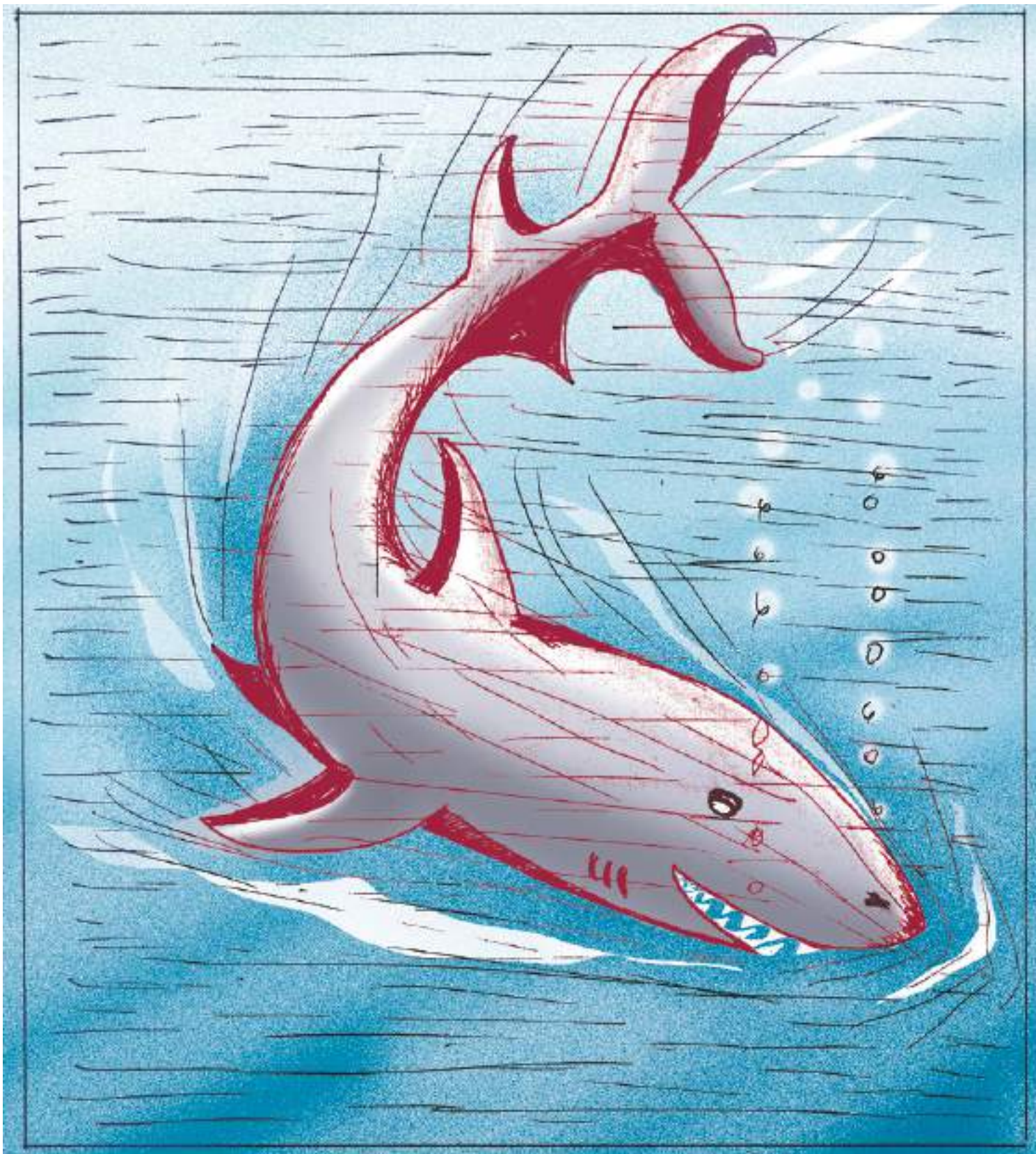


How sharks came to have sharp teeth



By Albert Bori Sau
Pictures by Daisy Keke

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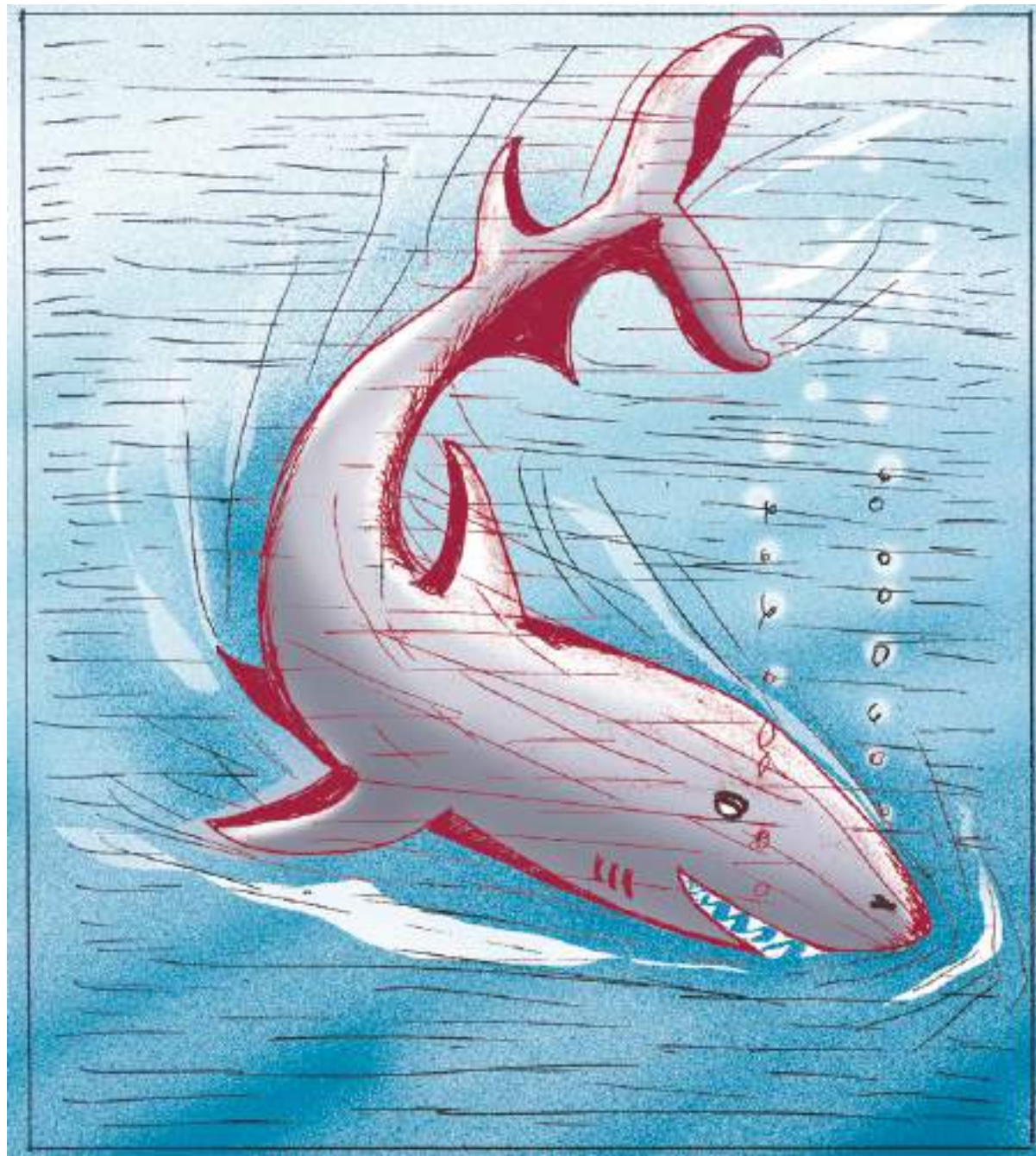
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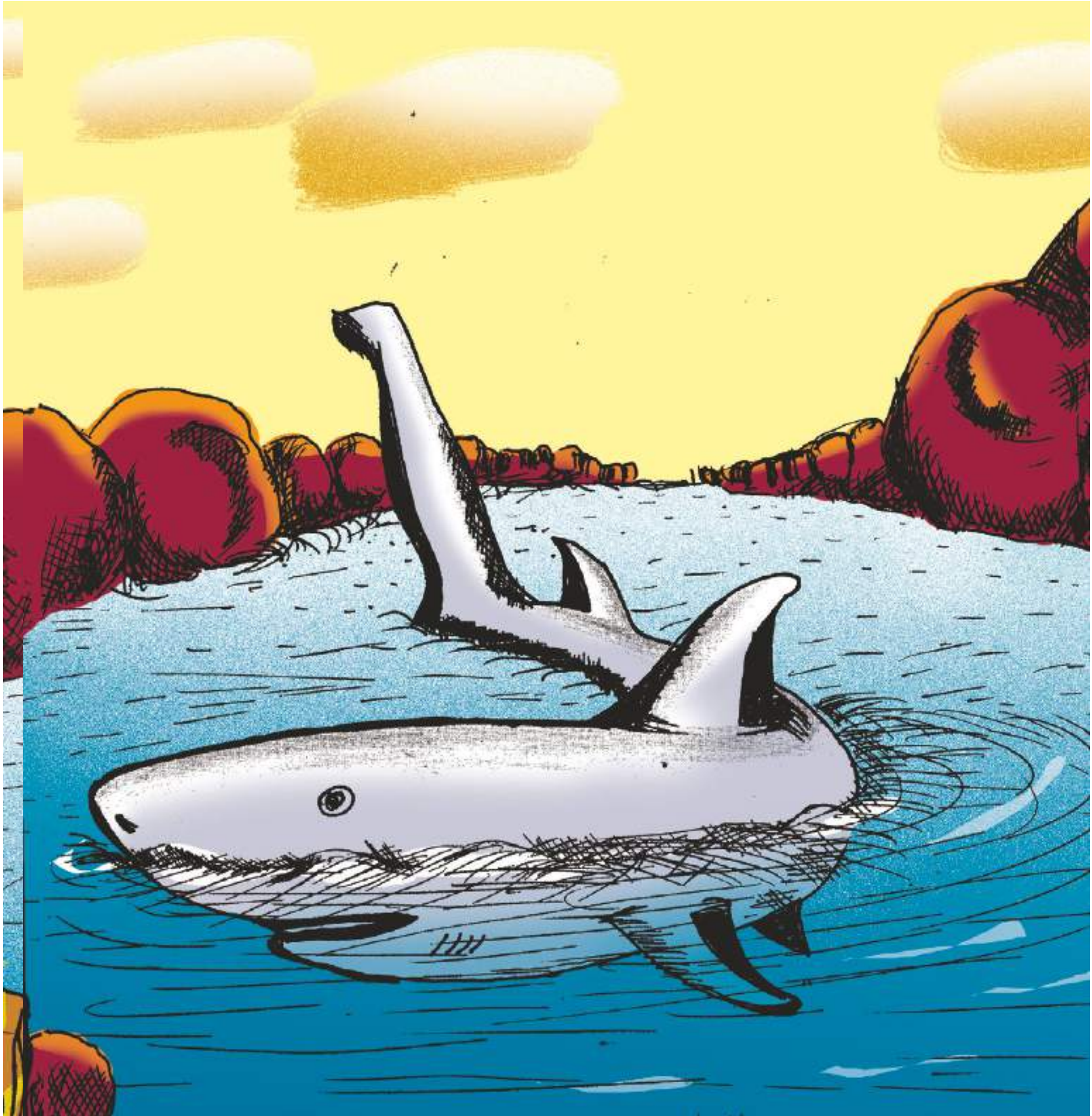
How sharks came to have sharp teeth



By **Albert Bori Sau**
Pictures by **Daisy Keke**

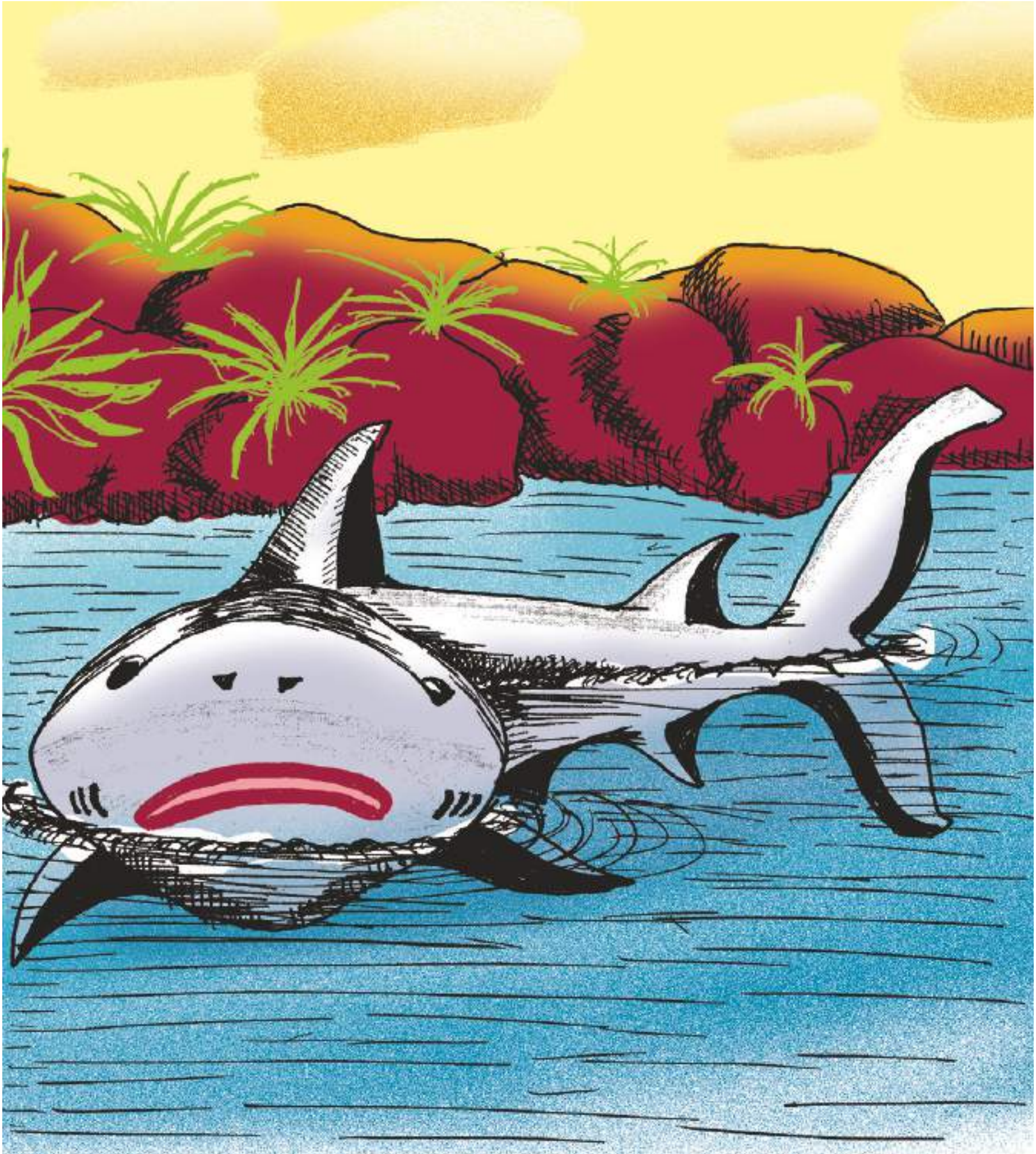


Once upon a time a frog and a shark
were friends.

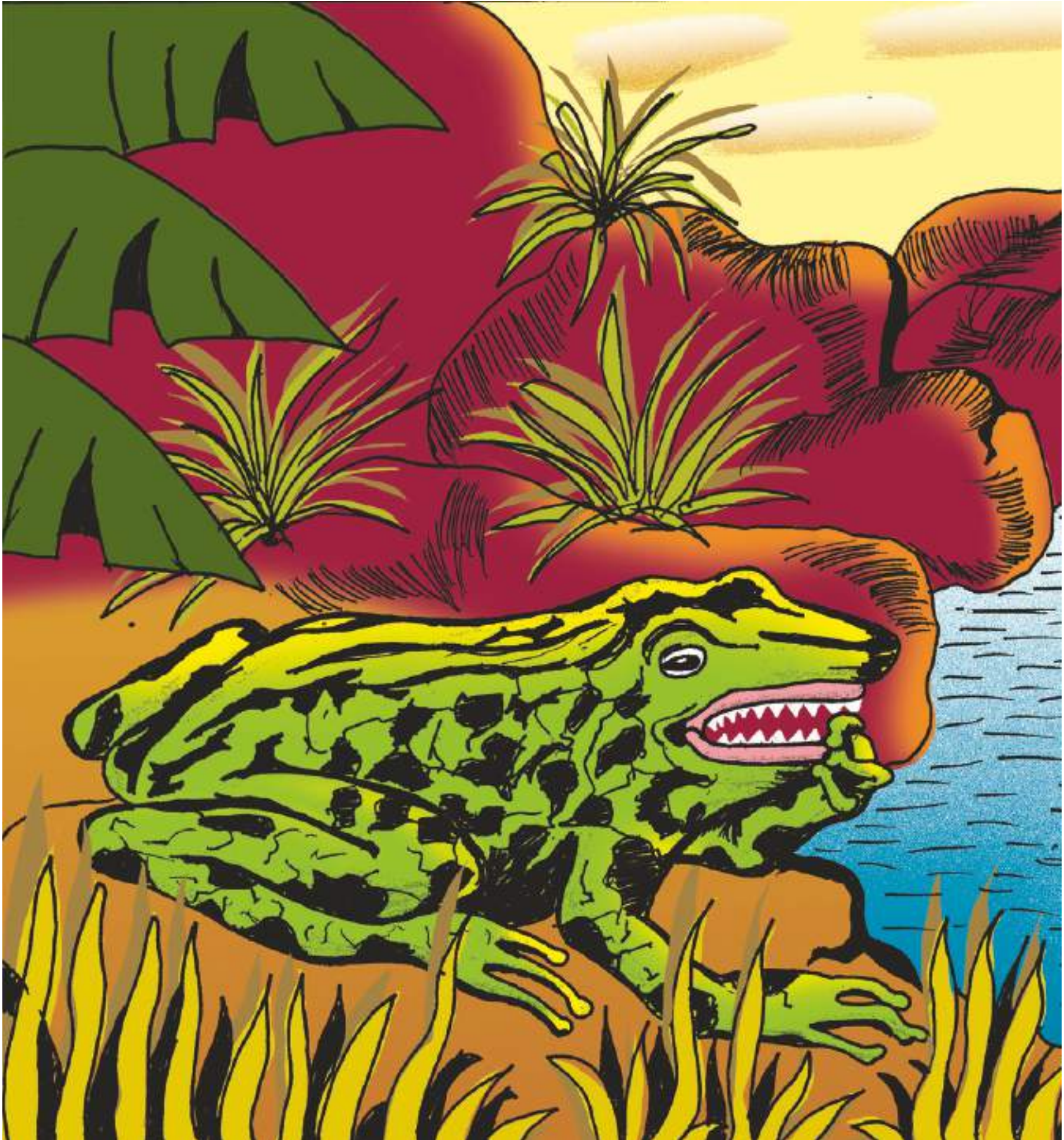




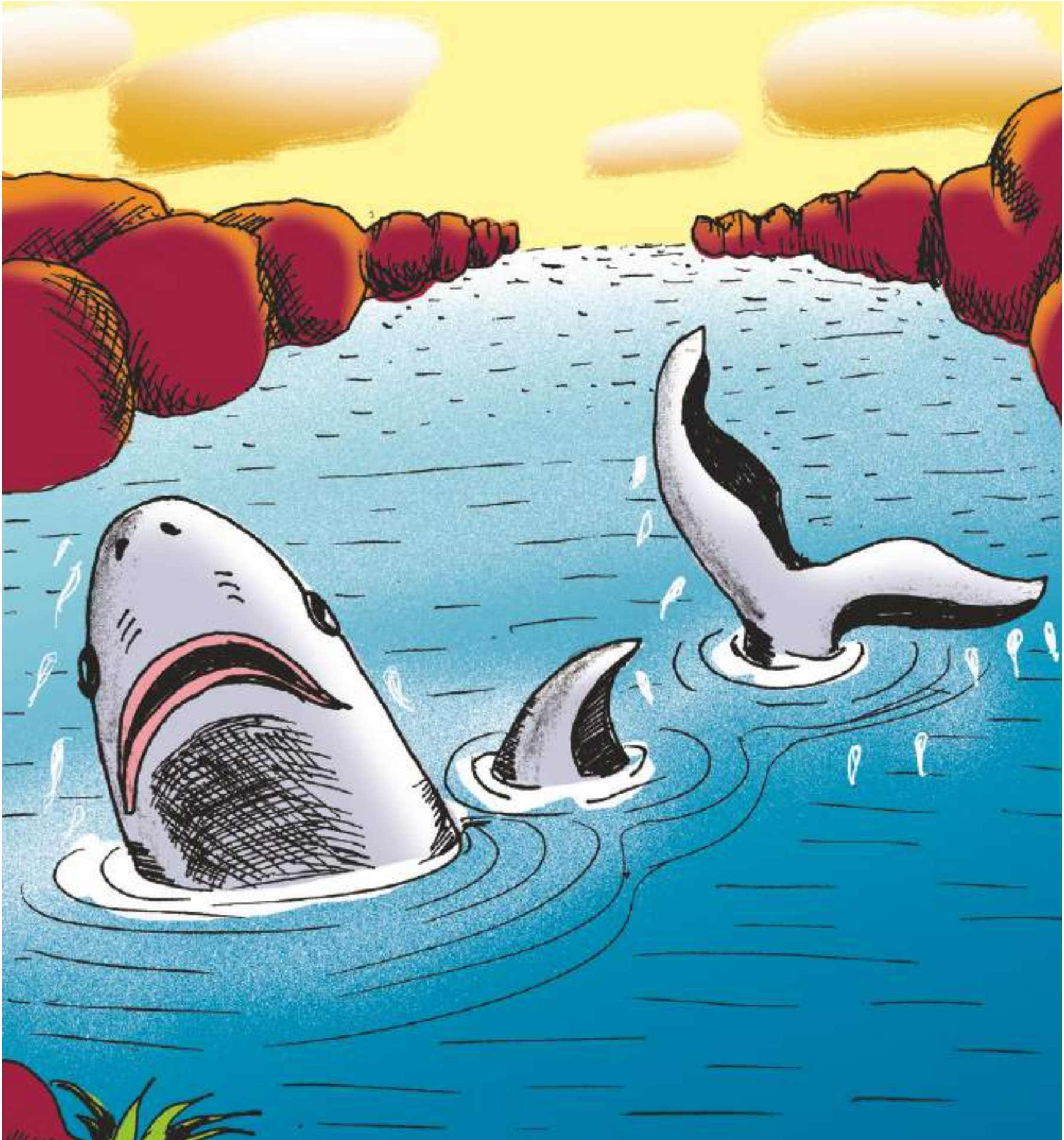
The frog was very dangerous.
It had jaws full of the sharpest teeth.



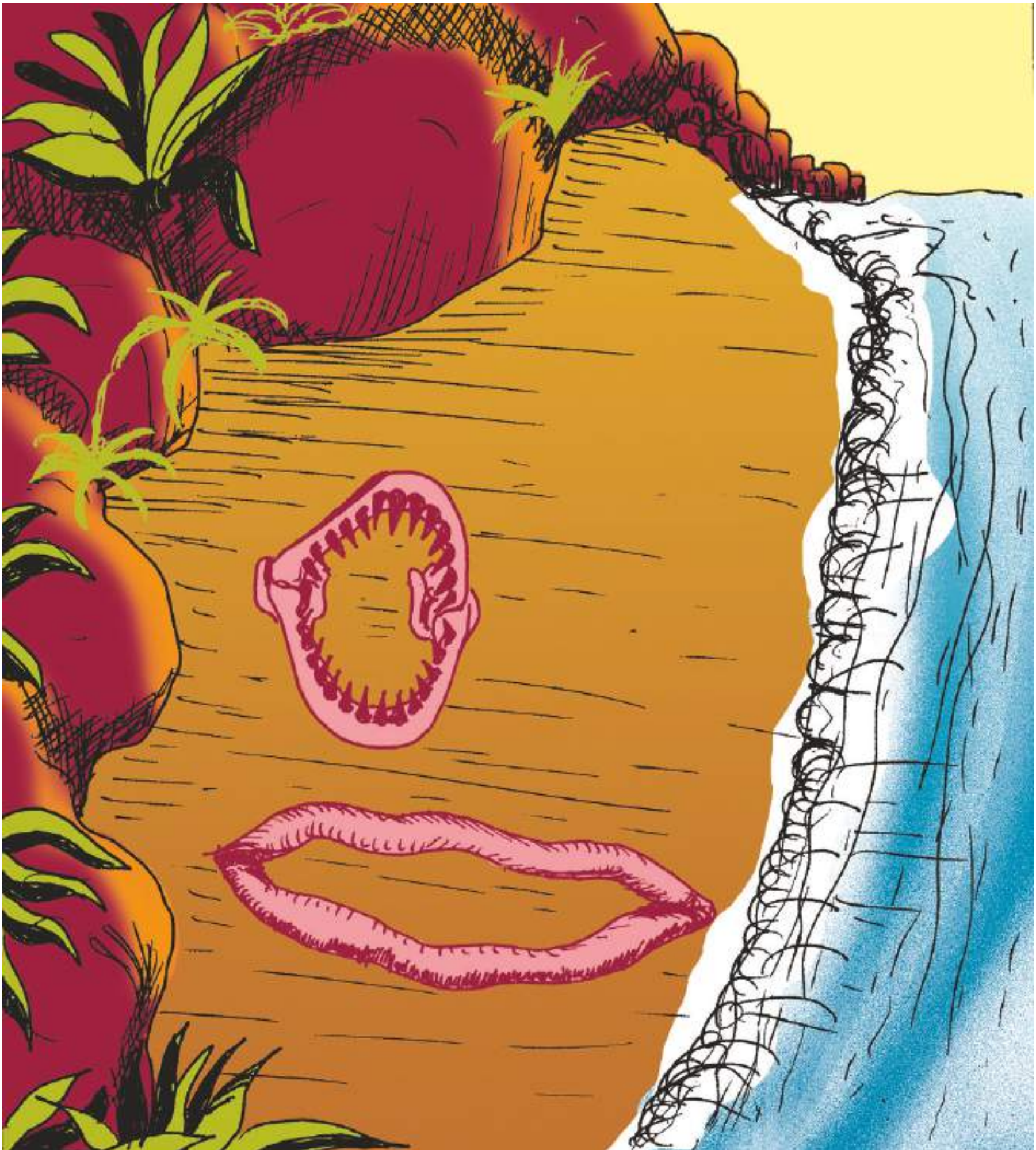
The shark however, was helpless.
Its jaws were almost toothless.



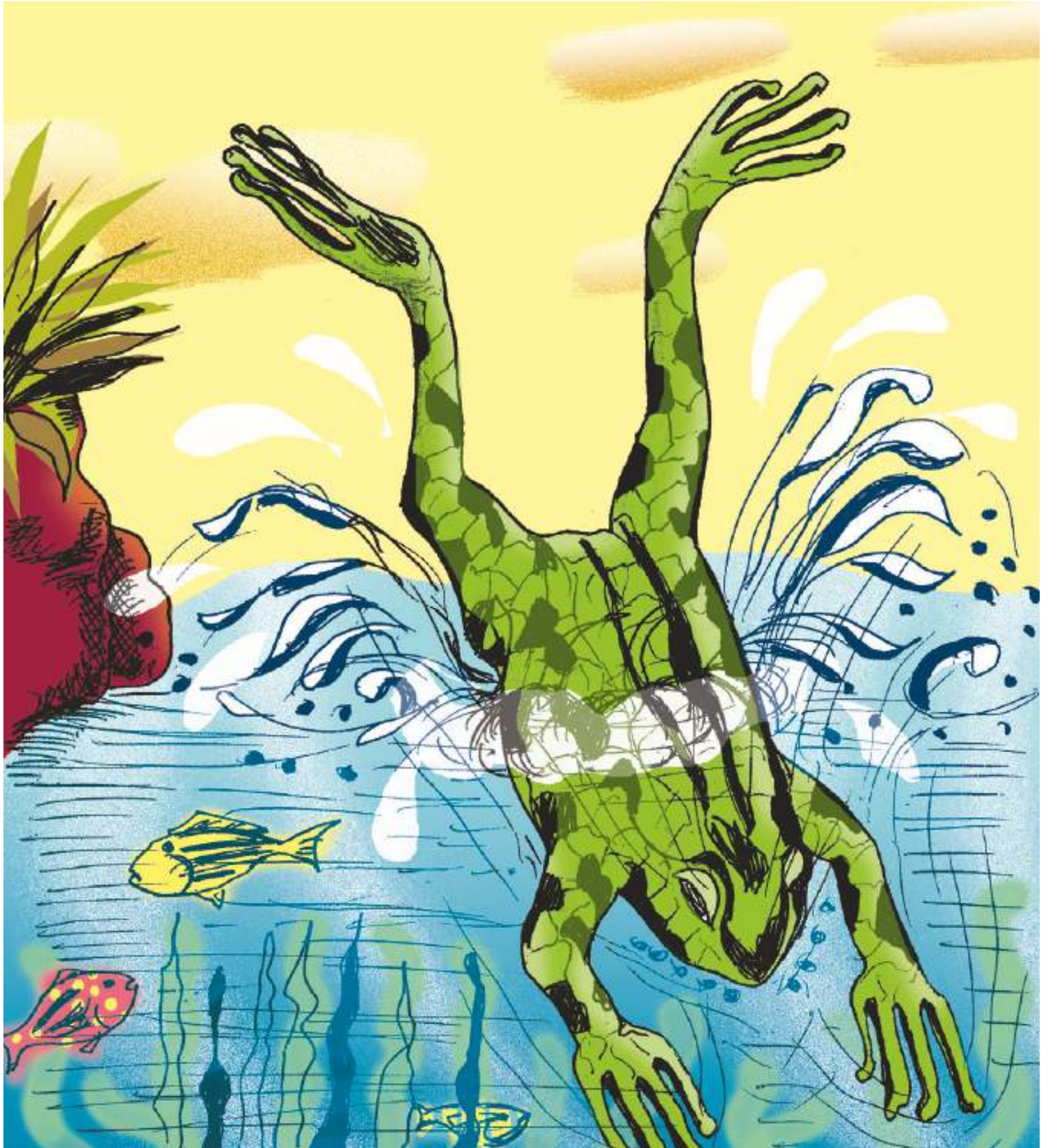
However, both creatures had something strange in common.



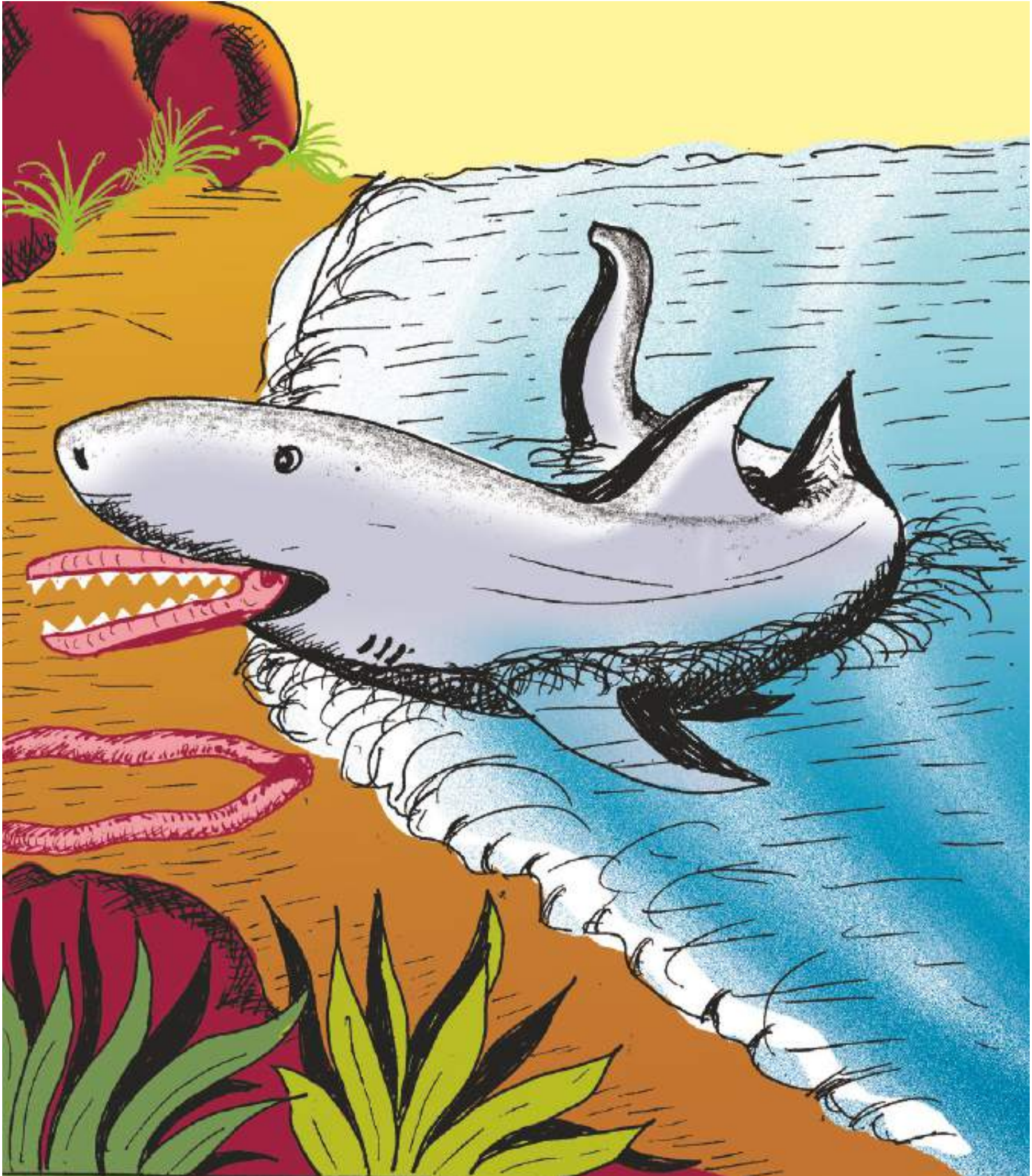
They could take their jaws and teeth out of their mouths to clean them. They could put them back into their mouths again when they wished.



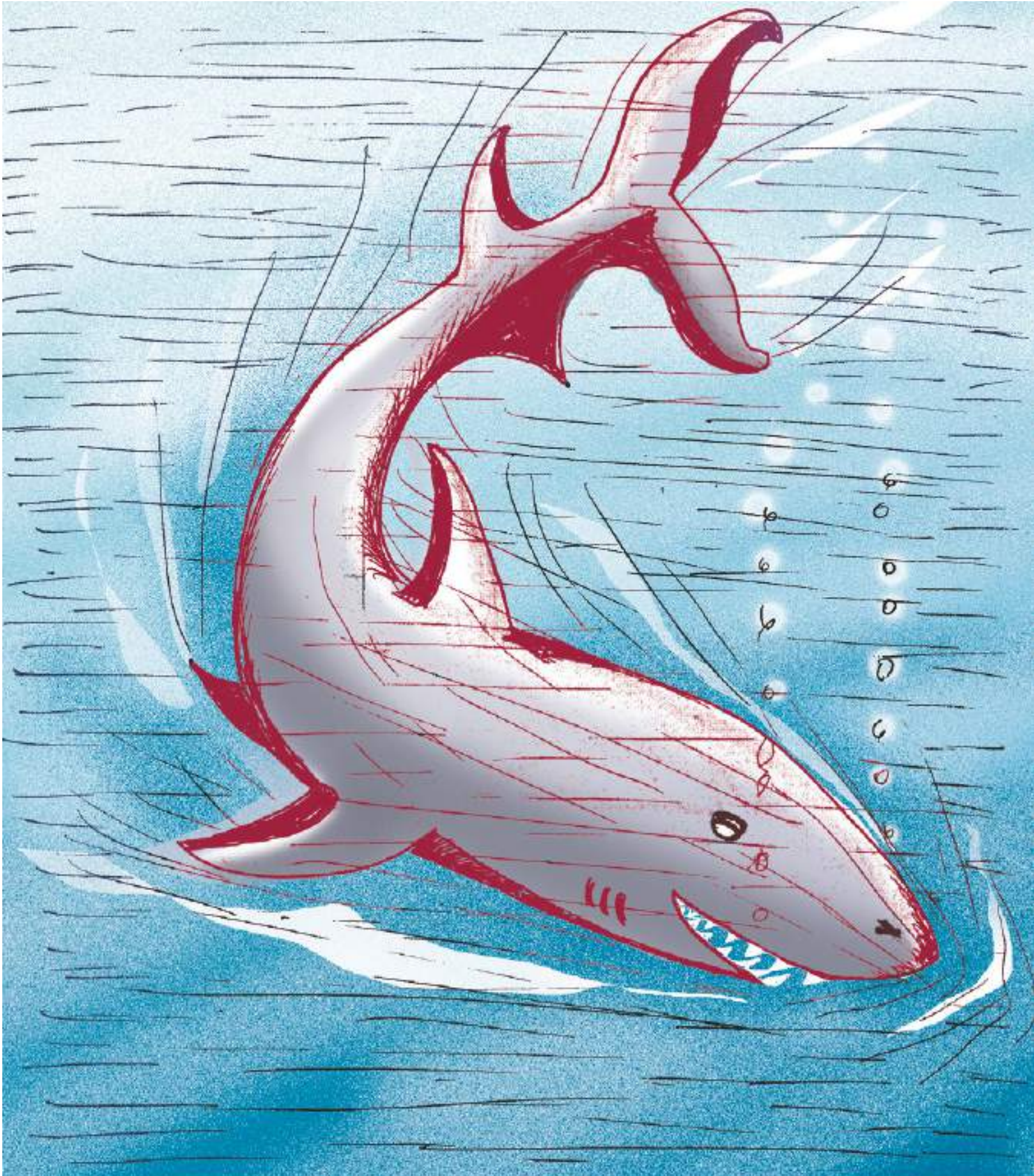
One day the frog and the shark decided to play "Hide-and-Seek" in a river. They agreed to leave their jaws and teeth on the river bank.



The frog leapt into the river and dived under the water to hide.



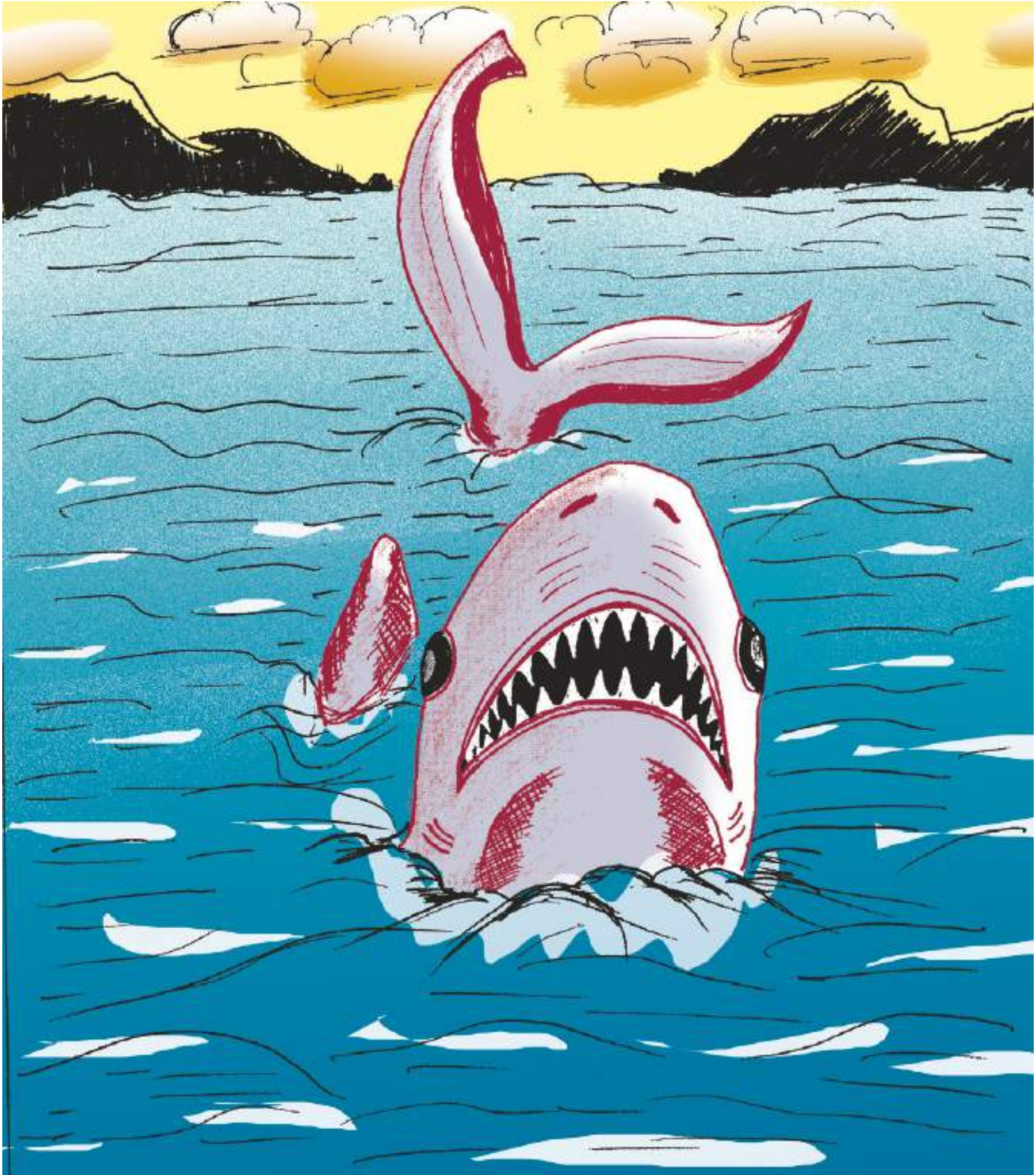
But the shark was very cunning.
While the frog was under the water,
it took the frog's jaws and teeth and
put them into its own mouth.



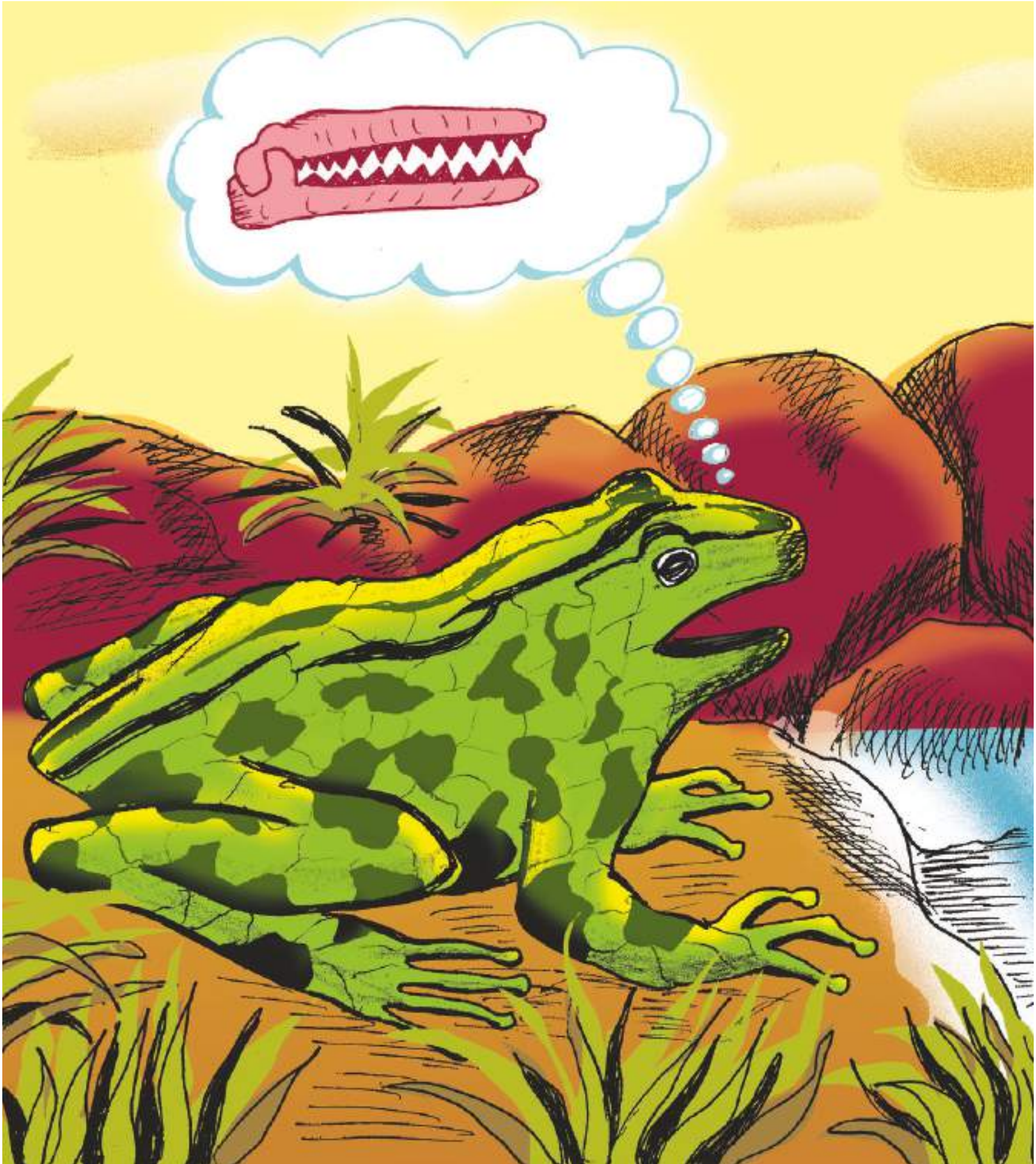
The shark dived into the deepest part of the river.



The shark swam down the river
as fast as it could.



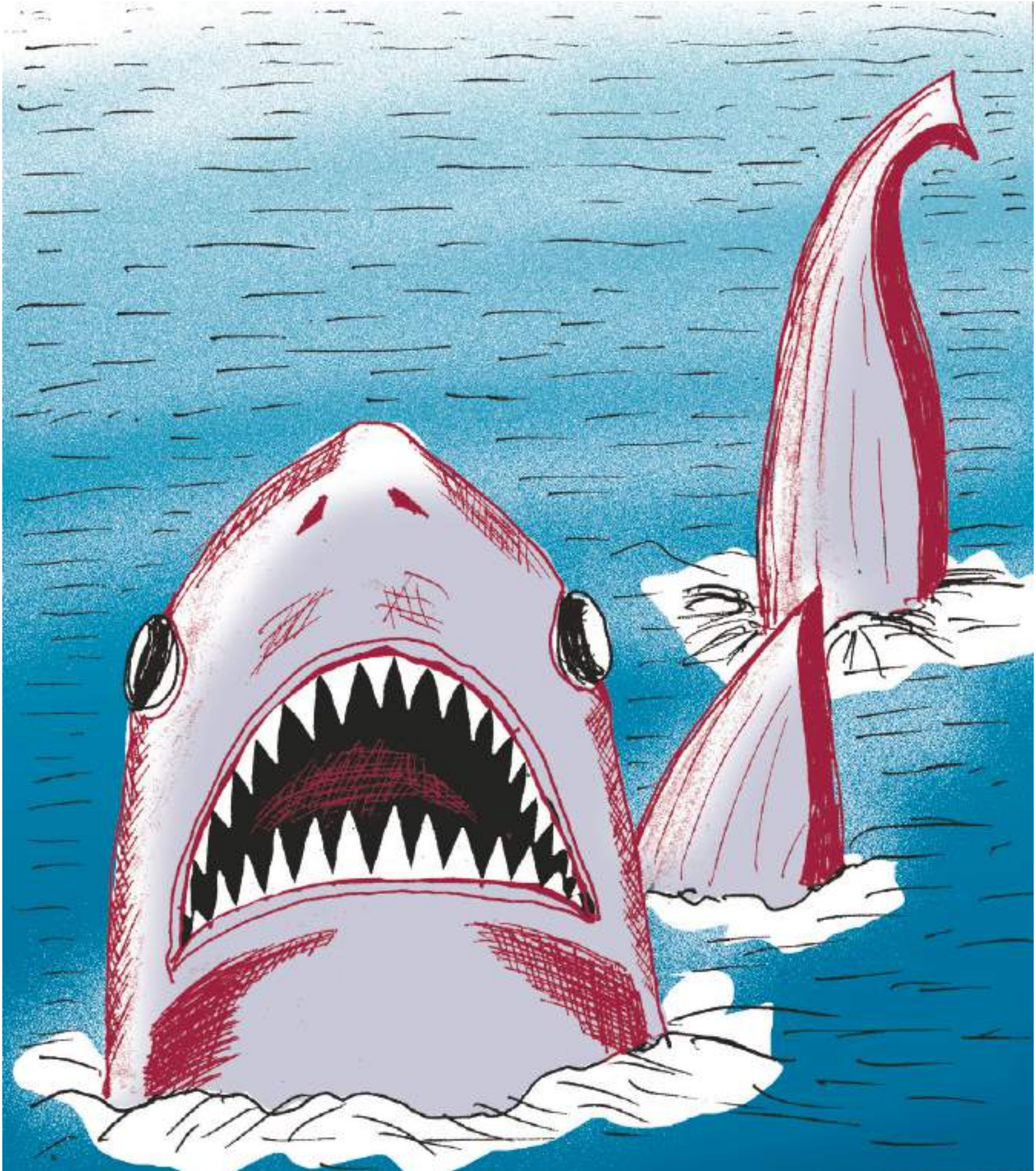
In a matter of seconds it was out into the deep blue sea.



When the frog returned, it couldn't find its teeth. The frog was very angry, but it couldn't follow the shark into the sea.



The frog had no other choice but to put the toothless jaws into its mouth.



This is how sharks came to have very sharp teeth and frogs have no teeth at all.

Text:	<i>How Sharks Came to Have Sharp Teeth</i>
Level:	Year 2
Message:	Legends explain natural phenomena
Discussion focus:	Playing tricks on people
Comprehension:	Sequencing of events; cloze
Vocabulary focus:	Superlatives to describe (<i>sharpest, fastest</i>)
Letters and sounds:	<i>ar</i>
Writing opportunity:	Shared writing: the frog's story

ACTIVITIES	LANG.	SYLLABUS
Day 1 Modeled Reading Set the context: Talking with learners Tell the learners <i>This story is called How Sharks Came to Have Sharp Teeth</i> . Explain to the learners that this is similar to <i>Why The Flying Fox Flies At Night</i> from the previous week because it is a story that tries to explain why something in nature happens. Review the flying fox story, then think about some ways that the shark would have sharp teeth. Let the learners make some suggestions about how this might happen. Now look at just the title page where there is a frog with sharp teeth and the shark with no teeth: <i>This tells us how things will be in the beginning of the story. Watch to see how they change</i> . Now 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.	V/P	2.3.1.4 2.4.1.1
Read the story: Listening and watching Read the story in clear English. Make your voice match the words to give extra meaning.	E	
Review the story: Understanding the story Go back through the book with the learners. On each page, ask the learners to tell you what is happening. Let them re-tell using their own words. Make sure they understand about how the animals changed their teeth.	V/P + E	2.5.1.6 2.6.1.3 2.4.1.4
Responding to the story: Talking by the learners Talk to the learners about what happened and how this is a story of an animal tricking another. <i>Have you ever been tricked by a friend?</i> Let the learners tell about tricks and how it made them feel. Think about how this trick had a positive or negative effect on the frog. <i>How did the frog feel about this? What is right what the shark did?</i>	V/P	2.6.1.1 2.6.2.3 2.1.1.4 2.6.1.1
Close Reading Do a close reading of pp. 3 - 5 Summarise: This part gives us the orientation, where we get to know <i>Who?</i> the characters are and their descriptions at the beginning of the story that will change by the end.	E +V/P	2.6.1.5 2.4.2.8

Day 2 Shared reading: Revisiting the story Ask the learners to remember what happened in the story. See if the learners can remember how the sharks got their teeth. Read the story while the learners follow in their books.	E + V/P	2.3.2.2 2.4.1.4
Comprehension: Sequencing of events Ask the learners to think about how the shark was able to steal the frog's teeth, what events took place. Turn to p. 8: <i>What happened here? (both animals took out their teeth to play a game)</i> . Turn to p. 9: <i>What happened here?</i> Continue identifying the events on pp. 10 – 15. Help the learners to make this into a sequence using trails for the shark and the frog. <div> <div>Both animals left their teeth on the bank</div> <div>Both animals played Hide and Seek</div> <div>Shark stole the teeth</div> <div>Shark went out to sea</div> <div>Shark has sharp teeth</div> <div>Frog was angry his teeth were gone</div> <div>Frog has no teeth</div> </div> <p>Help the learners to see that the two characters started at the same place, but ended up with different outcomes. They could put this diagram in their books. Let them retell the events to a partner using the diagram.</p>	E + V/P	2.6.1.4 2.9.1.4

ACTIVITIES	LANG.	SYLLABUS												
<p>Focus on vocabulary: superlatives to describe</p> <p>Read p. 4 again and look at the word <i>sharpest</i>. Ask the learners to tell you what the word <i>sharpest</i> mean. Use the word <i>sharp</i> and <i>sharper</i> to compare and sharper as the <i>most sharp</i>.</p> <p>Look at p. 11 and ask learners to find another word that uses <i>-est</i>. (<i>deepest</i>). Use the words <i>deep</i>, <i>deeper</i>, <i>deepest</i> to understand that this is the <i>most deep</i> water.</p> <p>Now think of other words that mean <i>the most</i> of something. Use the example of <i>tall</i>, <i>taller</i>, <i>tallest</i> by comparing the heights of 3 learners in the room. Now use the words <i>short</i>, <i>shorter</i>, <i>shortest</i> with 3 more learners. Think of houses near the school to talk about <i>big</i>, <i>bigger</i>, <i>biggest</i>.</p> <p>Draw this table on the board and help the learners to talk about how to fill it in (do NOT fill it in, just talk about it and make sure the learners know how to complete it:</p> <table><tr><td><i>deep</i></td><td></td></tr><tr><td><i>loud</i></td><td><i>loudest</i></td></tr><tr><td></td><td><i>strongest</i></td></tr><tr><td><i>fast</i></td><td><i>fastest</i></td></tr><tr><td></td><td><i>slowest</i></td></tr><tr><td><i>tall</i></td><td></td></tr></table> <p>Now in their books, they can fill in the table and think of some sentences with their partners. They do not need to write the sentences, just give some orally.</p>	<i>deep</i>		<i>loud</i>	<i>loudest</i>		<i>strongest</i>	<i>fast</i>	<i>fastest</i>		<i>slowest</i>	<i>tall</i>		E + V/P	2.4.2.2 2.4.2.6
<i>deep</i>														
<i>loud</i>	<i>loudest</i>													
	<i>strongest</i>													
<i>fast</i>	<i>fastest</i>													
	<i>slowest</i>													
<i>tall</i>														

<p>Day3</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 + V/P	2.6.1.9
<p>Comprehension: Cloze passage</p> <p><i>Preparation:</i> Write this passage up on a large piece of paper or on the board (the paper is better).</p> <p><i>This story is about the frog and the _____. Once these animals were friends and played together. One day they took out their _____ so they could play Hide and Seek in the _____. They both dived into the water, but the _____ came back to the bank. He took the _____ and put them in his mouth. Then he rushed out to _____. When the frog returned he saw that his teeth were _____. He had no choice, but to use the shark's _____. He was very _____. Today the shark has _____ teeth.</i></p> <p>Put the passage up so the learners can see it. Read through the passage, saying Space when there is a word missing. Ask the learners to think about what the words might be that go in the spaces. They can use the small copies of the books to look for suitable words. With a partner, they talk together to think about the missing words. Let them do this for about 15 minutes. Then, as a class, talk about what the words would be. Do NOT write them in the spaces, but let the learners read the passage, saying the missing words. The learners might be able to copy the passage into their books, putting in the missing words.</p>	E + V/P	2.5.1.4 2.7.2.2
<p>Focus on Letters and Sounds: <i>ar</i></p> <p>Point to the word <i>sharp</i> on the front cover: Say: <i>This word says sharp. The middle two letters in this word are a and r. The letter a makes the a 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 ar.) Listen for the ar sound as I say the word sharp. It will be in the middle of the word.</i></p> <p>Say some more words to the learners that have this sound: <i>shark</i> (p. 3) <i>arm</i>, <i>sharp</i>, <i>ark</i>, <i>park</i>, <i>mark</i>, <i>are</i>, <i>party</i>, <i>car</i>, <i>far</i>. Ask the learners to listen for the <i>ar</i> and help you write the words using the sounds.</p> <p>Make a list of <i>ar</i> words as learners think of more words.</p> <p>Ask the learners to try to use 2 or more <i>ar</i> words in a sentence, eg. <i>I can go far in my car; I went to a market in the car to buy food for a party.</i> Write the sentences they give you on the board and ask someone to find the <i>ar</i> pattern in the words.</p> <p>Learners could make some sentences in their books.</p>	E + V/P	2.1.2.2 2.7.2.2 2.7.2.9

<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 + V/P	2.6.1.9
<p>Close-Reading:</p> <p>Do a close reading of pp. 11 & 12. Summarise: This tells us the actions of the shark to steal the teeth.</p>	E + V/P	2.6.1.5 2.4.2.8

ACTIVITIES	LANG.	SYLLABUS																		
<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><i>One day</i></td><td><i>the frog and the shark</i></td><td><i>decided to play</i></td><td><i>“Hide-and-Seek”</i></td><td><i>in a river</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 asking question number 1 <i>When did the frog and shark play?</i> Then choose one learner to come up to the board, point to the words that tell us this (<i>One day</i>) then put the words in place. Repeat this: Asking the question, then choosing a learner to come up to the board and put the words into place until your sentence is in order.</p> <p>Here are the questions you can ask:</p> <table><tr><td><i>When did this happen?</i></td><td><i>One day</i></td></tr><tr><td><i>Who was involved?</i></td><td><i>the frog and the shark</i></td></tr><tr><td><i>What did they do?</i></td><td><i>decided to play</i></td></tr><tr><td><i>What game did they play?</i></td><td><i>“Hide-and-Seek”</i></td></tr><tr><td><i>Where did they play?</i></td><td><i>in a river</i></td></tr><tr><td><i>What always goes at the end of a sentence?</i></td><td><i>.</i></td></tr></table> <p>Now take away the word card for “<i>Hide-and-Seek</i>” from the sentence. Ask the learners to think of another game instead of “Hide-and-Seek”. Take some ideas then write a new game in the space (eg. soccer, volleyball) Now take away the phrase <i>in a river</i> and ask the learners to think of another location and write it in the space (<i>in the house, along the road</i>). Do this multiple times with different locations and games. Here is an example of an innovated sentence. Remember you will need to think of different words with your learners:</p> <p><i>One day the frog and the shark decided to play soccer in the house.</i></p>	<i>One day</i>	<i>the frog and the shark</i>	<i>decided to play</i>	<i>“Hide-and-Seek”</i>	<i>in a river</i>	<i>.</i>	<i>When did this happen?</i>	<i>One day</i>	<i>Who was involved?</i>	<i>the frog and the shark</i>	<i>What did they do?</i>	<i>decided to play</i>	<i>What game did they play?</i>	<i>“Hide-and-Seek”</i>	<i>Where did they play?</i>	<i>in a river</i>	<i>What always goes at the end of a sentence?</i>	<i>.</i>	E + V/P	2.4.2.8 2.7.2.2
<i>One day</i>	<i>the frog and the shark</i>	<i>decided to play</i>	<i>“Hide-and-Seek”</i>	<i>in a river</i>	<i>.</i>															
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<i>Where did they play?</i>	<i>in a river</i>																			
<i>What always goes at the end of a 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>	E	2.6.1.9
<p><u>Shared Writing: the frog’s story</u></p> <p>This activity today is going to be a retelling of the story from the frog. Imagine that the frog is telling what happened to his friend: <i>What would he say?</i> Think about how he would tell it. Do this as a Shared Writing with the learners contributing ideas and perhaps doing the writing in front of the class. Use these prompts to help with the writing.</p> <p><i>The Frog’s story</i></p> <p><i>Once upon a time I had</i></p> <p><i>One day I was with my friend the Shark. We both took out and left them</i></p> <p><i>Then we</i></p> <p><i>However, while I was under the water</i></p> <p><i>When I returned</i></p> <p><i>I felt because</i></p> <p><i>Now I</i></p> <p><i>I feel because</i></p> <p>Let the class suggest ways of telling this story as though the frog is speaking. You could add more feelings or action. Make this into a poster with the picture of the frog. Individual learners might like to read this out to the class, using an angry or sad voice.</p>	E + V/P	2.7.2.5 2.8.1.3 2.7.1.2

