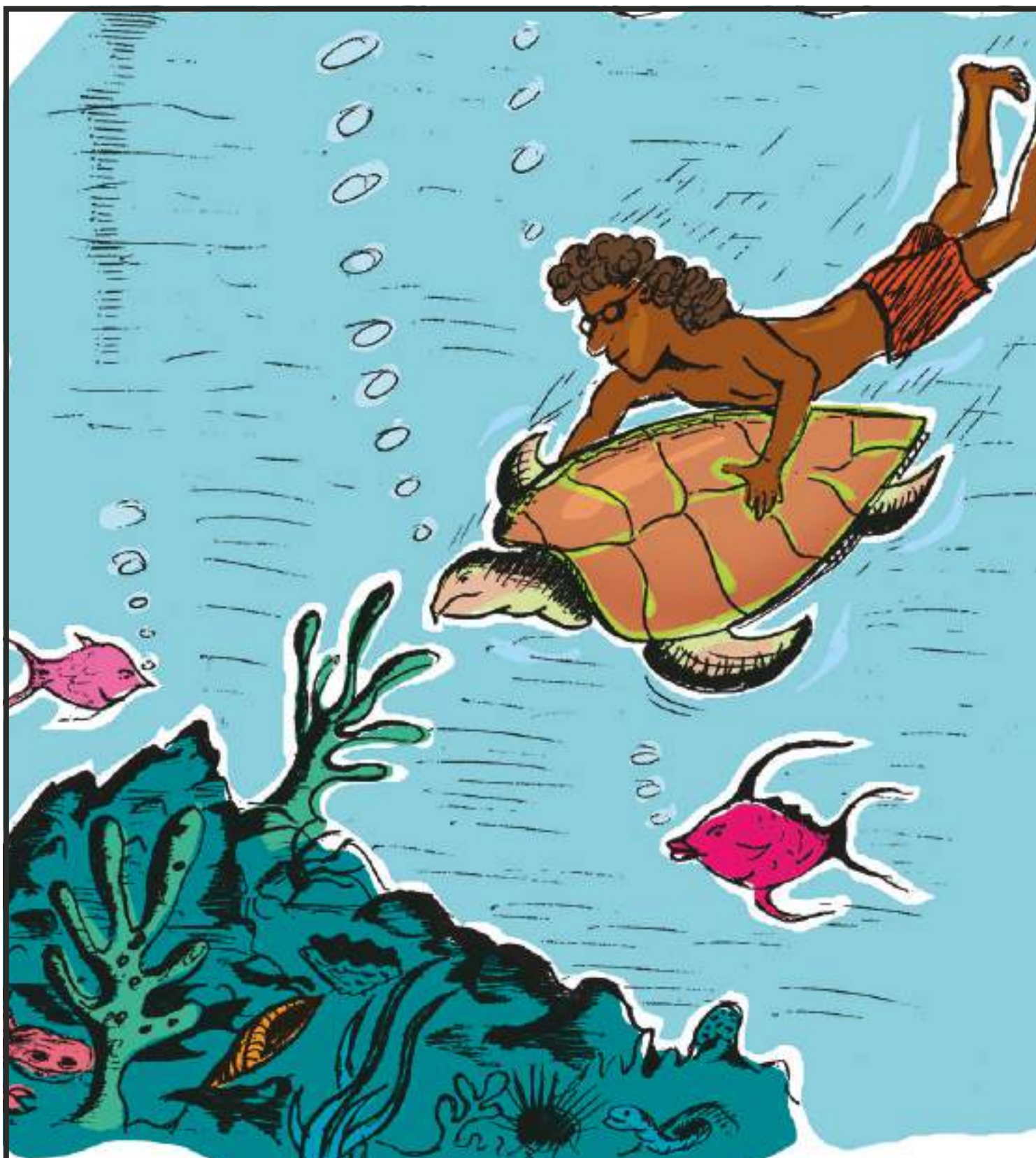


# Seva and the Turtle



By Jacob Zikuli  
Pictures by Clyde Misite'e

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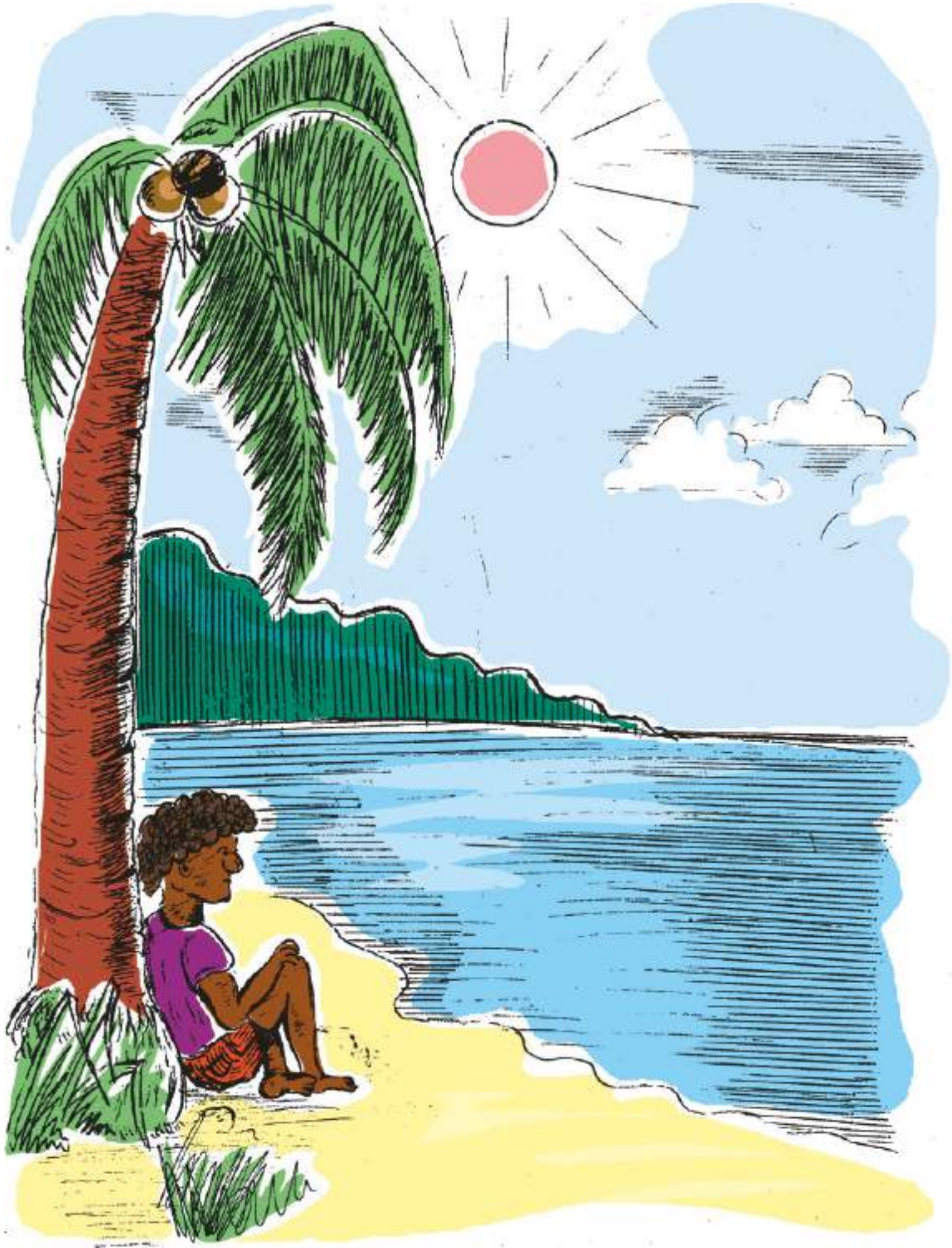
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# Seva and the Turtle



By Jacob Zikuli  
Pictures by Clyde Misite'e





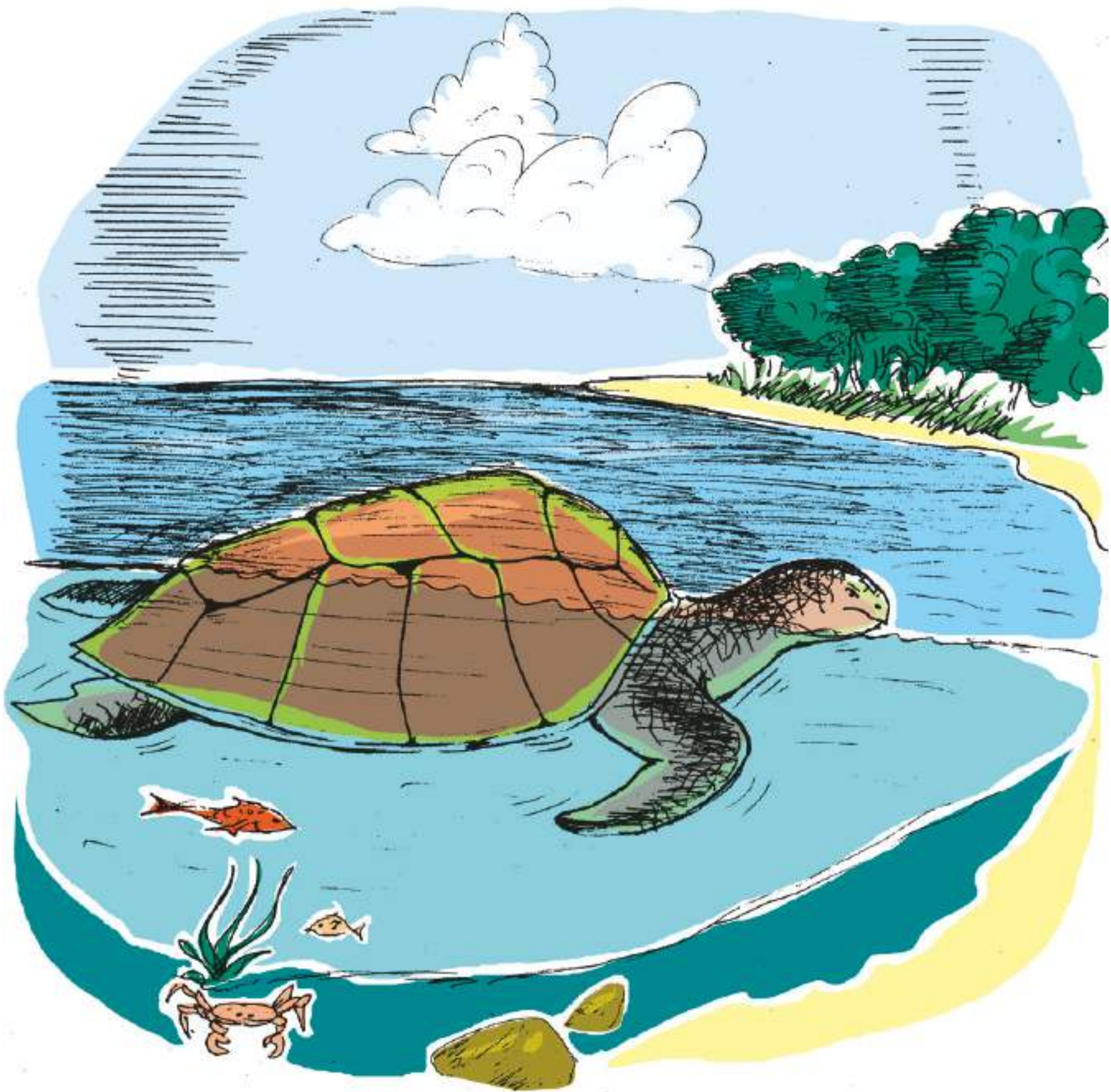
It was sunny and the sea was calm.  
Seva sat down under a coconut tree  
and looked out over the lagoon.





Suddenly he saw something floating on the sea. It seemed to be swimming closer and closer to the shore.





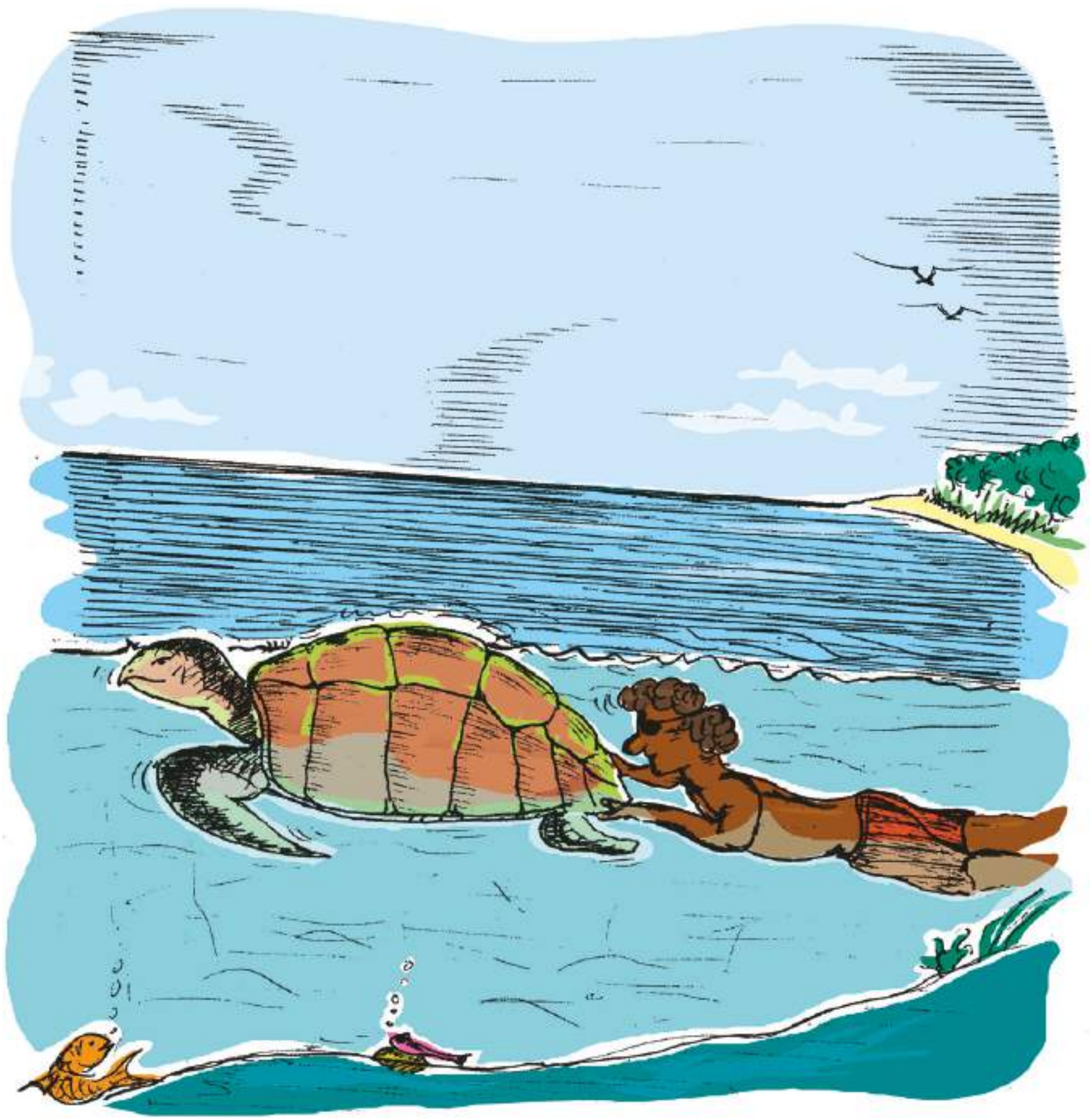
It was a big brown turtle.





Seva ran into the sea and swam out to the turtle. The turtle was not afraid of Seva. It swam and dived and played around him all afternoon.





The next day, Seva went down to the sea with his diving goggles. The turtle swam up and Seva held on to its shell.





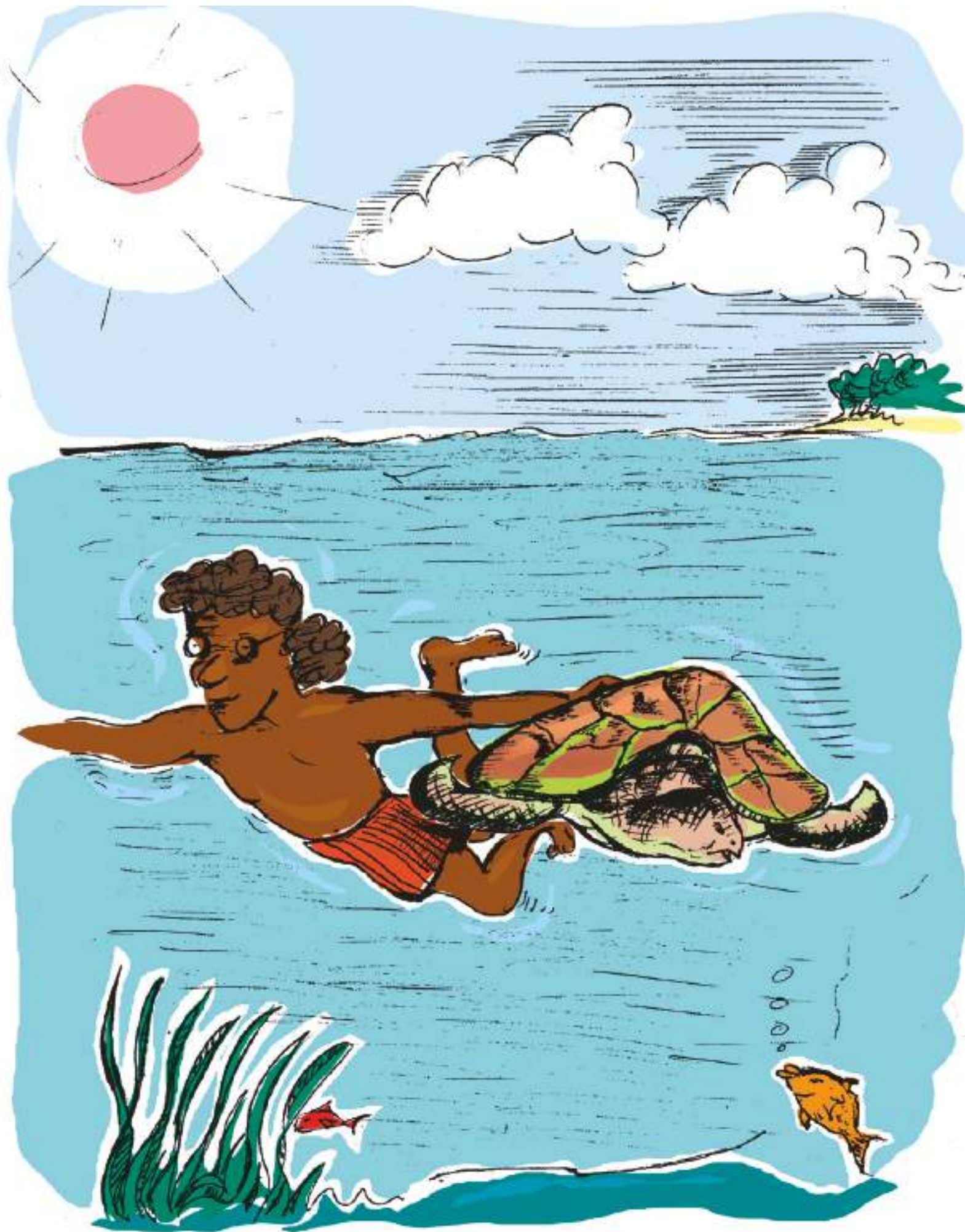
The turtle took Seva out to the edge of the reef.





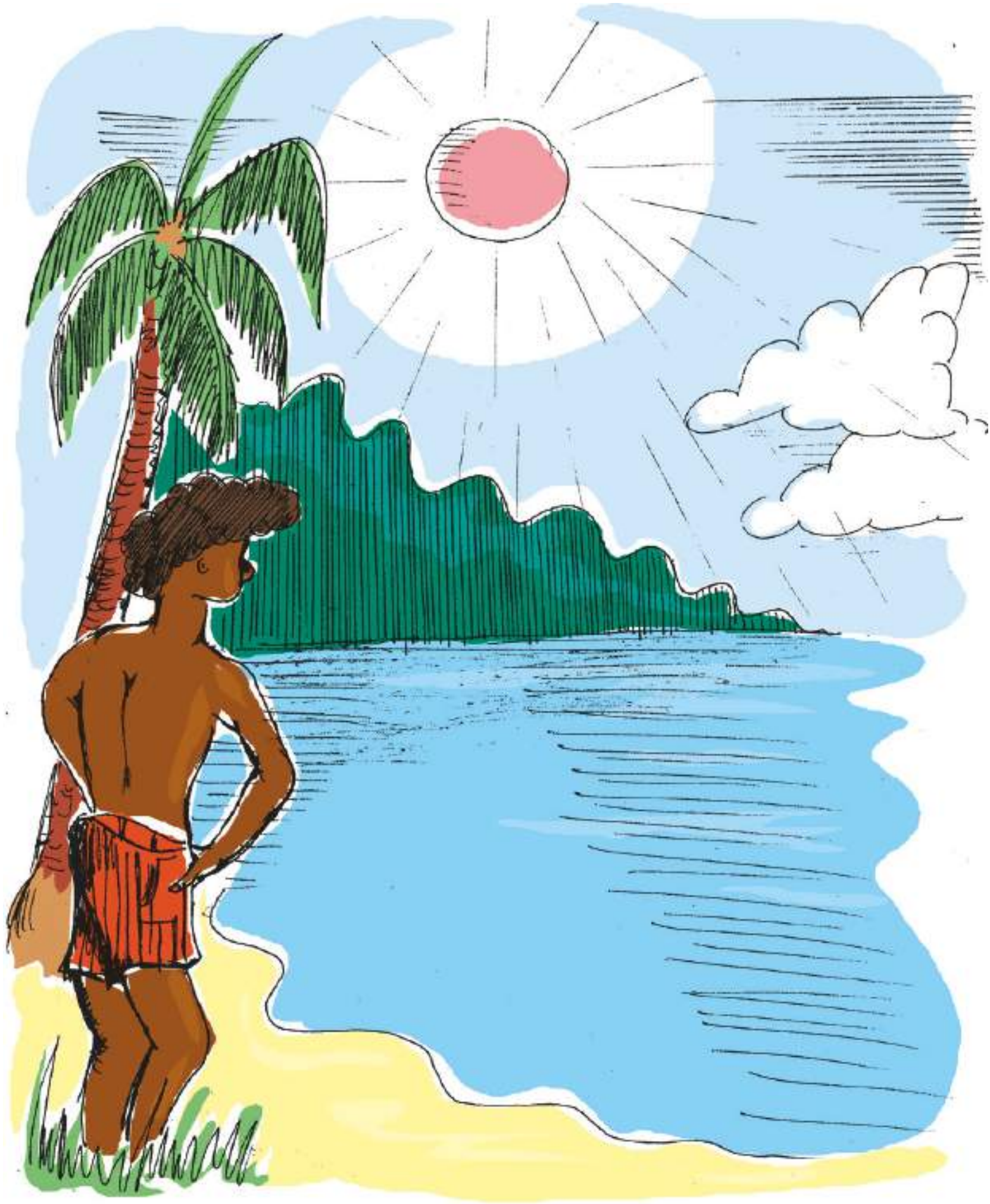
Seva and the turtle dived on the reef.  
The turtle showed Seva beautiful  
corals, shells and fish.





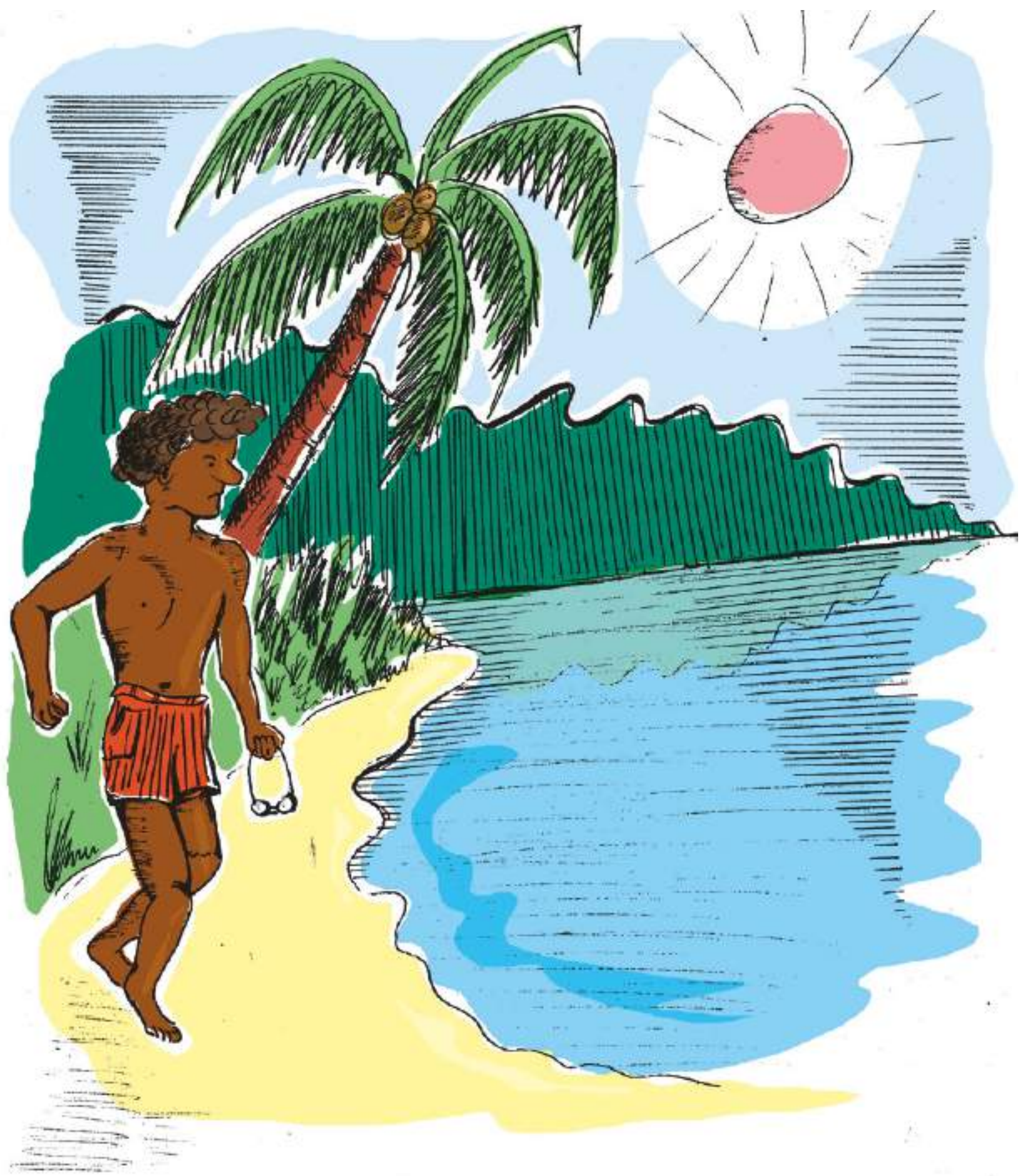
For days and days Seva and the turtle swam and dived together.





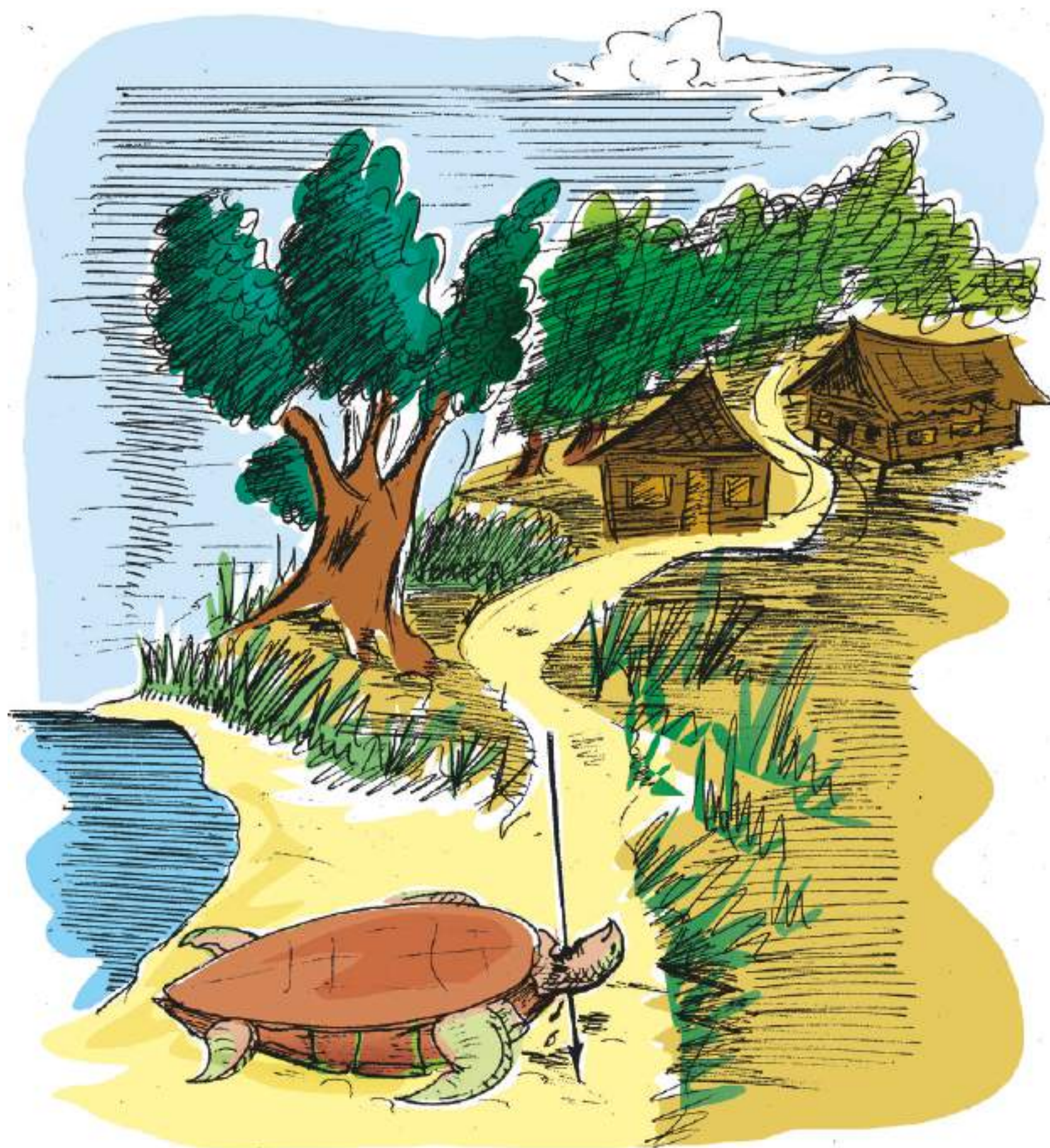
Then one day Seva went down to the sea and the turtle wasn't there.





Seva sadly walked along the beach,  
looking out to the sea for his friend.





Seva found his friend on the sand near the village. Sadly, his friend could no longer play with him. He had been killed by a spear. Seva no longer had a friend.







Text:	<i>Seva and the Turtle</i>
Level:	Year 2
Message:	Others don't value the same things we do
Discussion focus:	Friendship and loss; the ethics of killing turtles
Comprehension focus:	Phases of the story
Vocabulary focus:	Irregular verbs; time indicators
Letters and sounds:	sw-
Writing opportunity:	Guided writing: making friends with an animal

ACTIVITIES	LANG.	SYLLABUS
<p>Day 1</p> <p><u>Modelled Reading</u></p> <p><u>Set the context: Talking with learners</u></p> <p>Tell the learners <i>This story is called Seva and the Turtle. Seva is a boy who becomes friends with a turtle. What would be good about having a turtle for a friend? What could you do with the turtle?</i> Discuss things they could do. Do NOT tell them if the suggestions are in the book, just let them explain some of the ideas. Make sure the learners say why they would do the things with the turtle.</p> <p>Now open the book and look at the pictures. As you look through the pictures, help the learners to explain what is happening and compare it to any experience that they have had with any animal friend. 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. Do NOT show the last page of the book. Instead ask: <i>Do you think that Seva will find the turtle?</i></p>	V/P	2.4.1.1 2.1.1.4
<p><u>Read the story: Listening and watching</u></p> <p>Read the story in clear English. Read p. 12 with a sad voice.</p>	E	
<p><u>Review the story: Understanding the story</u></p> <p>Turn the pages of the book. On each page, ask the learners to tell you what was happening. Ask learners to explain why Seva feels sad on p. 11. <i>How do you think he felt on p. 12?</i> Make sure the learners understand that the turtle has been speared.</p>	V/P	2.4.3.2 2.5.1.6 2.6.1.3
<p><u>Responding to the story: Talking by the learners</u></p> <p>Talk about the feelings that Seva must have had when he discovered that the turtle was dead. Ask the learners to think about their own experience with animals. <i>What things did they do together?</i> Talk about how they felt when animals died or went missing. Let learners talk about the experience of friendship and loss.</p>	V/P	2.1.1.4 2.6.1.1
<p><u>Close Reading</u></p> <p>Do a close reading of p. 2. Summarise: this is the setting of the story that shows <i>Who? What? Where?</i></p>	E + V/P	2.6.1.5 2.6.1.6

Day 2 <u>Shared reading: Revisiting the story</u> Ask the learners to remember what happened in the story. Turn the pages of the book and ask the learners to explain what the turtle and Seva did on each page. Read to the learners while they follow in the small books.	E + V/P	2.6.1.3 2.3.2.2														
<u>Focus on vocabulary: irregular verbs</u> <u>Preparation:</u> Make word cards. One set for the whole class. <table><tr><td>go</td><td>see</td><td>take</td><td>swim</td><td>find</td><td>sit</td><td>hold</td></tr><tr><td>went</td><td>saw</td><td>took</td><td>swam</td><td>found</td><td>sat</td><td>held</td></tr></table> Make sure the learners have the small books. Working in partners, they look for all the actions that they can find in the book. Make a list in their exercise books and note the page number, eg. <i>p. 2: sat, looked</i> . Give the partners about 20 mins to do this. Review as a class, checking that none are missing. Show these words on the flashcards: <i>went, saw, swam, sat, took</i> . Ask the learners to find where these were in the books. Note that these are all past tense words. However, they do not just add <i>-ed</i> . Look though the list of verbs from the book: name some that add <i>-ed</i> : <i>dived, played, seemed, looked, showed, walked</i> , Now show the rest of the flashcards. Ask the learners if they are past tense (No). <i>What tense are they?</i> (present) Ask the learners to match up the present with the past: see how some are irregular because we don't add <i>-ed</i> . This is common in English! Now look back at the book. Use the present tense to try to say the sentences as though it is happening <i>now</i> , in present tense, using the words on the cards. Note: you will need to add another word like <i>can</i> eg. <i>Seva found his friend on the sand near the village</i> change to <i>Seva can find his friend on the sand near the village</i> . Learners do this with all the verbs on the cards.	go	see	take	swim	find	sit	hold	went	saw	took	swam	found	sat	held	E + V/P	2.4.2.5 2.4.2.2
go	see	take	swim	find	sit	hold										
went	saw	took	swam	found	sat	held										



ACTIVITIES					LANG.	SYLLABUS	
<u>Comprehension: phases of the story</u> Draw this on the board:					E + V/P	2.5.1.4 2.9.1.4 2.4.3.2	
Before he met the turtle		When he met the turtle		When he found the turtle			
Use this grid to think about the activities and feelings Seva experienced. Learners use the book to look at the words and the pictures: <i>What do we see Seva doing and what do we think he was feeling?</i> Learners can make this in their books and do with a partner or you can do this as a whole class. Make sure the learners are using the books to say where they find the ideas that they are using.							
<u>Discussion: the ethics of killing turtles</u> This activity can follow on from the previous activity. Look at the idea that people killed the turtle: ask the learners to think about why this happened. <i>Can we see any people? Are they doing anything with the turtle? Was it just for fun? Is it OK to kill turtles?</i> This should lead to a discussion about killing turtle or any animals. Look at how the author showed the turtle to be a positive thing (helped Seva, showed Seva things)... <i>Do you think the author would be happy that the turtle died?</i> There may be completing ideas: you will need to manage the discussion and allow different ideas. Note: it is important to let learners have opinions about topics, but you need to encourage them to say why and to use the book to help their response.					E + V/P	2.6.2.3 2.4.3.2	
Day 3 <u>Shared reading: Revisiting the story</u> Today read the first page of the story then choose a learner to read the next page to the class. Repeat this pattern, reading one page to the class then choosing a learner to read the next page.					E	2.6.1.9	
<u>Close-Reading</u> Do a close reading of pp. 5 - 6. Summarise: These sentences show us how things changed by telling us about seeing the turtle and a description of the turtle.					E + V/P	2.6.1.5 2.6.1.6	
<u>Focus on Letters and Sounds: sw-</u> Look at p. 3 and show the learners the word <i>swimming</i> . <i>This word says swimming. The first two letters in this word are s and w. Listen as I say the sound that these two letters make.</i> Now say <i>sw</i> . <i>Listen for the sw sound as I say the word swimming. It will be at the beginning of the word.</i> Turn the pages of the book and ask the learner to say some more <i>sw</i> words in the book ( <i>swam</i> is in a few places). Ask the learners to think of some more words that have this sound: <i>swing, sweet, sweep, sweat</i> . Write these on the board to see the spelling. Tell the learners to stand up. Say <i>I will say some words to you. I want you to listen. If you can hear the sw sound in the word I want you to hold your hands up. If you can't hear the sw sound I want you to crouch down.</i> Now say these words: <i>swing, sitting, swung, sling, sweet, sweep, sat, swept, sweat, swim, silly, swam</i> .					E + V/P	2.4.2.4 2.7.2.9	
Day 4 <u>Shared reading: Revisiting the story</u> 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 learner to read the next page.					E	2.6.1.9	
<u>Vocabulary: Time indicators</u> <u>Preparation:</u> Write sentence starters on the board.					E + V/P	2.5.1.4 2.7.2.2	
one day		all afternoon	the next day	one day			every day
for days and days		in the afternoon	later	in the evening			throughout the day
Write this on the board: <i>When did it happen?</i> Ask learners to use this question as they go through the book. They need to see if the words tell them when the events happened. They should write down any time words or phrases in their exercise books. Now show the cards: learners say which ones were in the book and which ones were not. Find the words in the book. Looking at all the cards, the learners see if they can add these to the story to show time. In English, we often put these at the beginning of the sentence, but they can go at the end. Let the learners try adding to make sense and add more detail. The sentences may look like this: <del>Every</del> <i>day it was sunny and the sea was calm.</i> <i>In the afternoon, Seva found his friend on the sand near the village.</i> They could write some of these new sentences in their exercise books.							



ACTIVITIES	LANG.	SYLLABUS																					
<p><u>Sentence structure</u> <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>Suddenly</i></td><td><i>he</i></td><td><i>saw</i></td><td><i>something</i></td><td><i>floating</i></td><td><i>in the sea</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>Suddenly</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>How did this happen?</i></td><td><i>Suddenly</i></td></tr><tr><td><i>Who is involved?</i></td><td><i>he</i></td></tr><tr><td><i>What happened?</i></td><td><i>saw</i></td></tr><tr><td><i>What did he see?</i></td><td><i>something</i></td></tr><tr><td><i>What was it doing?</i></td><td><i>floating</i></td></tr><tr><td><i>Where was it floating?</i></td><td><i>in the sea</i></td></tr><tr><td><i>What goes at the end of the sentence?</i></td><td><i>.</i></td></tr></table> <p>Now take away the word card for <i>floating</i> from the sentence. Ask the learners to think of word they use such as (eg. <i>running, jumping, walking, moving</i>). Now take away the words <i>in the sea</i>. Ask the learners to think of other places they could write about (eg. <i>in the bush, in the river, in the bush</i>). Here is an example of an innovated sentence. Remember you will need to think of different words with your learners:</p> <p><i>Suddenly he saw something <b>jumping in the river</b>.</i></p>	<i>Suddenly</i>	<i>he</i>	<i>saw</i>	<i>something</i>	<i>floating</i>	<i>in the sea</i>	<i>.</i>	<i>How did this happen?</i>	<i>Suddenly</i>	<i>Who is involved?</i>	<i>he</i>	<i>What happened?</i>	<i>saw</i>	<i>What did he see?</i>	<i>something</i>	<i>What was it doing?</i>	<i>floating</i>	<i>Where was it floating?</i>	<i>in the sea</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>Suddenly</i>	<i>he</i>	<i>saw</i>	<i>something</i>	<i>floating</i>	<i>in the sea</i>	<i>.</i>																	
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<i>Where was it floating?</i>	<i>in the sea</i>																						
<i>What goes at the end of the sentence?</i>	<i>.</i>																						

<p>Day 5  <u>Independent Reading</u>  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: making friends with an animal</u>  Look back at pp. 5 – 9 and review all the things that the turtle and Seva did together. Notice that these were all related to the things that a turtle can do. Not all animals can do these things. Discuss what a child can do with other animals, eg. run, chase, climb, play, ride.  Tell the learners that <i>Today you will write about making friends with an animal. Ask learners to choose an animal to write about (eg. cat, dog, puppy, goldfish, kitten, parrot, dolphin).</i>  Model some writing on the board. As you write talk about how you choose your words and ask students to help you spell and sound out simple words.  Below is an example of what you can write.</p> <p style="padding-left: 40px;"><i>One day I went to the <b>bush</b>. I saw a <b>piglet</b>. It was <b>small and black</b>. We <b>played and rolled</b> together <b>in the mud</b>. I <b>chased the pig</b> and he <b>chased</b> me.</i></p> <p>Now let the learners write about their animal in their books (or on paper). Walk around the room and help learners to do their writing, showing them where they are correct and where they have made a mistake.</p>	E + V/P	2.3.1.1 2.7.2.8 2.7.2.2









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