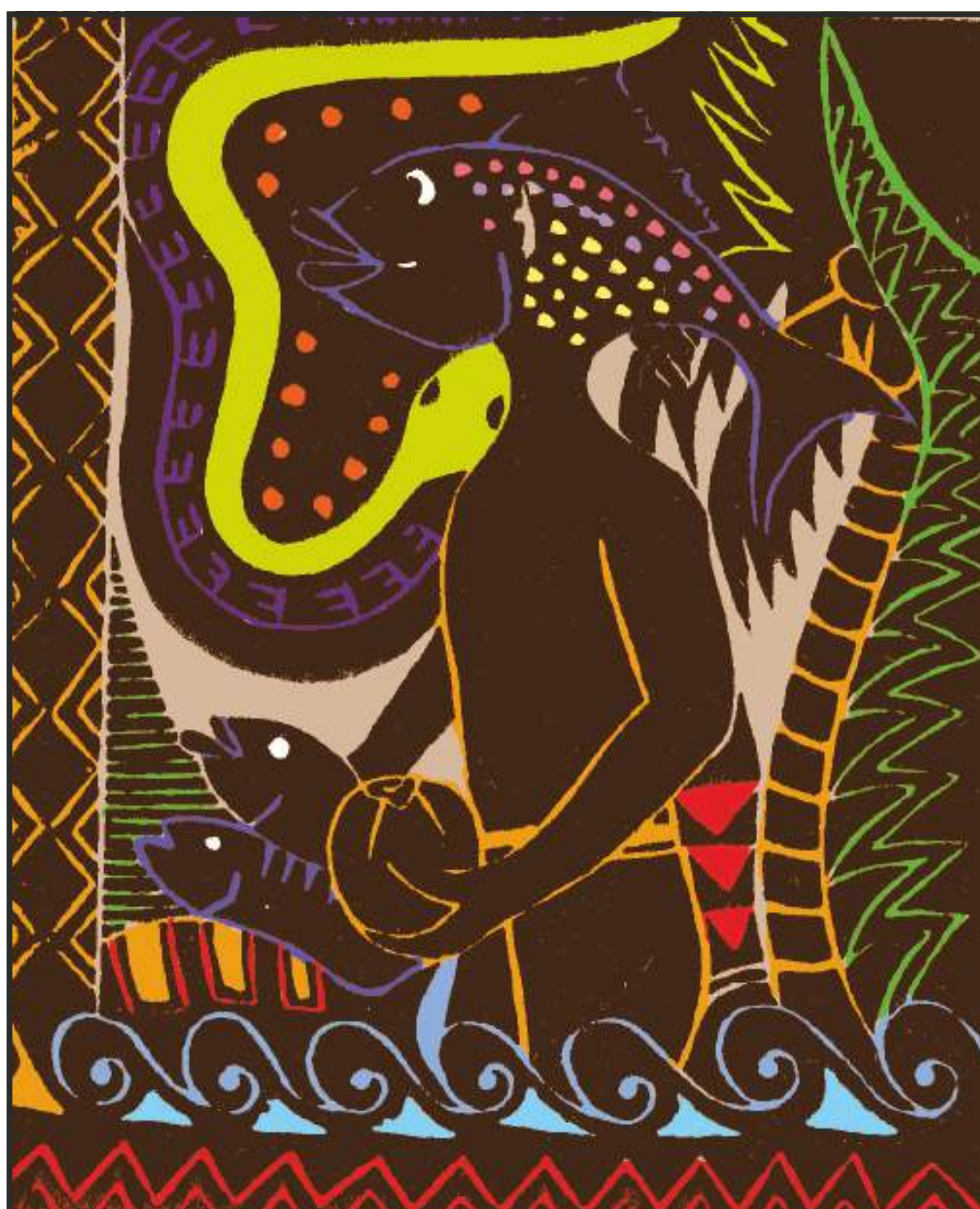


The Boe-Boe Man



By Albert Bori Sau
Woodcuts by Frank Misi

Nguzu Nguzu Reading Books

Original edition 1995

Second edition 2015

Third edition 2017

Review and re-development project

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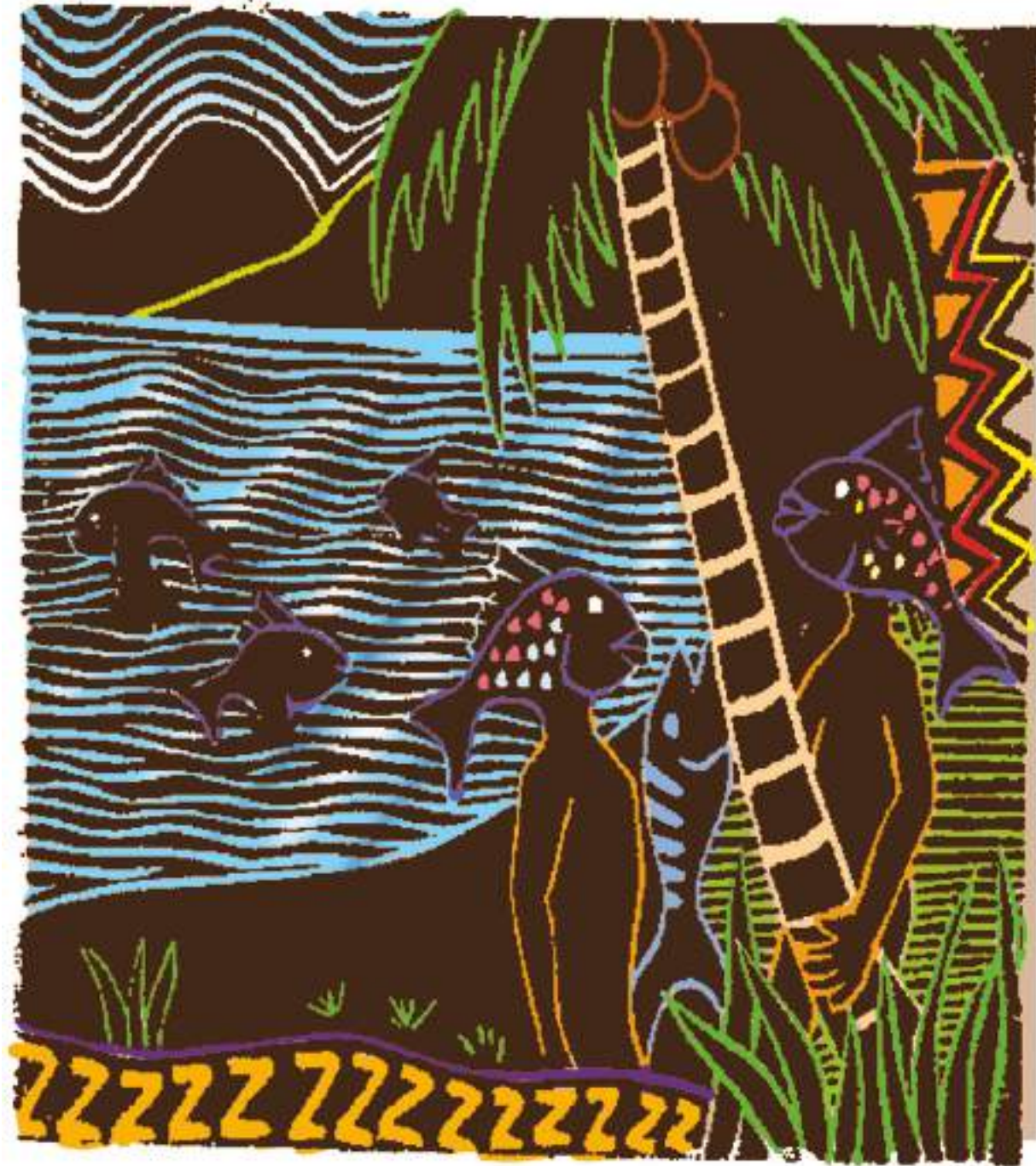
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Development 2015

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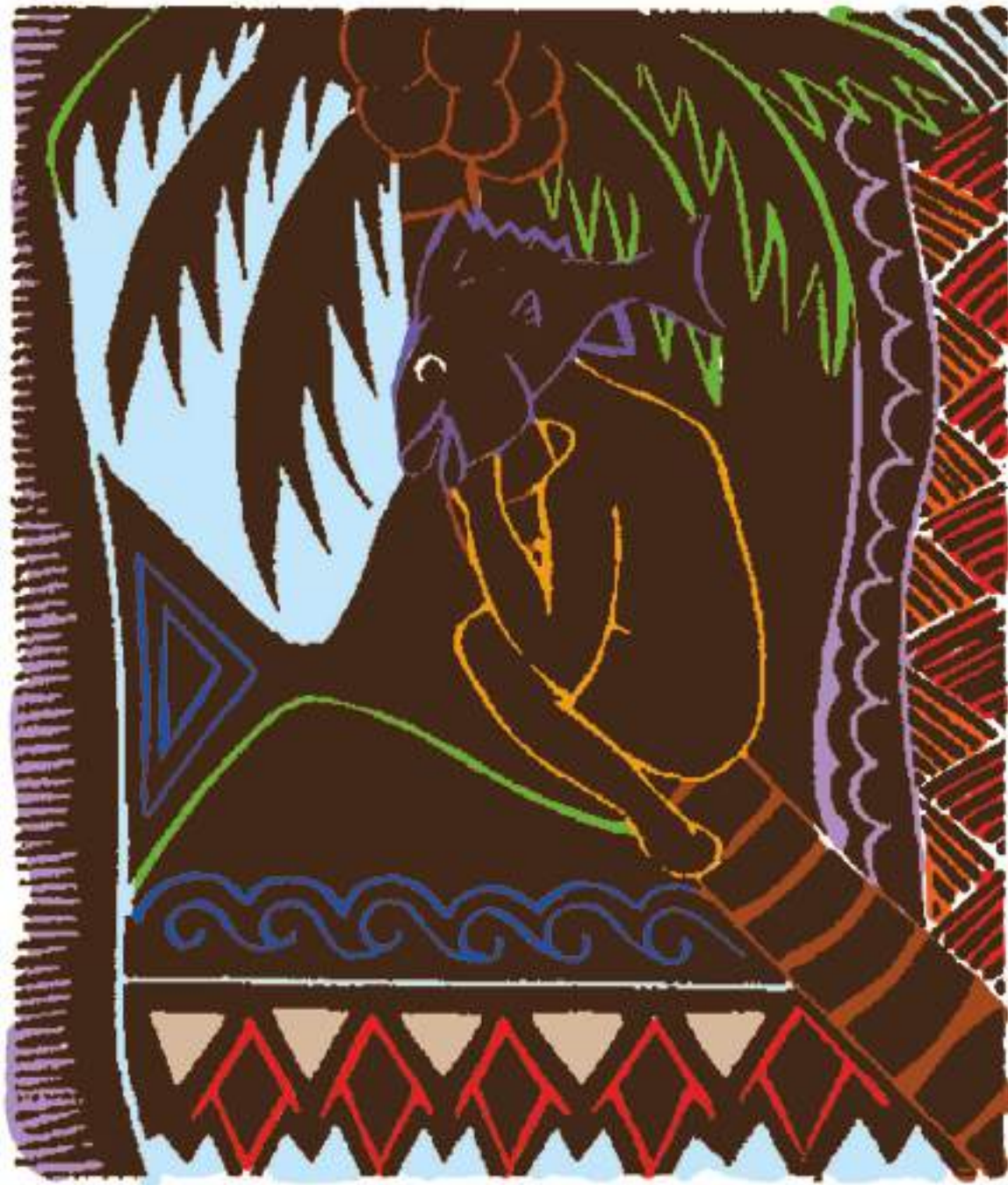
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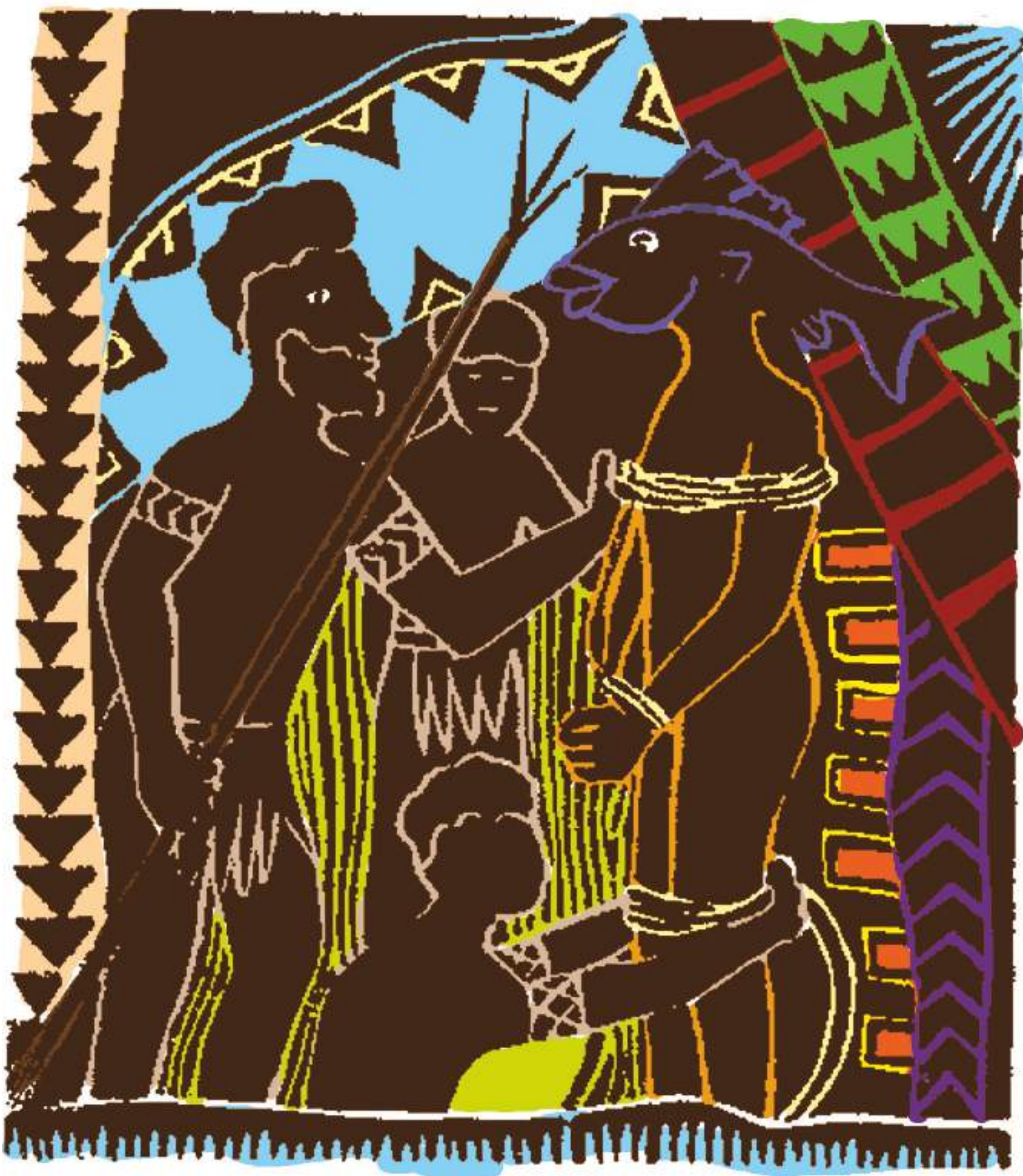
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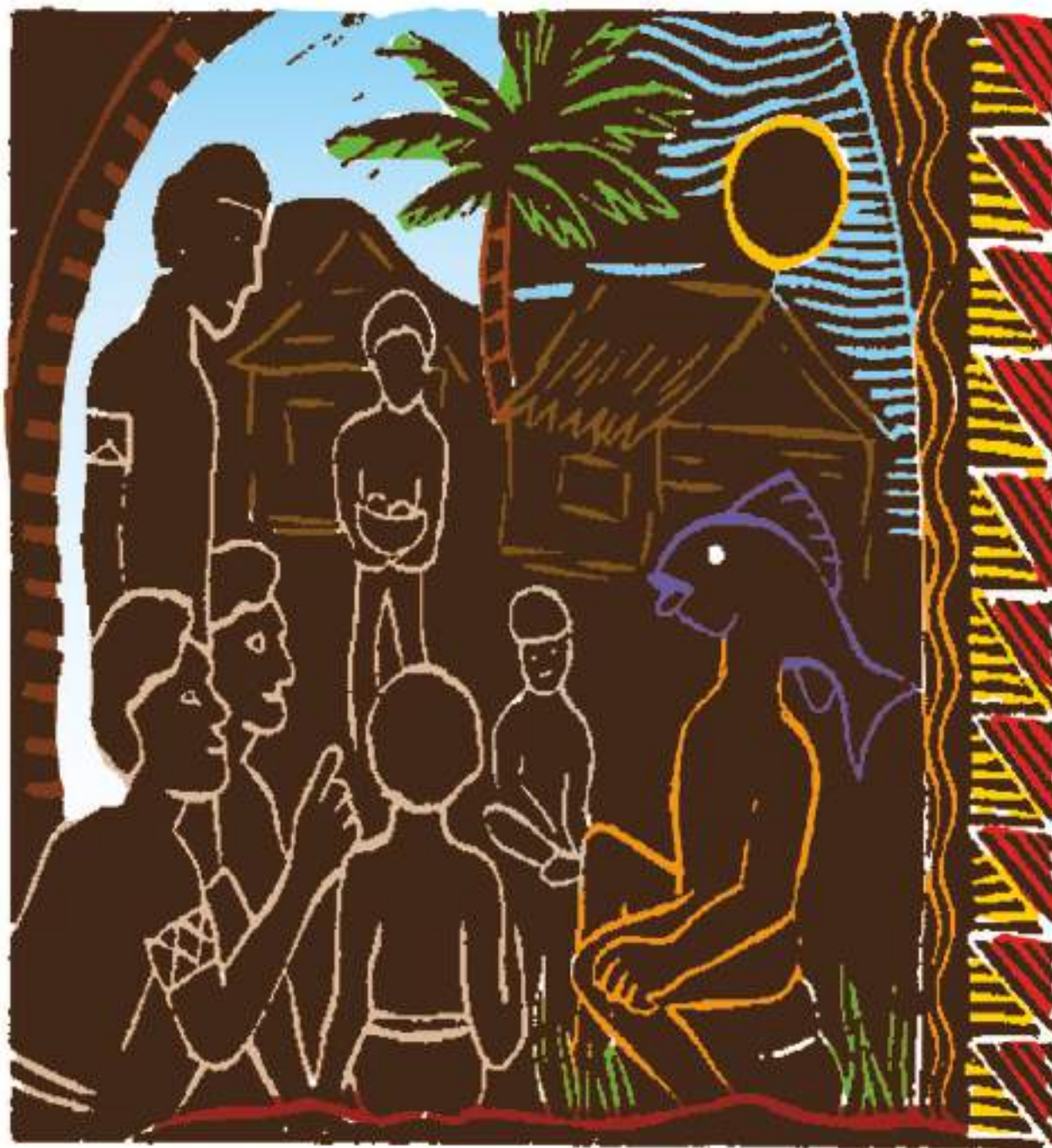
Long ago, Boe-Boe men lived in the sea and on the reefs along the coast of West Makira. Boe-Boe men had bodies like humans, but their heads were like fish. They could swim in the sea and walk on land. They liked to eat the coconuts they found floating on the sea. One day, a Boe-Boe man swam ashore near Busu village.



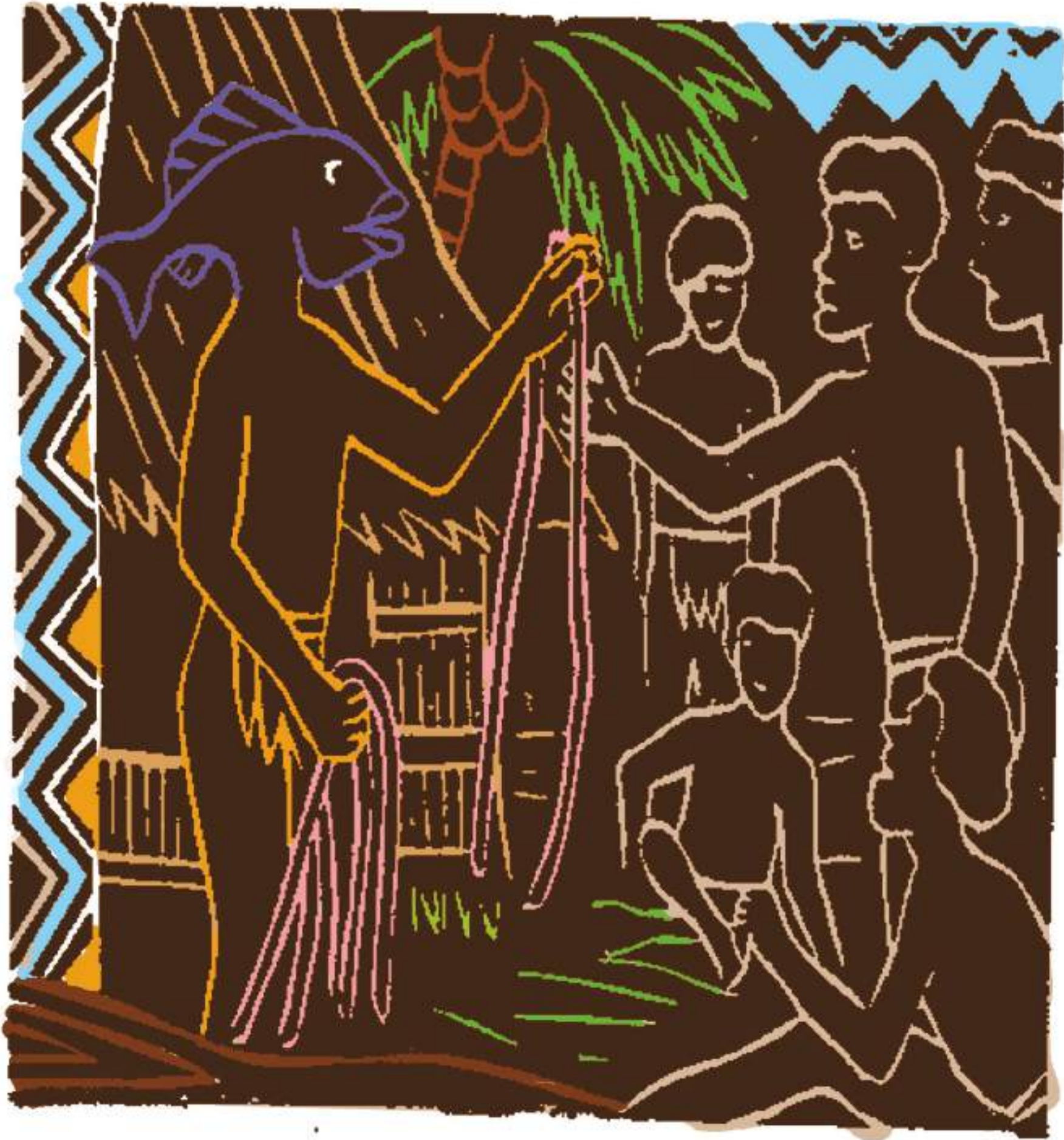
Just then, the people of Busu village came back from fishing. They had been out at sea all day but they had not caught any fish. When the people saw the Boe-Boe man stealing their coconuts from their coconut tree they were angry. They were very hungry and here was a stranger stealing their coconuts.



They caught the Boe-Boe man, tied him up and took him back to their village.



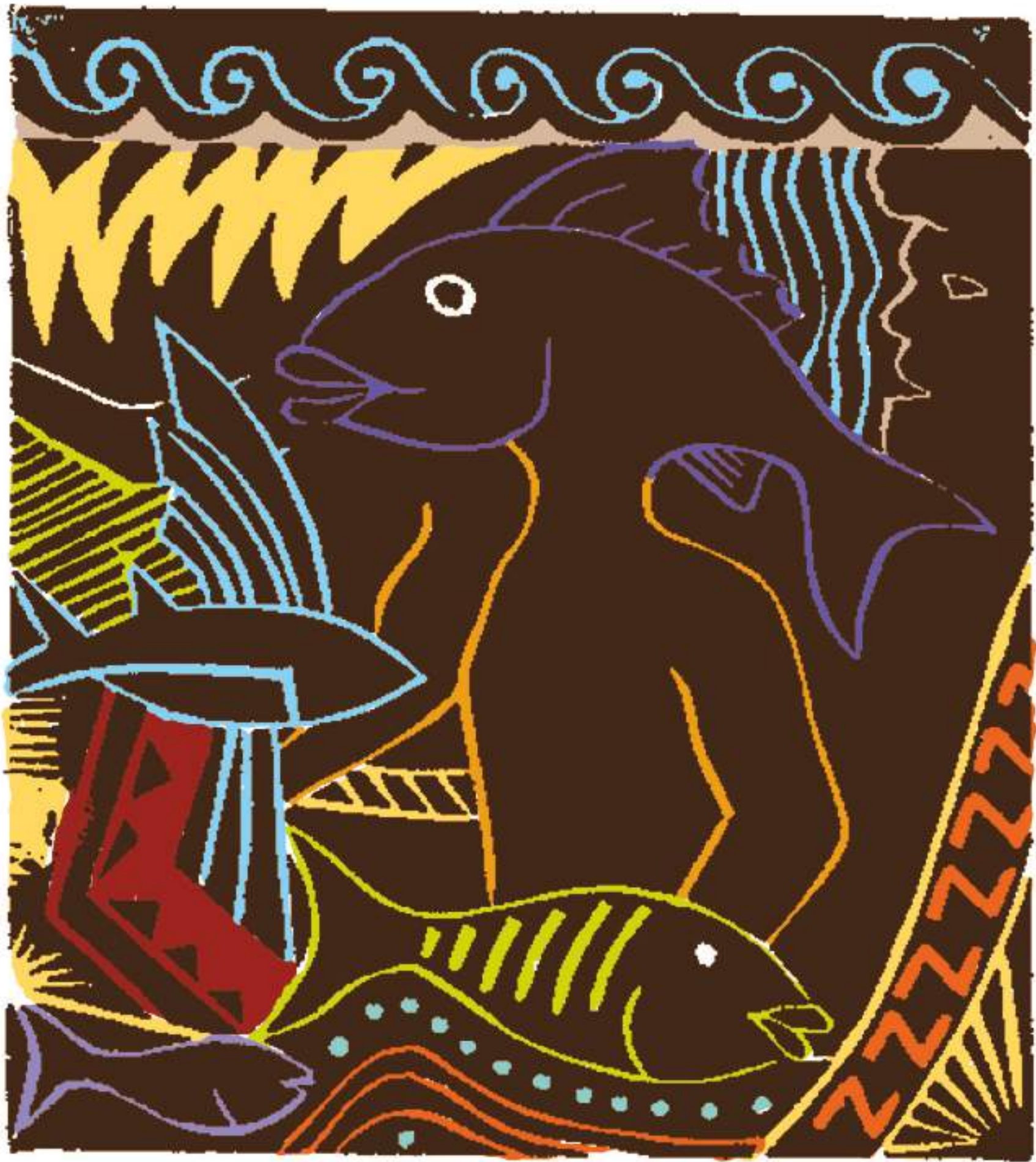
The Boe-Boe man asked the people of the village to listen what he had to say. He had special skills that he could teach them to help them be better at fishing. The people did not really trust the Boe-Boe man, but they also needed help to fish better. They sat down to listen.



The Boe-Boe man taught the Busu people a new way to catch fish. He told them to make a long rope from vines and coconut fronds.



They dragged the end of the rope out into the lagoon in a wide circle. Many fish were trapped inside the circle because they were too frightened to swim under the rope. Slowly the people began to pull the rope back to the beach. The circle got smaller and smaller until the people were able to spear the fish.



The people of Makira call this fishing method 'hisi'. If you ever try fishing this way, look carefully and you might see the Boe-Boe man, too.

Text:	<i>The Boe-Boe Man</i>
Level:	Year 3
Message:	We should learn from others
Discussion focus:	Learning from others
Comprehension:	Sequencing; change in attitudes
Vocabulary focus:	Fishing words
Letters and sounds:	ea v ee; oa vs _o_e
Print focus:	Converting reported speech into direct speech
Writing opportunity:	Description of a character

ACTIVITIES	LANG.	SYLLABUS
Day 1 <u>Modelled Reading</u> Set the context: Talking with learners Tell the learners: <i>This book is called The Boe-Boe Man and it is a traditional Solomon Islands story. Look at the picture on the cover. How does the Boe-Boe man look like a person and how is he different?</i> The responses from the learners should focus on the fish head and human body. Tell the learners: <i>This story is about how we should learn from others.</i> Walk through the book, showing the pictures and asking the learners to identify what is happening, who is involved, what might happen next. Introduce any words you think are new in English.	V/P	3.4.1.1
<u>Read the story: Listening and watching</u> Read the story in clear, expressive English.	E	
<u>Review the story: Understanding the story</u> Review each page, inviting learners to identify the attitude of the villagers towards the Boe-Boe man on each page. Write the attitudes on the board and discuss how the attitudes changed and the reasons for the change in attitudes.	V/P + E	3.4.1.5
<u>Responding to the story: Talking by the learners</u> Think about what the Boe-Boe man was able to teach the villagers: <i>Was it good to learn something new? Even from an enemy?</i> Discuss times someone has taught a new skill that has made life better.	V/P + E	3.6.1.4
<u>Close Reading</u> Distribute the small copies of the text and do a close reading of p. 2. Summarise: this is the orientation to the story and tells us <i>Who? What? Where? When?</i> etc	E	3.4.3.4
<u>Focus on Vocabulary: fishing words</u> Hand out the small copies of the book. <i>This story is set in a fishing village: find all the words that tell us about fishing.</i> Let the learners go through the book to find anything to do with water and fish. Make a list and make sure learners know the meanings of the words. Make some sentences orally with a partner, using at least 2 words from the list in a sentence: <i>The fish in the lagoon were easy to catch.</i> Write some in their exercise books, ensuring that they have the correct spelling of the words from the book.	E + V/P	3.4.3.2
Day 2 <u>Shared reading: Revisiting the story</u> As you turn the pages, ask the learners to retell the story in their own words, by reference to the illustrations. Review any new vocabulary. Ask some volunteers to read very second page as you read to the learners.	E	3.6.1.1
<u>Review the story: Understanding the story</u> The illustrations in this story are very distinctive coloured woodcuts. Ask learners if they have seen woodcuts before (to connect with prior experience). Discuss the purpose of illustrations (to assist the reader in understanding the text). Turn the pages and discuss which elements of the text are incorporated in the illustration and which are omitted. Discuss why the illustrator would choose particular elements to illustrate while omitting others.	V/P + E	3.4.1.2 3.4.1.3
<u>Close Reading</u> Do a close reading of p. 3. Summarise: ensure learners understand the compound sentences where more than thing happen. Focus on <i>and, but</i> and <i>when</i> to link different actions.	E	3.4.3.4

ACTIVITIES	LANG.	SYLLABUS
<p><u>Focus on Letters and Sounds: ea vs ee</u></p> <p>Distribute the small copies of the book and direct learners to p. 3. Ask learners to scan the page and search for the <i>ea</i> words (<i>sea, stealing</i>). Listen for the sound that is like <i>ee</i>. Compare these 2 ways of making the same sound. Look at the words <i>see</i> and <i>sea</i>: these words have the same sound, but different spelling. Ask the learners to find the word <i>reef</i> in the book. Notice the <i>ee</i> sound and the spelling.</p> <p>Ask learners to look through books they have read to find words that have the <i>ee</i> sound and have the <i>ee</i> or the <i>ea</i> spelling. Make the 2 lists to show the difference.</p> <p>Write some sentences that use a mix of <i>ee</i> and <i>ea</i> words: <i>I can see that you like to read books.</i></p>	E + V/P	3.4.3.1
<p>Day 3</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Read the book, inviting learners to read every second page.</p>	E	3.6.1.1
<p><u>Comprehension: Sequencing</u></p> <p>Using the small copies of the book, learners identify the sequence of events in the book. Ask them to go through the book with their group and find 6 events in the book. Discuss the sequence and make sure learners have found all the events.</p> <p>In their exercise books, make 6 boxes and draw the sequence of events and label each drawing. The learners will use this activity on Day 4 so make sure it is finished.</p>	E + V/P	3.4.2.3 3.4.2.5
<p><u>Focus on print: reported speech</u></p> <p>Ask learners to look through the book and find where speaking happens, but does not use speaking marks. Notice that all the talking is reported (talked about) but not stated directly. Imagine how the conversation might have happened. On pp. 3 and 4, what would the people have said? Learners give some suggestions and you write this on the board. Ask the learners to tell you where the speaking marks would be put. Let learners try to write the conversations on pp. 5 and 6 in their exercise books: make sure they write who is speaking and use the speaking marks. Read some of these conversations to the class: encourage and praise well-thought out conversations.</p>	E + V/P	3.4.3.1 1
<p>Day 4</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Read the book, inviting groups of learners to read alternate pages.</p>	E	3.6.1.1
<p><u>Focus on Letters and Sounds: oa vs _o_e</u></p> <p>Distribute the small copies of the book and direct learners to p. 2. Ask learners to scan the page and search for the <i>oa</i> words (<i>coast, floating</i>). Show that this is the sound we usually think of as <i>_o_e</i>. eg. <i>hope</i>. What other <i>oa</i> words can the learners think of or find? (<i>coat, soap</i> etc) Write these down as well as words that use <i>_o_e</i>. Make sure learners see the 2 lists use the same sound, different spelling. Write some sentences that use a mix of <i>oa</i> and <i>_o_e</i> words: <i>I hope my boat will float.</i></p>	E + V/P	3.4.3.1
<p><u>Comprehension: change in attitudes</u></p> <p>Use the work that learners did on sequencing on Day 3. Look at the events and ask the learners: <i>What was the attitude of the villagers toward the Boe-Boe man? How did it change?</i></p> <p>Write these words on the board: <i>ANGER CURIOSITY SURPRISE HAPPINESS</i></p> <p>Use the pictures in the book to predict the feelings of the villagers with the events. Some pictures will have the same feeling: learners label the pictures with the feelings.</p> <p>Learners write in exercise books and fill in the spaces with words and phrases: <i>The villagers' attitude to the Boe-Boe man was at first _____. When _____, the villagers' attitude changed to _____.</i></p> <p>Talk about other books the class has read and the way attitudes and feelings changed over the book.</p>	E + V/P	3.6.2.3 3.6.2.4 3.6.1.3
<p>Day 5</p> <p><u>Independent Reading</u></p> <p>Distribute small copies of the book. Learners read the book individually or with a partner.</p>	E	3.6.1.1 3.4.2.4

<p><u>Guided Writing: Describing the Boe-Boe Man</u></p> <p>Write on the board: <i>Boe-Boe Man</i></p> <p>Underneath write: <i>looks like, can do</i></p> <p>Ask the learners to give words and phrases that describe the appearance of the Boe-Boe Man from the book: write these under <i>looks like</i>. Then ask for word and phrases that tell us about the actions of the Boe-Boe Man and write these under <i>can do</i>. Make sure they look throughout the book and include ideas like <i>shares ideas about fishing</i>.</p> <p>Learners use these notes to make a description about the Boe-Boe Man: practice this orally by showing how to link words on the board together. Encourage learners to use various ways to use the words and phrases (you do NOT want the descriptions to be all the same).</p> <p>Learners can illustrate the Boe-Boe Man. Move around and help the learners to write their sentences.</p>	<p>E + V/P</p>	<p>3.4.2.5 3.7.2.4 3.7.1.3</p>
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