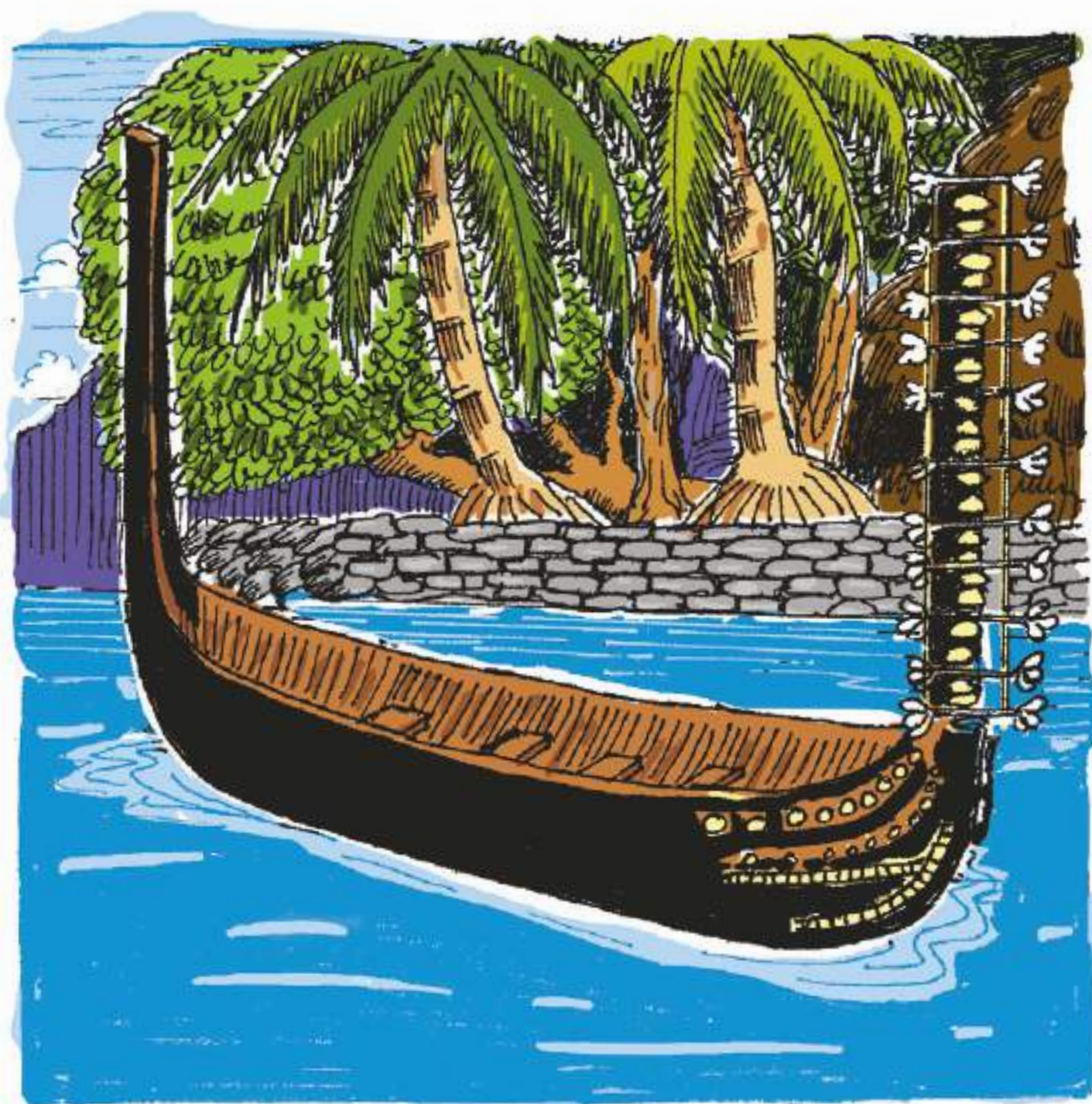


# The Tomoko



By Matthew Lioa  
Pictures by Charles Kafa

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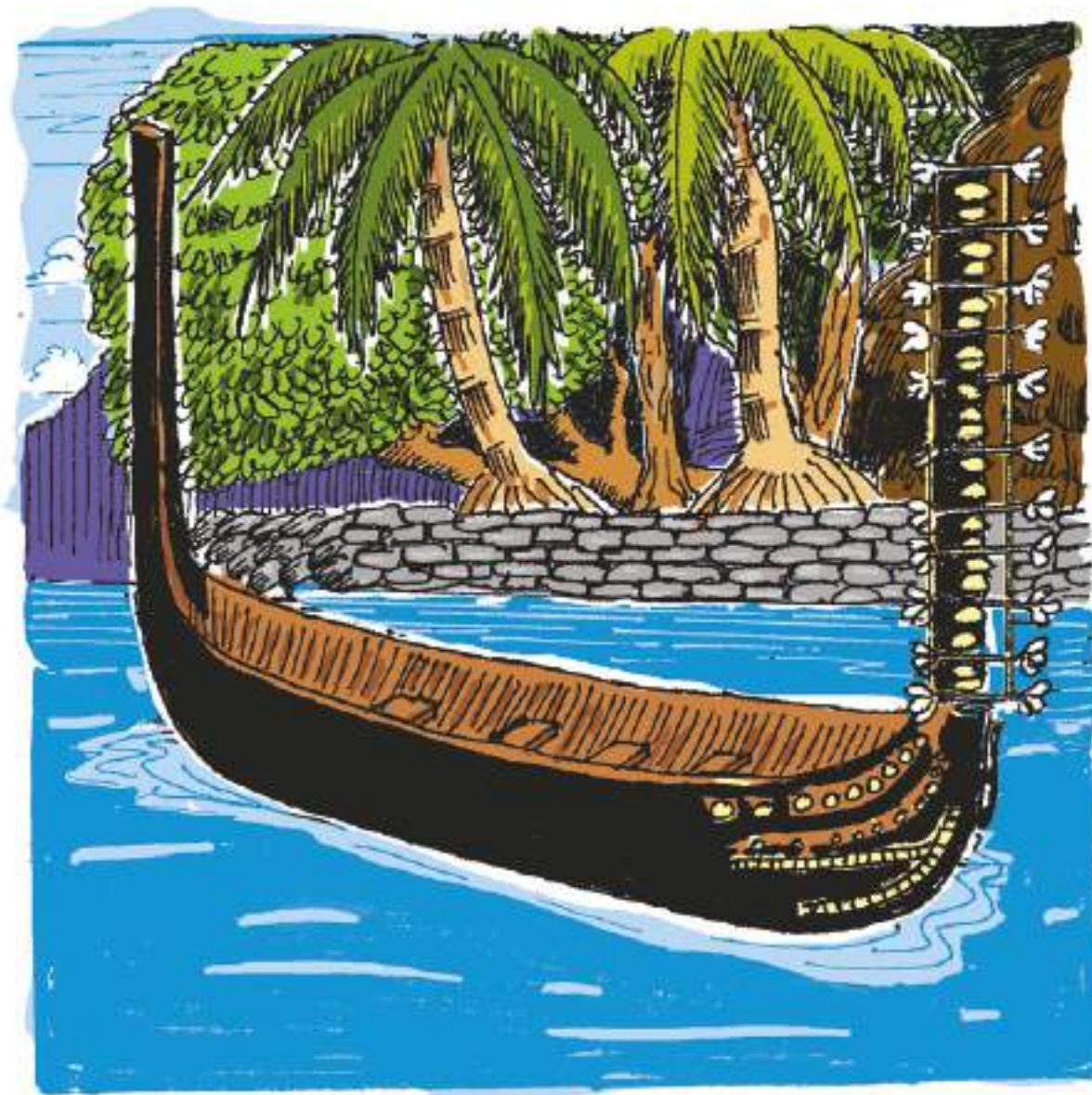
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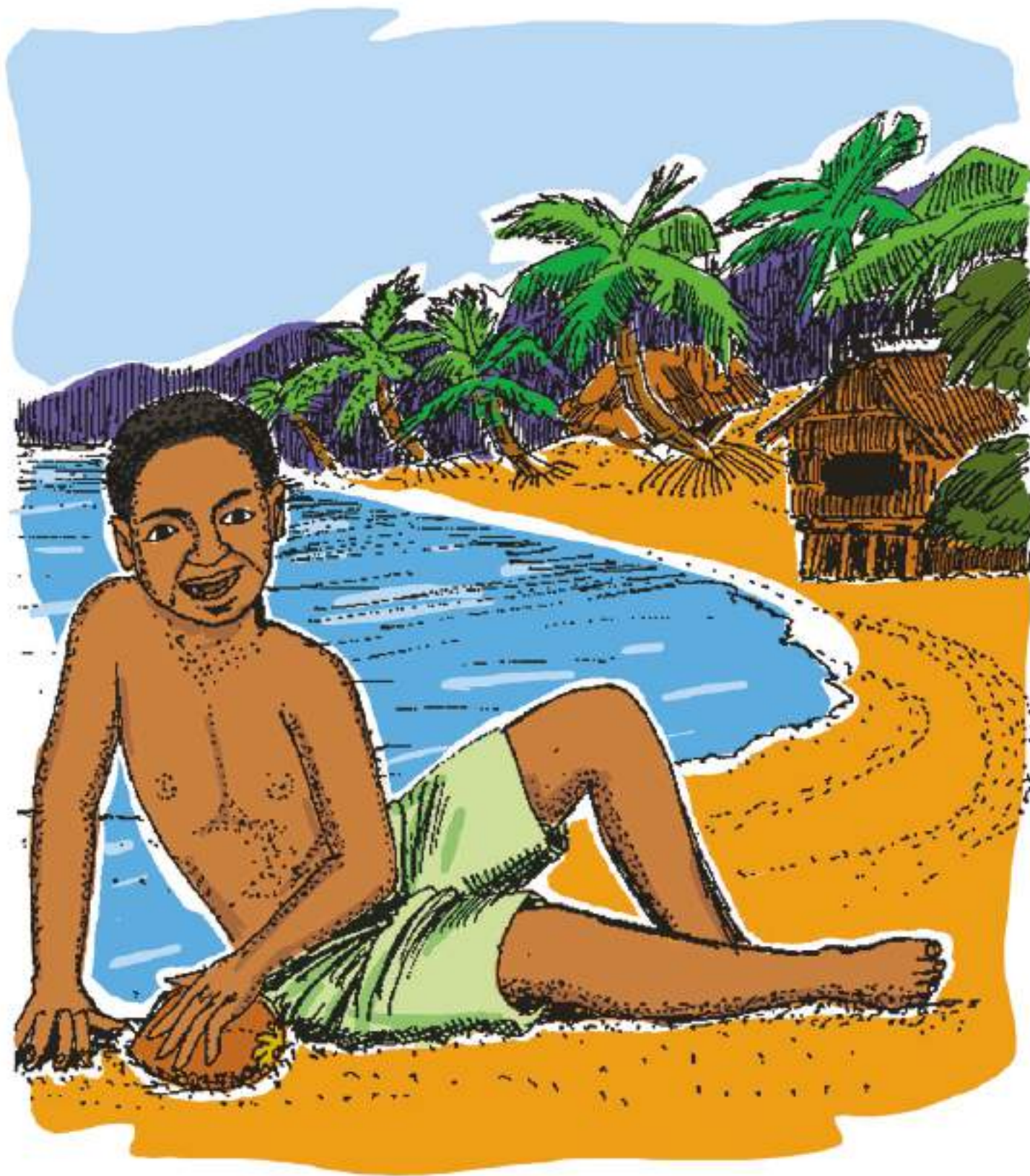


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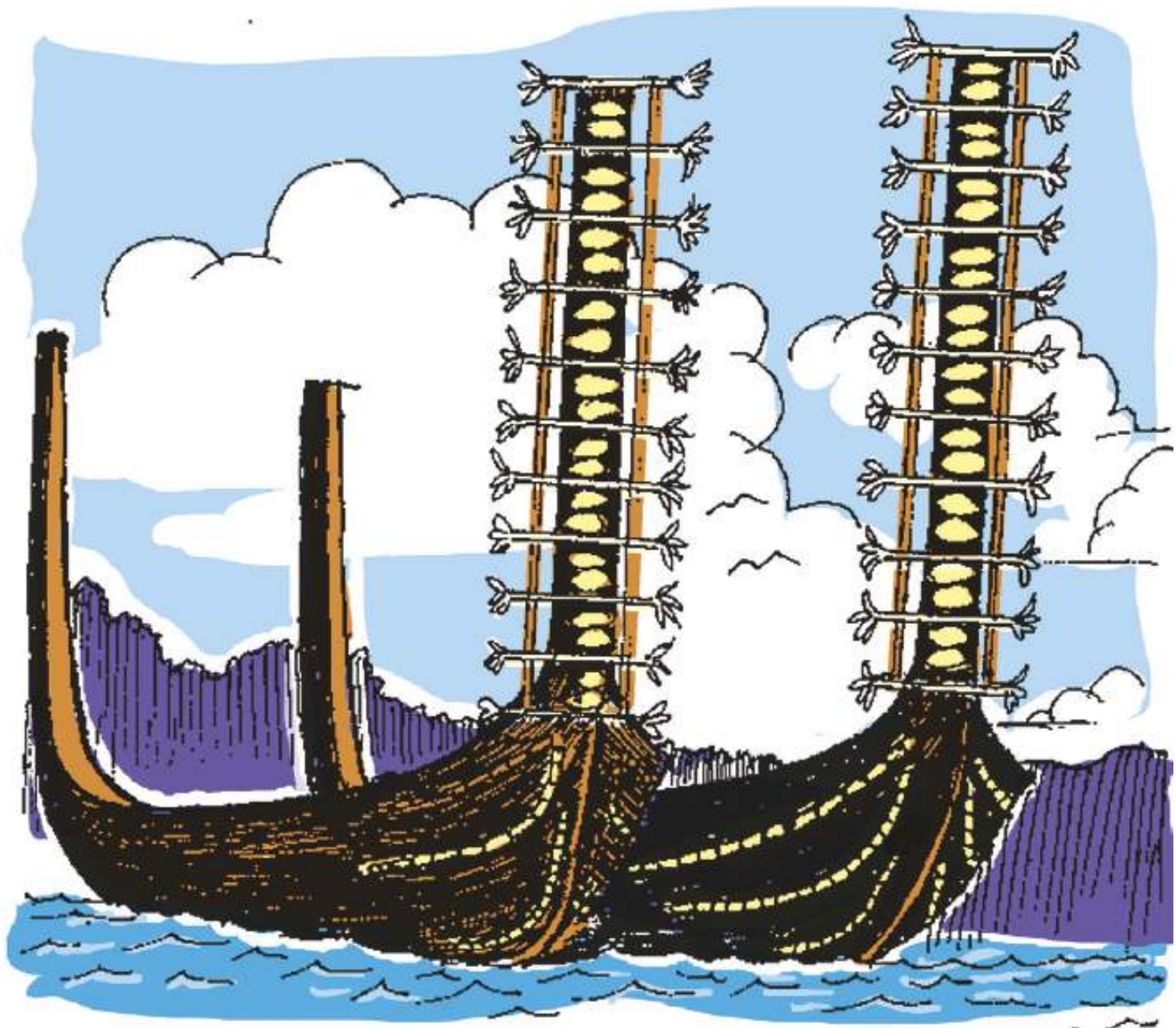
Silas lives in a village called Ilangana on the island of New Georgia in the western part of the Solomon Islands. There are many islands in the Western Province. Some are surrounded by reefs and others have big lagoons.





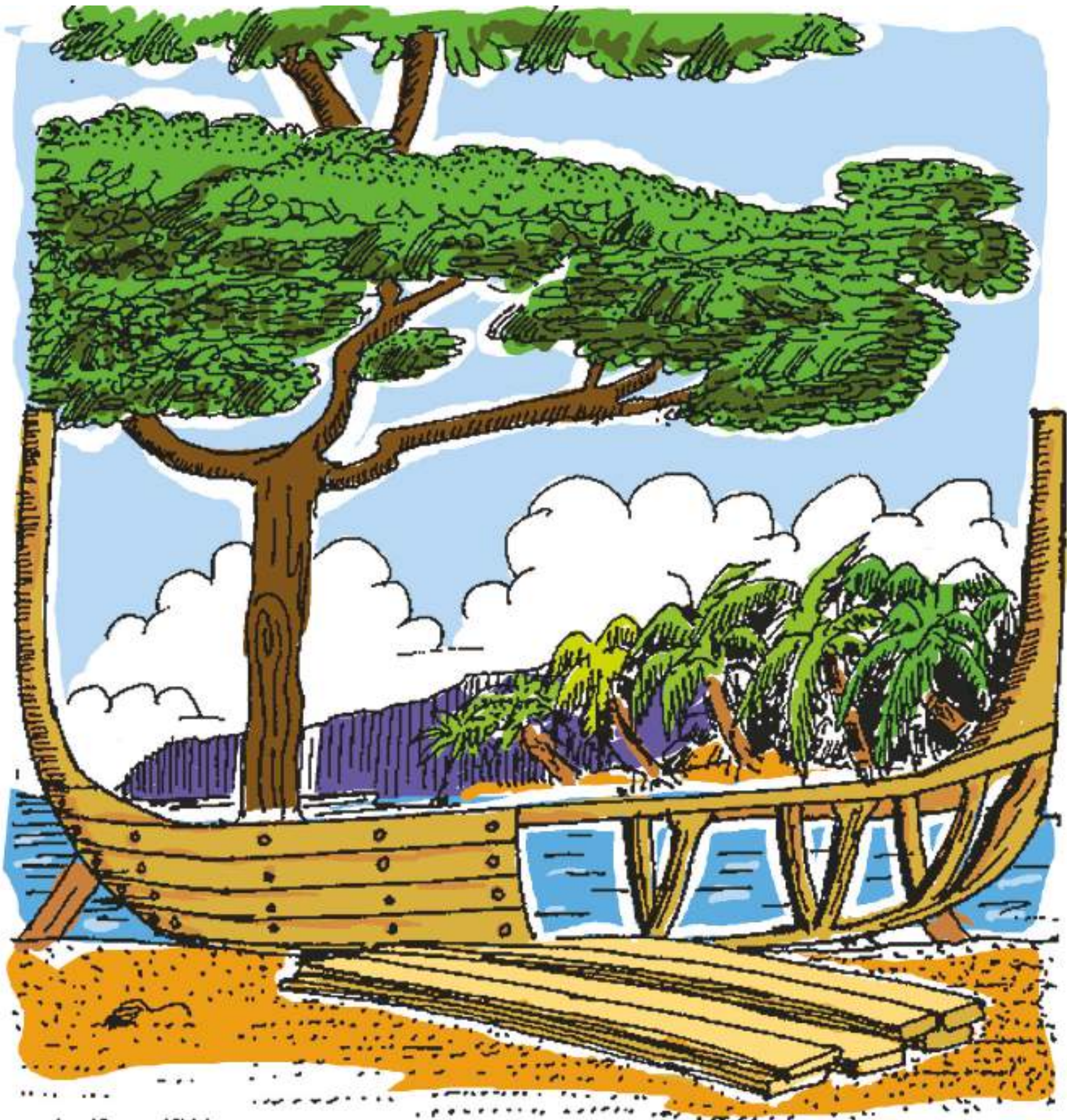
The lagoons are called Marovo, Roviana and Vonavona. Marovo Lagoon is the longest lagoon in the world.





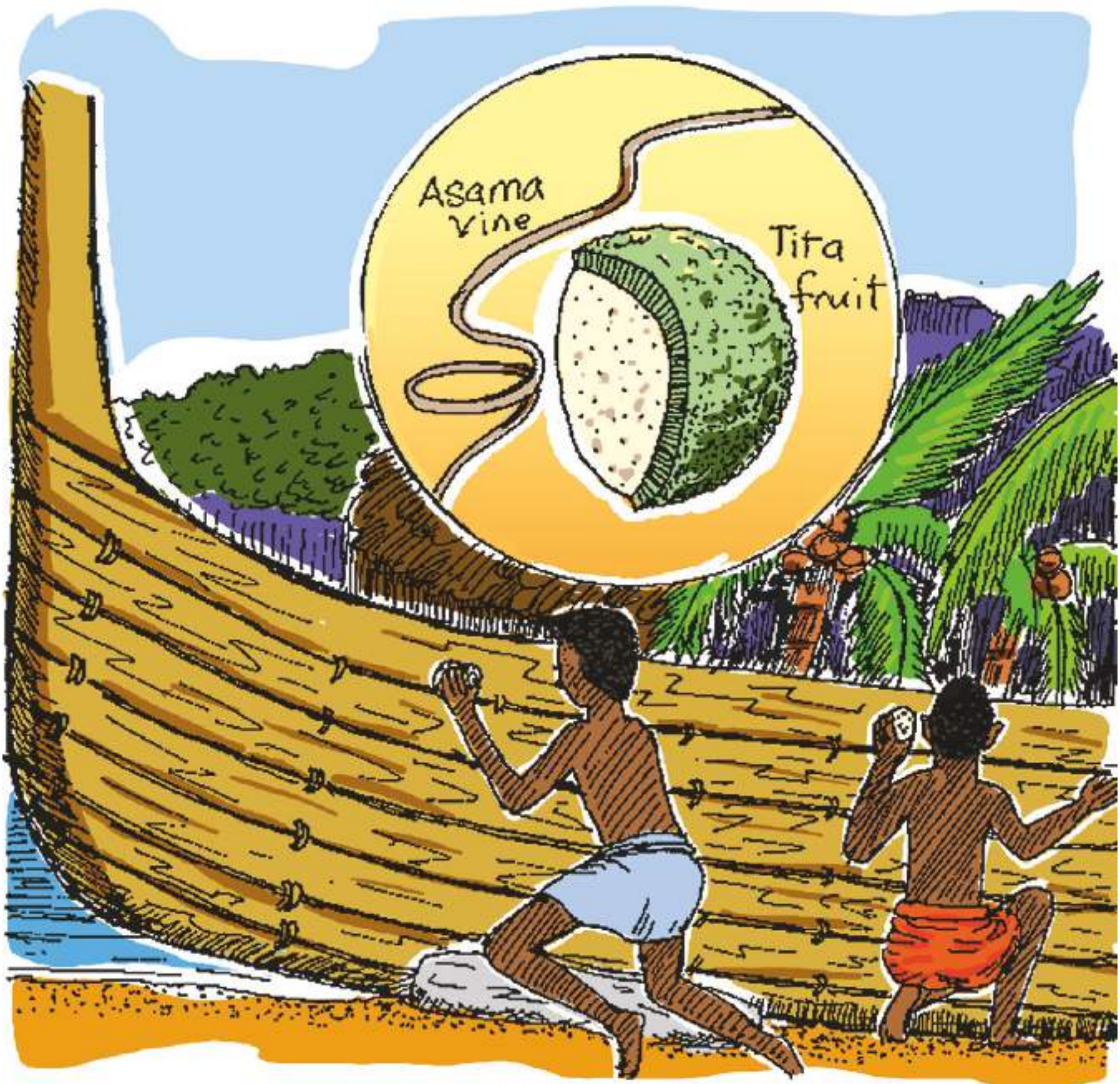
Long ago the men of Roviana made big war canoes, called Tomoko.





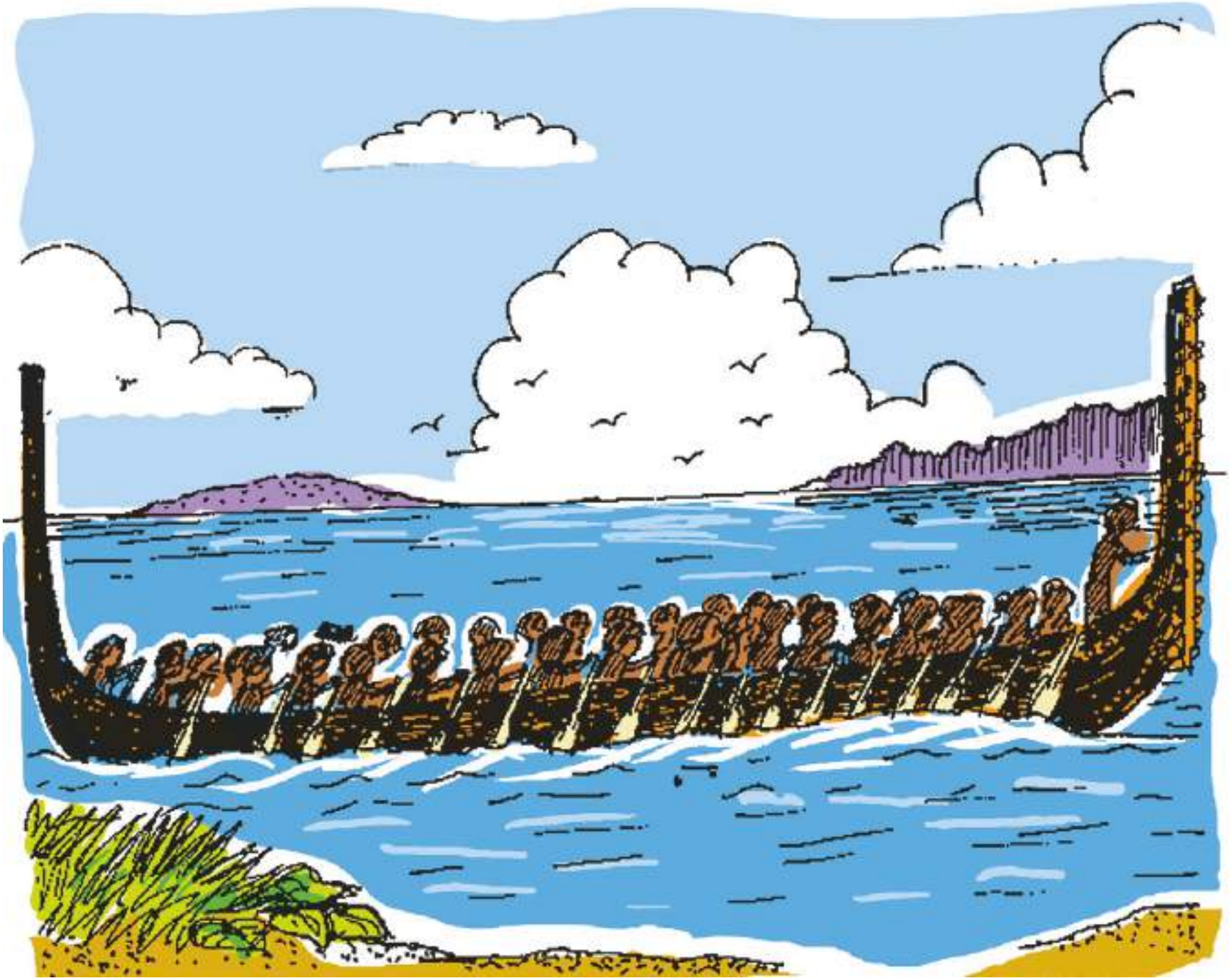
These canoes were made by using timber planks cut from a softwood tree. The planks were carefully carved into exact shapes and holes were bored into them.





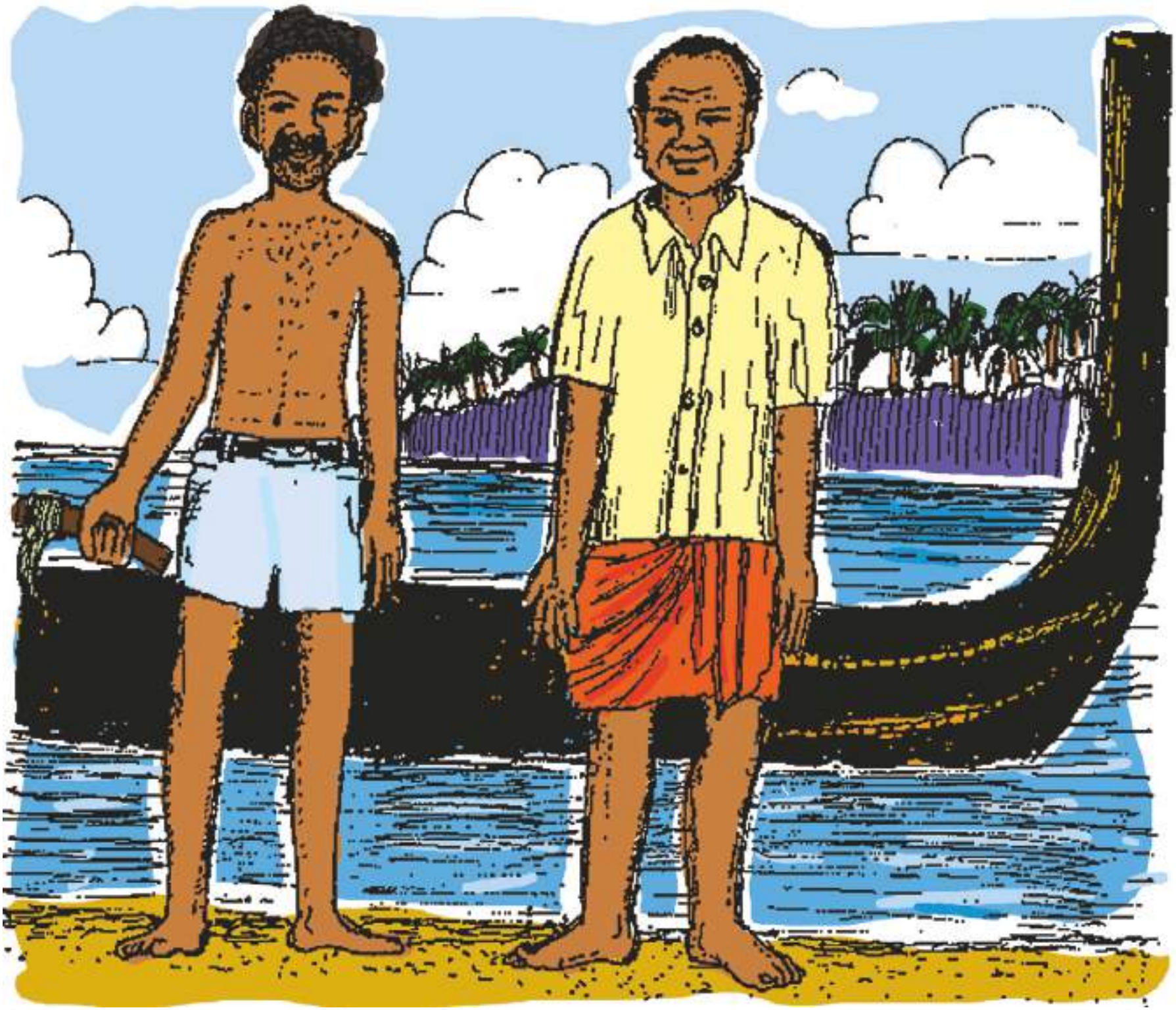
They were joined together firmly by a vine called asama. A paste made from tita fruit was used to glue the planks tightly together. When the Tomoko was ready it was tested to prove its sea-worthiness.





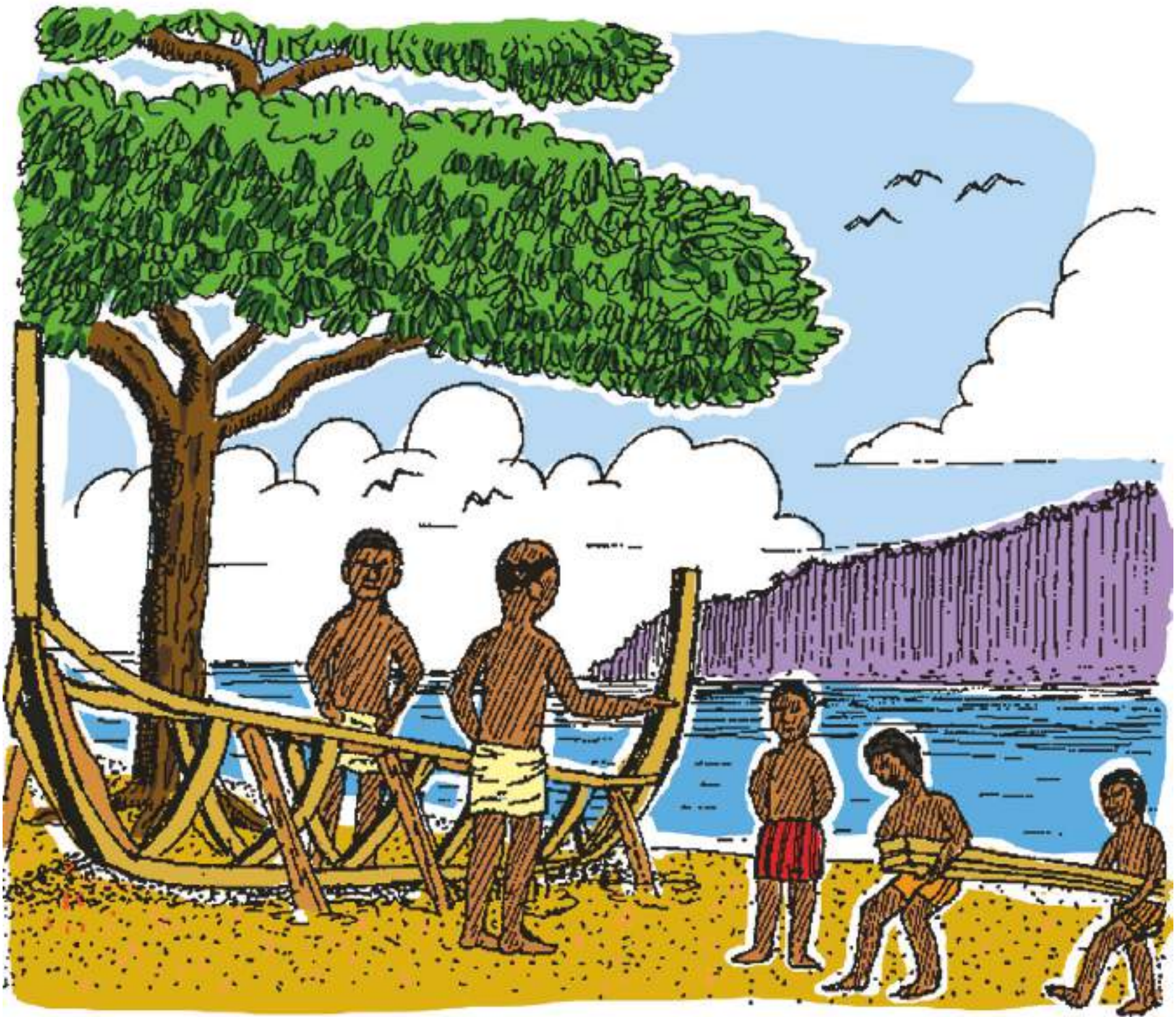
Some of these canoes could carry thirty men. The men travelled in their canoes through the lagoons to other islands to trade or sometimes to fight.





Today there are still some people who know the skill of making the Tomoko. These include people like Simon Tuni of Chupikopi village in the Marovo Lagoon and Kama and his group of men from Nusabanga village in the Roviana Lagoon.





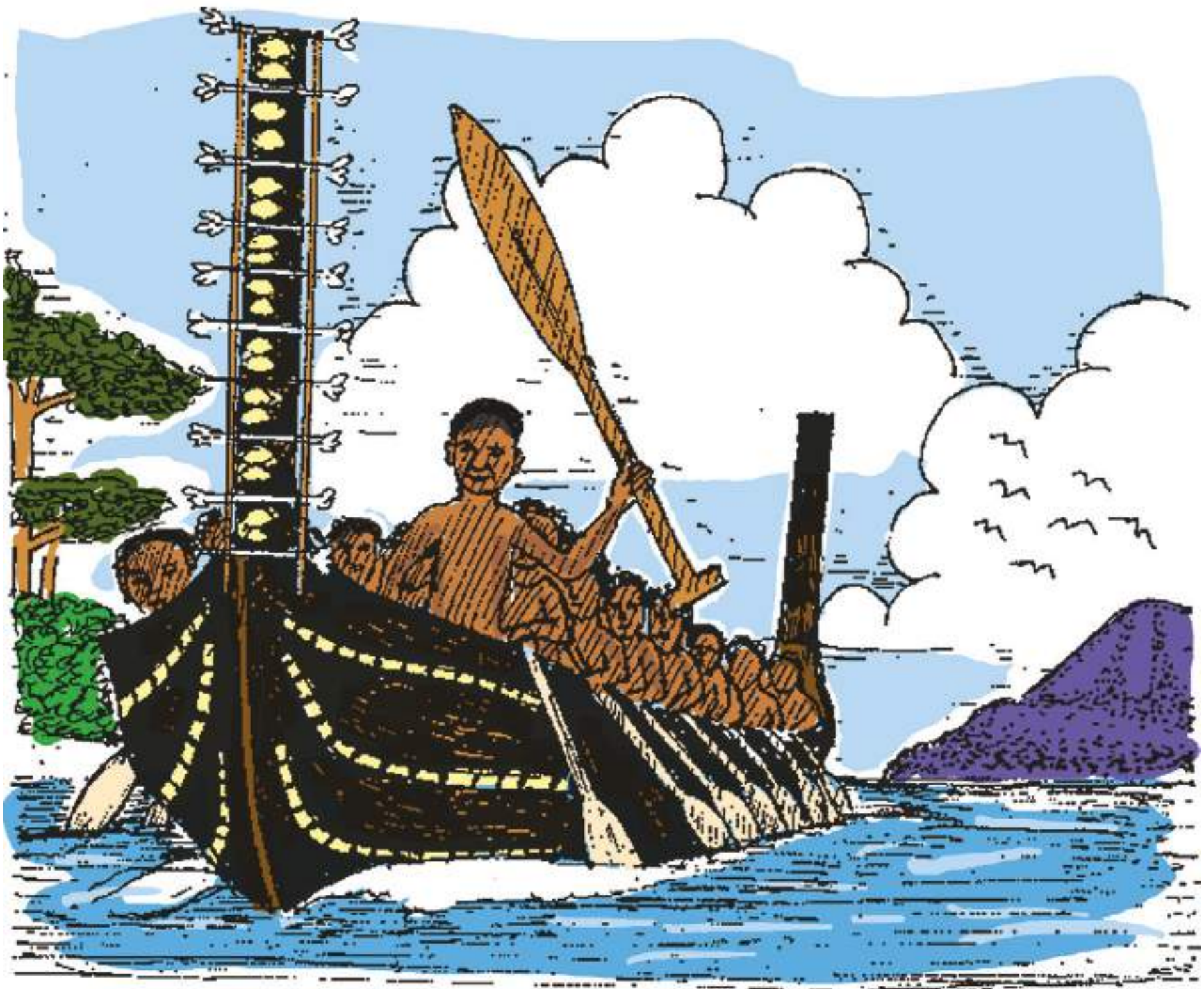
These men and others are keen to pass on the skill of canoe building to young people in their communities by teaching them the art of making the Tomoko in the traditional way.





Today when Silas wants to travel from one island to the other he uses an outboard motor on his fibreglass canoe. He enjoys riding in the canoe, but he would prefer to travel in a big Tomoko.





Silas got a chance to travel in a Tomoko at the Festival of the Sea in "Visit South Pacific Year." He was proud to take part in the Tomoko exhibition race in Gizo harbour.





When he is older, Silas wants to learn the traditional skills of Tomoko building himself so that he can keep alive the customs of his ancestors.







Text:	<i>The Tomoko</i>
Level:	Year 3
Message:	Learning and preserving traditional skills is a good thing
Discussion focus:	Passing on traditional skills that exist in our communities
Comprehension:	Shifts in time; finding details
Text structure:	Information text and narrative text
Vocabulary focus:	Words for building a Tomoko; tenses
Letters and sounds:	-ght
Print focus:	Use of capital letters for proper nouns
Writing opportunity:	Writing a procedure

ACTIVITIES	LANG.	SYLLABUS
<b>Day 1</b> <b>Modelled Reading</b> Set the context: Talking with learners Tell the learners: <i>This is a book called The Tomoko and is about the traditional Solomon Islands skill of making Tomoko canoes. The book shows us that the skill of making these big wooden canoes must be retained and passed on to young people.</i> Direct the learners to cover that shows the Tomoko. Ask the students if they have ever seen a Tomoko canoe – let them tell of times when they have seen a Tomoko or other traditional canoes (this allows learners to connect this book with their prior experience). Walk through the book, showing the pictures and asking the learners to identify what is happening, who is involved, what might happen next. Don't read the story, but let learners predict. Introduce any words you think are new in English. These might include <i>fiberglass, bored, seaworthiness, exhibition, surrounded</i> . Note that this book moves between a descriptions and recount of how a Tomoko is built so help the learners see these parts of the book. Note: the name of the village on p. 2 is Ilanganga: make sure the learners understand that the capital I and the small I look the same, but are different letters.	V/P	3.4.1.1 3.3.2.1
<b>Read the story: Listening and watching</b> Read the story in clear, expressive English. Use a different tone for the information text.	E	
<b>Review the story: Understanding the story</b> Identify the point at which the book moves from describing Silas and his life to what was done in the past, back to the present and then to what Silas wishes for the future. Look at the various parts of the book and ask learners to tell you what they remember and if there are any questions about words. Note: The activities will help them to understand more about the text.	V/P + E	3.4.2.3
<b>Responding to the story: Talking by the students</b> Focus on the page that tells about modern day people still making Tomoko. <i>What traditional skills exist in our communities?</i> Make a class list of traditional skills that people still use today. Ask the learners to consider why it might be important to keep these skills.	V/P + E	3.6.1.4 3.3.2.3
<b>Close Reading</b> Provide small copies of the book to learners and do a close reading of p. 2. Summarise: this sets up who the book is about and where. It doesn't give up information about The Tomoko. Go to p. 4: do a close reading of this page to see how we link the place with Tomoko.	E	3.4.3.4 3.4.2.5
<b>Day 2</b> <b>Shared Reading: Revising the book</b> As you turn the pages, ask the learners to retell the story in their own words, looking at the illustrations. Review the difficult vocabulary: <i>surrounded</i> (p. 2), <i>seaworthiness</i> (p. 6), <i>communities</i> (p. 9), <i>traditional</i> (p. 9), <i>exhibition</i> (p. 10), <i>fiberglass</i> (p. 11), <i>ancestors</i> (p. 12), <i>customs</i> (p. 12). Read the story to the learners as they follow in the small books	E	3.4.2.4 3.4.3.2
<b>Close Reading</b> Do a close reading of pp. 5 and 6. Summarise: this tells us how the Tomoko was made, through action and also through adverbials ( <i>carefully, firmly</i> ).	E	3.4.3.4 3.4.2.5



ACTIVITIES	LANG.	SYLLABUS
<p><u>Comprehension: shifts in location/tenses</u></p> <p>Ask the learners to think about the places where this text takes place. Help them to see that there are many things going on in this book. Write on the board:</p> <p><i>Pages 2 - 3:</i>  <i>Pages 4 – 7:</i>  <i>Page 8:</i>  <i>Pages 9-10:</i>  <i>Pages 11 – 12:</i></p> <p>For each group of pages, learners should look at the book and decide <i>Who</i> it is about, <i>Where</i> is it set and <i>When</i> is it set, eg. <i>Pages 2 – 3: Who? Silas Where? In Ilangana When? Now</i></p> <p>Learners do this for each one and then the class contributes to make the notes on the board. Now look at the pages. When it is in the past, the verbs are past tense: <i>joined, was</i> and when it is now the verbs are present: <i>lives, are</i>. In their books, the learners make 2 lists: <i>Present</i> and <i>Past</i>. They find and write the verbs from the pages for now and past.</p>	E + V/P	3.4.2.3 3.4.2.5
<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	3.4.2.4
<p><u>Comprehension: Finding details in a recount</u></p> <p>Using the small copies of the book, learners re-read pp. 5 - 7 and identify six steps for making a Tomoko canoe.</p> <p>Write on the board:</p> <p><i>cut carved bored held glued tested</i></p> <p>Ask the learners to look at the actions on the board and ask <i>What?</i> For each action, match it to what was used eg. <i>cut – planks</i>. Do this for each action.</p> <p><i>What other questions could we ask for more information?</i> They could ask <i>Where?</i> or <i>How?</i> Do not write everything, but put some words under each action to help the learners think about the steps.</p> <p>Learners can write these notes in their books. They need to keep this for the writing activity on Day 4.</p>	E + V/P	3.4.2.3 3.8.1.10
<p><u>Focus on Letters and Sounds: -ght</u></p> <p>Using the small copies of the book, learners scan the text and search for the <i>-ght</i> words, eg. <i>tight, fight</i>. Notice that the combination of letters means that we do not hear all the sounds that those letters usually make. Instead, we only hear the <i>t</i>, but it makes the <i>i</i> say its name (I). Learners write in their exercise books other <i>-ght</i> words that they know or can find in other books. Make a class list on the board. Later, write the words on flashcards for use in other activities during the week.</p>	E + V/P	3.4.3.1
<p>Day 4</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Read the book, inviting groups of learners to read every second page.</p>	E	3.4.2.4
<p><u>Guided Writing: Writing a procedure</u></p> <p>Using the notes prepared on Day 3, the learners are going to write a procedure, directing someone to make a Tomoko from the information in the book.</p> <p>Ask the learners: <i>What sort of words do we have at the front of the sentences when we write instructions for someone to make something?</i> They might know that it is the verb and it sounds like an order: <i>make, take, put, write</i> etc. Look at the first word on their list and think about how to make that an order (or command) eg. <i>cut = cut, carved + carve</i>. Put the verbs down the page.</p> <p>Now think about the things: <i>Cut the planks</i>.</p> <p>Also think about <i>How?</i> or <i>Where?</i>: <i>Cut the planks from soft wood</i>.</p> <p>Make all 6 actions into commands/orders into a procedure.</p> <p>When they have all 6 instructions, and a heading, they can draw the actions to go with the instructions. Read these to each other and value those who have added detail or have an unusual way for writing.</p>	E + V/P	3.8.1.10 3.8.1.11 3.7.1.1
<p><u>Focus on print: Use of capital letters for proper nouns</u></p> <p>Using the small copies of <i>The Tomoko</i>, learners scan through the book and find the use of capital T for <i>Tomoko</i> and capital L for <i>Lagoon</i>. Link to the use of capital letters on the cover. Discuss why authors use capital letters in this case (because they are names). Learners write in their exercise books other examples of proper nouns from elsewhere in the book (eg. villages and people's names).</p>	E + V/P	3.4.3.11
<p>Day 5</p> <p><u>Independent Reading</u></p> <p>Using the small copies of <i>The Tomoko</i>, learners read the book individually or with a partner.</p>	E	3.6.1.1 3.4.2.4



ACTIVITIES		
	LANG.	SYLLABUS
<p><b>Comprehension: Cloze activity</b></p> <p>See the Cloze activity at the bottom of this page. Write it up on the board or a chart so everyone can see it. Let learners work in pairs or threes to decide what words are best to complete the sentences. Do this through speaking first. Then the class can decide on the best words: there may be different words that will be fine to use.</p> <p>Learners do not need to write this up: if it is done well orally it is fine to leave it as a spoken activity.</p>	<b>E + V/P</b>	3.4.3.9 3.9.1.6
<p>Cloze activity:</p> <p>Silas lives in a village near Marovo Lagoon. It is the _____ lagoon in the world. Silas loves the water and uses a _____ to travel around. It is modern and made from _____. What Silas wants to use is a _____, but these are only made by special _____. When he is older he will learn to build these _____ for himself.</p>		







