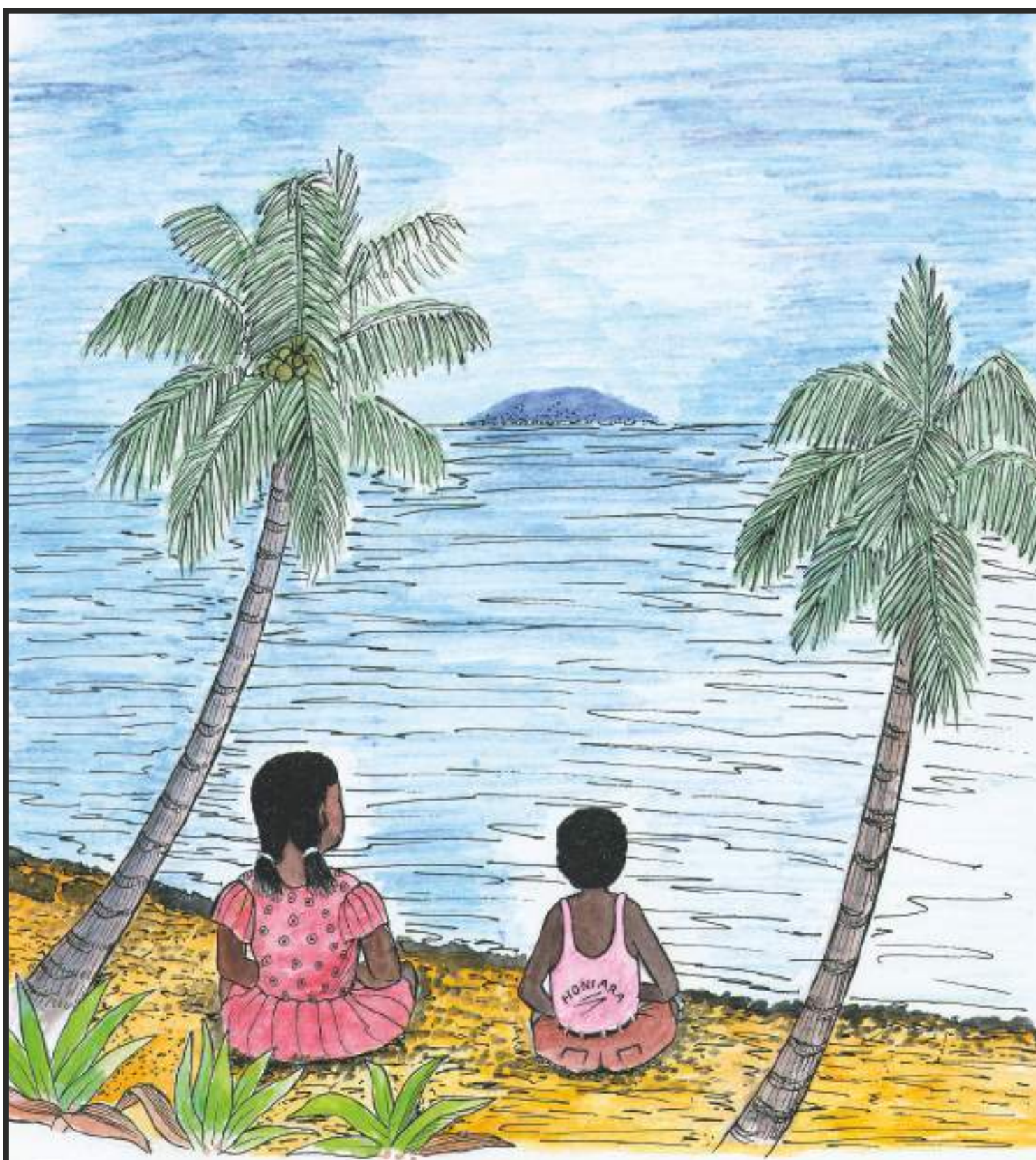


Faraway Island



By Chris Lock
Pictures by Jackson Onahikeni

Nguzu Nguzu Reading Books

Original edition 1995

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Review and re-development project

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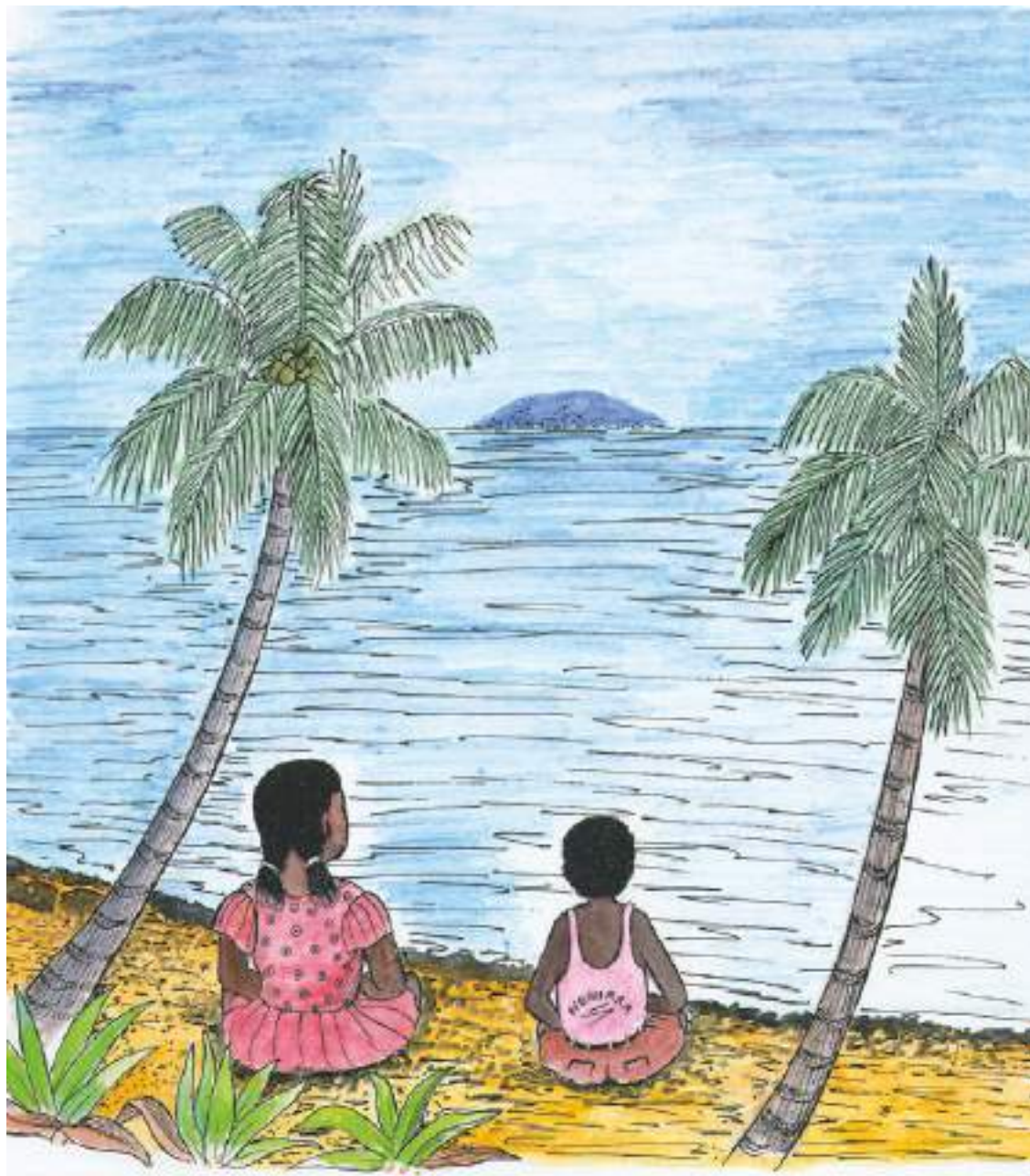
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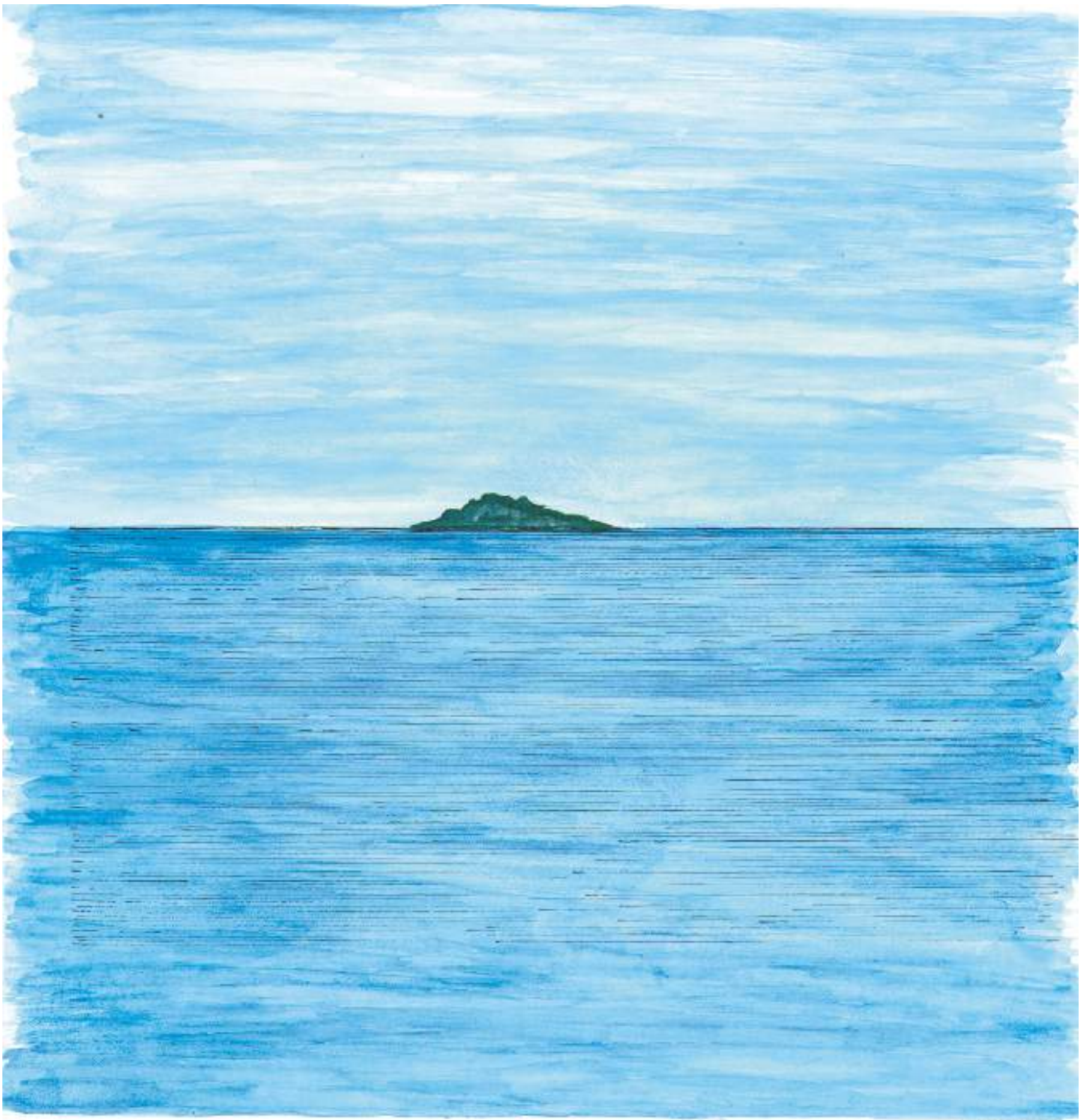
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Faraway Island



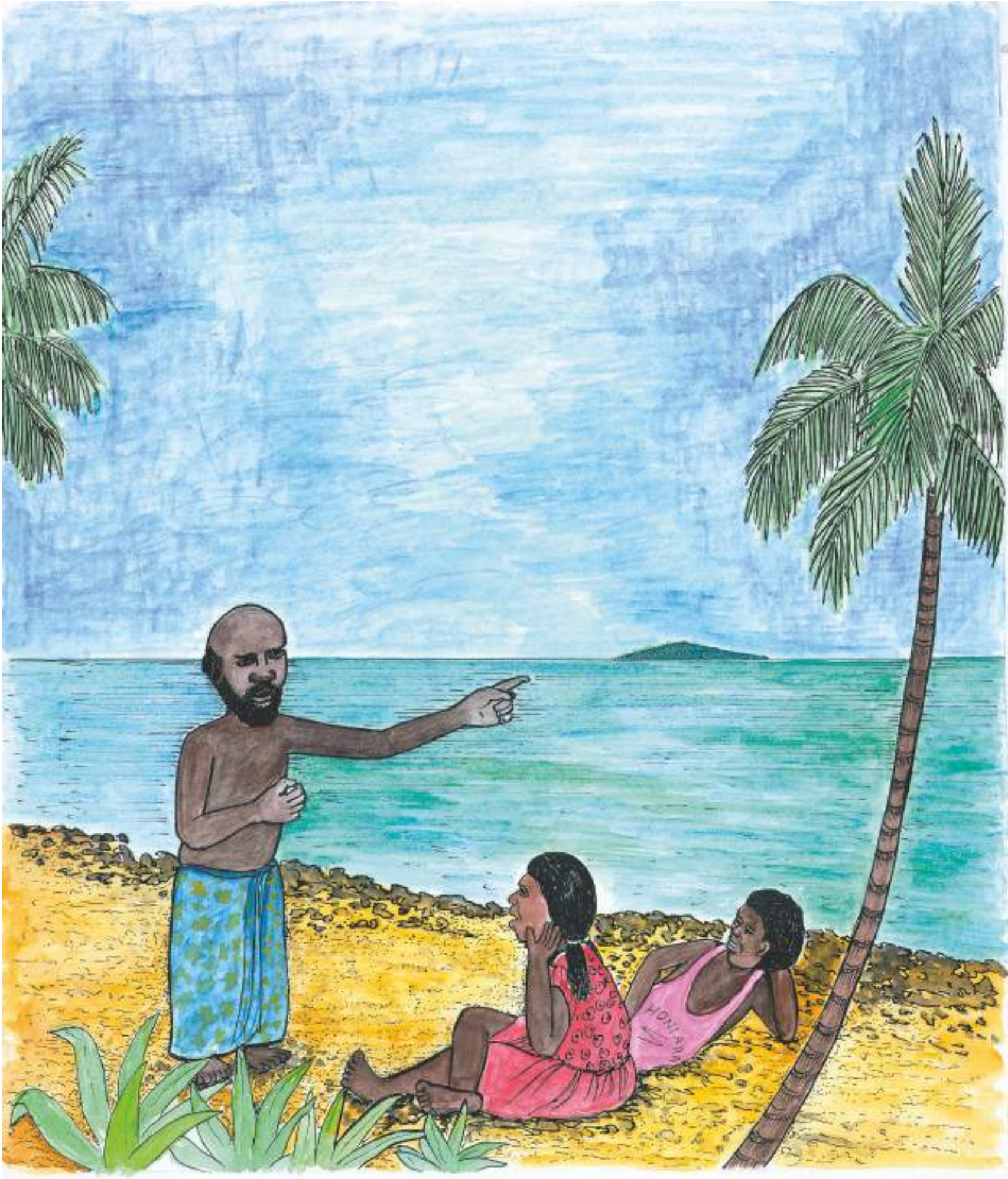
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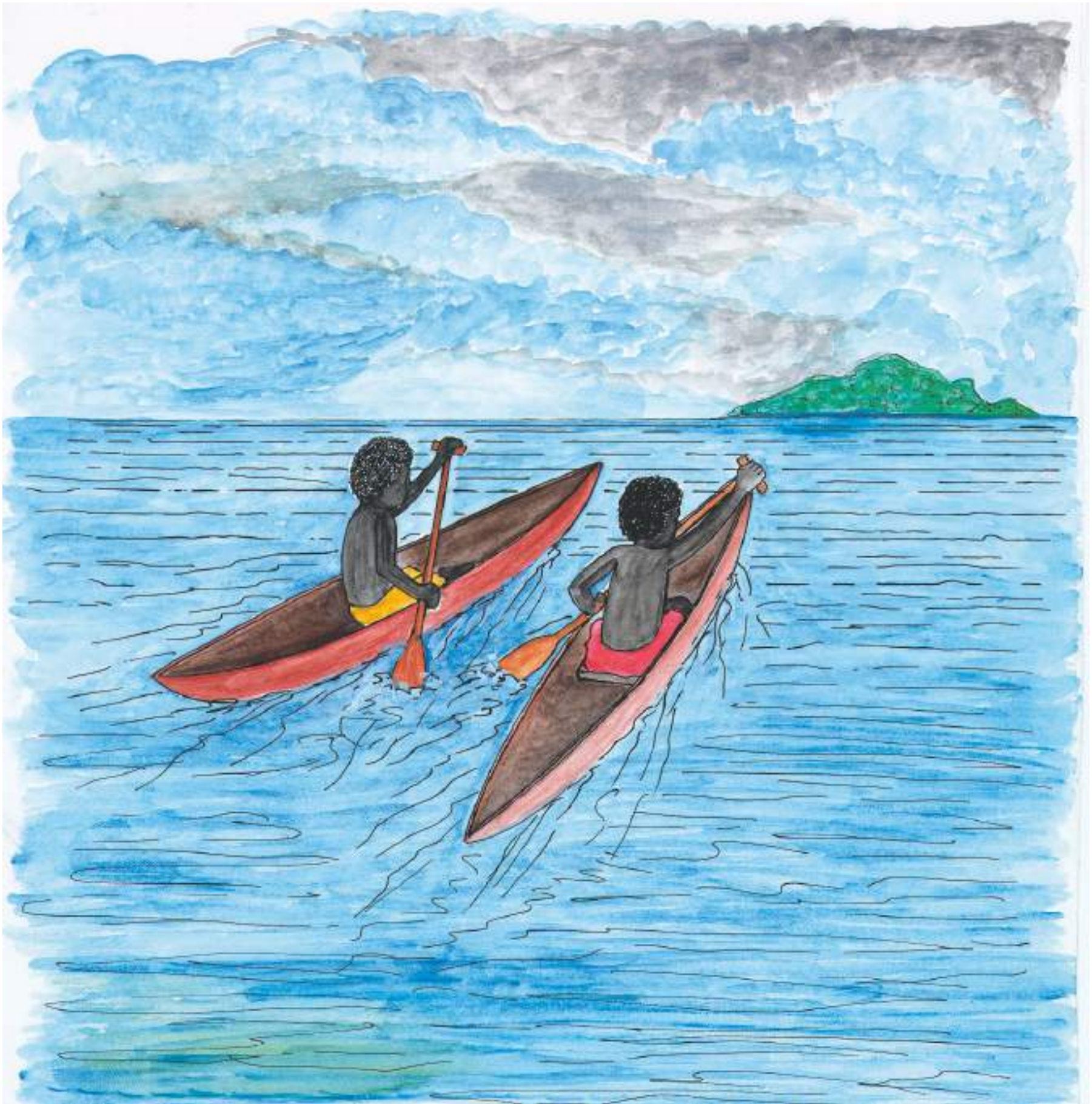
After the rain when the clouds disappear,
When the sea is calm and the air is clear.



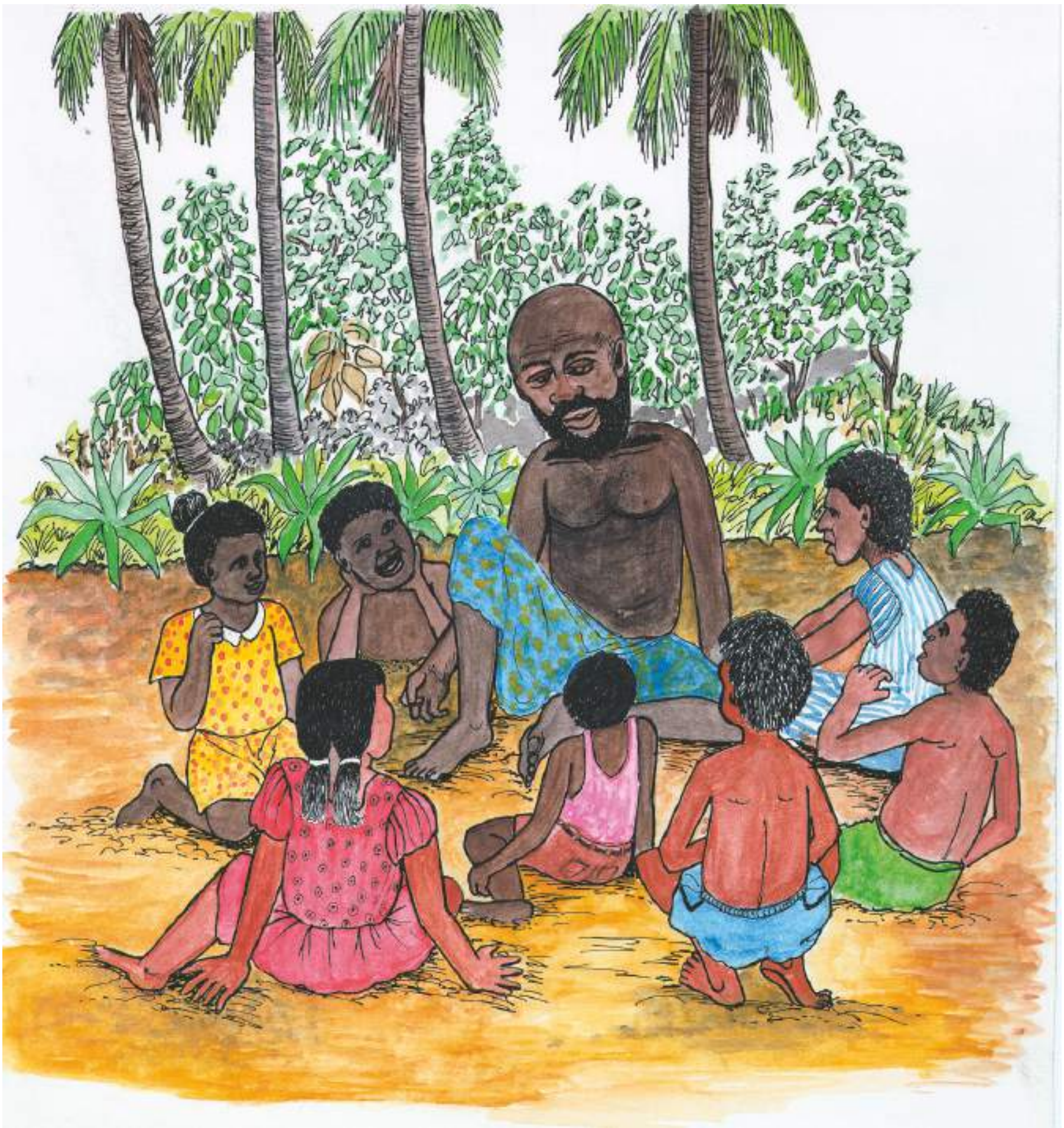
Then miles away across the sea,
A faraway island we can see.



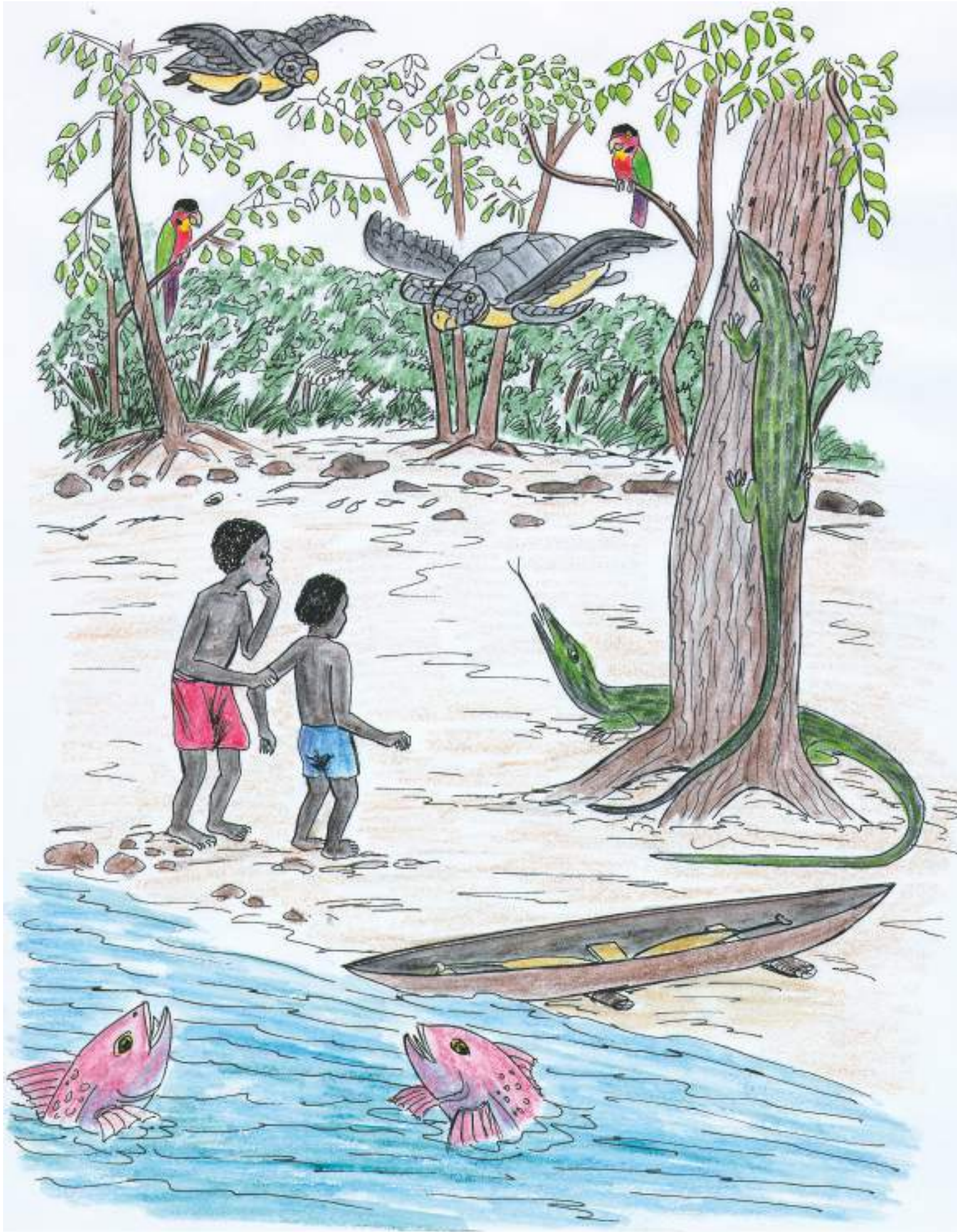
My Grandfather talks about the day,
When he and his brother paddled away,



And went to the island just because,
They wanted to see how far it was.



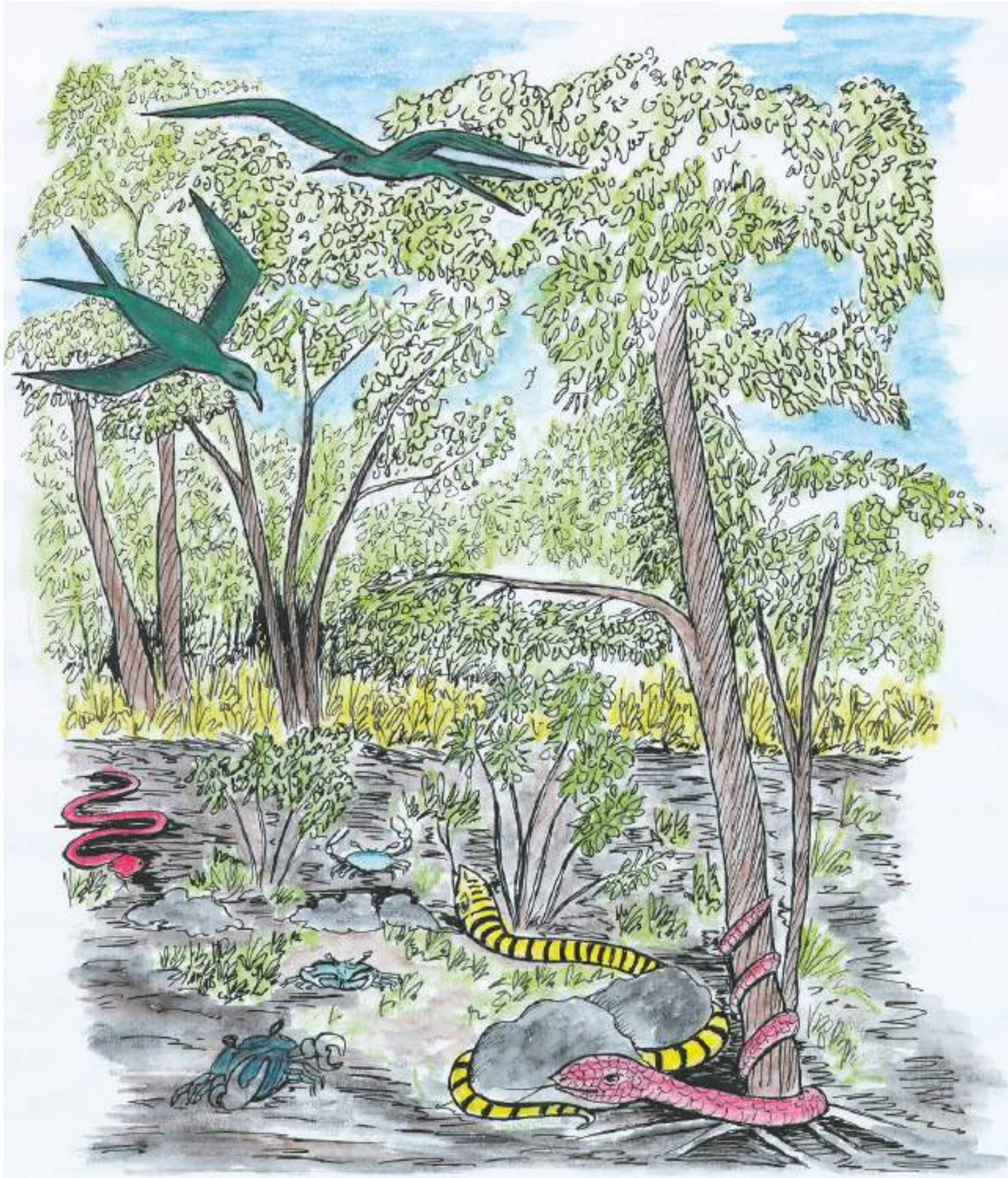
We all gathered round for the stories he told,
Of beautiful parrots with feathers of gold.



Of fish that could talk and turtles that flew,
And lizards as long as Grandfather's canoe.



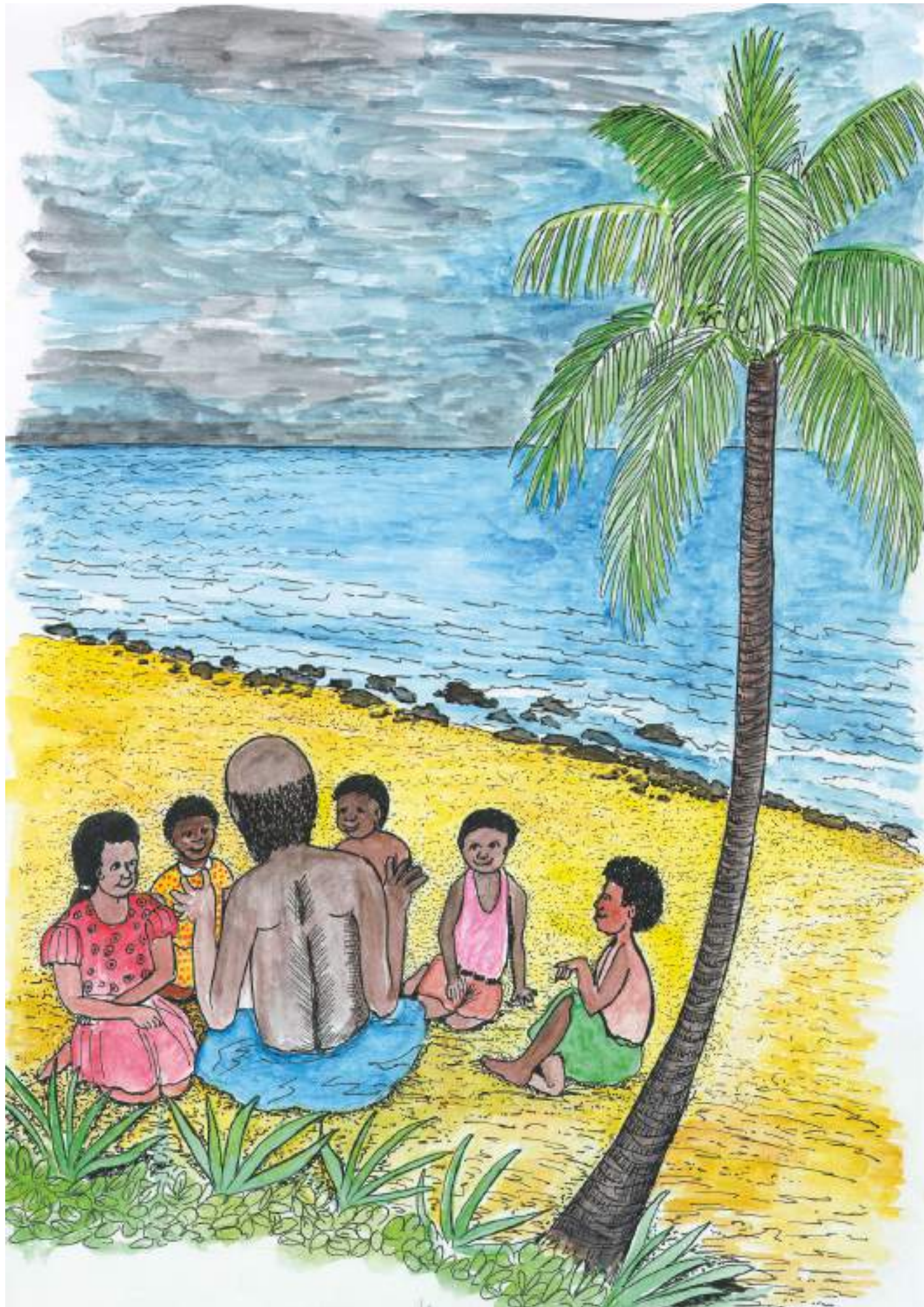
The butterflies there, my Grandfather said,
Had wings the size of a crocodile's head.



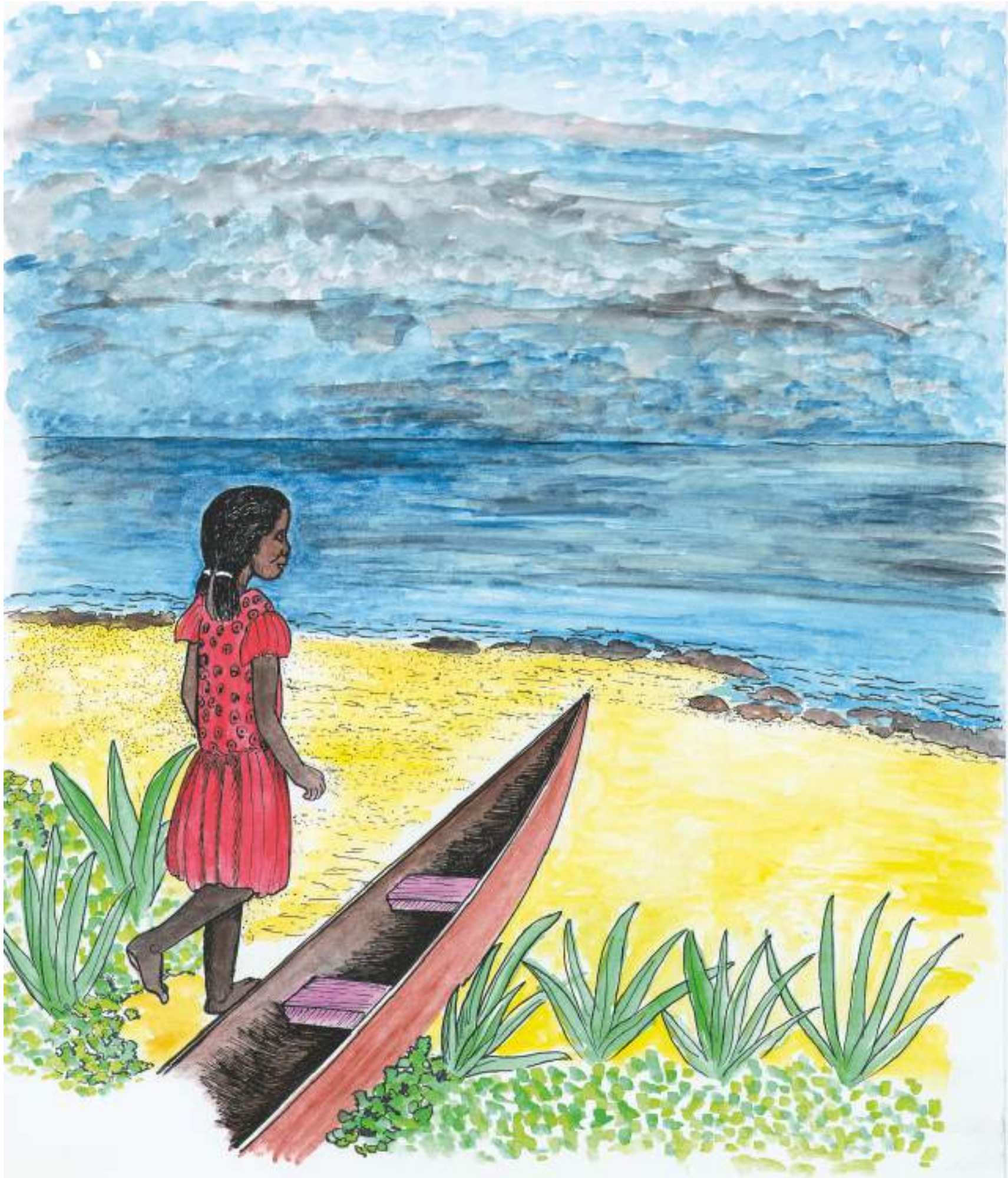
The crabs were blue and the frigate birds green,
The snakes were bigger than he'd ever seen.



The herons, he said, laid silver eggs,
And centipedes walked on a thousand legs.



Now the clouds return and the island is gone,
But still we listen as the story goes on.



One day when I'm older I'll take a canoe,
And go to the island to see if it's true.

| | |
|----------------------|---|
| Text: | <i>The Faraway Island</i> |
| Level: | Year 2 |
| Message: | Elders have great stories to share |
| Discussion focus: | Stories our elders tell |
| Comprehension: | Locating description; identifying past and present events |
| Vocabulary focus: | Rhyming pairs |
| Letters and sounds: | Same sound, different spelling (homophones) |
| Writing opportunity: | My own faraway island |

| ACTIVITIES | LANG. | SYLLABUS |
|--|------------|-------------------------------|
| <p>Day 1</p> <p><u>Modelled Reading</u></p> <p><u>Set the context: Talking with learners</u></p> <p>Tell the learners <i>This book is called Faraway Island. In the picture on the cover we can see that in the distance is an island, so that is the island faraway. In the story grandfather is telling about his memories of a beautiful island he visited.</i> Ask the learners to think about what would be on a beautiful island, in their opinion. What would they see, hear, touch on a beautiful island? Let them give lots of ideas so that they can see if these are the same or different to the ideas in the book.</p> <p>Now open the book and look at the pictures. See if these look like the ideas the learners had about a beautiful island. Explain that Grandfather's memories sound a little magical so they need to listen to hear what he says about the animals.</p> | V/P | 2.3.1.4 2.4.1.1 |
| <p><u>Read the story: Listening and watching</u></p> <p>Read the story in clear English. As it is a poem ensure that you follow the rhythm. Practise reading before reading to the learners. Point to the animals on p. 7 as you say them. Do the same on p. 9.</p> | E | |
| <p><u>Review the story: Understanding the story</u></p> <p>Turn the pages of the book. On each page, ask the learners to tell you what is happening. Review how Grandfather describes the animals and what they can do (lay silver eggs, etc): make sure they understand the descriptions.</p> | V/P + E | 2.5.1.6 2.6.1.3 2.4.1.4 |
| <p><u>Responding to the story: Talking by the learners</u></p> <p>Think about the way Grandfather remembers the island: <i>Is this possible? Is it true? Or has Grandfather made up the story?</i> Talk about stories that people tell that seem magical and not quite true, but are wonderful to hear. Ask the learners to think of a time they have been told a story by an elder that they liked to listen to again and again. Share some stories.</p> | V/P | 2.6.1.1 2.6.2.3 2.1.1.4 |
| <p><u>Close Reading</u></p> <p>Do a close reading of pp. 2 & 3. Summarise: This story begins with a lot about <i>Where?</i> so we know about the location of the island. It also has an unusual sentence pattern so that the last words rhyme.</p> | E + V/P | 2.6.1.5 2.4.2.8 |

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|--|------------|--------------------|-----------|-------|-------|-----|------|------|------|------|-----|-------|-----|------|------|-----|------|----|------------|--------------------|
| Day 2 <u>Shared reading: Revisiting the story</u> Ask the learners to remember what happened in the story. Turn the pages and the learners explain the events and descriptions of the animals in their own words. Read the story to the learners as they follow along in the small books. | V/P + E | 2.3.2.2 2.4.1.4 | | | | | | | | | | | | | | | | | | |
| <u>Focus on vocabulary: rhyming pairs</u> <u>Preparation:</u> word cards containing some rhyming words from the story. <table><tr><td>canoe</td><td>because</td><td>disappear</td><td>away</td><td>green</td><td>egg</td><td>sea</td><td>said</td><td>gone</td></tr><tr><td>true</td><td>was</td><td>clear</td><td>day</td><td>seen</td><td>legs</td><td>see</td><td>head</td><td>on</td></tr></table> <p>If you do not have word cards, just complete the activity on the board, but cards are much better.</p> <p>Begin by asking the learners to watch carefully as you read the story to them. Read the first line on the page, stressing the final word in the line (eg. <i>After the rain when the clouds disappear</i>) then read the next line and pause before the last word (eg. <i>When the sea is calm and the air is</i>) Ask the learners: <i>What is the final word in the line?</i> Help them to say <i>clear</i>. Repeat the words <i>disappear/clear</i>, stressing that they rhyme. Look at the back of the words: they have the same sound – <i>ear</i> – so they rhyme. Think of some other words that rhyme with <i>disappear</i> and <i>clear</i>: <i>ear, fear, hear</i>. Show the cards: ask learners to find the words <i>disappear</i> and <i>clear</i>. Read the two lines together as a class, pointing to the words on the cards as you say them. Go to p. 3 and do the same thing. Notice that the <i>ee</i> sound is the same as the <i>ea</i> sound (the class did this last week when reading <i>The Dog and the Heron</i>) so this is a rhyme. Ask the learners to read through the rest of the book with their partner, stressing the last words and seeing the rhyme: remember it is the sound, not the spelling, that gives the rhyme. Give out the cards to various learners in the class and ask them to find the word that rhymes: it might not be the same spelling. The pair now finds their sentences in the book to read back to the class. You could do this activity a few times over the week.</p> | canoe | because | disappear | away | green | egg | sea | said | gone | true | was | clear | day | seen | legs | see | head | on | E + V/P | 2.1.1.5 2.4.2.2 |
| canoe | because | disappear | away | green | egg | sea | said | gone | | | | | | | | | | | | |
| true | was | clear | day | seen | legs | see | head | on | | | | | | | | | | | | |

| ACTIVITIES | LANG. | SYLLABUS |
|---|----------------|--------------------|
| <p><u>Comprehension: Locating description</u></p> <p>Ask the learners: <i>What animals were on the island?</i> Turn through the book to help the learners remember. Write the animals on the board in a list going down.</p> <p>Explain that in poetry the writer will often use lots of adjectives to describe something. Turn to p. 9 and locate the ways that the animals are described: crabs = blue, frigate birds = green, snakes = bigger than he's ever seen.</p> <p>In groups, the learners find all the animals and write the descriptions that are given in the text. Give the groups about 15 mins to do this. As a class, check what the learners found for accuracy. Then discuss: <i>Which of these descriptions are possible and which ones are made up for the story?</i> There may be some arguments about whether something is possible or not...you can leave it undecided, but let the learners give their opinions. It is good to understand that writers sometimes play with facts to make a good story.</p> | E + V/P | 2.5.1.4 2.1.1.3 |

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|---|----------------|--------------------|--------------|------------|-------------|------------|-------------|-------------|-------------|------------|-------------|-----------|------------|------------|------------|------------|----------------|-------------------------------|
| <p>Day 3</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Say <i>Today I am going to read the first line on each page. You will read the second part to complete the rhyme.</i> Read the first lines of each page in clear English, allowing the learners to read the first line on each page. You may need to start the second line and let them finish with just the rhyming word.</p> | E | 2.6.1.9 | | | | | | | | | | | | | | | | |
| <p><u>Close-Reading</u></p> <p>Do a close reading of pp. 5 & 6. Make sure you look at the sentence, not just the line: use the full stops to know where the sentence falls. Summarise: The sentences are split across lines, but still give us <i>Who? What? Where? and How?</i></p> | E + V/P | 2.6.1.5 2.4.2.8 | | | | | | | | | | | | | | | | |
| <p><u>Focus on Letters and Sounds: homophones</u></p> <p>Use the cards from Day 2 and put back into pairs of rhyming words. Ask learners to find all the rhymes that have the same endings: <i>disappear/clear, away/day, green/seen.</i></p> <p>Now look at the other words and the different endings. Notice that the final sounds can be made in different ways. Write up the words on the board and ask a learner to underline the part that is the same in the words: <i>canoe/true, because/was, eggs/legs, see/sea, said/head, gone/on</i></p> <p>Write these words on the board. All of these will have a rhyme with the words on the cards.</p> <p>They need to work with a partner to find all the words that go together. They could draw circles or shapes in their books and write all the rhyming words in the circle.</p> <table><tr><td><i>blue</i></td><td><i>tree</i></td><td><i>bread</i></td><td><i>new</i></td></tr><tr><td><i>fear</i></td><td><i>way</i></td><td><i>play</i></td><td><i>been</i></td></tr><tr><td><i>shoe</i></td><td><i>fed</i></td><td><i>free</i></td><td><i>me</i></td></tr><tr><td><i>red</i></td><td><i>peg</i></td><td><i>two</i></td><td><i>say</i></td></tr></table> <p>Learners can then add other words that rhyme with various spellings. You should move around and help learners to ensure the words have the same sounds.</p> | <i>blue</i> | <i>tree</i> | <i>bread</i> | <i>new</i> | <i>fear</i> | <i>way</i> | <i>play</i> | <i>been</i> | <i>shoe</i> | <i>fed</i> | <i>free</i> | <i>me</i> | <i>red</i> | <i>peg</i> | <i>two</i> | <i>say</i> | E + V/P | 2.1.2.2 2.4.2.4 2.4.2.5 |
| <i>blue</i> | <i>tree</i> | <i>bread</i> | <i>new</i> | | | | | | | | | | | | | | | |
| <i>fear</i> | <i>way</i> | <i>play</i> | <i>been</i> | | | | | | | | | | | | | | | |
| <i>shoe</i> | <i>fed</i> | <i>free</i> | <i>me</i> | | | | | | | | | | | | | | | |
| <i>red</i> | <i>peg</i> | <i>two</i> | <i>say</i> | | | | | | | | | | | | | | | |

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| Day 4 <u>Shared reading: Revisiting the story</u> Today divide the class into 2 groups. One side will start the page by reading the first line, the other side of the room will read the second line. Repeat this pattern, reading one line at a time by each side of the room. Be ready to help with any difficult parts, but let the learners try first. | E | 2.6.1.9 |
| <u>Comprehension: identifying past and present events</u> Write these on the board: <div>Grandfather told the story I want to go to the island The butterfly wings were as big as a crocodile's head</div> <div>Grandfather went to the island The lizards were as big as a canoe I look at the island</div> Ask the learners to decide which events are from the past (memories) and which are from the present. Use the book to look at the pictures and divide it up into past and present. Write this sentence starter on the board: <i>Grandfather remembers _____</i> Ask the learners to write some sentences that tell things that happened in the past, that Grandfather remembers. They can be chosen from anywhere in the book or from the board. Illustrate a few of these. | E + V/P | 2.5.1.4 2.4.3.4 |

| ACTIVITIES | | LANG. | SYLLABUS | | | | | | | | | | | | | | | | | | | |
|--|----------------------------------|------------------------|---|------------------------|--------------------------------|-----------|----------------|----------|------------------------------|-------------|--|----------------------------------|--------------------------|-------------------------|-------------------------|-----------|------------------------|----------------|--|----------|------------|--------------------|
| <p><u>Sentence structure:</u></p> <p><i>Preparation:</i> Write the words and phrases on card. Cut them up into groups of words as shown below:</p> <table><tr><td><i>Then</i></td><td><i>miles away</i></td><td><i>across the sea,</i></td><td><i>a faraway island</i></td><td><i>we</i></td><td><i>can see</i></td><td><i>.</i></td></tr></table> <p>Put the words on the board (not in order). Tell the learners that these words make a sentence. They will help you to put the sentence together. Start by asking question number 1 (<i>When did this happen?</i>) then choosing one learner to come up to the board, point to the words that tell us this (<i>Then</i>) then put the words in place. Repeat this: Asking the question, then choosing a learner to come up to the board and put the words into place until your sentence is in order. Here are the questions you can ask:</p> <table><tr><td><i>When did this happen?</i></td><td><i>Then</i></td></tr><tr><td><i>Where did this happen? (two places)</i></td><td><i>miles away/across the sea</i></td></tr><tr><td><i>What is it about?</i></td><td><i>a faraway island</i></td></tr><tr><td><i>Who is involved?</i></td><td><i>we</i></td></tr><tr><td><i>What can we do?</i></td><td><i>can see</i></td></tr><tr><td><i>What goes at the end of the sentence?</i></td><td><i>.</i></td></tr></table> <p>Now take away the word card for <i>a faraway island</i> from the sentence. Ask the learners to think of new place or object they are looking at. Take some ideas then write a new name in the space. Here is an example of an innovated sentence. Remember you will need to think of different words with your learners:</p> <p><i>Then miles away across the sea, a giant turtle we can see.</i></p> | | <i>Then</i> | <i>miles away</i> | <i>across the sea,</i> | <i>a faraway island</i> | <i>we</i> | <i>can see</i> | <i>.</i> | <i>When did this happen?</i> | <i>Then</i> | <i>Where did this happen? (two places)</i> | <i>miles away/across the sea</i> | <i>What is it about?</i> | <i>a faraway island</i> | <i>Who is involved?</i> | <i>we</i> | <i>What can we do?</i> | <i>can see</i> | <i>What goes at the end of the sentence?</i> | <i>.</i> | V/P + E | 2.4.2.8 2.7.2.2 |
| <i>Then</i> | <i>miles away</i> | <i>across the sea,</i> | <i>a faraway island</i> | <i>we</i> | <i>can see</i> | <i>.</i> | | | | | | | | | | | | | | | | |
| <i>When did this happen?</i> | <i>Then</i> | | | | | | | | | | | | | | | | | | | | | |
| <i>Where did this happen? (two places)</i> | <i>miles away/across the sea</i> | | | | | | | | | | | | | | | | | | | | | |
| <i>What is it about?</i> | <i>a faraway island</i> | | | | | | | | | | | | | | | | | | | | | |
| <i>Who is involved?</i> | <i>we</i> | | | | | | | | | | | | | | | | | | | | | |
| <i>What can we do?</i> | <i>can see</i> | | | | | | | | | | | | | | | | | | | | | |
| <i>What goes at the end of the sentence?</i> | <i>.</i> | | | | | | | | | | | | | | | | | | | | | |
| <p>Day 5</p> <p><u>Independent Reading</u></p> <p>Today hand out copies of the book to the learners. Ask the learners to read in pairs, taking turns by reading one page each.</p> | | E | 2.6.1.9 | | | | | | | | | | | | | | | | | | | |
| <p><u>Guided Writing</u></p> <p>In this story, Grandfather remembers a magical island with some amazing creatures. Now the learners can think about their own faraway island. <i>What animals will be on the island and what will be special about them?</i> Notice that the island had real animals with unreal characteristics so the learners don't make up animals, just chose and then decide on the features that are bigger or more beautiful than usual.</p> <p>Learners draw what is on the island. Learners can share their pictures and tell their partner:</p> <p><i>This is my faraway island. It is _____ (Where?)</i></p> <p><i>It has _____</i></p> <p>Encourage poetic speaking (lots of description), but it does not have to rhyme.</p> <p>Now they are ready to write some sentences. Put all the pages together and this would make a great classroom library book to share.</p> | | E + V/P | 2.7.1.3 2.8.1.8 2.7.1.5 2.7.2.5 2.7.2.2 | | | | | | | | | | | | | | | | | | | |

