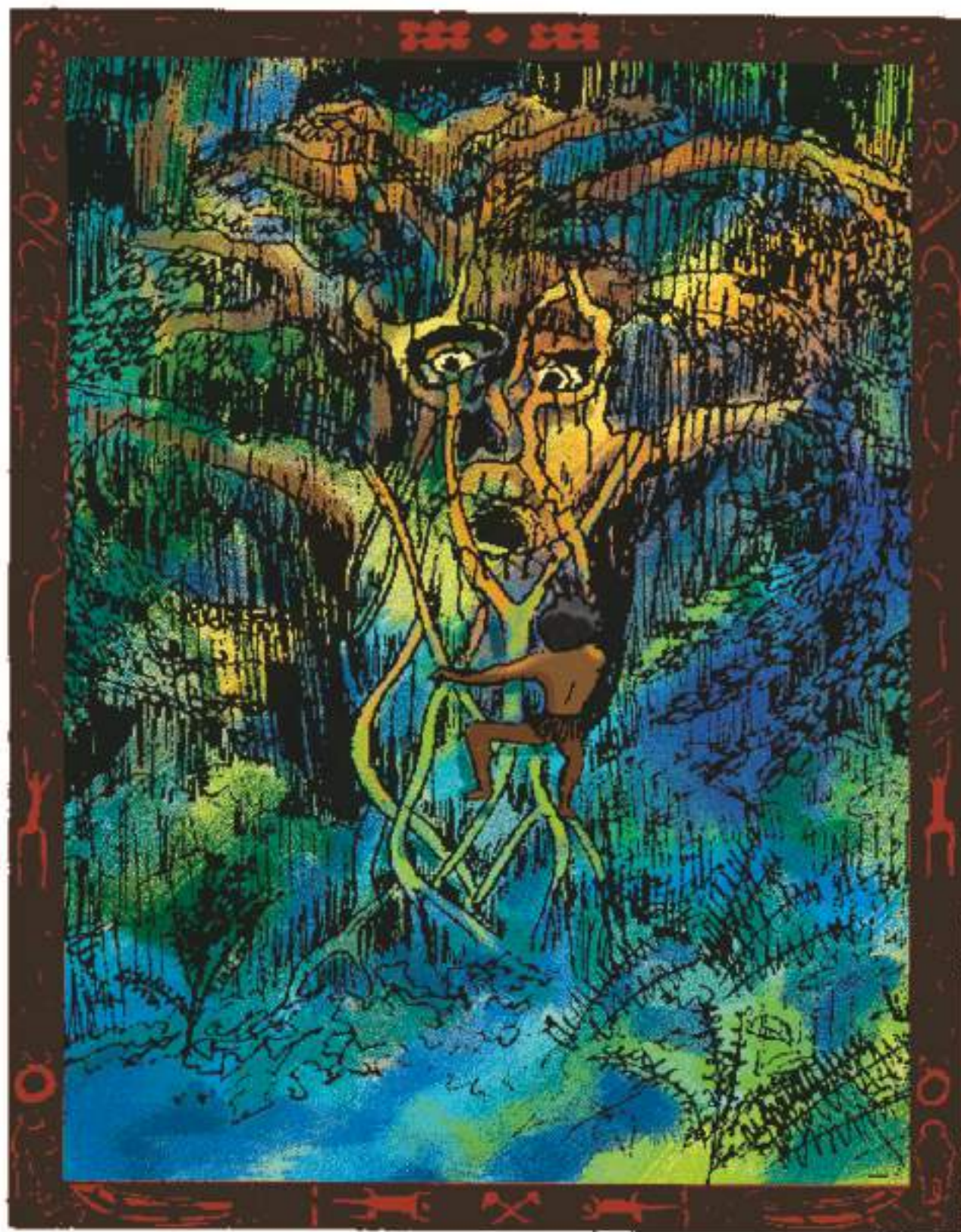


The Kavuri Devil of Rendova



By Lilly Harry
Pictures by Dominic Ereati

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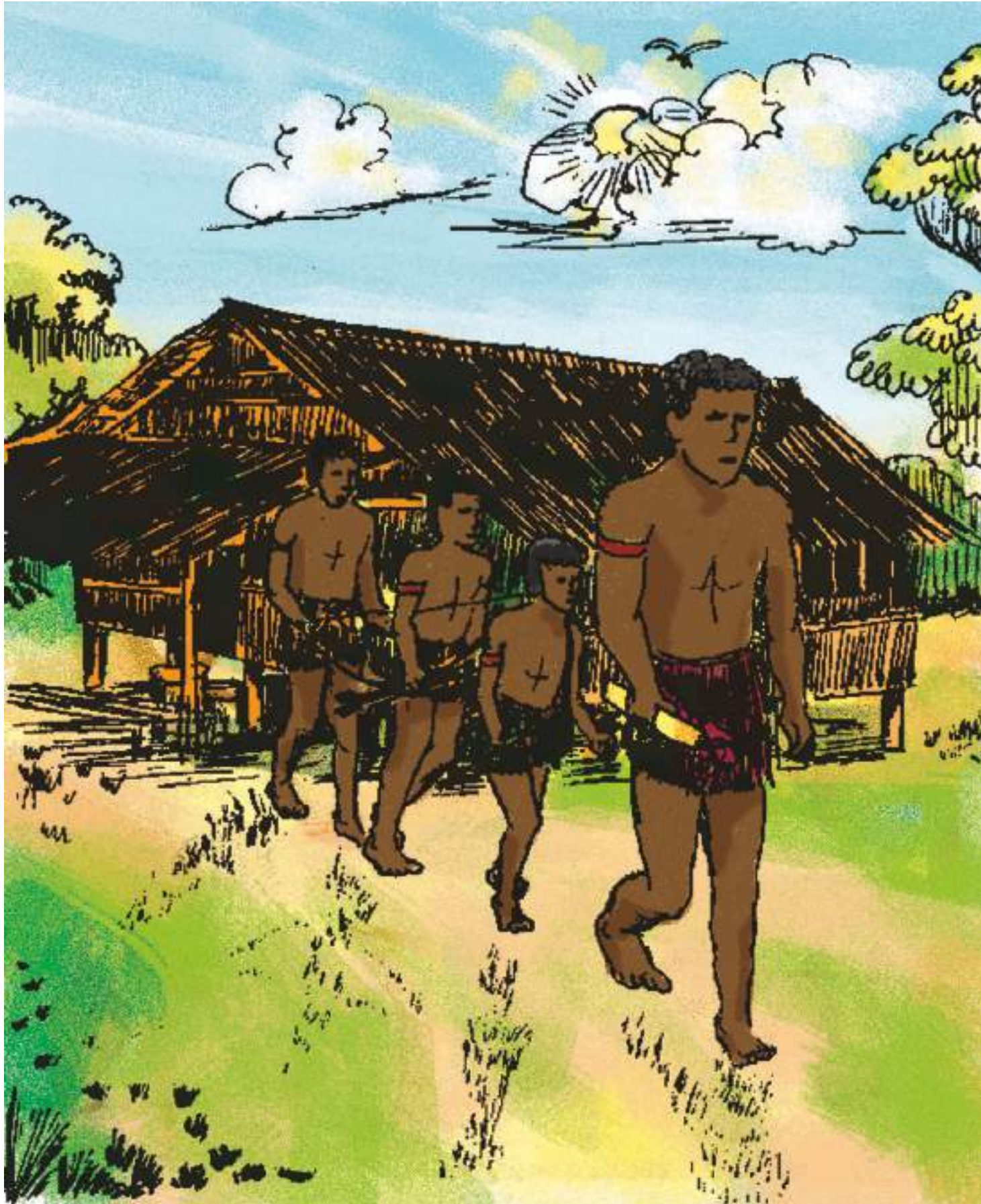
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Development 2015

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The Kavuri Devil of Rendova



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Once a upon time there lived four brothers. They were very fond of each other and always went everywhere together. One morning they decided to go hunting for opossum.

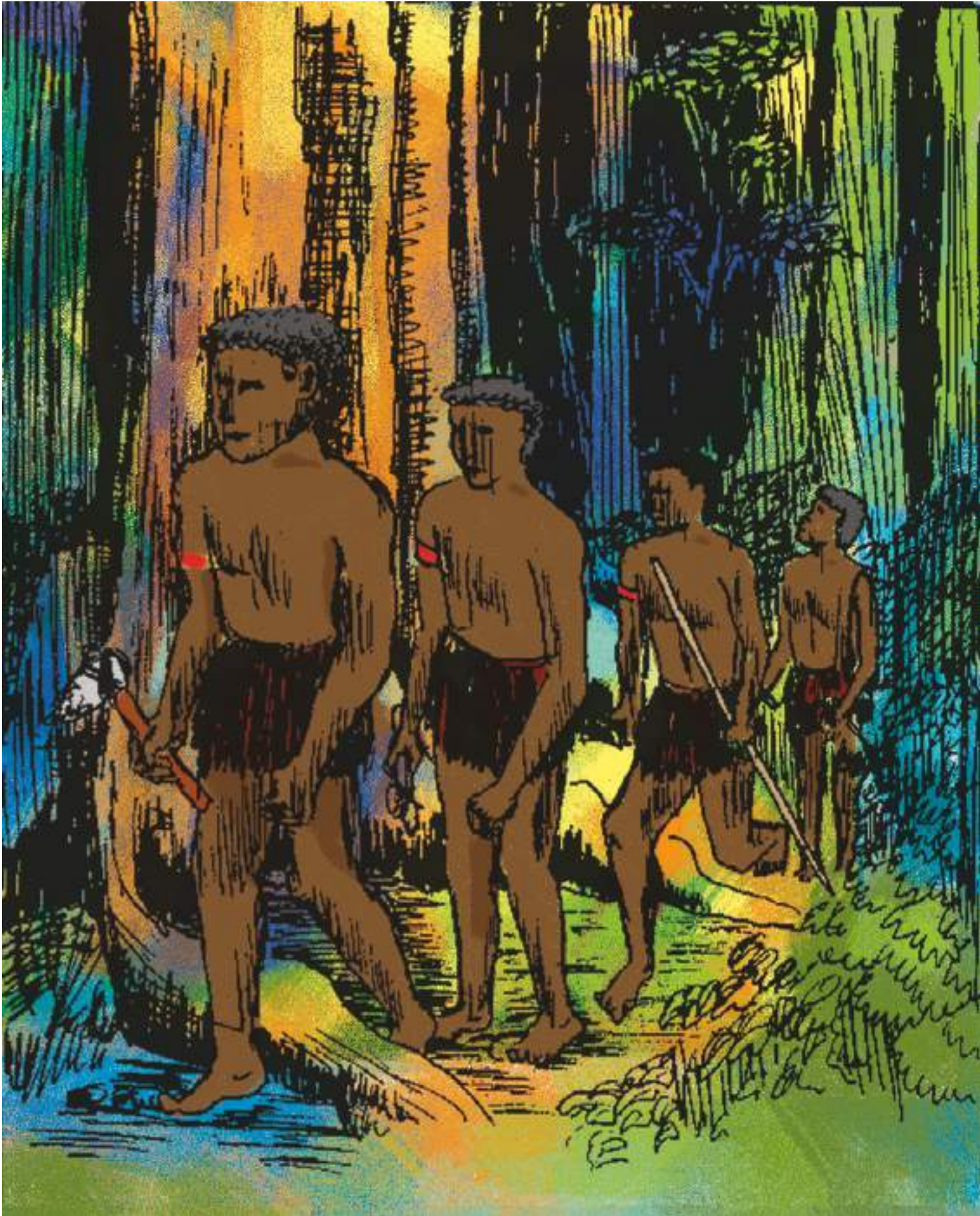


They went into the bush and walked from tree to tree, looking for opossum holes. When they saw a hole, the three oldest brothers climbed the tree to try to catch the opossum. The youngest brother was not allowed to climb the trees because he was too small. He was not happy about this.

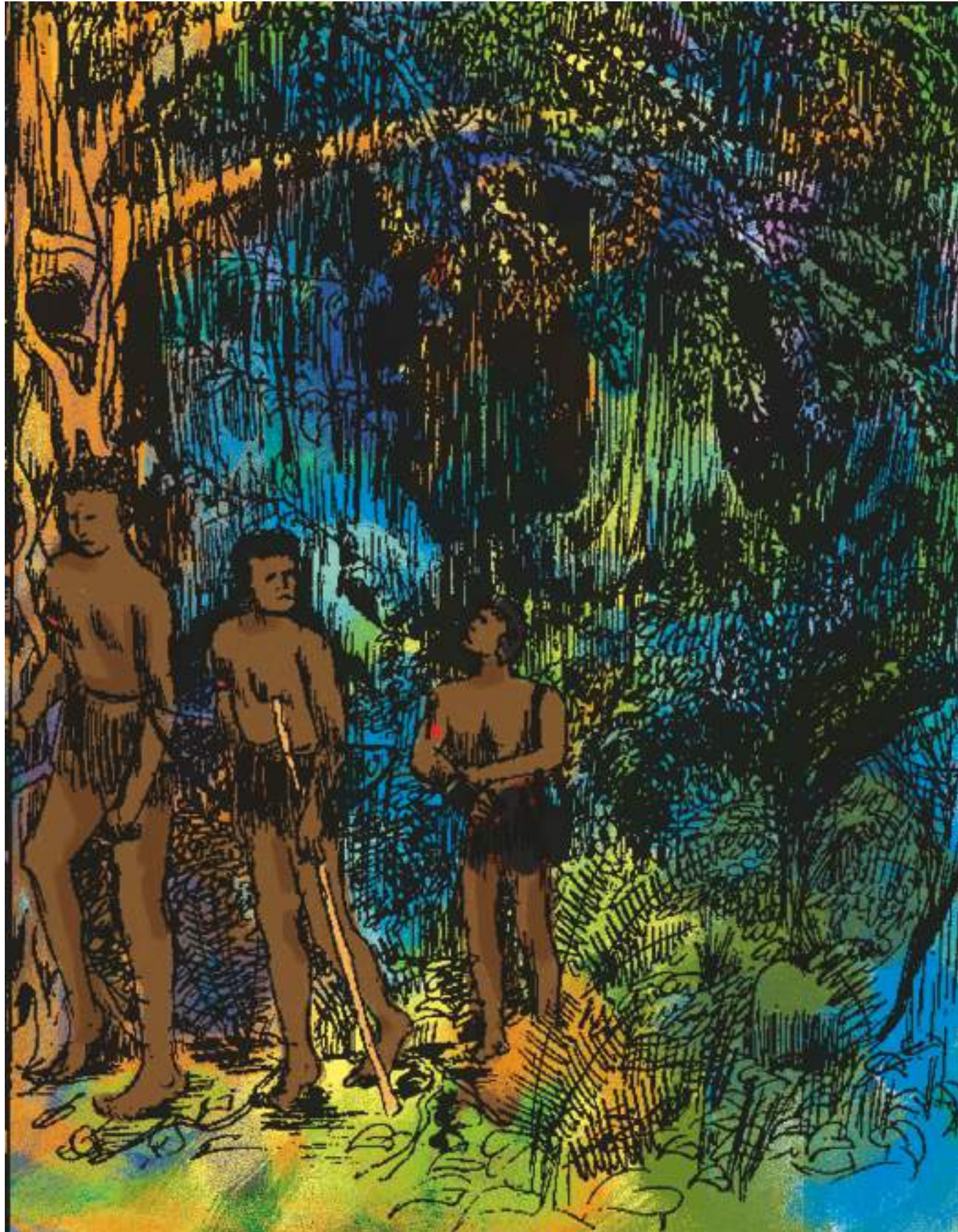


"Please let me climb this tree," he said, every time they saw an opossum hole. "I can climb like a monkey."

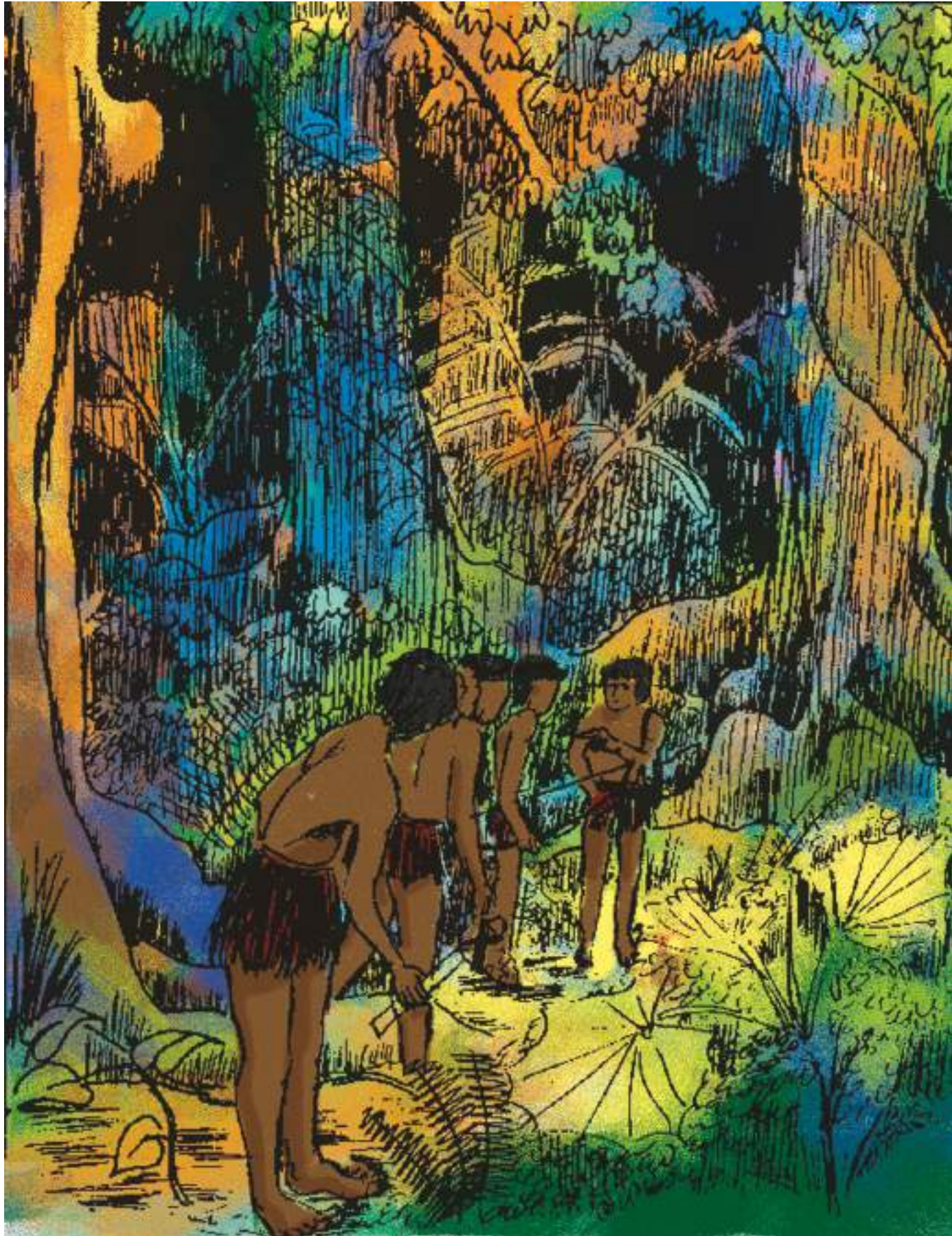
"No. You are too young to climb," his older brothers said.



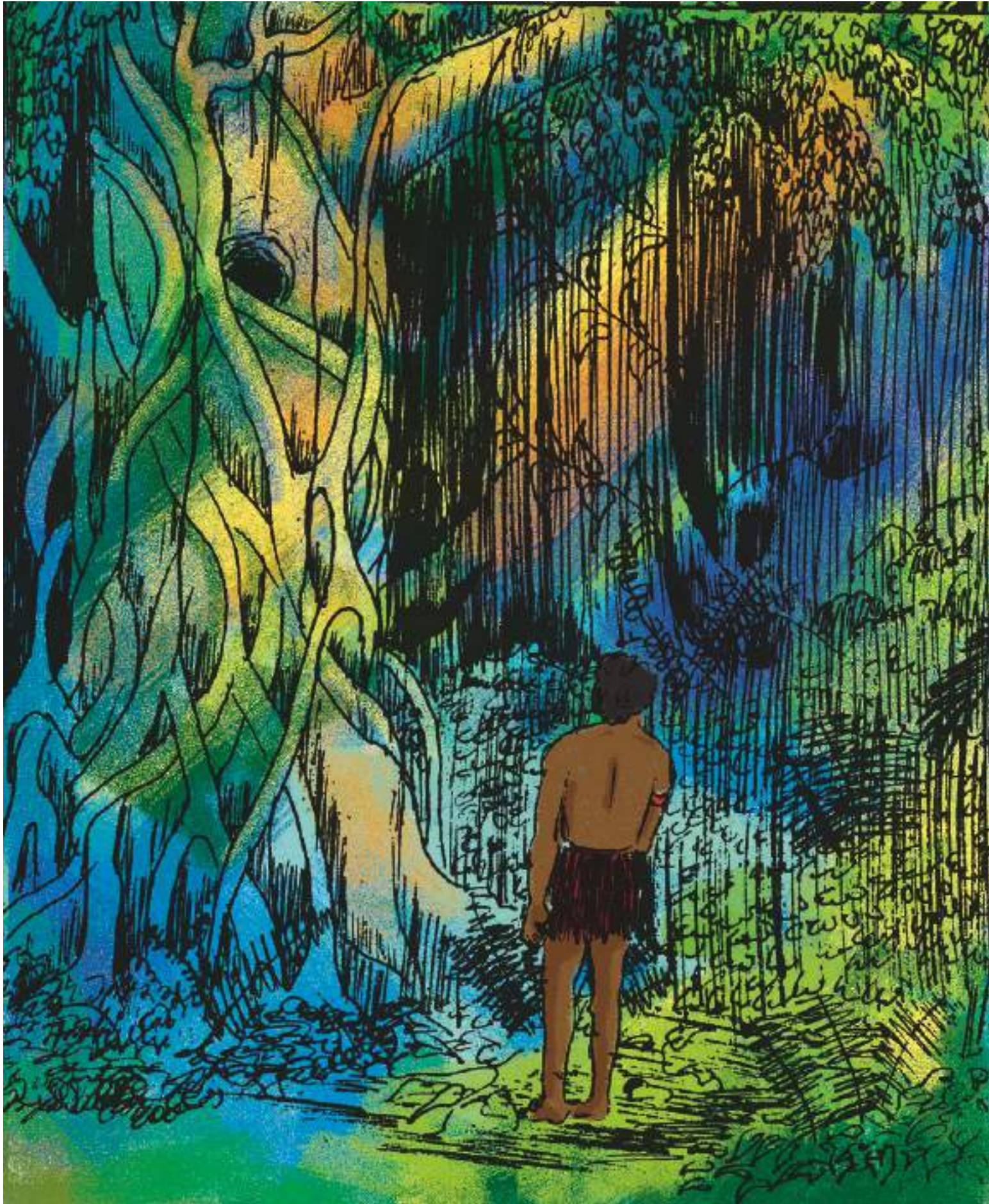
The brothers did not catch any opossum and as it was late and they were in the deepest part of the forest, they decided to go home.



Just then, the younger brother saw an opossum hole at the top of an abalolo tree. He did not tell his brothers what he had seen. Instead he slipped his hokata off his hand and hid it beside the tree.



The four brothers walked on towards their home. After a while the youngest brother said, "Look, I have lost my hokata. You three go on and I will run back to find it. I will catch you up before you reach home."



The youngest brother ran back to the abalolo tree.

"I'll catch that opossum and show my brothers that I can climb like a monkey," he said.



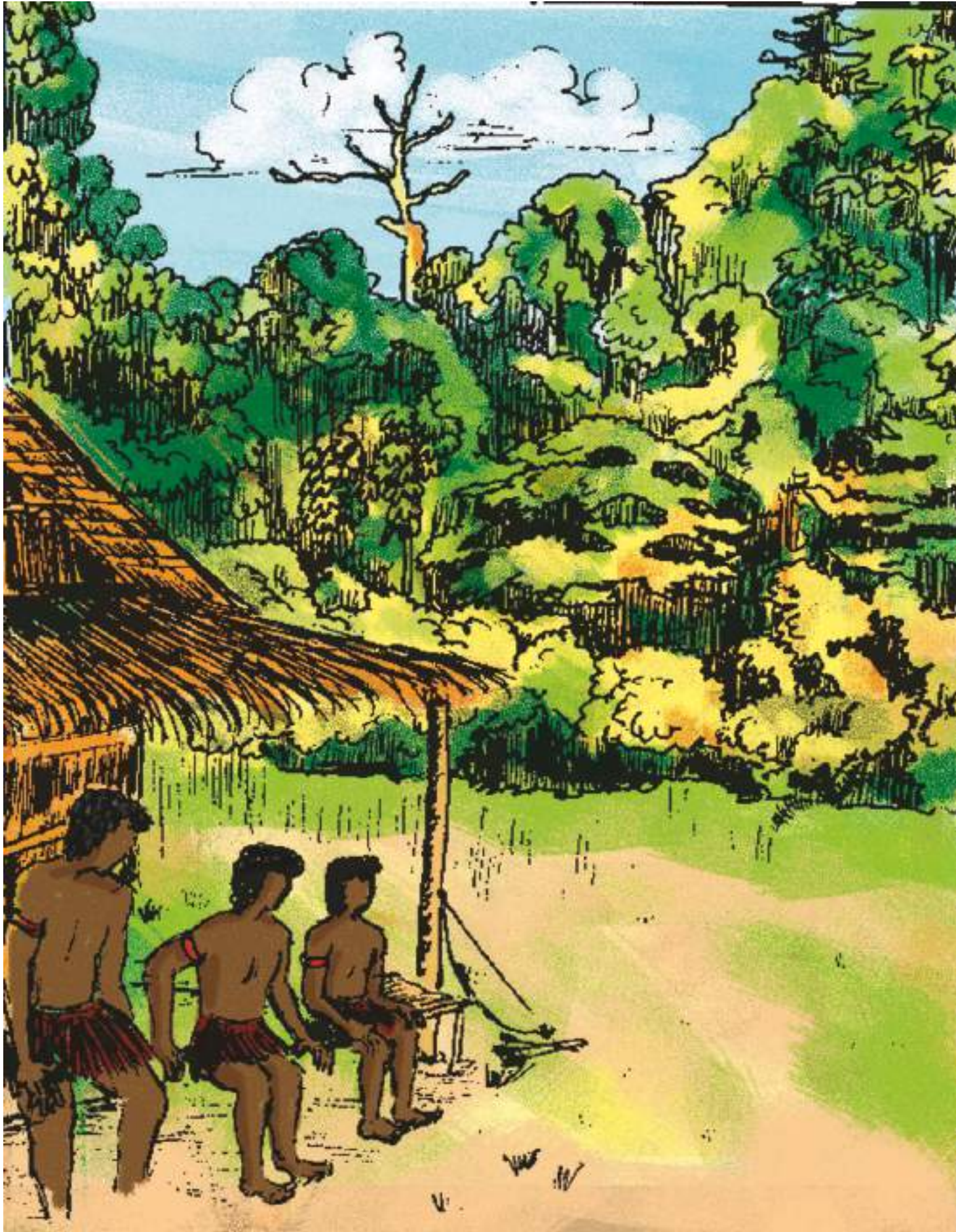
As the boy was climbing, he did not notice the leaves begin to move.



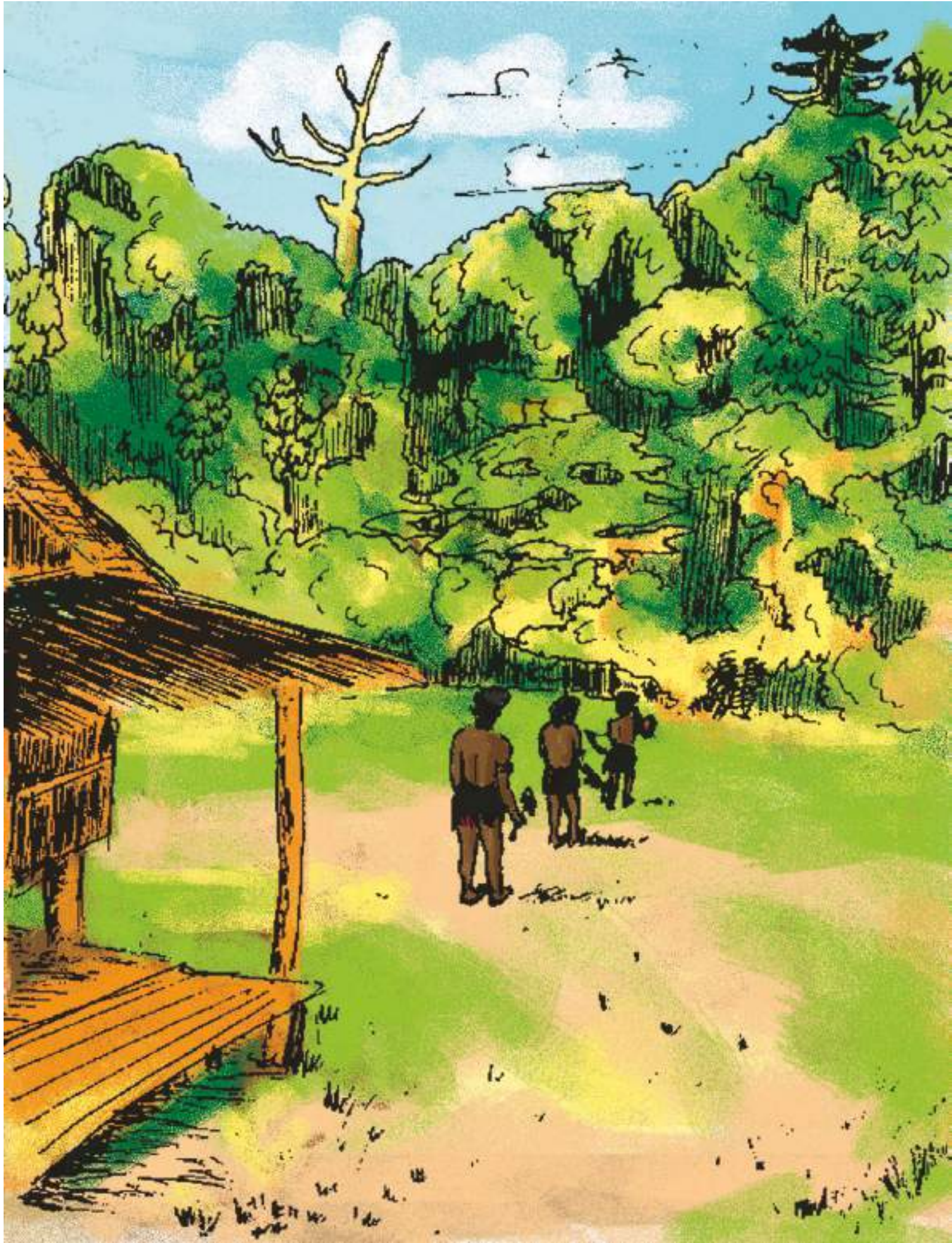
He did not notice the branches of the tree begin to twist and curl.



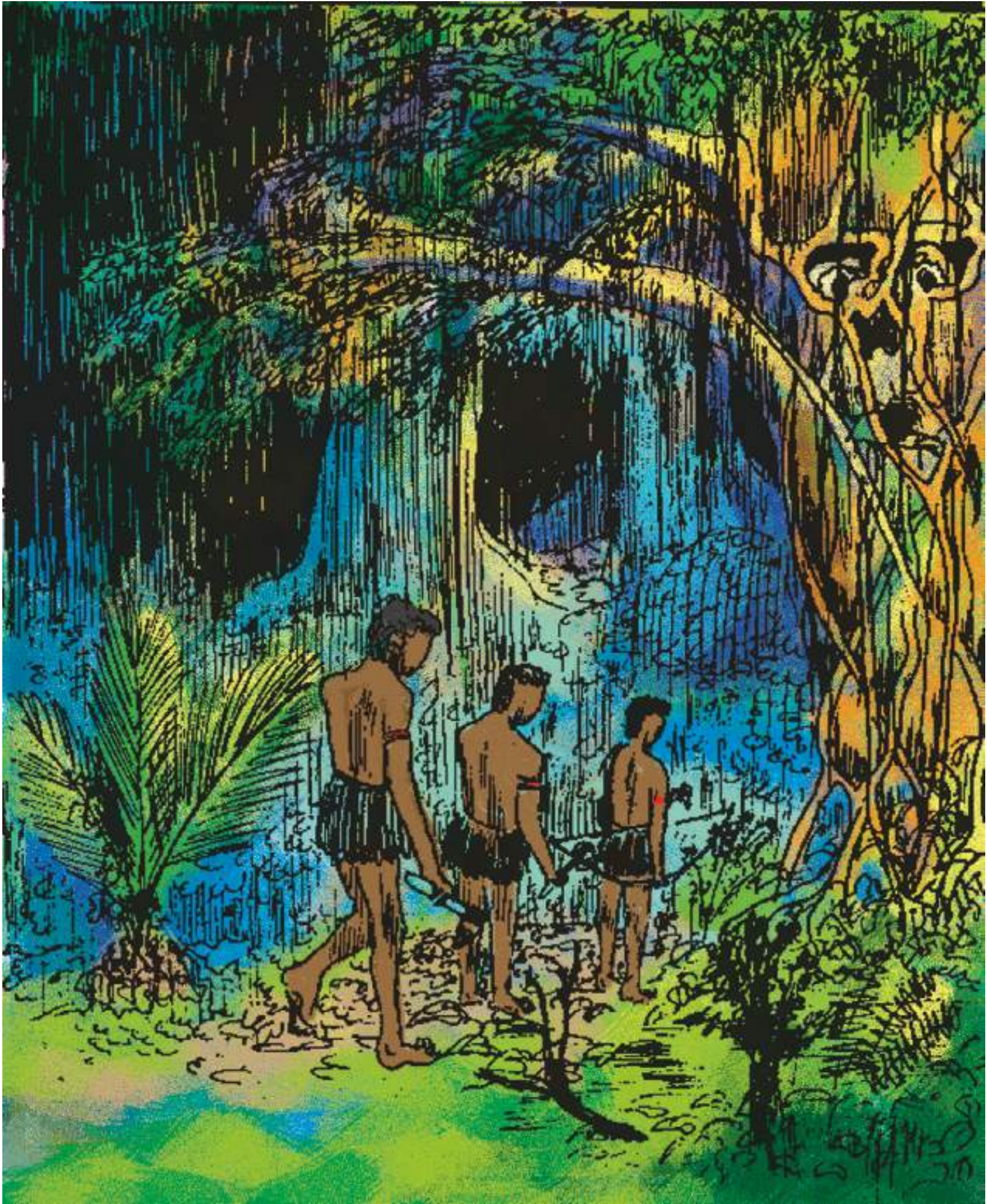
He did not notice the eyes of Kavuri
the devil woman watching him.



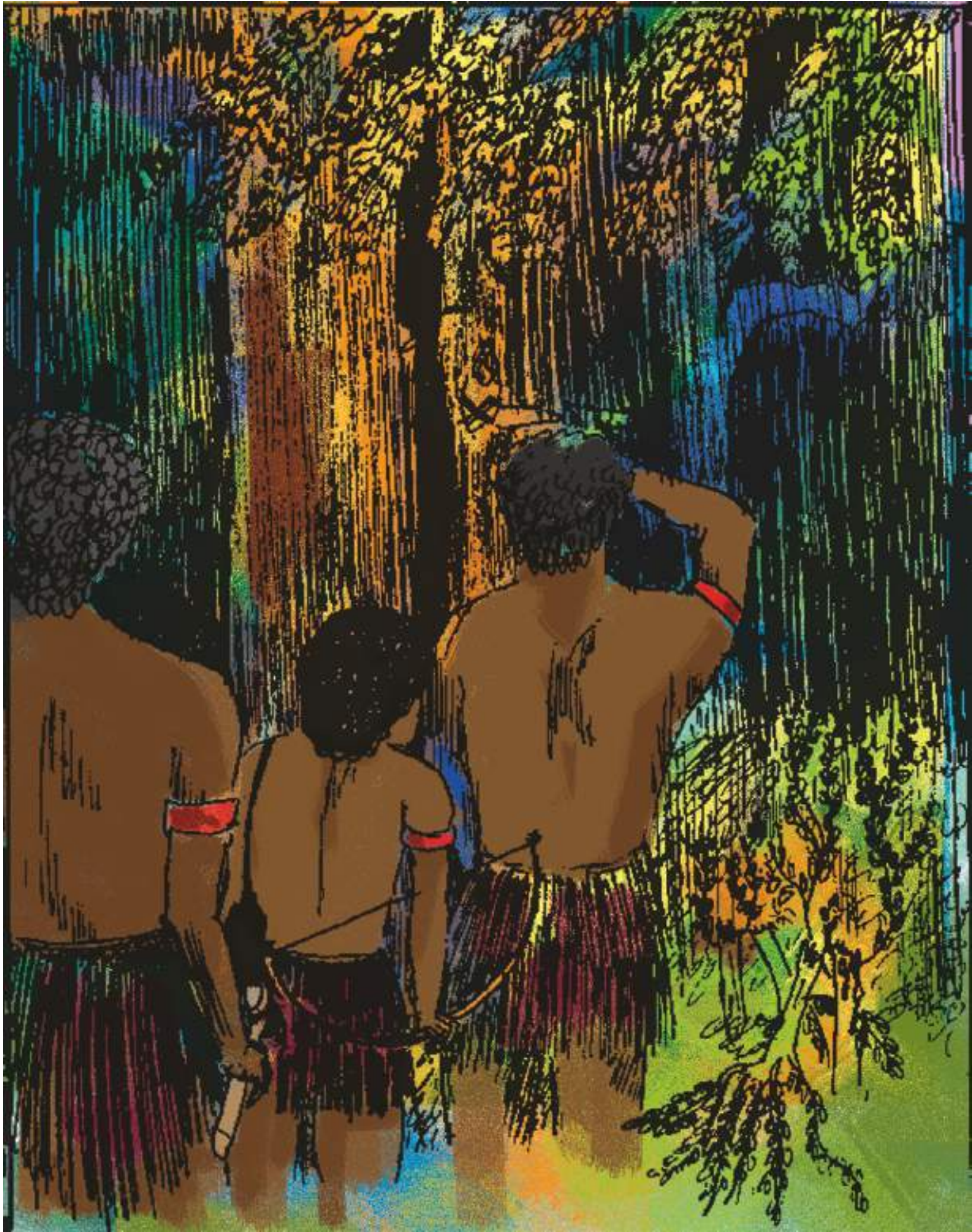
When the three brothers arrived home the youngest one had not caught them up. They wondered where he was. That night he did not return.



The next morning the three brothers were worried about their youngest brother. They went out to search for him.



When they came to the abalolo tree they heard a sound like someone beating the tree with sticks. They also smelled a smell like a flying fox.



They cut their way into the deepest bush, but the plants grew back straight away.




When they looked up, they saw a monkey swinging in the branches of the abalolo tree. That was the last time they saw their brother.

Text:	<i>The Kavuri Devil of Rendova</i>
Level:	Year 3
Message:	Listen to the advice of older people
Discussion focus:	Stories that stop you from doing something
Comprehension:	Story structure; motivations for actions
Vocabulary focus:	Forest and trees, Similes
Letters and sounds:	Suffixes -er and -est
Writing opportunity:	Personal experience

ACTIVITIES	LANG.	SYLLABUS
<p>Day 1</p> <p>Modelled Reading: part 1</p> <p>Set the context: Talking with learners</p> <p>Look at the cover of the book. Explain: <i>This book is called The Kavuri Devil of Rendova and it is a custom story about a devil that takes the shape of a tree. It is set deep in the forest in Rendova. Ask: What is it like to be in a forest?</i> Learners talk about their experiences or what they know about a forest.</p> <p>Tell the learners that this book is also about a boy who decides to do something he is told not to do. Walk through the book to p. 7 and see if the learners can decide who is the brother who disobeys and what happens. Do NOT go beyond p. 7.</p>	V/P	3.4.1.1 3.3.2.1
<p>Read the story: Listening and watching</p> <p>Read pp. 1 – 7 of the story. Use expression to show the younger brothers disappointment at not being allowed to join in climbing, and deceit in planning to go back on his own. Stop at p. 7</p>	E	
<p>Review the story: Understanding the story</p> <p>Go through pp. 1 - 7 again and ask learners to explain what is happening in each picture before you reread the text.</p>	V/P + E	3.4.2.3
<p>Responding to the story: Talking by the learners</p> <p>Ask the learners: <i>Why didn't the boy tell his brothers about the opossum? Why did he leave his hokata at the tree? What do you think he is planning to do?</i> Learners discuss what some of the possible endings to the story might be, both a good ending and a bad ending.</p>	V/P + E	3.6.2.1
<p>Close Reading</p> <p>Use close reading to look at pp. 2 - 3. Summarise: these pages are setting up the story. They should be able to identify the orientation information here.</p>	E	3.4.2.5

<p>Day 2</p> <p>Modelled Reading: part 2</p> <p>Revising the book</p> <p>Point to the cover of the book and ask the learners to remember and describe the story so far. Turn to page 7 and remind learners that we left the story just as the youngest boy was telling the other boys to go ahead without him. Go through the pages and ask the learners to notice what is happening in the tree on pp. 10 and 11. Show up to p. 15 and ask: <i>Do you think the brothers will find their youngest brother?</i> Let learners tell you what they think will happen, but do NOT turn the last page!</p>	V/P + E	3.4.2.1 3.3.2.1
<p>Read the story: Listening and watching</p> <p>Read pp. 8 - 16 of the story. Read pp. 9 – 11 very slowly, highlighting the repetition in the sentences (<i>He didn't notice _____.</i>)</p>	E	
<p>Review the story: Understanding the story</p> <p>Go through pp. 8 - 16 again and ask learners to explain what is happening in each picture before you reread the text. Make sure they understand that the book was the monkey on the last page. <i>Is this what you expected to happen?</i></p>	V/P + E	3.4.2.3
<p>Responding to the story: Talking by the learners</p> <p>Ask the learners: <i>Do you think this really happened or could there be another reason for someone to make up this story? (eg. could it be to frighten children into staying with their older brothers and sisters) Why might someone make up a story like that?</i> Learners discuss in pairs and decide if they think it is a true story or a made up story and why. Think about the purpose of custom stories in Solomon Islands. Compare it to <i>The Dancing Spirit</i> that you read 2 weeks before.</p>	V/P + E	3.6.2.1 3.6.2.3 3.6.1.4 3.6.1.2
<p>Close Reading</p> <p>Use close reading to look at pp. 9 - 11. Summarise: the sentences are similar to show the reader how these actions are connected and to build suspense.</p>	E	3.4.2.5

ACTIVITIES	LANG.	SYLLABUS								
<p>Focus on Vocabulary: forest and tree words</p> <p>Ask the learners to perform a word hunt in the book to find all the words which relate to trees or forests. (<i>hunting, opossum, bush, tree, climb, deep, abalolo, hokata, leaves, branches, sticks, plants</i>). Make a class list. Add other words to the list from what the learners know about the bush near their village (different types of trees, other parts of the tree, other birds or animals that are found in the bush, other things we take hunting). Use these for making new sentences about forests: learners should try to use 2 or more words in a sentence. They could then write these in their exercise books and illustrate.</p>	E + V/P	3.4.3.2								
<p>Day 3</p> <p>Shared reading: Revisiting the story</p> <p>Read the whole book together, selecting learners to contribute pp. 3 and 9, 10, 11 These are ones they will know from close reading.</p>	E	3.2.1.3								
<p>Focus on vocabulary: similes</p> <p>Read page 8 of the book and write the following part of the sentence on the board: <i>I can climb like a monkey.</i> Underline the part <i>like a</i>. Explain: <i>This part is linking what I can do to an animal that can do the same thing. This is a simile because it is linking similar things.</i></p> <p>Ask learners to think about an animal that can hop: rabbit, kangaroo...let them choose an animal. Show that we would make the sentence:</p> <p style="text-align: center;"><i>I can hop like a kangaroo.</i></p> <p>Emphasise the two parts of the sentence: what I can do...what it is like/the same as.</p> <p>Make a class list of other verbs (eg. <i>run, jump, skip, sing, dance</i>) on the board. Make some sentences that are similes linked to animals.</p> <p>Turn to page 14 and ask learners to find the two similes on this page (<i>they heard a sound like someone beating the tree with sticks. They smelled a smell like a flying fox</i>). Notice that we can use other things to link in similes: <i>a sound like someone beating the tree with sticks</i></p> <p>Think about noises and make up similes: <i>He snored like a truck going up a hill</i> <i>The thunder crashed like....</i> <i>The car roared like a....</i></p> <p>Play around with sounds and similes and write some in exercise books. Some can be funny: <i>He sang like a pig tied up.</i></p>	E + V/P	3.4.3.2 3.7.2.4 3.9.1.6								
<p>Comprehension: Story structure</p> <p>Write the following headings on the board: <i>Orientation, Complication, Resolution</i> across the top of the board. By now learners will be familiar with these parts of a story, but you might want to review them. Ask learners to go through the small books with their partner to find where these parts of the book are and to find the pages. (<i>pp. 1 – 5: orientation; pp. 6-11: complication; pp. 12-16: resolution</i>).</p> <p>Write these events on the board and ask the learners to decide where they came in the book and put them under the headings on the board: do this in their exercise books when they have discussed with their partners/small group.</p> <table><tr><td><i>Four brothers who are friends</i></td><td><i>The youngest brother wants to climb the tree</i></td></tr><tr><td><i>The brother is a monkey</i></td><td><i>Four brothers go to hunt opossum</i></td></tr><tr><td><i>The older brothers are worried</i></td><td><i>Youngest brother tricks his older brothers</i></td></tr><tr><td><i>The brother hid his hokata</i></td><td><i>The tree spirit caught the brother</i></td></tr></table> <p>The learners could draw some of these events to go with the story part.</p>	<i>Four brothers who are friends</i>	<i>The youngest brother wants to climb the tree</i>	<i>The brother is a monkey</i>	<i>Four brothers go to hunt opossum</i>	<i>The older brothers are worried</i>	<i>Youngest brother tricks his older brothers</i>	<i>The brother hid his hokata</i>	<i>The tree spirit caught the brother</i>	E + V/P	3.4.2.5
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<i>The brother hid his hokata</i>	<i>The tree spirit caught the brother</i>									
<p>Day 4</p> <p>Shared reading: Revisiting the story</p> <p>Read the book asking groups to read every second page.</p>	E	3.2.1.3								

ACTIVITIES	LANG.	SYLLABUS
<p><u>Focus on letters and sounds: -er and -est</u></p> <p>Draw four rectangles on the board representing the brothers in the story, making each one a little bit bigger than the last one</p>  <p>Give each rectangle a name (this is not in the book: ask learners to make up some names). Discuss who might be younger/est and older/est in the picture. Remind learners that they used <i>taller</i> and <i>tallest</i> when they read <i>Picnic Island</i> the previous week: review this by describing the brothers: <i>tall, taller, taller, tallest</i>. Think about other ways to describe the brothers from what we can see in the story.</p> <p>Use this pattern to think about how to talk about the brothers:</p> <p style="text-align: center;">_____ is _____er than _____ <i>Peter is smarter than Henry</i> <i>Joe is a better hunter than Peter.</i></p> <p>Learners make up some sentences, even if the information is not in the book.</p> <p>Now use this pattern:</p> <p style="text-align: center;">_____ is the _____est <i>Joe is the smartest.</i> <i>Henry is the best hunter.</i></p> <p>Learners then draw a picture of 4 members of their family and write sentences to describe each member using <i>er</i> and <i>est</i> words. You walk around and help learners with their sentences.</p>	E + V/P	3.4.3.2 3.4.3.3 3.9.1.6
<p><u>Comprehension: motivations for actions</u></p> <p>Discussion: <i>Why didn't the older brothers let the younger brother climb the tree?</i> Discuss how the brother were trying to protect the younger brother. Discuss how older brothers and sisters (or cousins or friends) try to protect younger people, but sometimes the younger person doesn't like it. Let the learners give some experiences. Encourage learners to use <i>-er</i> and <i>-est</i> words.</p> <p>Note: this discussion is important so that you can do the writing activity the following day!</p>	E + V/P	3.6.2.3 3.6.1.4

<p>Day 5</p> <p><u>Independent Reading</u></p> <p>Learners read the book individually or with a partner</p>	E	3.2.1.3 3.6.1.1
<p><u>Guided Writing: Write a Story about a personal experience</u></p> <p><i>Preparation:</i> write 5 headings from left to right across the board: <i>when</i> (was it), <i>what</i> (did you want to do), <i>who</i> (told you not to do it), <i>what</i> did you do, <i>what</i> (bad thing happened).</p> <p>Review the discussion Day 4 when learners discussed their own stories about doing something we are told or just know we should not to do. Ask the learners to think of a time they did something they were told not to do, and then something bad happened. Ask for a volunteer to tell their story to the class. Work with the volunteer and the class to write key words under the headings from the board. Learners then share their own story with a partner. Learners work in pairs to map their own story in their exercise books, first in key words and then in sentences. Hand out A4 pieces of paper. Learners use a ruler to divide the paper into six boxes, one Title box (top left) and five story boxes (top right, middle left and right, bottom left and right). Learners write their story as a caption in the bottom of the boxes and then illustrate each box. You walk around and help with the stories. After the stories are finished display them in the classroom for all the learners to read. Learners can also share their stories with the class by reading them aloud.</p>	E + V/P	3.7.1.1 3.9.1.1 3.9.1.9

