

# I CAN'T FIND MY PENCIL



By **Matthew Lioa**  
Pictures by **Charles Manata Sikihi**

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Coordinated by Deborah Kole, Marie Quinn and Joanna Kelman  
under the Literacy Programme Management Unit (LPMU)  
within the Ministry of Education and Human Resource Development

Series editor: Marie Quinn

Development team: Joanna Kelman, Clement Balea, Sonia Basile &  
Christopher Mali

Teachers' Notes for this book: Joanne Kelman

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**I want my pencil to  
do my work.**





**I looked beside the  
bed.**





**I looked under the  
pillow.**





**I looked in the box.**





**I looked behind  
the cupboard.**





**I looked on top of  
the food safe.**





**Can you see where  
my pencil is?**







|                      |                                |
|----------------------|--------------------------------|
| text:                | <i>I Can't Find My Pencil</i>  |
| level:               | year 1                         |
| message:             | Good organization is important |
| discussion focus:    | Losing our belongings          |
| Vocabulary focus:    | prepositions of place          |
| letter/sound focus:  | <i>u, x</i>                    |
| print focus:         | full stops                     |
| Writing opportunity: | few story using new objects    |

| ACTIVITIES  | LANG.      | SYLLABUS                      |
|---|------------|-------------------------------|
| <p>day 1</p> <p><u>modelled Reading</u></p> <p>Set the context: talking with learners</p> <p>day 1: tell the learners: <i>This story is about a girl who loses her pencil. She looks for her pencil in her house. ask the learners Where in her house do you think the girl will look?</i></p> <p>now open the book and look at the pictures. On each page, point to the object on the page (<i>school bag, bed, pillow, box, cupboard, food safe</i>) and teach them the word used in english. teach the preposition on each page (<i>through, beside, under, in, behind, on top of</i>). On p. 8 ask the learners <i>Where is the pencil?</i></p> | V/P        | 1.3.3.1<br>1.4.1.4<br>1.6.2.1 |
| <p><u>Read the story: listening and watching</u></p> <p>Read the story in clear english. On p. 8, read the word <i>anywhere</i> loudly to show that the girl is feeling frustrated.</p>   | E          | 1.6.1.1                       |
| <p><u>Review the story: Understanding the story</u></p> <p>ask the learners to say what they remembered about the story. Help them to retell the story by looking at each page in the book. On each page, ask the learners <i>Where is she looking?</i> On p. 8, ask the learners <i>Why couldn't the girl find her pencil?</i></p>   | V/P<br>+ E | 1.6.1.2<br>1.4.1.2<br>1.4.1.3 |
| <p><u>Responding to the story: talking by the learners</u></p> <p>ask the learners to think about a time when they have lost something. ask the learners to think about where they looked for their lost belonging. ask the learners <i>How did you feel when you couldn't find your _____?</i> let the learners share their experience with their friend first, and then choose some learners to talk to the whole class.</p>  | V/P        | 1.3.1.2                       |

|   |            |                               |
|---|------------|-------------------------------|
| <p>day 2</p> <p><u>Shared reading: Revisiting the story</u></p> <p>ask the learners to share what they remember about the story. Review the names of the objects on each page by turning the pages of the book, pointing to the object on each page and remembering the name in english.</p> <p>now tell the learners: <i>I am going to read the story but today you will help me read. I will read the first part of the sentence. I will stop before the last word in each sentence. I want you to read the last word. Look at the picture to help you.</i></p> <p>now read the book, pausing before the last word (the object word) on each page and letting the learners read. eg. <i>I looked behind the _____</i></p>   | V/P<br>+E  | 1.3.2.2<br>1.4.1.2<br>1.6.1.1 |
| <p><u>focus on english: prepositions</u></p> <p><i>Preparation:</i> you will need flashcards for each preposition word: <i>beside, under, in, behind, on top of.</i> you will also need an empty chalk box (or any other box) and a pencil.</p> <p>put the pencil in the chalk box and say to the learners <i>The pencil is <b>in</b> the box.</i> now demonstrate each preposition word by moving the pencil <i>beside, under, behind</i> and <i>on top of</i> the box and saying the sentence (<i>The pencil is _____ the box</i>).</p> <p>Show the word <i>beside</i> to the learners. Read the word to the learners and practice reading the word together. now turn to page 3 and ask the learners to find the word on the page. Repeat for each word, looking at the word on the flashcard, then find the word in the story.</p> <p>now ask the learners to take their pencil and hold it in the hand. Say to the learners: <i>Put your pencil <b>on top of</b> your head.</i> ask the learners to put their pencil in different positions ( eg. <i>Put your pencil <b>under</b> your chin, Put your pencil <b>behind</b> your back, Put your pencil <b>beside</b> your friend</i>). ask learners to give some directions to each other (in pairs).</p> <p>When the learners are confident, expand the instructions using other prepositional words not in the book (eg <i>Put your pencil <b>between</b> your feet. Put your pencil <b>above</b> your head</i>).</p> | E +<br>V/P | 1.4.2.4<br>1.6.2.6            |

| ACTIVITIES  |  | LANG.   | SYLLABUS                      |
|---|--|---------|-------------------------------|
| <p>focus on letters and Sounds: <u>u</u></p> <p>making the letter: Open to page 4 and read the sentence to the learners <i>I looked under the pillow</i>. Show the learners the letter <i>u</i> on the page.</p> <p>Show the learners how to write this letter by using your finger to write in the air. explain what you are doing as you write in the air. <i>Start at the top, move down, swing around, then up, and back down to the bottom</i>. now ask learners to practice writing, by tracing the letter <i>u</i> with their finger in the air. make a <i>u</i> on their hands. look for a <i>u</i> around the room.</p> <p>making the sound: now show the sound that <i>u</i> makes. ask the learners to listen to you read the sentence and tell you the word that makes the <i>u</i> sound. ask the learners to think of other words that begin with the <i>u</i> sound: <i>umbrella, up, us</i>. Use flashcards of words to look for <i>u</i> and saying the words (<i>u</i> can be in the middle of the words as well as the front).</p>   |  | E + V/P | 1.7.2.1<br>1.1.2.2            |
| <p>day 3</p> <p>Shared reading: Revisiting the story</p> <p>Start with reviewing the preposition words, by holding up the flashcards and reading each word. turn the pages of the book and find the preposition word on each page. now tell the learners: <i>Today I will read the story, but you will help me read one word on each page. The word will be one of our words from our flashcards.</i></p> <p>now read the story, pausing for each preposition word.</p>   |  | V/P + E | 1.6.1.1                       |
| <p>focus on print: full stop</p> <p>turn to page 2. Read the sentence and then point to the full stop. tell the learners: <i>This is a full stop. A full stop tells me that the sentence is finished. When I reach a full stop I have a little break from reading, then I start reading again.</i></p> <p>now read the sentences on pp. 2 and 3, pausing at the full stop, showing how you take a little ‘break’ when you reach a full stop.</p> <p>now read the whole story, running your finger under the words as you read. ask the learners to put their hands up when you reach the full stop.</p> <p>now take a card and draw a full stop on the card. Show the card to the learners and make sure they understand that it is a full stop. now write this sentence on the board: <i>I looked under my bed</i>. do not write the full stop in the sentence. now ask the learners <i>Where do I put the full stop?</i> choose one learner to come up and stick the card at the end of the sentence. Repeat this for two more sentences, by writing the sentence on the board and choosing a learner to stick the full stop card at the end of the sentence.</p> |  | E + V/P | 1.4.2.5                       |
| <p>day 4</p> <p>Shared reading: Revisiting the story</p> <p>today read the first sentence of the story then choose a learner to read the next sentence to the class. Repeat this pattern, reading one page to the class then choosing a learner to read the next page.</p>  |  | E       | 1.6.1.1                       |
| <p>focus on letters and Sounds: <u>x</u></p> <p>making the letter: I look at p. 5 and show the learners the letter <i>x</i>. Show the learners how to write this letter by using your finger to write in the air. Say <i>make a line down and a little across, then make a line the other way, down and a little across</i>. let the learners practice writing the letter in their air. make the letter on their hands. look for <i>x</i> around the room.</p> <p>making the sound: now practice the sound that the <i>x</i> makes. ask the learners to listen to you read the sentence and tell you the word that makes the <i>x</i> sound. ask the learners to think of some more words with the <i>x</i> sound. look at flashcards to find words with <i>x</i>.</p> <p>Review <i>u</i> and <i>x</i>: Read some words to the learners: they need to listen for the <i>u</i> or the <i>x</i>. ask them to put their hands on the shoulders if they hear the <i>u</i> sound and their hands up in the air if they hear the <i>x</i> sound. <i>under, box, fox, up, six, mix, umbrella</i>.</p>  |  | E + V/P | 1.7.2.1<br>1.1.2.1<br>1.4.2.3 |
| <p>day 5</p> <p>Independent Reading</p> <p>put the learners into pairs and give each pair a book. ask the learners to take turns reading and remind them to point to each word as they read.</p>  |  | E       | 1.4.3.1                       |



| ACTIVITIES   | LANG.              | SYLLABUS                      |
|--|--------------------|-------------------------------|
| <p><b>Shared Writing</b></p> <p>tell the learners: <i>We are going to write a story about another little girl who loses something. It can be an object, like a pencil, or it can be animal, like a pet. It can even be a person, like her brother or sister!</i></p> <p>now ask the learners to think of what the girl will lose. decide on one thing to write about and write the title on the board: <i>I Can't Find My _____</i></p> <p>now ask the learners to think of places where the girl will look for her lost object. ask the learners to share their ideas, then choose one learner's answer and write a sentence using this structure: <i>I looked (preposition) the (place).</i> (eg. <i>I looked <b>under</b> the <b>house</b>.</i>)</p> <p>now ask the learners to think of another place where the little girl will look and write another sentence using the structure: <i>I looked (preposition) the (place).</i> Repeat for 2 more sentences then write: <i>I can't find my (object) anywhere!</i></p> <p>your story will look something like this (you will choose different words to use instead of the bolded words here):</p> <p>I can't find my <b>Dog</b></p> <p>I looked <b>under</b> the <b>house</b>.</p> <p>I looked <b>beside</b> the <b>river</b>.</p> <p>I looked <b>behind</b> the <b>coconut trees</b>.</p> <p>I looked <b>in</b> the <b>garden</b>.</p> <p>I can't find my <b>dog</b> anywhere!</p> <p>now write the story on pieces of paper. Write one sentence per piece of paper. divide the learners into groups and give each group one piece of paper. make sure each group understands the sentence that is written on their piece of paper, then ask the learners to draw a picture, showing what is happening in their sentence.</p> <p>When finished, staple the pages together to make a book. Read the book to the learners then put the book in your class library for the learners to read independently.</p> | <b>E +<br/>V/P</b> | 1.7.1.4<br>1.9.1.4<br>1.9.1.2 |





