
Reading School Journal Stories

Year 5



Teacher's Workbook

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The illustrations for the stories, *The Pumpkin and the Baby*, *Bring me a Light* and *The Monkey and the Shark* are by Colin McLaren. Illustrations elsewhere in the book are by Cathrine Austin and Carol Legge.

Ask and Answer

After the Storm

Work with a partner.

Take turns at being the girls.

Answer the questions through their eyes.

Questions

1. What did you find in the mud?
2. You had a hard job opening the box. How did you do it?
3. What did you find inside? (Tell me more about it.)
4. I believe you rang the Police. What did they say?
5. What was the best part of your adventure?

Language Practice

Same or Different * This person starts.

Person A		Person B	
1.* mud	X	1. soil	X
2. a puddle	—	2.* a pond	—
3.* to replant	—	3. to plant again	—
4. a fridge	—	4.* a refrigerator	—
5.* a stone	—	5. a rock	—
6. a pickaxe	—	6.* a tool	—
7.* bank notes	—	7. money	—
8. to grin	—	8* to laugh	—
9.* to ring	—	9. to telephone	—

Writing Tasks

Picture maps

After the Storm

Draw a large picture map of the story.

On the map show:

- the river mouth.
- the trees stranded in the mud.
- where the children found the rusty box.
- where they opened the first box.
- where the children lived.
- where they opened the little box.

Jobs

1. Say what happened at the various places on the map.
2. Display the map on the wall. Show the map to other people.
3. Give a short talk as people look at the map.

Pretend diary

Pretend you are Talie. Make an entry in your diary.

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"I never thought money could be so smelly," Talie exclaimed to the children who came to watch.

"Massive! Can I hold the red notes?" Tiaki asked. He returned for more holds.

"I've never held so much money ever," Joseph grinned, turning over the green notes.

Talie rang the police, but I don't think they believed her, because a policeman didn't come until Day rang. The officer looked at some papers from the box, saying: "Yes, it was the **break-in** at the timber company some years ago. The thieves must have panicked and thrown the safe into the river." He took away all our piles of money.

The timber company gave us a reward. Fair enough, but for us the best part was pickaxing out all those soggy bundles of bank notes.

chainsaws: a saw with a motor

trailers: cart pulled by a car or truck

fridge (refrigerator): a box in which food is kept cold

pickaxe: a heave tool for breaking rocks

crowbar: a long metal tool used as a lever

furnace: an oven in which the heat is very great

mighty whack: hard hit or strong blow

graunched: came off with a tearing metal noise

soggy: very wet

Massive: How exciting! Wow!

break-in (burglary): going into a house to steal things

safe: strong box in which money is kept

Alan Bagnall, *School Journal*, Part 2, Number 2, 1992, pages 26 - 30.

Say it

1

2

<p>Pretend you are Talie:</p> <ol style="list-style-type: none"> 1. Say where you went the morning after the storm. 2. Say what you saw. 	<p>Pretend you are Talie:</p> <ol style="list-style-type: none"> 1. Say what you said to the officer when you rang the police. 2. Say what the officer said to you.
<p>Pretend you are Dad:</p> <ol style="list-style-type: none"> 1. Say what you and the other dads did the morning after the storm. 2. Say what the mums and children did. 	<p>Pretend you are Dad:</p> <p>Say what you said to the officer when you telephoned the police.</p>
<p>Pretend you are Joseph:</p> <p>Say what you thought about when you were holding the money.</p>	<p>Pretend you are the policeman:</p> <p>Say what you said after you had looked at some papers from the box.</p>

Reading the Story

Read *After the Storm*.

As you read, ask yourself if you read the pictures correctly.

After the Storm

Water, water everywhere; even the sunshine felt wet. It couldn't help it. The morning after the storm was all gumboots, mud and drips dripping into puddles.

Talie and I followed Dad down to the river. Lots of other people were there, looking to see what the river had brought down during the storm. Near the river's mouth, whole trees lay stranded in the mud. They looked as if they were waiting for a giant to replant them.

But the dads soon started their **chainsaws**. Then the mums and children loaded **trailers** were firewood.

"Let's explore," Talie said, after we had helped Dad with firewood for a while. We squelched away through the mud.

"Where are we heading?" I called, trailing behind. Talie pointed to something half buried in the mud.

"Just an old **fridge**," I called, "slimy and rusty."

"Too small for a fridge. But it must be hollow," Talie reasoned, "or else it wouldn't have floated here. We've just got to open it."

I tapped on the box with a stone. "It doesn't sound hollow, and there's no door."

Talie wasn't discouraged. We ran home to get Dad's **pickaxe** and **crowbar**. Then we took turns bashing at the rusty box.

It was hard work. Blobs of black mud splattered on our arms and legs, dried and flaked off.

Dad noticed we were busy with something and came to see. "Probably an old **furnace**. Look after those tools, you girls!" He wandered off again.

"I thought Dad would have been more excited," Talie puffed, giving the box a **mighty whack** with the pickaxe. "That's because (grunt) he didn't find it first. Look (puff), the corners are splitting!"

She pushed the crowbar into a crack, leaned on it, and the rusty iron side **graunched** right off. There was a lot of soft, slimy material inside, and a rotten smell as we dragged the material out with the pickaxe. An inner wall of rusty iron hid another soft layer, then yet another. We worked faster and faster.

"This could be treasure!" Talie cried, as a rusty little box tumbled out from the middle of all the muck. I picked the box up and shook it. There was something inside, but what was it?

I carried our treasure home and Talie carried the tools. On our front drive we pickaxed that box. It burst open, spilling out stinking, **soggy** bundles of bank notes!

We set to work with a bucket of water, washing the money and laying the notes out on the drive to dry in the sun.

Introduction

School Journal Stories in the Language Programme

The worksheets in the workbook are based on School Journal stories and articles. The worksheets have been planned to take students through some ways of enjoying a story and of using the experience to learn new things about the world.

There are at least four different ways to use *School Journal* stories in the language programme. You can:

1. make the story into an enlarged book and read it together.
2. involve students in story-based work with a partner.
3. use the stories for learning about the world.
4. use the stories for independent reading.

Enlarged books

Some stories can be retold and presented as enlarged books which are then shared with the children using co-operative reading techniques. When this approach is used, a particular story is read several times, with children taking increasing responsibility for reading and talking about the text. The enlarged book is then made available for reading with a partner or for individual enjoyment.

Many people can be involved in making enlarged books - parents, other teachers, and the children themselves.

The workbook includes four stories that have already been prepared in this way. They are: *Hide And Seek*, *The Pumpkin and the Baby*, *Bring me a Light* and *The Monkey and the Shark*.

Story-based work

School Journal stories can be used as a starting point for talk and other classroom work. For example, tasks can be designed to help children:

- use English communicatively with a partner or in a small group.
- recount the story and relate it to personal experiences.
- initiate projects, library research, or further reading.
- present their work through drama, personal writing or through oral and visual activities, including book making.

The worksheets for the various stories give examples of different tasks. For example, 'Ask and Answer' and 'Say it' activities link the various language skills together as students recount the story to a partner. There are suggestions given for writing tasks and project work, while some stories are suitable for presenting as plays.

When stories are being used as the starting point for class work, the students need to have access to the story in the School Journal, or to a copy of the story

Learning about the world

- starting a project on a topic that arises from the story.
- learning from the problems that characters are encountering in their stories.
- noticing the way stories are told or the way information is presented and illustrated.

Independent reading

- reading sections of the story to another person.
- recording comments on the story in a reading diary or journal.
- talking about the story with other people through giving a story report or taking part in a book display.
- enacting part of a story with some friends for a readers' theatre.

Suggestions for Using the Workbook

Before reading the story

Reading the story

Story-based work

AFTER THE STORM

Before Reading

Rank the words

storm	breeze	wind	hurricane

Hurricanes

Talk about:

- ### Reading the Pictures

Yes, No, Make it right

Pages 26 and 27

The people are clearing the trees and branches away after a storm.	Yes/No
Both girls are wearing gumboots.	Yes/No
One girl is pointing to something in the mud.	Yes/No

Page 29

The two girls opened the rusty little box at home, in their garden.	Yes/No
They used tools to open the rusty little box.	Yes/No
A bad smell came from the things in the box.	Yes/No

Page 30

Other children came to watch what the girls were doing. Yes/No

They had a good hold of the notes from the box. Yes/No

Teaching new words

There are a lot of new words in the story. In the week before, introduce children to some of these words. Some of the verbs should be role played, e.g., tapping, bashing, pickaxing, panicking, squelching, grunting.

Vocabulary scrapbook

Encourage the children to draw and label the words in a vocabulary scrapbook.

- 6

Vocabulary

Important words

a **canoe**: (Draw a canoe with a sail. Remember that it is sailing east.)
The Sunboy went to father. All night he sailed in his canoe.

to **capsize**: to tip over a canoe or boat

When the Sunboy's canoe c.....ed, he went down into the sea and was never seen again.

to **sail**: (Label the sail, the mast and the steering oar of the canoe.)

The Sunboy went towards the east to look for his father. All night he s..... in his canoe.

to **shine** (shone): what the sun does.

The sun said, "I can't stop. I have work to do. I have to s..... all day!"

to **thrash**: to fight and splash in the sea.

When the fish saw the pearl shell they came up out of the sea in their thousands.
The fish were all fighting and t.....ing about.

Sometimes there are also word meanings and extension activities, including play writing and additional reading.

The activities are designed for pair work where students work with a partner and combine listening, speaking, reading, writing and thinking.

New worksheets

The worksheets give examples of the kinds of tasks that can be designed for any story. As the teacher and the students gain experience with the tasks, they should begin to experiment with other stories of their choice.

Resources

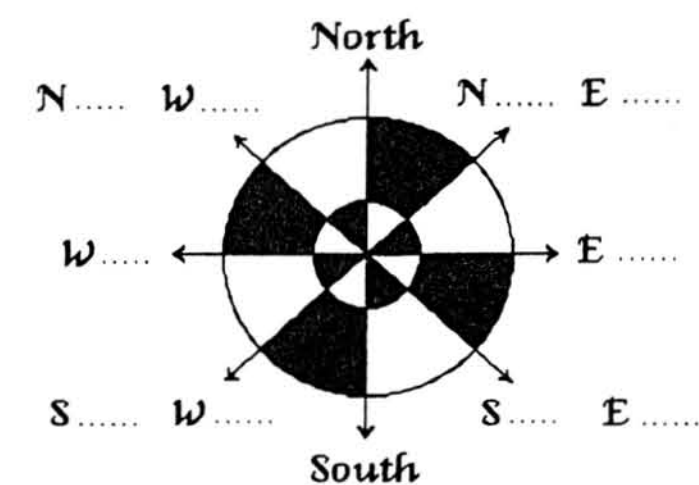
The workbook relies on the children having access to the stories. Here are some ideas for making this possible if your school has only a few copies of the Journal.

- Make use of a Teachers' Centre to hold class sets of Journal stories. Classes can take turns at borrowing the sets.
- Write the story on charts and hang them on the wall. The charts can be shared among classes and schools.
- Make books of the stories by hand. Print, type or photocopy the pages. You may want to draw your own pictures.

Storyteller	The sun and the Sunboy talked and talked and talked ...
Sun	I must go now. Soon the moon will come. She has two things: one is Monuia and one is Melaia. You must ask the moon for Melaia.
Storyteller	The sun set in the west and the moon rose slowly in the night sky.
Sunboy	<i>(Talking to the moon)</i> The sun is my father. He told me to ask you for Monuia?
Moon	Monuia? Are you sure? Didn't the sun tell you to ask for Melaia.
Sunboy	No. He said Monuia. I want Monuia!!
Moon	All right. Take Monuia. But open it only when you reach Tonga ...
Storyteller	The Sunboy sailed his canoe away from the moon. He kept looking at Monuia, and looking at it, and wondering ...
Sunboy	I'm not going to wait until I get to Tonga. I'm going to open it now.
Storyteller	So the Sunboy opened Monuia and saw a beautiful red pearl shell. All the fish in the sea saw the pearl shell too. Up, up, they came from the bottom of the sea. Thousands of fish ...
Sunboy	Help! help! help me, please!
Storyteller	But the boy's father was shining on the other half of the world and the moon was behind a cloud. The canoe capsized. The Sunboy was never seen again ...

Compass points

Complete the points of the compass



Draw it

Draw a picture map of the story. Turn the picture map into a folding book. Show your book to a younger person and retell the story.

Questions

1. Where did the Sunboy live?
2. What questions did he ask his mother?
And what did his mother say?
3. What did the Sunboy decide to do?
What did he say to the sun?
And what did the sun say?
4. What did the sun and the Sunboy do when the sun went behind a cloud?
5. What did the sun say about the moon?
(The moon has two things: Monuia and Melaia.)
What did the sun tell the Sunboy to ask the moon for?
6. Which one did the Sunboy ask for? Monuia or Melaia?
Why was the moon surprised?
7. Which one did the moon give the Sunboy? Monuia or Melaia?
What did the moon say to him?
8. What did the Sunboy do?
What did he see?
What did the fish see?
What happened in the end?

Writing

Write a play script for *The Sunboy*.

The Sunboy

Characters:

Storyteller	Sunboy	Sunboy's Mother
Sunboy's Father	Moon	Fish in the sea
Children and their fathers		

Storyteller	Along time ago in Tonga, the Sunboy lived alone with his mother. One day, the Sunboy was playing with his friends. All the fathers were playing too, except Sunboy's father.
Sunboy	(<i>Shouting at his mother</i>) Where is my father? Who is my father?
Mother	Your father is in the sky. Your father is the sun.
Storyteller	The Sunboy decided to look for his father. He took a canoe and sailed all night. Then at dawn the sun rose in the east.
Sunboy	(<i>Calling to the sun</i>) Stop! Stop! Please stop! You are my father.
Sun	I'm sorry I can't stop now. I have to do my work.
Storyteller	Suddenly the sun went behind a cloud ...
Sun	Now we can talk. How is your mother in Tonga?

SATURDAY MARKET

Picture Page



A Market

Have you been to the market in Port Vila?

What do people sell at the market?

School Journal, Part 1, Number 2, 1987, pages 22 - 25.

Before Reading

Talk about:

- what people do at a market
- the things you can buy in a market

Things you buy at a market (see list on page 10)

Work with a partner.

Fill in the table

fruit	vegetables	meat	seafood

bananas	taro
chicken	lemons
beans	melons
potatoes	fish
mutton	cabbage
crabs	onions
tomatoes	beef
mangoes	oranges
shellfish	octopus
cucumbers	pork
pumpkins	

Reading pictures

Look at the photographs of *Saturday Market*, taken by Ans Westra. The photographs are on pages 22-25 and on the front and back covers of *School Journal*, Part 1, Number 2, 1987.

Point to:

- the three children.
- one of the children working out the prices with his calculator.
- some bananas on the scales.
- some bananas on the bench.
- bags of beans.
- bags of tomatoes.
- bags of onions.

Point to and name the different fruit on the front and back covers.

Reading the Story

Before you read *Saturday Market*, ask yourself a question about the story. Look for the answer to your question as you read.

Saturday Market

The King family works at the Otara market every Saturday. The family brings all kinds of vegetables to sell there.

They all work together. The three children - Ruby, Ah-keni, and Peter - serve the customers. Peter often works out the prices with his calculator. The children's grandmother helps as well.

Here are some of the vegetables and other foods that the King family sell. Can you find them in the pictures?

taro	sugar cane
green bananas	ripe bananas
potatoes	oranges
beans	coconut cream
tomatoes	cucumbers
banana leaf thread (for straining coconut cream)	

Ans Westra, *School Journal*, Part 1, Number 2, 1987, pages 22 - 25.

The Sunboy

The Sunboy lived in Tonga. He lived with his mother. One day he was playing with some boys, and their fathers were playing, too.

"Who is my father?" shouted the Sunboy. "Where is my father? I want him to be with me too!"

The Sunboy ran inside. He was angry.

"Your father is in the sky," said his mother. "Your father is the sun!"

The Sunboy went to look for his father. All night he sailed in his canoe.

The sun came up in the east.

"Stop!" cried the Sunboy. "You are my father!"

But the sun did not answer, and on it went across the sky.

The sun began to get low in the sky to the west.

"Stop!" said the Sunboy.

"I can't," said the sun. "I have work to do. I have to shine all day!"

Then the sun went behind a cloud.

"Now I can talk to you," said the sun. "Tell me about your mother in Tonga."

They talked and talked.

"I must go," said the sun. "The moon is coming. The moon has two things. One is Monuia and one is Melaia. You ask the moon for Melaia!"

The moon came up.

"The sun is my father," said the Sunboy to the moon, "He told me to ask you for Monuia."

"Monuia!" said the moon, looking surprised. "Did the sun not tell you to ask for Melaia?"

"No, I want Monuia," said the Sunboy.

"Here!" said the moon. "Take Monuia and sail back. But open it only when you get to Tonga!"

But the Sunboy wanted to see what Monuia was. And as he sailed in his canoe he opened Monuia, and saw a beautiful red pearl shell.****

Make a prediction.

What do you think happened to the Sunboy?

The fish in the sea saw the shell, too. Up out of the sea they came, thousands of fish, fighting and thrashing!

"Help!" cried the Sunboy. "Help!"

But the canoe capsized, and down into the sea went the Sunboy - never to be seen again.

Retold by Elizabeth Jeffery, *School Journal*, Part 1, Number 1, 1991, pages 22 - 25.

After Reading

Ask and Answer

The Sunboy

Work in pairs.

One person is an expert on the story.

The other person asks the questions.

Before Reading

Point to:

- the east
- the west
- the north
- the south

Do you know?


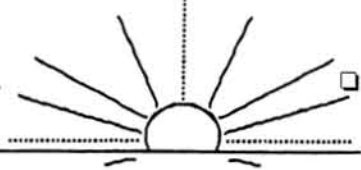

East or West? What is your answer?

- The sun rises, or comes up, in the
- The sun sets, or goes down, in the
- The moon rises in the
- The moon sets in the

Talk about:

- the importance of listening to your parents and your elders.
- the things that can happen if you do not obey your parents and your elders.

Same or different

Person A	Person B
1.* Who is my father? <input type="checkbox"/>	1. Where is my father? <input type="checkbox"/>
2. to be angry <input type="checkbox"/>	2.* to be upset <input type="checkbox"/>
3.* the sun <input type="checkbox"/>	3.  <input type="checkbox"/>
4. east <input type="checkbox"/>	4.* west <input type="checkbox"/>
5.* sunrise <input type="checkbox"/>	5.  <input type="checkbox"/>
6.  <input type="checkbox"/>	6. the sun behind the clouds <input type="checkbox"/>

* The person starts.

Reading the Story

Read *The Sunboy*, a story from Tonga.

Find the answers to these questions as you read the story.

- Who is the most important person in the story?
- What problem does he have?
- What can I learn from the story?

When you reach ****in the text, stop reading and make a prediction.

Ways to read the story

- Read to a friend and talk about the pictures as you read.
- Read silently. Use the pictures to help you with new words.
- Listen to the teacher read the story. Follow the words with your eyes.
- Read the story several times until you can read it quickly.
- Read the story. Then look at the pictures and tell the story to a friend.
- Take the story home and read it to your sisters and brothers.

After Reading

Ask and Answer

Saturday Market

Work with a partner.

One person asks the questions.

The other person pretends to be Peter.

Questions

- Hello, Peter. Where do you go every Saturday morning?
- What do you do at the market?
- Who works with you at the market?
- Sometimes it must be difficult to work out the prices for the customers. How do you work the prices out?
- Tell me some of the things you sell at the market.

Language Practice

Talk about the words

What is the same about these things?

What is different about them?

to buy	-	to sell
an orange	-	a lemon
a pig	-	pork
a sheep	-	mutton
a cow	-	beef
green bananas	-	ripe bananas

Finish the sentences

Say Yes or No.

buy/sell	1. People can grow vegetables and _____ them at the market.	Yes / No
	2. Tourists can _____ shells at the market.	Yes / No
orange/lemon	3. _____ s are sweet to eat.	Yes / No
a pig/pork	4. Do you eat _____ on special days?	Yes / No
green/ripe	5. Do _____ bananas have yellow skins?	Yes / No

Answering questions

1.	When does the King family go to work at the Otara market? The family goes to the market _____.
2.	What does the family do at the market? They sell _____.
3.	Who serves the customers? The three children _____.
4.	How does Peter work out the prices? He works out the prices _____.

Say and think

1.	If I say fruit, what do you think? Oranges, lemons, mangoes, bananas, _____.
2.	If I say vegetables, what do you think? _____.
3.	If I say market, what do you think? _____.
4.	If I say calculator, what do you think? _____.

THE SUNBOY

A Story from Tonga

Picture Page



Additional Reading

Read to learn

Fact Sheet

Snakes

Snakes belong to the family of reptiles - the same family as lizards and crocodiles. Snakes have very long bodies and tapering tails. They have no arms and no legs. They move by means of muscles which are fixed to their many ribs and pull the skin backwards and forwards in waves. Snakes have a scaly skin. Many snakes use their poison to kill the animals they eat. Most snakes lay eggs.

Pythons

Pythons are non-poisonous snakes which are found in Asia, Africa, Australia and New Guinea. Pythons crush their prey to death by coiling themselves round it until it can no longer breathe. Like other snakes, a python can swallow an animal several times wider than its head. This is because a python's jaws can open very wide and its skin can stretch over the animal it is swallowing. Baby pythons hatch from eggs.

Information Table

Fill in the table.

Animal	Snakes
Interesting parts	
Usual food	
Where snakes usually live	
Other interesting facts	
Useful parts of the snake	Snake skins are made into

What else do you know?

- The family brings all sorts of vegetables to sell at the market. They bring taro, potatoes, beans, cabbages, lettuce, _____, _____.
- Ruby, Ah-Keni and Peter serve the customers.
They put things in plastic bags.
They _____.
- Peter works out the prices with his calculator. Peter knows how to _____.

Match the words

Make true sentences from these words.

At the market you can buy:

a bottle of	bread
a bag of	oil
a piece of	tomatoes
a bunch of	cake
a loaf of	bananas.

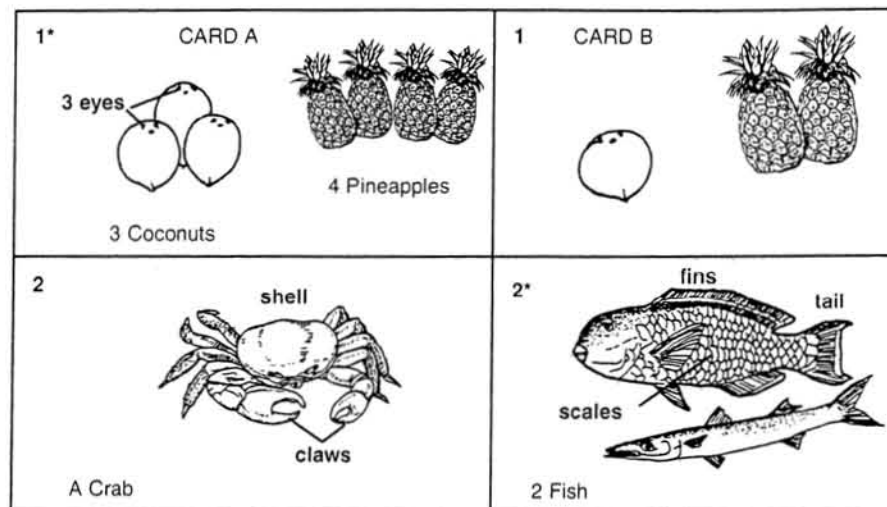
Writing Tasks

Some ideas

- Draw a picture of a market. Label the things in your picture. (Don't forget to draw the price tickets.)
- Draw a map of a market. Show where different things are sold.
- Pretend you are going to sell some things from a roadside stall outside your house.
 - Draw the stall (and you).
 - Draw the things you are going to sell.
 - Show the prices.
- Make a small book that tells a story about selling things at a market.
- Make a wall chart that shows different scenes from the market. Write a caption under each scene.

Extension Tasks

1. Make a **Same or Different** game based on market produce. Draw all the fruit, vegetables and fish. The job is started for you.



- * This person starts
2. Pretend that you are selling fruit/shell necklaces/baskets at the market. A tourist stops and looks at your things. What do you say to each other?
 3. Plant and sell fruit and vegetables. Buy books for the class library with the money you earn.
 4. Read *Street Sellers of India*, by Andrew Crowe, *School Journal*, Part 2, Number 1, 1988, pages 37 - 40.

Projects

1. Interview an adult about snakes and his or her experiences with them. Present your information to the class.
2. Prepare a two minute talk about Papua New Guinea. Practise giving your talk to different people. (Use the school library to gather your information.)

Vocabulary

Important words

Find the meanings of the new words.

Read the sentences.

to **creep** (crept): to walk carefully, bending over
Vevir was cr.....ing quietly through the bush.

to **crush**: to break something by pressing on it
The python wanted to cr..... Vevir's body.

to **grab** (grabbed): to take something in your hand quickly and firmly
Vevir gr.....ed his gun from the ground and shot the python.

to **hang** (hung): to let something swing down
Vevir tied the animal's legs together and h..... it over his shoulder.

to **hold your breath**: Don't breathe. Don't take in air.
Vevir tried to hold his br..... so the python would think he was dead.

to **notice**: to see
Vevir didn't n..... the big python coming towards him.

ribs: (Feel your own ribs. Draw your ribs.)
The snake thought Vevir's r.....s were breaking.

to **slide** (sliding): to move along smoothly
The python was sl.....ing along the ground towards Vevir.

to **squeeze**: to press hard, to press something tightly
The python began to sq..... Vevir very hard.

to **struggle**: to fight against
Vevir str.....d to get away from the python.

to **wind** (wound): to tie something by going round and round
The python was w..... around Vevir's body. He could hardly breathe.

Vocabulary practice

Make some activities for practising the new words with a partner.

Make a quiz for the story. Try out the quiz with a partner.

Make a picture map for the story. Turn your picture map into a folding book.

Which words are about moving?

creep	decide	unwind	forget	hold
struggle	reach	slide	squeeze	remember
fall	wait			

Give reasons

Why did these things happen?

Read or write sentences.

Vevir took his gun	to try and crush his lungs.
He tied the animal's legs	to grease its throat.
A python wound itself around Vevir	to make the python think his ribs were breaking.
Vevir cracked a twig	to shoot a wild pig.
The python ate some leaves....	to carry it over his shoulder.

Writing Tasks

Write the Story

Vevir and the Python

Use: **careful, gun, noise, shoot, sliding**

Vevir lived in Papua New Guinea. One day he took his and went into the bush to a pig. Vevir was not to make a, but he didn't see a python towards him.

Use: **crushing, remembered, ribs, struggled, wound**

The python.....itself tightly around Vevir. Vevir hard, but he was not strong enough. The python was trying to break his Then Vevir something. He reached for a little twig and cracked it three times. Pock! Pock! Pock! Suddenly the python stopped him.

Use: **grabbed, grease, ran, shot, swallow**

It began to unwind itself so that it could its throat to make it easier to Vevir. Vevir his gun and the python dead. Then Vevir home as quickly as he could.

Scrapbook Ideas

1. List some dangers in your environment.
2. Choose one danger. Interview an older person. Ask them what to do if you are in that trouble.
3. Write down their advice. Put the advice from several people into a book which other people can read.
4. Write a story about remembering the advice of your parents.

Pretend diary

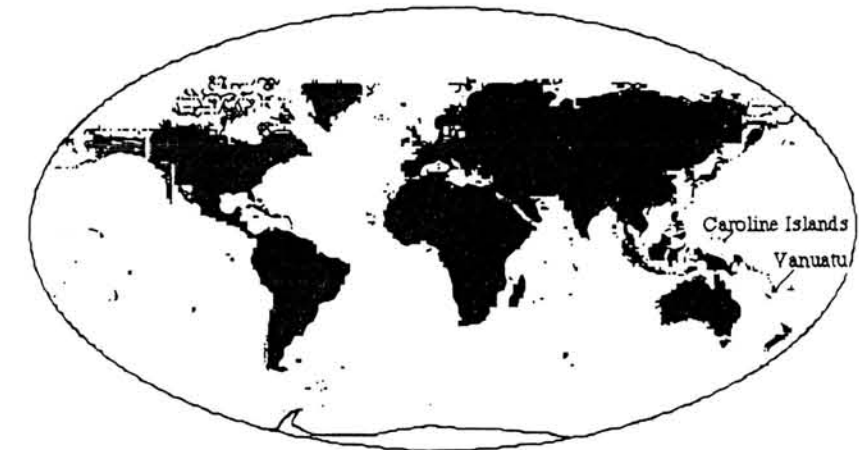
Write an entry in your pretend diary.

Be either Vevir or one of Vevir's friends.

HIDE AND SEEK

A Folk Story from the Caroline Islands

Picture Page



Before Reading

- Make an enlarged book from the story.
- Share the work of making the book.
- Read the story with the students.

School Journal, Part 2, Number 1, 1985, pages 46 - 48.

Hide and Seek

Long ago, flounders weren't flat and ugly - they had a beautiful shape. One day, a crayfish said to a flounder, "Let's have a game of Hide And Seek."

"All right," said the flounder. "You hide first." So the crayfish went away and hid behind a rock.

When the flounder began looking for the crayfish, he swam straight to him. "Got you!" he yelled.

"How did you find me so quickly?" asked the crayfish.

"You thought you were hidden," laughed the flounder. "But your long feelers were sticking out from behind the rock."

"Well, it's your turn to hide now," said the crayfish grumpily. "See if you can do better."

The flounder swam away from the crayfish. Then he decided to play a trick. He swam close to the bottom so that he stirred up the mud and made the water very cloudy. Then he swam quietly back to where the crayfish was.

The crayfish began looking for the flounder. He swam this way and that. But the water was so cloudy, he couldn't see anything at all.

At last he called out, "I give up! Where are you?"

"Right here!" the flounder laughed from behind him. "I've been swimming along behind you all the time!"

The crayfish was so angry, he began trampling on the flounder until the poor fish was quite flat.

"There! Serve you right for making a fool of me!" shouted the crayfish.

"You've spoilt my shape!" said the flounder indignantly. "And one of my eyes is sticking into the sand so that it hurts."

"I'll soon fix that," said the crayfish. He turned the flounder over, pulled one of his eyes out, and stuck it on the same side as the other eye.

"Now are you happy?" he said.

"No, I'm not!" answered the flounder. "But it's not as bad as you think. It's going to be easier for me to hide now. I'm so flat that I can swim close to the sand and no one will see me. You've still got those long feelers - people will always be able to see you and catch you!"

And he was right. Ever since that day, flounders have swum close to the sand, where it is hard to see them.

But the wicked crayfish, who spoilt the flounder's shape, is easily seen and caught.

Retold by Jane Thomson, *School Journal*, Part 2, Number 1, 1985, pages 4 - 48.

Say what is important

Vevir and the Python

Pretend you are Vevir.

What is important in the bush? Say two things.

Tell someone why they are important. What does your friend think?

Choices:

- Wear thick clothes.
- Go with a friend.
- Remember the words of the old people.
- Carry a gun.
- Have a knife.
- Keep looking at the ground.
- Walk very quietly.

My choices

First

.....

Second ...

.....

Say Yes or No. Make it right.

- | | |
|-------------------------------------|--------|
| 1. Vevir killed an animal. | Yes/No |
| 2. A python killed Vevir. | Yes/No |
| 3. The old people had a good idea. | Yes/No |
| 4. Vevir took the dead python home. | Yes/No |
| 5. Vevir left his gun behind. | Yes/No |

Language Practice

Circle the right answer

Questions

1. One day Vevir **felt like cooking** some pork. *What is pork?*
wanted to cook knew how to cook
was like a cook learned to cook

2. Then Vevir walked on. *What was Vevir looking for?*
back to and fro
around further

3. At last he found some pig tracks. *What are pig tracks?*
then finally
soon immediately

4. He didn't notice the huge python. *Why is it hard to see pythons in the jungle?*
feel touch
see like

- 5 He took hold of the snake. *What kind of snake was it?*
grabbed stroked
touched hit

if you were being crushed by a python, you should break a small stick and then hold your breath. Vevir didn't know how true it was. But it was his last chance.

He reached for a little twig from a branch, and cracked it. Pock! He cracked it again. Pock! Pock!

Suddenly Vevir felt the python stop crushing him so hard. The big snake had heard the noise and thought that it was Vevir's ribs breaking.

Now the python pushed its head right up against Vevir's nose. It waited to feel if he was still breathing. Vevir stayed very still, and held his breath until he felt he would burst.

At last the python decided that its victim was dead. It began to unwind itself. Now it would eat some of the red leaves growing nearby. The leaves would grease its throat and make it easier to swallow Vevir.

But as the python unwound from his legs, Vevir grabbed his gun from where it had fallen and shot the python dead.

Vevir didn't wait to see the python die. He didn't even pick up his tree kangaroo. He just ran.

He hadn't brought home any meat for his friends in Bulolo, but he could cook them something else. Vevir breathed deeply as he ran, and felt glad to be alive.

Doris Davidson, *School Journal*, Part 2, Number 1, 1980, pages 36 - 39.

After Reading

Ask and Answer

Vevir and the Python

One person asks the questions.

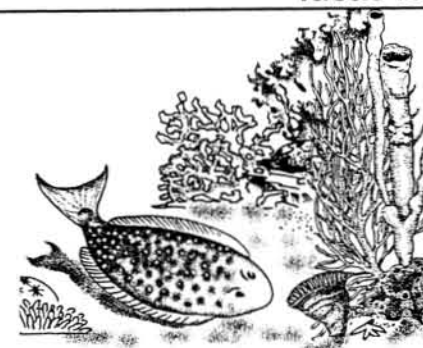
The other person is Vevir. Vevir answers the questions.

Questions

1. Good morning, Vevir. What country are you from?
2. Where is Papua New Guinea?
3. Are there any pythons in your country?
4. What can pythons do to people?
5. If a python attacks you, what can you do?
6. Have you ever been attacked by a python?
7. How did you feel afterwards?

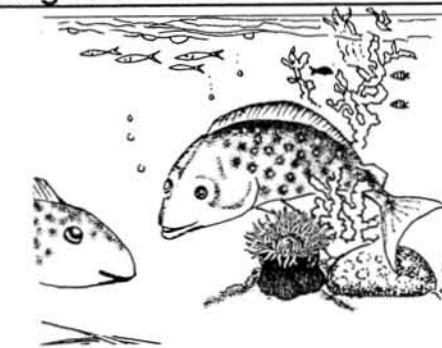
Practise the Ask and Answer task until you can retell the story easily. Record your best work on a tape recorder.

Ideas for the Enlarged Book



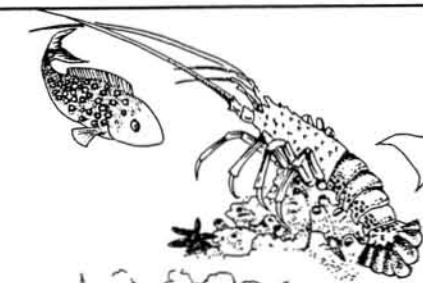
Have you ever seen a flounder? I hope you have, because they are good to eat!

Page 1



Once upon a time flounders lived in the sea just like any other fish. And they had a beautiful shape.

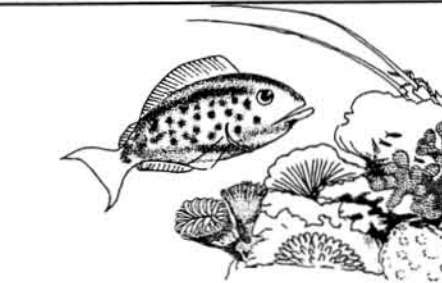
Page 2



One day a crayfish said to a flounder, "Let's have a game of hide and seek."

The flounder agreed. So the crayfish went away and hid behind a rock.

Page 3



The flounder counted to ten and then swam straight to the rock.

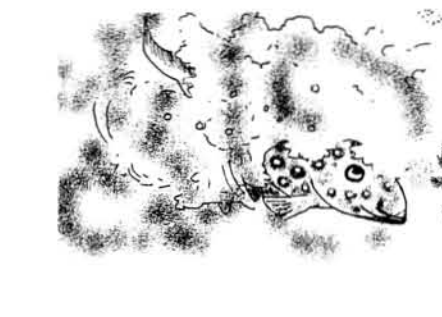
"Got you!" the flounder shouted. "Your long feelers are sticking out. Now it is your turn to find me."

Page 4



The flounder went away and hid himself. He stirred up the mud and made the water cloudy.

Page 5

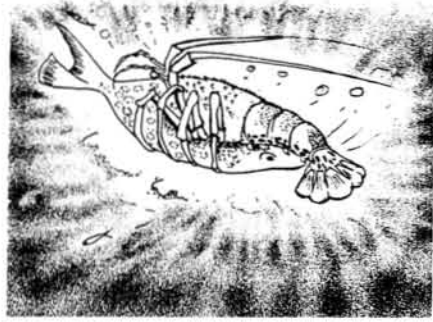


The crayfish looked for the flounder but could not find him.

"I give up!" the crayfish shouted. "Where are you?"

The flounder said, "I'm here. I'm right behind you."

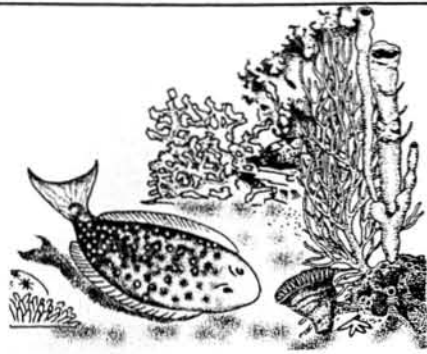
Page 6



The crayfish was very angry. He jumped up and down on the flounder until the poor fish was quite flat.

"There! Don't laugh at me again," shouted the crayfish.

Page 7



So now flounders are so flat that they are always hard to find in the sea. But it is easy to catch crayfish because their long feelers stick out from behind the rocks.

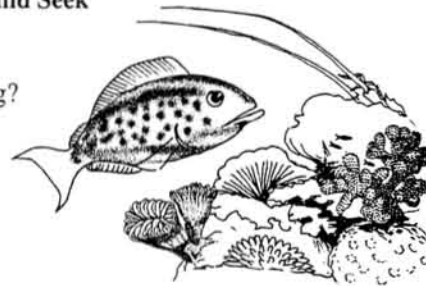
Page 8

After Reading

Comprehension

Answer the questions.
Follow instructions.

Hide and Seek



- Look at the picture:
 - Where is the crayfish hiding?
 - How do you know?
- Yes, No, Say more
 - Once upon a time flounders were not flat and ugly. Yes/No
- Write the rules for 'hide and seek'.
- Pretend you are playing hide and seek at home. List three good places to hide. Say why.
- Describe the shape of the flounder fish today. What is interesting about it?

Reading Pictures

Look at the pictures of *Vevir and the Python* on pages 36-39 of *School Journal*, Part 2, Number 1, 1980.

Point to:

- Vevir
- the python
- Vevir and his gun
- the jungle

Page 38 Say what is happening in the picture.
Say what you would do if you were the boy in the picture.

Page 39 Make a prediction. Say what you think happens in the end.

Reading the Story

Read *Vevir and the Python*.

As you read, find the answers to these questions.

- What problem does Vevir have?
- How does he solve the problem?
- Is there something interesting to learn in the story?

Vevir and the Python

Vevir lives near the town of Bulolo, Papua New Guinea. He cooks meals for his friends who live and work there.

One day, Vevir felt like cooking some pork. He took his gun, and went into the bush to shoot a wild pig.

On his way, he shot a little brown tree kangaroo. It was not what he had been looking for, but the meat would be useful. Vevir tied its legs together and hung it over his shoulder. Then he walked on.

Vevir walked a long way, into the deep jungle. He walked for more than an hour. At last he found some pig tracks.

Now Vevir began creeping carefully through the thick undergrowth. He had to move very quietly, otherwise a white cockatoo might call loudly and frighten all the animals away.

Vevir was being so careful not to make a noise that he forgot to be careful about other things. He didn't notice a huge python that was sliding quietly up towards him.

Before he knew what was happening, the python had wound itself tightly around his ankles. Vevir couldn't move his legs. He was trapped.

Vevir was terrified. Pythons crush their victims and swallow them whole. Vevir struggled hard. He took hold of the snake and pulled at it.

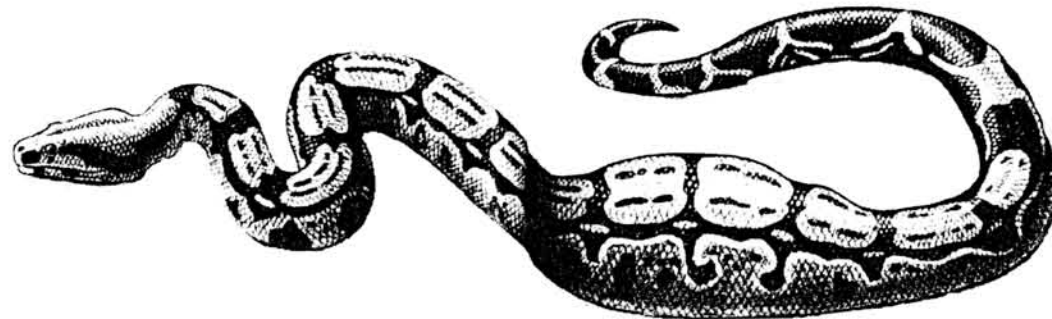
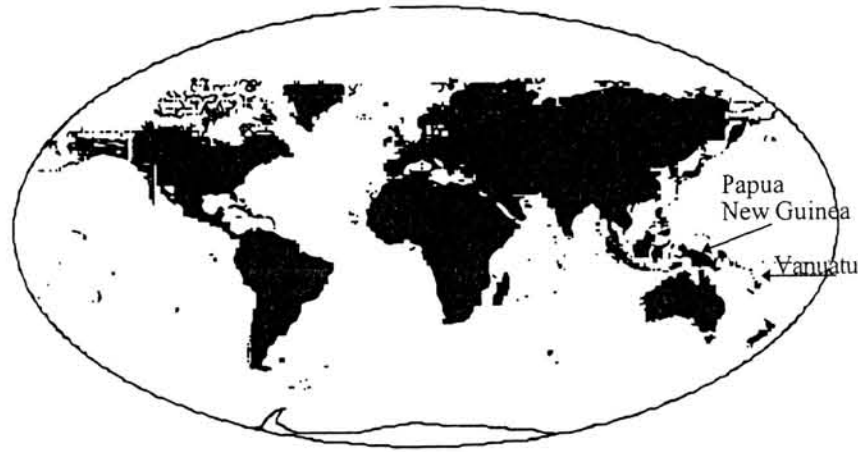
But Vevir was just not strong enough. The python kept sliding up and around his body.

Soon the python was wound around Vevir's ribs. Now it began to squeeze very very hard. Vevir could hardly breathe. He knew that the python was trying to break his ribs. Soon it would crush the life out of him.

Then Vevir remembered something. The old people in his village used to say that,

VEVIR AND THE PYTHON

Picture Page



A Python

School Journal, Part 2, Number 1, 1980, pages 36 - 39.

Before Reading

Talk about:

different kinds of snakes
how snakes move
their skin

Remembering the words of the 'old people'

Talk about:

- useful sayings
- useful advice
- special dangers

True or not true

Some things in this story are true. Other things are made up for the story. Say if something is **true** or probably **not true** in real life.

1. Crayfish have two long feelers. _____
2. Flounders are flat fish that swim close to the sand. _____
3. Fish can talk to each other. _____
4. Crayfish are easily seen and caught. _____
5. Flounders used to have an eye on both sides of their bodies. _____

Language Practice

How?

How did something happen in the story?

Say the way it happened.

1. How did the flounder find the crayfish?
What made it hard for the crayfish to hide properly?
2. How did the flounder trick the crayfish?
What made it hard for the crayfish to find the flounder?
3. How did the crayfish punish the flounder?
What makes it easy for the flounder to hide now?

Writing

A personal story: Hide and Seek

Hide and Seek

Play a game of hide and seek.

Write about your turn in the game.

Write about one of your friends' turn.

What happened when you found somebody?

What happened when your friend found you?

Jobs

1. Play the game and remember what happens.
2. Write your story. Read it to a friend. Make changes.
3. Make your story into a book. Read your story to other people at school and at home.

Language Practice

Story line

Put the sentences on cards.

Arrange the cards to tell the story.

Hide and Seek
Once upon a time the flounder fish had a beautiful shape.
One day a crayfish said to a flounder, "Let's have a game of hide and seek."
The crayfish had the first turn, but he was easy to find. His feelers stuck out from behind the rocks.
The flounder had the second turn. He stirred up the mud and was very hard to find. "I give up," said the crayfish. "Where are you?" "Right behind you," said the flounder.
Then the crayfish got mad. "I'll teach you a lesson," he said. And he jumped up and down on the poor flounder until he was quite flat.
The crayfish also pulled out one of the flounder's eyes. He stuck it on the same side as the other eye. "There! Don't play tricks on me again," the crayfish said.
Now the flounder is a flat fish. Look at its eyes. Where do you find them?

What I know

Say what you know about crayfish

Name	Crayfish
Other names	
Interesting parts	(Draw a crayfish and label the interesting parts.)
Where to find crayfish	
How to catch them	
Other interesting facts	
Personal experiences with crayfish	

Jobs

1. Display your information table.
2. Give a talk based on your information table. Repeat your talk at least twice. Answer questions after each talk. Make a note of a question you cannot answer.
3. Follow up the question on the research form. Write an answer to the question in the space at the bottom of the form.

Jobs

1. Read the story aloud.
2. Listen to other people read it and read it with other people taking parts.
3. Read it in different ways.
4. Notice interesting things in the lines.
5. Say what you notice.
6. Emphasise what you notice when you read.
7. Use your voice to make the sounds of the words.
8. Use your hands to show the movement of the water.

After Reading

Word games

1. Find or draw your own pictures for the story. Write a caption under your pictures.
2. Make word poems out of sets of words; for example, out of the words: raindrop, puddle, creek, stream, river, waterfall, sea.
3. Write a 'thin' poem of just two words to a line. Think of the sounds rain and water make.
4. Write a shape poem using an idea in the story.

Take part in a poetry-reading session.

Make a book of poems and use the book with another class.

Language practice

Words which mean 'falling' or 'moving down'

Fill in the gaps.

1.	Rain f....s in the hills	to fall
2.	Raindrops d..... from the trees on to the ground below.	to drip
3.	The waterfall .....ops down the hillside.	to drop
4.	Trees and branches t..... down into the river.	to tumble
5.	The big brown river f.....s into the sea.	to flow

Draw

- a rainbow in the valley

Label the colours of the rainbow.

Extension Task

1. Make a picture booklet that shows these things:
 - Why we need rain
 - What happens to rain
 - The problems that can happen when too much or too little rain falls
2. Read *The Little Rain*, a poem by Mary Coleridge in *School Journal*, Part I, Number 4 1984, page 32.

RAIN IN THE HILLS

School Journal, Part 1, Number 1, 1990, pages 29 - 32.

Before Reading

Talk about :

- the different things that rain falls on.
- what happens to the rain.
- what happens when there is too much rain.
- what happens when there is too little rain.

Reading pictures

Look at the pictures of *Rain in the Hills* on pages 29 - 32 and the front and back covers of *School Journal*, Part 1, Number 1, 1990.

Point to:

- a river.
- a waterfall tumbling down the hillside.
- the banks of a river.
- the river flowing into the sea.
- a puddle on the road.

Reading the Story

Read *Rain in the Hills*.

Rain in the Hills

Rain.

Rain.

Rain in the hills.

Raindrops fall off your nose, and drip and drop to the ground below.

It rains on and on.

The ground below the trees gets wetter and wetter. The water runs off down in little creeks and waterfalls.

Still it rains. The creeks dance and splash over the brown banks, carrying mud down to the river below. Soon the river swells and roars, brown with earth.

Now the river is flooding, tearing away at its banks. Trees and branches tumble down into it.

And at last the river, like a big brown beast, flows out into the sea, carrying soil and trees and a million million drops of rain -

together with the drop of rain from the end of your nose.

Brian Birchall, *School Journal*, Part 1, Number 1, 1990, pages 29 - 32.

THE LOST CALF

Research form

Topic:
Question:
My Answer
.....
.....
.....
.....
.....
.....
.....
.....
.....

School Journal, Part 1, Number 2, 1988, Pages 22 - 27.

Before Reading

Twins

Say Yes or No

Twins:

Have the same mother and father.	Yes/No
Are born on the same day.	Yes/No
Are the same age.	Yes/No
Are two girls or two boys or a girl and boy.	Yes/No
Often look like each other.	Yes/No

Talk about

- a dairy farm
- milking a cow
- what we do with milk

Reading pictures

Look at the pictures of *The Lost Calf* on pages 23, 24, 26 and 27 of *School Journal*, Part 1, Number 2, 1988.

Point to

- the twins
- the twins' gumboots
- a dog
- an old wagon
- a cat
- the calf
- the farmer
- the calf drinking milk from the cow's udder

Match the baby with its parents

kitten	piglet	chicken	
pup	calf	duckling	
family	father	mother	baby
cat	tom cat	cat	.....
dog	dog	bitch	.....
pig	boar	sow	.....
duck	drake	duck	.....
fowl	rooster	hen	.....
cattle	bull	cow	.....

Reading the Story

Read *The Lost Calf*

The Lost Calf

Rose and Susan were twins, and they lived on a dairy farm. One Sunday morning in spring, their father came in from the milking shed looking worried.

"One of the cows has had a calf, but I don't know where she's left it," he told them. "She just followed the other cows to the milking shed, and left the calf behind."

"Silly thing. What sort of mother would leave her baby behind?" said Rose.

"Well, it was her first calf. I suppose she didn't quite understand what she had to do. But the trouble is, I don't have time right now to look for the calf, and it will die if it doesn't get fed soon."

"Rose and I could look for it," said Susan.

"Would you?" said Dad. "You might have to go a fair way. The herd was right at the other end of the farm."

"That's all right," said Susan. "Leave it to us." And the two girls ran to the back porch and pulled on their gumboots.

There was a good track for most of the way. Rose and Susan followed it up the first hill, past the dam and the small stand of gum trees. Then they puffed their way over the next and biggest hill and went through the last of the Taranaki gates.

"This is the right paddock," said Susan. "But I don't see any calf."

"Let's try down there," said Rose.

They walked down to the bottom of the hill. Rose sloshed through the little creek, and Susan jumped over it. An old wagon stood between the creek and the

Vocabulary

Important Words

to **float**: to lie gently on water or in air

The first daughter spun a fine thread and f.....ed back to the north.

a **forest**: a large area of land covered with tall trees and small trees and bushes. Spider said to her daughters, "Go into the f..... and find out who is having a party."

to **invite**: to ask someone politely to come somewhere or do something. Spider listened and waited, hoping that someone would i..... her to a party.

a **kite**: (Draw a kite flying in the wind.)

Spider's daughters were like little k.....s at the end of fine threads as they drifted off into the forest.

to **spin (spun)**: to make fine threads of cotton or silk, to make a spider's web. Each daughter s..... a fine thread, tied it around Spider's middle and then drifted off into the forest.

a **thread**: a light, fine string

Next time you see a spider's web, look closely at the fine t.....s.

a **tug**: a quick sharp pull at something

Spider was happy when she felt the first t..... on the thread, but then there was another and another and another.

Vocabulary scrapbook

Draw some of the new words in your vocabulary book. Label the drawings. Make an activity for you and your partner to do with the words.

Extension Activities

1. Make kites using different kinds of designs. Decorate the kites.
2. Hold a kite flying day. Plan the programme. Invite people to come.
3. Teach another person how to make and fly a kite.
4. Write instructions for making a special kind of kite.

Writing Tasks

Write a poem

Spiders

Find the words in the story that describe the spider.

Think about:

- what the spider looks like
- what the spider eats
- how the spider moves

Shape the words into a poem. Choose a title for the poem.

Read the poem to other people.

Publish your poem so that it can be included in a class poetry book.

A Folk Tale

Write a folk tale for an unusual animal.

Publish your story as a book. Be prepared to introduce your book to the class on Friday, (date).

Jobs

1. Choose an animal with an unusual part.
2. Make up a story to explain how the animal got its unusual part.
3. Write a first draft and show it to some friends. Make changes.
4. Turn your story into a book with a cover and with illustrations.
5. Read your story to a person in another class or to sisters and brothers at home.

Project

Make a display of information about spiders.

Be prepared to open your display on Friday (date).

Display these things:

1. Careful drawings of spiders.
2. Information tables on spiders.
3. Folk tales about spiders. (Have the books and the stories on tape.)
4. Poems about spiders.
5. Stories about interesting experiences with spiders.
6. A list of important things to know about spiders.
7. A quiz about spiders. (Don't forget to make an answer sheet.)
8. Make a poster to advertise the display. Invite people to come to the display at certain times.
9. Ask two members of the class to review the quality of the display.

fence and the girls walked up towards it.

Beside the wagon was a forlorn little bundle of brown fur. "There it is!" both girls yelled at once.

"Fancy finding it this quick," said Susan. "Come on, let's get it home."

"Poor little thing," whispered Rose.

They moved up to the calf and patted it gently. The calf looked unhappily up at them, then got to its feet.

"That's right," said Susan. "Now come on home with us."

"Yes, come on," said Rose. "We're not going to hurt you."

But the calf wouldn't move, even when Rose put her arms around its neck and Susan got behind and pushed.

"I wish we could put it on our shoulders like Dad does," sighed Rose. "He makes it look easy."

They sat down to think.

"I know what we can do," cried Susan. She ran over to the creek and cupped her hands together, filling them with water. Then she came back and put her hands under the calf's nose.

The calf started to drink greedily. Susan stepped backwards, so that the water was out of reach. The calf moved, too. When the water was gone, it just carried on walking, sucking Susan's fingers and licking her hand.

"Poor thing, it must be starving," said Rose.

"Well, it's following us now, anyway," grinned Susan, very pleased that she had been the one to think of giving it a drink.

All the way home they took turns in letting the calf suck their fingers. By the time they reached the cow shed, their backs were quite stiff from all the bending. It had taken them a long time.

Dad had left the calf's mother in the yard. The twins could see her pacing up and down.

"Look, there's your Mum," Rose said to the calf.

"I hope she remembers you," said Susan.

Both girls had seen cows push away calves that didn't smell like their own. But when the calf wobbled over to her, she gave a gentle "moo", and let it drink from her.

"They'll be all right now," said Susan proudly, as they stood and listened to the loud sucking noises.

"Let's go and tell Dad," said Rose, and off they ran to the house. "Won't he be pleased!"

Dianne Warrington, *School Journal*, Part 1, Number 2, 1988, pages 22 - 27.

After Reading

Talk about words

What is the same about these things?

What is different about them?

twins	-	sisters
a dairy farm	-	a sheep farm
a cow	-	a calf
to suck	-	to lick
to be starving	-	to be greedy

Ask and Answer

The Lost Calf

Work with a partner.

One person asks the questions.

The other person pretends to be the farmer, Rose and Susan's father.

Questions

1. Good morning, Mrs Smith. Do cows sometimes lose their calves?
2. Tell me about today. One cow came to the milking shed without her calf. Is that right?
3. What did your daughters do?
4. Where did your daughters find the calf?
5. How did Rose and Susan make the calf follow them home?
6. What happened in the end?

Say it

1	2
Pretend you are the farmer: <i>Say why you were looking worried when you came from the milking shed.</i>	Pretend you are Susan: <i>Say what you did to solve the problem of getting the calf back to its mother.</i>
Pretend you are Susan: <i>Say what you and Rose did to help your father.</i>	Pretend you are the farmer: <i>1. Say what the cow did when it saw the calf again. 2. Say what the calf did when it saw its mother again.</i>
Pretend you are Rose: <i>1. Say where you found the calf. 2. Say what problem you and Susan had.</i>	Pretend you are the farmer: <i>Say what you said to Rosie and Susan when they told you what they had done.</i>

After Reading

Ask and Answer

The Spider who liked to go to Parties

Work in pairs.

One person asks the questions.

Questions

1. What did the fat spider like to do?
2. Where did the spider send her daughters? Which way did they go?
3. What did each daughter say when she returned to the web?
4. The spider felt a tug on the first thread. What happened next? And next? And next?
5. What was the spider's problem now? How does the story end?
6. What does the story tell us?

Same or different

Fold your paper. Talk with a partner about the words and pictures.

Are they the same (S) or different (D)?

Person A



- 1.* ☐
2. Spider was furious ☐
- 3.* North ☐
4. East ☐
- 5.* Give the thread a tug ☐
6. The thread snapped ☐
- 7.* Spider's middle ☐

Person B



1. ☐
2. * Spider was angry ☐
3. South ☐
- 4.* West ☐
5. Pull the thread ☐
- 6.* The thread broke ☐
7. Spider's waist ☐

* This person starts.

give the thread a tug and I will come."

So the first daughter floated back to the north.

Then the second daughter came. She said: "Antelope is having a party but she hasn't decided when it will be." The mother spider said, "Here, tie a thread around my middle. When the party begins, give the thread a tug."

So the second daughter floated back to the south.

The third daughter came back. "Leopard is having a party," She said. "But she doesn't know when it will be." Again the mother spider said, "Tie a thread around my middle. When the party begins, give the thread a tug."

So that daughter floated off to the east.

The last daughter came back. "Frog is having a party," she said. "But he doesn't know when it will." The mother spider said: "Tie a thread around my middle and give it a tug when the party begins."

So the last daughter floated off to the west.

The mother spider was very happy. There were four parties to go to. She sat on her web and ate a fly as she waited.

The next day, she felt a tug on the first thread. "Oh good," she said. "Rabbit is having his party." But before she could move she felt another tug. This tug came from the south.

"Ah, Antelope is having her party." Then she felt a tug to the east, and a tug to the west.

All four threads were pulling in different directions. Spider felt as if she were being pulled apart.

They tugged harder, and harder....

Suddenly they snapped - which was lucky for spider. But now she had a very thin waist, as all spiders have today.

You might have thought she would be cured of wanting to go to parties. But she wasn't. For if you look at the spider's web, at the right time of day, you will see her hanging from her little silk thread. She is listening hard, hoping to hear someone say when the next party will be - one she can go to, this time.

Retold by June Walker Leonard, *School Journal*, Part 2, Number 3, 1989, pages 40-43.

Language Practice

Look at the pictures.

Finish the story.

Look at the picture on page 23.

Use: girls, dad, gumboots

"That's all right," said Susan to "Leave it to us." And the two ran to the back porch and pulled on their

Look at the picture on page 24.

Use: brown, little, twins, wagon

An old stood between the creek and the fence, and the walked up to it. Beside the wagon was a forlorn bundle of fur.

Look at the picture on page 27.

Use: calf, drink, girls, noises

Both had seen cows push away calves that didn't smell like their own. But when the wobbled over to its mother, she gave a gentle "moo" and let it from her. "They'll be all right now," said Susan proudly, as they stood and listened to the loud sucking

Do you know your punctuation marks?

Put an exclamation mark (!), question mark (?) or full stop (.) at the end of each sentence.

The Lost Calf

Rose and Susan lived on a dairy farm_

"You look worried, Dad," said Susan_ "Can we help you_"

"Would you_" said Dad. "A calf is missing_ The mother left her calf behind and followed the other cows to the milking shed_"

"What a silly cow_" said Rose_ "What sort of mother would leave her baby behind_"

The girls looked everywhere for the calf_ Then they saw it beside the wagon_

"There it is_" yelled Susan.

"Over there_" shouted Rose at the same moment_

"How are we going to carry it home_" said Susan, as they ran towards the calf_

Writing Task

Personal experience

Have you every found an animal and looked after it?

Write a story about it so that other people can read it.

Jobs

1. Recall what happened when you found an animal and looked after it.
2. Publish the story in a class book.
3. Read your story to children in other classes and to people at home.

Vocabulary

to cup (cupped)	to make a shape like a cup (Make a cup with your hands.)	Susan c.....ed her hands together and filled them with water from the little stream.
A dam	a place where a stream is blocked to make a pond or small lake. (Draw a picture of a dam.)	Rose and Susan followed the track up the first hill, past the d..... and the gum trees.
forlorn	to look sad and without hope	The twins found the f..... little calf beside the wagon.
greedily	a way of eating and drinking when you are very, very hungry or thirsty.	When Susan put the water in her hands under the calf's nose it started to drink g
a herd	many cows living and feeding together	The mother was with the rest of the h..... at the other end of the farm.
a paddock	a field with fences around it. Animals are kept in a paddock.	The twins found the calf in the p..... where the cows had been feeding.
spring	one of four seasons in a year, the season after winter, the season when plants begin to grow again.	The calf was born one morning in s.....
to suck	a special way to drink A baby sucks milk.	The calf s.....ed Susan's fingers because it was thirsty.
to wobble	to walk in an unsteady way	When the calf saw its mother, it w.....d over to her and began to drink her milk.

Additional Reading

Read *The Dairy Farmer*, by David Hill, in *School Journal*, Part 2, Number 4, 1990, pages 31-36.

Reading the Story

Read *The Spider who liked to go to Parties*, an African folk tale. Find the answers to these questions as you read the story.

1. What was the spider's problem?
2. How did the spider try to solve her problem?
3. What happened in the end?

The Spider who liked to go to Parties

Once there lived a very fat spider who loved to go to parties, even when she wasn't invited.

One day, as she was sitting on her web, she saw some ants running along the ground. They looked very excited. They tapped each other with their feelers. They ran round and round in circles.

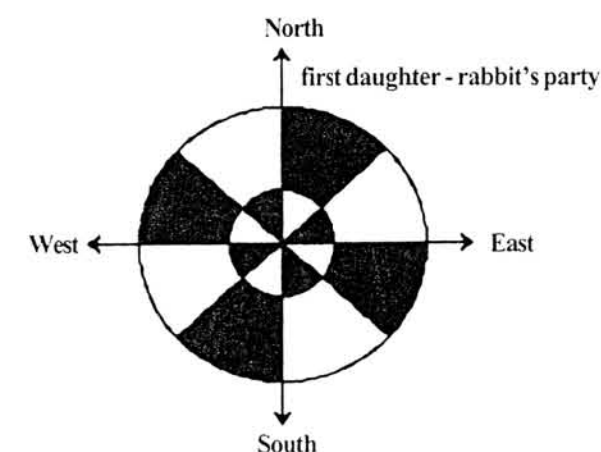


"They must be going to a party," thought the spider. "Why else would they be so excited?"

She lowered herself down on a thread, the way spiders do, and tried to hear what the ants were saying. But just as she was getting close, a wood pigeon chortled, and the ants scurried away.

Spider was furious, because she was dying to hear about the party. So she called to her four daughters and said: "I am sending you out into the forest to find out who's having a party. When you find out, come back and tell me, because I would like very much to go."

The spider's daughters spun fine threads and drifted off like little kites into the forest. One went north, one south, one east, and one west.



Spider sat on her web and waited. Soon the daughter from the north came back. "Rabbit is having a party," she said. "But he hasn't decided when it will be."

"Aha," said the mother. "I must go to Rabbit's party. Here, tie a thread around my middle. You take the other end and go back to Rabbit. When the party begins,

THE SPIDER WHO LIKED TO GO TO PARTIES

An African Folk Tale

Picture Page



Rabbit



Spider



Frog



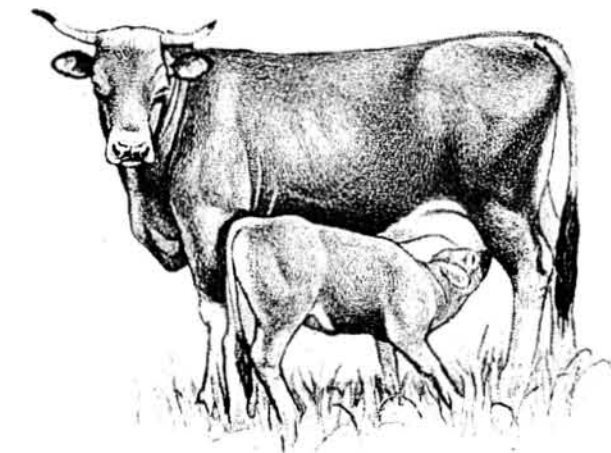
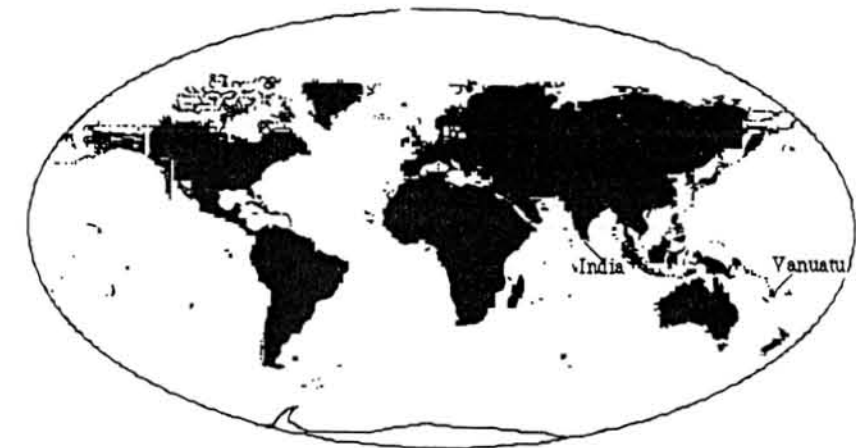
Antelope

School Journal, Part 2, Number 3, 1989, pages 40-43.

SHARING

A Folk Tale from India

Picture Page



Before Reading

Point to:

Girls, dad, gumboots

- The front half of the cow
- The back half of the cow
- The part where we get the milk from the cow

School Journal, Part 1, Number 1, 1987, Pages 21 - 27.

Do you know:

- what a cow eats and drinks?
- how often you milk a cow?

Show with your hands:

- how you milk a cow

Draw a nice, fat, juicy mango.

1. Say how you can share the mango in a fair way with your friend.
2. Say how you could share the mango with a friend in a cheating or tricky way.

Talk about the differences

to share	-	to cheat
a friend	-	an enemy
daytime	-	night time
warm	-	cold
happy	-	unhappy
a wise man	-	a foolish man

Reading the Story

Read *Sharing*, a folk tale from India.

Find the answers to these questions as you read the story.

1. Who are the important people in the story?
2. What problems do people have in the story?
3. What happens at the end of the story?
4. What interesting things can I learn from the story?

Sharing

Once there were two friends called Ramu and Somu. They decided to share everything they owned: a blanket, a cow, and a tree.

But Somu found a way of cheating Ramu.

"Ramu," he said, "half of the time you can have the blanket, and half of the time I'll have it."

"That seems fair," said Ramu.

"Yes," said Somu, "you can use the blanket in the daytime, and I'll use it at night."

So Ramu had the blanket in the daytime when it was so warm he didn't need one. But on cold nights he shivered while Somu kept warm with the blanket.

"Now, Ramu, about the cow," said Somu. "We'll have half of her each."

"All right," said Ramu.

"You can look after the front half, and I'll look after the back," said Somu.

Vocabulary Practice

Important words

1. to **lead** (leading): to walk in front of an animal or another person.
The farmer was walking along and the donkey was walking behind him.
2. to **sneak** (sneaked): to move quietly so that nobody sees or hears you
3. a **thief** (thieves): a person who takes things without asking the owner's permission
4. to **follow** (followed): to walk behind, to come after
5. to **turn into** (turned into): to change into something different

Fill in the gaps

1. One day, a farmer was l..... his donkey slowly along the road.
2. Two thieves s..... up to the donkey without making a noise and untied the rope around the donkey's neck.
3. One th..... took the donkey to the market to sell.
4. The other thief tied the rope around his own neck and f..... the farmer.
5. When the farmer looked behind, he was very surprised to find that his donkey had t..... i..... a man.

Wife	(<i>Coming out the door</i>) Where's the donkey?
Farmer	He turned into a man. I looked around, and I was leading a man with a rope around his neck. All these years, I've been loading and beating a man, not a donkey.
Wife	That's terrible! I hope we won't be punished, because I used to overload and beat him, too.
Farmer	Well, what do we do now?
Wife	I suppose we'll have to go to the market and buy another donkey. We can't do without one. Luckily, we've got just enough money.
Scene Two <i>The donkey market. There are rows and rows of donkeys. In the background the First and Second thief are sharing their money. They argue and fight over it, and a Policeman arrests them both.</i>	
Farmer	I'm sure I've seen one of those men before. Hey, look at that donkey! Isn't he just like our old one?
Wife	How could it be our old donkey if he's changed back into a man?
Farmer	I tell you, it's our old donkey. I'd know him anywhere. Look, here's the mark on his leg, where the dog bit him. And here's that little tuft of hair on his shoulder. And look, see the bit missing off his ear. He's our donkey! We've found our dear old donkey!
Donkey	Hee haw! Hee haw!
Farmer	You bad donkey! You went home and got drunk and beat your poor old mother again, didn't you! Well, I'm certainly not going to buy you a second time. You can be bought by somebody else. They will beat you and overload you, and it will serve you right.
Wife	Yes, come on, we'll buy that one over there. He doesn't look as if he ever got drunk or beat his poor old mother.
Farmer	You nasty old donkey! We never want to see you again.
Donkey	Hee haw! Hee haw!
Farmer	It's no good begging us to buy you again. You had your chance and you threw it away!
Jack Lasenby, <i>School Journal</i> , Part 1, Number 3, 1992, Pages 2 - 9.	

After Reading

Producing the Play

1. Choose your cast. Make signs and props. Practise the play until you are doing it confidently.
2. Make a notice to invite people to come and see the play. Prepare a programme to give out to the audience (or a programme to hang on the wall).
3. Perform the play for different groups of people. Ask different people to review the play for you.

So Ramu had to feed the cow and give it water every day. But Somu milked the cow, and drank the milk or sold it.

As for the tree...

"We'll have half of the tree each," said Somu. "You can have the trunk and the roots, and I'll have the branches and the leaves."

So Ramu looked after the tree and watered it every day. But Somu picked all the fruit for himself.

One day while Ramu was walking in the forest, he met a wise man. "Why are you so thin? Why do you look so unhappy?" the wise man asked him.

Ramu told the wise man about the way his friend was cheating him. "What can I do?" asked Ramu.

"Listen carefully and I'll tell you," said the wise man.

The next day at sunset, Ramu handed Somu the blanket, just as he always did, but this time it was dripping with water.

Somu was angry. "This blanket is much too wet to use. How am I going to keep warm?"

"In the same way that I've kept myself warm," said Ramu.

So, that night, Somu shivered with cold while he tried to sleep.

In the morning, Somu hurried to milk the cow. But just as he finished, Ramu tickled her nose with a straw. The cow was so surprised she kicked over the bucket of milk.

Somu was furious. "What do you think you're doing?" he said.

Ramu smiled. "Don't forget that the front half of the cow belongs to me," he said. "I can do what I like with it."

Tired and hungry, Somu climbed the tree. "Some fruit will make me feel better," he thought. But as he sat in the branches to pick the fruit, along came Ramu with an axe.

"Ramu, what are you doing?" yelled Somu as Ramu started chopping the trunk. "If the tree falls down, there will be no more fruit."

"The trunk is mine. I can do what I like with it," said Ramu.

Somu thought for a moment. Then he climbed down from the tree.

"Ramu," he said, "I think we should find another way of sharing."

"Yes," said Ramu. "This is what we'll do. We will each take turns to use the blanket at night. Both of us will look after the cow, and we will share the milk. And both of us will water the tree, and we will share the fruit."

"Yes, Ramu, I agree," said Somu. "That is the way that friends should share."

Retold by Barbara Beveridge, *School Journal*, Part 1, Number 1, 1987
Pages 21 - 27.

After Reading

Ask and Answer

Sharing

Work with a partner.

One person asks the questions.

The other person pretends to be Ramu.

Questions

1. Good morning, Ramu. What did you own with your friend?
2. How did you agree to share the blanket?
How did you agree to share the cow?
How did you agree to share the tree?
3. That does not seem very fair to me. I know you talked to the wise man about your problem. What did he tell you to do?
4. What happened in the end?
5. How do you share your things with Somu now?

Comprehension

1. Draw the things that Ramu and Somu owned.
Label your pictures. Don't forget to label the parts of the tree: the roots, the trunk, the branches, the leaves and the fruit.
2. Which part of the cow did Somu own? Which part did Ramu own? Draw your answer.
3. "We'll have half the tree each," said Somu.
Who had the trunk and the roots?
Who had the branches, the leaves and the fruit?
4. Write down what the wise man said to Ramu. (We don't really know, but we can guess!)

Teach Somu a Lesson

Wise man: Ramu, we must teach Somu a lesson. This is what I want you to do.

Tomorrow,

The next day I want you to

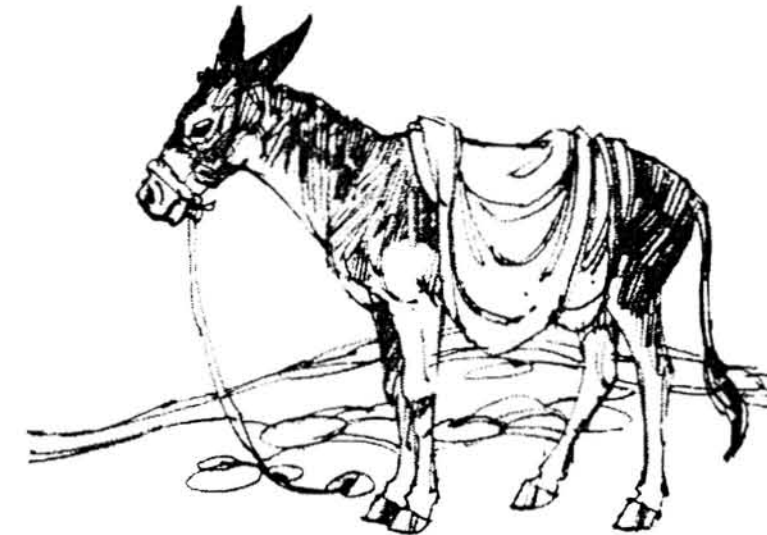
Last of all, when Somu goes to sit in the branches of the tree, I want you to

.....

.....

THE THIEF AND THE DONKEY

Picture Page



What am I?

I have: four legs
long ears

a long tail with a tuft at the end.

I belong to the horse family.

I say, "Hee haw, hee haw".

What am I? _____

School Journal, Part 1, Number 3, 1992, pages 2-9.

Before Reading

Talk about:

- the work that donkeys do to help people

What is your answer?

1. A farmer is leading his donkey along the road. Who is going first, the farmer or the donkey?
2. A donkey is pulling a cart. What is going first, the donkey or the cart?
3. A thief is following the farmer. Who is going first, the thief or the farmer?

Writing Tasks

What I learned today

Eggs	
Today, I learned three interesting things about eggs from the story.	
First,	.....

Second,	.....

Third,	.....

Jobs

1. Read the list to a friend. Answer his or her questions.
2. Make a list of questions you cannot answer. Follow up on at least one question.

Folding book

Draw a picture map of the places in the story. Say what happened in each place. Make the picture map into a folding book. Show your book to other people. Read the story today.

Personal experiences

A Story
Recount a personal story about finding something in an unusual way. Say how you looked after it.

Jobs

1. Retell the experience for other people to read.
2. Make your story into a book.
3. Present your book to the class. Read your story to children in other classes and to people at home.

Pretend diary

Pretend to be the girl who looked after the duck egg. After reading the story, fill in your pretend diary.

Additional Reading

Read *Eggs can speak*, by June Walker Leonard, in *School Journal*, Part 1, Number 1, 1985, pages 6 - 9.

Say it

Pretend you are Ramu:

Say how Somu shared the blanket with you.

Pretend you are Ramu

Say how Somu shared the cow with you.

Pretend you are Ramu:

Say how Somu shared the tree with you.

Pretend you are Ramu:

Say who you talked to about your problem.

Pretend you are the wise man:

Give Ramu some advice.

Pretend you are Somu:

(Remember Ramu has now spoken to the wise man.)
Say what Ramu did with the blanket.

Pretend you are Somu:

(Remember Ramu has now spoken to the wise man.)
Say what Ramu did to the cow.

Pretend you are Somu:

(Remember Ramu has now spoken to the wise man.)
Say what Ramu was going to do to the tree.

Pretend you are Ramu

(at the end of the story);
Say how you want to share your things with Somu.

Pretend you are Samu:

Say what you have learned from Ramu.

Say and think

1. If I say **share**, what do you think?
2. If I say **cheat**, what do you think?
3. If I say **wise**, what do you think?
4. If I say **shiver**, what do you think?

Ways of sharing

Fill in the table.

Say the best way to share three things you have with a friend.

Three have been done for you.

Item	The best way to share
A T-shirt	Take turns at wearing and washing it.
Thirty vatu given to you by your Aunt	Give your friend fifteen vatu.
A bottle of lemonade	Give your friend the first drink.

My Pretend Diary

Begin a 'pretend diary'. Each time you write in the diary, pretend you are someone from a story you are reading. Remember that every week you will go to a new part of the world.

For example: Pretend you are Somu. Say what you have learned about sharing.

Monday, (date)	..... (date)
I am Somu. I live in a village in .....	.....
I have been tricking Ramu and today	.....
he paid me back. So we made a new	.....
plan. I will give him a turn with the	.....
blanket at night.	.....
We will share the I will	.....
help Ramu to .....	.....
.....
.....
.....
.....

Language Practice

Write 'a' or 'the' in the spaces

A Tricky Way to Share

Ramu and Somu shared blanket, cow and tree. One day, Somu said to Ramu, "You can use blanket in the daytime. I want to have blanket at night."

As for cow, Ramu fed it every day and gave it water. Every evening, Somu milked cow and drank milk.

As for tree, Ramu watered it every day, while Somu picked all fruit for himself.

Important words

Choose the right word for each sentence.

Make changes to the words to fit the sentences.

to cheat, dripping, to share, to shiver, to tickle, to agree, to belong, furious, to surprise, to yell.

- Ramu and Samu decided to s..... everything they owned: a blanket, a cow, and a tree.
- Somu found a way to c..... his friend Ramu.
- Ramu s.....ed on cold nights because he had no blanket to keep him warm.
- Somu was angry when Ramu handed him the blanket which was d..... wet.

Which animals lay eggs?

butterflies	cats	sheep	parrots
crocodiles	cows	ducks	penguins
buffaloes	people	turtles	pigs
pythons	horses	hens	elephant seals
pigeons	sharks		

What happened first?

What happened next?

Work with a partner.

Put the sentences on cards. Arrange the cards to tell the story.

An Egg Story

- [] Sophie picked up an egg and carried it in her mouth.
- [] "Drop it," I said and she opened her mouth and let a duck egg drop out on the grass.
- [] I put the egg down my shirt to keep it warm and then we went home quickly.
- [] I took the duck egg to my aviary and put it under a pigeon which was sitting on two eggs.
- [] The pigeon sat on the strange egg for several days.
- [] One day, one of my friends said, "I've got a mother duck sitting on some eggs.
"Bring your egg over, and I'll put it under her."
- [] On the way, I heard a peeping sound coming from the egg.
- [] Next day I went to my friend's house. The duckling had hatched out and was safe and well with its new mother.

Crossword puzzle - An Egg Story

Work with a partner.

Complete the puzzle by asking your partner for the missing word.

Do not say the word but say something about the word.

Person A - Across



Person B - Down



4. What did you do with the egg in the end?
5. Did the story of your egg have a happy ending?

Yes No Put it right

1. My dog, Sophie, found a duck egg and carried it carefully in her mouth.
..... Yes/No
2. I made Sophie put the egg on the grass. Then I put the egg in my pocket to keep it warm.
..... Yes/No
3. I put the duck egg under a pigeon. The pigeon was already sitting on some eggs. She didn't seem to mind sitting on the duck egg.
..... Yes/No
4. The pigeon looked funny sitting on the duck egg. Duck eggs are much smaller than pigeon eggs.
..... Yes/No
5. Then I decided to put the egg under a mother duck. The pigeon was pleased when I took the duck egg away.
..... Yes/No
6. The egg hatched safely under the mother duck.
..... Yes/No

Language Practice

Combining Activity

Work in pairs.

One person has Card A. The other person has Card B.

Choose the right word to make a true sentence. (The person with *starts.)

Card A An Egg Story

Use: behind, in, inside, under

- 1* Sophie was walking quietly
2. her mouth.
- 3* I had a pigeon
4. my pigeon.
- 5* The duck egg seemed safe
6. was getting ready to come out.

Card B An Egg Story

Use: behind, in, inside, under

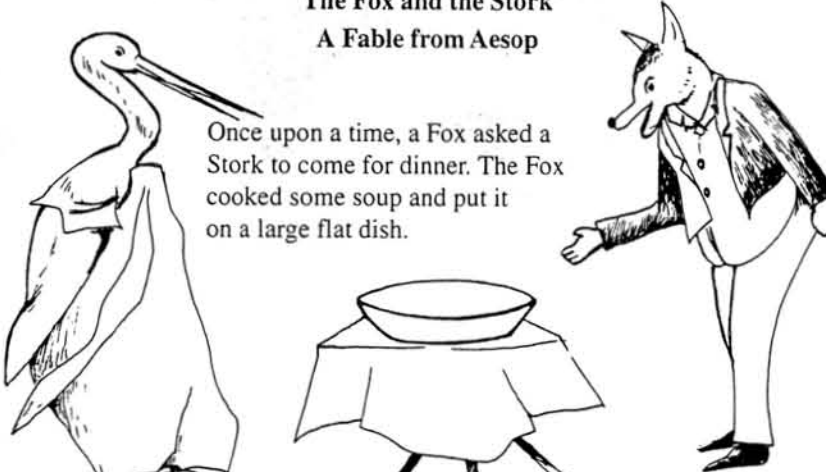
1. me.
- 2* She had an egg
3. the aviary which was sitting on two eggs.
- 4* I put the duck egg
5. the pigeon.
- 6* The little duckling

5. Ramu t.....ed the cow's nose with a straw.
6. The cow kicked over the bucket of milk because she was so s.....ed.
7. Somu was f..... because he could not sell the milk.
8. Ramu reminded Somu that the front half of the cow b.....ed to him.
9. Somyed out when Ramu began to chop the trunk of the tree.
10. In the end, Somu a.....ed that Ramu's way of sharing was the right way.

Writing Practice

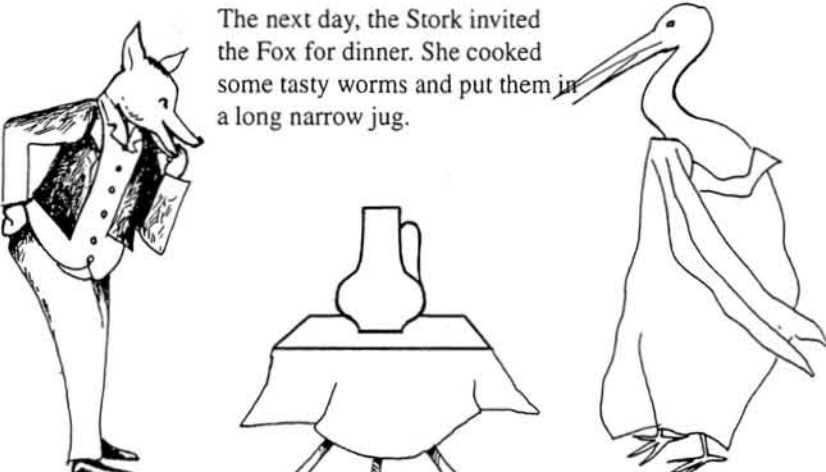
Read this story first

The Fox and the Stork
A Fable from Aesop



Once upon a time, a Fox asked a Stork to come for dinner. The Fox cooked some soup and put it on a large flat dish.

"Mmm, this soup is delicious," said the Fox, as he lapped it up greedily with his tongue. The poor Stork could only sit and watch.



The next day, the Stork invited the Fox for dinner. She cooked some tasty worms and put them in a long narrow jug.

"Mmm, these worms are delicious," said the Stork, as she put her long thin bill into the jug.

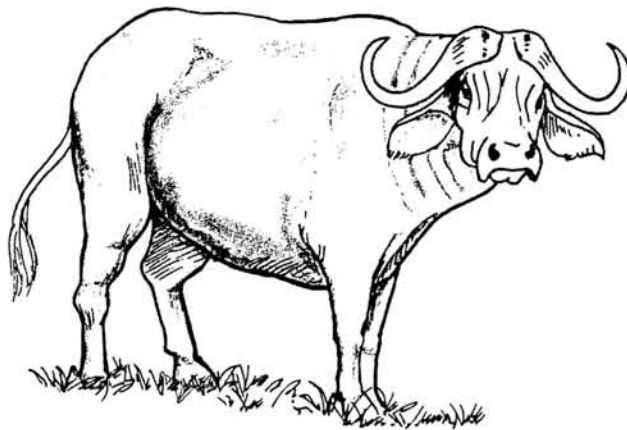
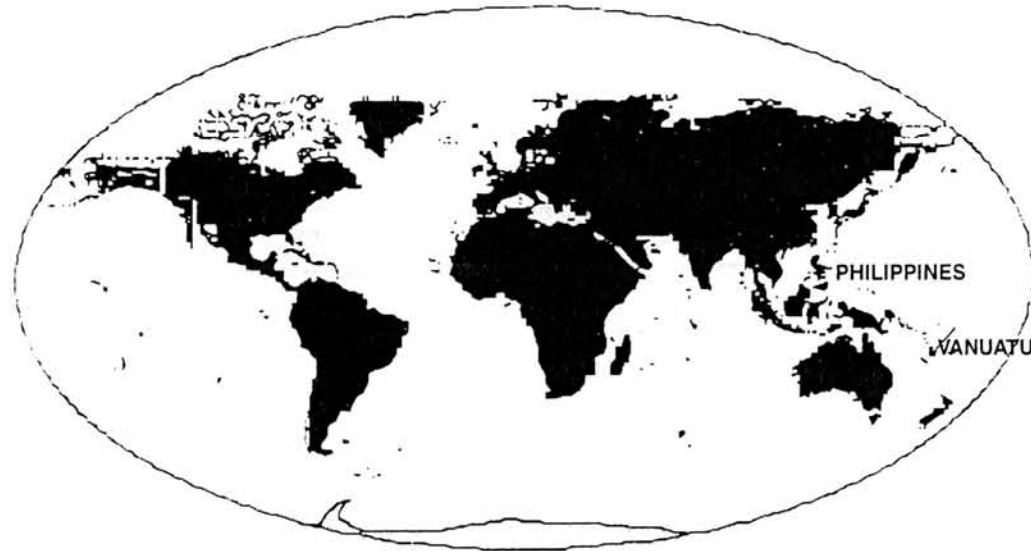
The Fox sat by hungry and helpless.

Your jobs:

1. Write a story about two animals that play a sharing trick on each other.
2. Turn your story into a book with a cover and with illustrations.

FESTIVAL OF FARMERS

Picture Page



Before Reading

Point to interesting parts of the buffalo's body:

- tail,
- horns,
- nostrils,
- hoofs.

School Journal, Part 1, Number 4, 1987, Pages 22 - 23.

The pigeon sat on this strange egg for several days. I had to turn it for her each day, as it was too big for her to move.

The egg seemed safe under the pigeon. But I kept wondering what would happen when the duckling hatched.

One day, one of my friends heard about the duck egg, and said, "I've got a mother duck sitting on some eggs. Bring your egg over, and I'll put it under her."

I thought this was a good idea.***

What do you think happened next?

So I took the duck egg from under the pigeon (who **didn't want to give it up**) and set off for my friend's house.

Suddenly, as I drove, I heard a **peeping** noise. It was coming from the egg. The little duckling inside was getting ready to come out. I hurried to get the egg under my friend's duck.

Next day, when I **called round**, the duckling had hatched out, safe and well, under its new mother.

ponds:	pools of water
in a guilty sort of way:	as if she had done something wrong
aviary:	large bird cage
didn't mind a bit:	was quite happy
hatched out:	broke out of the egg
didn't want to give it up:	wanted to keep it
peeping:	high squeaking sound
called round:	went to my friend's house

Lesley Webb, *School Journal*, Part 1, Number 1, 1988, pages 29 - 31.



Mother duck and three ducklings

After Reading

Ask and Answer

An Egg Story

Work in pairs.
Pretend you are the person in the story.
Your partner will ask you some questions.

Questions

1. What was your dog carrying in her mouth?
2. What did you do with the egg?
3. Why did you have to turn the egg over each day?

AN EGG STORY

School Journal, Part 1, Number 1, 1988, pages 29 - 31.

Before Reading

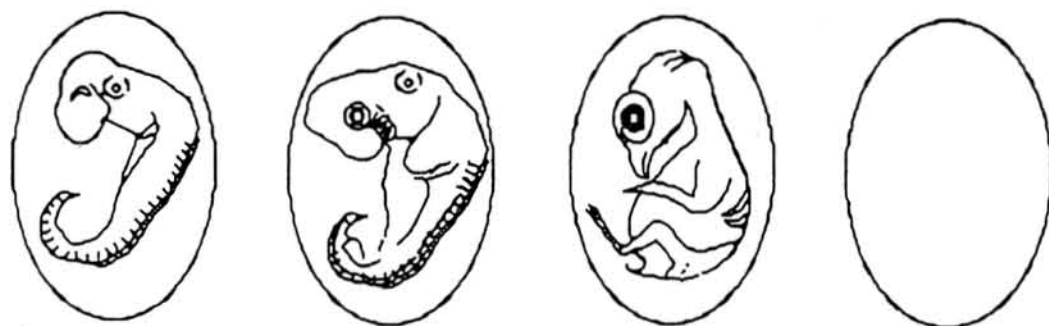
Talk about:

- eggs.
- chickens and baby birds hatching from eggs.

Draw egg number 4

The chicken in egg 3 is ready to hatch.

Show the next stage in the chicken's life in egg 4.



A chicken growing inside an egg

Reading the Story

Read *An Egg Story*, which is a true story.

An Egg Story

One day, my dog Sophie and I were out walking on a bit of land which has lots of ponds. Sophie ran here and there, sniffing away busily. Suddenly, she started to walk very quietly behind me. I turned to look at her. Sophie seemed to have something in her mouth and she looked at me **in a guilty sort of way**. So I said, "Drop it."***

What did Sophie have in her mouth?

She bowed her head and, opening her mouth, let an egg drop out on the grass. It was a duck egg. Sophie must have taken it from a nest hidden somewhere in the bushes. I knew I could never find the nest to put the egg back.

Then I had an idea.***

What was the idea?

I put the egg down my shirt to keep it warm, and hurried home.

When I got home, I took the duck egg to my aviary. I had a pigeon in there who was sitting on two eggs. I slipped the big egg under her, and she **didn't mind a bit**. It was funny to see her perched on it, as it was much bigger than her own eggs.

Talk about:

- the festival days in Vanuatu.
- the special things you do on the festival days.
- the special things you eat on the festival days.
- the reasons for each festival day.

Reading pictures

Look at the pictures of *Festival of Farmers* on pages 22 - 23 and the front and back covers of *School Journal*, Part 1, Number 4, 1987.

Point to:

- a buffalo which has been scrubbed clean.
- the buffalo's horns.
- a buffalo which is carrying bags of rice and beans.
- a house which is decorated with coloured leaves for a special day.
- people parading and celebrating in the streets of the village.

Animals which help people with their work

Match the animals with the work. (Some items can be used several times.)

Say the sentences.

A	B
Dogs	catch mice.
Cats	pull ploughs.
Buffaloes	guard houses.
Donkeys	carry produce to market.
Horses	pull carts.
	carry people on their backs.

Think of other animals and the work they do.

Making Plans

You are planning to make decorations for your classroom for your next festival.

With your partner, talk about the best order.

Making Decorations

- Ask friends and family to help you save the things you need.
- Make a list of the things you will need.
- Have a class meeting to discuss ideas.
- Ask your teacher for permission to decorate the classroom.
- Decide on the best way to decorate the classroom.
- Share out the work of making the decorations.
- Start work on making decorations.

Reading the Story

As you read *Festival of Farmers*, find the answers to these questions:

1. What does the buffalo do to help the farmer?
2. Is music important on this day?
3. Why are the people celebrating?

Festival of Farmers

When I was in the Philippines, I was lucky to see a very special day in the village of Lucban.

It is called the Festival of Farmers.

On this day, the farmers dress up in their best clothes. The buffaloes who help with the farm work are scrubbed clean and are loaded up with bags of rice and pumpkins and beans.

In the village, people decorate the fronts of their houses with fruit and brightly coloured "rice flowers" called pahiyas.

To make pahiyas, people dip leaves in a coloured rice paste. The paste dries, and is peeled off as a pretty shape.

The farmers from all around flock into the village for the day. The band plays and everyone parades through the streets.

The people are giving thanks for their harvest.

E. Bryant, *School Journal*, Part 1, Number 4, 1987. Pages 22-23

After Reading

Talk about the words

Which words go together?

A	B
a special	rice
farm	the houses
bags of	shape
the fronts of	work
a pretty	day

Ask and Answer

Festival of Farmers

Work with a partner

One person asks the questions.

The other person pretends to be the boy holding the buffalo.

Questions

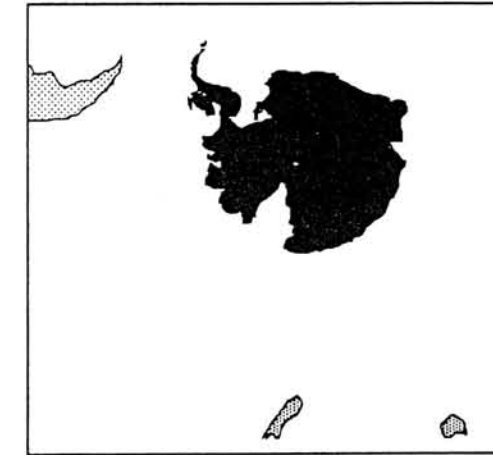
1. Hello. I am here for the Festival of Farmers. Can I ask you some questions about it?

Extension Task

Label the map

Show Chile, the South Pole, the South Island of New Zealand and Tasmania.

Antarctica



Jobs

1. Write an information table for Antarctica.
Use these headings: Continent, Climate, Plants, Animals, Interesting facts....
2. Write down a question you would like to ask about the Antarctic.
Find out the answer to the question.
3. Have a two-minute talk available to give to people who want to find out about the topic.
4. Prepare a quiz on the topic. Prepare an answer sheet.

Check Questions

What is your answer?

1. The North Pole is in the A..... (Antarctic/Arctic)
The South Pole is in the A.....
2. The people who live in the Arctic regions are called Eskimos. They live in igloos.
They make their igloos out of
3. In Antarctica the land is covered by snow and ice. There are no trees.
Why do the people build their shelters out of ice and snow?
4. What are the names of some of the animals that live in Antarctica?
.....

Additional Reading

1. Read the pictures of *How Cold is Cold?* by Rose Hudson, in *School Journal*, Part 3, Number 1, 1991, pages 56 - 64.
2. Read *Penguin Walkers* by K. Westerskov, in *School Journal*, Part 2, Number 3, 1987, pages 19 - 23.

Vocabulary

Important words

a **shelter**: something that covers you, something that protects you from the wind or rain (or sun)

Visitors to Antarctica learn how to make a sh..... to protect them from the cold.

a **mound**: a pile of something, a heap of something (snow)

The people began to build their snow house by making a m..... of snow.

a **shovel**: a tool with a scoop and long handle (Draw a shovel.)

They used their s.....s to pile the snow into a mound.

a **tunnel**: a passage made by digging

They dug a t..... so that they could go inside the mound.

to **crawl**: to move slowly on hands and knees (Ask a person to show you.)

Each person had to c..... along the narrow tunnel into the snow mound.

2. Your buffalo is scrubbed very clean. What is it carrying?
3. How did you make the decorations for the houses?
4. Did you walk from your farm to the village?
Is it a long way?
5. What things do you like best about the Festival of Farmers?

Talk about the pictures

1. Look at the pictures on page 22.

What are the farmers wearing?
What are the buffaloes carrying on their backs?
What is the boy in the bottom picture doing?
What is the boy in the bottom picture wearing?
2. Look at the pictures on page 23.

What is the woman in the middle picture doing?

When the woman has put the paste on the leaves, what will she do next?

Which decoration do you like best on the houses? (Look at the front and back covers too.)

What do the pictures tell you about the festival day?

What are the people doing on the street?

Is a festival a time when people are happy?

Do people work on a festival day or do they have a holiday?

Role Play

Pretend you are scrubbing a buffalo with your father and your uncles. What do they say to you?

Finish the Story

Use the words below.

Festival of Farmers

For the festival, the farmers wear their best c..... The buffaloes are washed clean. Then the farmers load b..... of rice and pumpkins and b..... on to the backs of the buffaloes.

In the village, people decorate the fronts of their h..... with fruit and coloured "rice flowers".

All the farmers from the district go into the v..... for the day. The streets are full of people. The people are happy because they have enough rice and vegetables for another year. The festival is the farmers' way of giving thanks for their h.....

bags beans clothes harvest houses village

Writing Tasks

1. Pretend diary

Each time you write in the diary, pretend you are someone from a story you are reading

Write about events, people, things and your private feelings. For example:

My Pretend Diary	
Monday,.....(date)	.....(date)
Today I am Maria. I live in the village of Lucban in the Philippines.	
At last it is the Festival of Farmers!! All week we have been making "rice flowers" to decorate our house. I like the gold ones best.....	
.....	
.....	
.....	
.....	
.....	

2. Letter writing

Exchange letters with a class in another country. Write about a special day in your village or town. Enclose a photograph or a picture. Use some of these words and phrases:

holiday / early in the morning / wash / dress / best clothes / special music sing / give thanks / at lunchtime / in the afternoon / play

Ask the class in the other country to write and tell you about a special day in their country.

Vocabulary

Important words

Look at the meanings of the new words.

to **scrub**: to clean or wash by rubbing hard
On this festival day, the farmers s..... the buffaloes clean.

a **pumpkin**: a large round vegetable. A pumpkin grows on a vine and has seeds in the centre. (Draw a pumpkin.)
The buffaloes carry bags of rice, p..... and beans on their backs.

to **decorate**: to make something look pretty
The people d..... their houses with brightly coloured "rice flowers" for the Festival of Farmers.

Information Table

Fill in the information table for making a snow mound. (Pretend you are there.)

What we are making	A snow
What we need	Our packs and A Plenty of soft
What we do to make the snow mound	First, we heap our bags on the ground. Second, we..... Then Lastly, we
What we do inside the snow mound	....................

A Mural

Make a mural to show the steps for making a snow house. Work in groups of five people. Each person in the group draws one of the steps. Write a caption under the drawing. Then paste the drawings on the mural.

Sensible or not

Which sentences might you hear in the Antarctic?

1.	"I'm tired. Shovelling snow is hard work."	_____
2.	"Let's go and look for some firewood to make a fire."	_____
3.	"I'm going to take photographs of seals and penguins."	_____
4.	"After breakfast, let's go for a swim in the sea."	_____
5.	"I'm going to measure the movement of the ice."	_____

Additional Information

Fact Sheet Antarctica
Antarctica is a continent.
The South Pole lies in Antarctica.
The land of Antarctica is almost completely covered by ice.
Antarctica is the world's coldest continent.
In winter, the sea surrounding Antarctica freezes.
In summer, the temperature sometimes goes up to 0°C.
Only a few, very small plants can live in the cold of Antarctica.
The plants, like mosses, cling to the rocks.
The Antarctic Ocean is a rich source of food.
Many seabirds live and feed in the region.
All the mammals native to Antarctica are marine mammals. This means they live in the sea.
These mammals include several types of seal, porpoises, dolphins and whales.

Ask and Answer

Snow Houses

Work with a partner.

One person is an expert on making 'snow mounds'.

The other person asks the questions.

Questions

1. Excuse me, can you tell me what 'snow mounds' are?
2. How do you make a snow mound?
What do you do first?
What do you do second?
What do you do next?
What else do you do?
What do you do last of all?
3. What are some good things about a snow house?
What are some problems you have inside them?

Ideas for Writing

My Pretend Diary

Pretend you are visiting Antarctica. You have just finished making a snow house. Before you go to sleep, you write an entry in your diary.

Ideas for getting started:

- Day, date, time, place
- Weather
- Important things that happened
- My private feelings

Monday, 1991.

Today I am

Tuesday

.....

.....

.....

.....

.....

.....

.....

to **dip:** to put something into water, paste, or paint for a moment and then quickly take it out

The people d..... leaves in a coloured rice paste.

to **peel:** to cut away or strip off something (like the skin of a banana)

When the rice paste has dried, the people p..... it off. They then have a pretty shape.

to **flock:** to go to the same place at the same time

On the day of the Festival, the farmers from all around f..... into the village.

to **parade:** to march or walk through the streets with other people for a special reason

On this special day, the band plays music and everyone p.....s through the streets.

a **harvest:** all the fruit, rice and vegetables which are being picked and gathered ready for eating

The Festival is the people's way of giving thanks for their h.....

Extension Tasks

1. Make a wall chart for your class. Write the names of your festivals and the dates on which you will celebrate them this year. Draw pictures to go with each festival.
2. Make a card to give to a special person on your next festival day.
3. Make decorations for your classroom.
4. Read *Life on the Rice Fields*, by Ans Westra, in *School Journal*, Part 1, Number 4, 1988, pages 8-11.

THE PUMPKIN AND THE BABY

A Story from the Philippines

Picture Page



Before Reading

- Make an enlarged book for the story.
- Share the work of making the book.
- Read the pictures and the story with the students.

School Journal, Part 1, Number 3, 1977, pages 2 - 4.

Before Reading

Talk about things that are cold

- Eating an ice block • A house made of big blocks of ice

Reading the Story

Read *Snow Houses*.

Snow Houses

How would you like to sleep in a house made of snow? I had to do that when I was in Antarctica.

New Zealand visitors to Antarctica all have to learn to make snow houses. That way, if they ever have to spend a night outside, they will know how to get some shelter. Otherwise they could die of cold.

The best known snow house is the igloo, such as the Eskimos make. It is built out of blocks of hard snow. We watched some other people making igloos, but we didn't try to make one ourselves.

The easiest houses to make are called "snow mounds". That's the kind we made.

First we piled our packs and bags in a heap on the ground. Then we shovelled snow on top of them. We walked all over the snow and banged it with our shovels, to make it hard. After about an hour, we had a big firm mound.

We dug a tunnel into the side of the mound, and pulled all our bags out. That left a space big enough for one person to crawl into. Then we took turns to go in and shovel out more snow. At last we had a space big enough for all four of us.

This was to be our home.

When we cooked dinner, our house got so steamed up we could hardly see one another. When it was time for bed, we had to get into our sleeping bags with all our clothes on. Still we were glad to have some shelter.

It was really cold that night (minus 20°C, or colder). But we all slept well in our snow house.

Kim Westerskov, *School Journal*, Part 1, Number 4, 1988, pages 24 - 26.

After Reading

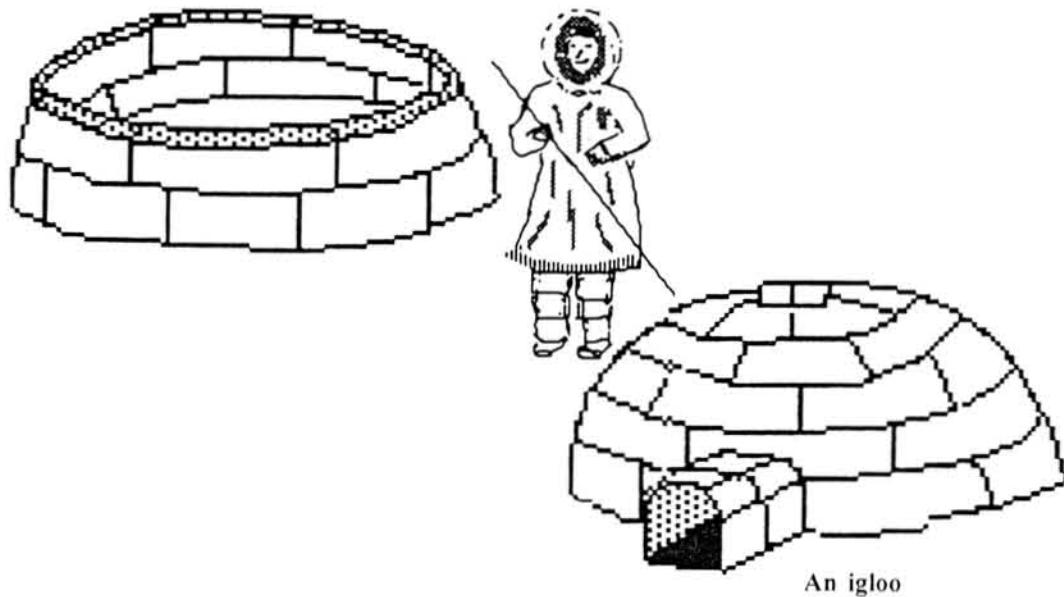
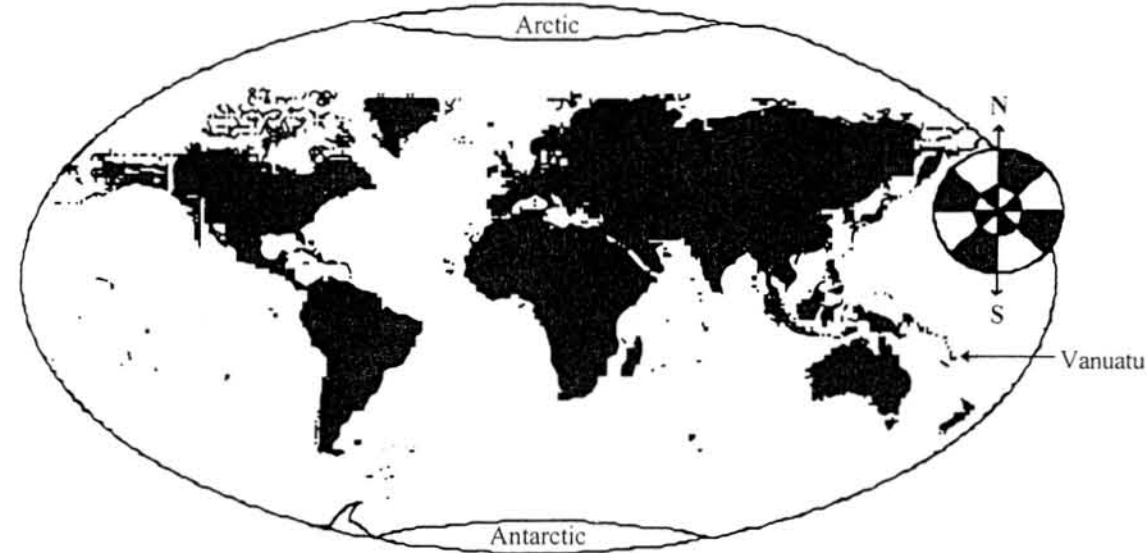
Show the actions

Show the actions for each step in making a snow house.

- Pile the bags in a heap on the ground.
- Shovel 'the snow' over the bags. (Put plenty of snow over them.)
- Bang the snow down hard with your shovels and your feet.
- Make the tunnel. (Remember to wait an hour first.) Pull out the bags. Then take turns to shovel out more snow.
- Cook your dinner inside the snow house, then go to sleep in a 'sleeping bag'.

SNOW HOUSES

Picture Page



Point to:

- the Arctic.
- the Antarctic.
- an igloo which is still being made.
- an igloo which is ready for people to live in.

School Journal, Part 1, Number 4, 1988, pages 24 - 26.

The Pumpkin and the Baby

A poor man and his wife wanted a baby. They prayed and prayed for one, but no child came.

The man had a garden where he grew pumpkins. They were big and yellow, and always tasted good. When the man and his wife had eaten all the pumpkins, they prayed for more. Only one pumpkin grew.

It was big and red, and when it was ready to eat the man picked it and gave it to his wife.

Just as the wife lifted up the axe to chop the pumpkin up, it started to cry. She ran and told her husband.

"Pumpkins don't cry," he said, and picked up the axe.

The pumpkin started to cry again. The man put the axe away. He cut the pumpkin open carefully. Inside was a baby boy.

The woman picked him up.

"We have a baby," she said. "Our prayers have been answered."

She took the baby inside and washed him. Every drop of water turned to gold.

"We have a baby and we have gold!" said the woman. "We can build a palace."

But a palace would need lots of land around it. A palace would need many servants. So the women tried washing the baby again. And again every drop of water turned to gold.

"Now we can build two palaces," said the man. "I'll get some more water, you can wash the baby again."

Just as the woman started to wash the baby for the third time, the baby sat up.

"You wanted a baby. You were given me. You were given gold as well, but you wanted more. Do you want still more gold?"

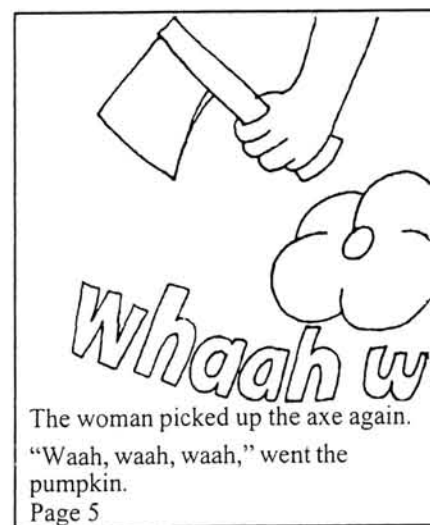
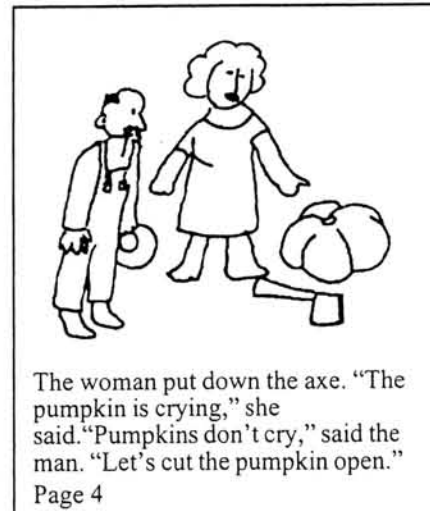
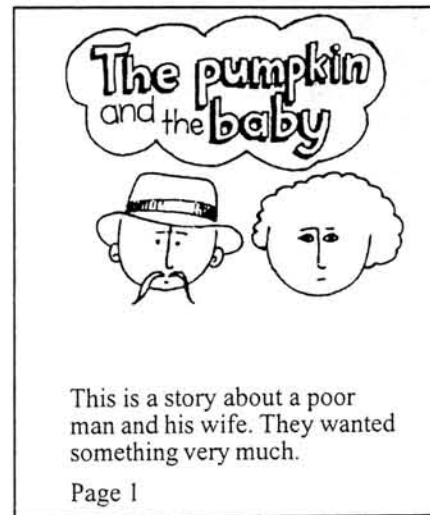
"We would like some more," said the woman.

"You are too greedy," the baby said, and disappeared with the gold.

The man and his wife were left with no gold, and no pumpkin.

Retold by Jack Lasenby, *School Journal*, Part 1, Number 3, 1977, pages 2 - 4.

Ideas for the Enlarged Book



to **rush out** (rushed): to hurry out, to run out

So the man got up early and r.....ed out of his house to pick his bananas.

to **drop** (his face dropped): He was not smiling any more.

The man looked at his banana tree and his face dr.....ed.

to **steal** (stolen): to take something that is not yours.

to **yell** (yelled): to shout,

to say in a loud voice

"Someone has s.....en my bananas," the man y.....ed.

to **stamp** your foot (stamped): Ask your teacher to stamp his/her foot!!

to **moan** (moaned): to complain, to groan, to howl, to cry

single: one

The man was very angry. He st.....ed his foot, he m.....ed, but not a s..... banana came back.

a **thief:** a person who steals things

"Who stole my bananas?" yelled the man. "I must catch the th.....!"

to **march**, someone (marched): to make someone walk quickly

That night the man caught a monkey climbing up the banana tree. He held the monkey by the tail and m.....ed it back to his house.

to **point** (pointed): to use your finger to show someone where to look

The man p.....ed to his family. "Look," he said. "I planted those bananas for my children."

to **peer:** to look closely, to try to see something more clearly

Later that night there was a knock on the door. The man opened it and p.....ed outside.

3. With a knife in his hand, the man rushed out to pick the bananas.
 - The man ran to the banana tree.
 - The man hurried to the banana tree.
 - The man cut the bananas with a knife.
4. When he saw the banana tree the man's face dropped.
 - The man was happy and excited.
 - Suddenly the man stopped smiling.
 - The man stamped and kicked and moaned.
5. At last something stirred in the garden.
 - Nothing happened.
 - Something moved.
 - The man heard a sound.
6. The man marched the monkey back to the house.
 - The man held the monkey by the tail.
 - The man made the monkey walk quickly.
 - The man was angry with the monkey.
7. The man opened the door and peered into the darkness.
 - The man tried to see who was there.
 - It was hard to see in the dark.
 - The man rushed outside.

Writing

Tell a story

Write a story about looking after your things so much that you forget to share them with other people. **or** Ask a person who knows a story about sharing to tell it to you.

Make a book

Jobs

1. Prepare a written account of the story. Read it to your friends. Make changes.
2. Make your story into a book. Give your story a title. Draw illustrations for your book.
3. Read your book to children in another class.

Vocabulary Practice

Important words

Look at the meanings of the new words.

Read the sentences.

to **plant** (planted): to put in the ground to grow

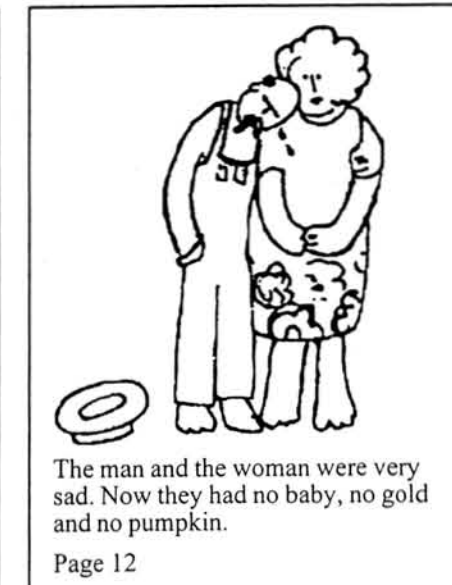
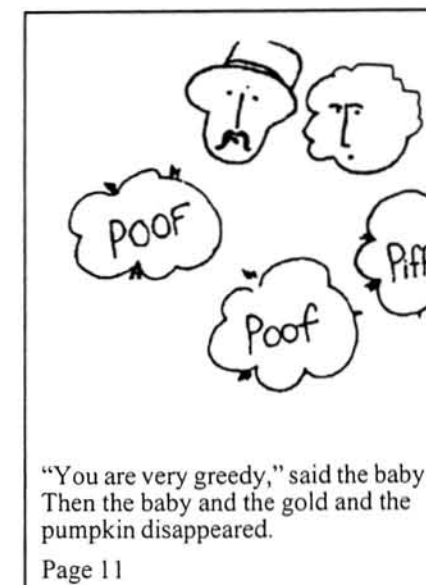
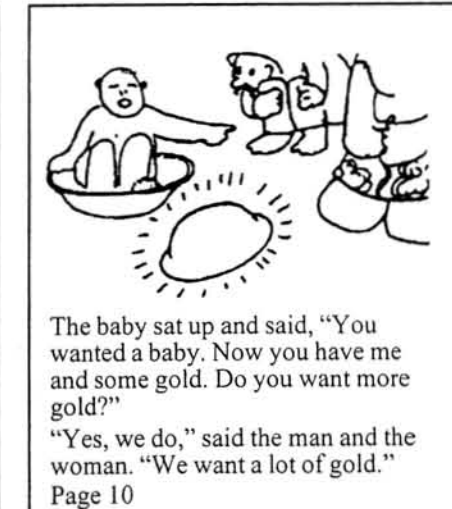
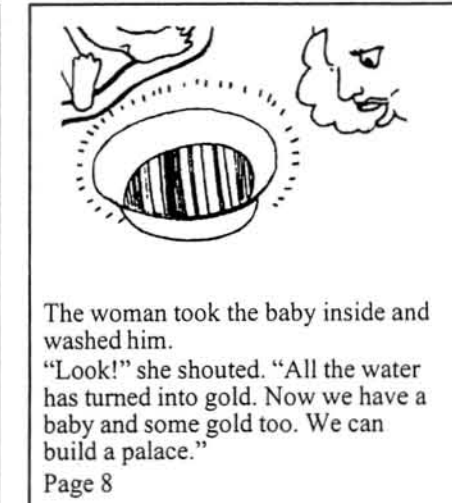
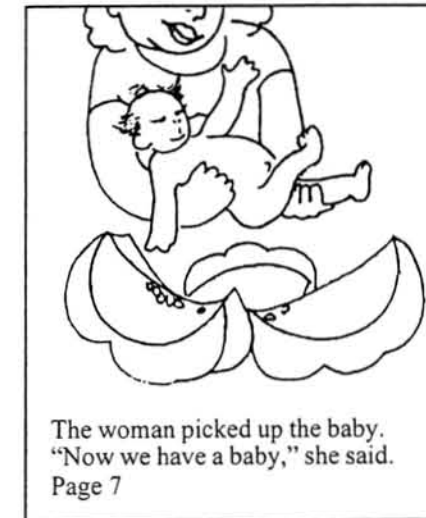
A man pl.....ed a banana tree in his garden.

to **appear** (appeared): Little bananas began to grow on the plant.

Soon, little bananas a.....ed on the plant.

perfect: just right

At last the bananas were p..... for picking.



After Reading


Comprehension

Answer the questions.
Follow the instructions.

The Pumpkin and the Baby

1. What things did the man and woman pray for?

2. Look at the picture:



Draw the house.
Put ✓ where they found the baby.
Put X where they washed the baby.
Draw the axe and put it in the picture.

3. Why did the baby ask the man and the woman if they wanted still more gold?

4. If you are given a present, what should you say to the person who gives it to you?

5. List as many uses as possible for different things in the story, e.g., an axe, a tin bath, some gold...

Good and bad

In this story there is a struggle between **good** and **bad**. Below are sentences from the story. Say if they tell something that was **good**. Say if they tell something that was **bad**.

1. The man and the woman wanted a baby.

2. The woman washed the baby the first time.

3. The woman washed the baby the second time.

4. The woman wanted to wash the baby a third time.

5. The baby and the gold disappeared.

Story cards

Make a set of story cards for *Bananas*.
Practise putting the story cards in order.
Make a game with the cards.

Say it

1	2
<p>Pretend you are the man:</p> <p>1. Say where you planted a banana plant.</p> <p>2. Say how you looked after your banana plant.</p>	<p>Pretend you are the monkey:</p> <p>Show how you:</p> <p>1. walked up to the banana plant.</p> <p>2. climbed the banana plant.</p> <p>3. picked the fruit.</p>
<p>Pretend you are the man:</p> <p>(You go to pick the bananas but find the best bananas have gone.)</p> <p>Show how you stamp your foot and moan and kick and yell.</p>	<p>Pretend you are the man:</p> <p>1. March the monkey home.</p> <p>2. Point to your children and tell the monkey why you planted the bananas.</p>
<p>Pretend you are the man:</p> <p>Hide behind a bush and wait for the thief to come to pick your bananas.</p>	<p>Pretend you are the monkey:</p> <p>1. Knock on the man's door.</p> <p>2. Tell the man why you picked the bananas.</p> <p>3. Scamper away with your wife and children.</p>

Language Practice

Read or write these sentences

The man planted a banana tree....	for both families.
Soon the bananas were perfect ...	for its children.
A monkey picked the bananas	
The man planted a second banana tree....	for the monkey's family.
Now there are more than enough bananas	for picking.
	for his family.

Choose the right meanings

(Sometimes there are two good answers.)

1. Little bananas started to appear on the plant.

The man could see them.

Little bananas began to grow.

The bananas turned from green to yellow.

2. "Tomorrow, the bananas will be perfect for picking," the man said to his family.

"The bananas will be a little thicker."

"The bananas will be a little longer."

"The bananas will be just right to pick and eat."

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After Reading

Ask and Answer

Bananas

One person asks these questions.
The other person is the man in the story.
The man answers the questions.

Questions

1. Good morning, Sir. Please tell me where you planted your banana tree.
2. How do you know when the bananas are ready to cut?
3. Who took your bananas?
4. What did you say to the monkey?
5. Who visited you later that night?
6. What did the monkey say to you?
7. What did you decide to do?

Combining Task

Work in pairs. One person has Card A. The other person has Card B.
* means you are the person who starts. Your partner finishes the sentence.
Decide if the sentence is a sensible one. If the sentence is sensible, write the missing part on your sheet. If it is not sensible, make the sentence right.

Card A

Bananas

- 1* A man planted a banana tree
- 2 became a little shorter and thinner.
- 3* The man watched the bananas
- 4 gave them to his children to eat.
- 5* The next night, the man caught the monkey by its tail
- 6 "I grew the bananas for them".
- 7* The next day, the monkey brought his wife and children to the man.
.....
- 8 for the monkey's family.

Card B

Bananas

- 1 in the middle of his garden.
- 2* Each day, the bananas
- 3 turn from yellow to green.
- 4* One night, a monkey took the bananas from the tree and
- 5 as the monkey was climbing the banana plant again.
- 6* The man pointed to the monkey's family and said,
- 7 "Look," the monkey said, "I picked those bananas for my children."
- 8* The man planted a second banana tree

Language Practice

Why and because

Why did something happen in the story?
What caused it to happen?

1. The woman cut the pumpkin carefully with a knife because
.....

2. The woman washed the baby again because
.....

3. The baby and the gold disappeared because
.....

Writing

A story

Find a story that tells what happens when people are too greedy. Publish the story as a book. Introduce your book to the class on (date).

Jobs

1. Find a story about a person who is too greedy.
2. Ask a person who knows the story well to tell it to you. Tape record the story if you can.
3. Prepare a written account of the story. Read it to your friends. Make changes.
4. Turn the story into a book. Write the storyteller's name on the cover.
5. Read the story to children in another class or to brothers and sisters at home.

A project

Prepare a display on gold. Open the display on(date).

Jobs

1. Gather visual material (maps, drawings, photos).
2. Make an information chart for gold.
Where is gold found? Why is it valuable? What is it used for?
3. Write captions for your display.
4. Gather written accounts of the topic from different sources.
5. Make a poster to advertise the display. Invite people to come to the display at certain times.
6. Prepare a quiz on the topic. Have an answer sheet.

Word Games

Work with a partner.

1. Find the words

Find as many words as you can in each long word.

servants : a, ant, ants, sea, van, tea, vase, near, rent,,,

carefully :,,,,,,

disappear :,,,,,,

2. What can you do with these things?

a pumpkin : grow it, water, it, pick it, cut it, cook it, eat it,,

a garden :,,,,,,

a knife :,,,,,,

gold :,,,,,,

land :,,,,,,

3. What do these people do?

baby :,,,,,,

husband :,,,,,,

wife :,,,,,,

servant :,,,,,,

4. What else might we do when we do these things?

pray : kneel, shut our eyes, bow our head, fold our hands,

chop :,,,,,,

wash :,,,,,,

build :,,,,,,

5. What things are these colours?

yellow : a ripe banana,,,,

green :,,,,,,

red :,,,,,,

Bananas

A man put a banana plant right in the middle of his garden. He fed it and watered it and watched it grow. Little bananas started to appear on the plant. Each day they became a little thicker and a little longer. Finally, they started to turn from green to yellow.

"Tomorrow, the bananas will be perfect for picking," he said to his wife and children. They were happy and excited, thinking of all the fruit they would eat.

Next morning, the man got up early and had breakfast in a hurry. With a knife in his hand and a big basket under his arm, he rushed out to pick the bananas.

When he got to the garden, he stopped. His face dropped. He couldn't believe his own eyes. All the bananas, except for a few at the top, were gone.

"Somebody has stolen my bananas!" the man yelled.

He had never felt so angry before in his life. He stamped, he kicked, he moaned, but not a single banana came back. That night, he hid behind a bush, close to the banana plant. He hoped the thief would come back to steal the last bananas.

Soon it was very dark and very still. He waited and waited, but nothing happened. He was just about to give up when something stirred. He raised his head over the bush, and watched.

A monkey walked up to the banana plant and started to climb it.

The man rushed out and caught the monkey by the tail. He marched it back to the house. He pointed to his wife and his children.

"I grew the bananas for them!" he shouted at the animal, and booted it out with a great hard kick.

A little later, there was a quiet knock on the door. The man opened it and peered into the darkness outside. He was surprised to see the monkey again. It had returned with all of its children.

"I picked the bananas for them!" said the monkey, looking very annoyed indeed. Then the whole family scampered away.

The next day, the man planted a second banana plant not far from the first one. He looked after it well, and it grew fast. Now there are two plants in the garden: one for the man, and one for the monkey, with more than enough bananas for both families.

George Ciantar, *School Journal*, Part 1, Number 4, 1986, pages 12 - 15.

Where did the man plant the banana plant?

Show a banana getting **thicker** and **longer**.

Show: The man's face dropped.

Show: The man stamped, he kicked, he moaned.

Show: The man pointed (to his family).

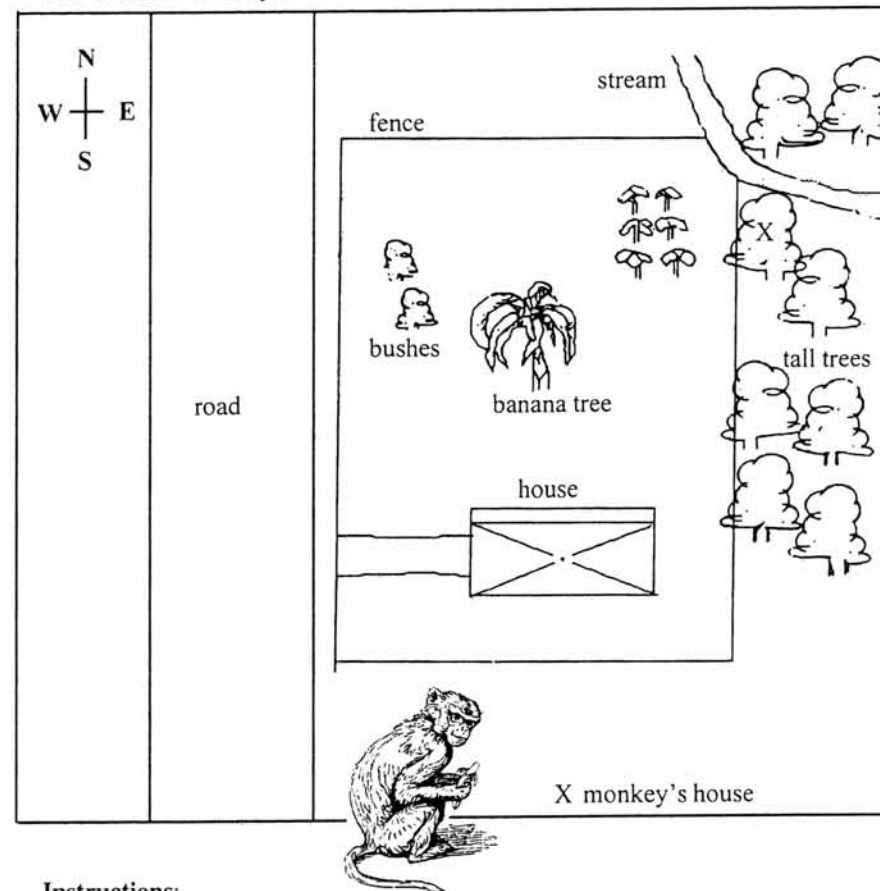
Show: The man peered into the darkness.

Where did the man put the second banana plant?

Who was the second plant for?

Listen and draw

The teacher will tell you what to draw.



Instructions:

1. Copy the teacher's drawing from the blackboard. (The teacher's drawing should show the outline of the garden. It should also show the road, the stream, the man's house and the compass points.)
2. Draw a fence around the man's garden.
3. There are tall trees growing outside the fence. The trees hide the morning sun.
4. Plant a banana tree right in the middle of the garden.
5. A monkey and his family live in one of the tall trees by the stream.
6. Ask the teacher to tell you the other things that are planted in the garden.

Reading the Story

Read *Bananas*.

1. What problem does the man have in the story? What problem does the monkey have?
2. How does the man solve his problem? How does the monkey solve its problem?
3. What interesting things can I learn from the story?

HOW TO MAKE 'FIZZY' LEMONADE

School Journal, Part 2, Number 4, 1990, pages 8 - 9.

Before Reading

Making Plans

You are planning to make something in the kitchen.

With a partner, talk about the best order.

Reach agreement on the best order.

- Wash the things you need.
- Ask permission to use some cooking things.
- Read the instructions carefully.
- Talk about what you are going to make with an adult.
- Save some money to buy the things you need.
- Make a list of the things you need.
- Plan the best time for making it.

Reading pictures

Look at the drawings of *How to make Fizzy Lemonade* on pages 8 and 9 of *School Journal*, Part 2, Number 4, 1990.

Point to:

- a cup
- a jug
- half a lemon
- a large spoon
- a tap with running water
- measuring spoons
- a lemon squeezer

Making a list

Make a list of the things you like to eat and drink.

Favourite Food	Favourite Drink
1.....	1.....
2.....	2.....
3.....	3.....

Looking at labels

1. Collect labels from bottles.
2. Paste them on a sheet of paper.
3. Read the labels.

Reading the Recipe

As you read *How to Make Fizzy Lemonade*, ask yourself these questions:

1. What do I need?
2. What do I do?

How to Make Fizzy Lemonade

Did you know you can make your own fizzy lemonade?

It's easy.

Here is what you need:

- a clean, two-litre plastic bottle, with a screw-on cap
- three lemons
- a cup of sugar
- a little bit of granulated yeast
- a jug for pouring.

Put the sugar into the jug. Add some hot water from the tap, and stir it all until the sugar has dissolved.

Cut the lemons in half and squeeze them into the jug, too. Pour the mixture into your bottle, then add cold water until the bottle is almost full. Leave about five centimetres of space at the top.

Now add the yeast - about a quarter of a teaspoon will do. This is what makes the mixture fizz. Screw the cap on tightly and tip the bottle to mix everything.

The lemonade needs time to become fizzy. Leave it for at least four days. A place that is not too hot and not too cold is best.

While you are waiting, think of a brand name for your lemonade and make a fancy label. You can tell if the lemonade is fizzy by squeezing the bottle. It is ready if the bottle feels quite hard. Before you open it, put it in the fridge for a few hours.

It really works!

Jill Brasell, *School Journal*, Part 2, Number 4, 1990, pages 8 - 9.

After Reading

Ask and Answer

How to make fizzy lemonade

Work with a partner.

One person asks the questions.

The other person has just made some lemonade.

Questions

1. Hello, What have you just made?
2. Is it easy to make fizzy lemonade?
What do you need to make fizzy lemonade?
3. I would like to make some fizzy lemonade.
Tell me all the things you have to do to make it.
4. Can you drink the lemonade as soon as you have made it?
5. Where is the best place to store the lemonade?
6. How can you tell if the lemonade is fizzy?

BANANAS

A Story about a Man, a Monkey and some Bananas

Picture Page



A Monkey

Before Reading

Reading pictures

Look at the pictures of *Bananas*, *School Journal*, Part 1, Number 4, 1986, Pages 12 - 15. Say what might happen in the story.

Page 12 Point to:

- a bunch of bananas
- a man
- a monkey

Questions: Are the bananas ready for picking?

Is the man happy or unhappy?

What is the man thinking about?

What is the monkey thinking about?

What will happen?

Page 13 Point to:

- a banana tree
- a sharp knife

Questions: Why is the man carrying a sharp knife in his hand, I wonder?

Is the man happy or angry?

What has happened?

School Journal, Part 1, Number 4, 1986, pages 12 - 15.

Fact Sheet

Elephant Seals

The southern elephant seal is found in sub-Antarctic regions. It is blue-grey in colour. The male has a trunk-like snout, can reach a length of 6 to 7 m. and weigh up to 3 530 kg. Elephant seals feed on fish and squid. They breed on land but spend the winter at sea. During the breeding season, elephant seals become aggressive towards each other. The bulls fight to protect their territory on the beach.

Elephants

There are two types of elephant, the Indian elephant and the African elephant. The African elephant has very large ears and weighs up to 7 500 kg. The Indian elephant is smaller, has smaller ears, and weighs up to 5 500 kg. The elephant's nostrils are at the end of its trunk. Elephants eat by picking grasses, leaves and fruit with the tip of the trunk which they use to place this food into their mouths. Elephants are used to carry logs in logging operations.

Vocabulary

Important new words

a **lump**: a thing (At first you can't see what it is.)

We saw this big, grey i.... on the beach. When we got close we saw it was an elephant seal.

to **attack** (attacked): to fight,
to fight and wound,
to fight and kill,
to fight and harm

Perhaps a shark or a killer whale had at.....ed the elephant seal.

to **survive**: to be hurt but still alive,
to be wounded but still able to swim

a **wound**: a cut, torn skin, an injury,

If an elephant seal sur.....s a shark attack, it usually waddles up a beach and waits for its w..... to heal.

to **heal**: to get better, to get well again, to get healthy

The elephant seal stays on the beach until its wounds h.....

Say it

Pretend you are going to make lemonade:	Pretend you have made the lemonade:
Ask an adult for permission to use the kitchen things.	Screw the cap tightly on the bottle and tip it to mix everything.
Ask someone in your family to buy some yeast at the store.	Give a friend some advice on how much cold water to put into the bottle.
Ask a sister or brother to help you: 1. pick some lemons from a tree. 2. squeeze the lemon juice into a jug.	Give a friend some advice on how long to leave the lemonade so that it will become fizzy.
Ask you uncle to save his two-litre plastic bottles for you.	Give a friend some advice on the best place to store the lemonade while it is becoming fizzy.

Making lemonade

Ask your teacher to let you make some fizzy lemonade.

Write out the list of things you will need.

From home

- 1.....
- 2.....
- 3.....

From the shop

- 1.....
- 2.....
- 3.....

Recipe task

I am going to make	fizzy lemonade
I need these things: (Draw the things and label them.)	
Steps	<ol style="list-style-type: none"> 1. Put a cup of a s..... into a j..... 2. Add some water. 3. Stir the until it all dissolves. 4. Cut three..... in half and .....the juice into the jug. 5. Pour the mixture into the b..... Add..... water until the bottle is almost..... Leave of space at the top of the bottle. 6. Add about ¼ of a teaspoon of Screw the on the bottle. 7. Leave the bottle for about Then try the fizzy lemonade.

Advice	1. Screw the top on the bottle.....
	2. Hide the lemonade from your friends. Pour it in a place that is not too and not too Remember where you put the bottles.
	3. Make a for the lemonade bottle.
	4. Test the lemonade for fizz by the bottle.
	5. Put the lemonade in a place before you open it.

Language Practice

Giving instructions

Match parts A and B. Say the sentences.

A	B
Measure	a label for the bottle.
Clean	the juice from the lemons.
Cut	the plastic bottle.
Squeeze	the lemons in half.
Draw	the sugar with a cup.

Say how you do it

(Use each word once.)

1. Wash the jug and the bottle	carefully
2. Follow the instructions	closely
3. Pour the mixture into your bottle.	slowly
4. Screw the cap on the bottle	tightly
5. Write a brand name on the label.	clearly
6. Squeeze the bottle to see if it feels quite hard.	gently

Writing Tasks

Recipes

Make a class recipe book. Write a recipe for your favourite food or drink and paste it in the recipe book.

Jobs

- Choose your favourite food or drink.
- Ask an older person how to prepare the food or drink.
- Write the recipe. Ask yourself what instructions you should give. (What should the person do first, next, and so on? Does the person need to have special things to do the job?)
- Read the recipe to a friend. Make any changes to the recipe.
- Prepare a final draft of the recipe. Draw the pictures for it. Paste it into the recipe book.
- Write a letter to a penfriend in another country. Tell him or her how to prepare your favourite food or drink.
- Ask the penfriend to send you a recipe of his or her favourite food or drink.

Important words

Which word does not belong in each row? Why doesn't it belong?

1. attack	hurt	hit	feed
2. survives	dies	continues	lives
3. battle	fight	game	struggle
4. wounds	injuries	cuts	bones
5. heal	recover	mend	bleed
6. nasty	clean	unpleasant	painful
7. roar	music	yell	shout

Writing Task

What I learned today

Jobs

- Write down three things that you have learned from the story. Use the learning summary form.
- Read the list to a friend. Answer his or her questions. Make a list of questions you cannot answer. Follow up on at least one question.
- Paste the summary form in a writing scrapbook. (Paste the answers to your questions in the writing scrapbook, too.)
- Share the entries in your writing scrapbook with other members of the class.

Learning summary form

Elephant Seals
Today, I learned three interesting things about elephant seals:
First,
.....
Second,
.....
Third,
.....

Extension Tasks

- Make a class book about animals that live in cold places. Choose animals that live on the land and animals that live in the sea or air.
- Write a facts sheet for your class.

Ask and Answer

Elephant from the Sea

Work with a partner.
One person asks the questions.
The other person is one of the children in the picture.

Questions

1. Good morning. What's your name?
2. What did you find on the beach yesterday?
3. What did you notice about the elephant seal? (Say more.)
4. What did the elephant seal do when you went close to it?

Say it

1	2
Say what you saw on the beach.	Say how long elephant seals stay on the beach when they are injured.
Say what you saw near the elephant seal's tail.	Say why elephant seals are always glad to be back in the sea.
Say why elephant seals sometimes get cuts on their bodies.	Measure 7 metres on the floor. That is the length of the elephant seal.

Language Practice

Sentence order

In groups, read one sentence each.
Put the sentences in the right order.

Elephant from the Sea
We looked at the elephant seal quietly. At first, it didn't seem to mind.
Then it opened its mouth and let out a roar.
So we went away - hoping that it would soon be well enough to leave the beach.
The next time we went, it had gone.
We knew the elephant seal must be glad to be back in the sea, and eating its first meal for weeks.

Vocabulary Practice

Important words

Look at the meanings of the new words.
Read the sentences.

to **add**: to put two or more things together
Put the sugar into the jug and a a little hot water.

to **dissolve**: to become a liquid, to become mixed with the water
Stir the mixture of sugar and water until the sugar has d.....d.

fancy: pretty, decorated
Draw a f..... label to stick on the bottle of lemonade.

fizzy: hissing, bubbly
It is easy to make your own f..... lemonade.

a **label**: a piece of paper which is stuck on a bottle to show what is inside
We read the l..... and look at the picture on it to find out what is inside the bottle.

lemonade: a drink made of lemon juice, water and sugar
The recipe tells us how to make fizzy l.....

to **screw**: to twist or turn something to tighten it
The cap has to be s.....ed on tightly so that the mixture will not spill out.

to **squeeze**: to press hard on the lemons so that the juice comes out
Cut the lemons in half and s..... the juice into a jug.

to **stir**: to mix (a liquid) by moving a spoon around
S..... the sugar and hot water together in a jug.

yeast: a fungus that lives on sugar. Yeast is used to make bread rise.
A teaspoon of y..... will make the mixture fizz.

Vocabulary scrapbook

Draw pictures of the new words. Label your sketches. Make an activity to practise the new words with a partner.

THE VASE FROM THE SEA

A Persian Story

Picture page



Before Reading

Picture reading

Point to:

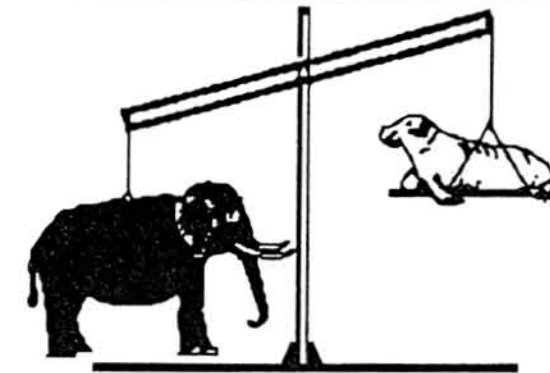
- the fisherman
- the sea
- the net
- the stopper
- the vase
- the boat
- the spirit
- the ocean

Reading the story

Find the answers to these questions as you read *The Vase from the Sea*.

1. Who is the most important person in the story?
2. What problem does he have?
3. What happens at the end of the story?
4. What interesting things can I learn from the story?

School Journal, Part 1, Number 1, 1980, pages 6 - 7.



You might think that nothing would attack an animal as big as that. But they do have enemies. Killer whales and large sharks sometimes attack them. If the seal survives the battle, it usually tries to go ashore to let its wounds heal.

That's what our elephant seal was doing.

We could see marks that looked like shark bites near the tail. They were deep and nasty looking but seemed to be healing well. The elephant seal must have been there for about a month for wounds to heal as much as that.

At first, it didn't seem to mind us quietly looking at it. Then it let out a loud roar. So we went away hoping that the elephant seal would soon be well enough to leave the beach.

And the next time we went, it had gone. We knew it must be glad to be back in the sea, and eating its first meals for weeks.

Kim Westerskov, *School Journal*, Part 2, Number 2, 1987, pages 22 - 23.

After Reading

Animal Facts

Fill in the table.

Animal	Elephant Seal
Length	
*Weight	
Food	
Enemies	
What it can do well	
What it cannot do	
A question I want to ask	

* An Indian elephant weighs up to 4 500 kg.

What is your answer?

- Where do seals live most of the time?
In the sea?
On the land?
- Do seals like to swim in warm water or cold water?
- What do seals eat?
- Why do seals sometimes go on the beach?
Sometimes they are hurt. Yes/No
Sometimes they want to rest. Yes/No
Seals have their babies on the beach. Yes/No
- What enemies do seals have:
in the sea?
on the land?
- How many metres wide is your classroom? The classroom is metres wide.

What is your answer?

- Where do elephants live?
What food do elephants eat?
What jobs can elephants do?

Look at the pictures for *Six-elephant Power*, *School Journal*, Part 2, Number 2, 1989, pages 6 - 8.

- Why is the largest kind of seal called an elephant seal?

Reading the Story

As you read *Elephant from the Sea*, find the answers to these questions:

- What is interesting about the elephant seal in the picture?
- What can I learn about elephant seals?
- What else do I want to know about elephant seals?
- What lesson do I learn from the story?

Elephant from the Sea

We found this big grey lump on a beach in the Otago Harbour.



We were told it was an elephant seal.
Elephant seals are the largest of all seals.
They can be six or seven metres long, and as heavy as elephants.

The Vase from the Sea

One evening, a poor fisherman was fishing in the Arabian Sea. When he pulled in his net, he found a beautiful vase inside.

The vase had a stopper in it, carved from a single jewel. The fisherman took out the stopper to see what was inside the vase.

Out poured a huge black cloud. The cloud hung in the air beside the boat and turned into a spirit.

"Have mercy, King Solomon!" cried the spirit. "Never again will I disobey you."

"I'm not King Solomon," said the fisherman. "He died long ago."

"Then I shall kill you!" cried the spirit. "For what King Solomon did to me, I shall kill every man on earth! I disobeyed him once, so he put me into this vase and threw me into the sea."

"Kill me if you must," said the fisherman. "But don't expect me to believe that story. No creature as big as you could get into this vase."

"I can do anything," boasted the spirit. And he poured himself back into the vase.

"Now do you believe me?" he called to the fisherman from inside the vase.

"Yes, I believe you," said the fisherman with a smile. And he quickly sealed up the vase with its jewel stopper, and threw it back into the ocean.

A Persian story, retold by Merome Sabonadiere, *School Journal*, Part 1, Number 1, 1980, pages 6 - 7.

After Reading

Ask and Answer

The Vase from the Sea

Work with a partner.

One person asks the questions.

The other person pretends to be the poor fisherman.

Questions

- Good morning. Were you out fishing last night?
- Did you find anything unusual in your net?
- What did you do with the vase?
- What came out of the vase?
- What did the spirit say?
- How did you trick the spirit?
- Where is the vase now?

Say it

A. Pretend you are the fisherman: <i>Say what you caught in your net.</i>	Pretend you are the fisherman: (You want to get the spirit to go back inside the vase.) <i>Say some words to trick the spirit.</i>
B. Pretend you are the fisherman: <i>Say what came out of the vase.</i>	Pretend you are the spirit: <i>1. Make a boast to the fisherman.</i> <i>2. Show how you pour yourself back into the vase.</i>
C. Pretend you are the spirit: <i>1. Say how you got into the vase.</i> <i>2. Make a threat to the fisherman.</i>	Pretend you are the fisherman <i>Seal the vase and throw it back into the sea.</i>

Language Practice

Same or Different

Fold the paper in half and work with a partner.

* This person starts. Talk about the words.

Are they the same or different?

Person A	Person B
1* a top for a bottle	1 a stopper
2 a vase	2* it has a nice shape
3* very big	3 huge
4 ugly	4* beautiful
5* a ghost	5 a spirit
6 to boast	6* to tell other people you are clever
7* to open a bottle	7 to seal a bottle
8 a creature	8* an animal
9* A child doesn't do what her mother tells her to do.	9 The child is disobeying her mother.
10 a lake	10* an ocean
11* to carve a stopper for a vase from a single jewel	11 to make the top for a vase from several precious stones
12 "Please, King Solomon, don't punish me again," said the spirit.	12* "Have mercy on me, King Solomon," said the spirit.

Word networks

A cloud 'poured' out of the vase.

What kinds of things can we pour? Think of other words.

lemonade water

A Letter from New Zealand

6, Adelie Road,
Wellington.

Dear Leisavi,

Today, we read about an elephant seal. Some children found it on the beach. There were bad cuts near its tail. A shark or killer whale probably did it. My teacher said, "It will stay there until the cuts are better."

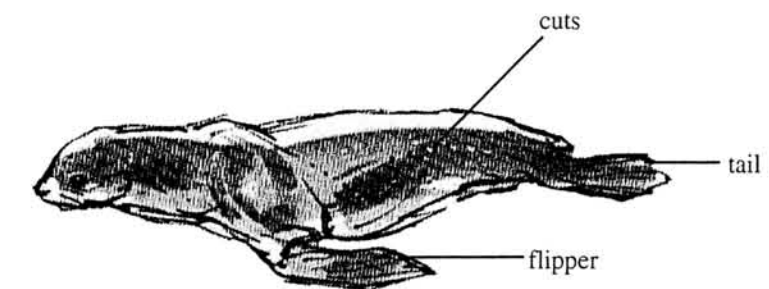
You can read the story in the *School Journal*, Part 2, Number 2, 1987.

Please write back soon. By the way, can you draw me picture of an interesting sea animal from your country?

Your friend,

Akarusi

P.S. The elephant seal looked like this.



Before Reading

Reading the map

- Find Vanuatu, New Zealand and Antarctica on a map.
- Point to cold regions; point to hot regions. Name the countries you point to.

Reading the pictures

Look at the pictures of the elephant seal in *Elephant from the Sea*, *School Journal*, Part 2, Number 2, 1987, pages 22 - 23.

Point to:

- the elephant seal
- the elephant seal's tail
- the cuts near the elephant seal's tail

Point to interesting parts of the elephant seal's body:

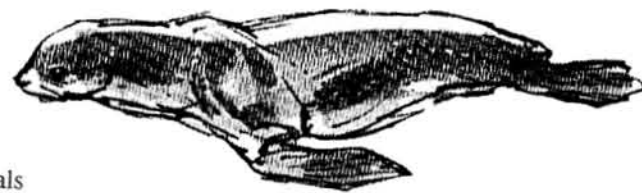
- flippers
- skin
- mouth and teeth
- snout (nose)

ELEPHANT FROM THE SEA

Picture Page



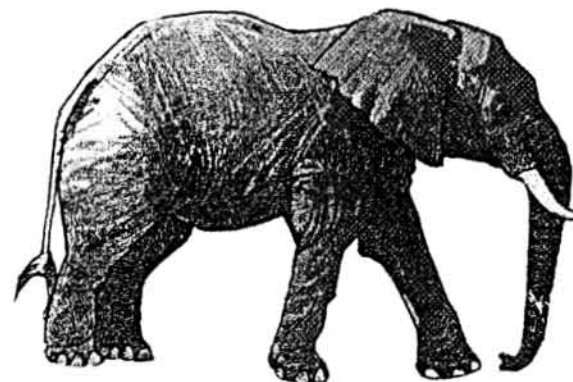
Whale



Seals



Penguin



Elephants live in hot countries

School Journal, Part 2, Number 2, 1987, pages 2 - 23.

What am I?

Work with a partner.

Draw your answer.

I am very clever.

I can change my shape.

Sometimes I am very big.

Sometimes I am very small.

I like to give people a fright.

What am I?

Write another 'What am I?'.

Try it out on a friend.

Tell the Story

Make a copy of these cards.

Practise putting the cards in order.

Make a game with the card

The Vase from the Sea

A fisherman caught a vase in his net.
He opened the vase and looked inside it.

An ugly spirit poured out of the vase.
"I'm going to kill you," said the spirit.

The fisherman played a trick on the spirit.
"You can't fit into this vase," the fisherman said.
"Your too big."

"I can do anything," said the spirit.
And the spirit poured himself back into the vase.

"Good," said the fisherman and he quickly sealed the vase
and threw it back into the sea.
"There," he said, "you will not trouble anyone now."

Put the cards on an event line.

Title

Most important event

Problem

Beginning

End

Writing Task

Play writing

Write the script for a play for *The Vase from the Sea*.

For example:

The Vase from the Sea	
Characters:	Storyteller, Fisherman, Spirit.
Storyteller	One evening, a poor fisherman was fishing beside the reef. When he pulled in his net, he saw a beautiful vase tangled in the net.
Fisherman	<i>(With a surprised look.)</i> That's a beautiful vase. <i>(Shaking it.)</i> I wonder what's inside.
Storyteller	The fisherman picked up the vase and pulled out the carved jewel in the top of the vase. He looked inside.
Fisherman	<i>(Taken aback and with eyes wide open)</i> Ah! <i>(Eyes following the cloud)</i> Ah! Ah!!
Storyteller	A big black cloud was coming out of the vase and turning into an ugly spirit.
Spirit	<i>(Begging)</i> Please don't put me back into the vase, King Solomon. I will always do what you say now.
Fisherman	<i>(Surprised)</i> I'm not King Solomon. King Solomon died a long time ago.
Spirit	<i>(Sternly)</i> Then I'm going to kill you. I'm going to kill you because King Solomon put me in this vase in order to punish me.
Fisherman	<i>(Thinking quickly and saying in a cunning voice)</i> I don't believe your story. You are too big to get into this small vase.
Spirit	<i>(Looking at the vase then looking at the fisherman)</i> I can do anything. Look! I can easily fit into this vase.
Storyteller	And the spirit went back into the vase not knowing what the fisherman had in mind.
Spirit	<i>(With a closed-in voice)</i> See! Do you believe me now?
Fisherman	<i>(With a laugh)</i> Yes, I believe you now.
Storyteller	With that, the fisherman quickly put the stopper back in the top of the vase. Then the fisherman smiled to himself and threw the vase back into the sea.

Test yourself

Read the story to your partner.

Fill in the gaps as you read.

The Vase from the Sea	
One evening, a p..... fisherman caught a vase in his net.	
"That's a beautiful v.....," said the fisherman to himself. "I wonder what is inside it?"	
The fisherman pulled out the st..... and looked inside the vase. Suddenly a big black cloud poured out of the vase and turned into an ugly sp.....	

Extension tasks

1. Look closely at a butterfly. Watch what it does. Watch it fly from plant to plant. Draw it and label the parts.
2. Observe and draw the different stages of a butterfly's life.
3. Talk about the pictures with the story *The Gum Emperor*, by Grace Richards, in *School Journal*, Part 2, Number 1, 1985, pages 31 - 37.
4. Read *The Crafty Caterpillar*, a sound play by Vivienne Joseph, *School Journal*, Part 1, Number 1, 1988, pages 24 - 28.

to **release**: to set free

The people who work at the farm take most of the new butterflies to the jungle and r..... them there.

shade-loving: like to live in dark places away from sunshine

The s..... butterflies like the darkness of the jungle.

Vocabulary scrapbook

Start a butterfly page in your vocabulary scrapbook.

- Draw a picture map to show where you can see butterflies near your house.
- What plants and trees do butterflies go to for their food and where do they lay their eggs?
- Write a quiz on butterflies. Write an answer sheet for the quiz. Ask your friends to do the quiz.

Additional Information

Butterflies and moths

Do you know?

Check

- Butterflies are insects. _____
- Butterflies and moths belong to the same family. _____
- Butterflies and moths have 6 legs (3 pairs). _____
- Butterflies and moths have 4 wings (2 pairs). _____
- The changes a butterfly goes through during its life: _____

Stage	What happens
1	The female butterfly lays eggs on a leaf.
2	Caterpillars hatch from the eggs.
3	Caterpillars become pupae inside a cocoon.
4	A beautiful adult butterfly emerges from the cocoon.

Differences between moths and butterflies

Interesting parts	Butterflies	Moths
Body	A butterfly has a slender body and a narrow waist.	A moth's body is thick.
Antennae (feelers)	A butterfly's feelers have little round knobs at the end.	There are no tiny knobs at the end of a moth's antennae.
Wings	When a butterfly comes to rest, it folds its wings together upwards, like a sail.	A moth never folds its wings upwards. It spreads its wings out flat or folds them over its body.

"Please, King Solomon. Have mercy on me," cried the spirit. "I will never disobey you again."

"I am not King Solomon," said the fisherman. "K..... S..... died a long time ago."

"Then I'm going to k..... you," said the spirit. "I am going to kill you because King Solomon put me in this vase."

"Don't ex..... me to believe your story," said the fisherman.

"No cr..... as big as you could get into that vase."

"I can do anything," b.....ed the spirit. "Look! I can easily fit into this vase."

"See! Do you believe me now?" said the spirit from inside the vase.

"Yes, I b..... you now," said the fisherman with a smile. And he quickly s.....ed up the vase and threw it back into the sea.

Making words

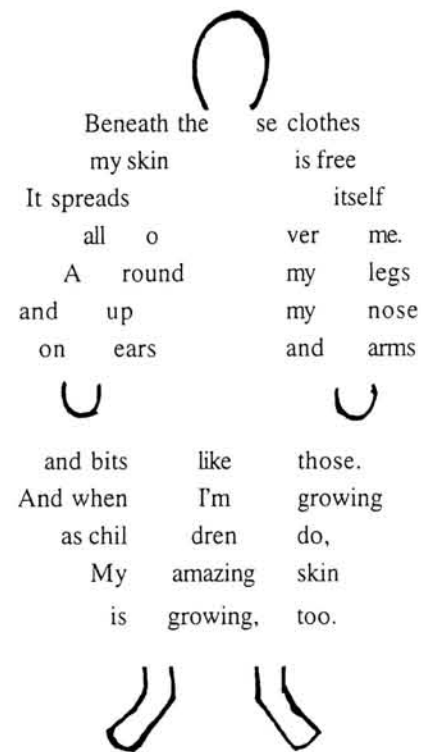
How many of these words do you know?

Can you make word families from ideas in the story?

Fill the gaps.

- to fish a f.....erman Do you have a f.....ing boat?
- to stop a s.....per Put a full s.... at the end of this sentence
- to c..... a carving The fisherman sealed the vase with a c.....ed jewel stopper.
- to obey obedience Has the spirit learnt to be obedient now?
- to d..... disobedience "That's your punishment for being disobedient," King Solomon said.

Skin



Bev Kemp, *School Journal*, Part 1, Number 1, 1988, page 23.

Reading the Poem

Jobs

1. Read the poem aloud.
2. Listen to other people read it.
3. Read it with other people.
4. Notice interesting things in the lines and say what you notice.
5. Emphasise what you notice when you read.
6. Use your hands to show where your skin spreads.

Skin
Beneath these clothes
my skin is free.
It spreads itself
all over me.
Around my legs
and up my nose
on ears and arms
and bits like those.
And when I'm growing
as children do,
my amazing skin
is growing, too.

Writing Task

What I learned today

Write down three things that you have learned from the story.

Learning summary form

Butterfly Farming
Today, I learned three interesting things about butterfly farming in Malaysia.
First,
.....
Second,
.....
Third,
.....

What I learned today

Jobs

1. Read the things you have learned to a friend. Answer his or her questions. Make a list of questions you cannot answer. Try to find the answers.
2. Paste the summary of what you learned in a writing scrapbook. (Paste the answers you find to your questions in your writing scrapbook too.)
3. Share the entries in your writing scrapbook with other members of the class.

Vocabulary

Important words

Look at the meanings of the new words. Read the sentences.

to flutter: to move lightly about, flapping the wings quickly
The butterflies f..... from plant to plant, from flower to flower.

a jungle: a thick growth of trees, vines and bushes
The butterflies feed on the j..... plants which grow at the farm.

a mixture: two or more things that have been put together and blended or mixed
The people spray a m..... of honey and water on the hibiscus flowers for the butterflies to eat.

nectar: the sweet liquid in many flowers which insects like to drink
The butterflies like the mixture of honey and water because it tastes like n.....

a pupa, many pupae: a butterfly in the stage between a caterpillar and an adult
When the caterpillars have turned into p....., they are placed in glass cases.

rare: something that is not often seen, uncommon
Many of the butterflies at the farm are very r..... and usually live in the jungle.

When the butterflies lay their eggs, the people who work at the farm carefully collect the eggs and put them in a safe place for the caterpillars to hatch. Later, when the caterpillars have turned into pupae, they are often placed in glass cases. That way, visitors can see the butterflies come out.

Most of these new butterflies are taken to the jungle and released there. A few are kept at the butterfly farm to breed. It is one way of helping to save rare butterflies.

To make sure there is always plenty of food for the butterflies, the people at the butterfly farm pick hibiscus flowers and place them on trays in the sun. The flowers are then sprayed with a mixture of honey and water. Most butterflies like nectar, and this tastes just like it.

But some butterflies, especially the shade-loving jungle butterflies, also feed on rotten fruit. You could say: they go bananas over bananas.

Jan Maguiness, *School Journal*, Part 1, Number 4, 1991, Pages 7 - 9.

After Reading

Ask and Answer

Butterflies love Bananas

Work in pairs.

One person is the owner of the butterfly farm in Malaysia.

The other person asks the questions.

Questions

1. Good morning. What insects do you keep on your farm?
2. How many different kinds of butterflies do you have on your farm?
3. What kind of food do the butterflies eat?
4. What do you do with the butterflies' eggs?
5. What do you do with the new butterflies?
6. Why do you release the butterflies into the jungle?

Fact Sheet

Fill in the information table.

Insect	Butterflies
Interesting parts	
Usual food	
Where butterflies usually live	
Life cycle	
Other interesting facts	
Reasons for farming butterflies	1. _____ 2. _____ 3. _____

Writing

Poem

Write a 'thin' poem about skin.

Work in groups

For example:

*Amazing skin
Brown skin
.... skin
..... (etc)*

Jobs

1. Read your poem to the class.
2. Pin the poems up on the notice board.
3. Publish your poems so that they can be included in the class poetry book.

Extension Tasks

What am I?

1. Read *What am I?*, by Jan Maguiness, *School Journal*, Part 1, Number 4, 1990. Look closely at the pictures on page 9.

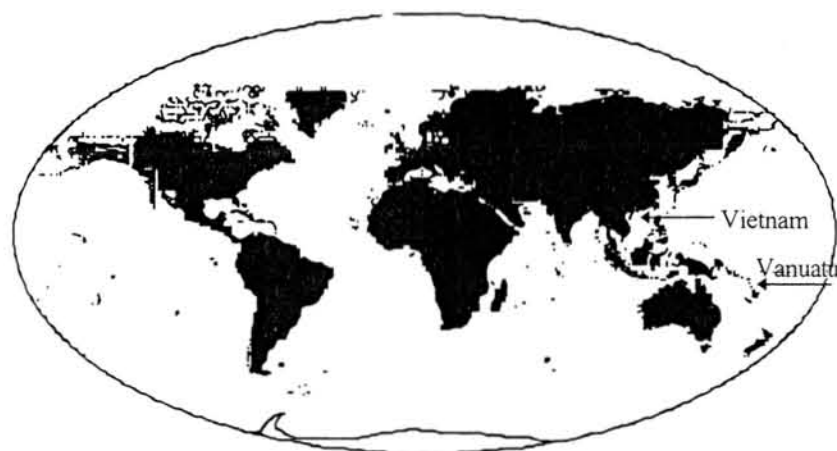
*I have a nose which can fit under doors.
It can move from side to side.
At the tip of my nose are two pink nostrils.
My skin is wrinkly and thick and covered with hairs.
I have oval-shaped feet, and big toenails.
What am I?*

2. Draw your answer then turn to page 26 of the *School Journal*.
3. Write another "What am I?" puzzle.
Write your clues in a poem.
Read your poem to friends.
Ask them to draw the answer.

KITTEN TO CAT

A Folk Story from Vietnam

Picture Page



Look at the map

- Find Vietnam

Before Reading

Talk about:

- pet animals.
- the names you have given your pet animals.
- your reasons for choosing the names.

Talk about the names

Say if you would give the names to a cat or a dog.

Say what the cats or dogs with these names might look like.

Spot Tiger Fluffy Smoky Blackie

School Journal, Part 1, Number 2, 1984, pages 22 - 26.

Reading the Story

As you read *Kitten to Cat*, find the answers to these questions.

- Who is the most important person in the story?
- What problem does he have?
- What happens at the end of the story?
- What interesting things can I learn from the story?

Before Reading

Point to:

- | | |
|-----------------------|---------------------------|
| malaysia. | penang. |
| a butterfly. | the butterfly's wings. |
| the butterfly's body. | the butterfly's antennae. |
| a caterpillar. | a pupa. |

Say something more about each item.

Talk about:

- the life cycle of the butterfly

Draw:

- the life cycle of the butterfly and label the diagram
- Describe the life cycle to your partner.

Do you know:

- why people breed butterflies on a farm?

Reading pictures

Look at the pictures of *Butterflies Love Bananas* on pages 7, 8 and 9 of *School Journal*, Part 1, Number 4, 1991.

Pages 8-9 Point to:

- | | |
|--------------------------------------|-----------------|
| a butterfly's eggs. | Where are they? |
| the pupae. | Where are they? |
| hibiscus flowers. | Where are they? |
| butterflies feeding on rotten fruit. | |

Reading the Story

As you read *Butterflies Love Bananas*, find information you did not know before.

Find the words

Look at the story. Write the word that means almost the same.

- | | |
|----------------------|----------------|
| unusual | _____ (page 7) |
| thick bush and trees | _____ (page 7) |
| set free | _____ (page 8) |
| sprinkled | _____ (page 9) |
| bad | _____ (page 9) |

Butterflies Love Bananas

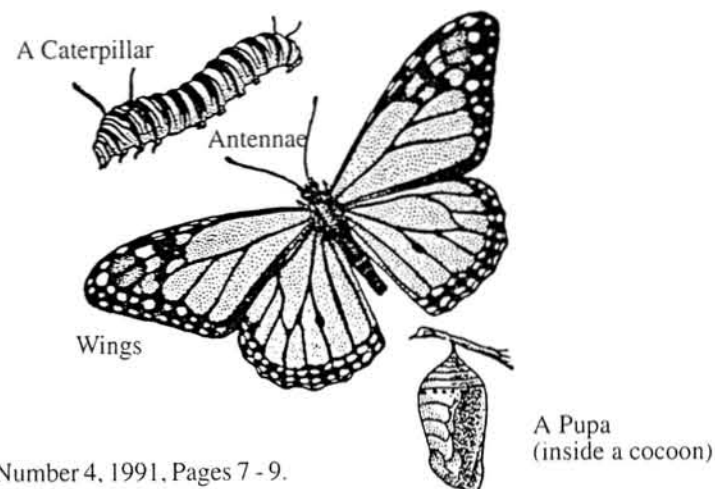
I didn't know that butterflies liked bananas until I visited a world-famous butterfly farm in Malaysia.

At the butterfly farm there are seventy different kinds of butterflies. A lot of them are very rare, and usually live in the Malaysian jungle.

They flutter around inside the butterfly farm, feeding from the jungle plants that grow there.

BUTTERFLIES LOVE BANANAS

Picture Page



School Journal, Part 1, Number 4, 1991, Pages 7 - 9.

Kitten to Cat A folk story from Vietnam

Once, there was a king who had a kitten, but it had no name. The king called his *royal* men to help him choose the best name for his kitten.

"I want a very strong and special name for my *dearest* kitten," he said. "I shall call it 'Sky' because the sky is *above* everything on earth."

"That is a fine name, your *Majesty*," said one of the royal men, "but sometimes clouds hide the blue sky."

"That is very true," said the king. "Clouds are *below* the sky but are strong enough to hide it. I want my kitten to have a very strong name. I shall call it 'Cloud'."

"What a lovely name for your kitten," said another of the royal men, "but how strong is a cloud? The wind is so strong it can blow the clouds *across* the sky."

"That is very true," said the king. "I have seen the wind blow clouds right across the sky. I shall call my kitten 'Wind'."

"'Wind' is a very good name for a kitten that can run like the wind," said one of the royal men. "But, your Majesty, how strong is the wind? A strong wall can stop it."

"That is very true," said the king. "A wall stops the wind which blows the clouds which hide the sky. I will call my kitten 'Wall'."

"A wall is strong, your Majesty, but a wall can fall down," said one of the royal men.

"What would make a wall fall down?" asked the king.

"Mice," said one of the royal men.

"Mice?" said the king. "Do you mean mice can make a wall fall down? A wall which can stop the wind which blows the clouds which hide the sky?!"

"That is true, your Majesty."

"Then I must call my kitten 'Mouse'," said the king.

Just then, the *servant* girl came in with tea for the king and the royal men. When she heard the king say that a mouse could make a wall fall down, she laughed. "A cat can eat a mouse," she said.

"That is *strange* and *wonderful*," said the king. "And what eats cats?"

"Nothing, your Majesty," said the servant girl.

"Then a cat must be very strong. It can eat the mice that make the wall fall down which stops the wind which blows the clouds which hide the sky. I will call my kitten - 'Cat'!"

Retold by Dorothy Symington, *School Journal*, Part 1, Number 2, 1984, pages 22 - 26.

royal: belonging to the king
 dearest: best loved
 above: higher than
 Majesty: name to use to speak to a king
 below: lower than
 across: from one side to the other
 mice: a mouse is a small animal. Cats kill mice.
 servant: a person who works in someone else's house.
 wonderful: surprising/amazing

After Reading

Ask and Answer

Kitten to Cat

Work with a partner. One person asks the questions. The other person pretends to be the king.

Questions

1. Good morning, Your Majesty. Your kitten is very beautiful. What is its name?
2. 'Cat' is a very good name for a kitten. Who helped you choose the name?
3. What other names did you want to call your kitten? Why?
4. Why did you decide to call your kitten 'Cat'?
5. What useful work will your cat do in the palace?

Fill in the table

List the names the king wanted to call his kitten. Say why the king thought each name was a good name.

Names	Reasons
1.	The sky is everything on earth
2.	Clouds can hide the sky.
3. Wind	
4.	A wall can the wind which the clouds.
5.	
6.	A cat can eat the that make the fall down, which stops the which blows the which hide the

What name did the king choose?

to **grumble**: to be unhappy with what you have got
 "I want to have beautiful feathers, too," Kaka g.....ed to himself.

to **long to be**: to wish to be something
 to **long to have**: to want to have something
 Kaka l.....ed to be brightly coloured like Kakariki.

a **parrot**: a bird with brightly coloured feathers and a hooked beak. Some parrots can copy the way people speak
 The p..... flew around, twisting and turning to show off its wings.

to **peep**: to look from a hiding place; to look through a small hole
 From his hiding place in the bush, Kakariki p.....ed out and saw Kaka showing off his new feathers.

to **trick**: to play an unfair game on someone, to hurt someone's feelings
 Kakariki knew that Kaka had t.....ed him. He felt sad.

ugly: bad, unpleasant, not beautiful to look at
 Kakariki's feathers were beautiful but Kaka tricked him by saying they were u.....

to **whisper**: to speak very softly
 Kaka w.....ed his plan to Kakariki because he did not want the other birds to hear.

Tell the Story

Put the sentences on cards.

Arrange the cards to tell the story of Kakariki.

How Kakariki lost his feathers
Long ago, Kakariki had beautiful red feathers.
Kaka wished he could have beautiful feathers like Kakariki.
Kaka tricked Kakariki into thinking that his red feathers were ugly.
Kakariki took off his feathers.
Kaka took Kakariki's feathers and put them under his wings.
Kaka showed off his beautiful new feathers.
Kakariki grew some bright green feathers.

Language Practice

Write the words

Kakariki		
Kakariki is a small parrot with green	f__th_r_	
It lives in the	b_sh	
Once its feathers were a lovely bright	r_d	
The other birds thought Kakariki's feathers were	b__t_f_l	
Kakariki spread out his to show off his red feathers.	w_ngs	
Kaka Kakariki into giving him his red feathers.	tr_ck_d	
Kaka put Kakariki's red feathers his wings.	u_d_r	
Kaka was very to have Kakariki's red feathers.	h_pp_	

Vocabulary

Important words

Look at the new words.

Read the sentences.

to **annoy**: to make someone angry

Kakariki said, "I am sorry my red feathers a..... the other birds".

a **bough**: a branch of a tree

Kaka perched on the b..... of a tree next to Kakariki.

feathers: the body of a bird is covered with these. (Draw a feather.)

Parrots have brightly coloured f.....

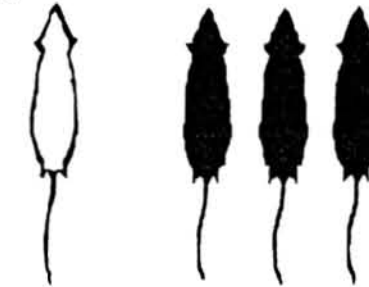
to **get rid of**: to throw away

Kakariki did not want to g..... r..... o..... his beautiful red feathers. He wanted to keep them.

Draw it

Draw things in the story. Label your pictures.

For example:



A mouse

Three mice

Language Practice

What are they?

Work with a partner.

Take turns at playing the game.

1. They are strong. They stand around a house. They are made of stone or brick. They can stop the wind. What are they? _____	2. I am small. I am young. I like to play. I like to chase mice. What am I? _____
3. They are white or grey or black. They are in the sky. They can hide the sun. The wind can blow them. What are they? _____	4. I live in a palace. I wear fine clothes. I have many servants. Everyone must obey me. Who am I? _____

Now write two more 'What am I?'.

Try them out with a friend.

Which word does not belong?

Say why one word does not belong.

The first one is done for you.

1. cat kitten cloud mouse

'Cloud' does not belong because all the others are animals

or 'Mouse' does not belong because the others all start with the same sound.

2. special wonderful strong bad

3. wall wind cloud sky

4. hide choose laugh above

5. often sometimes always nothing

Ideas that go together

Work with a partner. (Take turns at being person A.)

Do the words go together?

Person A		Person B	
1. The blue sky	X	1. is below the earth.	X
2. Clouds	—	2. hide the blue sky.	—
3. The wind	—	3. blows clouds across the sky.	—
4. A wall	—	4. eats mice.	—
5. Mice	—	5. can make a wall fall down.	—
6. A cat	—	6. eats nothing.	—
7. Nothing	—	7. eats cats.	—
8. The royal men	—	8. kept choosing a different name for the kitten.	—
9. The servant girl said, —		9. “A mouse can eat a cat.”	—
10. So the king decided to call his kitten —		10. ‘Mouse’.	—

Make all the sentences true.

For example:

1. The blue sky is above the earth.

.....

Writing Task

Write a play based on *Kitten to Cat*. Be prepared to perform your play on(date).

Kitten to Cat			
Characters:			
Storyteller	King	First royal man	
Second royal man	Third royal man	Fourth royal man	
Fifth royal man	Servant girl		

Practise the play until you are doing it confidently.

Prepare a programme to give out to the audience (or a programme to hang on the wall).

Perform the play for different groups. Ask different people to review the play for you.

Publish the play as a book.

Extension Task

Draw a poster to advertise the play.

Comprehension

1. What did the birds think of Kakariki's feathers?
2. Kaka was of Kakariki's feathers. (afraid/jealous)
3. Why did Kaka say things like, "All the birds are laughing at you. Your feathers are very ugly"?
4. Did Kaka's plan work?
5. Why did Kakariki hide among the ferns?
6. Who said, "Look at me! Look at me! See how beautiful I am!"?
7. Say how Kakariki felt when he found out that Kaka had tricked him.
8. What do you learn from the story?
9. Tell of a time when you felt jealous and behaved like Kaka.

Writing Tasks

Make a book

Make a picture story book about Kakariki. The book is for a special person. Give it to him or her as a special gift.

Jobs

1. Decide who the special person is.
2. Draw three or four pictures that tell the story of Kakariki.
3. Write the story to go with the pictures. Read the story to a friend. Does he or she want you to make any changes?
4. Write the story under the pictures. Make the book.
5. Give the book to a special friend. Put a letter inside the book.

Tell a new story

Tell a new story about how an animal (or a person) gives away something that is very important to them (because of a trick). Make the story into a book.

Jobs

1. Ask a person who knows the story well to tell it to you. Tape-record the story if you can.
2. Prepare a written account of the story.
3. Make the story into a book. Write the storyteller's name on the cover.
4. Read the story to children in another class or to sisters and brothers at home.

that all the other birds could see the red feathers underneath.

"Look at me! Look at me!" he called. "See how beautiful I am!"

Kakariki peeped out through the ferns and saw Kaka showing off his new feathers. Kakariki knew then that Kaka had tricked him. Sadly, he turned away and went deep into the bush.

Soon, Kakariki grew some new feathers. They were a bright green. He likes his green feathers, but he wishes he had his lovely red feathers again. As he flies through the trees at the edge of the bush, he sings:

"Kaka, give me back my red feathers, the feathers that were given to me. I want them! I want them!"

A Maori legend, retold by Marie Insley, *School Journal*, Part 2, Number 1, 1988.

After Reading

Ask and Answer

Kakariki

Work with a partner.

Take turns at asking and answering the questions.

Questions

1. Why did the other birds like Kakariki's feathers?
2. What happened to Kaka when he looked at Kakariki's feathers?
3. What did Kaka keep saying to Kakariki?
4. What happened in the end?
5. Who has the bright red feathers now?

What colours are their feathers?

Bird	Before	After
Kakariki		
Kaka		

Colours

Colour the chart.

Colour	light	dark	bright
blue			
green			
red			

Draw a parrot with:

- a bright red beak
- yellow legs and claws
- a bright blue head
- a light blue front
- a light green neck
- bright green wings
- a dark green tail

BRING ME A LIGHT

Picture Page



Before Reading

Make an enlarged book for the story.

Share the work of making the book.

Read the story with the students.

School Journal, Part 1, Number 1, 1978. Pages 2 - 6.

Bring me a Light

There was once a poor woman who had seven sons. They were so poor, they didn't even have a house to live in.

Every day they tramped along the roads together. When they came to a house, they asked for work. If there was no work, they stopped and asked for food. Sometimes they were lucky, sometimes not. Then on they would go.

At night they slept wherever they could find shelter - in an old shed or barn, or even under a hedge.

"At least we are all together," their mother would say.

One cold winter night, they came to an empty house. They looked in at the window. All they could see was dirt and cobwebs.

"There's no one here," said the mother. "We'll sleep here for the night."

But a man on the road called out, "You'll be sorry if you go in there. lady - it's haunted!"

"Ooooo! Come away!" cried the little boys.

But Tom, the eldest boy, said, "If we sleep outside tonight, we'll all die of cold. A ghost can be no worse than that." And he went in.

The others followed, huddled together. Tom walked into the biggest room and lit a match.

"Look!" he cried. "Food - lots of it - and wood for a fire!"

And, sure enough, there was a table, all set for dinner.

In no time at all the mother and the seven boys were sitting by a big fire, all eating, talking and laughing.

They had just finished, when a voice cried out, "Bring me a light! Bring me a light!"

"Perhaps we should leave this place!" whispered the mother.

"Yes, yes, it's the ghost!" cried the little boys. "Let's go!"

Then the voice came again. "A light! Bring me a light!"

Tom said, "Let's take a light and find out who is calling." So he lit a candle, and went from room to room with the little boys creeping behind him.

As Tom came to the door of the last room, he saw an old, old man sitting in a chair. In his long, white hands he held a book. The light of the candle flickered over his dark eyes and paper-white skin.

"Come in and bring the light over here, boy," cried the old man. "And hold it still so that I can read."

Tom's hands shook as he went up to the old man. He held the candle so that the light fell on the book.

The old man began to read.

When the little boys saw that their brother was safe, they crept into the room too.

The old man read on. As each candle burnt down, one of the little boys would run out and get another.

When the old man came to the last page, he shut the book.

"At last - I have finished it," he said. "Now I can go back to my grave. I promised to read this book before I died, and I could not rest in my grave until I had done it."

The dark eyes of the old man looked from one boy to the next.

"You are brave boys. Everyone else who came here was frightened, and ran away. Thank you for helping me. Now I will help you. When it is light, go down into the cellar and dig. You will find seven pots of gold. They are yours to keep, and so is this house."

Just then the cock crowed. The old man disappeared, leaving only the empty chair.

In the morning, the boys went down to the cellar and dug up the gold. Then they swept away the cobwebs and cleaned the house.

After that, they all lived together happily there with their mother - and never again were they cold and hungry.

Retold by June Melser, *School Journal*, Part 1, Number 1, 1978, pages 2 - 6.

Reading pictures

Look at the pictures of Kakariki on pages 32, 33, 35 and 36 of *School Journal*, Part 2, Number 1, 1988.

Point to:

- Kakariki's bright red feathers.
- Kaka's dusty brown feathers.
- Kakariki's beautiful red feathers under Kaka's wings.
- Kakariki's new bright green feathers.

Reading the Story

As you read Kakariki, find the answers to these questions.

1. Is the story really about parrots?
2. Who is it about?
3. What can I learn from the story?

Kakariki

The kakariki is a small parrot that lives in the bush. Its feathers are green. But once, long ago, its feathers were bright red.

All the other birds thought Kakariki's red feathers were beautiful. They longed to be brightly coloured, too, especially Kaka, whose feathers were a dusty brown.

"Why can't I look beautiful, too?" Kaka grumbled to himself. He wished he could somehow get those red feathers from Kakariki.

One day, when he saw Kakariki, Kaka said to him, "When are you going to get rid of those silly feathers? All the birds are laughing at you. You fly around showing off your wings as though your feathers were beautiful. They are very ugly."

Kakariki was surprised. But he said, "I like them. I've always had them. No one has ever laughed at them before. And he flew away, spreading out his wings and twisting and turning to show them off.

Day after day, Kaka told Kakariki the same thing. "Those bright feathers look silly, Kakariki. Get rid of them!"

After a while, Kakariki began to think to himself, "Perhaps my feathers really are ugly. Maybe Kaka is right. Maybe all the birds are laughing at me."

One day he said to Kaka, "I can't help having these feathers. I'm sorry that they're so bright and that they annoy everybody. But what can I do? No one else would want them - they are so ugly."

Kaka flew up to the bough where Kakariki was sitting. He came close to him and whispered, "I feel sorry for you, Kakariki. I know how unhappy you must have been, wearing those red feathers all the time. I'll tell you what I'll do. I'll take your feathers and hide them under my wings. No one will see them there."

"Oh, thank you, Kaka. Thank you!" Kakariki said.

He gave all his feathers to Kaka, who put them under his wings. Then Kakariki hurried away to hide amongst the green, leafy ferns.

Kaka was very happy. He gave a loud, harsh cry, and spread out his wings so

KAKARIKI

A Maori Legend



A parrot

School Journal, Part 2, Number 1, 1988, pages 32 - 36.

Before Reading

Point to:

the parrot's: beak tail wings

Talk about:

parrots you have seen
the colours of the parrots' feathers
interesting things you know about parrots

"Ooooo! Come away!" cried the little boys.

But Tom, the eldest boy, said, "If we sleep outside tonight, we'll all die of cold. A ghost can be no worse than that." And he went in.

The others followed, huddled together. Tom walked into the biggest room and lit a match.

"Look!" he cried. "Food - lots of it - and wood for a fire!"

And, sure enough, there was a table, all set for dinner.

In no time at all the mother and the seven boys were sitting by a big fire, all eating, talking and laughing.

They had just finished, when a voice cried out, "Bring me a light! Bring me a light!"

"Perhaps we should leave this place!" whispered the mother.

"Yes, yes, it's the ghost!" cried the little boys. "Let's go!"

Then the voice came again. "A light! Bring me a light!"

Tom said, "Let's take a light and find out who is calling." So he lit a candle, and went from room to room with the little boys creeping behind him.

As Tom came to the door of the last room, he saw an old, old man sitting in a chair. In his long, white hands he held a book. The light of the candle flickered over his dark eyes and paper-white skin.

"Come in and bring the light over here, boy," cried the old man. "And hold it still so that I can read."

Tom's hands shook as he went up to the old man. He held the candle so that the light fell on the book.

The old man began to read.

When the little boys saw that their brother was safe, they crept into the room too.

The old man read on. As each candle burnt down, one of the little boys would run out and get another.

When the old man came to the last page, he shut the book.

"At last - I have finished it," he said. "Now I can go back to my grave. I promised to read this book before I died, and I could not rest in my grave until I had done it."

The dark eyes of the old man looked from one boy to the next.

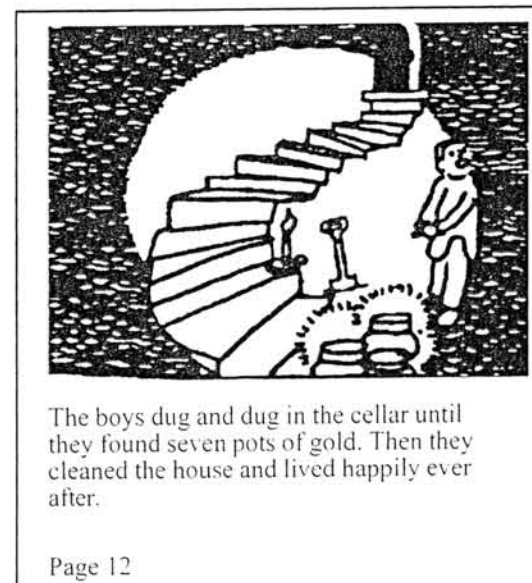
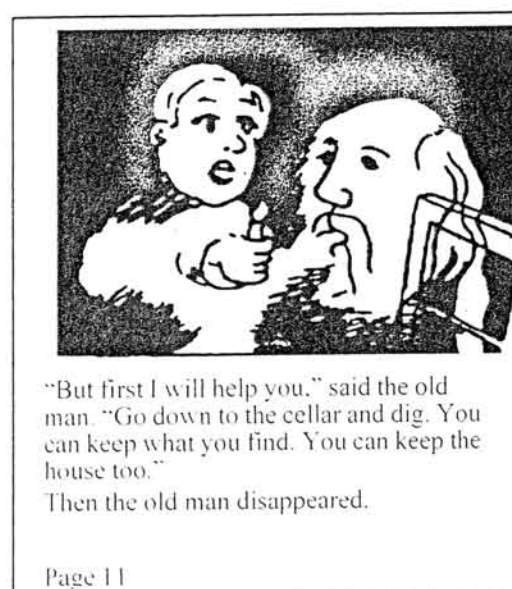
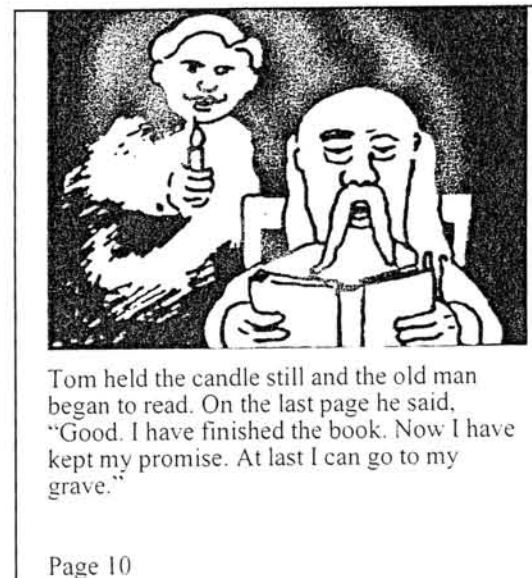
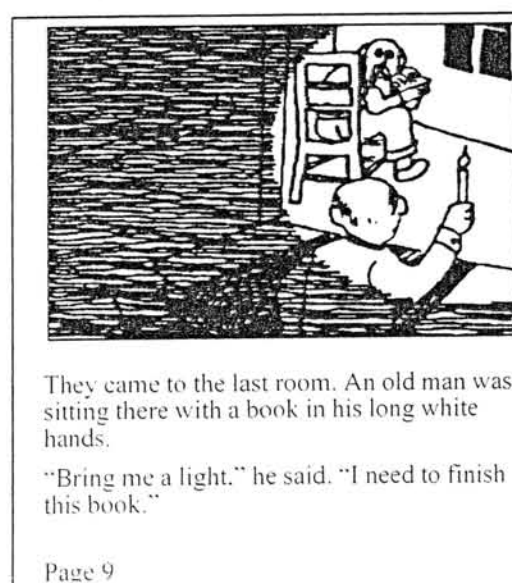
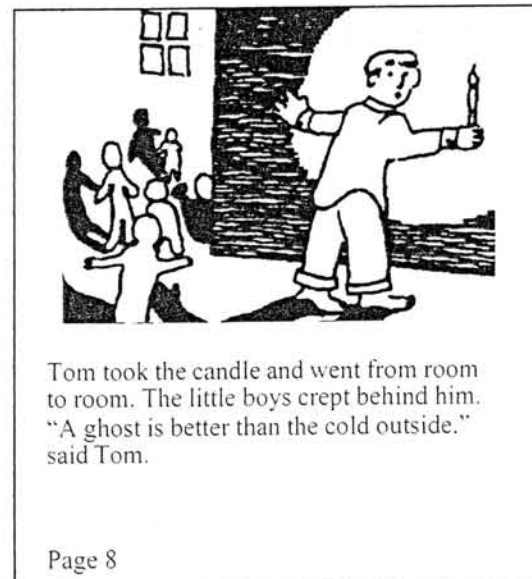
"You are brave boys. Everyone else who came here was frightened, and ran away. Thank you for helping me. Now I will help you. When it is light, go down into the cellar and dig. You will find seven pots of gold. They are yours to keep, and so is this house."

Just then the cock crowed. The old man disappeared, leaving only the empty chair.

In the morning, the boys went down to the cellar and dug up the gold. Then they swept away the cobwebs and cleaned the house.

After that, they all lived together happily there with their mother - and never again were they cold and hungry.

Retold by June Melser, *School Journal*, Part 1, Number 1, 1978, pages 2 - 6.



Writing Tasks

Imagine you were there

Pretend you are Tau. Write about what happened to you at the beach.

Use: call, catch, dragged, dug, fishing, grab, necklaces, picked, sea, swam, village, wave.

Calling up the Sea

Yesterday, we all went to the beach with Aunty.

She went we crab holes and up shells for

"Don't out names to the", said Aunty. But I did.

It's my favourite game. I shouted cheeky things to the sea. It tried to me.

I was too quick and too strong for it.

Then a knocked me over and me out to sea. Aunty to get me.

She thought I was drowning. Then she took us back to the

I am not afraid of the silly old sea. It can't me.

Personal Story

Write your own story about something that happened at the beach.

Draw pictures for your story. Read the story to the class.

Make a booklet of the stories.

Vocabulary

to **cough**: Ask your teacher to cough. Talk about when you cough.

Tau swallowed too much salt water and it made her c.....

to be **dangerous**: It will hurt you, it is not safe.

Aunty said to the older children, "Look after Tau because the big waves are d....."

to **hunch** (hunched): Ask your teacher to hunch his/her shoulders.

The wave came towards Tau like an angry pig with h.....ed shoulders and knocked her over.

lazy: not willing to work or move quickly

The sea showed Tau that it was not It was very strong and moved quickly.

a **pillow**: something soft that people like to put their heads on when they sleep.

Tau was in bed. She put her head under her p..... She felt safe. The sea could not catch her there.

Ranking words

to call	to say	to yell	to scream
loudest			

Giving cheek

Which sentences are cheeky?

1. "Big fat sea! Stupid sea! Silly old sea!"	Cheeky/not cheeky
2. "You can't catch me, you lazy old sea!"	Cheeky/not cheeky
3. "No, Aunty. Honest."	Cheeky/not cheeky
4. "Silly old sea, you can't catch me!"	Cheeky/not cheeky

Giving orders

Which sentences are giving an order?

1. "You big kids look after Tau. Don't let her go in the water."
2. "Hey, Tau! Come back here!"
3. "Come back before you get in big trouble"
4. "You can't catch me, you lazy old sea!"

Choose the best word

Circle the right answer.

1. The best game of all was giving cheek to the sea.	kissing	fighting	insulting
2. The sea tried to get us.	to talk to	to catch	to frighten
3. The wave dragged Tau back out to sea with it.	pulled	pushed	rolled
4. Aunty was wild with us kids.	pleased	angry	gentle

After Reading

Comprehension

Answer the questions.

Follow instructions.

Bring me a Light

1. Look at the picture.

Draw in the book and the candle.



2. What were the woman and her sons looking for?

3. How do we know they were poor?

4. What did they find inside the house?

5. Why did the old man want to finish the book?

6. What could have happened if they had not helped the old man?

7. How might they use the gold?

Brave or Frightened

In this story some people were **brave**, others were **frightened**. Below are some sentences from the story. Say if the sentences show that the people were **brave** or **frightened**.

- "You'll be sorry if you go in there, lady - it's haunted!" _____
- "Perhaps we should leave this place!" whispered the mother. _____
- Tom said, "Let's take a light and find out who is calling." _____
- The little boys crept into the room, too. _____

Language Practice

"Why" and "What for?"

Why did someone do something in the story?

What did they do it for?

- The mother and her sons went into the house to
Why did the mother and her sons go into the house?
- Tom lit a match so that
Why did Tom light a match?

The old man wanted a light so that

Why did the old man want a light?

What did he want it for?

Say and think

- If I say light what do you think?
Fire, candle, torch, match
- If I say ghost what do you think?
.....
- If I say empty what do you think?
.....
- If I say hungry what do you think?
.....
- If I say promise what do you think?
.....

Fill in the gaps

Bring me a Light

This is a story about a poor woman and her seven sons. The eldest son was Tom. _____ day the eight of _____ tramped along the road. _____ they found food. Sometimes _____ didn't. At night the _____ slept outside. "We are _____ to be together," the _____ said.

One night the _____ and her sons came _____ an empty house. "We'll _____ here for the night," _____ the mother.

Tom went _____ first. "Look!" he said. "_____ a lot of food _____ there's wood for a _____."

Soon everyone was eating _____ talking and laughing. Suddenly _____ heard a voice. "Bring _____ a light! Bring me _____ light!"

The little boys _____ to cry.

"Let's go," _____ the mother. "It's a _____."

"No. Come with me," _____ Tom. Tom took a _____ and went from room _____ room. The little boys _____ behind him. "A ghost _____ better than the cold _____," said Tom.

The boys _____ to the last room. _____ old man was sitting _____ with a book in _____ long white hands. "Bring _____ a light," he said. "_____ need to finish this _____." Tom held the candle _____ and the old man _____ to read. On the _____ page he said. "Good. _____ have finished the book. _____ I have kept my _____."

"At last I can _____ to my grave. But _____ I will help you."

It was just as well that Aunty saw it happen.

She dropped her fishing net and swam to get Tau. She picked her up.

Tau was very frightened, crying and coughing salt water.

Aunty was wild with us kids. "I told you to look after her! What were you doing?" She looked hard at us. "You weren't calling up the sea, were you?"

"No," we all said. "No, Aunty. Honest."

She didn't believe us. She took us back to the village, and we watched her put Tau to bed.

Tau was very quiet. But when her hair was dry, and she had stopped shivering, she got cheeky again. She put her head under the pillow. And then she sang, in a small, cheeky voice, "Silly old sea, you can't catch me. Silly old sea, you can't catch me."

Joy Cowley, *School Journal*, Part 2, Number 3, 1984.

After Reading

Ask and Answer

Calling up the Sea

Work with a partner.

One person asks the questions.

The other person pretends to be Aunty.

Questions

- Good morning, Aunty. What do you do most days?
- What do you tell the children before you go fishing?
- What games do the children play?
- What did you do when you saw a big wave knock Tau over? What were your feelings when you reached the children?

Language Practice

Danger in the word

Which words show that the sea is dangerous?

- The sea tried to get us.
- The waves sucked at Tau's feet.
- The wave rolled Tau along the beach.
- The sea grabbed our feet.
- The wave knocked Tau over.
- The wave dragged her back out to sea.

CALLING UP THE SEA

School Journal, Part 2, Number 3, 1984 , pages 38 - 40.

Before Reading

Talk about going to the beach:

The games you play on the beach (Do you dig crab holes? Do you pick up shells?)

Talk about feelings:

Do you like to go fishing on the reef?

Are you sometimes afraid of the sea? (Afraid of the big waves? Afraid of sharks?)

Reading the Story

Read *Calling up the Sea*. As you read, think of the games you play with the sea.

Calling up the Sea

Most days, Aunty took us kids to the reef. She went fishing, and we played on the beach. We dug crab holes. We picked up shells for necklaces. We threw sticks for the dog. But the best game of all was giving cheek to the sea. That was exciting and dangerous. We danced up and down at the water's edge, calling out names. The sea tried to get us. It sent waves - bigger and bigger - and tried to grab our feet. Then we would all run up the beach, screaming with fright and laughter.

Now Tau, she was only four, and not frightened of anything. "You big kids look after Tau," Aunty said. "Don't let her go in the water."

But Tau did go in the water. She put her feet right in the waves, and she shouted cheek at the sea.

"Hey, Tau! You come back here!" we called.

Tau stamped up and down, splashing. She yelled, "Silly old sea, you can't catch me! Silly old sea, you can't catch me!"

The waves sucked at her feet.

"Big fat sea! Stupid sea! Silly old sea!"

A wave splashed round Tau's knees.

Some of us older kids called her again. "Come on, Tau. Come back before you get in big trouble."

But Tau would not listen. She yelled as loud as she could, "You can't catch me, you lazy old sea!"

The next wave was a big one. It came running towards Tau, like an angry pig with its shoulders hunched and its head down. There wasn't time for Tau to get out of the way. The wave knocked her over. It rolled her along the beach. Then it dragged her back out to sea.***

Make a prediction. What do you think happened next?

_____ the old man. "Go _____ to the cellar and _____. You can keep what _____ find. You can keep _____ house too." Then the _____ man disappeared.

The boys _____ and dug in the _____ until they found seven _____ of gold.

Then they cleaned the house and lived there happily ever after.

Writing

A personal story

Recount an experience of helping an old person with an important job. Make your story into a book.

Jobs

1. Recall your experience of helping an older person. Retell the experience for other people to read.
2. Present your book to the class. Read your story to children in other classes and to people at home.

Word Games

Work with a partner.

1. Find the words

Find as many words as you can in each long word.

whisper : he, she, his, her, ship, whip,,,

candle:,,,,

flickered:,,,,

haunted:,,,,

2. Main ideas

- a. Who are the main people in the story?
- b. What are the main actions in the story?
- c. What are the main places in the story?
- d. What things happened outside the house? Inside the house? In the cellar?
- e. What are the main ideas in the story?

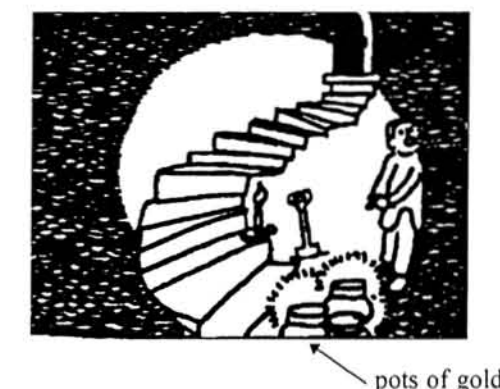
3. Important words

Draw the important words.

For example:



"Bring me a light."



Seven pots of gold in the cellar

MR SHARK

School Journal. Part 1, Number 4, 1990, pages 20 - 25.

Before Reading

Draw a shark

Label: • jaws • teeth • tail • fins

What is your answer?

Sharks have sharp teeth.	Yes/No
Sharks swim fast.	Yes/No
Sharks are dangerous.	Yes/No
Sharks come to the surface of the water to breathe air.	Yes/No
Say something more about sharks.	

Talk about diving:

Why do people dive?
What name does your family call you?

Talk about names and nicknames

What name does your teacher call you?

Reading pictures

Look at the pictures of Mr Shark, in *School Journal*, Part 1, Number 4, 1990, pages 20 - 25.

Page 20

Point to:

ships a canoe Mr. Isele

Question: What is Mr Isele's nickname?

Say what might happen in the story.

Page 21

Mr Isele has a scraper in his hand and a scrubbing brush in his belt.

Questions: What is Mr Isele doing?

Why is Mr Isele called Mr Shark?

Page 22

The tourists are asking the children a question.

Question: What do you think the tourists are saying?

The children are giving the tourists some information.

Question: What do you think the children are saying?

(Look on page 23 for clues.)

Page 25

The tourists are no longer swimming. They are back on their boat.

Questions: What might have happened?

What might Mr Shark be saying to the tourists?

to **nibble**: to eat your food in small bites (like a mouse)

The mouse climbed out of the shoe, ran to the cheese and began to n..... it.

a **reward**: Someone gives you a present to thank you for something good you have done.

The king gave the shoemaker's daughter a r..... because he was so pleased with her.

terrible: unpleasant, frightening

The king was upset because everywhere he went his shoes made a t..... noise.

tiny: very small

Everyone was surprised to see a t..... mouse poke its head out of one of the shoes.

to **wear** (worn): to put shoes on your feet, to put clothes on your body

The king had not his green shoes for a long time. So a mouse made a home in them.

Extension Tasks

1. Make a notice to invite people to come and see the play.
2. Prepare a programme to give out to the audience (or a programme to hang on the wall).

Class	Nibble! Nibble! Nibble Nibble!
Daughter	Now, your majesty, is there a squeak in your shoes?
King	My shoes are quite squeakless - hurray!
Reader	The king was so pleased that he ordered a national holiday for the whole kingdom. And he gave the royal shoemaker's daughter a reward. She was made the royal keeper of the royal mouse. And as for the royal mouse:
Class	Squeak squeak! Squeak squeak!
John Parker, <i>School Journal</i> , Part 1, Number 4, 1991, Pages 2 - 6.	

Language Practice

Commands

Which sentences are ordering someone to do something?

Squeak Squeak!

King: Royal shoemaker, these shoes make a terrible noise.
Listen!

King: I order you to remove that squeak!

Shoemaker: Of course, great king. I can fix the shoes quite easily.

King: Fix the shoes properly, or I'll put you in prison.

Shoemaker: At once, your majesty!

King: Royal shoemaker, these shoes still squeak.
Into prison you go!

Vocabulary

Important words

Look at the meanings of the new words.

Read the sentences.

cheese: a food made from milk

The mouse came out of the shoe when it smelt the c.....

to **command** (commanded): to order someone to do something

The king c..... the shoemaker to remove the squeak from his shoes.

to be very **embarrassing**: it is not nice because people will laugh at you

"The squeak in my shoes is very e..... My people laugh when they hear me coming," the king said.

to **fix**: to put in order, to repair, to mend

The shoemaker said, "I can f..... your shoes right away. They will give you no more trouble."

a **national** holiday: Everyone has a holiday on that day. It is a holiday for the whole country or nation.

Everyone was happy when the king ordered a n..... holiday.

Reading the Story

Read *Mr Shark*.

Read to ***. Stop reading and talk about how the story might end.

Then read to the end of the story.

Mr. Shark

Old Mr Isele's nickname was Mr. Shark. He didn't have teeth like a shark. No, he didn't have teeth at all. He was called Mr Shark because he could stay a long time under water. Mr Isele had been a pearl diver, and he could hold his breath for two minutes.

These days, Mr Isele didn't dive for pearls. But he still worked under water. Mr Isele scraped the weed from under the big boats anchored in the lagoon.

When he did this, Mr Isele walked down to the beach with his scraper and scrubbing brush tucked in his belt. He picked up a bit of coral or a clam shell to make him heavy. Then he kept on walking into the sea, step by step, deeper and deeper, until the water was over his head. He walked along the bottom of the sea until he reached the boat he was cleaning.

One day, the lagoon was full of tourist boats, and some children had paddled out in their canoes to see the visitors. A woman and a man on one of the boats called out to the children, "Can you tell us if this water is good for swimming?"

"Oh yes," said one of the children. "It is very good and very warm."

Then another child said, "But when you swim, look out for Mr Shark. He is under the next boat."

After the children had gone, the woman said, "Well, that's it. I'm not going in with sharks around."

"Don't be silly," said the man. "There aren't any sharks in the lagoon."

"Those children said there were," the woman replied.

The man laughed. "They were only teasing us. Come on. Race you in." And he dived overboard.

The woman dived in, too. They swam in the clear warm water, laughing and splashing each other. The man swam towards the shadow of the next boat. Suddenly, something cold and hard scraped across his leg.

The man kicked and yelled with fright. He swam as fast as he could back to his own boat, spluttering, "Shark! Shark!" ***

Talk about how the story might end.

He and the woman jumped up on their boat and stood shivering.

Just then, a curly grey head popped up out of the water right beside them. "Good afternoon," said Mr Isele.

"There's a shark down there!" yelled the man.

"No," said Mr Isele. "No shark. I'm sorry I frightened you. I was cleaning the bottom of that boat and you kicked against my scraper."

"Oh!" said the man. "You mean it was you?"

"But the children warned us about a shark," the woman said.

"They probably said Mr Shark. That's what they call me. They were just telling you that I was working on the boat next to yours."

The man began to laugh. So did the woman. She said, "We were terrified!"

The man said, "I can't wait to tell the family at home about this."

Mr Isele grinned at them. "You can tell them you were attacked by a shark with no teeth," he said.

Joy Cowley, *School Journal*, Part 1, Number 4, 1990, pages 20 - 25.

After Reading

Ask and Answer

Mr Shark

Work with a partner.

One of the tourists asks the questions.

The other person pretends to be Mr Isele.

Questions

1. Good morning, Mr Shark. What is your real name?
2. Why do the people call you Mr. Shark?
3. What is your job now?
4. What do you use to clean the bottom of the boats?
5. You frightened us. Have you ever been frightened by a shark when you have been working?

Say what is important

Pretend you are Mr Isele.

What is important in your work?

Say two things.

Tell someone why they are important.

What does your friend think?

- To be healthy
- To be a strong swimmer
- Not to smoke cigarettes
- To work in clear water
- To have teeth
- To carry a spear gun
- To frighten tourists
- To be able to hold your breath for a long time

Following directions

Squeak! Squeak!

People in the play: Reader King
Shoemaker Shoemaker's daughter
Rest of the class

Reader One day, a king put on a pair of shoes. He hadn't worn them for a long time. When he walked up and down in the shoes, they made a noise, just like this:

Class Squeak squeak! Squeak squeak!

Reader So the king commanded the royal shoemaker to come to him.

King Royal shoemaker, these shoes make a terrible noise. I can't go anywhere in them. Listen!

Class Squeak squeak! Squeak squeak!

King You see? It's very embarrassing. I order you to remove that squeak!

Shoemaker Of course, great king. I can fix the shoes quite easily.

Reader So that night the royal shoemaker was hard at work. He put new soles on the shoes, ready for the king the next day. But in the morning, when the king put them on, and walked up and down:

Class Squeak squeak! Squeak squeak!

King Royal shoemaker, I told you to remove that squeak. Fix the shoes properly, or I'll put you in prison for the rest of your life!

Shoemaker Prison, your majesty? Fix the shoes properly, your majesty? At once, your majesty!

Reader So all that night the royal shoemaker worked very hard, putting on new heels. This will surely stop the squeak, he thought. But when the king put them on, and walked up and down:

Class Squeak squeak! Squeak squeak!

King Royal shoemaker, how dare you! These shoes still squeak. Into prison you go!

Reader But just then the royal shoemaker's daughter ran up to the king.

Daughter Great King, I can stop that squeak in your shoes. Please order the royal cook to come here with a big block of tasty cheese.

Class Squeak squeak! Squeak squeak!

Reader In came the royal cook, carrying a great block of the finest, tastiest cheese from the royal kitchen. There was a delicious smell of cheese everywhere. The royal shoemaker's daughter took the cheese and carefully placed it beside the shoes. And soon a tiny mouse poked its head out of one of the shoes. It sniffed, climbed out and ran over to the cheese.

SQUEAK! SQUEAK!

School Journal, Part 1, Number 4, 1991, pages 2 - 6.

Before Reading

Talk about:

- the work that people do
- the work a shoemaker does

Draw:

- a pair of shoes
- Label the soles and the heels.
- a mouse.
- Where does it live? What does it eat? What noise does it make?
- What interesting things do you know about mice?

Reading pictures

Look at the pictures of *Squeak! Squeak!*, in *School Journal*, Part 1, Number 4, 1991, Pages 2 - 5.

Page 2 Question: What are the most important things in the picture?

Page 3 Questions: Who is the most important person in the story? (Say how you know.)
What is this important person pointing to?
What is he talking about?

Page 4 Questions: What is this man's job?
What is he doing here?

Page 5 Talk about what is happening in the picture.

Reading the Play

Read *Squeak! Squeak!*

Jobs

1. Choose the people for the play. Take turns at being the king, the shoemaker, and the shoemaker's daughter.
2. Practise the play together.
3. Make signs and props.
4. Invite other people to come and watch the play.
5. Prepare a programme to give out to the audience (or a programme to hang on the wall).
6. Perform the play for different groups of people.
7. Ask different people to review the play for you.

Instructions:

1. In the top left hand square, write Mr. Isele's nickname.
2. In the bottom left hand square, draw three things that Mr. Isele took with him when he went to clean the boats. Label each thing.
3. In the top right hand corner, draw Mr. Isele at work.
4. In the last square, write the words the man shouted as he kicked and splashed.

Language Practice

Give reasons

Read or write the sentences.

1. Mr Isele picked up a bit of coral or a clam shell...	to clean the bottom of the boats in the lagoon.
2. Mr Isele used his scraper and brush...	to see the visitors.
3. Some children paddled out in their canoes...	to make himself heavy.

Fill in the spaces

Read the sentences.

<p style="text-align: center;">Mr. Shark</p> <p>Use: no, no longer, not, Don't, any</p> <p>A shark has lots of teeth but Mr Shark had teeth at all.</p> <p>Mr Isele was a pearl diver.</p> <p>The children were talking to the tourists. "Look out for Mr. Shark," they said.</p> <p>The woman said, "I'm going to swim with sharks around." "..... be silly," said the man. "There aren't sharks here. Come on. Race you in."</p>

Match:

- what the speaker says
- what the speaker is doing with the words.

The speaker's words	What the speaker is doing with the words
1. "Can you tell us if this water is good for swimming?"	a. Asking for some information
2. "Don't be silly, there aren't any sharks in the lagoon."	b. Telling the other person she is wrong
3. "Shark! Shark!"	c. Telling someone to get out of the water quickly
4. "Good afternoon."	d. Greeting someone
5. "There's a shark down there!"	e. Warning someone of danger
6. "I'm sorry I frightened you."	f. Saying he is sorry
7. "I was cleaning the bottom of that boat and you kicked against my scraper."	g. Explaining something that happened

Writing Tasks

Personal story

A Bad Fright

Have you ever had a bad fright? What happened? Were you really in danger?
Or
Has a person at home had a bad fright?

Jobs

- Recall the experience. Write about the experience for other people to read. Or interview a person at home. Get their story about a fright. Make their story into a book. (Don't forget to write their name on the cover.)
- Write the story. Show it to a friend. Make changes.
- Make your story into a book with a cover and illustrations. Read your book to another person at school or at home.

Project

Sharks

Work in groups.

Write down all the things you know about sharks.

Write a facts sheet about sharks for your class. Illustrate the facts sheet.

Animal	Sharks
Names for common types of sharks	
Interesting parts	(Draw a shark. Label the interesting parts.)
Usual food	
Where sharks usually live	
Other interesting facts	

- How does the crocodile get rid of the leeches?

- What is so surprising about this method?

Don't forget to ask clarification questions.

Other jobs

Prepare a work sheet for people to fill in as they listen to the radio documentary.
Write an advertisement for your radio programme.

Extension Work

Find an example of two other animals that have a special relationship with each other. Make a reading card for the class using the new examples.

2. Complete this table of information.

Topic	The Nile Crocodile
Usual habitat	
Food	
Problem	
Solution	
Additional details	

3. Draw a flow diagram or make a concept map that shows the unusual friendship between the Nile crocodile and the “courser” bird.

Important words

leeches	In the Nile River, there are small worms which suck the blood of animals for food.
jaws	When the crocodile opens its big mouth to take in a fish, the leeches come in, too.
cling	The leeches stick to the soft parts in the crocodile’s mouth.
plucks	A little bird jumps into the crocodile’s open mouth, and pulls out the leeches.
juicy	The little bird finds its rich tasty food inside the crocodile’s mouth.

Ask and Answer

The Nile Crocodile and the Courser Bird

Work in pairs.

One person is an expert on crocodiles that live in the River Nile.

The other person is the producer of a radio programme called,

‘That’s Very Interesting’.

Jobs

Radio Producer: Interview an expert on crocodiles that live in the river Nile.

Make a tape recording of the interview so that it can be played on the class radio station.

Interview Questions

- Good morning. My name is (Give details about the radio programme you are producing.)
- I believe the Nile crocodile has an interesting problem. Can you tell me what the problem is?

.....

3. What do the leeches do?

.....

A talk

Prepare a 2 minute talk to give to people who want to know more about sharks. (Record the talk on a tape so that people can listen to it at any time.)

Pretend diary

Pretend you are one of the tourists.

Write an entry into your diary. Say how you were “attacked by a shark with no teeth”.

Extension Tasks

1. Interview a diver

Interview a diver or someone who used to be a diver.

Prepare questions about the work of a diver.

Record the answers.

Present a report of the interview to the class.

2. Poster making

What is some good advice for people to remember when they go diving (or swimming)?

Make a poster with your advice on it.

Present your poster to the class.

Vocabulary

to anchor (Draw a picture of a boat anchored in the lagoon. Label your picture.)

It was safe for the boats to in the lagoon.

a diver A diver works under the water.

Mr Isele was a He worked under water.

a lagoon (Draw a lagoon. Label your picture.)

The water in the was warm, clear and good for swimming.

a nickname A fun name, a name used in place of a proper name.

Mr Isele’s was Mr Shark. He could stay under water a long time, like a shark.

a pearl Something shiny, round and valuable which is found inside an oyster shell. (Draw a pearl necklace.)

.....s are beautiful, rare and very valuable.

to scrape to clean with a scraper. (Show ‘scrape’.)

Mr Isele had to the weed from the bottom of boats with a scraper and brush.

to tease to make fun of somebody

The children did not mean to the tourists. They only wanted to warn them that Mr Shark was working under the next boat.

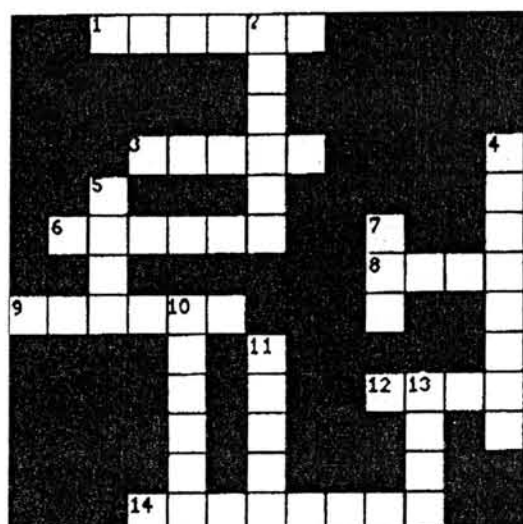
weed Weed grows everywhere, even on the bottom of boats.

The grew on the bottom of the boats in the warm clear water of the lagoon.

Crossword - Mr Shark

Across

1. Mr. Isele's job was to s_____ away the weed which grew on the bottom of boats.
3. Mr. Isele's nickname was Mr. S_____.
6. Children liked to go in their c_____ to see the visitors.
8. Mr. Isele used to w_____ down to the beach with his scraper and brush tucked in his belt.
9. The tourist was going to tell his f_____ about his adventure with a 'shark'.
12. The tourists liked to s_____ in the lagoon.
14. The big boats stopped and a_____ in the lagoon.



Down

2. When he was younger, Mr. Isele used to diver for p_____.
4. Mr. Shark was Mr. Isele's n_____.
5. The sea water was w_____.
7. Mr. Isele could hold his breath under water for t_____ minutes.
10. Boats sheltered in the calm water of the l_____.
11. Mr. Shark had no fins, no tail and no t_____.
13. Mr. Isele used a scraper and brush to clean the w_____ from the boats.

Before Reading

Reading pictures

Look at the pictures of *The Bird and the Crocodile* on pages 14 and 15 of *School Journal*, Part 1, Number 4, 1989.

Page 14 Question: What is the crocodile doing?

Page 15 Question: What is the crocodile doing?
Talk about the difference.

Reading the Story

Find the answers to these questions as you read *The Bird and the Crocodile*.

1. What is unusual about this story?
2. What surprising things can I learn from the story?

When you come to *** in the text, stop reading and make a prediction.

The Bird and the Crocodile

The Nile crocodile spends a lot of time in the water, looking for fish and other animals to eat.

In the water, there are also leeches, which suck the blood of animals for food. When the crocodile opens its jaws to take in a fish, the leeches come in, too.

The leeches cling to the soft parts in the crocodile's mouth. How can the crocodile get rid of them?

The crocodile comes out of the water, and sits on the river bank in the sun. It opens its mouth wide.

A little bird comes along. It is called a "courser". It jumps into the crocodile's open mouth, and plucks out the leeches. ***

Make a prediction

What do you think the crocodile does?

The crocodile does not move. It could easily catch the bird by closing its mouth, but it doesn't try. It just lets the bird get on with the job.

The crocodile gets a free clean-up from the bird, and the bird gets juicy food from the crocodile. The bird and the crocodile help each other out.

J.W. Leonard, *School Journal*, Part 1, No 4, 1989, pages 14 - 15.

After Reading

Be an Expert

Nile Crocodiles

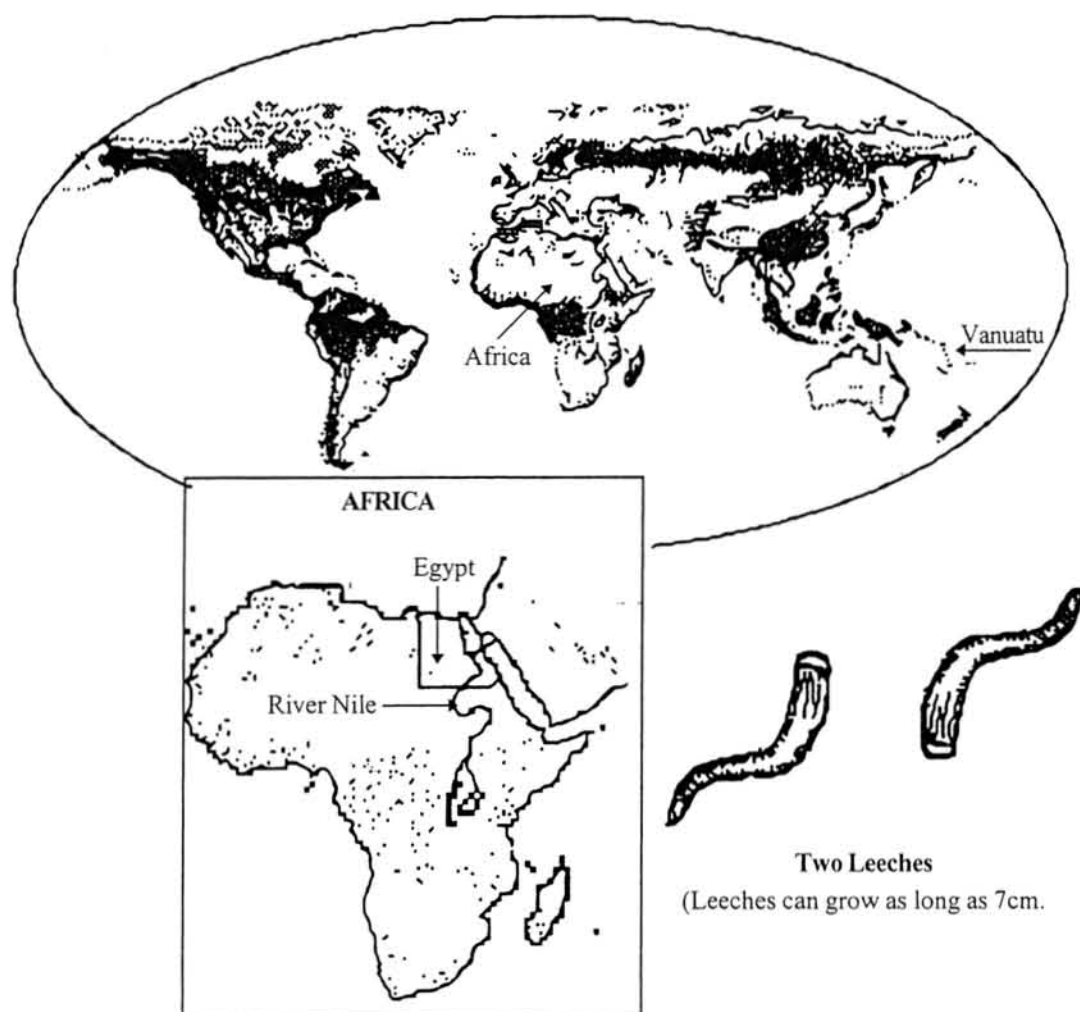
Become an expert on crocodiles living in the River Nile.

Jobs

1. Draw a sketch map of Egypt. Mark the River Nile on the map.

THE BIRD AND THE CROCODILE

Picture Page



Two Leeches
(Leeches can grow as long as 7cm.)



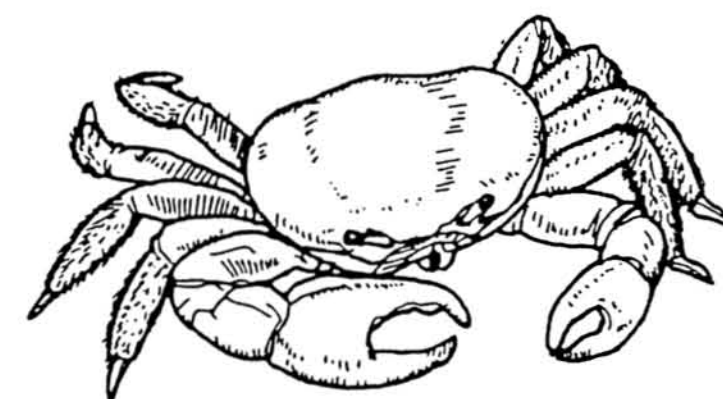
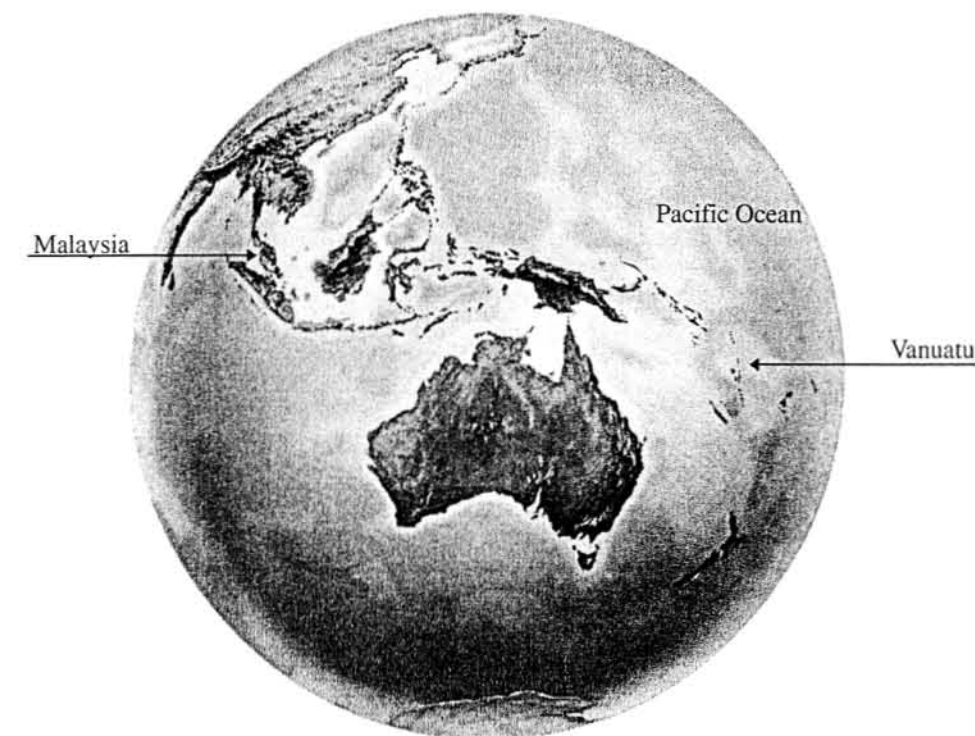
A "courser" bird plucking leeches out of a crocodile's mouth

School Journal, Part 1, Number 4, 1989, pages 14 - 15.

THE CRAB AT THE BOTTOM OF THE SEA

A Folk Story from Malaysia

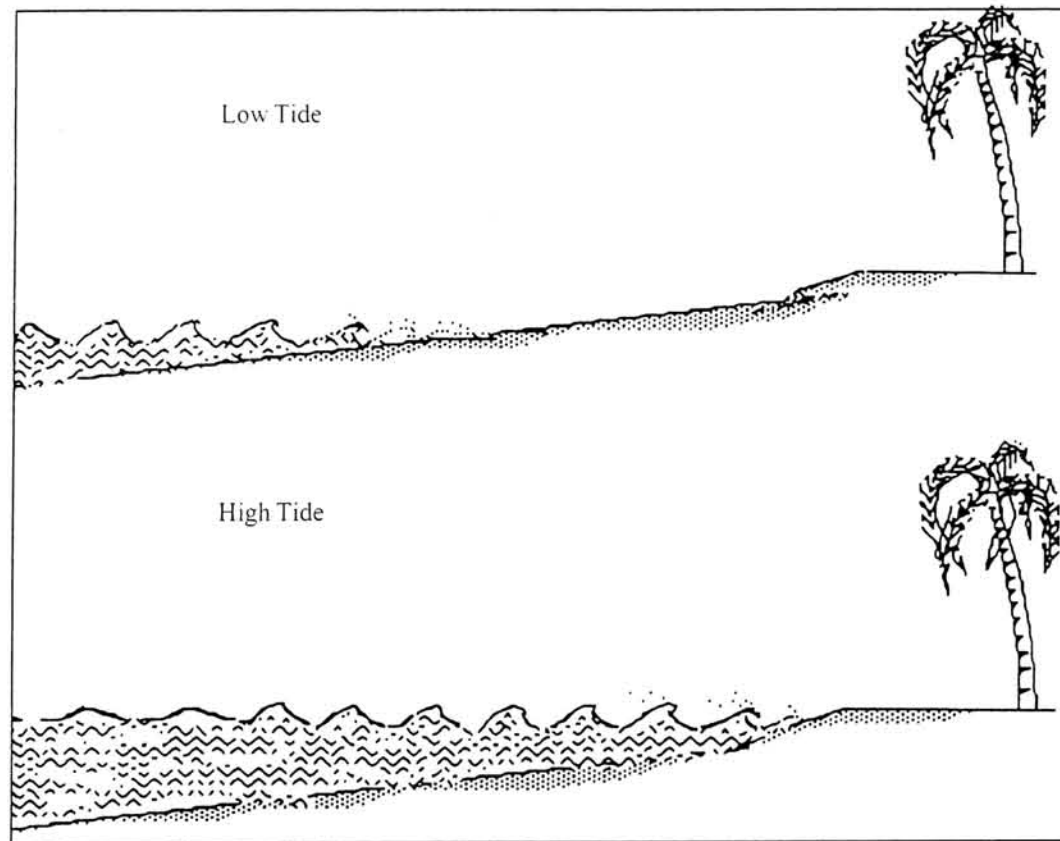
Picture Page



The crab at the bottom of the sea

School Journal, Part 2, Number 1, 1983, pages 41 - 42.

Before Reading



Point to:

the water tossing and rolling
the waves rushing up the beach

Show me:

high tide	low tide	swallowing
tossing	rolling	your throat
enormous	rushing	your stomach

Do you know?

how often the tide comes in?
how often the tide goes out?
what makes the tide come in and go out?

What is your answer?

The beach is covered with water when it is
(high tide/low tide)

The beach is dry when it is (high tide/low tide)
It is better to swim when the tide is (in/out)

Additional Reading

If you would like to read a story about how people should help each other, read *Heron and Turtle*, a folk tale from the Solomon Islands, retold by Dorothy Symington, in *School Journal*, Part 2, Number 3, 1993, pages 36 - 41.

Word Games

Work with a partner.

1. Find the words

Find as many words as you can in each long word.

monkey : on, key, no, one, men,

orange :

scratch :

furious :

2. Which was higher?

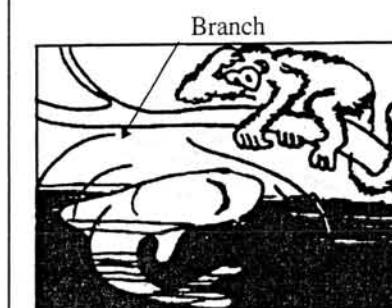
- | | | | | | | | |
|----------|-----|---------|-----|-----------|-----|----------|-----|
| a. tree | () | shark | () | d. cliff | () | sea | () |
| b. water | () | fin | () | e. cliff | () | branches | () |
| c. shark | () | oranges | () | f. monkey | () | shark | () |

3. What else do you know?

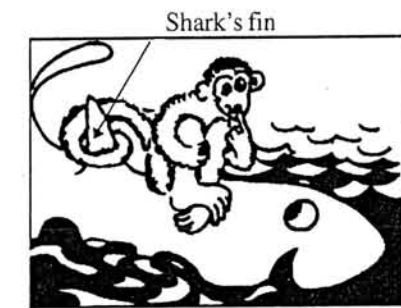
- a. A shark was swimming near a cliff.
He was big, grey and dangerous.
- b. The shark ate the oranges.
.....
- c. The monkey sat on the shark's back.
.....

4. Important words

Draw the important words in the story. For example:



"Will I go with the shark?"
the monkey is thinking.



"Hold on to my fin and you won't
get wet," said the shark.

Say it another way

1. At the top of a cliff, there once grew an orange tree.
2. The shark looked up, furious.
3. "You won't get wet on my back - I promise."
4. There was the monkey sitting in a row with her friends.

Fill in the gaps

The Monkey and the Shark

One morning a shark was swimming near a cliff. Suddenly an orange hit the shark on the nose.

The _____ looked up. He saw _____ monkey in an orange _____.
"Eat the orange," said _____ monkey. "It tastes better _____ fish."

The shark ate the _____. "I like it," he _____. "Give me some more."

_____ monkey shook the tree. _____ lot of oranges fell _____ the water. "Thank you," said the _____. "You are very kind. _____ day I'll do something _____ you."

The next day _____ shark came back to _____ some more oranges.

"I'm _____," said the monkey. "There _____ no more left. Go _____ eat fish instead."

The _____ day the shark came _____ again and said to the _____, "I want to do _____ for you. Come and _____ my family."

"All right," _____ the monkey. The monkey _____ down the cliff and _____ on the shark's back.

"_____ your tail around my _____ if you don't like _____ water," said the shark.

_____ the middle of the _____, the shark stopped. "Now _____ tell you the truth," _____ said. "My grandfather is _____ ill. A monkey's heart _____ make him better."

The _____ was frightened. "I'd be _____ to give my heart _____ your grandfather," she said, "_____ I can't. It is _____ in the orange tree."

So the shark and _____ monkey came to the _____ tree again. "Wait here _____ a minute," said the _____. "I'll go and get _____ heart for your grandfather."

_____ shark waited and waited. _____ he looked up at the _____. The monkey was sitting _____ a branch, laughing. "I _____ you!" she cried. "Go away and never come back again."

Reading the Story

Read *The Crab at the Bottom of the Sea*.

Some things are real in the story and some things are not really true. As you read, decide which things are not really true.

The Crab at the Bottom of the Sea

A folk story from Malaysia

At the bottom of the sea there is a great big hole, and inside the hole sits an enormous crab.

Snug and tight he sits, and the waters of the world rush over his head. But twice every day, the crab gets hungry. Twice a day, he leaves his hole and goes out looking for food.

Then the water runs down into his hole. Down, down it pours, as if swallowed up by a giant throat.

And the sea keeps running and the hole keeps swallowing until at last, on a hundred beaches, the level of the sea has gone right down.

Then people say the tide has gone out.

But once the crab has filled his belly, he wants to sleep. He humps his way back inside the hole and the water is all pushed out again.

Back, back, back it pours, rolling and tossing and sending great waves over the beaches....

And people look again, and say the tide is coming in.

Retold by Jan McPherson, *School Journal*, Part 2, Number 1, 1983, pages 41 - 42.

After Reading

Draw it

- Show where the crab lives at the bottom of the sea.
 - Show the beach when the crab is at home.
 - Show where the crab goes twice a day.
 - Show where the water goes when the tide is out.
 - Show the beach when the crab is not inside its hole.
- (Don't forget to label your diagrams.)

Fill in the table

Crab	Tide
The crab sits snug and tight in its hole.	-----
The crab has left its hole and is looking for food.	-----

Yes, No, Make it right

- | | |
|---|----------|
| 1. When the crab is in the hole, the tide is out. | Yes / No |
| 2. The crab drinks the water in his hole. | Yes / No |
| 3. When the crab is looking for food, the tide is in. | Yes / No |
| 4. The tide goes in and out twice a day. | Yes / No |

True or not?

Some things are real in the story and some things are not really true.

Say what is real or true.

Say what some people 'believe' is true (but it is probably not true).

Put a question mark (?) if you don't know if it is true or not.

- | | |
|--|----------------------|
| 1. The tide goes out twice a day. | True/not really true |
| 2. Some crabs live in holes in the bottom of the sea. | True/not really true |
| 3. Crabs get hungry. | True/not really true |
| 4. Crabs get sleepy after a heavy meal. | True/not really true |
| 5. The high and low tides are made by a giant crab at the bottom of the sea. | True/not really true |

Solve this problem

After heavy rain there is a lot of water in your garden.

Using an idea from the story, draw what you would do to get the water off your plants.

Writing

Write a play about *The Crab at the Bottom of the Sea*.

For example:

The Crab at the Bottom of the Sea	
Characters:	
A storyteller	
A 'sound' person	
An enormous crab	
Some people on a beach.	
Storyteller	Once upon a time and now An enormous crab sits in a great big hole at the bottom of the sea. Look! There he is with the waters of the world rushing over his head.
Sound	Shh, wishh, swishh
Storyteller	But twice a day
Crab	I'm hungry. I must leave my hole and look for food.

2. What do sharks usually eat?
3. What was the shark's problem?
4. How did the shark try to solve his problem?
5. What was the monkey's trick?

'Real' and 'unreal'

Some things in the story happen to real animals. Other things are made up for the story.

Say if something is **real** or **unreal**.

- | | |
|--|-------|
| 1. A shark was swimming near a cliff. | _____ |
| 2. The shark ate the orange. | _____ |
| 3. The monkey shook the tree. | _____ |
| 4. The monkey went for a ride on the shark's back. | _____ |
| 5. The monkey was laughing. | _____ |

Writing

A story

Find a story about a trick. Publish the story as a book. Introduce your book to the class on (date).

Jobs

1. Find a story about an animal that plays a trick on another animal.
2. Ask a person who knows the story well to tell it to you. Tape record the story if you can.
3. Prepare a written account of the story. Read it to your friends. Make changes.
4. Turn the story into a book. Write the storyteller's name on the cover.
5. Read the story to children in another class or to brothers and sisters at home.

Language Practice

How?

How did something happen in the story?

Say the way it happened.

- | |
|---|
| 1. How did the monkey hold on to the shark's back?
What stopped the monkey from falling into the sea? |
| 2. How did the shark trick the monkey?
What did the shark say to make the monkey climb on to his back? |
| 3. How did the monkey trick the shark?
What did the monkey do to trick the shark? |



In the middle of the sea, the shark stopped.
“Now I’ll tell you the truth,” he said.
“My grandfather is very ill. A monkey’s heart will make him better.”

Page 9.



The monkey was very frightened.
“I’d like to give my heart to your grandfather,” she said, “but I can’t. It is hanging in the orange tree.”
“All right,” said the shark. “We’ll go back and get it.”

Page 10



Soon the shark and the monkey came to the orange tree again.
“Wait here for a minute,” said the monkey. “I’ll go and get my heart for your grandfather.”

Page 11



The shark waited and waited. Then he looked up at the tree. The monkey was sitting on a branch, laughing.
“I tricked you!” she cried. “Go away and never come back again.”

Page 12

After Reading

Comprehension

Answer the questions.
Follow instructions.

The Monkey and the Shark

1. Look at the picture.

Put O where the oranges grew.

Put X where the monkey was swinging.

Put û where the shark swam.



Storyteller	As the crab leaves his hole, the sea rushes in to fill the hole.
Sound	Shh Gugu Glug
People	(At the beach) Good! Now we can get some shellfish. The tide is out.
Storyteller	After a heavy meal
Crab	I’m full now. I think I will go home and go to sleep.
Storyteller	The crab pushes all the water out of his hole and climbs back in.
Sound	Shh, wishh, swishh
Storyteller	Back goes the water. Back up all the beaches in the world.
People	(At the Beach) Quick! The tide is coming in. We will have to stop now. Let’s light a fire and cook our shellfish.

Additional Reading

1. Read *Low Tide*, a poem by Barbara Beveridge, *School Journal*, Part 2, Number 2, 1987, page 39.
2. Read *The Crab*, a poem by Barbara Hill, *School Journal*, Part 1, Number 2, 1990, page 18.

Vocabulary

Important words

1. **enormous** huge, very large, very big
2. **snug and tight** comfortable, safe, warm....
The hole is just the right size for the crab.
3. **twice** two times
4. **to swallow** to gulp, to drink
5. **the tide is going out** (has gone out) The tide is falling. Now it is low tide.
We can see the sand and the rocks on the beach.
6. **a belly** a stomach
7. **to hump** to move slowly (because of his fully belly!)
8. **the tide is coming in** (has come in) The sea water is covering the sand.
The waves are rolling up the beach.
Now it is high tide.

Test Yourself

Read the story to your partner.

Fill in the gaps as you read.

Believe it or Not

Did you know that an e..... crab sits in a great big hole at the bottom of the sea?

He sits there, sn..... and t..... in his hole, and the waters of the world rush over his head.

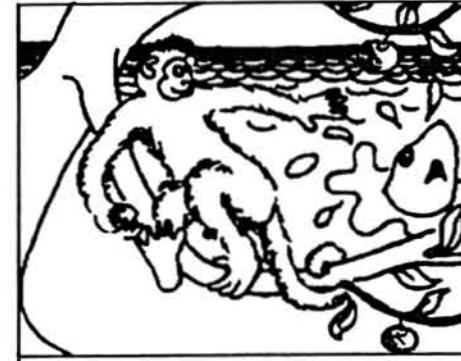
But tw..... a day the crab gets hungry. "I must leave my hole and look for food," he says.

Then the water runs down into the crab's hole. "It is like a giant sw.....ing a drink," the people from Malaysia say. "It makes the t..... go out."

But soon the crab's b..... is full. "I must go back for a sleep," he says. And he h.....s his way back to his hole.

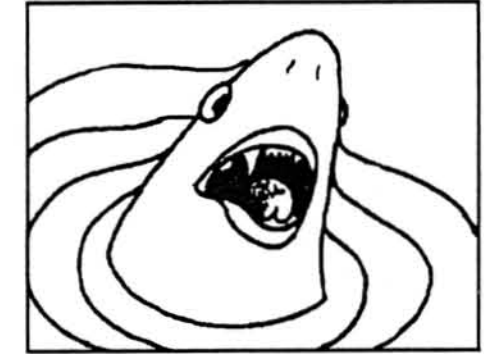
Down the crab climbs, down, down into his hole, pushing the water out as he goes. Back, back the water pours, rolling and tossing and covering the beaches again.

"Now the t..... is coming in," the people say. "The crab must be at home."



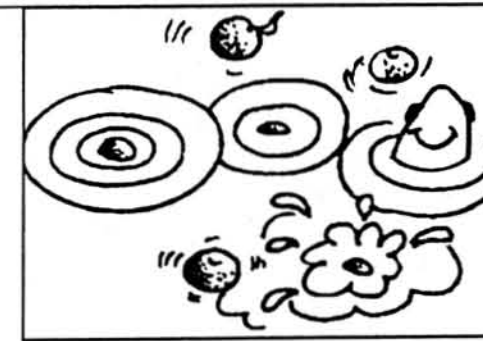
The shark looked up. He saw a monkey in an orange tree.
"Eat the orange," said the monkey. "It tastes better than fish."

Page 3



The shark ate the orange.
"I like it," he said. "Give me some more."

Page 4



The monkey shook the tree. A lot of oranges fell into the water.
"Thank you," said the shark. "You are very kind. One day I'll do something for you."

Page 5



The next day the shark came back to eat some more oranges.
"I'm sorry," said the monkey. "There are no more left. Go and eat fish instead."

Page 6



The next day the shark came back again and said to the monkey, "I want to do something for you. Come and meet my family."
"All right," said the monkey.

Page 7



The monkey climbed down the cliff and sat on the shark's back.
"Put your tail around my fin if you don't like the water," said the shark.

Page 8

At that, the monkey nearly fell off with fright. But she hung on and thought quickly.

"Why, Shark," she said. "I'd be happy to give my heart to your grandfather. But I can't."

"Why not?" said the shark.

"I haven't got my heart with me," said the monkey. "I left it hanging in the tree."

"In the tree?" said the shark.

"But of course. We monkeys don't carry our hearts around with us. It's far too dangerous. We leave them hanging in a tree."

The shark turned around. "All right," he said. "We'll go back and get it."

When they got back, the monkey jumped off. "Wait here. I won't be a minute," she said, and scampered up the cliff.

The shark waited. No monkey came.

After a while, the shark called out, "Hey, Monkey! Have you got that heart yet?"

He heard a chattering sound above him, and looked up. There was the monkey, sitting in a row with her friends. They were all grinning down at him.

"I tricked you!" said the monkey. "And it serves you right!"

Then the shark went into a terrible rage. He lashed the water with his tail till it foamed.

All the monkeys laughed.

Then they picked up rotten oranges off the ground.

"Get out, and don't ever come back!" they screeched. And they pelted the shark with rotten oranges until he swam away.

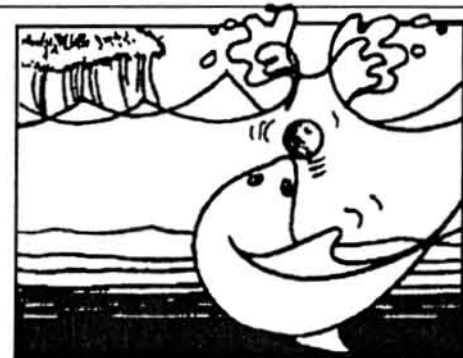
J. McPherson, *School Journal*, Part 1, Number 4, 1978, Pages 16-2.1

Ideas for the Enlarged Book



This is a story about a monkey and a shark.
It is a story about a trick, too.

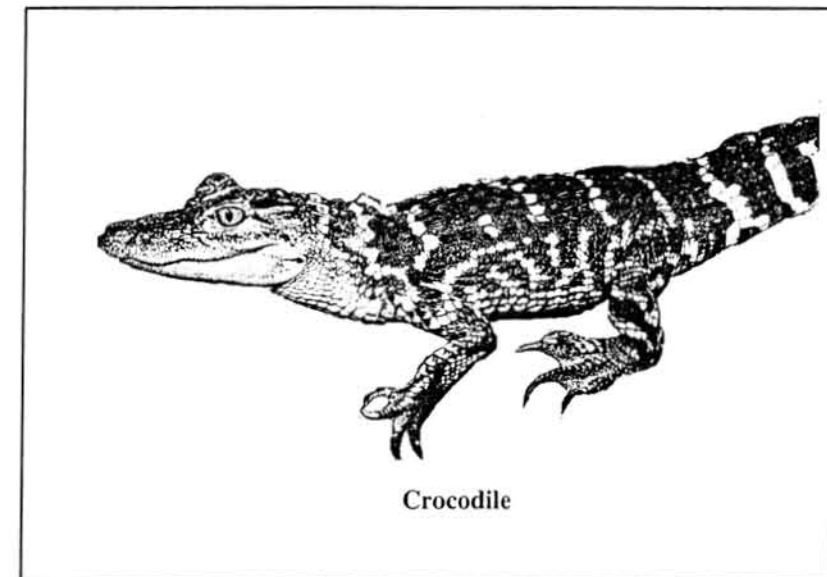
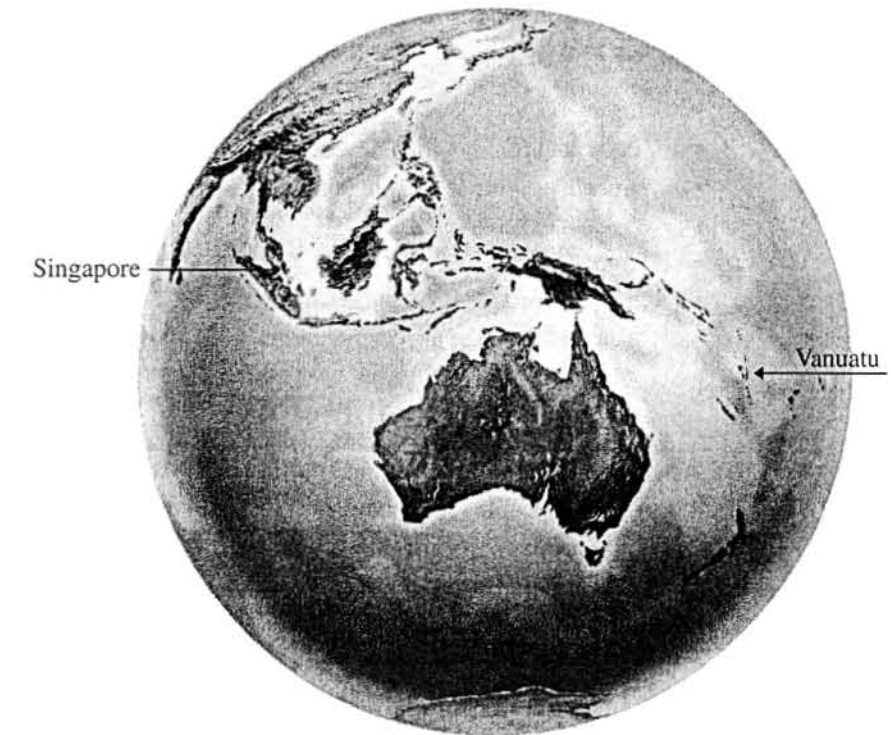
Page 1



One morning a shark was swimming near a cliff. Suddenly an orange hit him on the nose.

Page 2

CROCODILE FARM



Crocodile

Before Reading

Point to:

- Singapore
- a crocodile
- the crocodile's skin
- the crocodile's sharp teeth

School Journal, Part 1, Number 4, 1989, pages 16 - 19.

Talk about farms:

- Sheep farms
- Dairy farms
- Fish farms
- Butterfly farms

Reading pictures

Look at the pictures of *Crocodile Farm* on pages 16, 17, 18 and 19 and the front and back covers of *School Journal*, Part 1, Number 4, 1989.

Point to:

- the wide open mouth of a crocodile (and the sharp teeth!).
- crocodiles lying in the sun (and in the shade).
- crocodiles lying in a pool.
- crocodile eggs.
- a baby crocodile breaking out of an egg.
- a crocodile pen in a crocodile farm.

Reading the story

As you read *Crocodile Farm*, find the answers to these questions:

1. Why do people sometimes keep crocodiles on a crocodile farm?
2. What parts of the crocodile are valuable?
3. What have I learned about crocodiles?

Crocodile Farm

When I visited Singapore, I went to see the crocodile farm there. The crocodiles are valuable for their skins, so they are looked after carefully.

The crocodile farm had many pens, with many crocodiles in each pen. They lay in the bright sun. Some had their mouths wide open to keep cool. I saw their sharp teeth.

I also saw baby crocodiles breaking out of their eggs. The babies all lived in one pen. The big crocodiles were kept separate in the other pens, because they might eat the little ones.

The crocodiles' skins are made into leather. The leather is used for expensive shoes and handbags.

June Walker Leonard, *School Journal*, Part 1, Number 4, 1989, pages 16 - 19.

After Reading

Fact Sheet

Fill in the Fact Sheet.

Animal	Crocodiles
Interesting parts	
Usual food	
Where crocodiles usually live	
Other interesting facts	
Useful parts of the crocodile	Crocodile skins are made into

The Monkey and the Shark

At the top of a cliff, there once grew an orange tree. It was so old and big that its branches stretched way out over the sea.

Every year, the tree grew heavy with fruit, and every year, at orange time, the monkeys came.

They laughed, they fought, they swung upside-down by the tail and they ate oranges.

One day, a shark was swimming down below, when - **bonk** - an orange dropped down and hit him smack on the nose.

The shark looked up, furious. The monkey was sitting in the tree, grinning down at him.

"Go on - eat it!" called the monkey. "It's much nicer than smelly old fish!"

The shark took a bite. Sure enough, it was delicious.

"I knew you'd like it," said the monkey, looking pleased with herself. "Have some more. Watch your head now!" And she grabbed a branch, and shook it. Fruit plopped all around the shark like bright orange rain.

"Thank you, Monkey," said the shark, and he gobbled them up, "You're very kind. I won't forget it."

After that, the shark came back every day. And every day the monkey watched for him, and dropped down oranges.

At last, all the oranges on the tree were eaten.

"Sorry, friend," called the monkey, when the shark came. "It's fish for your dinner till next year!"

But the next day, the shark came back again.

"Hey, Monkey! Friend Monkey! Are you there?! He called.

The monkey looked down. "I told you! The oranges are finished!" she said.

"I didn't come for oranges," said the shark. "I've come to do something for you. I'm going to take you to meet my family."

The monkey scratched her chin. "I don't like water," she said.

"You won't get wet on my back - I promise," said the shark.

The monkey scratched her ear. "All right," she said at last. She hopped down from the tree, and scrambled down the cliff.

"Hang on tight," said the shark.

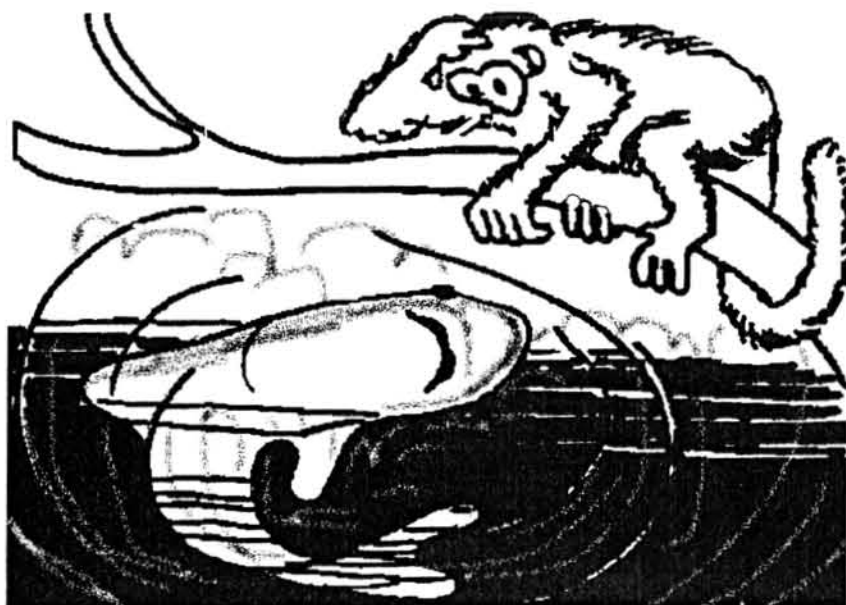
The monkey curled her tail round the shark's fin and they sped away.

When they were far out to sea, the shark said, "You've been good to me, Monkey, so I'll tell you the truth. My grandfather is very ill. The medicine man says he must have a monkey's heart to eat, or he'll die. That's why I'm taking you to him.

THE MONKEY AND THE SHARK

An African Folk Tale

Picture Page



Before Reading

Make an enlarged book for the story.
Share the work of making the book.
Read the story with the students.

School Journal, Part 1, Number 4, 1978, Pages 16 - 21.

Do you know these facts?

- | | |
|---|--------|
| 1. Crocodiles are good swimmers. | Yes/No |
| 2. Crocodiles can run quickly on land. | Yes/No |
| 3. Crocodiles like to lie in the sun on the banks of pools, streams and rivers. | Yes/No |
| 4. Crocodiles eat fish, dogs, and other small animals. | Yes/No |
| 5. Crocodiles lay eggs. | Yes/No |
| 6. Crocodile skin is made into leather shoes and bags. | Yes/No |
| 7. Crocodiles belong to the same family as lizards. | Yes/No |
| 8. There are crocodiles on some of the islands of Vanuatu. | Yes/No |
| 9. There are crocodiles on some of the Solomon Islands. | Yes/No |

Draw it

Draw a crocodile on the bank of a river. It is a very hot day.

Ask and Answer

Crocodile Farm

Work in pairs.

One person is the owner of a crocodile farm in Singapore.

The other person asks the questions.

Questions

- Good morning. What animals do you keep on your farm?
- Where do you keep the crocodiles?
(Tell me some interesting things about the crocodile pens.)
- One crocodile is lying in the sun with its mouth wide open. Why is that?
- What do you use the crocodiles for?
- How do you get new crocodiles for the farm?
- Why are little crocodiles in another pen? I mean, why aren't the baby crocodiles and the adult crocodiles in the same pen?

Say it

Pretend you are an expert on crocodiles.

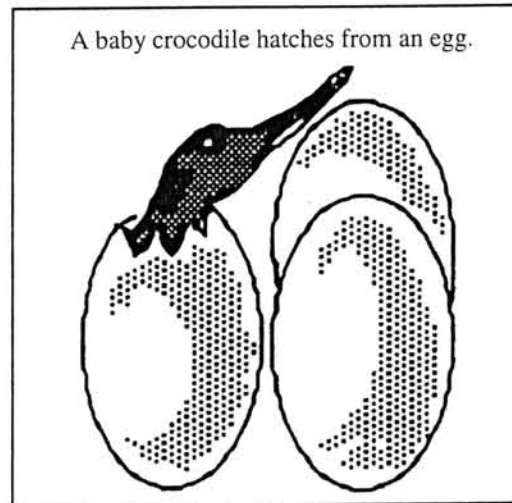
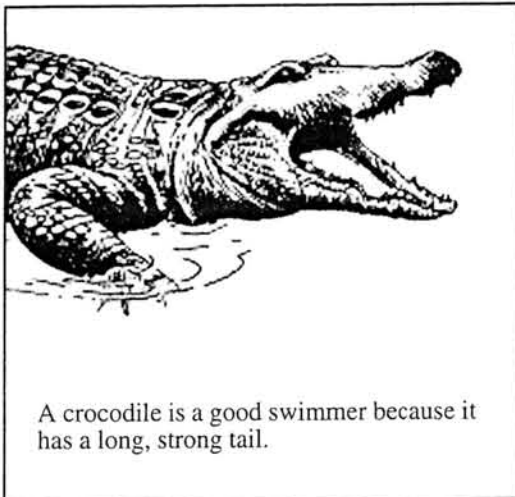
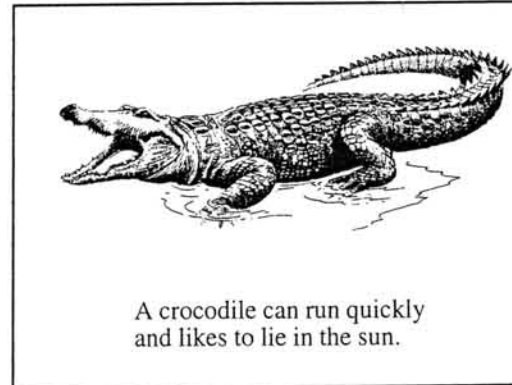
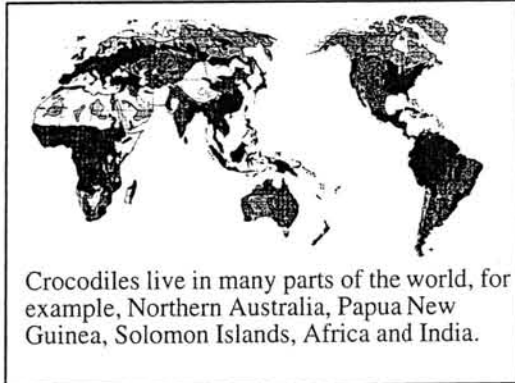
Also pretend you are visiting a crocodile farm.

1 It is a very hot day: <i>Say why the crocodiles are lying very still with their mouths open.</i>	2 A tourist wants to know more about crocodiles: <i>1. Say where they usually live.</i> <i>2. Say what people do with crocodile skins.</i>
You are looking at crocodile pens: <i>Say why the adult crocodiles are in a different pen from the baby crocodiles.</i>	You are looking at some crocodile eggs: <i>Say what will happen one day.</i>

Writing Task

Crocodiles

Make a book about crocodiles with your friends. Make the pages like this.



Jobs

1. Turn your story into a book with a cover, a title and illustrations.
2. Read your story to a person in another class or to sisters and brothers at home.

Other ideas for the book

Include these things in your book:

- a pretend letter from a person who has been to a crocodile farm
- a story about a crocodile or an experience with a crocodile
- a poem about a crocodile
- written accounts about crocodiles, for example, published stories from the *School Journal*, library books, magazines, newspapers.

Vocabulary

Important words

Read the sentences.

Find the meanings of the new words.

- | | |
|-----------|---|
| a farm | 1. In Singapore you can visit a crocodile f..... |
| valuable | 2. The people who work at the farm look after the crocodiles carefully because their skins are very v..... |
| a pen | 3. The crocodiles are kept in a p..... so that they cannot run away. |
| wide | 4. When a crocodile's mouth is w..... open, you can see its sharp teeth. |
| cool | 5. When crocodiles are hot, they try to keep c..... by opening their mouths. |
| separate | 6. The babies live in one pen and the big crocodiles live in a s..... pen. |
| leather | 7. The crocodiles are killed and their skins are made into l..... |
| expensive | 8. You need a lot of money to buy shoes and handbags made from crocodile skins because they are very e..... |

Extension Task

Read *The Birth of a Kiwi*, by Barry Rowe and Rod Morris and talk about the photographs, in *School Journal*, Part 3, Number 3, 1981, pages 16 - 30.