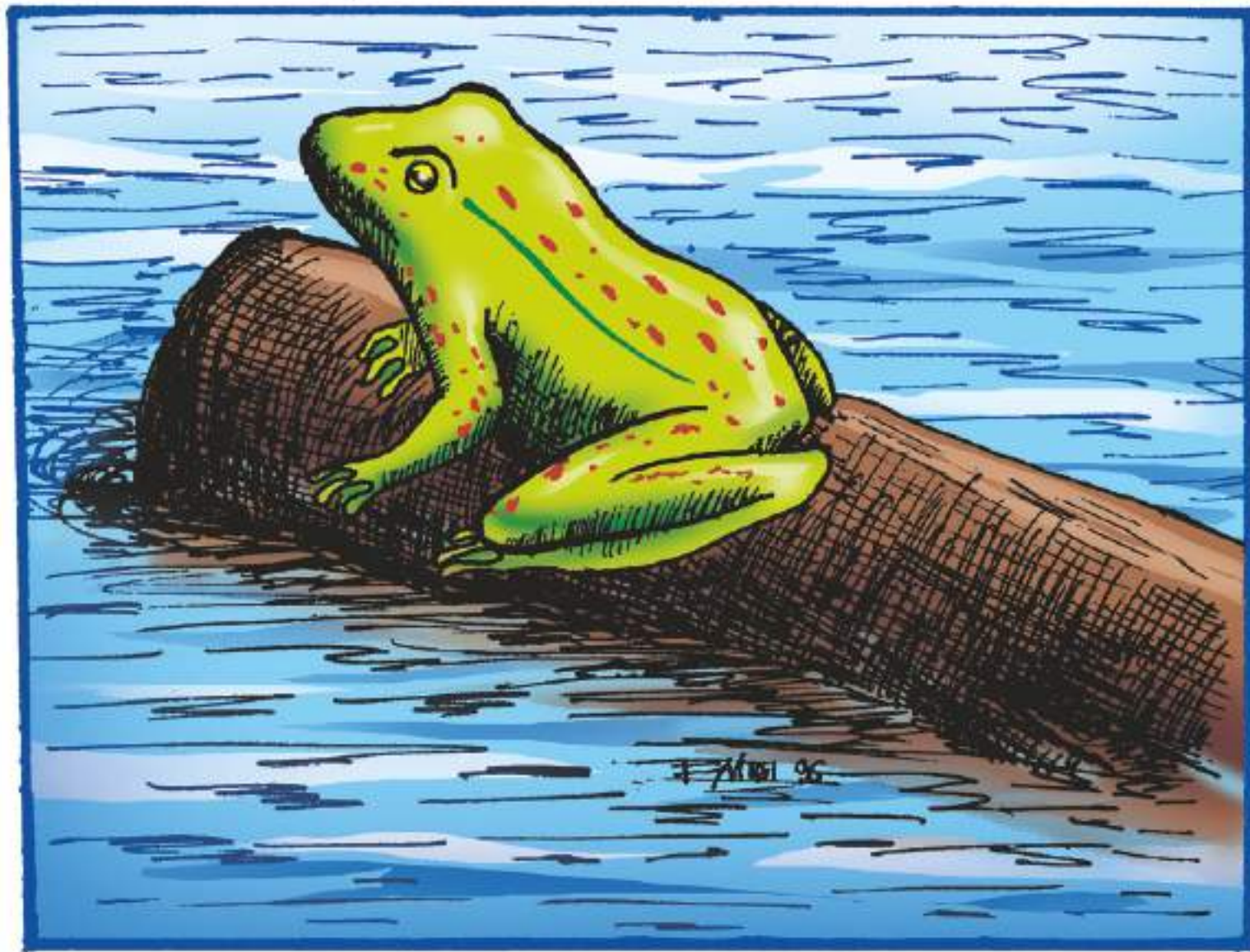


# Frog's Ark



By Alphonsus Waletofea  
Pictures by Frank Misi

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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

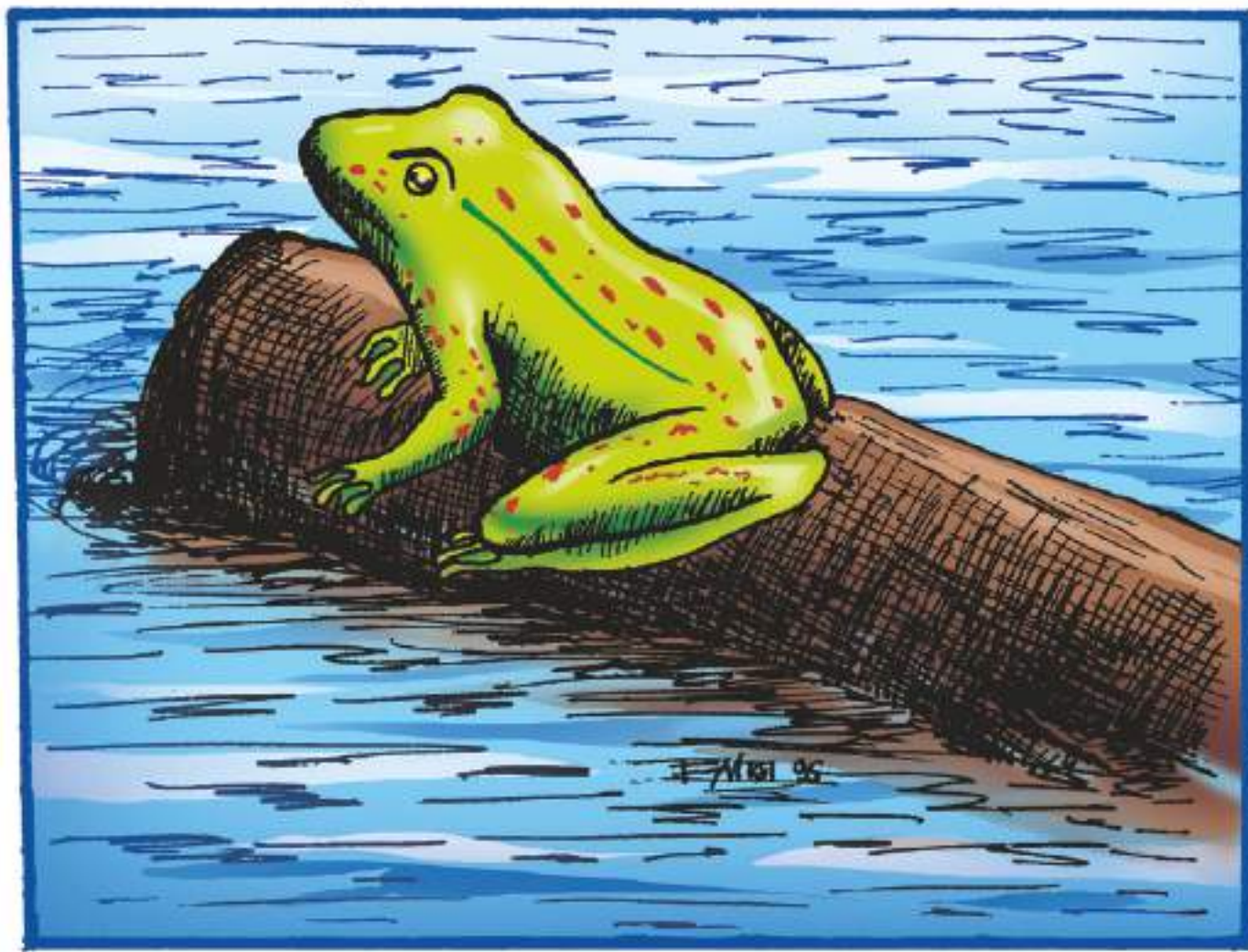
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# Frog's Ark



By Alphonsus Waletofea  
Pictures by Frank Misi





Snake, Lizard, Rat and Frog lived in the forest near a river.





Snake could climb, so he made his home in a hole half-way up a tree stump.





Lizard could climb well, so he made his home in a hole in the same tree stump, but above Snake's home.





Rat could climb very well, so he made his home in a hole in the same tree stump, but higher than both the homes of Snake and Lizard.





Frog couldn't climb at all, so he had to make his home in a hole in an old, rotten branch that had fallen onto the ground.





Snake, Lizard and Rat laughed at  
Frog's home in the old, rotten log.  
"What a silly place to live," they said.





"It's too damp," said Snake.

"It's too dark," said Lizard.

"It's too dangerous," said Rat.





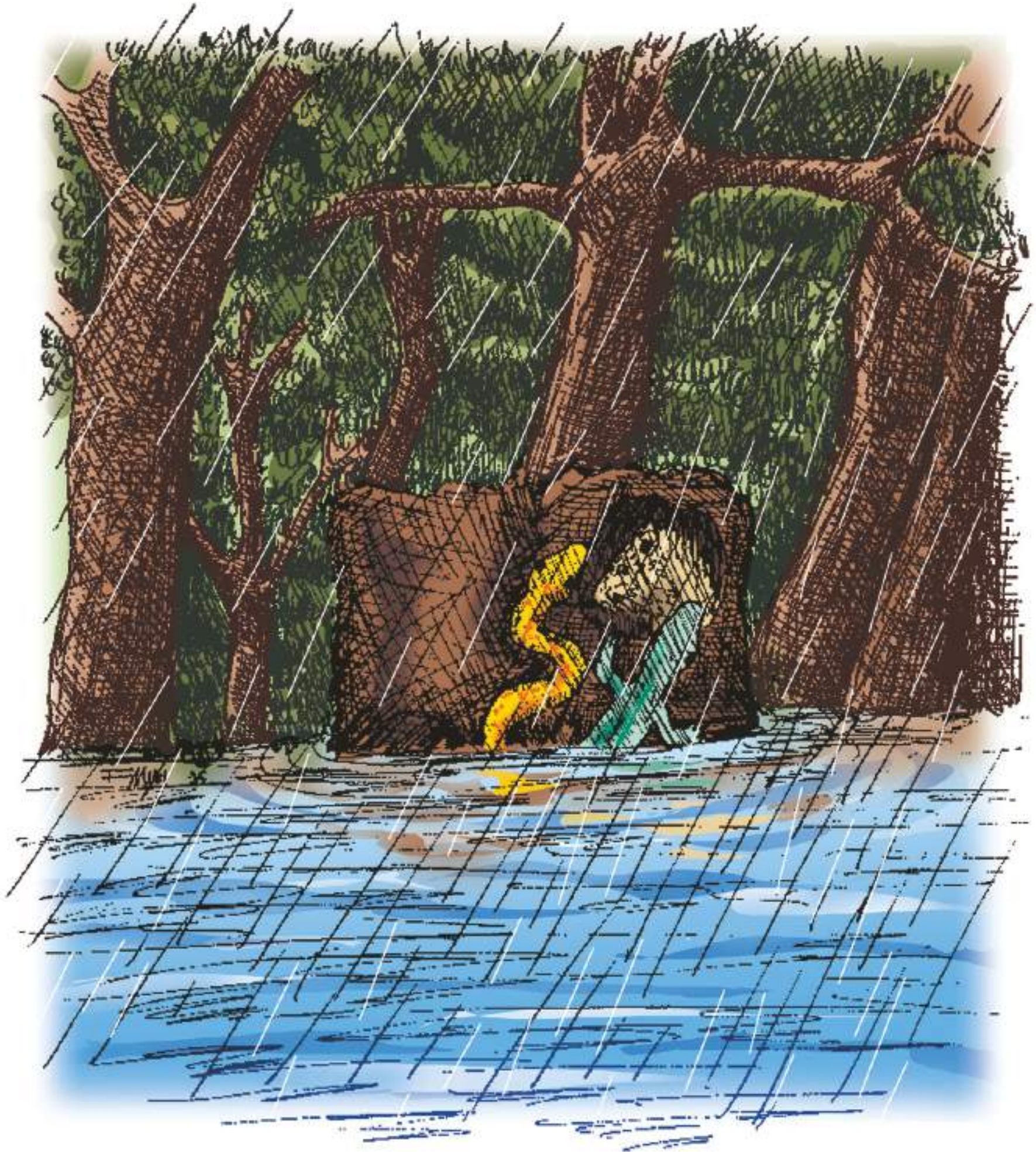
One day, big, black clouds began to hide the bright, shining sun and soon it began to rain. It rained and rained and rained. The four animals hid in their homes. The river began to flood and water began to rise up the tree stump.





After one hour, Snake's home was full of water. Snake climbed up to stay with Lizard.





After two hours, Lizard's home was full of water. Snake and Lizard climbed up to stay with Rat.





After three hours, Rat's home was full of water. Snake, Lizard and Rat didn't know what to do.





“Help,” they called, “we’re going to drown in this flood!”





Just then, Frog came floating  
past in his old, rotten log.  
"Climb aboard," said Frog.





Snake, Lizard and Rat climbed onto Frog's floating log.





"Hooray for clever Frog and his ark!"  
they cheered. They never laughed at  
Frog's home again.











Text:	<i>Frog's Ark</i>
Level:	Year 2
Message:	What people think is bad sometimes turn out useful and important.
Discussion focus:	Friends who have helped us
Comprehension:	Reading for detail; changes in attitude
Vocabulary focus:	Use of <i>too</i> as a negative adjective; use of <i>so</i> to give an effect
Letters and sounds:	oa
Writing opportunity:	Guided writing: comparing homes

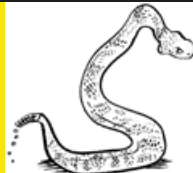
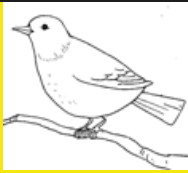
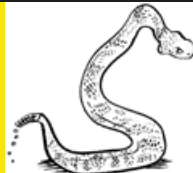
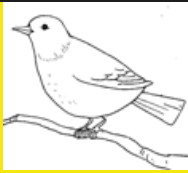
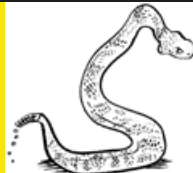
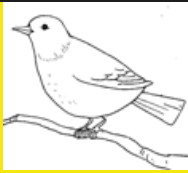
ACTIVITIES	LANG.	SYLLABUS
<p><b>Day 1</b></p> <p><u>Modelled Reading</u></p> <p>Set the context: Talking with learners</p> <p>Tell learners: <i>This story is called Frog's Ark. We might remember that there was an Ark in the Bible and it was a story about animals.</i> Review this Bible story making sure the learners know it is about: saving the animals, using a boat/ark there wA a lot of rain. They will be able to link this to the new story is they are clear about the story of Noah's Ark.</p> <p>Look at the front cover: <i>We can see that in the picture that there is a lot of water and that the frog is on the log...but who do you think the frog will save? Which animals will he take on his log?</i> Let the learners give suggestions of animals. Do NOT say whether the animals are in the book or not, just let them think about what could fit on the log. For instance, if they say <i>dog</i> ask if the dog would fit on the log.</p> <p>Now open the book and look at each page. Point to the pictures in each page and tell the learners the homes high up in the tree and the frog's home on the ground. Teach new words as you go through each page (<i>stump, half-way, dark, damp, dangerous, hooray</i>). Note which animals are involved in the story.</p>	V/P	2.4.1.1 2.3.1.4
<p><u>Read the story: Listening and watching</u></p> <p>Read the story in clear English. Read the story with expression especially the dialogues, where it shows speech marks and exclamation mark. On page 16, read the word <i>hooray</i> loudly to show that the animals are feeling happy.</p>	E	
<p><u>Review the story: Understanding the story</u></p> <p>Ask the learners to say what they remember about the story. Help them to retell the story by looking at each page. Make sure they understand the different attitudes that they animals had at the beginning and then at the end.</p>	V/P + E	2.4.1.4 2.6.1.3
<p><u>Responding to the story: Talking by the students</u></p> <p>Ask the learners to think about a time when they helped a friend or someone at home or at school (e.g. sharing food with, do homework with, play with). Talk about what kind of help they give to someone. Ask learners: <i>How did your friend feel when you helped him/her?</i> Let the learners share their experience with their friend first and then ask the learners to share their experience in the class.</p>	V/P	2.6.1.1 2.6.2.3
<p><u>Close Reading</u></p> <p>Do a close reading of p. 2 to look at the orientation to the story. Then continue to p. 3. Summarise: This next page tells us more about the situation. You might like to look at how pp. 4 &amp; 5 continue with a similar pattern. All these pages tell us the orientation.</p>	E	2.6.1.5 2.4.2.8

<p>Day 2</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask the learners to remember what happened in the story. Turn the pages and the learners explain the events in their own words. Read the story to the learners as they follow along in the small books.</p>	<p>V/P + E</p>	<p>2.3.2.2 2.4.1.4</p>
<p><u>Comprehension: Reading for detail</u></p> <p>Ask learners to look at pp. 3 – 6 and ask: <i>Where did the animals live?</i></p> <p>Draw a simple picture of a tree stump on the board and ask learners to read the words in the book to tell us how far up the stump the animal lived.</p> <p>Show the position on the stump, but do not write it on the board, or, rub the labels off before the learners do their own work: you want them to use the book to find the answer, not copy yours!</p> <p>Ask the learners to draw the stump in their book and to mark the diagram, writing a label, eg. <i>Rat lived here</i> or <i>This is Rat's home</i>.</p> <p>Encourage them to use the book to help them put the homes in the correct place.</p>		<p>E + V/P</p> <p>2.5.1.4 2.4.1.4</p>



ACTIVITIES	LANG.	SYLLABUS						
<p>Focus on vocabulary: use of <i>so</i> to show an effect</p> <p>Ask learners to look at this sentence on p. 3: <i>Snake could climb, so he made his home in a hole half-way up a tree stump.</i></p> <p>Focus on the word <i>so</i>. <i>This shows us the effect of actions or ability: the snake could climb which means the effect was that he could make his home up the tree stump.</i> Look at other pages with the word <i>so</i> in the middle of the sentence: cover the back of the sentence to see the situation and then cover the front of the sentence to see the effect. You want the learners to see that there are 2 sides to the sentence with <i>so</i> in the middle. To use <i>so</i> we need to have a situation (or a cause) and an effect.</p> <p>Write these sentences starters on the board:</p> <div><div><i>I had a lot of food so</i> <i>Masi was thirsty so</i> <i>Rebecca worked hard at school so</i></div><div><i>Sarah was late for school so</i> <i>Madame Mary had many learners so</i> <i>Johnny was late for church so</i></div></div> <p>As a class talk about different ways of finishing these sentences with an effect from these situations. They could be negative or positive. Encourage many different answers. Do NOT write any ending, do this as an oral exercise only.</p> <p>When you have done a lot of talking, give the learners a chance to write the sentence in their books with the second part to the sentence, using an ending of their choice, perhaps from the discussion.</p>	<b>E + V/P</b>	2.4.2.6 2.4.2.8 2.8.1.3						
<p>Day 3</p> <p>Shared reading: Revisiting the story</p> <p>Ask for volunteers to be the different characters in the book: one learner is the Snake, another is the Lizard, another is the Rat and another is the Frog. As you read the book, ask these learners to read what these characters say. Other learners follow in the small books.</p>	<b>E</b>	2.6.1.9 2.6.1.7						
<p>Focus on vocabulary: using <i>too</i> as negative</p> <p>Look at p. 8 and ask the learners to re-read what each animal said. Each one said <i>Too</i> _____. Remind the learners that in English, <i>too</i> means negative, that it is a bad thing. (this links to the book they read earlier in the year, <i>Ono's New Hat</i>) So the Snake, Rat and Lizard are being negative about the Frog's house. This is different to Pijin so we have to understand the difference.</p> <p>Think about things that we want to make a negative comment. Use these examples:</p> <p><i>You eat too much</i> means <i>You shouldn't eat so much.</i></p> <p><i>He sleeps too late</i> means <i>He should get up early.</i></p> <p>Write these on the board:</p> <div><div><i>She has too many clothes</i> <i>My teacher give too much work</i></div><div><i>That boy is too loud</i> <i>My sister arrived too late for dinner</i></div></div> <p>Together, talk about what each one means.</p> <div><div><i>She has too many clothes</i> (she should have less) <i>My teacher give too much work</i> (she should give less work)</div><div><i>That boy is too loud</i> (he should be quieter) <i>My sister arrived too late for dinner</i> (there was no dinner left for her)</div></div> <p>Ask learners to think of some sentences to write with <i>too</i> and then tell what this means.</p>	<b>E + V/P</b>	2.4.2.6 2.4.2.8						
<p>Comprehension: changes in attitude</p> <p>Ask the learners to think about how the animals felt about the rotten log BEFORE the rain and AFTER the rain. Draw a rotten log on the board (or a poster) and BEFORE and AFTER.</p> <table><tr><td>BEFORE <i>Snake, Lizard and Rat:</i></td><td></td><td>AFTER <i>Snake, Lizard and Rat:</i></td></tr><tr><td><i>Frog:</i></td><td></td><td><i>Frog:</i></td></tr></table> <p>Fill in the first box with ideas about what the Snake, Lizard and Rat thought about the log. Use the words on p. 3 and other pages (<i>silly, damp</i>, etc). Also, think about what Frog thought about the log. Then after the rain, what did the animals think? Note that some attitudes changed (Snake, Lizard and Rat) and others didn't (Frog). Learners can make this in their book if you like.</p> <p>Help learners to understand that stories are ways of seeing how characters change and develop.</p>	BEFORE <i>Snake, Lizard and Rat:</i>		AFTER <i>Snake, Lizard and Rat:</i>	<i>Frog:</i>		<i>Frog:</i>	<b>E + V/P</b>	2.9.1.4
BEFORE <i>Snake, Lizard and Rat:</i>		AFTER <i>Snake, Lizard and Rat:</i>						
<i>Frog:</i>		<i>Frog:</i>						
<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 choose a learner to read the next page.</p>	<b>E</b>	2.6.1.9						



ACTIVITIES		LANG.	SYLLABUS																	
<p><b>Focus on Letters and Sounds: oa</b></p> <p>Turn to p. 14 and point to the word <i>floating</i>. Say: <i>This word says floating. The two letters in the middle are o and a sound. Now when these two letters are next to each other the new sound that is formed is o, the a sound is silent.</i> Tell the learners: <i>Now listen to the letters oa as I sound it.</i> Say the <i>oa</i>. Tell the learners to listen for the <i>oa</i> as they say the word <i>floating</i>.</p> <p>Say some more words to the learners that have the <i>oa sound</i> eg. <i>toad, goal, goat, coat, road</i>. Ask the learners to listen to suggest how to spell these words and write up what they say. See if they can suggest some more words: the words need the <i>oa</i> AND the sound (do NOT use <i>board</i> or <i>aboard</i> as these have a different sound because of the <i>r</i> in the words).</p> <p>See if learners can use 2 or more of these words in a sentence, eg. <i>I was floating on a boat with a toad</i>. Ask learners to write some sentences from the discussion in their books.</p>		E + V/P	2.1.2.2 2.4.2.4																	
<p><b>Sentence structure</b></p> <p><i>Preparation:</i> write the words on card. Cut them up into groups of words as shown below.</p> <table><tr><td>Snake, Lizard, Rat and Frog</td><td>lived</td><td>in the forest</td><td>near a river.</td><td>.</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. They will help you to put the sentence together. Start by asking question number 1: <i>Who is involved?</i> Then choosing one learner to come up to the board, point to the words that tell us this <i>Snake, Lizard, rat and Frog</i> then put words in place. Repeat this. Ask the question, and then choose 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>Who is involved?</i></td><td><i>Snake, Lizard, Rat and Frog</i></td></tr><tr><td><i>What happened?</i></td><td><i>lived</i></td></tr><tr><td><i>Where did they live?</i></td><td><i>in the forest</i></td></tr><tr><td><i>Where was the forest?</i></td><td><i>near a river</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>in the forest</i> from the sentence. Ask the learners to think of another place they might use (eg. <i>in a village, in the city</i>). Take off <i>near the river</i> and think of a place (eg. <i>by the beach, on a mountain</i>). Here is an example of an innovated sentence. Using 2 phrases for <i>Where?</i> builds up more detail in the sentence:</p> <p><i>Snake, Lizard, Rat and Frog lived in a village by the sea</i></p> <p>Remember you will need to think of different words with your learners. Learners make up their own versions to write in their books. They could illustrate the sentence to show the parts.</p>		Snake, Lizard, Rat and Frog	lived	in the forest	near a river.	.	<i>Who is involved?</i>	<i>Snake, Lizard, Rat and Frog</i>	<i>What happened?</i>	<i>lived</i>	<i>Where did they live?</i>	<i>in the forest</i>	<i>Where was the forest?</i>	<i>near a river</i>	<i>What goes at the end of the sentence?</i>	<i>.</i>	E + V/P	2.4.2.8 2.7.2.2		
Snake, Lizard, Rat and Frog	lived	in the forest	near a river.	.																
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<p><b>Day 5</b></p> <p><b>Independent Reading</b></p> <p>Hand out the small 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><b>Guided Writing: comparing homes</b></p> <p>Ask the learners to think of animals and their homes. On the board, write these up in a table. There are some examples below to use with the learners to start with:</p> <table><tr><th>Animal</th><th>Home</th><th>Description</th></tr><tr><td><i>snake</i></td><td><i>hole in the ground</i></td><td><i>dark, long, muddy, low, warm</i></td></tr><tr><td><i>bird</i></td><td><i>nest</i></td><td><i>high, light, windy</i></td></tr><tr><td><i>turtle</i></td><td></td><td></td></tr><tr><td><i>dog</i></td><td></td><td></td></tr></table> <p>As a class, fill in lots of ideas about animals and their homes.</p> <p>Now think about what animals might say about other animal's homes...think about what the snake would say about the bird's nest: <i>"The nest is too high", said the snake.</i> What would the bird say? <i>"The hole is too muddy", said the bird.</i></p> <p>Use a piece of paper folded in half and choose 2 animals that have different homes. Draw each animal. Write what they might say to each other. Use this model:</p> <table><tr><td><p><i>"Your nest is too high."</i></p><p><i>"Your nest is too dangerous."</i></p></td><td><p><i>"Your hole is too muddy."</i></p><p><i>"Your hole is too dark"</i></p></td></tr></table> <p>Put these posters up for learners to read. Encourage different ideas, not all the same!</p>		Animal	Home	Description	<i>snake</i>	<i>hole in the ground</i>	<i>dark, long, muddy, low, warm</i>	<i>bird</i>	<i>nest</i>	<i>high, light, windy</i>	<i>turtle</i>			<i>dog</i>			 <p><i>"Your nest is too high."</i></p> <p><i>"Your nest is too dangerous."</i></p>	 <p><i>"Your hole is too muddy."</i></p> <p><i>"Your hole is too dark"</i></p>	E + V/P	2.7.2.5 2.4.2.8 2.8.1.5
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<p>Other activities:</p> <p>Link this work to Science if you are looking at animal environments.</p> <p>If you have access to the internet, you might like to look at this activity about life in a rotten log <a href="http://lifestyle.howstuffworks.com/crafts/animal-crafts/insect-activities4.htm">http://lifestyle.howstuffworks.com/crafts/animal-crafts/insect-activities4.htm</a></p>																				
<p>Tree Stump: <a href="https://www.pinterest.com/source/rashanimations.wordpress.com/">https://www.pinterest.com/source/rashanimations.wordpress.com/</a> Log: <a href="http://lifestyle.howstuffworks.com/crafts/animal-crafts/insect-activities4.htm">http://lifestyle.howstuffworks.com/crafts/animal-crafts/insect-activities4.htm</a></p>		<p>Snake: <a href="http://imagesci.com/snake-clipart-24639-hd-wallpapers.html/snake-clipart-24639-hd-wallpapers">http://imagesci.com/snake-clipart-24639-hd-wallpapers.html/snake-clipart-24639-hd-wallpapers</a> Bird: <a href="https://www.pinterest.com/birdiebe/birdies/">https://www.pinterest.com/birdiebe/birdies/</a></p>																		







