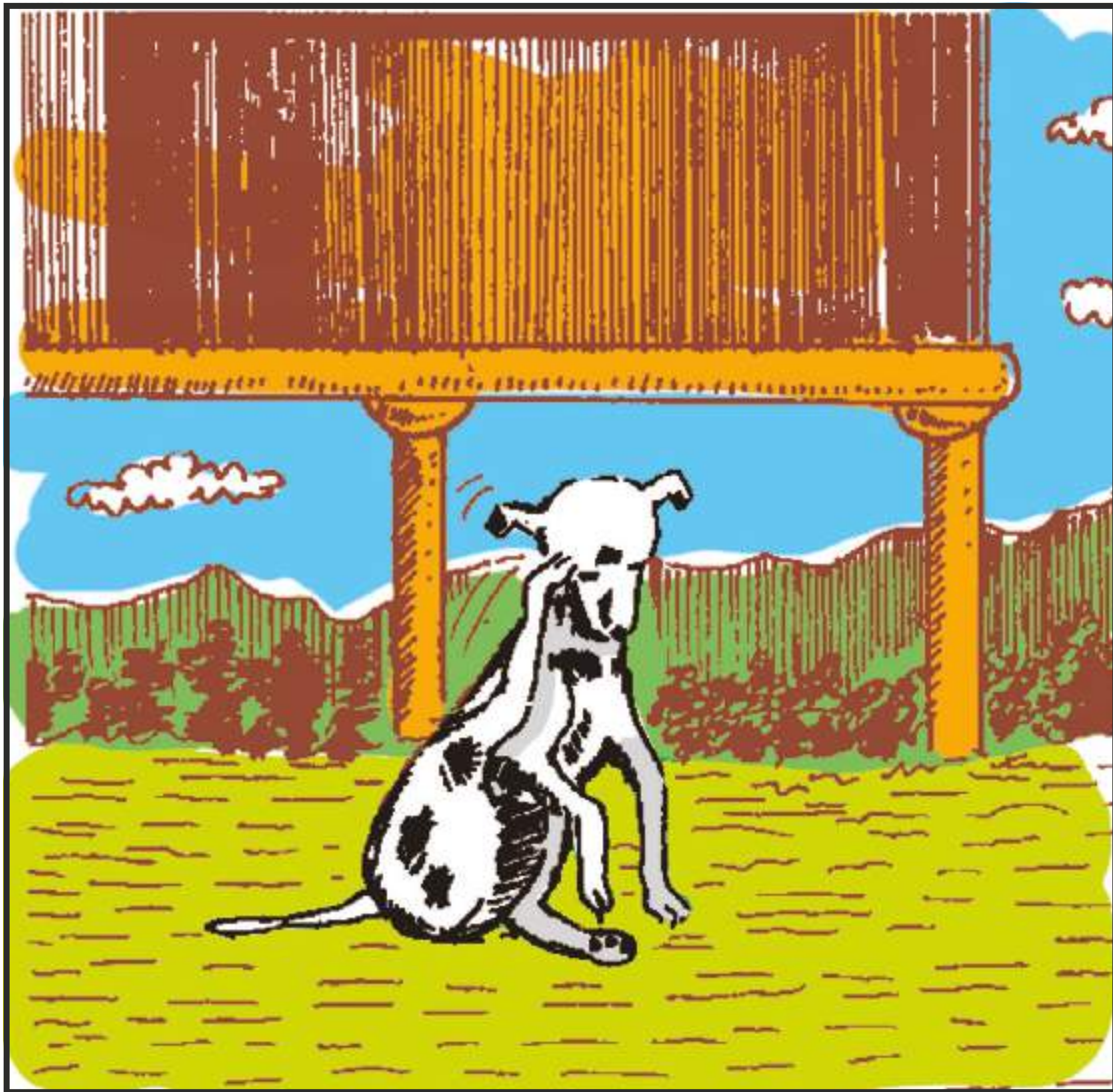


The Lazy Dog



By Mathew Lioa
Pictures by Kisey Mae

Nguzu Nguzu Reading Books

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Second edition 2015

Third edition 2017

Review and re-development project

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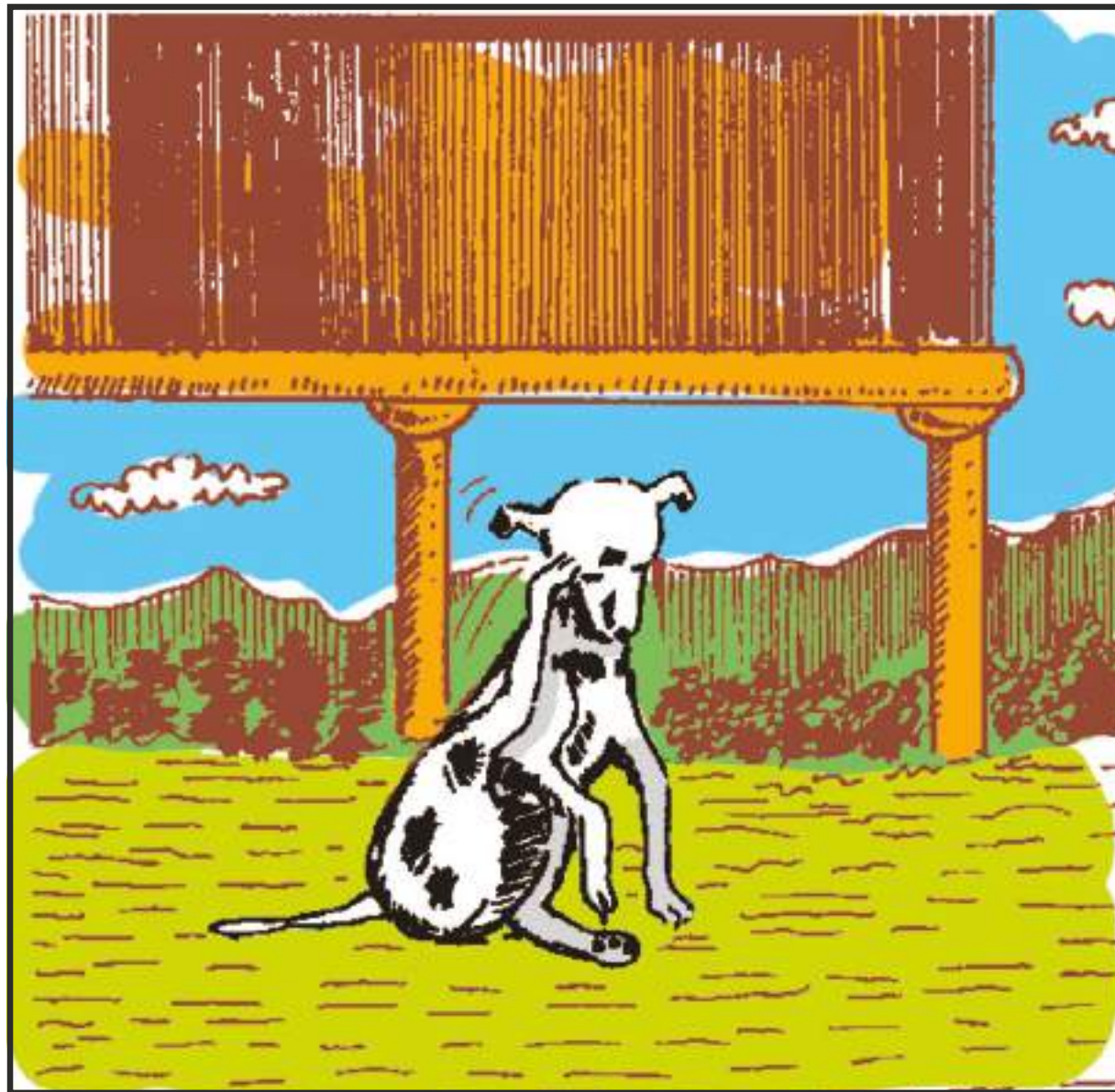
Teachers' Notes for this book: Clement Balea and Joanna Kelman

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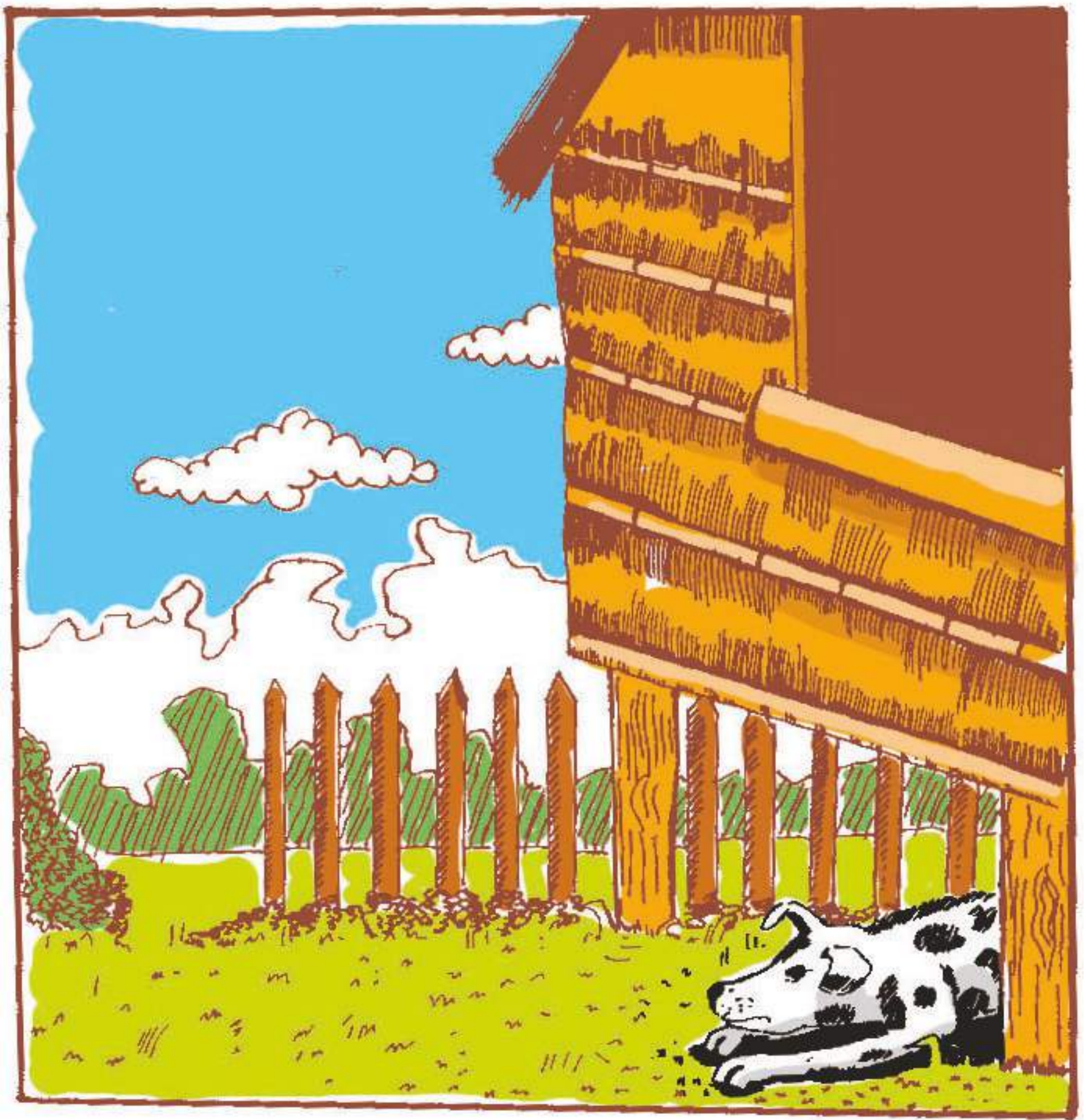
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Development 2015

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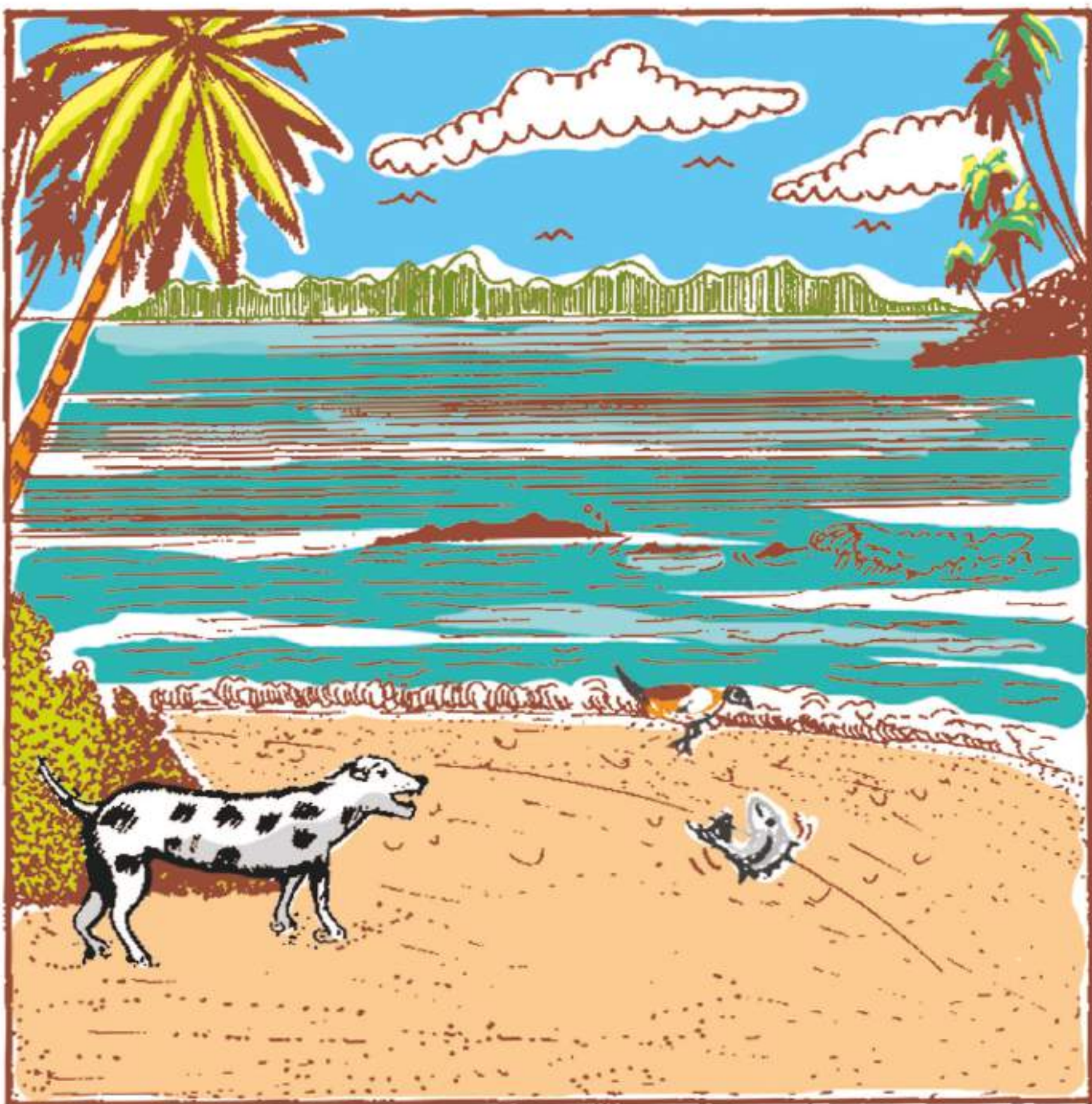
By Mathew Lioa
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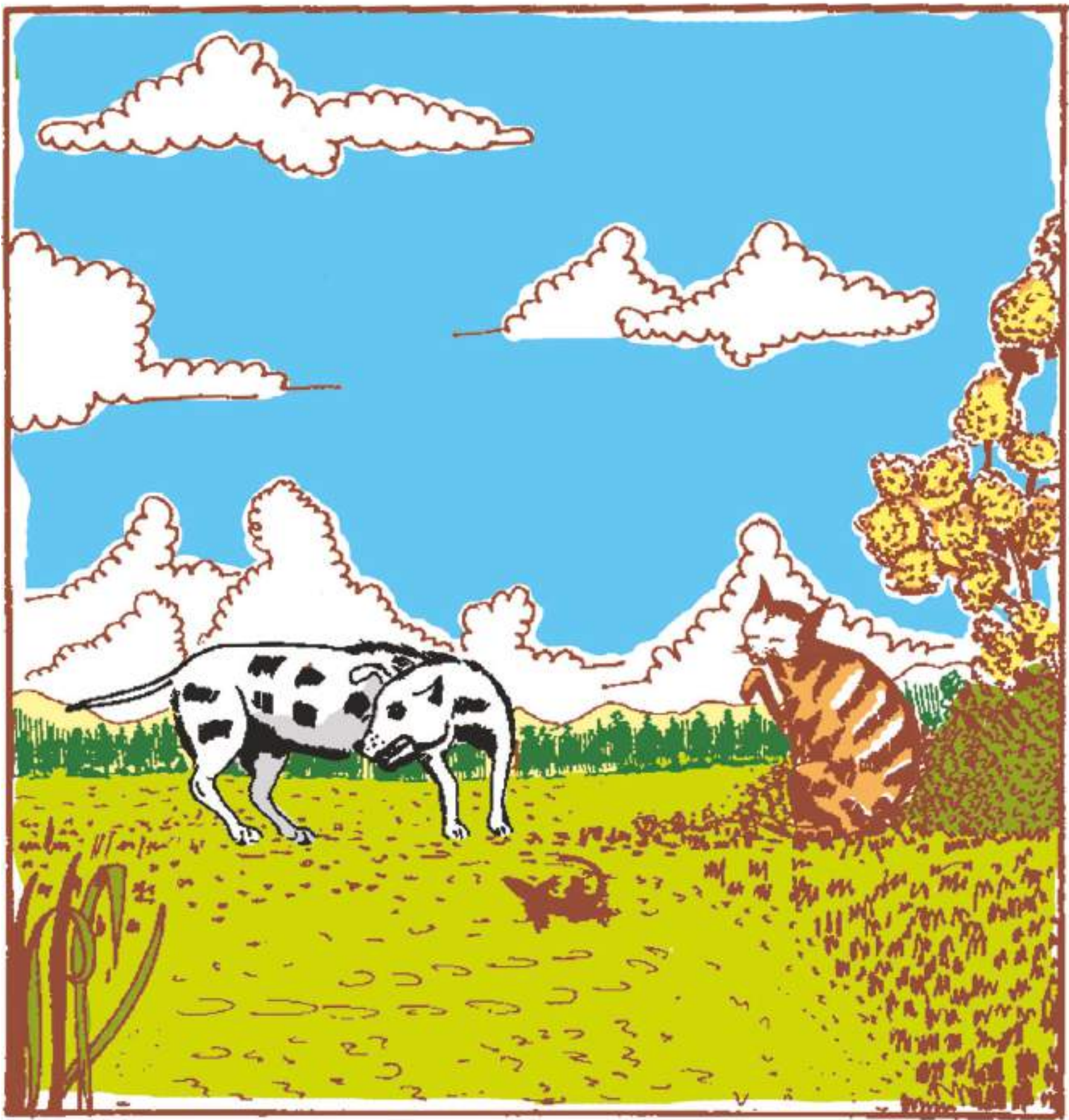
There was once a lazy dog called Miti.
He was even too lazy to find his
own food.



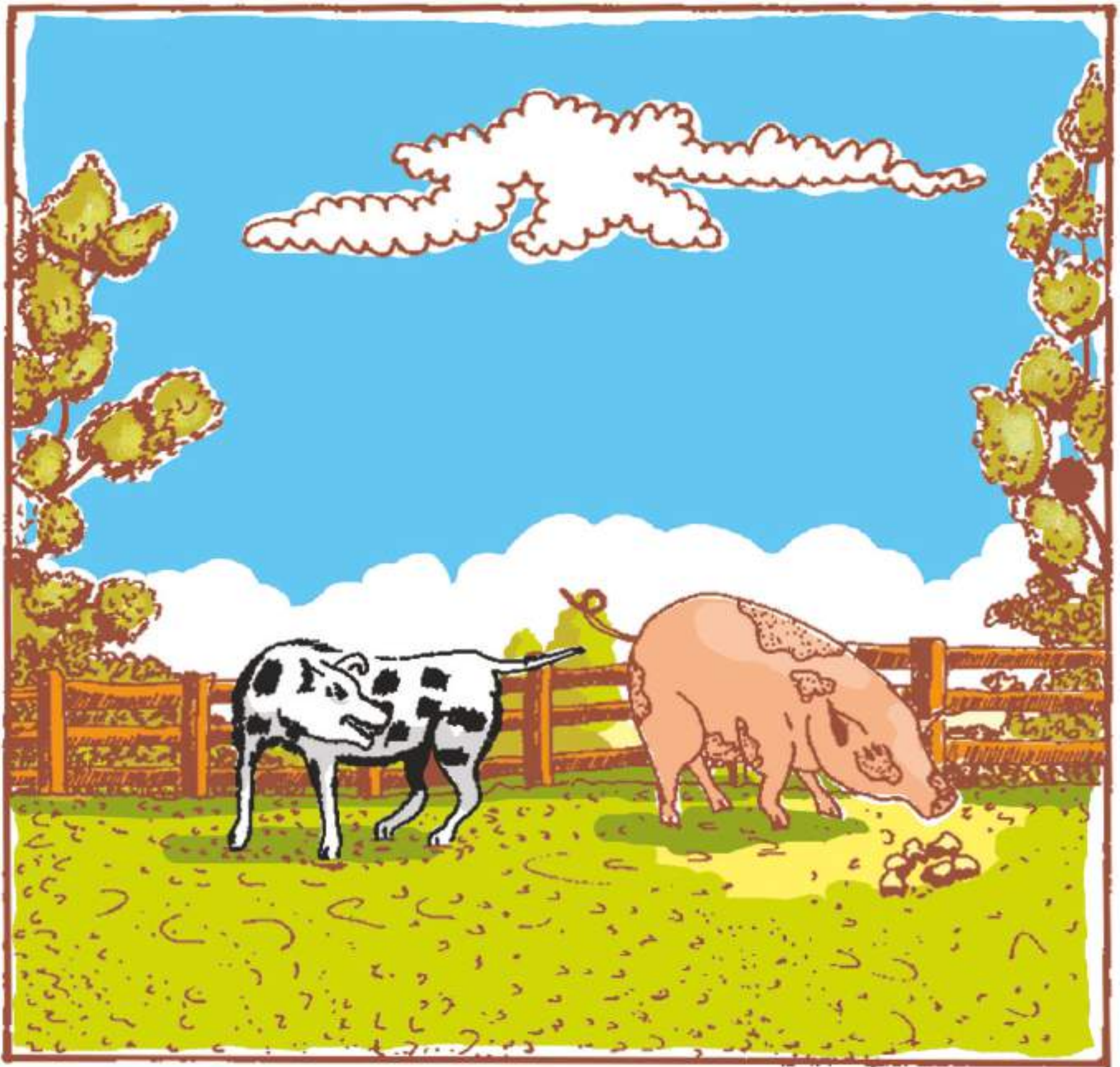
He bullied the chicken to give him eggs.
"Give me some eggs or I'll bite you with
my sharp teeth," he said.



He bullied the bilikik to give him fish.
"Give me some fish or I'll bite you
with my sharp teeth," he said.

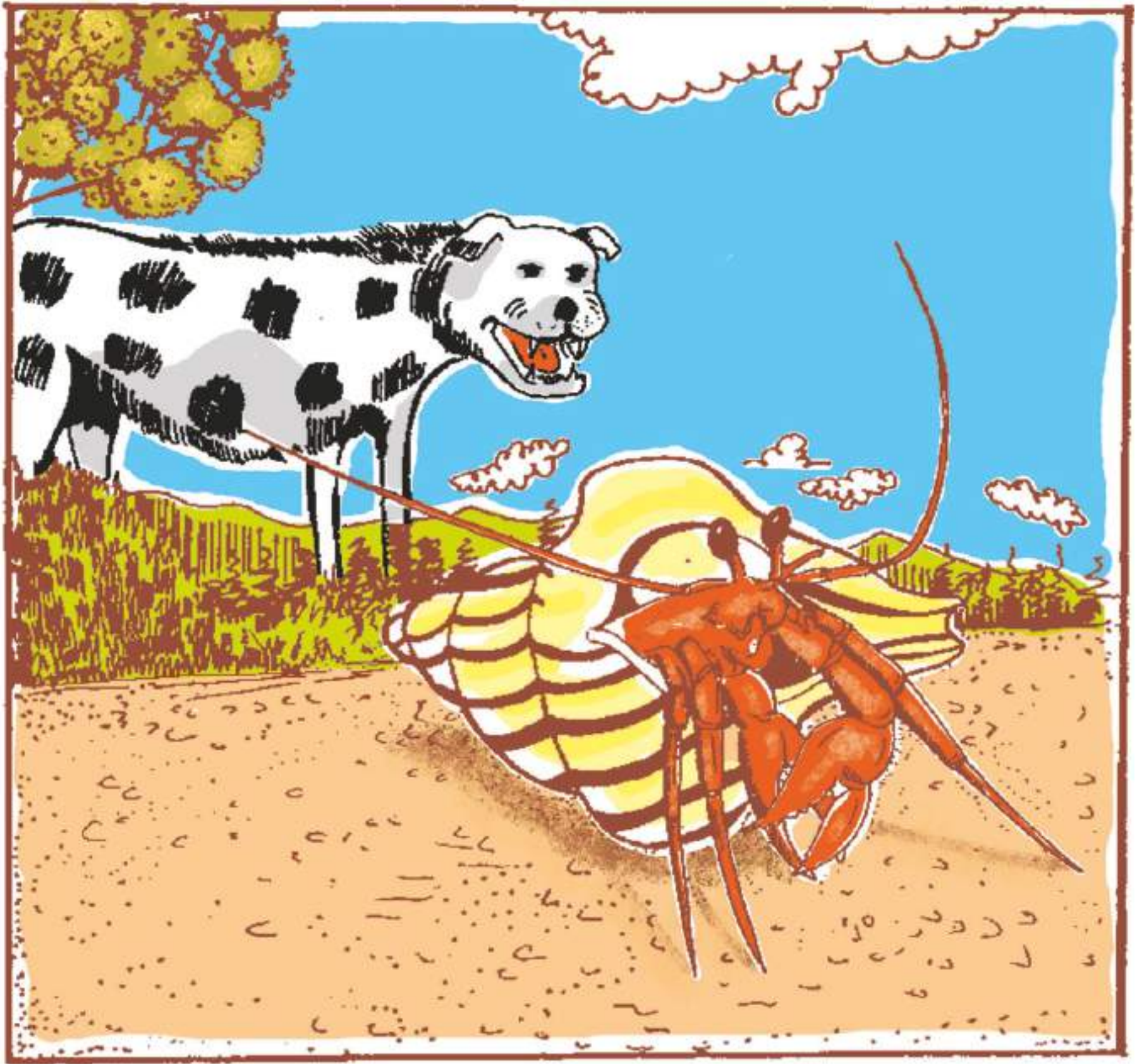


He bullied the cat to give him a lizard.
"Give me some lizards or I'll bite you
with my sharp teeth," he said.



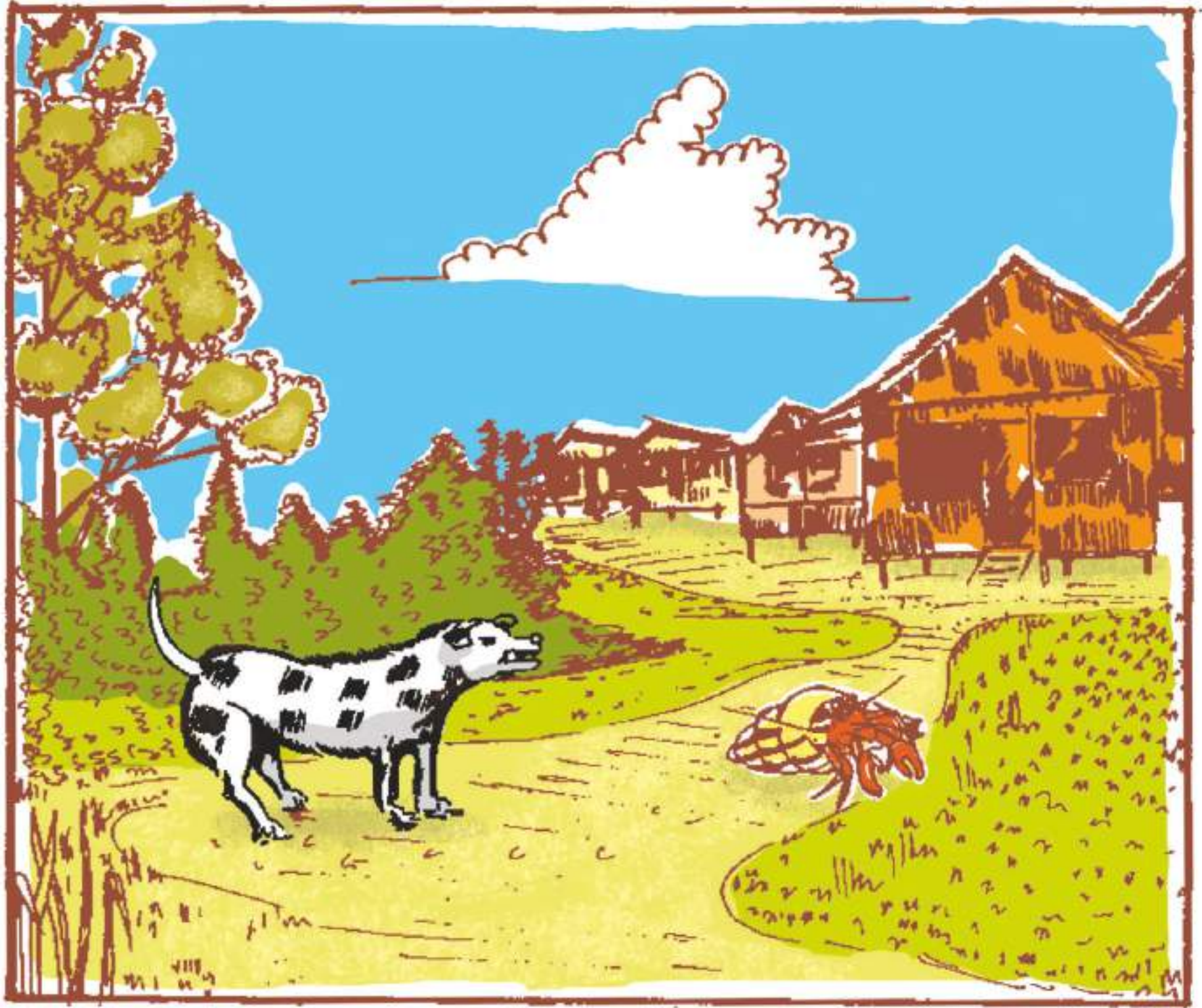
He bullied the pig to give him some scraps.

"Give me some scraps of potato or I'll bite you with my sharp teeth," he said.



He bullied the hermit crab to give him some coconuts.

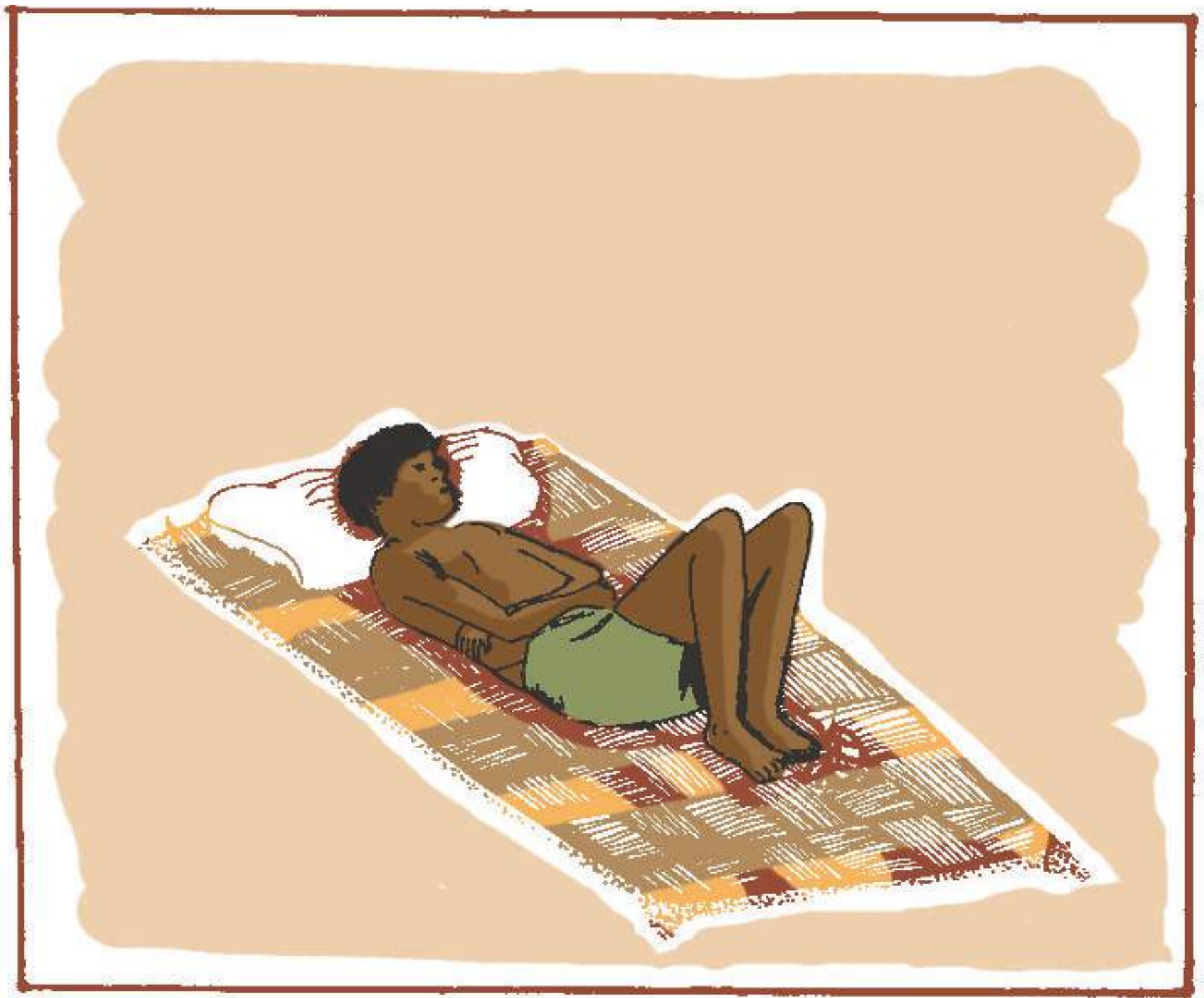
"Give me some coconuts or I'll bite you with my sharp teeth," he said.



"I don't have any coconuts," said the hermit crab.

"Then go into Koba's house and steal me some," snarled lazy Miti.

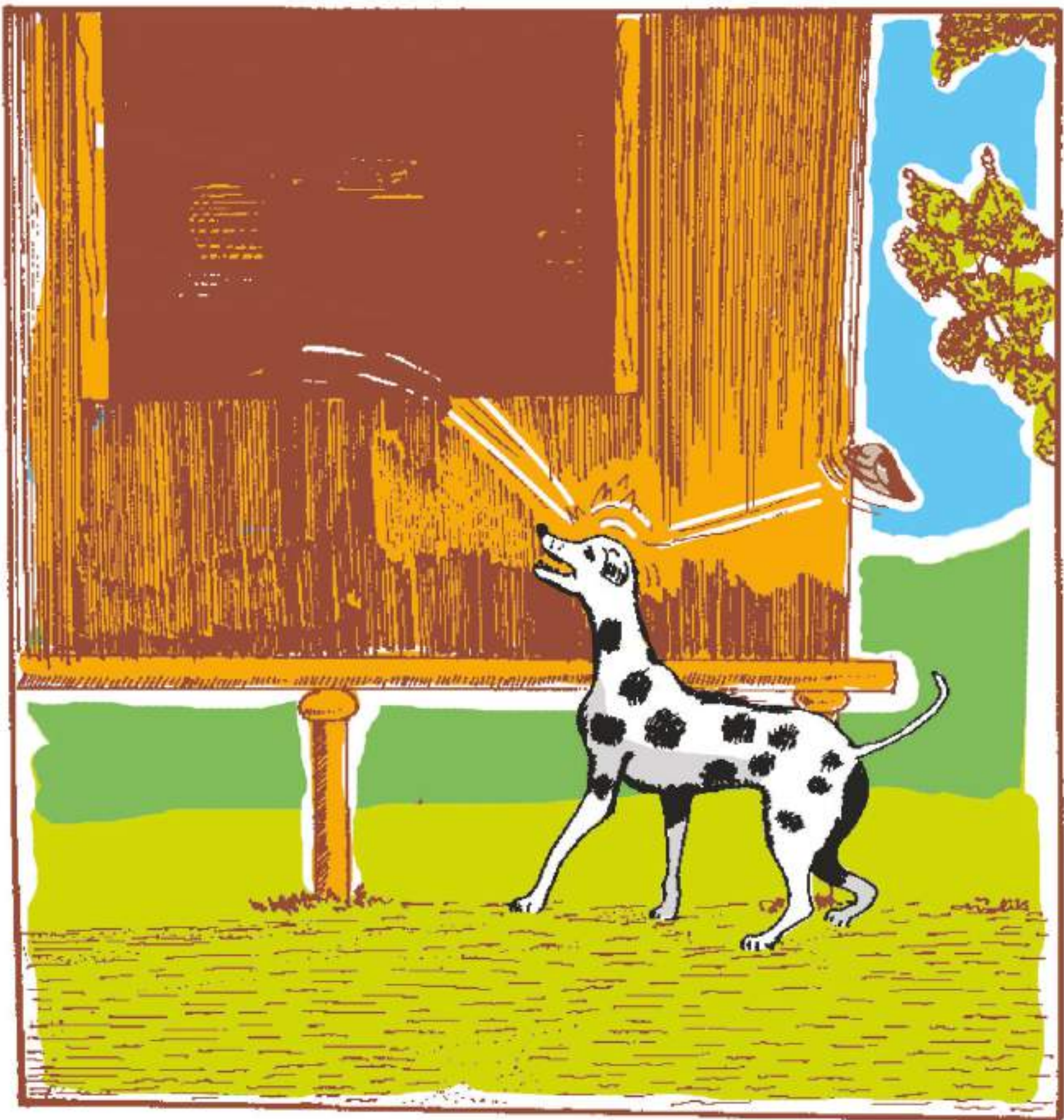
"All right, but you must wait here beside the window while I go into the house," said the hermit crab.



The hermit crab crept into the house where Koba lay sleeping on a mat. He nipped Koba's toes with his sharp claw. Koba woke up and saw the hermit crab in its shell.



Angrily he picked up the hermit crab and threw him out of the window.



The hermit crab landed right on
Miti's head.
Ouch! It hurt.




Miti ran home crying, "Yap! Yap! Yap!".
Lazy Miti didn't bully anyone ever again.

Text:	<i>The Lazy Dog</i>
Level:	Year 2
Message:	Small animal (and people) can stand up to big animals (and people)
Discussion focus:	Bullying and laziness
Comprehension:	Matching action to character
Vocabulary focus:	Use of <i>a/some</i>
Print focus:	Speaking marks
Letters and sounds:	<i>sh</i>
Writing opportunity:	Changing the mood of the story

ACTIVITIES	LANG.	SYLLABUS
<p>Day 1</p> <p>Modelled Reading</p> <p>Set the context: Talking with learners</p> <p>Tell the learners <i>This story is called The Lazy Dog. We can see the lazy dog on the cover. But he is lazy and also a bully. He makes other animals bring him food.</i> Make sure the learners understand the idea of a <i>bully</i> in V/P. Talk about what a bully is and how they make people do things for them. <i>What animals might the dog bully?</i> Think about animals that are smaller than a dog. Take some suggestions before you show the book.</p> <p>Now open the book and look at the pictures. Talk about what the learners think is happening in the book. Teach any words you think will be difficult in English. Say the words that Lazy Dog uses “<i>Give me something or I’ll bite you with my sharp teeth</i>” and explain that we will hear these words a lot in the book.</p>	V/P + E	2.3.1.4 2.4.1.1
<p>Read the story: Listening and watching</p> <p>Read the story in clear English. Make sure Lazy Dog sounds unkind when you read him speaking. Say the word <i>Ouch!</i> (p. 11) with expression, to show that the dog is hurt. When you say the words <i>Yap! Yap!</i> (p. 12) try to sound like a dog.</p>	E	
<p>Review the story: Understanding the story</p> <p>Turn the pages of the book. On each page, ask the learners to tell you what was happening, asking the learners to tell you the animal he bullied on each page and the food he asked the animal to give him. On pages 9 -11, let the learners tell you what the crab did. Make sure the learners understand that the crab was very clever and tricked the dog.</p>	V/P + E	2.5.1.6 2.6.1.3 2.4.1.4 2.5.1.6
<p>Responding to the story: Talking by the learners</p> <p>Talk about how in the story the dog was big and scary, but the crab was clever so he could teach the dog a lesson. Remind the learners about <i>The Wise, Old Woman and the Crocodile</i>. Just like in this story, the crocodile was big and scary, but the old woman was clever, so she could trick the crocodile. Ask the learners <i>Would you like to be big and strong? Or would you like to be clever?</i> Ask the learners to tell their friend first then choose some learners to share their answer with the class.</p>	V/P	2.6.1.1 2.6.2.3 2.1.1.4
<p>Close Reading</p> <p>Do a close reading of p. 2. Summarise: this page gives us the orientation, what the setting is for the book and the type of main character. Remind the learners about the negative use of <i>too</i> in <i>too lazy</i>. They learnt about this in <i>Frog’s Ark</i> and <i>Ono’s New Hat</i>.</p>	V/P + E	2.6.1.5 2.4.2.8
<p>Day 2</p> <p>Shared reading: Revisiting the story</p> <p>Ask the learners to remember what happened in the story. Link the food to the animals. Read the story while the learners follow along in the small books. On the pp. 3 – 7, let the learners say the words that Lazy Dog uses with each animal.</p>	V/P + E	2.3.2.2 2.4.1.4
<p>Comprehension: matching actions to characters</p> <p>Preparation: Write these words on cards <i>crept</i>, <i>nipped</i>, <i>woke up</i>, <i>saw</i>, <i>threw</i>, <i>bullied</i>, <i>snarled</i>, <i>landed</i>, <i>picked up</i>, <i>ran</i></p> <p>Show each word card to the learners, read each word and remind the learners of what each word means. Now say these are all action words, they tell us what the characters did in the story.</p> <p>Ask: <i>Who did the action in the story?</i> The learners use a book and work with a partner to decide from the story who did each action: the dog, the crab, the boy or someone else. Give the pairs about 15 mins to do this together.</p> <p>When you look at this as a class, hold up a word and ask: <i>Who did this? Show me where it tells us.</i> The learners need to find the pages in the book and everyone needs to check the answer.</p> <p>In their books, the learners could draw a circle for each character and inside write the actions that character did.</p>	E + V/P	2.5.1.4 2.6.1.5

ACTIVITIES		LANG.	SYLLABUS																								
<p>Focus on vocabulary: <i>a/some</i></p> <p><i>Preparation:</i> Write these words on cards <i>lizard</i> <i>coconut</i> <i>fish</i> <i>potato scrap</i> <i>egg</i></p> <p>Start by showing each card to the learners, reading each card. Ask the learners to look through the books to find where each word appears. Notice that they will find the words <i>some</i> ____ and <i>a</i> _____. Focus on the plurals: <i>some</i> ____s. Explain that <i>some</i> means <i>more than one</i> and we use an <i>s</i>. Note that <i>fish</i> does NOT use <i>s</i>!</p> <p>Talk about how to show these plurals and single items in Pijin and vernacular languages: contrast it the way we do this in English so they can see the difference.</p> <p>Give a card to a learner and ask another learner to be the Lazy Dog: the Lazy Dog asks: <i>I want some</i> ____ and the learner with the card replies: <i>I will give you a</i> _____. Practice this with all the words, changing from <i>some</i> to <i>a</i>. Make sure the learners are using the <i>s</i> in the right place. Use the cards to make other sentences, eg. <i>Would you like a lizard? No, I want some lizards.</i></p> <p>In their books, the learners choose something to draw (not from the cards, but other objects). They label <i>Some</i> ____ for one picture and <i>a</i> ____ for another picture.</p>		E + V/P	2.4.2.6 2.4.2.2																								
<p>Day 3</p> <p>Shared reading: Revisiting the story</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 teacher and a volunteer reading every second page.</p>		E	2.6.1.9																								
<p>Close-Reading</p> <p>Do a close reading of p. 9. Summarise: this page gives us the actions that lead to the resolution.</p>		V/P + E	2.6.1.5																								
<p>Focus on Letters and Sounds: <i>sh</i></p> <p>Turn to p. 3 and point to the word <i>sharp</i>: Say: <i>This word says sharp</i>. Point to the letters <i>sh</i>. Ask the learners to tell you the names of these letters.</p> <p>Say: <i>When these letters are next to each other they make one new sound. Listen as I say the sound.</i> (now say <i>sh</i>). <i>Listen for the sh sound as I say the word sharp.</i></p> <p>Say some more words to the learners that have this sound: <i>shake, share, washing, sharpener</i>. Ask learners to tell you how to spell these words by listening for the sounds. Now try these words with <i>sh</i> in other places: <i>fish, washing, shop, share, wished</i>. Let the learners listen and tell you how to spell the words. Choose a learner to come up to the board and underline the <i>sh</i> in each word.</p> <p>Ask learners to write some sentences with 2 or more <i>sh</i> words, eg. <i>I wash the fish before I share it with my friends</i>. Let the learners tell each other their sentences and ask their partner to find the <i>sh</i> sound.</p>		E + V/P	2.7.2.9 2.4.2.4																								
<p>Day 4</p> <p>Shared reading: Revisiting the story</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>		E	2.6.1.9																								
<p>Sentence structure</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><i>He</i></td><td><i>picked up</i></td><td><i>the hermit crab</i></td><td><i>and</i></td><td><i>threw</i></td><td><i>him</i></td><td><i>out the window</i></td><td><i>.</i></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 learners that every sentence beginning must begin with a capital letter. Ask the learners to find the word that starts with a capital letter. Choose one learner to come up to the board, point to the word <i>He</i> then put the words in place. Continue to construct the sentence by asking the questions below 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>Who is involved?</i></td><td><i>He</i></td></tr><tr><td><i>What happened?</i></td><td><i>picked up</i></td></tr><tr><td><i>What did he pick up?</i></td><td><i>the hermit crab</i></td></tr><tr><td><i>What word joins two parts of the sentence?</i></td><td><i>and</i></td></tr><tr><td><i>What else happened?</i></td><td><i>threw</i></td></tr><tr><td><i>Who did he throw?</i></td><td><i>him</i></td></tr><tr><td><i>Where did he throw him?</i></td><td><i>out the window</i></td></tr><tr><td><i>What goes at the end of the sentence?</i></td><td><i>.</i></td></tr></table> <p>Take out the words <i>the hermit crab</i> and think of some things he could pick up (eg. <i>a knife, a coconut</i>). Write in some examples and read the new sentence. Now take out the words <i>out the window</i> and think of some other places (eg. <i>out the door, into the corner</i>).</p> <p>Learners write some new versions of the sentence in their books, eg. <i>He picked up the coconut and threw it into the box.</i></p> <p>Notice that <i>him</i> will change to <i>it</i> if it is an object.</p>		<i>He</i>	<i>picked up</i>	<i>the hermit crab</i>	<i>and</i>	<i>threw</i>	<i>him</i>	<i>out the window</i>	<i>.</i>	<i>Who is involved?</i>	<i>He</i>	<i>What happened?</i>	<i>picked up</i>	<i>What did he pick up?</i>	<i>the hermit crab</i>	<i>What word joins two parts of the sentence?</i>	<i>and</i>	<i>What else happened?</i>	<i>threw</i>	<i>Who did he throw?</i>	<i>him</i>	<i>Where did he throw him?</i>	<i>out the window</i>	<i>What goes at the end of the sentence?</i>	<i>.</i>	E + V/P	2.4.2.8 2.7.2.2
<i>He</i>	<i>picked up</i>	<i>the hermit crab</i>	<i>and</i>	<i>threw</i>	<i>him</i>	<i>out the window</i>	<i>.</i>																				
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ACTIVITIES		LANG.	SYLLABUS
<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 page each.</p>		E	2.6.1.9
<p><u>Guided Writing: changing the mood of the story</u></p> <p>Tell the learners: <i>In the story Miti the dog bullies the other animals. He says “Give me some eggs!” In English it’s not very nice to say “Give me___”. If you want something you should say “Can I have___?”</i></p> <p>Tell the learners that they will write a story about Miti, but this time he doesn’t bully the animals for food – he asks them nicely for food.</p> <p>Write the words <i>Can I have ___?</i> on the board and draw a circle around these words. Now ask the learners to think of some food that Miti would like. With each idea, ask the learners <i>Does Miti want a _____ or some _____?</i> (eg. <i>Does Miti want a mango or some mangoes?</i>). Learners plan their ideas in a spider diagram like this:</p> <div data-bbox="697 749 1327 914"></div> <p>Choose one idea and write a sentence on the board, eg. <i>Can I have a mango?</i></p> <p>Hand out some paper and the learners draw Miti going to each animal and asking politely for the food he wants. Go around and help the learners write their sentences. Check that they are using <i>a</i> or <i>some</i>.</p> <p>Learners should share their new Miti stories with each other. These can be stapled together to make a book for the classroom library.</p>		E + V/P	2.7.1.3 2.7.2.5 2.7.1.5 2.7.2.2

