The Day the Sun Fell Down



By Kevin Walsh

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Review and re-development project

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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."



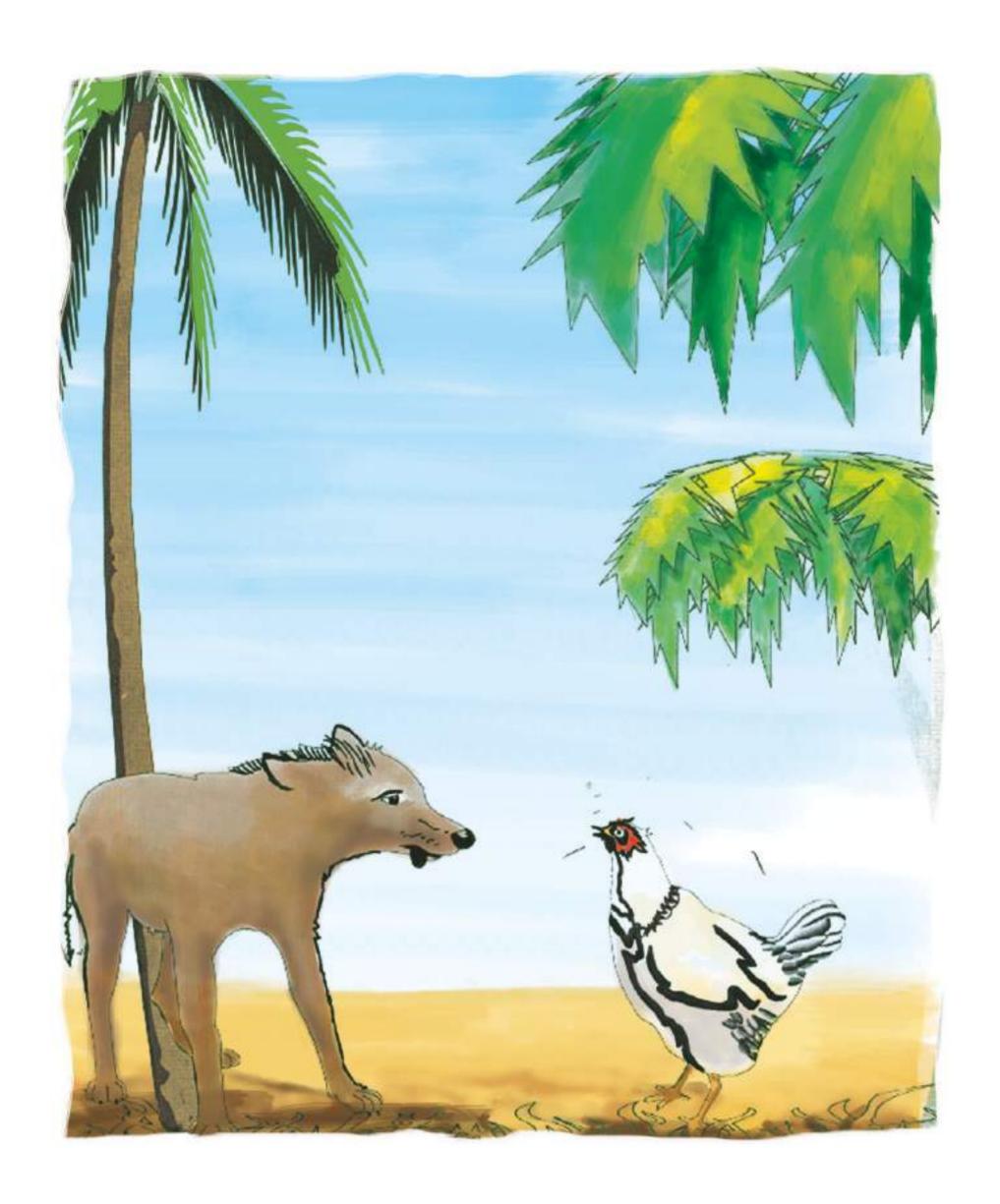
"The sun has fallen from the sky!" cried Kokorako.



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.

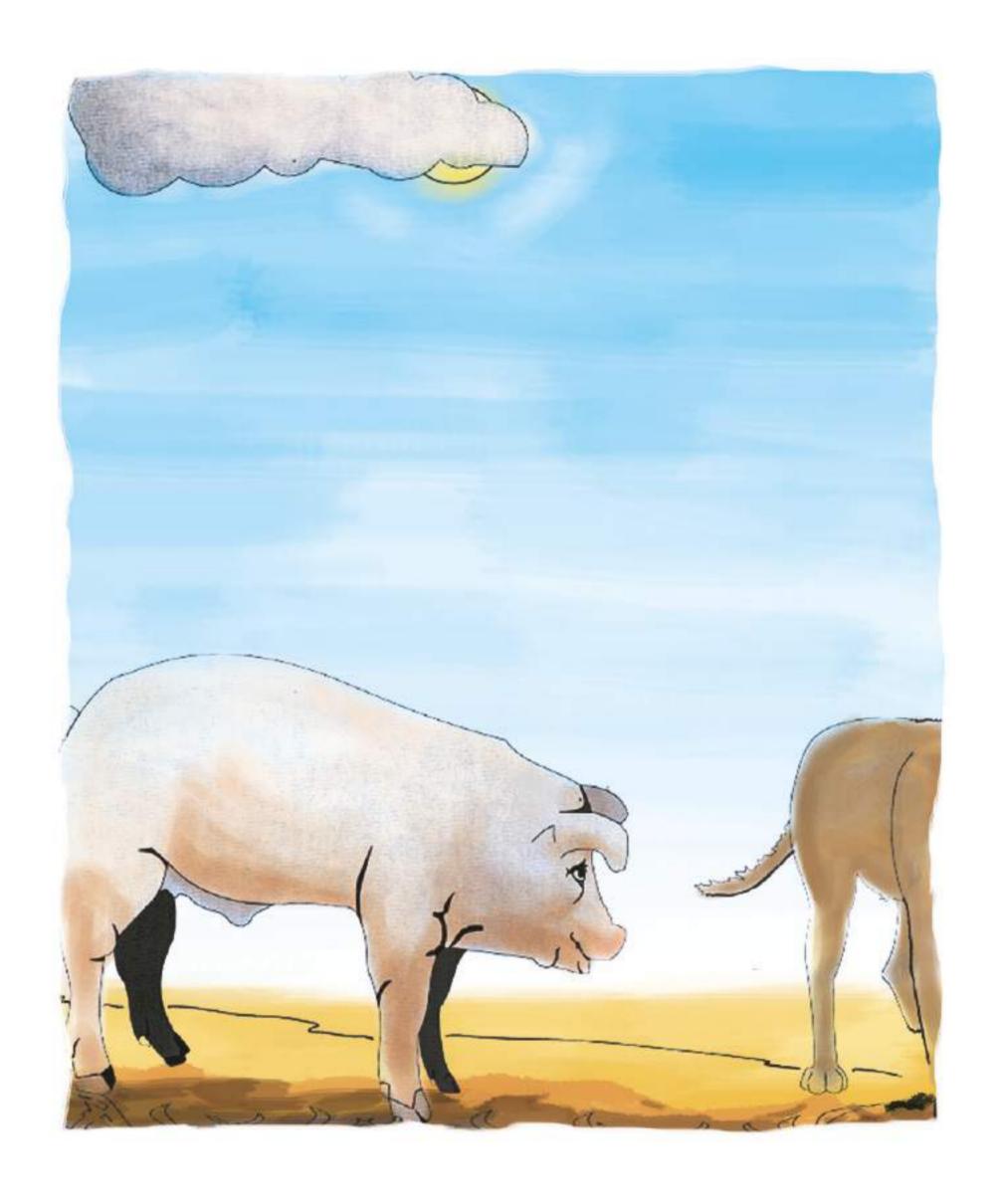


Kokorako led all the animals to the place where the sun had fallen.

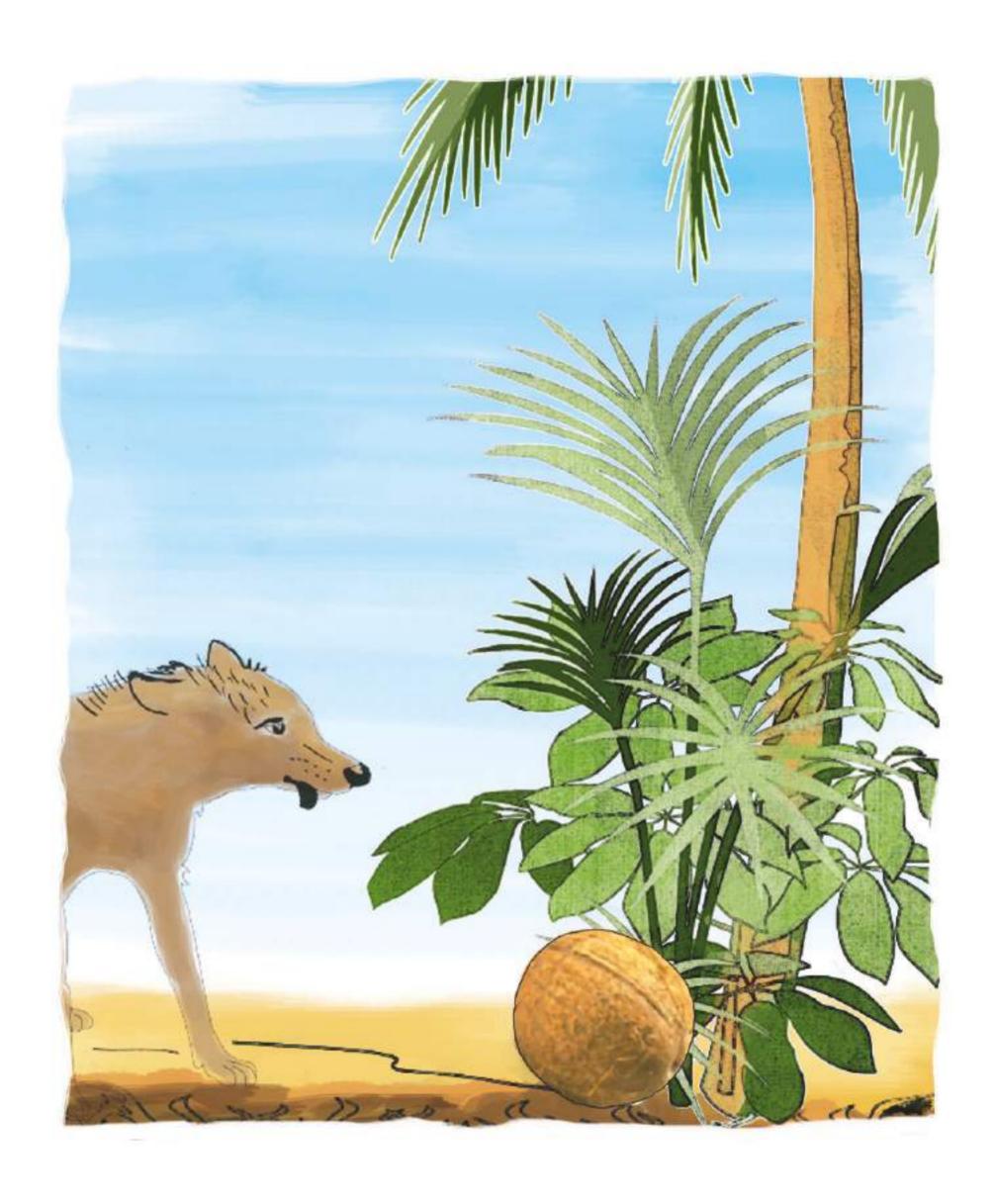


"There it is," she said,
"Under that bush."

All the animals went closer to look.



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



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

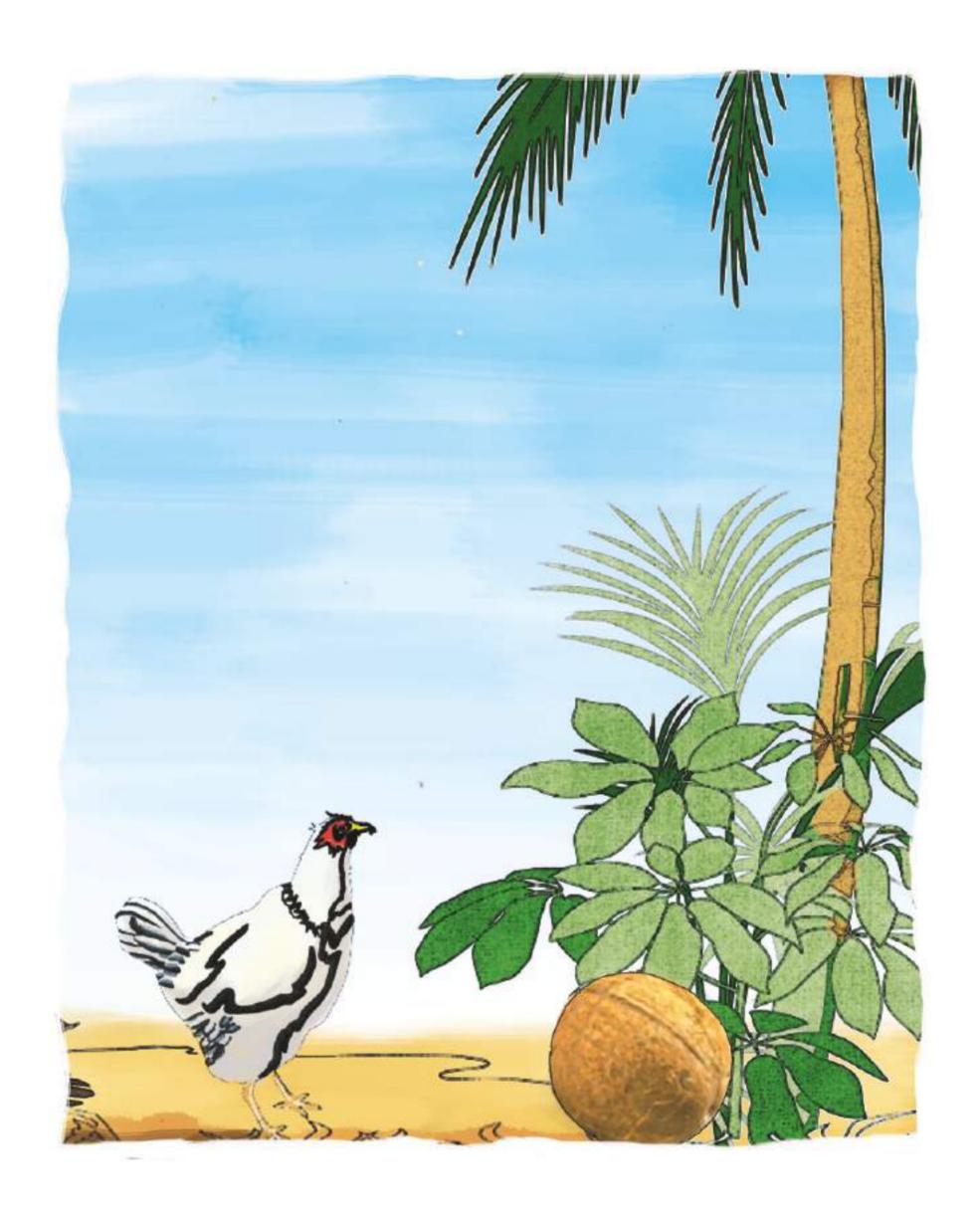


"It isn't very hot," said Duck.





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



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

The Day the Sun Fell Down Text:

Level: Year 2

Message: Things aren't always what they seem

Making mistakes
Acting out the story Discussion focus: Comprehension: Vocabulary focus: Letters and sounds: Verbs for saying

br-

Print focus:

Speaking marks
Shared writing: changing perspectives Writing opportunity:

ACTIVITIES	LANG.	SYLLABUS
Day 1 Modeled Reading Set the context: Talking with learners Tell the learners This story is called The Day the Sun Fell Down, but it about a chicken, called a kokorako. Kokorako gets very confused about the sun and thinks it has fallen from the sky. Who do you think she will tell about this problem? Let the learners think about the animals that the chicken will talk to. Do NOT tell them if they are correct or not, just let them give suggestions. Think about what the other animals will say when they hear this news. Now open the book and look at the pictures. As you look through the pictures, help the learners to explain what they think 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. On p 7, make sure the students understand that the thing on the ground is a coconut.	V/P + E	2.3.1.4 2.4.1.1
Read the story: Listening and watching Read the story in clear English. Make sure you read the speaking parts of the story with expression. Make your voice is shocked and surprised when you read <i>The sun has fallen from the sky!</i>	E	
Review the story: Understanding the story Turn the pages of the book. On each page, ask the learners to tell you what was happening. Ask the students to explain what fell from the sky, and what kokorako thought it was. Look at the reactions from the animals.	V/P + E	2.6.1.1 2.6.2.3
Responding to the story: Talking by the learners Talk about how the kokorako was confused in the story. Ask the students to think about a time when they looked at something and thought it was something else. Tell about that event. Did people laugh at you?	V/P + E	2.6.1.5
Focus on vocabulary: saying verbs Preparation: Write these words on cards said called cried shouted whispered told yelled asked Show each word to the learners and teach them how to read each word. Say: These words are speaking words. They tell us different ways that we speak. Ask the learners to go through the book with a partner to find the words to show the animals speaking. Decide which of the words on the cards are in the book and which are not. Talk about the meanings: Are some of these words close in meaning to others? Talk about ones that are the same and ones that are opposite. When would you use these words? Use these sentences (orally or write on the board) and talk about how you would say them: "Oh no!" "Shh, don't let them hear us" "Come for dinner" "Let's start our lesson" Use the flashcards to decide how each sentence would be said AND who would say it. Decide how the whole sentence would sound, eg. "Come for dinner", called my mother Look back through other books that have been read or in the classroom library and find more words for speaking. Make a chart of speaking verbs for use in writing. You could write every word in a speech bubble	E + V/P	2.4.2.7 2.9.1.5 2.4.2.6 2.4.2.1

Day 2 Shared reading: Revisiting the story Ask the learners to remember what happened in the story. Turn the pages of the book and ask the learners to explain what happened on each page. Read to the learners as they follow in the small books.	V/P + E	2.3.2.2 2.4.3.2
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ACTIVITIES	LANG.	SYLLABUS
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	E + V/P	2.6.1.5 2.6.1.6
Print focus: Speaking marks + saying verbs Preparation: Write these sentences on strips of card (or you can write them on the board): The sun has fallen from the sky! What a loud noise! It isn't very hot It's only a coconut! Come quickly, Pig-Pig, the sun has fallen from the sky! There it is, under the bush! 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	E + V/P	2.4.2.1 2.6.1.7
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: **Kokorako said, "What a loud noise!" "What a loud noise!" said Kokorako. 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.		
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. 4continue in this way throughout the book.	V/P + E	2.6.1.9
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.		2.5.1.4 2.6.1.9
Close Reading Do a close reading of pp. 22 and 23. Summarise: this is the resolution, when the animals discover the coconut.	E	2.6.1.5 2.6.1.6
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.	E	2.6.1.9
Focus on Letters and Sounds: br- Turn to p. 18 and point to the word bright. Say: 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.	E + V/P	2.1.2.2 2.4.2.4 2.7.2.9

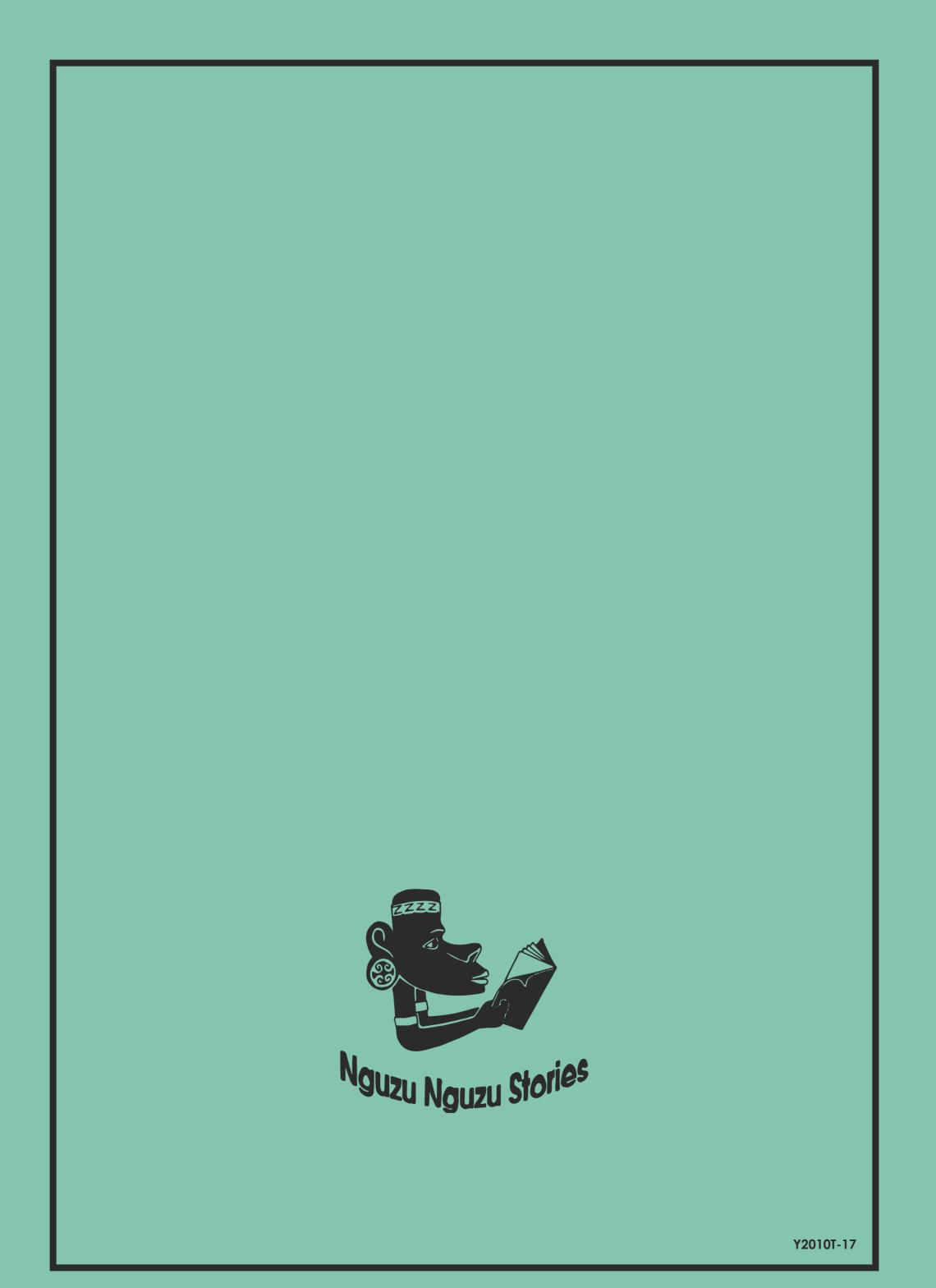
Ask learners to look at the last page to find other words that have this sound: brown, bread, break.

Look for the *br* 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 *br*.

ACTIVITIES		LANG.	SYLLABUS
<u>Sentence structure</u> <i>Preparation:</i> Write the words and below:	phrases on card. Cut them up into groups of words as shown		
	orako was sitting under a coconut tree .		
will help you to put the sentence vegetables grow?) then choosing this (In the garden) then put the v	Kokorako was sitting under a coconut tree	E + V/P	2.4.2.8 2.7.2.2
animal or person you could write One day, mouse was sitting). I			
Day 5 Independent Reading. Today hand out copies of the boo reading one page each.	ok to the learners. Ask the learners to read in pairs, taking turns by	E	2.6.1.9
chicken thought and felt. Now we thought and felt. Decide as a class which animal t introduced in the book (eg. p. 13)	how this story because it is about the chicken, so we see what the want to imagine this story from what the pig or the dog or the duck he story will be about (eg. the pig). Look to see when that animal is 1. Look to see what that animal says and does in the rest of the p the class decide the events fot he this new story. Remember: it is		
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 see 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 is should be bright. Dog thought it should be bigger. Duck thought it should be hotter.	E + V/P	
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	That crazy Kokorako! I hope she never makes that mistake again.		

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