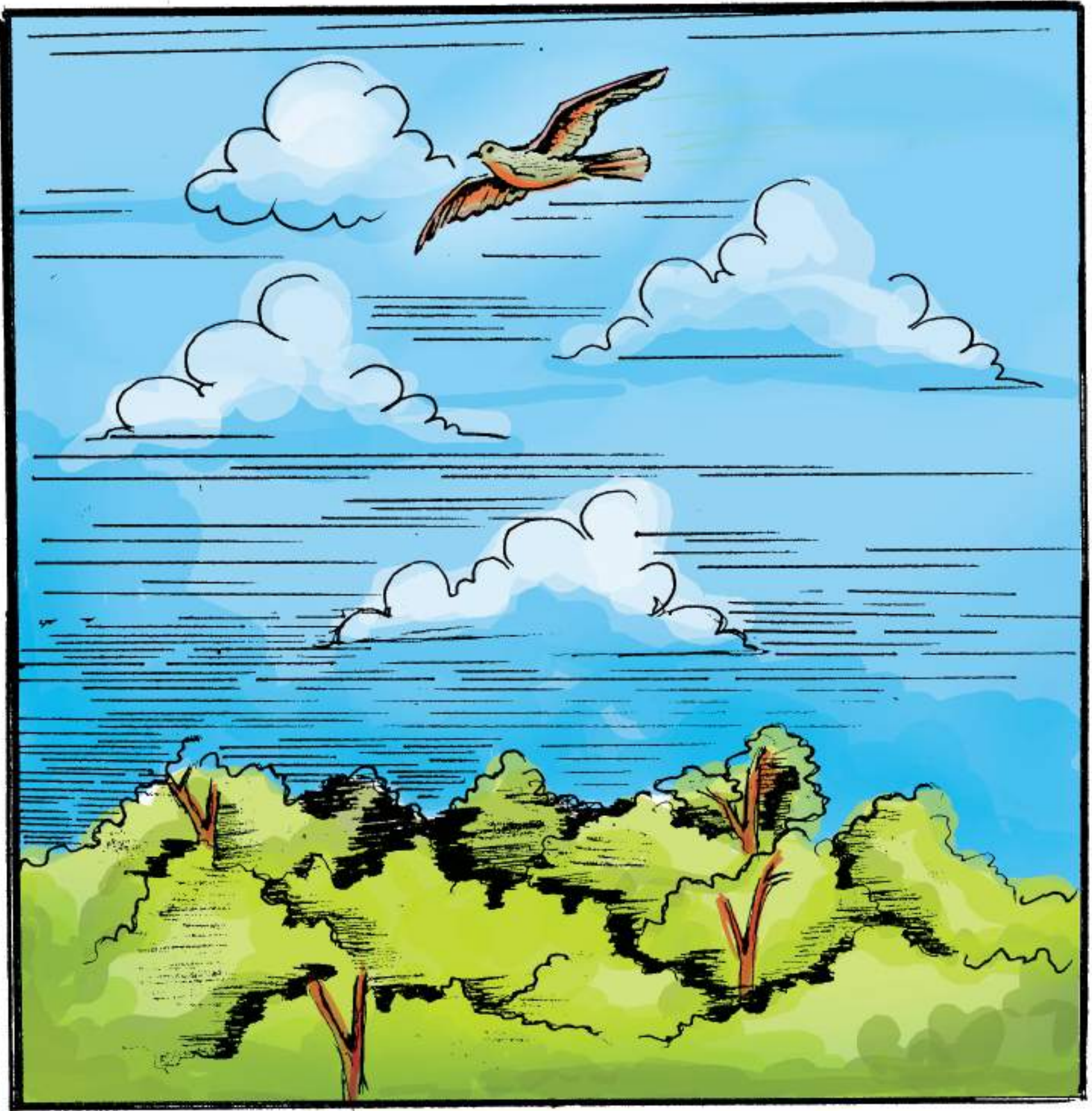
**I want to fly like all
the other birds.**



**I ruffle my feathers
and flap my wings.**



**Gracefully, I soar off
over the tree-tops.**



I fly high in the sky.



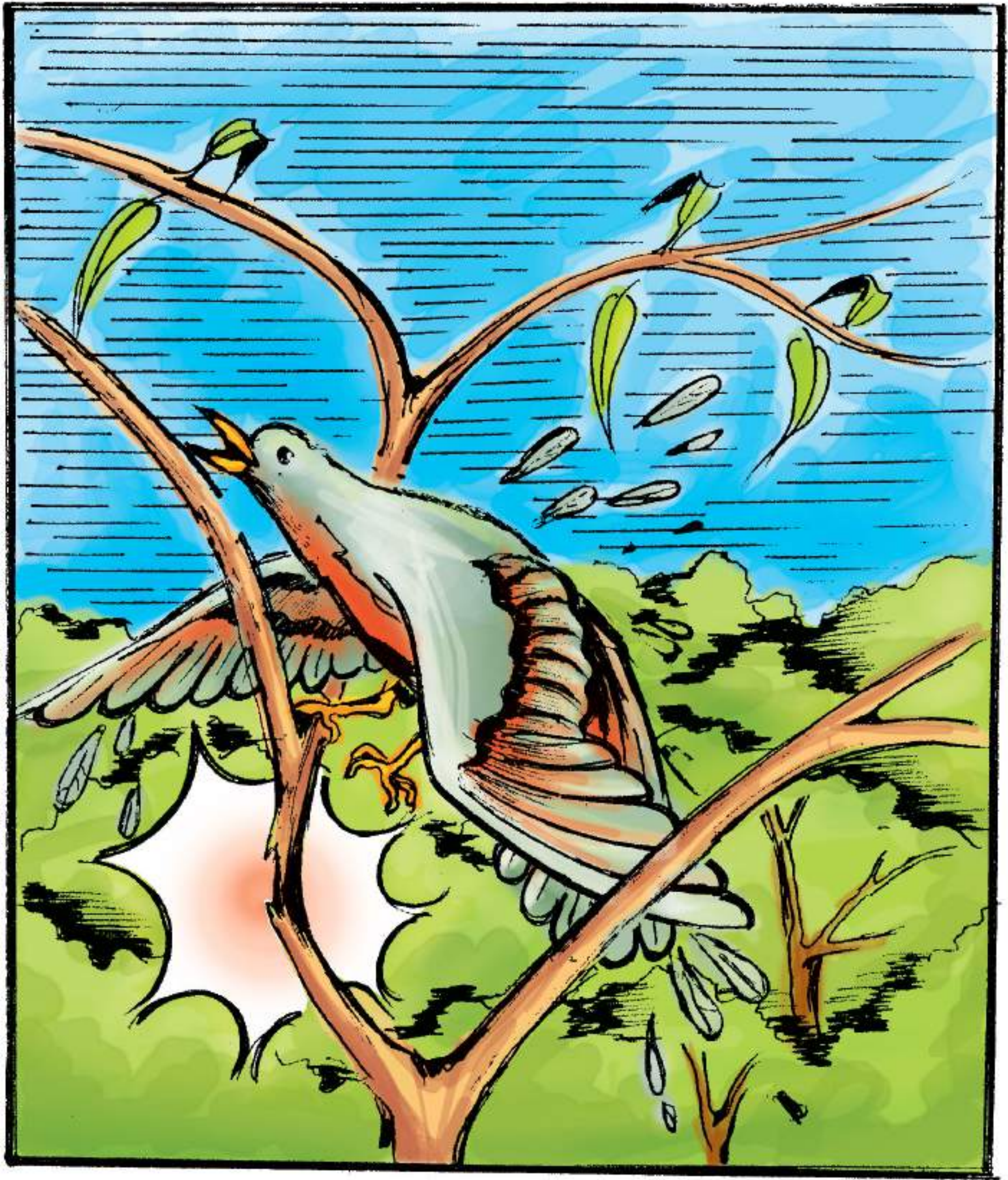
**Flying is easy.
Flying is fun.**



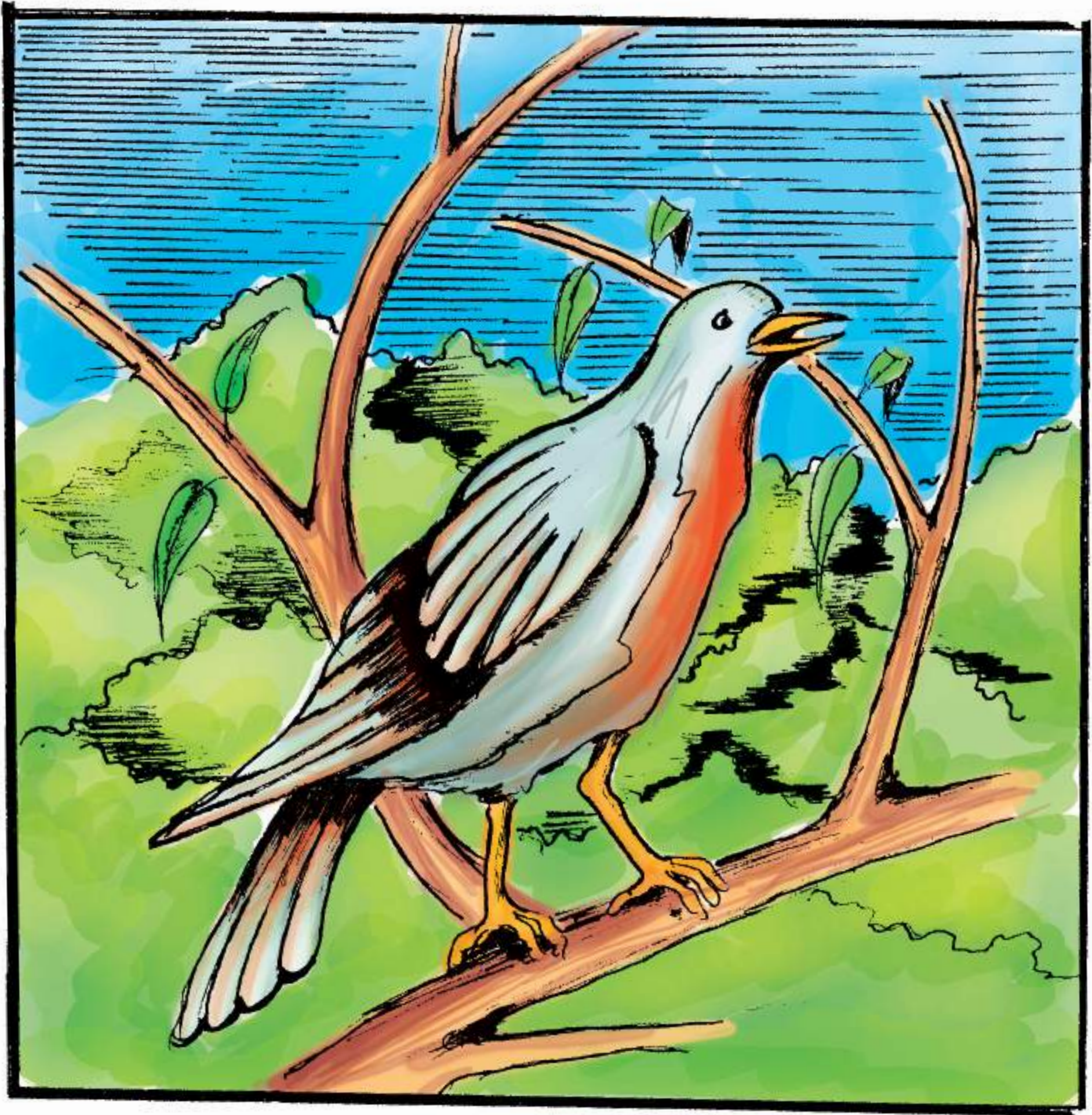
**Now I'm ready to
land for the first time.**



Down, down I go.



Crash!



I can fly,



**but I'll have to
practise landing.**

Text:	<i>On My Beach</i>
Level:	Year 1
Message:	There are things to watch and observe
Discussion focus:	Night time and day time creatures
Vocabulary focus:	Action verbs in the continuous form (-ing)
Print focus:	Full stops and commas
Letters and sounds:	<i>t, b</i>
Writing opportunity:	New story with insertion of new objects

ACTIVITIES	LANG.	SYLLABUS
<p>Day 1</p> <p>Set the context: Talking with learners</p> <p>Tell the learners: <i>This story is about a girl who sits on a beach at night time. She tells us about all the things she can see.</i> Now ask the learners: <i>What things can you see at night time, when you are at the beach?</i> Now open the book and look at the pictures. Turn to p. 1 and explain that the girl sits and watches. Explain the word <i>watch</i> and teach the English word, pointing to the word on the page. Look at the picture on pp. 2-3. Point to the dolphins in the picture, teach the English name then count how many dolphins are in the picture and show the word <i>five</i> on the page. Now tell the learners that the dolphins are playing, pointing to the word <i>playing</i> on the page. Repeat this for the remaining pages: looking at the object first (<i>coconuts, bats, canoes, moon</i>) then counting how many the girl can see and pointing to the number word, then explaining the action word on each page (<i>playing, floating, flying, drifting, hiding</i>).</p>	V/P + E	1.3.3.1 1.4.1.4
<p>Read the story: Listening and watching</p> <p>Now read the story in clear English, pointing to each word as you read. Make sure you pause after each comma.</p>	E	1.6.1.1
<p>Review the story: Understanding the story</p> <p>Turn the pages of the book and encourage the learners to tell you what they remember about the story: encourage the learners to tell you what the girl can see on each page and how many of these objects she can see. See if the learners can tell you what each object is doing (<i>playing, floating, flying, drifting, hiding</i>). Now read the story again, and encourage the learners to read some of the words (maybe the number words).</p>	V/P + E	1.4.1.2 1.4.1.3 1.6.2.6
<p>Responding to the story: Talking by the learners</p> <p>Ask the learners what time of day the girl was sitting at the beach (night time). For every object ask: <i>Can we see (object) during the day time?</i> (eg. <i>Can we see bats during the day time?</i>). Now think about some more animals, plants, natural things that we can only see at night time. Think about some animals, plants and other natural things we only see during the day.</p>	V/P	1.3.1.2

<p>Day 2</p> <p>Shared reading: Revisiting the story</p> <p>Ask the learners to say what they remember about the story. Help them to retell in their own words (not read). You could turn the pages and ask a learner to tell what happened.</p> <p>On each page revise the number and object word used (eg. <i>five dolphins, four coconuts</i>)</p> <p>Now read the story, pausing before the number and object words, allowing the learners to read this part. Encourage the learners to look at the picture as a clue as to the words on the page.</p>	V/P + E	1.3.2.2 1.6.1.1 1.4.1.3
<p>Focus on vocabulary: action verbs on the continuous form</p> <p>Preparation: Write the action verbs from the story on cards: <i>playing, floating, flying, drifting, hiding</i>.</p> <p>Show the learners each word card and show them how to read each word, making sure the learners are saying the <i>-ing</i> part of each word. Explain that these are all words we use to describe an action.</p> <p>Now open the book to page 2, point to the word <i>playing</i> and see if the children can find the matching word card. Do this activity for all pages, pointing to the verb then asking the learners to find the matching card.</p> <p>Tell learners: <i>If I talk about something I am doing, I can say, "I am playing".</i></p> <p>Write <i>I am _____</i> on the board and hold the card <i>playing</i> in the space to show the sentence.</p> <p>Ask the learners to think of some other actions they do. Take some ideas in V/P, then tell the learners the verb used in English, writing the word in the space. Make sure to write it in continuous form (<i>I am running, I am jumping, I am dancing</i>) then reading it to the learners. For each sentence, encourage the learners to act out the action and read the sentence with you.</p> <p>In their books, or on a piece of paper, ask the learners to draw a picture of themselves doing something. Move around the room and ask the learners to tell you what they are doing. Write a sentence for the learners following the structure <i>I am _____ing</i>. The learners may copy your writing underneath.</p>	E + V/P	1.6.2.4 1.6.2.6 1.4.2.4

ACTIVITIES	LANG.	SYLLABUS
<p>Day 3</p> <p>Shared reading: Revisiting the story</p> <p>Today revise the action words in the story by showing the learners the flashcards then finding each word in the story. Now read the story, encouraging the learners to read the action verb on each page.</p>	E	1.6.1.1
<p>Focus on print: full stops and commas</p> <p>Remind the learners of what a full stop looks like. You might like to ask the learners to practice writing a full stop with their finger in the air. Now tell the learners that this whole story is just one sentence. Open the book and show them the comma on p. 1 and explain that this is not a full stop, but a comma. Make a comma movement with your hand and learners copy. Explain, that it is a short pause only. Now read the story again to the learners, getting them to watch to make the coma or the full stop sign with their hands.</p> <p>Bring out other Nguzu Nguzu books that learners have read so far (make sure they are familiar with the books already, not a new book). Learners go through the books with a partner and find the full stops and any commas, pointing to them. If they can read the book, they read, pausing at the commas and stopping at the full stop.</p>	E + V/P	1.4.2.5
<p>Focus on Letters and Sounds: initial <i>t</i></p> <p>Making the letter: Turn to p. 8 and point to the word <i>two</i>. Point to the first letter and tell the learners that it is the letter <i>t</i>. Ask the learners to look at the other words in the sentence and find another <i>t</i>. Now write the letter <i>t</i> on the board (or on big paper). Trace your finger over the letter, explaining (in V/P) how to make the shape as you trace: <i>start at the top and go straight down then make a little line across the middle</i>. Let the learner practice making the shape, this time tracing the letter on their friend's back.</p> <p>Making the sound: Now practice the sound. Say the word <i>two</i> carefully, emphasising the <i>t</i> sound at the beginning. Say some more words that start with the letter <i>t</i> (<i>turtle, tree, tomatoes, taro</i>). Now ask the learners to think of some more words that begin with the <i>t</i> sound. Have some pieces of paper ready, as they learners say each word, write the word on a piece of paper. The learner can draw the picture that matches OR do this in their book. The teacher will write the word in the book for the learner to copy.</p>	E + V/P	1.7.2.1 1.4.2.3
<p>Day 4</p> <p>Shared reading: Revisiting the story</p> <p>Ask for volunteers to try to read a page in the book to the class. The teacher reads the first page and then one learner reads the next page. This continues: the teacher reads and a new learner reads the next page.</p>	E	1.6.1.1
<p>Focus on Letters and Sounds: initial <i>b</i></p> <p>Making the letter: Look at the letter <i>b</i>. Find the letter <i>b</i> on the cover (<i>beach</i>), teach the letter name and show the learners how you write this letter: <i>start at the top and go straight down, now go half-way up and make a ball</i>. Practice writing the letter in the air. Then look through books to find the letter <i>b</i>. Learners trace the letter when they find it in their small copies of books.</p> <p>Making the sound: Look at the words that learners found that start with <i>b</i>. Say the words carefully so learners hear the first sound. Ask the learners to think of any more words that have the <i>b</i> sound, writing each word on a piece of paper.</p> <p>Hand out each piece of paper to individual learners (or pairs). Make sure the learners know what word is on their paper, then ask them to draw a picture for their word. When finished look at each picture as a class, and say the word.</p> <p>To revise <i>t</i> and <i>b</i> sounds, say some words that start with each letter. The learners hold up their left hand if it is a <i>t</i> word and right hand it is a <i>b</i> word. They need to listen carefully to the first sound. Do this with other sounds you have taught the learners (<i>c, d</i> etc)</p>	E + V/P	1.7.2.1 1.1.2.1 1.4.2.3
<p>Day 5</p> <p>Independent Reading</p> <p>Give learners copies of the book to share. Give them some time to read with each other.</p>	E	1.4.3.1
<p>Shared Writing</p> <p>Tell the learners that you will be writing a story about another girl (or boy) who sits somewhere and watches everything they can see. Now ask the learners to think of a place where the child will sit (in a forest, garden, classroom). Now write the title of the story on the board: In/On My (place) (eg. <i>In my forest</i>)</p> <p>Now write the first sentence of the story using this structure: <i>I sit in/on my (place) and watch,</i> Pause and ask the learners to think of something the child can see in this place. Choose one idea and ask the learners to think of the action word for this object. Now finish the sentence using this structure: five (object) (action verb) eg. <i>five trees swaying</i>.</p> <p>Repeat this for for more sentences, going backwards in the number sequence each time.</p> <p>Over the page is an example of a story you could write (you must replace the bolded words with different words – let the learners suggest some words here)</p>	E + V/P	1.3.1.4 1.7.1.4 1.9.1.2 1.9.1.4

<p><i>In my forest</i></p> <p><i>I sit in my forest and watch, five trees swaying, four birds flying, three geckoes crawling, two clouds drifting, and one sun hiding.</i></p> <p>Write each line on a piece of paper. Hand out the pages to small groups and ask each group to draw a picture on the page. Put the pages together to make a class book. Read the book as a class.</p>		
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