

Green bananas and other poems



By Chris Lock
Pictures by Jackson Onahikeni

Nguzu Nguzu Reading Books

Original edition 1995

Second edition 2015

Third edition 2017

Review and re-development project

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Book Code: Y2030T

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Development 2015

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Green bananas and other poems



By Chris Lock
Pictures by Jackson Onahikeni



Green Bananas

I ask this question every day,
The words that I repeat,
"When will those green bananas
Be ripe enough to eat?"



I hear this answer every day,
My sister says to me,
"Be patient little brother,
They'll soon be ripe, you'll see."



At last my sister says to me,
"Let's find a knife to borrow.
The bananas now are ripe and sweet,
We'll cut them down tomorrow."



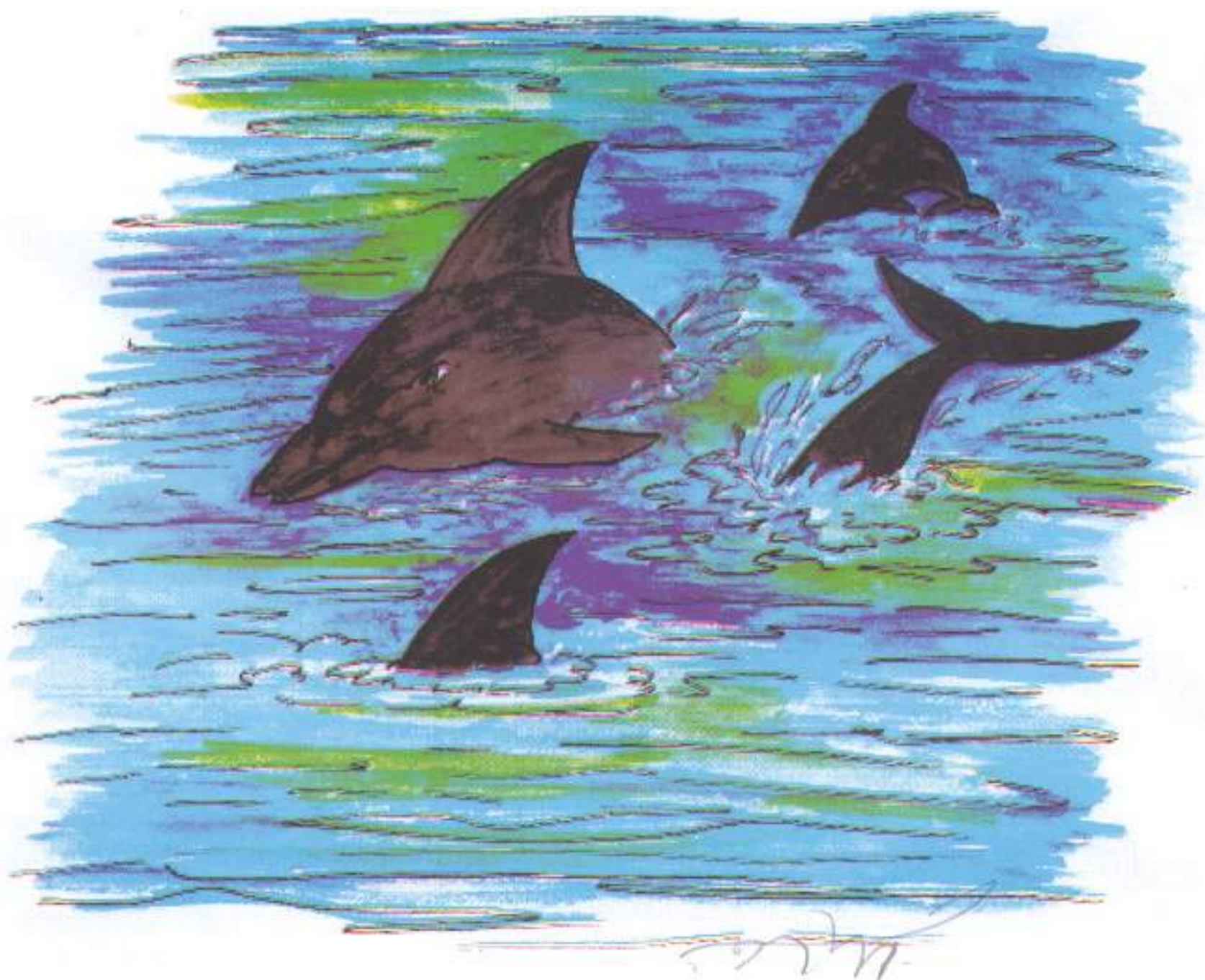
The next day I run home from school,
No bananas can I see.
My sister's eaten every one,
And there are none for me!



The Dolphins and Me

I love to sit
By the coconut tree,
And watch the dolphins
Out in the sea.

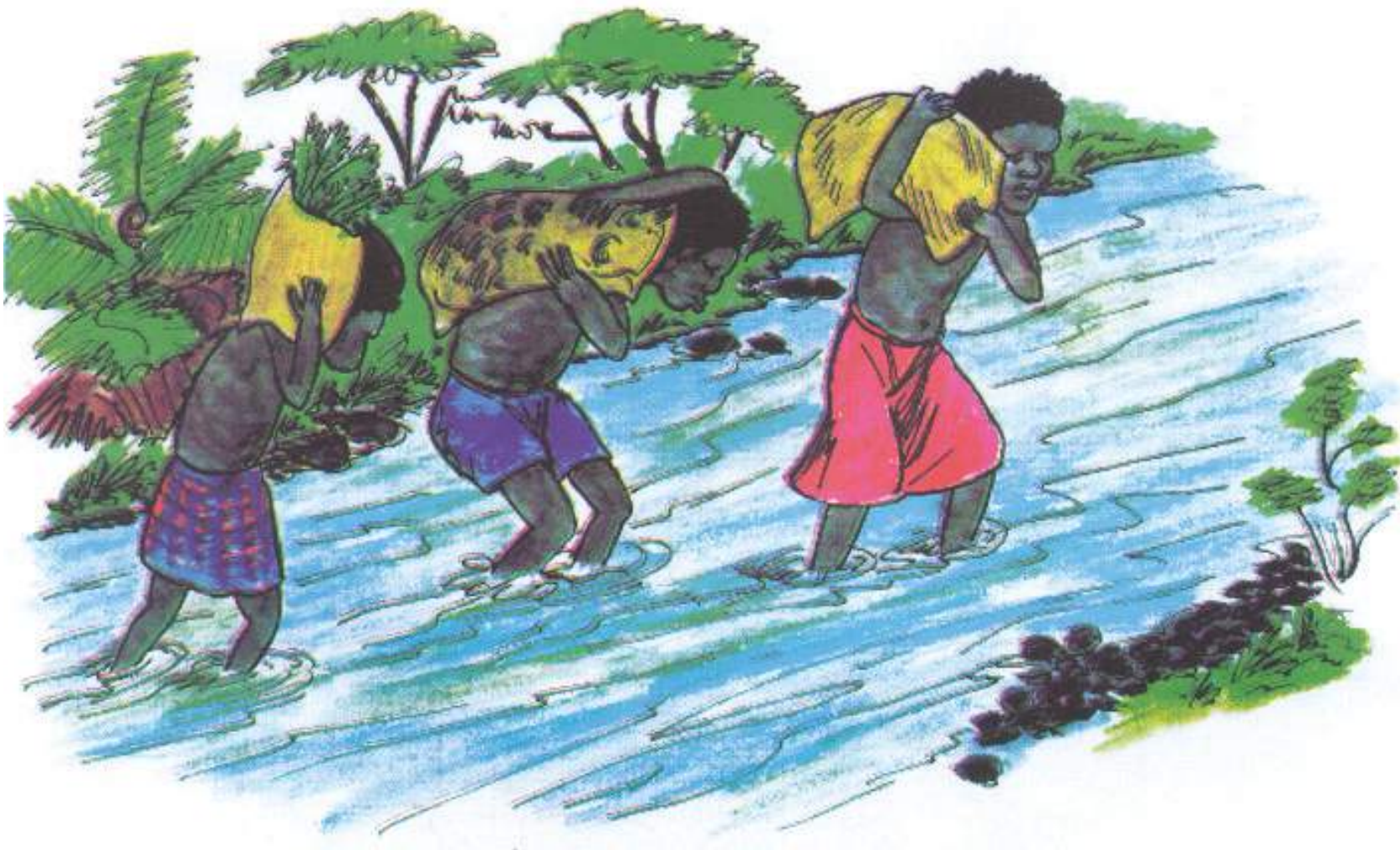
I always can tell
When the dolphins are near,
And soon through the waves
Their grey fins appear.



I know we are friends
The dolphins and me,
For we each like to swim
And we both love the sea.

To The Market

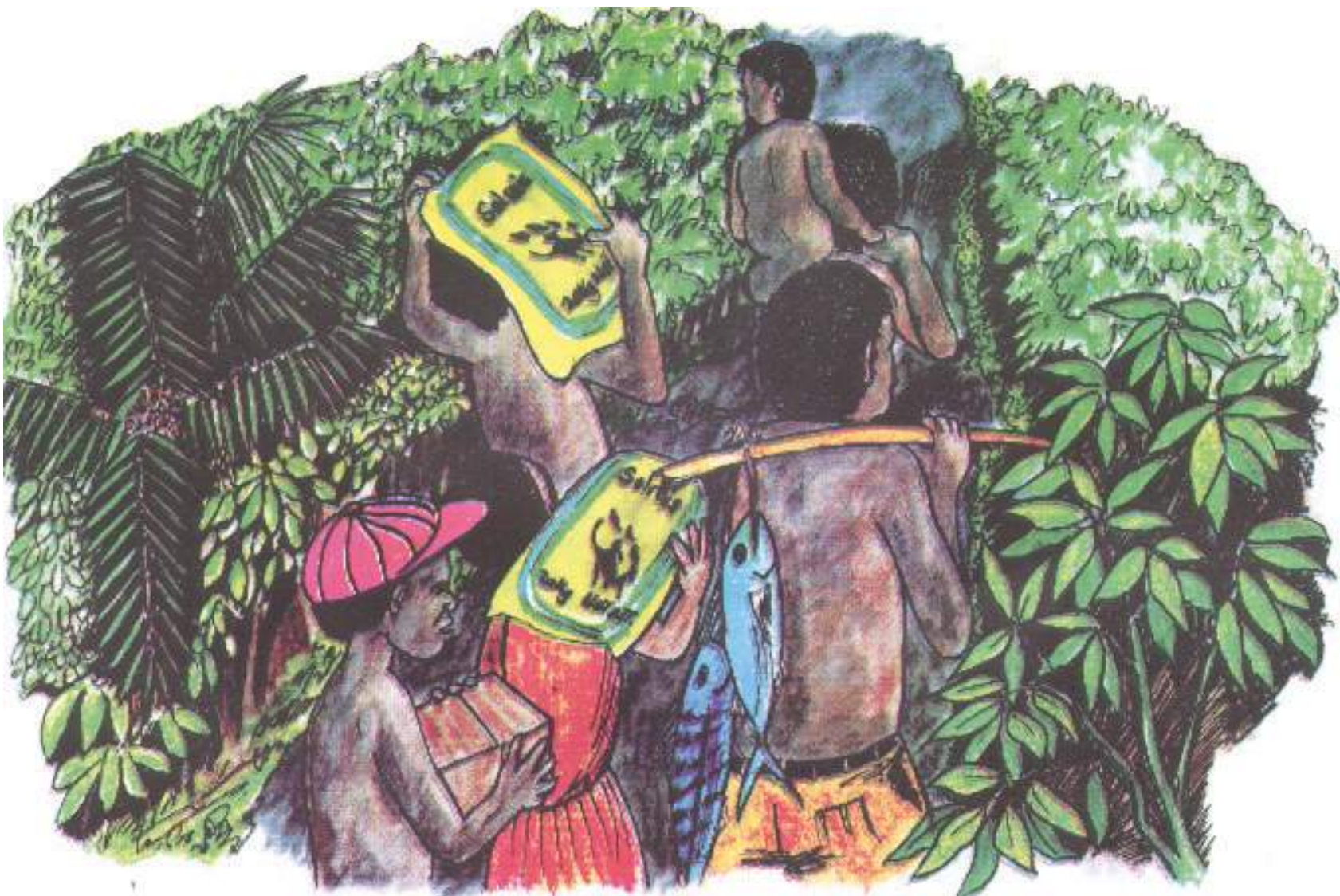
Out of bed early, cannot wait,
Off to market, musn't be late.
Bananas, pumpkin, beans and taro,
The path is steep, the path is narrow.



Through the river, up to my knees,
Sun shining through the trees.
Coconuts, cabbage, nuts and taro,
The path is steep, the path is narrow.



Home again in the afternoon,
Back to the village, we'll be there soon.
The path is steep, the path is narrow,
Fish and rice but no more taro.



I Ask My Teacher

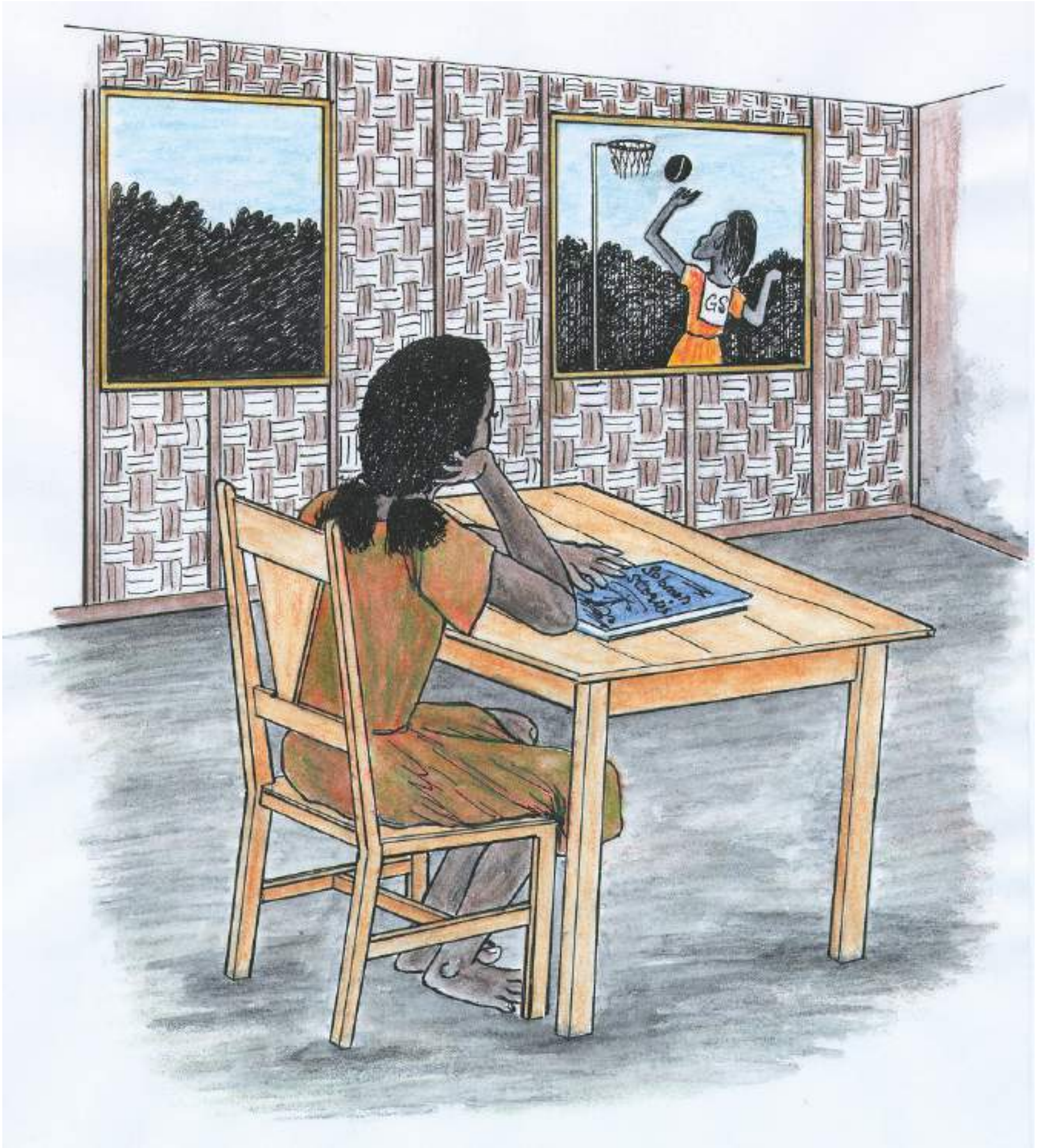


I ask my teacher does she know,
When the sun goes down, where does it go?
Why the moon is painted white?
And why the stars come out at night?

I wonder could she tell me please,
Why do coconuts grow on trees?



I ask if she could now tell me,
How tall is the tallest banyan tree?
When did flying fish learn to fly?
And why do babies always cry?
Just one more thing before I stop,
Could I touch the sky on a mountain top?



Please how long will the answers take?
And is it nearly time for break?

Text:	<i>Green Bananas and other poems</i>
Level:	Year 2
Message:	Poems give us images and small stories
Discussion focus:	Various
Comprehension:	Rhyme patterns; imagery
Vocabulary focus:	Building rhyming word banks
Letters and sounds:	Rhymes
Writing opportunity:	Writing imagery and rhymes

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 week's book is very different to other books that we have read this year because it is not a story or a recount. It is made up of different poems that describe different things.</i> Ask if they remember the book this year that told a story, but was written in rhymes. (Book 27 <i>Faraway Island</i>) It would be useful to have this book and to review the use of rhymes. Look at the rhyming words, and ask learners to think of other rhyming words.</p> <p>Explain that we will not read the whole book, but just choose a poem to read each day.</p> <p>Tell the learners <i>Today we are going to read a poem called Green Bananas about a boy who loves green bananas and is waiting and waiting for them to be ripe.</i> Open the book and look at the pictures for just this poem. The learners identify who is involved (a boy and a girl) and notice when the tree has bananas and when there are none. Do NOT tell them why, wait for the poem.</p>	V/P	2.1.1.4 2.3.1.4 2.4.1.1
<p><u>Read the story: Listening and watching</u></p> <p>Read the poem in clear English. Read the rhyming words strongly, so that the learners can hear them (<i>repeat/eat, me/see, borrow/tomorrow.</i>)</p>	E	
<p><u>Review the poem: Understanding the poem</u></p> <p>Turn the pages of the book for this poem and let the learners link what happened in the poem with the pictures. Make sure they understand that the sister ate ALL the bananas and left none for the boy.</p>	V/P + E	2.5.1.6 2.6.1.3 2.3.2.2
<p><u>Responding to the poem: Talking by the learners</u></p> <p>Talk about how the boy was looking forward to eating the bananas. <i>How did he feel when his sister took all the bananas?</i> Turn to a partner and tell them your answer and what gave the reader that idea. Choose some learners to share their answers with the whole class.</p>	V/P + E	2.6.1.1 2.6.2.3
<p><u>Comprehension: finding rhyme patterns</u></p> <p>Look at the poem in the big book together. Notice that the pattern is different to <i>Faraway Island</i>. In <i>Faraway Island</i>, the rhymes matched in pairs of lines. In this poem, only the second and fourth lines rhyme. Look at this verse:</p> <p style="padding-left: 40px;"><i>I ask this question every day, The words that I repeat, "When will those green bananas Be ripe enough to eat?"</i></p> <p>The words <i>day</i> and <i>bananas</i> do NOT rhyme, only <i>repeat</i> and <i>eat</i>.</p> <p>Looking at the big book together, ask the learners to identify the other rhyming words and non-rhyming words.</p> <p>Write this on the board and ask the learners to use the same pattern to think about words that might fit into this verse:</p> <p style="padding-left: 40px;"><i>I want to eat _____ But none are on the _____ My sister took them _____ She left no fruit for _____</i></p> <p>Then underneath, write these words: <i>me, bananas, tree, all</i></p> <p>Learners work together to decide which of the 4 words fit into the poem to make sense. Check what they decided. <i>Does this verse fit at the beginning or the end of the poem: where would you put it?</i></p> <p>The learners might like to draw a banana in their book and tell something about the poem: <i>This is a poem about _____. I like/don't like this poem because _____</i></p>	E + V/P	2.4.2.8 2.7.2.2 2.1.2.3
<p>Day 2</p> <p><u>Modelled Reading</u></p> <p><u>Set the context: Talking with learners</u></p> <p>Remind the learners that on Day 1 they read the poem <i>Green Bananas</i> that is the poem on the front cover. Today they will hear one of the other poems called <i>The Dolphins and me</i>. This one is about dolphins and how much a boy enjoys watching them. <i>What would he like about watching dolphins?</i> Let the learners tell some things that are beautiful or special about dolphins.</p> <p>Important: do NOT show the learners the words or pictures for this poem.</p>	V/P	2.1.1.4 2.3.1.4 2.4.1.1

ACTIVITIES	LANG.	SYLLABUS
<p><u>Read the poem: Listening and watching</u> Ask the learners to close their eyes and imagine what the boy is seeing as you read the poem. Use a clear voice to read the poem slowly and clearly. Do NOT show the words or pictures to the learners.</p>	E	
<p><u>Comprehension: imagery from the poem</u> Give the learners a piece of paper or they can use their exercise books. Read the poem again without showing the words or pictures. Ask the learners to listen and decide what it happening. Draw this in their books, quickly. They need to listen for the detail. Read the poem again and then say nothing for a few minutes while they draw. Read it one more time so that the learners can check what they have drawn is the same as the words. Now show the big book to the learners and read it, pointing to the words. The learners check that they have all the details or if they missed any ideas. They can fill these in later, but discuss what they heard and imagined. Stress that poems are usually about imagery and what is created in one person's head might be different to another's, but each should match the words here. Try this short poem in the same way: <i>The sun shone down, a soft breeze blew I watched the waves break out to sea The fish were jumping up so high I thought they were waving just to me!</i> Read while the learners close there eyes and think about what is in the poem. Read again to get all the details and once more if needed. Learners draw what they heard. Read again for learners to check details. Write this one on the board to check the pictures.</p>	E + V/P	2.4.1.4 2.5.1.4
<p><u>Responding to the poem: Talking by the learners</u> Ask the learners to think about the poem about the dolphins. <i>Did you like this poem? Does it make you think of the sea? Does it feel good to hear the sound of the words?</i> Let them give reactions to the topic and the way the poem is written.</p>	V/P	2.6.1.1 2.6.2.3 2.1.1.4
<p><u>Shared writing: imaginary for a place</u> Learners can now think about a place they would like to be sitting. It could be by the sea or a river, or in the bush...somewhere natural. Ask them to note down: <i>Where are you? What do you see? What do you hear? What do you feel?</i> Learners do not have to make it rhyme, but write a line for each of these: <i>I sit _____ I see _____ I hear _____ I fell _____</i> They can draw the image of what they have written and then show and read to their friends.</p>	E + V/P	2.3.1.1 2.3.1.2 2.7.2.5

<p>Day 3 <u>Modelled Reading</u> <u>Set the context: Talking with learners</u> <i>Preparation:</i> Write these words on cards: <u>bananas</u> <u>taro</u> <u>pumpkin</u> <u>beans</u> <u>cabbage</u> <u>nuts</u> <u>pineapple</u> <u>mangoes</u> <u>tomatoes</u> <u>fish</u> <u>rice</u> <u>bread</u></p> <p>Review the last two poems and where they were set (in the garden, at the beach). Explain that this poem is called <i>To the Market</i> and is about carrying things to and from the market up and down mountains. Ask the learners if they have had this experience or seen this: <i>Would it be hard or easy? Where will the poem go?</i> Make some predictions about the places in this poem. Now show the learners the cards and make sure they can recognise and say each food. You could do some quick activities with these if you like. Now tell the learners: <i>As you listen to the poem, you are going to hear some of these foods and some you will not hear. You need to listen carefully to hear where the people walk and what they take.</i> Do NOT show the pictures or the words yet!</p>	V/P	2.3.1.4 2.4.1.1
<p><u>Read the poem: Listening and watching</u> Read the poem to the learners with a clear voice, not too fast. Emphasise the foods they carry and make sure they can hear the rhyming words. Read it again so that the learners can think about the works on the cards.</p>	E	
<p><u>Review the poem: Understanding the poem</u> Ask the learners which foods the people took to the market and which ones they brought back. Let them tell you what they think and move the cards to group into going <i>to</i> market and <i>from</i> market. Now give out the small books and let the learners check the answers by reading with their partner. Notice the rhyme pattern in this poem is different to the first 2 poems: show this to the learners.</p>	E + V/P	2.5.1.6 2.6.1.3 2.4.1.4

ACTIVITIES	LANG.	SYLLABUS															
<p><u>Responding to the poem: Talking by the learners</u></p> <p>Ask the learners to think about carrying food to the market: which words in the poem told them that this is hard work (<i>steep, narrow, water up to my knees</i>). <i>Imagine you have to carry 4 types of food to the market: which 4 would you choose and why?</i> Discuss the choices. Try to re-read the poem to their partner using the food they chose instead of the ones in the poem. They will need to include taro if they want it to rhyme!</p>	E + V/P	2.6.1.1 2.6.2.3 2.1.1.4															
<p><u>Focus on letters and sounds: rhymes</u></p> <p>Write up these words on the board:</p> <table><tr><td><i>please</i></td><td><i>mate</i></td><td><i>hill</i></td><td><i>tune</i></td><td><i>moon</i></td></tr><tr><td><i>nuts</i></td><td><i>sparrow</i></td><td><i>tease</i></td><td><i>state</i></td><td><i>mean</i></td></tr><tr><td><i>breeze</i></td><td><i>keys</i></td><td><i>sea</i></td><td><i>spoon</i></td><td><i>sun</i></td></tr></table> <p>Look at the words and make sure the learners can say them all and know what each one means. Teach any that are new or unfamiliar. Explain that we are looking for words that rhyme with any that are at the end of the lines in the poem. They need to listen to the <i>sound</i> not the spelling. Let the partners use the books to test each word. Do this with all the words just with their partner for about 10 mins and then look together at the words. Help them with tricky rhymes.</p>	<i>please</i>	<i>mate</i>	<i>hill</i>	<i>tune</i>	<i>moon</i>	<i>nuts</i>	<i>sparrow</i>	<i>tease</i>	<i>state</i>	<i>mean</i>	<i>breeze</i>	<i>keys</i>	<i>sea</i>	<i>spoon</i>	<i>sun</i>	E + V/P	2.1.2.2 2.7.2.9
<i>please</i>	<i>mate</i>	<i>hill</i>	<i>tune</i>	<i>moon</i>													
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<p>Day 4</p> <p><u>Modelled Reading</u></p> <p>Set the context: Talking with learners</p> <p>Review the poems that have been read this week, asking learners which one they prefer so far. Explain that the last poem is very different: it is about school and uses lots of questions to think about school. Tell the learners to listen carefully for the questions the girl in the poem asks.</p>	E	2.3.1.4 2.4.1.1
<p><u>Read the poem: Listening and watching</u></p> <p>Read the poem to the learners with a clear voice, using the correct intonation for questions. Make them sound interesting. Make the last question sound impatient!</p>	E + V/P	
<p><u>Review the poem: Understanding the poem</u></p> <p>Make sure the learners have a copy of the book to see and look over the poem with the class. Read it again and ask the learners to match the picture with each line: the pictures around her head are matched to the lines in the poem.</p>	E + V/P	2.5.1.6 2.6.1.3 2.4.1.4
<p><u>Responding to the poem: Talking by the learners + shared writing: a question poem</u></p> <p>Ask the learners which questions they think are interesting questions to ask and know the answers to. <i>What makes this girl look like a good learner?</i> In partners, ask the learners to think of questions that they have about the world: they can think of 3 or 4.</p> <p>As a class, collect the questions that learners have and see if you can make a question poem like the one in the book. You will have to list a few questions and then ask learners to see if they can offer any questions that could match the ones listed, eg.</p> <p><i>Why do flying foxes fly at night?</i> <i>Where does the sun go at night?</i> <i>Why are leaves and grass all green?</i> <i>Why are there some kids who are mean?</i></p> <p>Encourage the learners to make their questions into rhymes. The class can use this for shared reading.</p>	E + V/P	2.6.1.1 2.6.2.3 2.7.2.5 2.4.2.8
<p><u>Independent Reading: paired reading</u></p> <p>Give the learners time to read the poems to each other, for enjoyment and also to help each other with the words and phrases. Ask them to choose their favourite one to perform on Day 5. They should think about how to read these with a partner or with a group, sharing the verses of lines, not just reading together.</p>	E	2.6.1.9

<p><u>Comprehension: matching the words to poems</u></p> <p>Write these words on the board</p> <table><tr><td><i>dolphins</i></td><td><i>sea</i></td><td><i>sister</i></td><td><i>sun</i></td><td><i>taro</i></td><td><i>coconut</i></td></tr><tr><td><i>steep</i></td><td><i>pumpkin</i></td><td><i>moon</i></td><td><i>break</i></td><td><i>narrow</i></td><td><i>fin</i></td></tr><tr><td><i>village</i></td><td><i>bananas</i></td><td><i>school</i></td><td><i>knife</i></td><td><i>rice</i></td><td><i>beans</i></td></tr></table> <p>Tell the learners that these words are from the 4 poems. They need to look through the books to find where you find these words. But beware! Some words appear in more than one poem so they must look in ALL the poems!</p> <p>The learners make 4 boxes in their books and write the name of each poem in each box: the words go in the box with the name of the poem</p>	<i>dolphins</i>	<i>sea</i>	<i>sister</i>	<i>sun</i>	<i>taro</i>	<i>coconut</i>	<i>steep</i>	<i>pumpkin</i>	<i>moon</i>	<i>break</i>	<i>narrow</i>	<i>fin</i>	<i>village</i>	<i>bananas</i>	<i>school</i>	<i>knife</i>	<i>rice</i>	<i>beans</i>	E + V/P	2.5.1.4
<i>dolphins</i>	<i>sea</i>	<i>sister</i>	<i>sun</i>	<i>taro</i>	<i>coconut</i>															
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<p><u>Performing poems</u></p> <p>Ask for some volunteers to perform their poems. Give the class some tips on reading clearly and looking at the audience. Let the learners give performances and then talk about the good points and what they could improve upon.</p>	E + V/P	2.6.1.9																		

There are many opportunities here for the learners to either write some poems about things they are interested in or copy out a poem they like. The teacher needs to decide what is relevant to the class: poetry writing is quite hard for young learners when they are still learning English so decide what is best for your class.



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