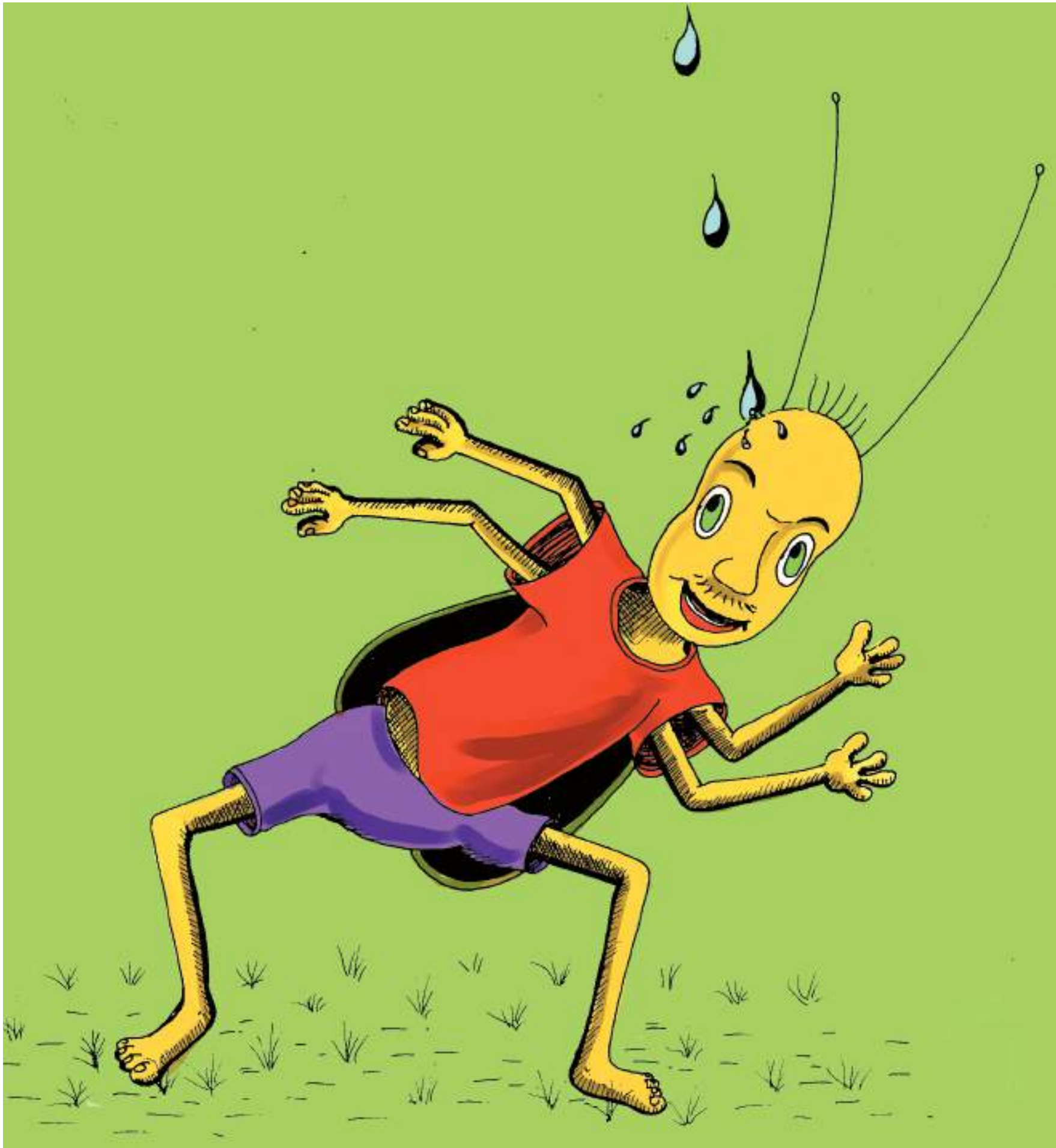


SIKA the BEETLE



By **Linda Puia**
Pictures by **Solomon Fineas Maui**

Nguzu Nguzu Reading Books

Original edition 1995

Second edition 2015

Third edition 2017

Review and re-development project

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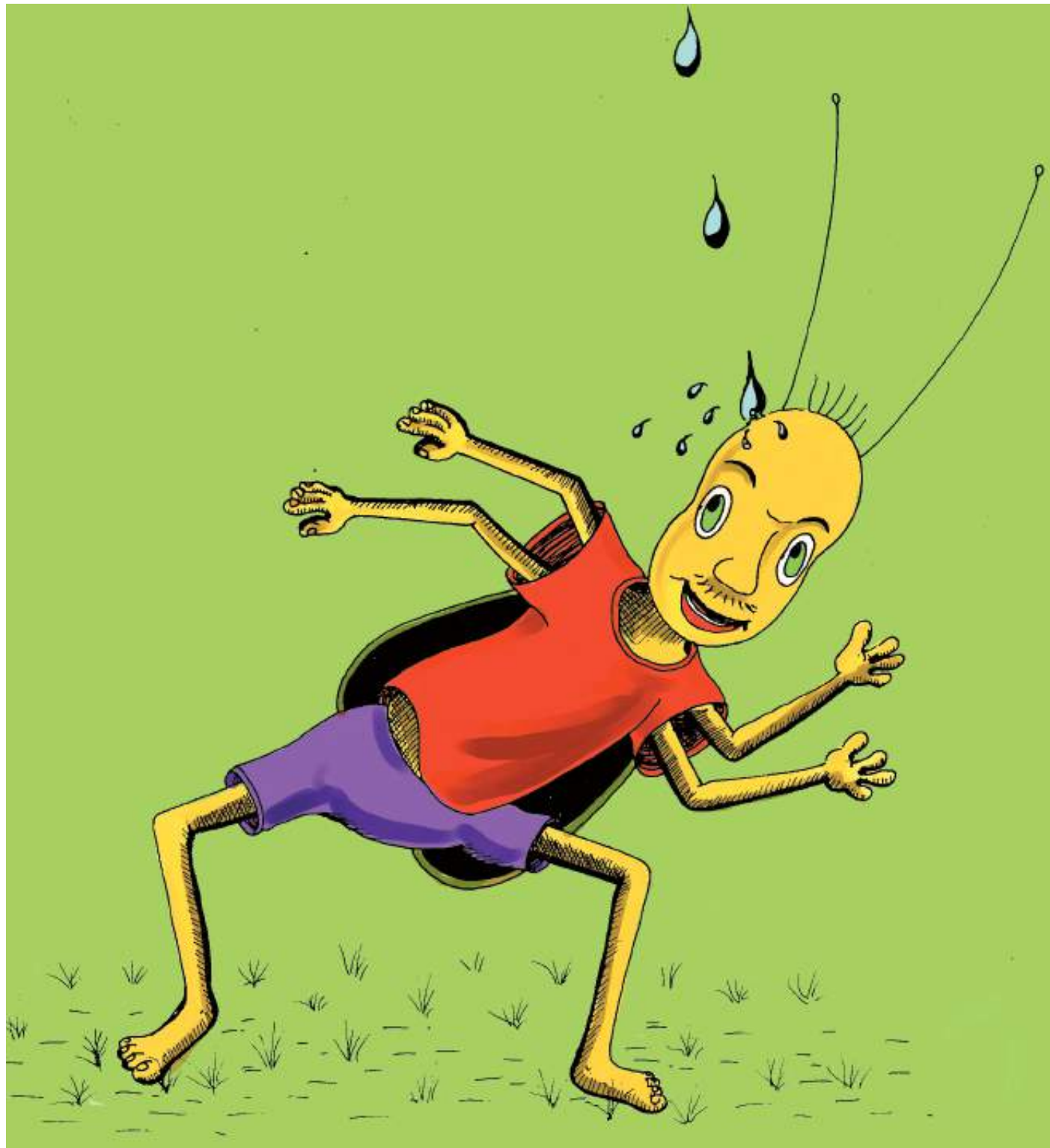
Teachers' Notes for this book: Sonia Basile

Book Code: Y1025T

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Development 2015

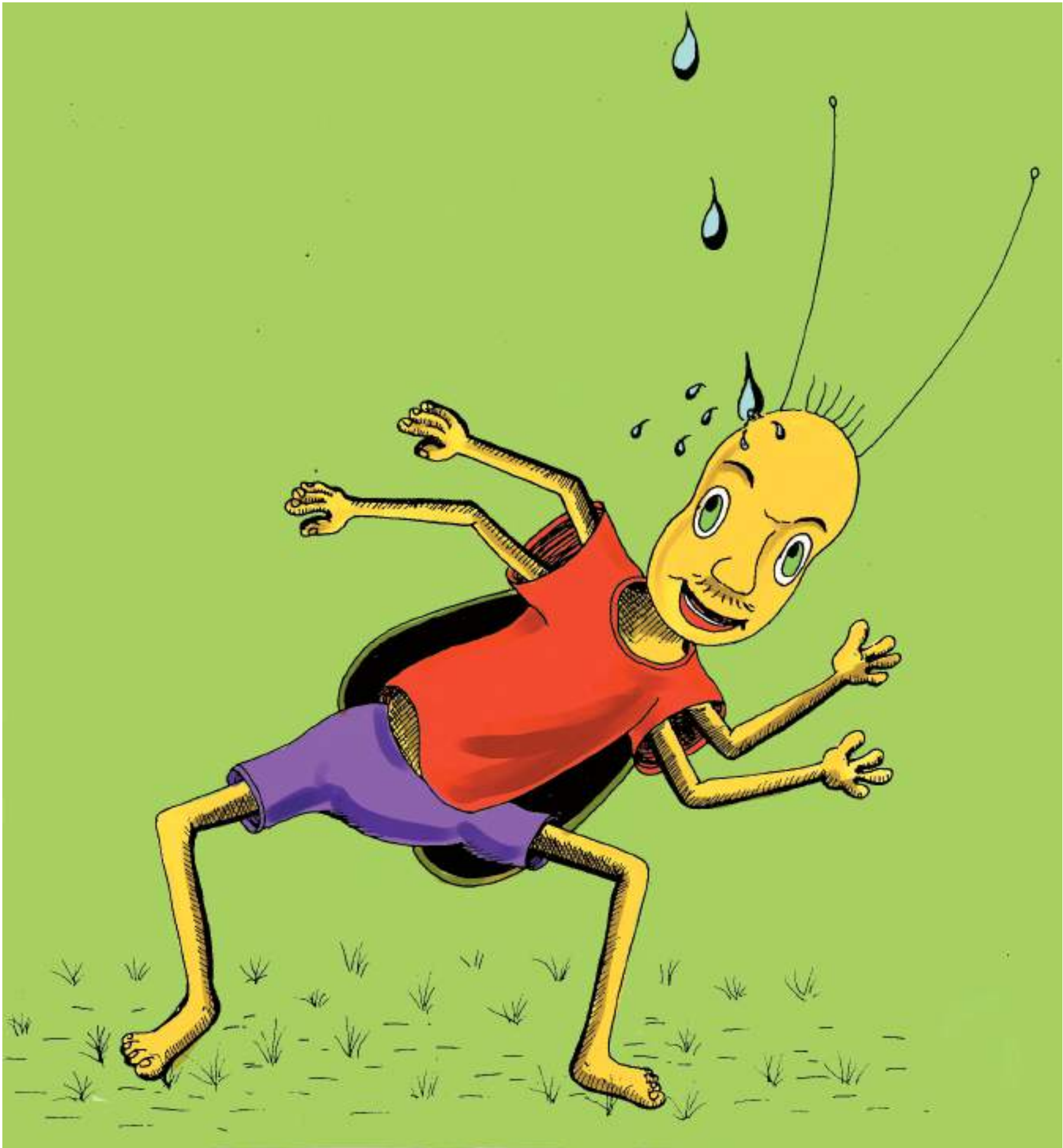
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SIKA the BEETLE



By **Linda Puia**
Pictures by **Solomon Fineas Maui**

Large drops of rain were falling down.



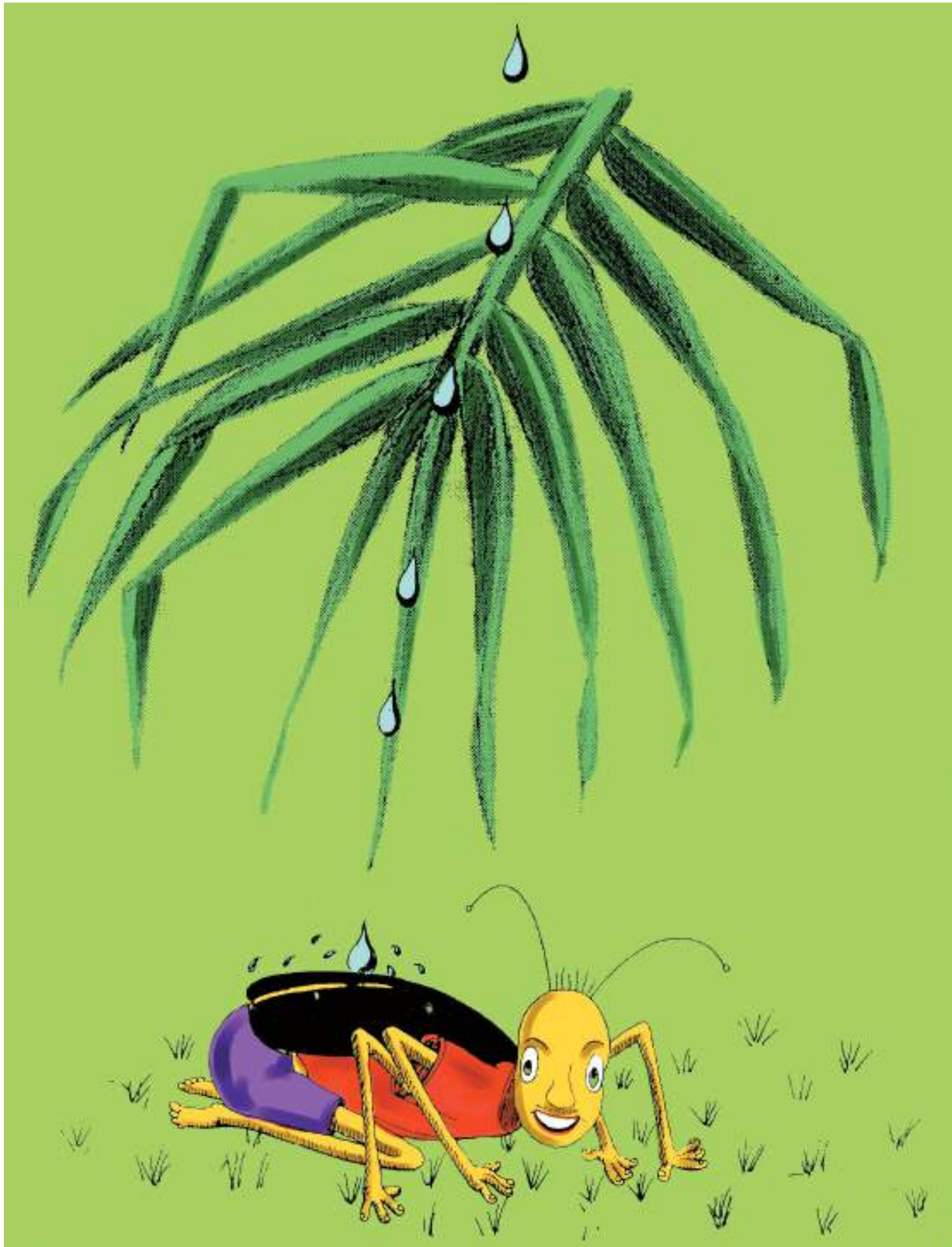
**Sika the beetle looked up.
It was going to be wet.**

**Sika crawled under a
pandanus leaf.**



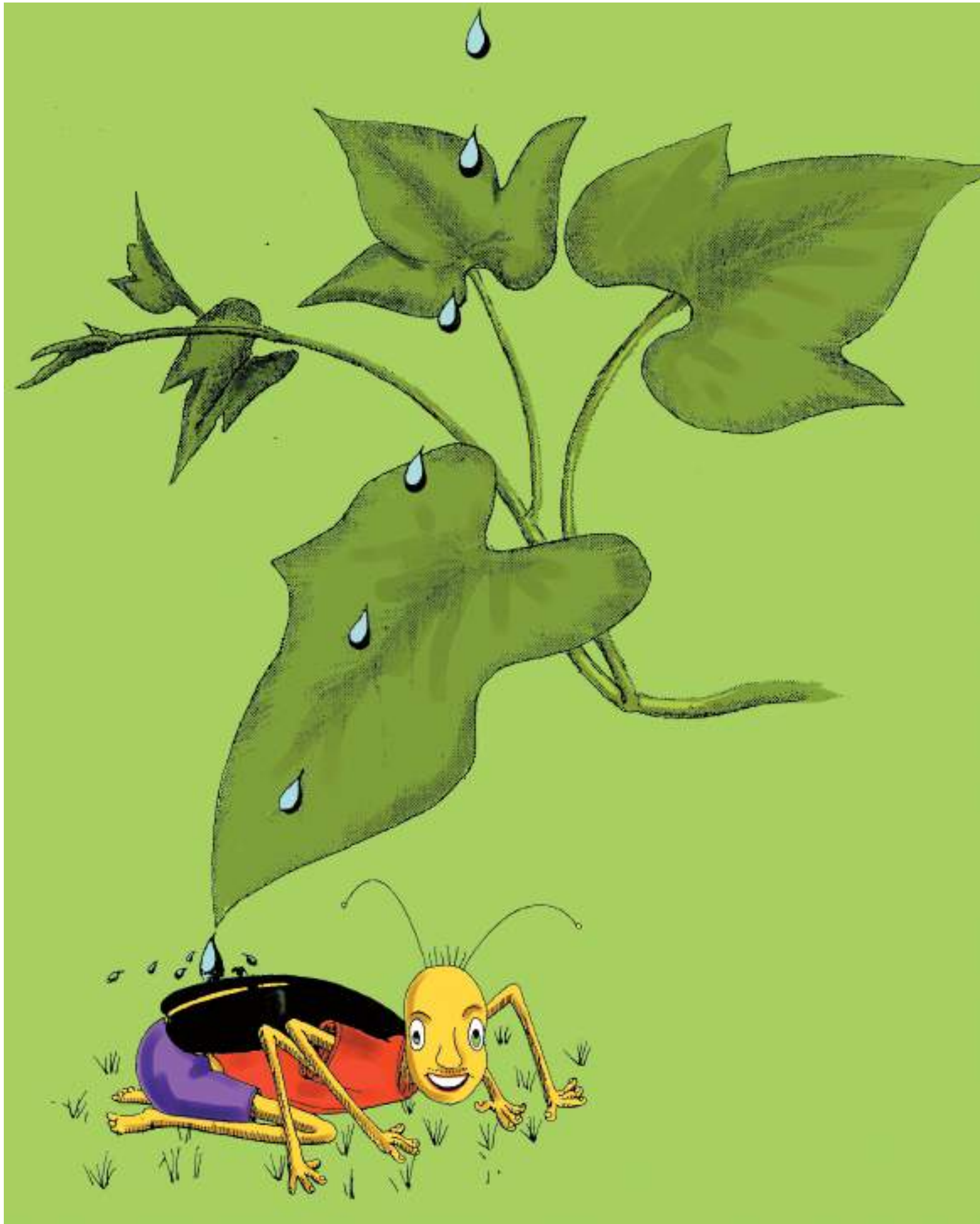
He still got wet.

Sika crawled under a coconut leaf.



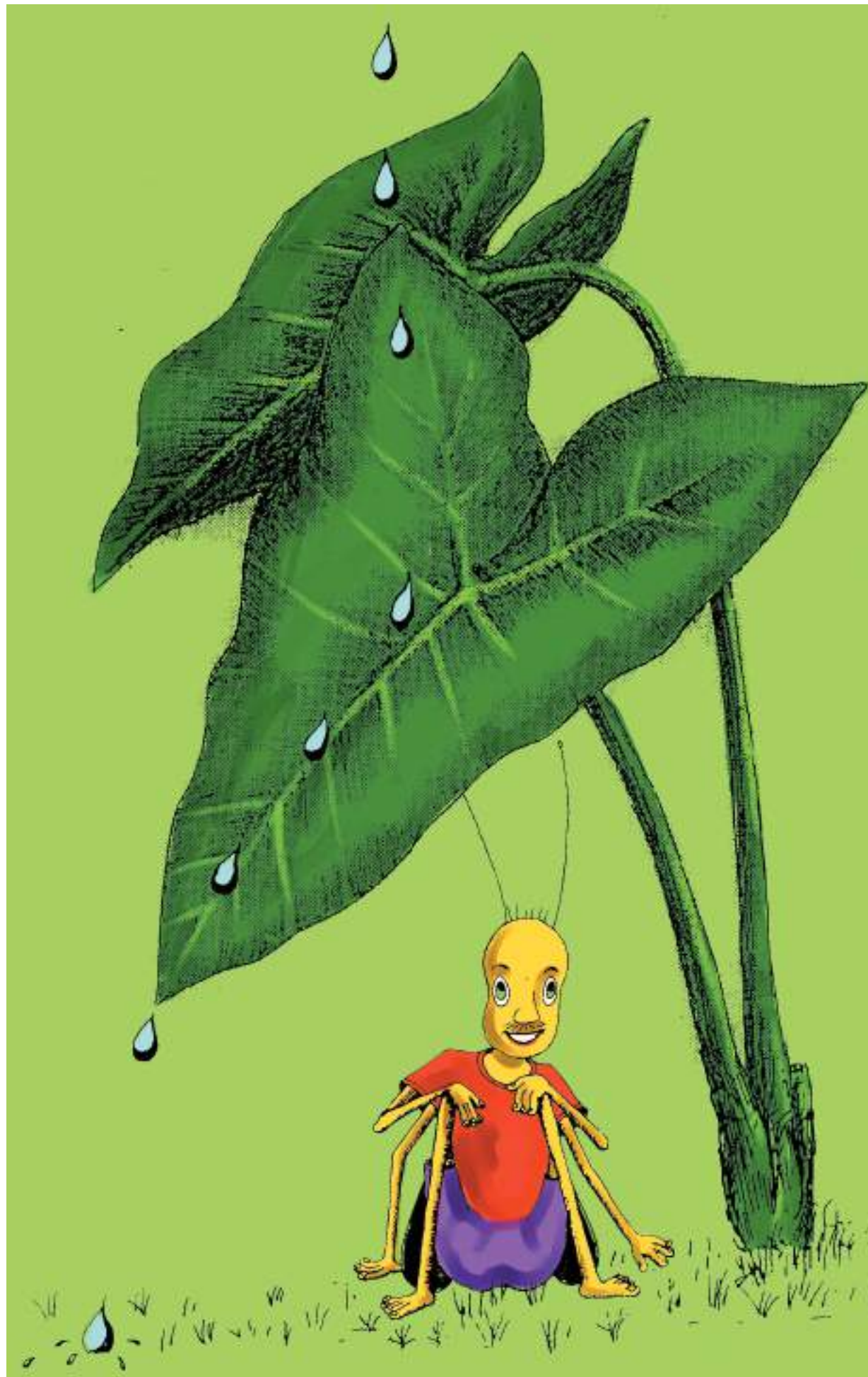
He still got wet.

**Sika crawled under a
kumara leaf.**



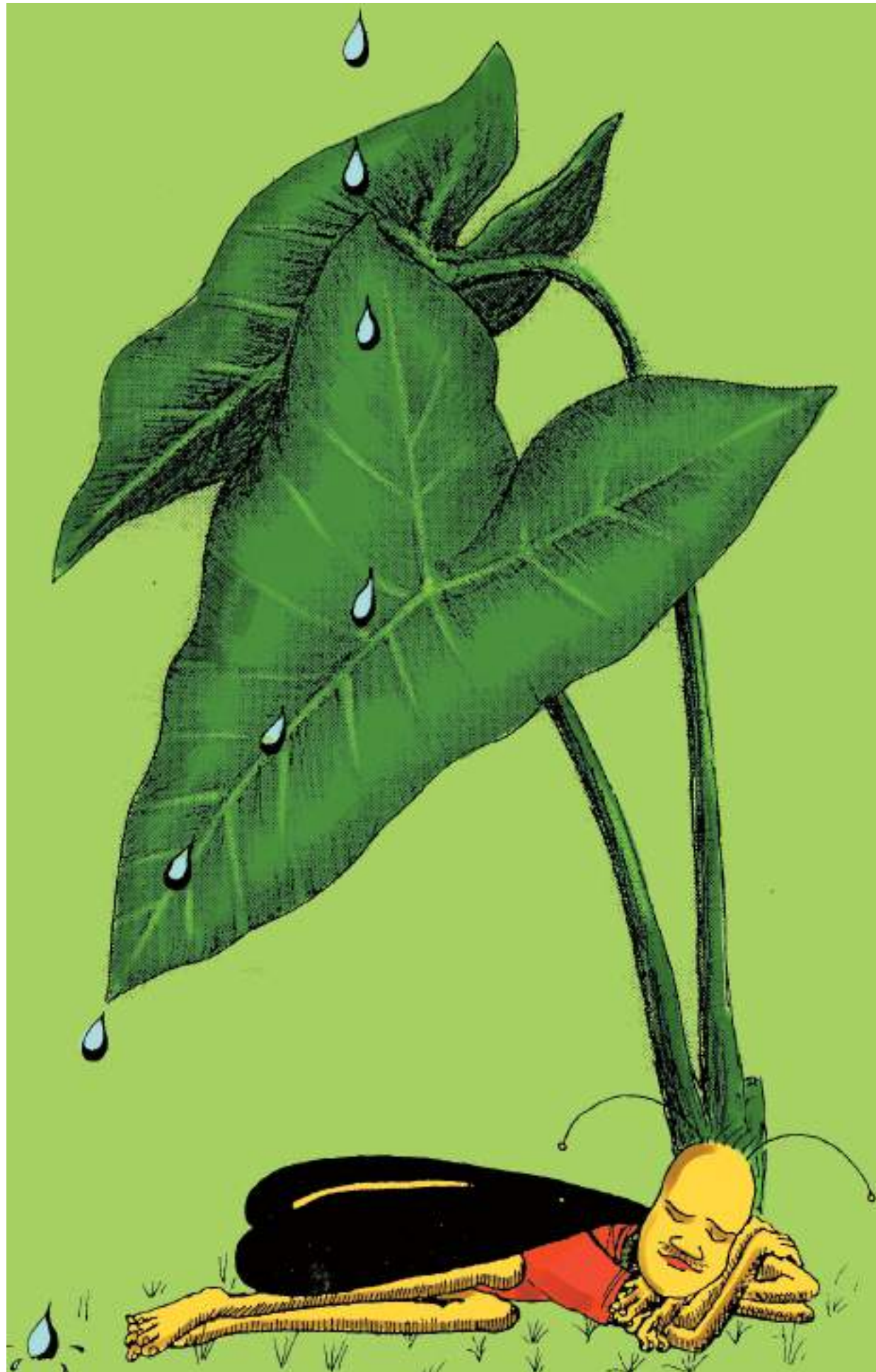
He still got wet.

**Sika crawled under a
taro leaf.**



Ah! It was nice and dry.

**Sika went to sleep under
the taro leaf.**



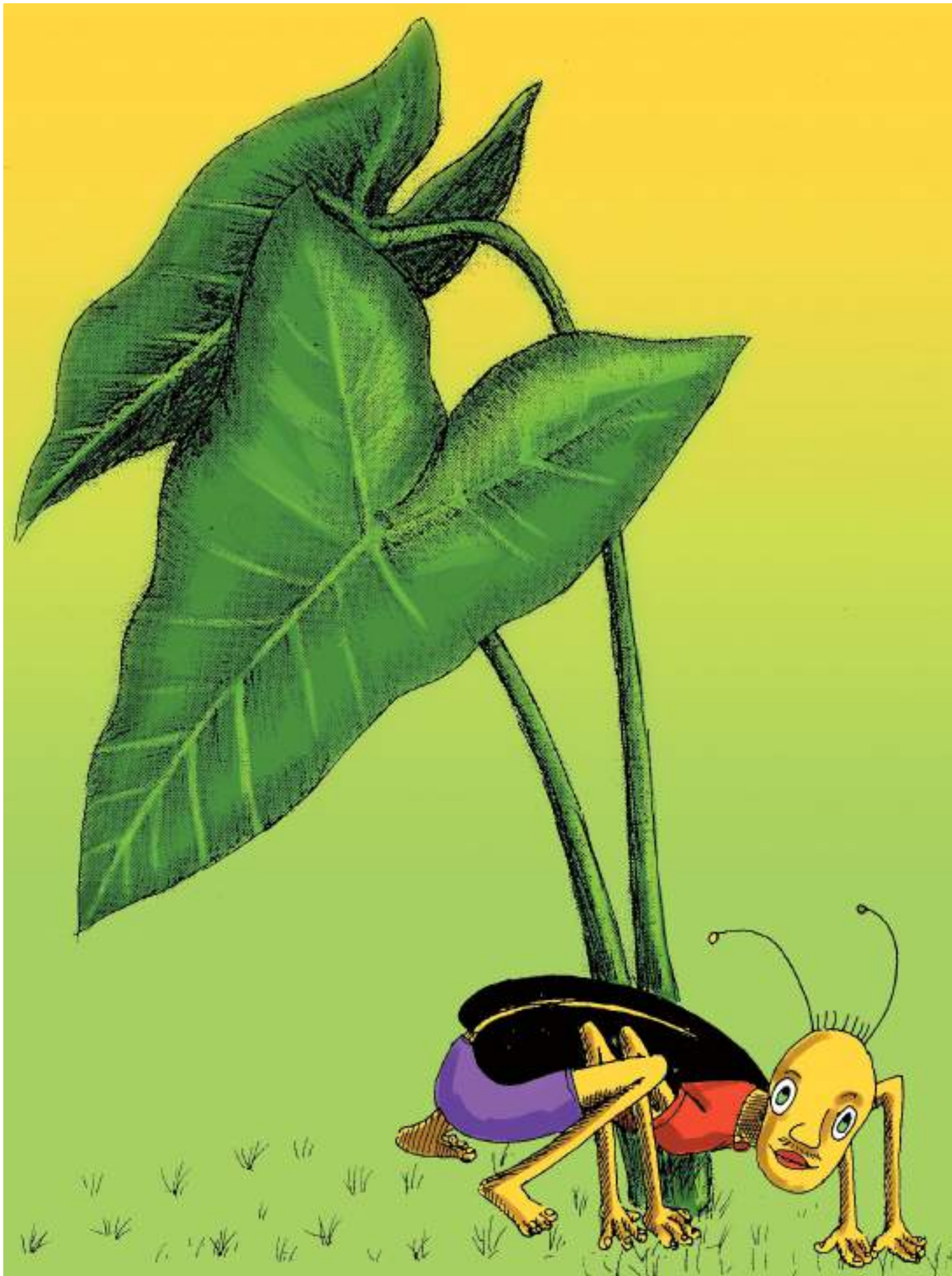
**He slept and slept and
slept and slept.**

**After a long while, Sika
woke up.**



**The rain stopped. The sun
was shining.**

Sika crawled out with a smile.



Time to find some food.

Text:	<i>Sika the Beetle</i>
Level:	Year 1
Message:	We need to find the right shelter
Discussion focus:	Activities we do in different types of weather
Vocabulary focus:	Opposites
Letters and sounds:	Medial <i>i</i>
Print focus:	Sentences that start/end in the middle of a line
Writing opportunity:	New story (insertion of new character)

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 book is called Sika the Beetle and it is a story about a beetle called Sika who tries to find shelter from the rain. (Show Sika the beetle on the front cover and the rain drops). Sika tries to find a nice leaf that will protect him from the rain. Ask the learners: What kind of leaves do you think would be good protection to stop him from getting wet in the rain? Which plant leaves would NOT be very useful? Learners make suggestions about plant leaves: think about how big the leaves will need to be.</i></p> <p>Walk through the book, talking about what they see. Introduce words that might be new in English, eg. <i>crawled, pandanus</i></p>	V/P	1.4.1.4
<p>Read the story: Listening and watching</p> <p>Read the story in clear English. Pause before you read the words <i>still</i> to build suspense and excitement. On p. 5, read the word <i>Ah!</i> happily to show that Sika feels comfortable now.</p>	E	1.6.1.1
<p>Review the story: Understanding the story</p> <p>Look at the pages one by one. Help the learners to re-tell the story in another language. On pp. 3, 4, and 5 see if the learners can remember what type of leaf is in the picture. Now look at p. 5. Look at the picture and ask the learners to tell you how Sika feels in this page (nice and dry/happy). Turn to p. 6 and ask: <i>What is Sika doing now?</i> On the last page, ask the learners to tell you what Sika will do now it has stopped raining.</p>	V/P + E	1.4.1.2 1.6.1.2 1.4.1.3
<p>Responding to the story: Talking by the learners</p> <p>Ask the learners to think about what Sika did once he found a nice place where he could stay dry from the rain (<i>He went to sleep</i>). Ask the learners <i>What things do you do when it is raining?</i> Then ask the learners to think of what Sika did once the rain stopped and the sun was shining (<i>He went to look for food</i>). Ask the learners to think about what activities they do when the weather is good.</p>	V/P + E	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). Turn to p. 2 and review the words <i>He still got wet</i>. Tell the learners that today they will read this part of the story. Now read the story, letting the learners read the words <i>He still got wet</i> on pp. 2, 3 & 4.</p>	E	1.6.1.1 1.4.1.3
<p>Focus on vocabulary: opposites</p> <p><i>Preparation:</i> Write these words on flashcards: <u>wet</u>, <u>dry</u>, <u>clean</u>, <u>dirty</u>, <u>cool</u>, <u>hot</u></p> <p>Show the words to the learners (not in order) and use the small books to find the words. Ask learners to read the words and look at the sounds that make the words.</p> <p>Show the words <i>wet</i> and <i>dry</i> again. Explain that these words are opposites. Now show the other words and ask the learners and say which ones are opposites: <i>clean/dirty, hot/cool</i>. Give out the cards to 6 learners and they must find their opposite and stand beside them, showing their words.</p> <p>Ask learners to suggest more opposites that they know or help the learners to find the opposite of words they know. You could suggest the first word and ask for the opposite, e.g. <i>big (little), fat (thin), happy (sad)</i>. Write these words on cards and then repeat the activity of finding a pair: give ALL the cards out and learners must walk around to find their opposite.</p> <p>When finished, collect the pieces of paper and display them in the classroom with the word cards.</p>	E + V/P	1.6.2.6

<p>Day 3</p> <p>Shared reading: Revisiting the story</p> <p>Tell the learners that today they will read the names of the leaves in the story. Ask the learners to remember the names of the leaves that Sika crawled under. Now turn the pages of the book and review the leaf names. Read the story, giving the learners the chance to read the name of the leaf on pp. 2, 3, 4, 5 & 6.</p>	E	1.4.1.3 1.4.1.2 1.6.1.1
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ACTIVITIES	LANG.	SYLLABUS
<p>Focus on print: full stops and capital letters</p> <p>Turn to p. 1 and read the sentence <i>Large drops of rain were falling down</i>, focusing on the capital letter and full stop to show the beginning and the end of the sentence. With the small books, pairs of learners go through the books, finding the beginning and end of each sentence, putting their hand up to stop at the full stop, signalling go at the capital letter.</p> <p>Notice that some sentences are on 2 lines: find some more examples of books that have two sentences on one line.</p> <p>Now say to the learners <i>Watch me as I read. Put your hand up to show stop when you see the dot. Then wave when I should start again</i> (show the signals).</p> <p>Read the story and run your finger under each word as you read. See that the learners give the signals to start and stop using the capital letters and the full stops, particularly the sentences that start or end in the middle of the line.</p>	E + V/P	1.4.2.5
<p>Day 4</p> <p>Shared reading: Revisiting the story</p> <p>Ask the learners <i>Who would like to try to read a page in the book?</i> Choose some volunteers. Now read the first page, then choose a learner to read the next. Continue this (reading one page, then choosing a learners to read the next) until finished.</p>	E	1.6.1.1
<p>Focus on letters and Sounds: medial <i>i</i></p> <p>Write the word <i>still</i> on the board. Ask the learners to go through the small books and find all the examples of <i>still</i> they can find. Ask them to sound out the word carefully to hear the 4 sounds in the word <i>s-t-i-ll</i>. Focus on the middle sound <i>i</i>. Look at the name <i>Sika</i> and sound it out <i>S-i-k-a</i>. Help learners to hear the same <i>i</i> sound.</p> <p>Look at the word <i>still</i> on the board. Erase the letters <i>st</i> and write the letter <i>f</i> in its place to make the word <i>fill</i>. As you do this, tell the learners: <i>Watch as I rub out the letters st and put in a f. Now this word starts with a fff sound. Listen as I sound out this new word f-i-ll</i>. Continue this, erasing either the first or last letter from the word (do not rub out the <i>i</i>), and then writing in a new letter to make a new word that has <i>i</i> as its middle sound. After you have changed the words two or three times, encourage the learners to try and sound out the words themselves, before you read the whole word. You can use the words below:</p> <p>still → fill → pill → pin → tin → tip → ship</p> <p>Extension: learners write a big <i>i</i> on the page of their books. Around the <i>i</i> write words that have <i>i</i> in the middle. Ask a partner to say the words on the page.</p>	E + V/P	1.4.2.3 1.1.2.2
<p>Day 5:</p> <p>Independent Reading</p> <p>Hand out copies of the book for learners to read by themselves or with a partner. Remind learners to point to each word as they read.</p>	E	1.4.3.1
<p>Shared Writing</p> <p>Tell the learners: <i>We are going to write a story like Sika the Beetle. In this story we are going to write about a boy or a girl who feels very hot. He (or she) will try to find a tree to sit under that will shade them from the sun.</i> Let the learners think of name for the boy or the girl in the story. Now write a sentence on the board using this structure:</p> <p>(Name) the (boy/girl) (eg. <i>Sam the Boy</i>).</p> <p>Now write your story one sentence at a time. Ask the learners to suggest different types of trees that the person will go under. Once the person finds a shady tree to stay under, ask the learners to suggest an activity the person will do in the shade. At the end of the story, encourage the learners to think of what the person will do now it is nice and cool. Below is an example of a story. You will need to change the bolded words for your story.</p> <p><i>The sun is very bright up in the sky. Sam looked up. It was going to be hot.</i></p> <p><i>Sam sat under a coconut tree. He was still hot.</i></p> <p><i>Sam sat under a lemon tree. He was still hot.</i></p> <p><i>Sam sat under a guava tree. He was still hot.</i></p> <p><i>Sam sat under a mango tree. Ah! It was nice and cool.</i></p> <p><i>Sam read a book under the mango tree. He read and read and read and read.</i></p> <p><i>After a long while, the sun had gone. Sam got out from under the tree with a big smile. Time to cook dinner.</i></p>	E + V/P	1.9.1.4 1.7.1.4 1.9.2.2

Other activities

Learners think of another place where Sika can stay dry (under a bed/table etc) draw a picture and write a sentence.

