

# Adi's visit



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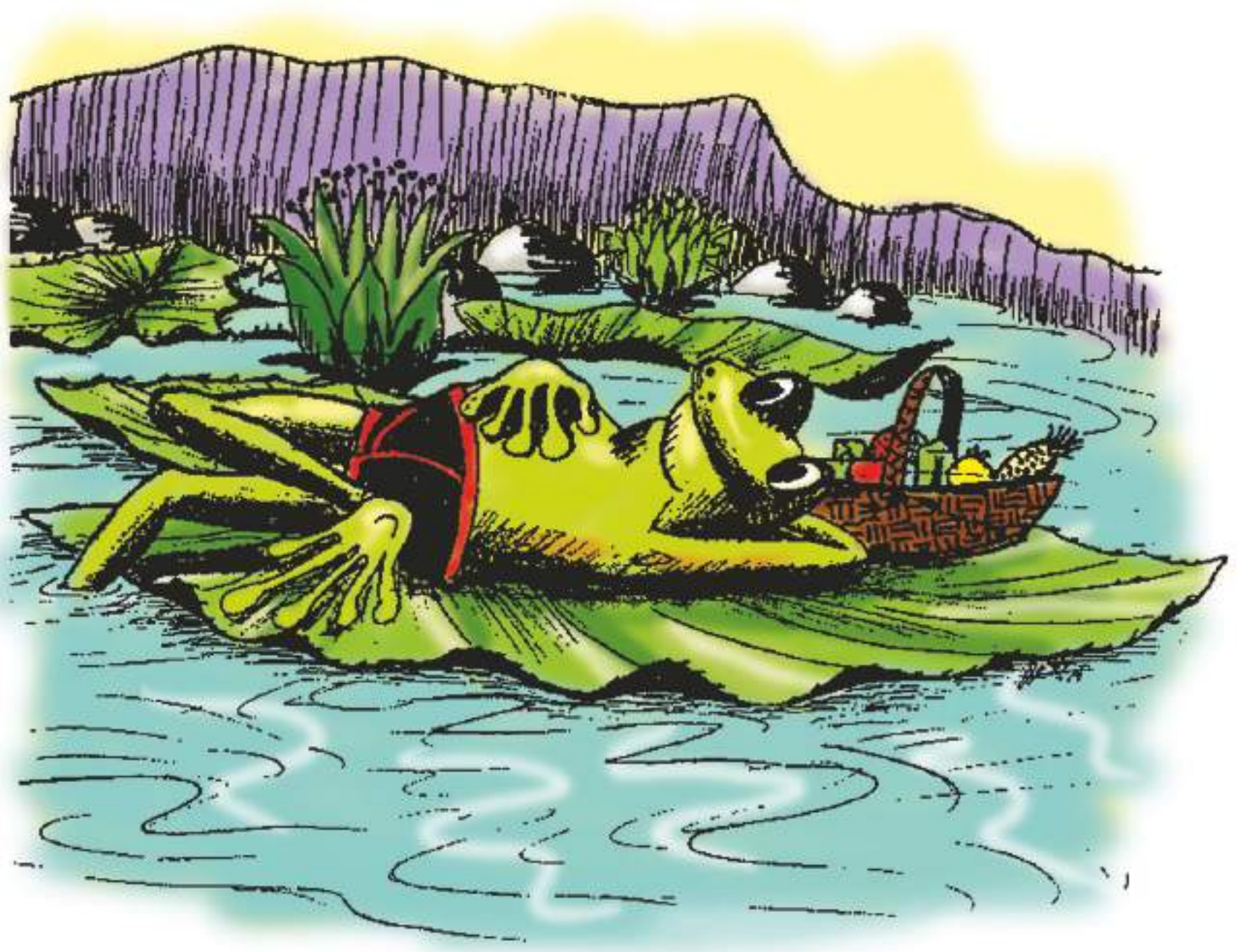


# Adi's visit



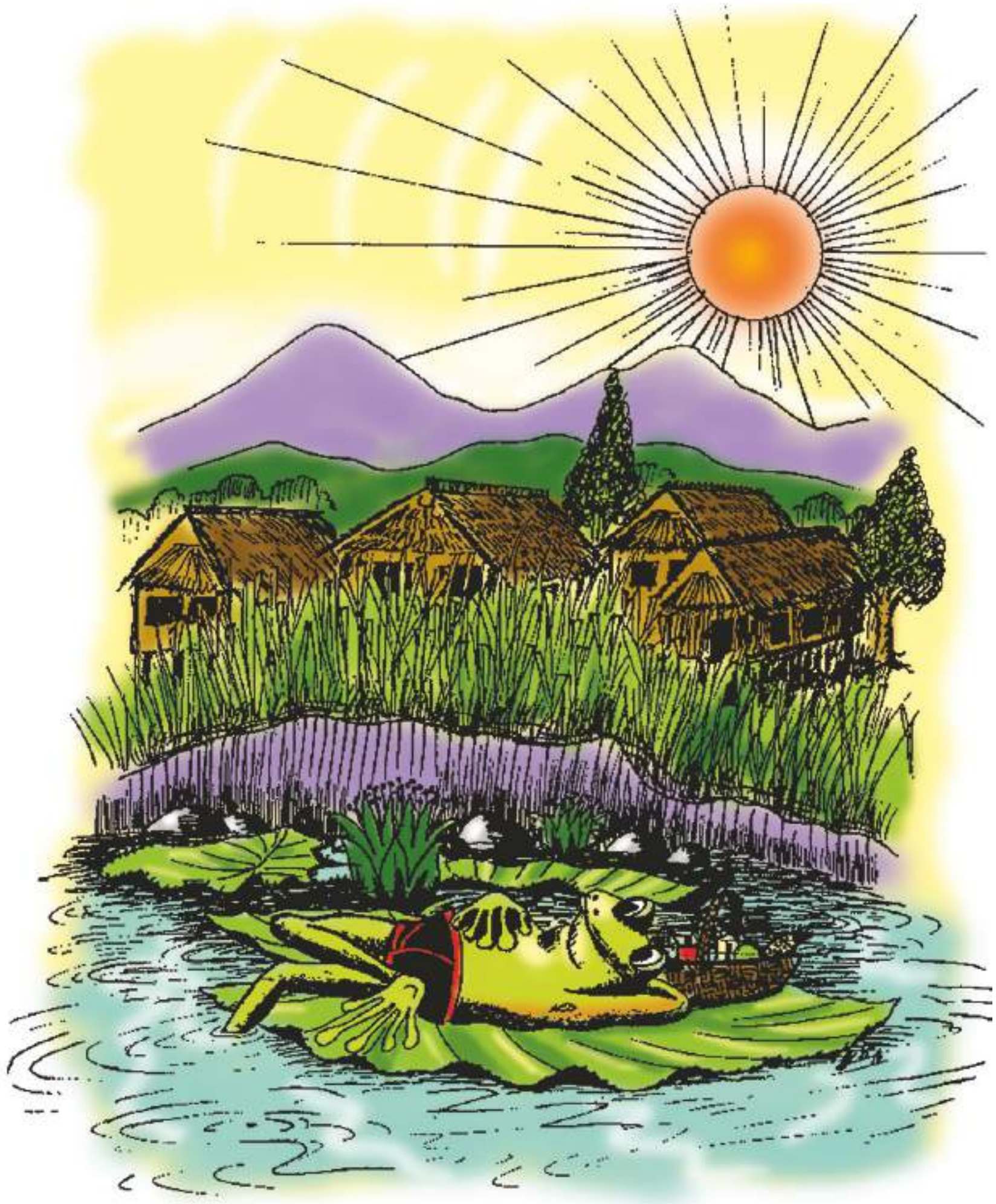
By Levys Belapada  
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One morning Fogi the frog was lying on a water-lily leaf in the pond in the village. He was waiting for his friend, Adi the ant, who was coming for lunch.





As the sun climbed higher in the sky,  
he began to worry. Adi was very late.





Suddenly he heard a loud noise in the village. He looked up and saw all the chickens of the village running through the long grass.





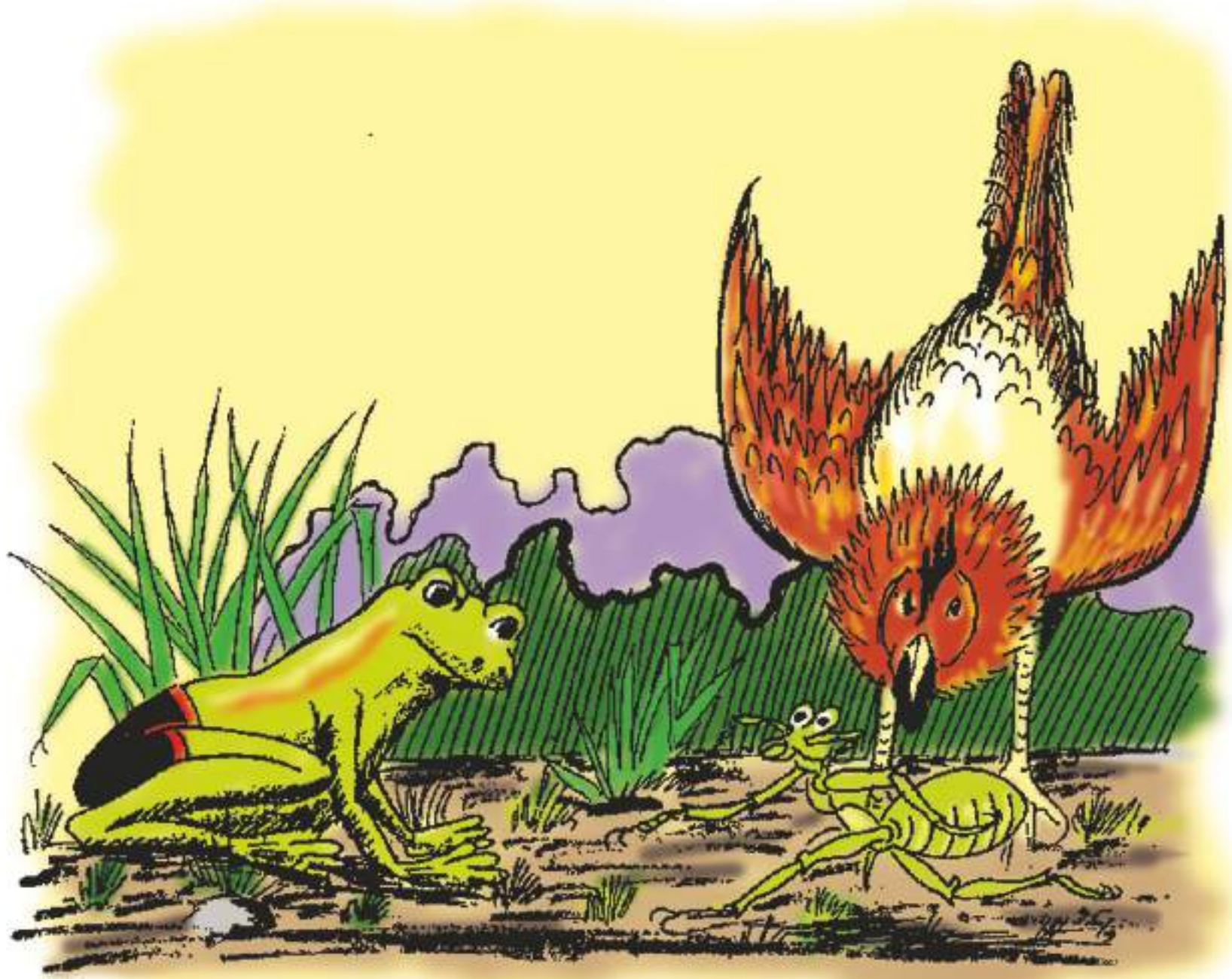
Fogi hopped from his leaf to the edge of the pond to get a better look. He still could not see why the chickens were running.





He hopped up onto a big rock, and then he saw a terrible sight. All the chickens of the village were chasing his friend Adi, and one big hungry rooster was about to catch him.





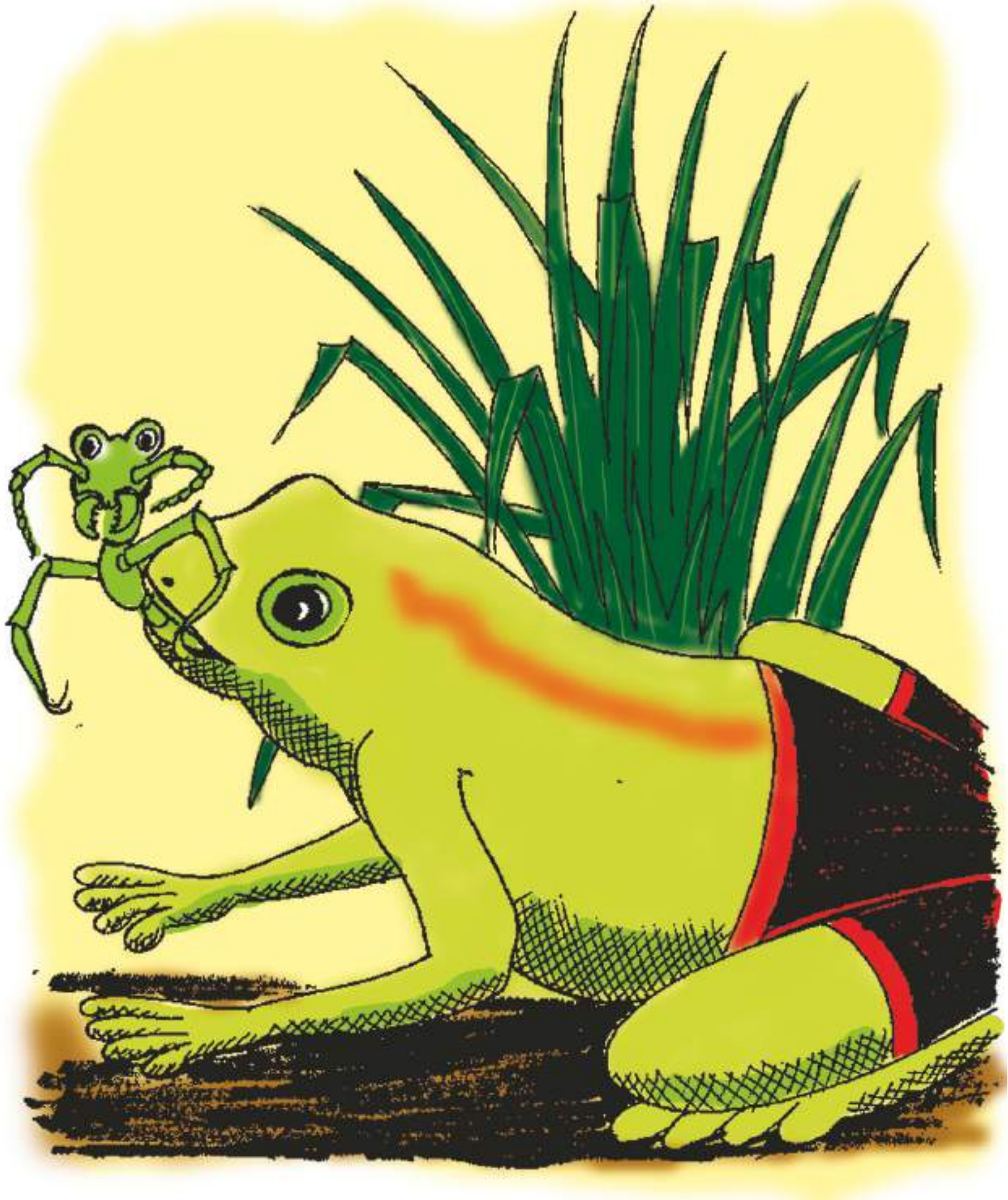
Quickly, Fogi hopped from the rock. It was such a big hop that he landed very close to Adi, but the big hungry rooster was closer.





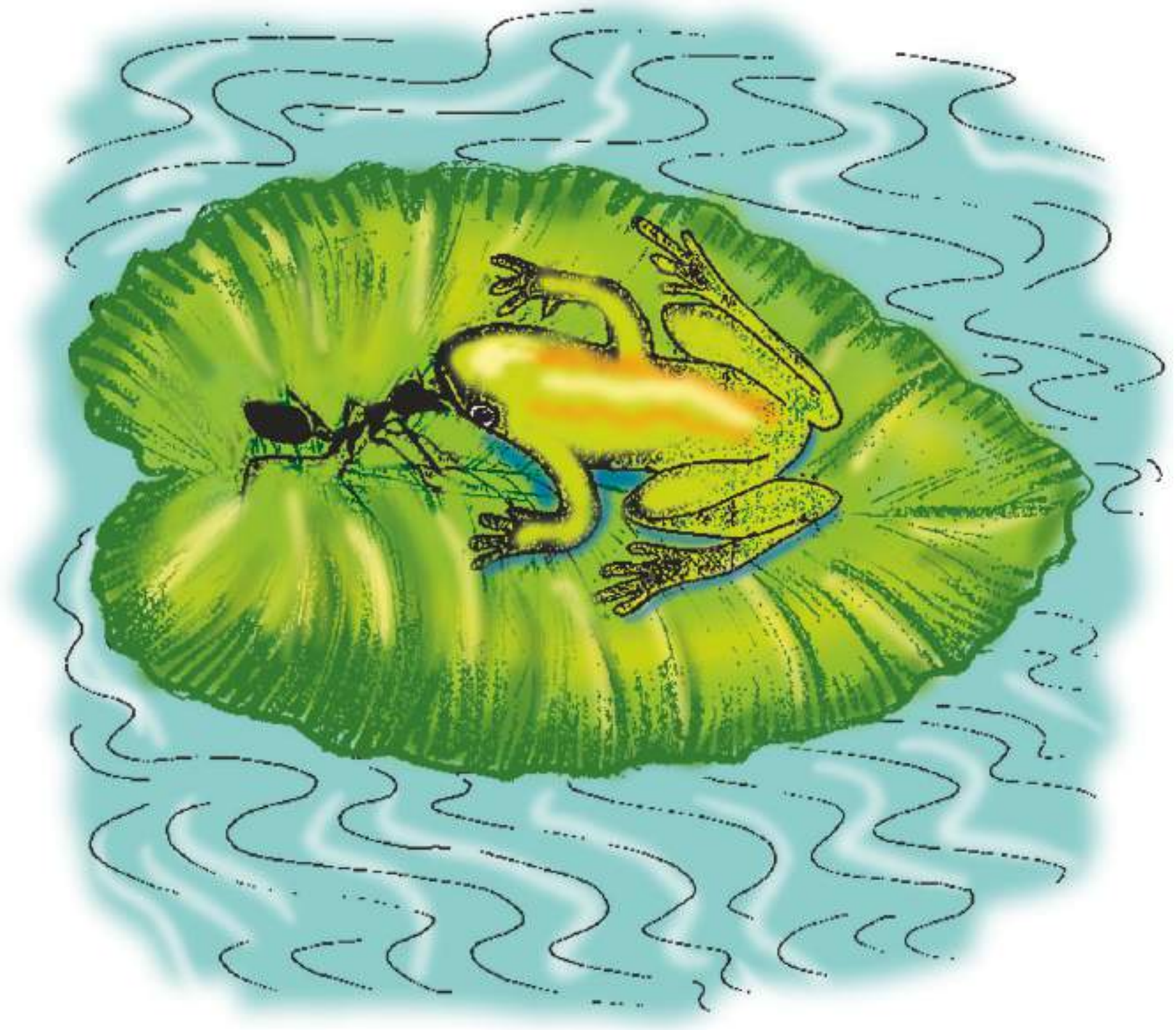
Just as the big hungry rooster  
pecked, out popped Fogi's long sticky  
tongue.





Fogi snatched Adi to safety and  
hopped back to the waterlily leaf.





The two friends were safe from the chickens.





"What a narrow escape," said Adi,  
as he sat down to eat.





"Just wait till next time," said the big hungry rooster, as he went back to the village.







Text:	<i>Adi's Visit</i>
Level:	Year 2
Message:	We should help our friends when they are in trouble
Discussion focus:	How we help our friends
Comprehension:	Sequencing; matching pictures with words
Vocabulary focus:	Verbs to show continuous actions
Letters and sounds:	-nd
Print focus:	Introducing apostrophe of possession
Writing opportunity:	Guided writing: helping a friend

ACTIVITIES	LANG.	SYLLABUS
<p>Day 1</p> <p><u>Modelled Reading</u></p> <p><u>Set the context: Talking with learners</u></p> <p>Tell the learners: <i>This story is called Adi's Visit. On the cover we can see the 2 main characters in this book. Adi is the ant</i> (point to the ant) and the other is Frogi who lives on the lily pad in the middle of the pond. Do NOT tell them if they are correct or not. It is important that they tell you <i>why</i> they give their answers. Discuss what Adi and Frogi are doing. <i>Is it strange that a frog and an ant would be friends?</i> Now say: <i>We are going to look through the book and we will see that Adi is in danger and Frogi saves him.</i> Open the book and look at the pictures. As you look through the pictures, help the learners to explain what is happening. 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	2.3.1.4 2.4.1.1
<p><u>Read the story: Listening and watching</u></p> <p>Read the story in clear English. On p. 11 read Adi's spoken part "<i>What a narrow escape</i>" happily to show that they are safe now. Read the rooster's spoken part "<i>Just wait till next time</i>" in a threatening voice.</p>	E	
<p><u>Review the story: Understanding the story</u></p> <p>Turn the pages of the book and ask the learners to retell the story. On p.12, make sure the students understand that the rooster feels angry and still wants to eat Adi. It would be goof to show how this is an unusual story because usually the frog would want to eat the ant!</p>	V/P + E	2.5.1.6 2.6.1.3 2.4.1.4
<p><u>Responding to the story: Talking by the learners</u></p> <p>Talk about how in the story Fogi helps Adi when he is in trouble. Ask the learners to think about how they help their friends (eg. <i>share food with them, help them with their homework</i>). Let the learners share their answer with their partner first, then choose some learners to tell their answer to the whole class.</p>	V/P	2.6.1.1 2.6.2.3 2.1.1.4
<p><u>Close Reading</u></p> <p>Do a close reading of pp. 2 &amp; 3. Summarise: Look at the information that we are given in the orientation to show the situation for the story.</p>	E + V/P	2.6.1.5 2.4.2.8

Day 2 <u>Shared reading: Revisiting the story</u> Ask the learners to remember what happened in the story. Turn the pages and the learners explain the events in their own words. Read the story to the learners as they follow along in the small books.	V/P + E	2.3.2.2 2.4.1.4
<u>Comprehension: Sequencing</u> Write these events on the board: <div><i>The rooster was chasing Adi.</i> <i>The rooster decided he would catch Adi next time.</i> <i>Adi and Frogi had their picnic.</i></div> <div><i>Frogi was waiting for Adi to visit.</i> <i>Frogi used his tongue to rescue Adi.</i> <i>Frogi heard lots of noise from the village.</i></div> Ask the learners to read the sentences on the board and then find where these things happened in the book. With a partner discuss the order these occurred. Let the partners talk for about 10 minutes. Then the class discussed the order: make sure the learners can show the pages where these events happened to give evidence. The learners can now write the sentences in the correct order in their exercise books: they do NOT copy the same order from the board, but only write in the correct order in their books. They can illustrate one of the sentences.	E + V/P	2.4.3.4 2.6.1.4 2.5.1.6 2.5.1.4



ACTIVITIES	LANG.	SYLLABUS									
<p><u>Focus on vocabulary: continuous verbs + was/were</u></p> <p>Write these words on cards, one set for the whole class</p> <table><tr><td>lying</td><td>waiting</td><td>coming</td><td>running</td><td>chasing</td><td>eating</td><td>drinking</td><td>sitting</td><td>walking</td></tr></table> <p>Ask the learners to look at p. 2 and identify the 2 things that Frogi was doing (<i>lying</i> and <i>waiting</i>). Then what Adi was doing on this page (<i>waiting</i>). Look at these verbs that use <i>ing</i> at the end to show they are actions that are continuing. They are also linked to <i>was</i> to make the verb group <i>was lying, was waiting, was coming</i>. Ask the learners to go through the book to find other examples of these verbs: <i>were running, were chasing</i>. Note that in these examples, it was a group of animals doing the action so we use <i>were</i>. We need to use <i>were</i> when there are more than one character doing the action.</p> <p>Show each card to the learners and make sure the learners can read each word. Make a sentence about the story using the cards that are in the story, eg. <i>Frogi was waiting for Adi. The animals were chasing Adi</i>.</p> <p>Now try some sentences about everyday things and the learners in the class, eg. <i>Constance was coming to school; Teddy and Johnny were waiting for their friend; I was eating my lunch</i>.</p> <p>Let the learners try some with their partner. If they want talk about themselves they use <i>was</i> for the past, eg. <i>I was lying in the grass</i>.</p> <p>This is quite a difficult construction for Year 2 so you might want to just do this as an oral exercise over the week.</p>	lying	waiting	coming	running	chasing	eating	drinking	sitting	walking	E + V/P	2.4.2.6 2.4.2.2 2.4.2.8
lying	waiting	coming	running	chasing	eating	drinking	sitting	walking			
<p>Day 3</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask for volunteers to read each second page in the book. Teacher reads p. 2, a volunteer reads p. 3 ...continue with the teachers and a volunteer reading every second page.</p>	E + V/P	2.6.1.9									
<p><u>Comprehension: matching pictures with words</u></p> <p>Look at p. 2 again, the part that they used for Close Reading on Day 1:</p> <p><i>One morning Fogi the frog was lying on a water-lily leaf in the pond in the village. He was waiting for his friend, Adi the ant, who was coming for lunch</i></p> <p>Then look at the picture and ask: <i>Which parts of the written story match the picture?</i> Help the learners to see that the picture shows the words <i>Fogi the frog was lying on a water-lily leaf in the pond</i>. Note that we cannot see in this picture that it is morning and we can't see the village. We cannot see why he was waiting. Explain: <i>The picture only gives us some information, not the complete meaning</i>.</p> <p>Look at p, 3:</p> <p><i>As the sun climbed higher in the sky, he began to worry. Adi was very late.</i></p> <p>Ask: <i>Can we see the sun getting higher? Can we see Frogi getting worried? Can we see that Adi is late?</i></p> <p>Help the learners to see that the picture only shows the sun getting higher.</p> <p>Ask the learners to go through the books with their partners to find all the words that match the picture. Some learners will need help with the words so you should move around the class to help them</p>	E + V/P	2.4.1.6 2.5.1.6 2.4.1.4									
<p><u>Focus on Letters and Sounds: -nd</u></p> <p>Turn to p. 7 and point to the word <i>landed</i>. Explain: <i>This word says landed from the word land. Point to the letters nd in the word. There are lots of words that have the letters nd at the end of the word. Say The letter n makes the nnn sound and the letter d makes the d 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 nd). Listen for the nd sound as I say the word land. It will be in the middle of the word.</i></p> <p>Say some more words to the learners that have this sound and ask learners to identify the <i>nd</i> part: <i>hand, friend, sand, windy, ground, window</i>. Ask the learners to think of some more and make a list. To help this, write <i>__and</i> and <i>__ind</i> on the board and think of letters that could go in front of these word parts, eg. <i>land, hand, kind, find, wind, sand, mind</i></p> <p>Ask the learners to make sentences with 2 or more <i>nd</i> words, eg. <i>I have a kind friend; The wind makes the sand fly out of my hand</i>.</p> <p>They could write some sentences in their exercise books.</p>	E + V/P	2.1.2.2 2.7.2.9									
<p><u>Focus on print: apostrophe of possession</u></p> <p>Look at the title of the book. Ask: <i>What is the name of the character in the book? (Adi)</i> Point out the name and then the apostrophe. Show that this symbol with an <i>s</i> next to it tells us that the next thing belongs to the character. This means the <i>visit</i> belongs to <i>Adi</i>. This is a bit like using <i>blong</i> in Pijin. Show how to say it in Pijin (or vernacular) and then in English.</p> <p>Think of some other things that could belong to Adi in the book:</p> <p><i>Adi's adventure</i> <i>Adi's friend</i></p> <p>Now think about things that belong to Frogi:</p> <p><i>Frogi's home</i> <i>Frogi's tongue</i> <i>Frogi's water lily</i></p> <p>Write these up on the board and show the apostrophe. Rub out the apostrophe and ask learners to come up and write in the apostrophe.</p> <p>Then choose some learners and ask them to come up and write something another person owns and help them to show the apostrophe, eg. <i>Selena's basket; Timi's book</i></p>	E + V/P	2.4.2.1 2.4.2.8									



ACTIVITIES	LANG.	SYLLABUS																		
<p>Day 4</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Today read the first page of the story then choose a group of learners to read the next page to the class. Repeat this pattern, reading one page to the class then choosing a group to read the next page.</p>	<p>E + V/P</p>	<p>2.6.1.9</p>																		
<p><u>Close-Reading</u></p> <p>Do a close reading of pp. 8 &amp; 9. Summarise: this shows us the actions Frogi used to help his friend</p>	<p>E + V/P</p>	<p>2.6.1.5 2.4.2.8</p>																		
<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>Suddenly,</td><td>he</td><td>heard</td><td>a loud noise</td><td>In the village</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 reminding the students that every sentence starts with a capital letter. Ask the students to find a word that starts with a capital letter (<i>Suddenly</i>). Choose a learner to come a move the word into place. Now continue by asking a 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>How did this happen?</i></td><td><i>Suddenly</i></td></tr><tr><td><i>Who is involved?</i></td><td><i>he</i></td></tr><tr><td><i>What happened?</i></td><td><i>heard</i></td></tr><tr><td><i>What did he hear?</i></td><td><i>a loud noise</i></td></tr><tr><td><i>Where did it happen?</i></td><td><i>in the village</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>a loud noise</i> from the sentence. Ask the learners to think of another noise you can hear. Take some ideas then write a new name in the space (eg. <i>some children singing, a dog barking</i>). Now take away the words <i>in the street</i>. Ask the learners to think of another place where the sound can be coming from (eg, <i>in the bush, in the house</i>). Here is an example of a sentence you could write. You will need to use different words:</p> <p><i>Suddenly, he heard <b>a dog barking in the street.</b></i></p>	Suddenly,	he	heard	a loud noise	In the village	.	<i>How did this happen?</i>	<i>Suddenly</i>	<i>Who is involved?</i>	<i>he</i>	<i>What happened?</i>	<i>heard</i>	<i>What did he hear?</i>	<i>a loud noise</i>	<i>Where did it happen?</i>	<i>in the village</i>	<i>What goes at the end of the sentence?</i>	<i>.</i>	<p>E + V/P</p>	<p>2.4.2.8 2.7.2.2</p>
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<i>What goes at the end of the sentence?</i>	<i>.</i>																			

<p>Day 5</p> <p><u>Independent Reading</u></p> <p>Today hand out copies of the book to the learners. Ask the learners to read in pairs, taking turns by reading one sentence each.</p>	<p>E</p>	<p>2.6.1.9</p>
<p><u>Guided Writing: helping a friend</u></p> <p>Tell the students <i>Today we will write a story about helping a friend who is in trouble. Think about a situation where they could be in danger or a bad situation. Try and tell it using some ing words that we learnt about.</i></p> <p>Let learners talk about some situations and how they could help their friend. Use the book to help with sentence starters:</p> <p><i>One day I was....</i> <i>I was waiting for ...</i> <i>Suddenly I heard ....</i> <i>I saw....</i> <i>I .....</i> <i>We were ...</i></p> <p>Here is an example you could model for the learners</p> <p><i>One day I was sitting under a coconut tree. I was waiting for my uncle, Peter. He was late. Suddenly I heard barking. I saw some dogs chasing my uncle. I quickly grabbed some coconuts and threw them in the other direction. The dogs thought it was someone else so they towards the coconuts. It gave my uncle time to run to safety. We were happy to be away from those dogs!</i></p> <p>Now ask the students to write their own story, in pairs or a group. They can illustrate their story with pictures to show the events. This would be good to make into books for the classroom library.</p>	<p>E + V/P</p>	<p>2.7.2.8 2.7.2.1 2.7.2.2</p>







