

Tisa's Voice



By Mathew Lioa
Pictures by Alfred Haemanu

Nguzu Nguzu Reading Books

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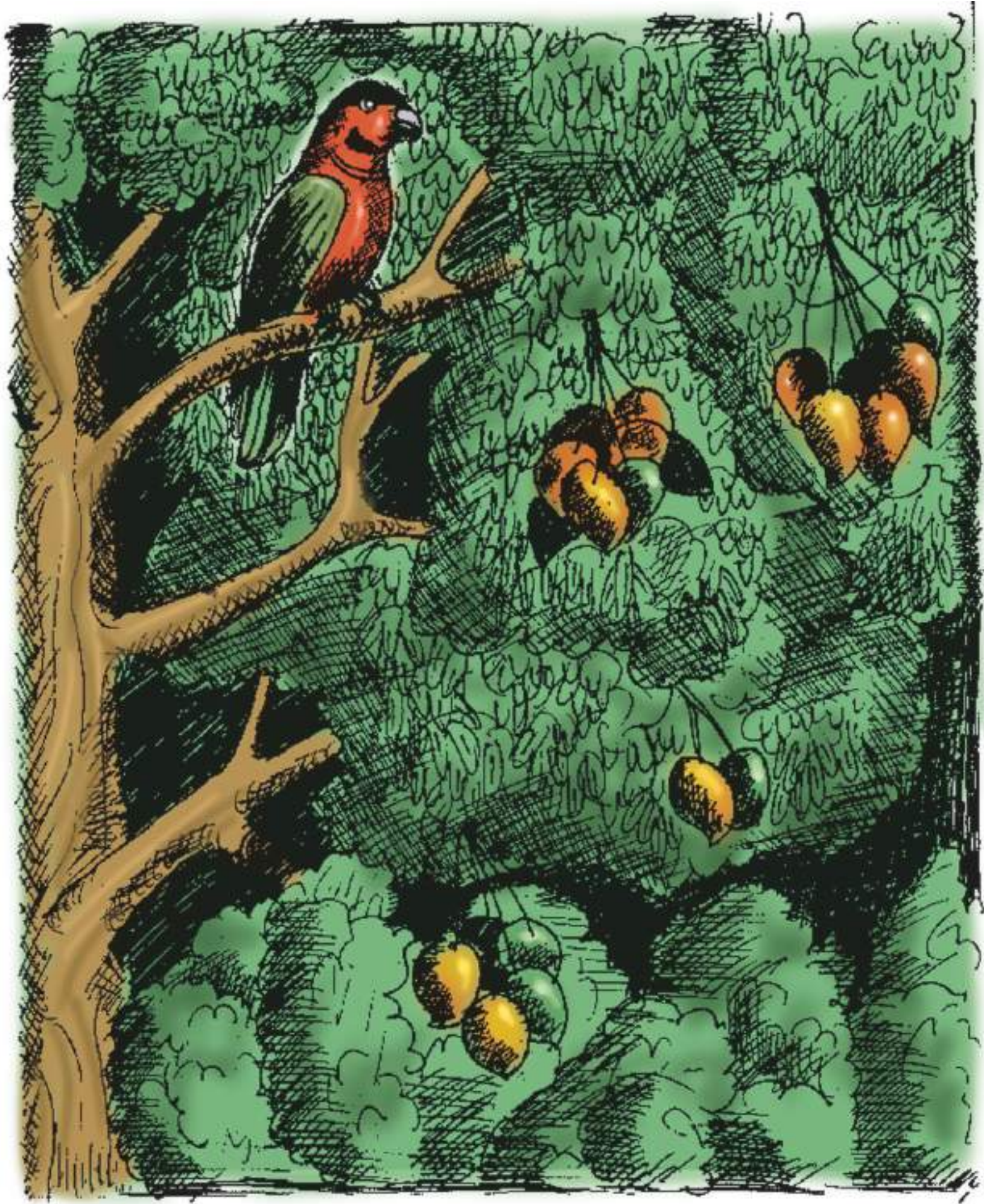
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Development 2015

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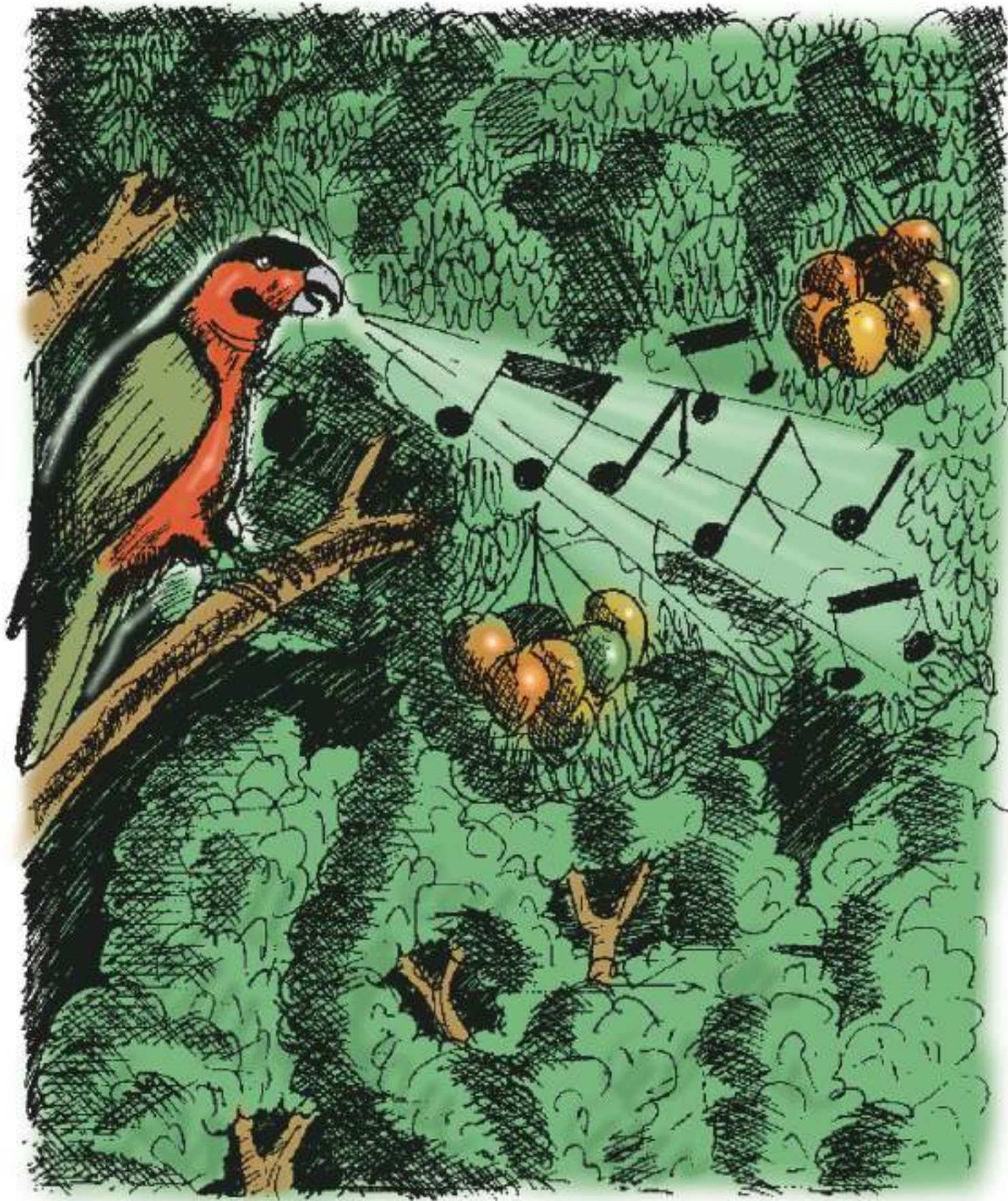
Tisa's Voice



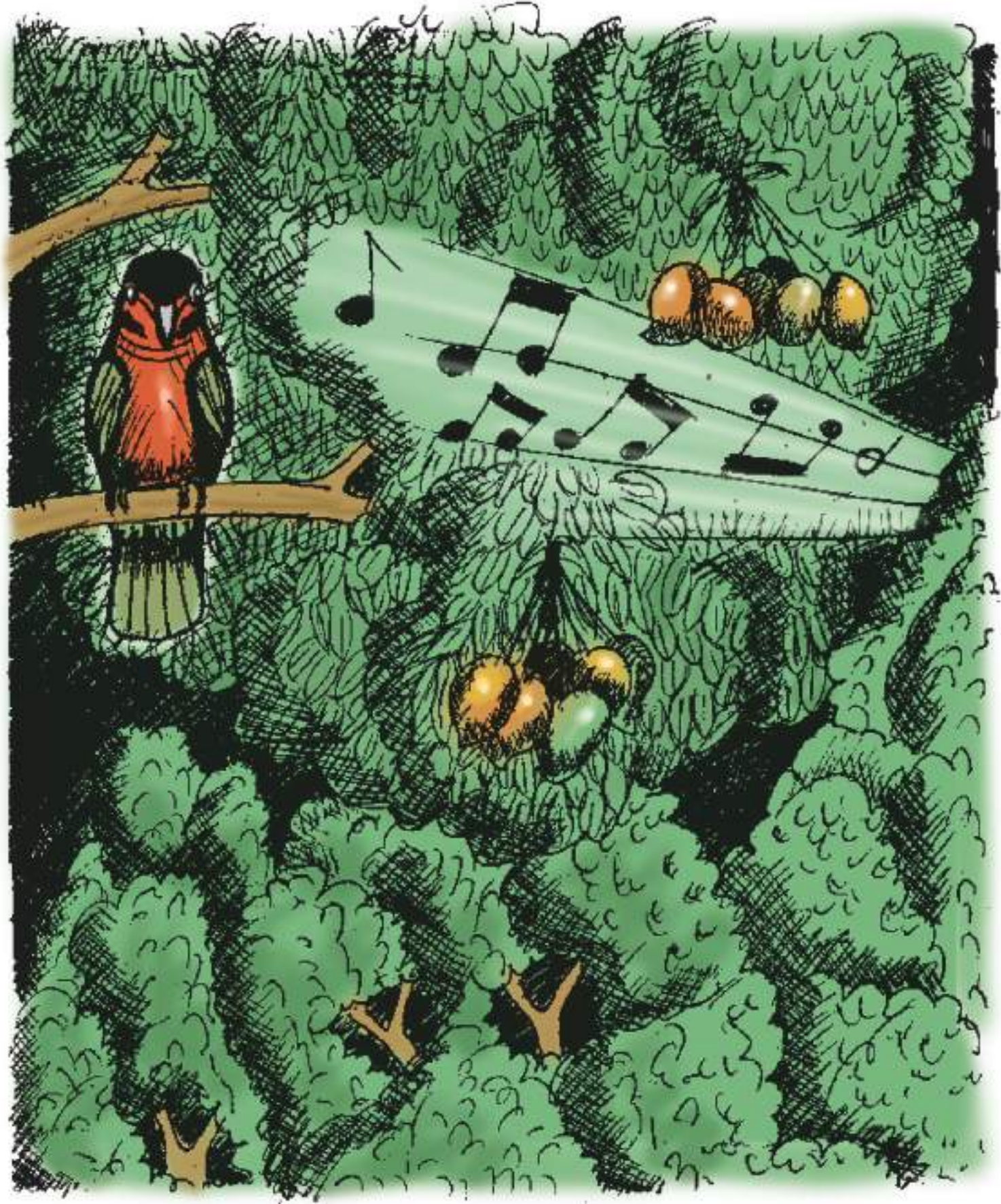
By Mathew Lioa
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One morning Tisa the parrot perched on his usual branch high up in a mango tree.



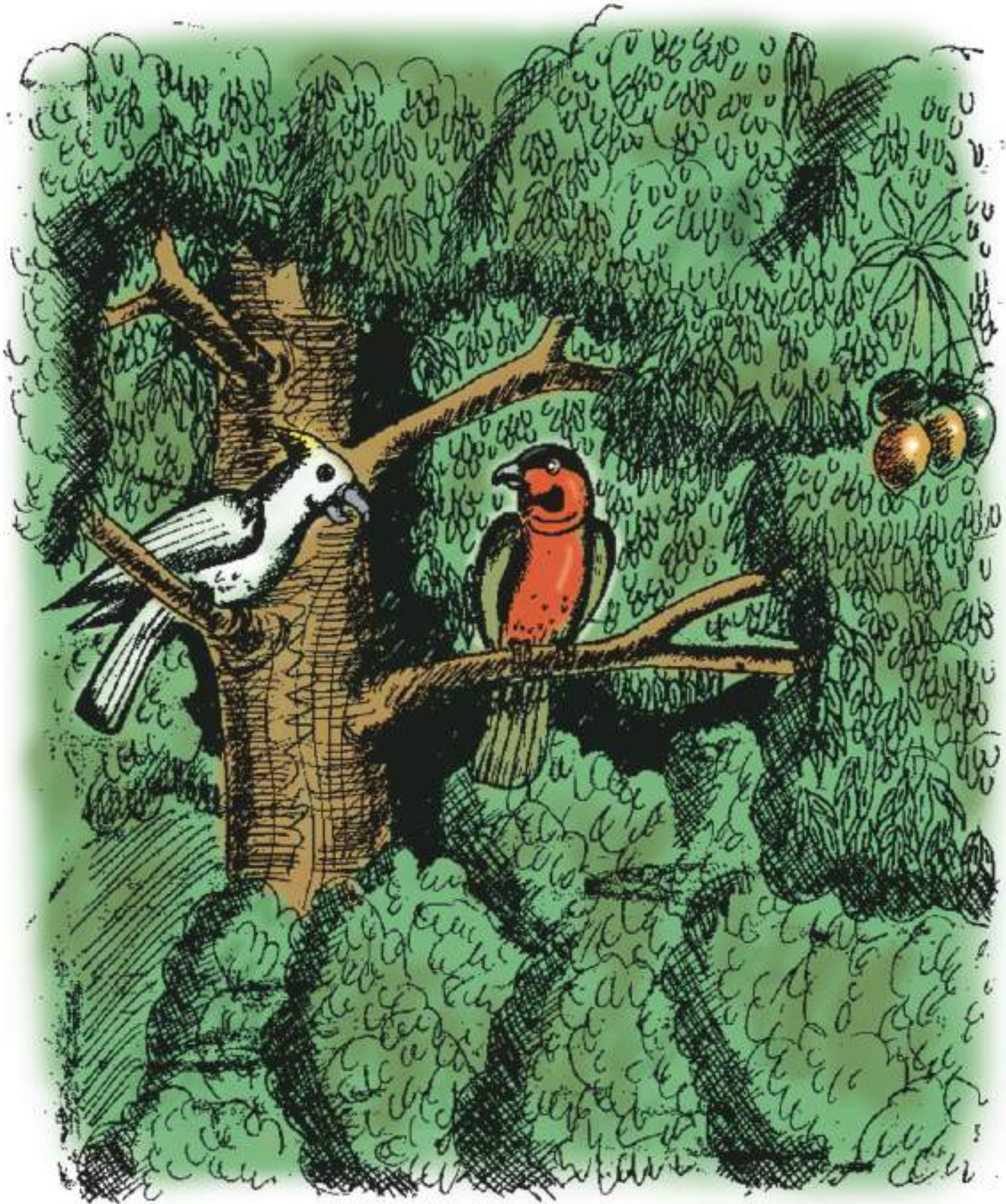
It was a lovely sunny day
and Tisa began to sing with joy.
He sang his beautiful tunes in a
sweet voice that floated away over
the tree tops.



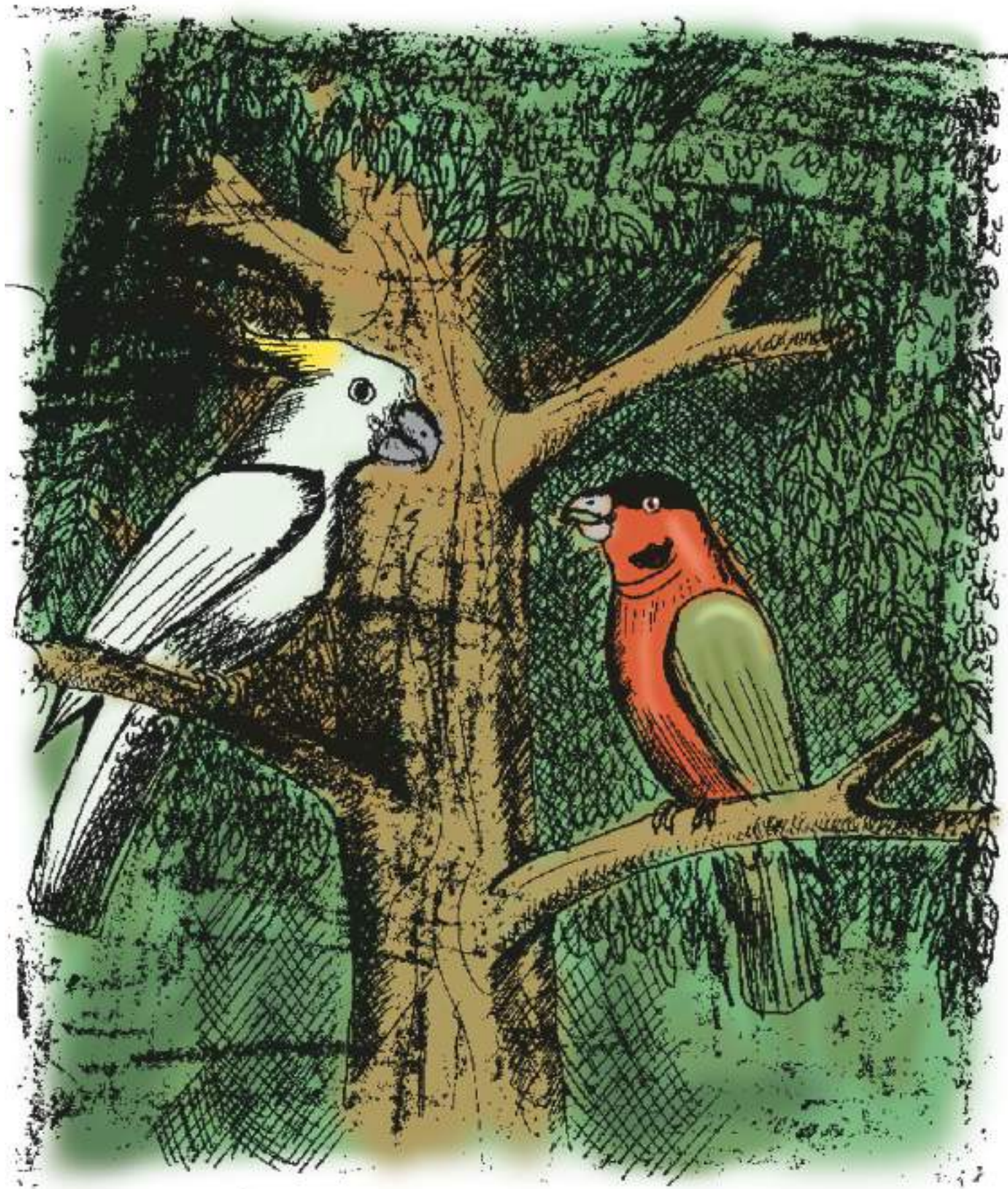
Tisa had been singing for some time before he noticed another voice. This voice was singing too, but it wasn't singing sweetly. This voice sounded like a broken outboard engine being driven too fast.



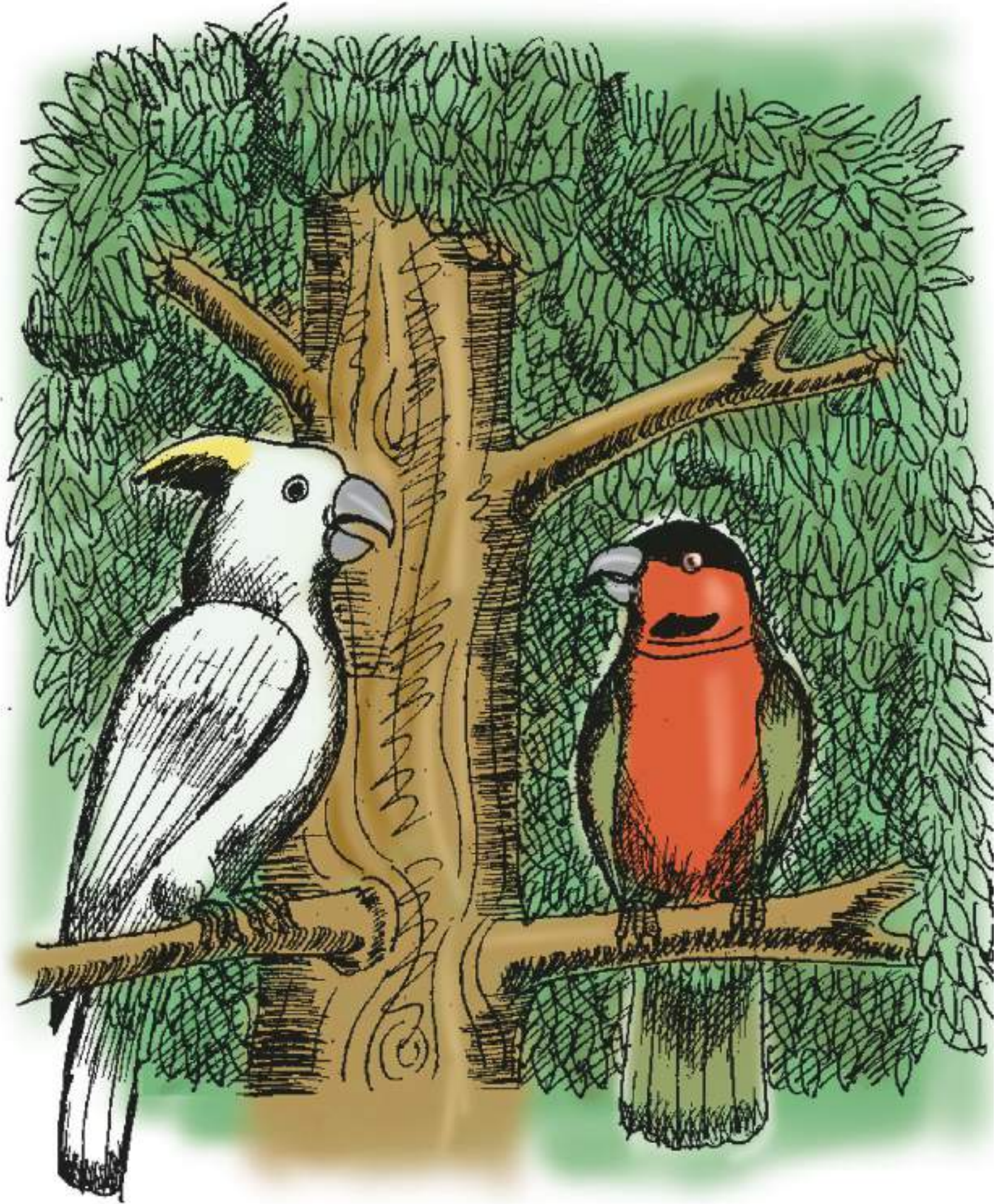
The terrible sound grew louder and louder. Tisa stopped singing and put his feathers in his ears to keep out the noise.



Suddenly a big white cockatoo landed on the branch beside Tisa. "I'm glad you've stopped your terrible whistling," said the cockatoo, "you were spoiling my song."



"Do you call that terrible noise you were making a song?" laughed Tisa. "Why, it sounded like a family of pigs drowning in a river."



"All right then," said the cockatoo,
"we'll have a singing contest to find
out who has the sweetest voice."



The two birds breathed deeply and began to sing.



Tisa sang out loudly, but the cockatoo
screeched louder.

Tisa sang louder, but the cockatoo
screeched louder still.



Tisa took a big deep breath, opened his mouth wider and out came...silence.

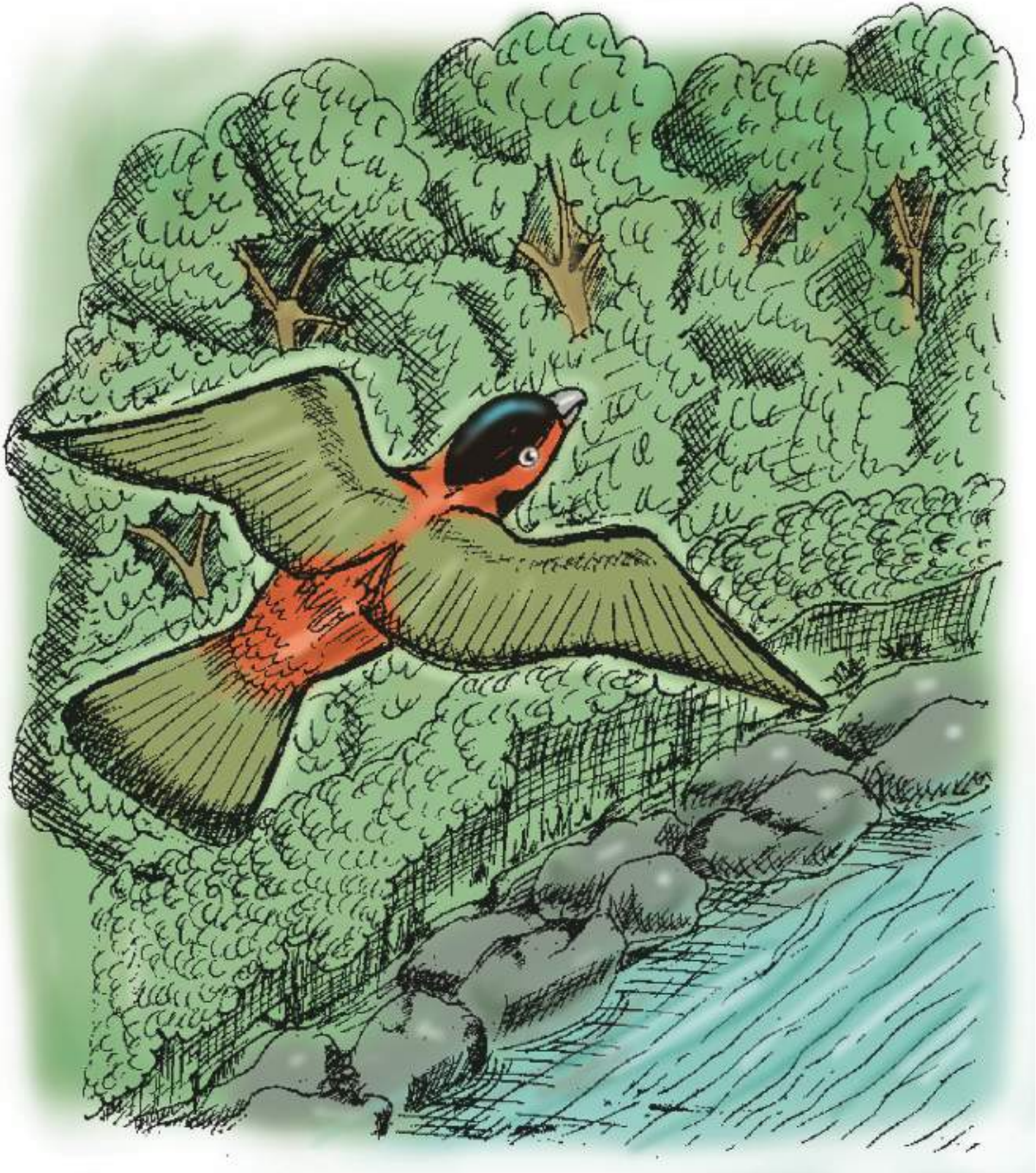


The cockatoo stopped screeching and began to laugh. Tisa cleared his throat and tried again, but he was still silent.

"You've lost your voice," laughed the cockatoo.



Tisa was horrified. He flapped his wings and flew off to look for his voice.



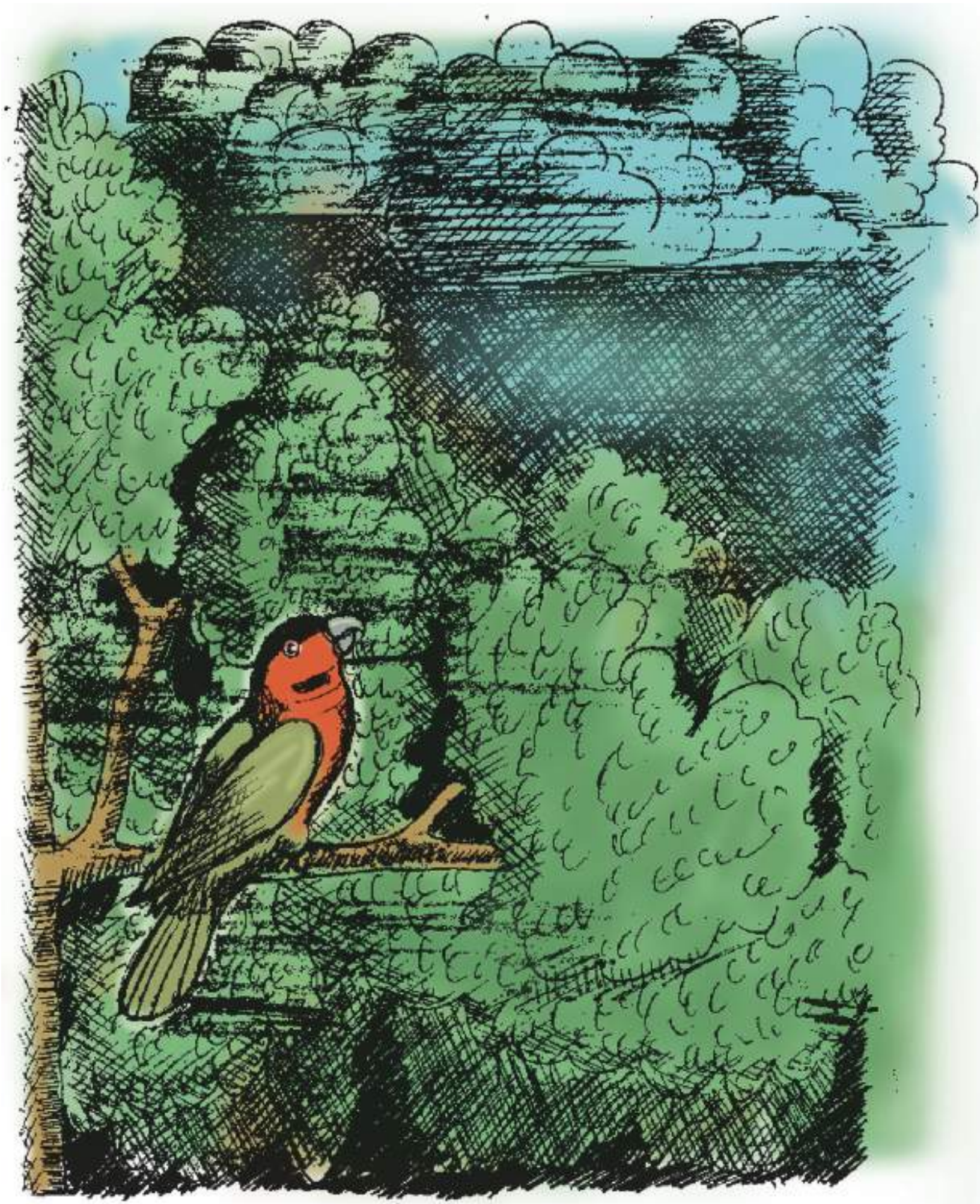
He looked for it in the tree tops.
He looked for it beside the river.



He looked for it in the high mountains. He looked everywhere.



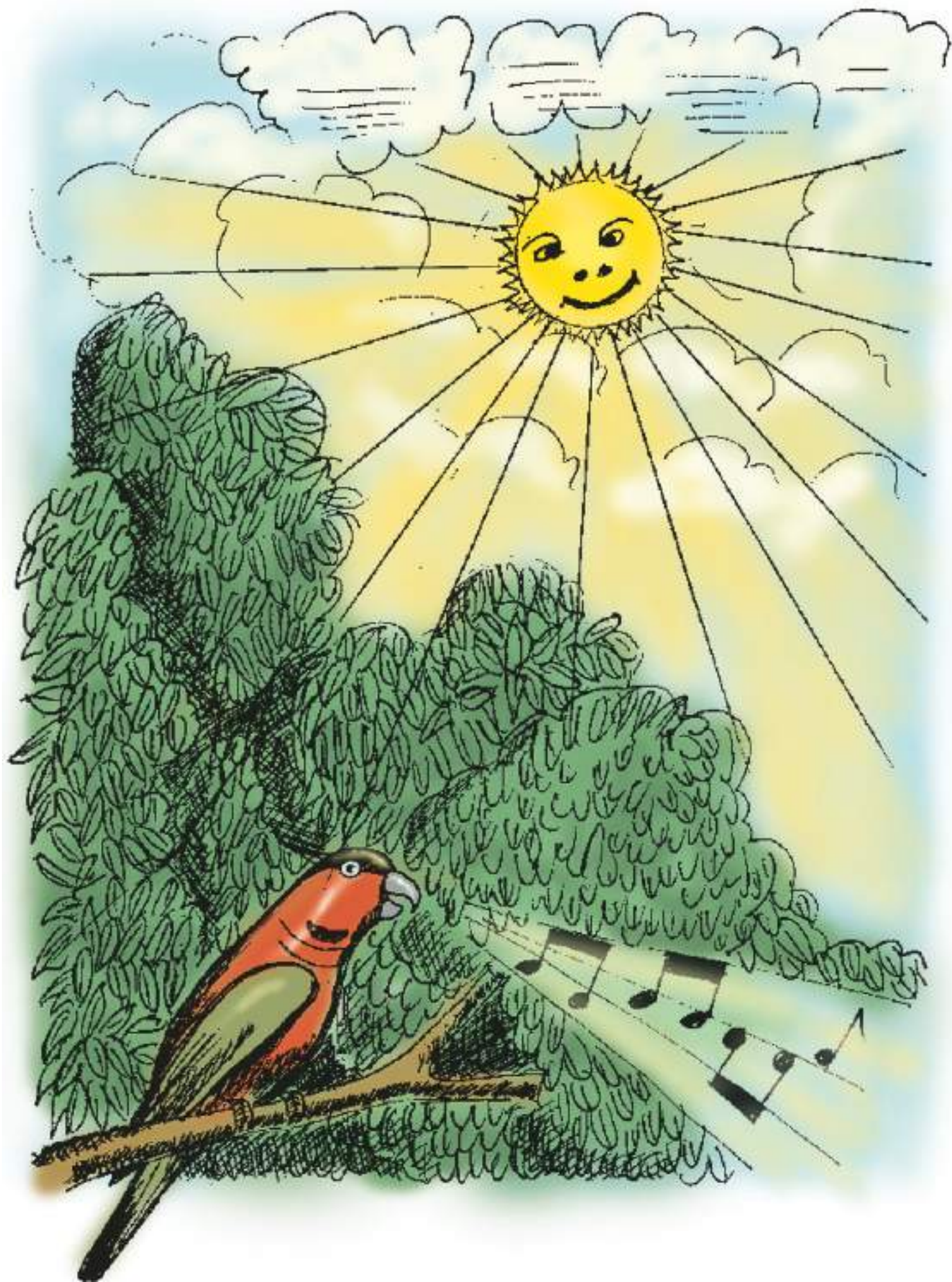
When he was tired of looking he
went to sleep.



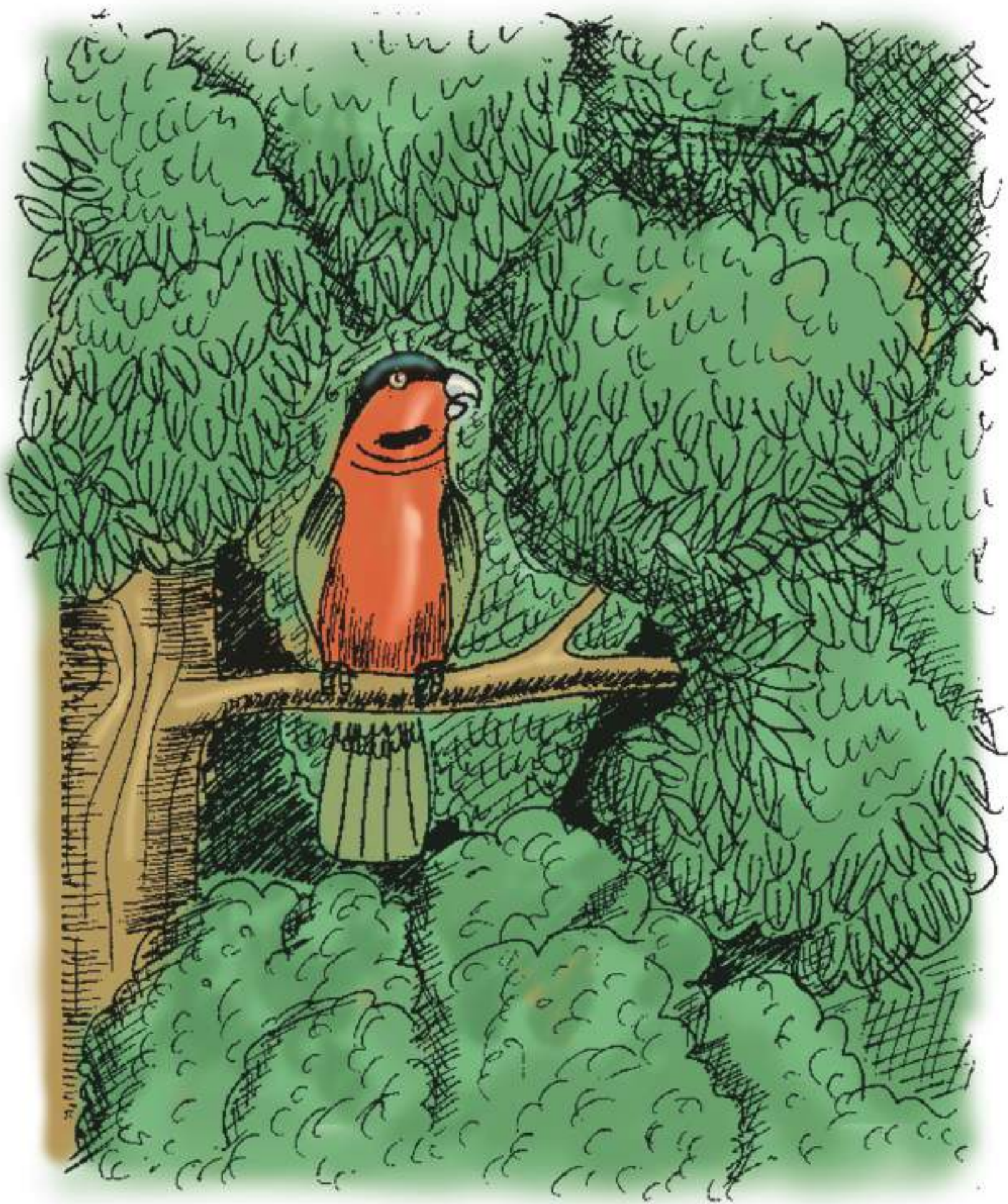
When he woke up he saw dark clouds
in the sky. Soon the rain came.



Tisa was thirsty after all his searching.
He opened his mouth to catch the
raindrops and he drank and drank.



When the rain stopped the sun came out. Tisa felt happier so he opened his mouth to sing and sure enough, out came the most wonderful sound.



Tisa had found his voice in the rain.

Text:	<i>Tisa's Voice</i>
Level:	Year 2
Message:	We need to take care of what gifts we have
Discussion focus:	Showing off
Comprehension:	Stages of the story; acting out the story
Vocabulary focus:	Positive and negative descriptions; clauses of time
Letters and sounds:	<i>ou</i> as in cloud
Writing opportunity:	Guided writing: The day I lost my voice

ACTIVITIES	LANG.	SYLLABUS
Day 1 Modelled Reading Set the context: Talking with learners Tell the learners, <i>This is a story called Tisa's Voice. It is about Tisa who is the bird on the front cover who has a lovely singing voice, but he loses it.</i> Ask the learners if they have ever lost their voice (explain what this means). Maybe they remember someone losing their voice and having to whisper. Now talk about the reason Tisa lost his voice: he was trying to show off that he was better than someone else. <i>Is it good to show off?</i> Open the book and look at the pictures, talk about what is happening in the pictures. Note Tisa and then the cockatoo that joins him. As you look through the pictures, help the learners to explain what is happening. If you know there are words that learners will have difficulty with, introduce them as you come to that page. Make sure the learners know the words in English.	V/P	2.4.1.1 2.1.1.4
Read the story: Listening and watching Read the story in clear English. Use a mocking voice when Tisa is insulting the cockatoo and a worried voice when he can't find his voice.	E	
Review the story: Understanding the story Go back through the pages of the book. On each page, ask the learners to tell you what they understand was happening. Make sure they understand how Tisa got his voice back. <i>Do you think Tisa will have a competition again with the cockatoo or another bird? Why? Why not?</i>	V/P + E	2.4.3.2 2.5.1.6 2.6.1.3
Responding to the story: Talking by the learners Look back at the first part of the story, when Tisa was showing off to the cockatoo. <i>Is it a good thing to be mocking other people just because they can't do something as well as you? Should we use our abilities in this way?</i> Talk about using gifts or abilities to do positive things: the learners might think of people who are talented in their community who use those talents to help others (eg. singers, painters, carvers). This might link up to Christian Studies about sharing. <i>Do you think Tisa learnt a lesson here? What was that?</i> (Not to mock others; to value his voice)	V/P	2.6.1.1 2.6.2.3 2.1.1.4
Close Reading Do a close reading of pp. 2 & 3. Summarise: this gives us the setting for the story, the main character and the usual practice for Tisa.	E	2.6.1.5 2.4.2.8

Day 2 Shared reading: Revisiting the story Ask the learners to remember what happened in the story. Turn the pages of the book and ask the learners to explain what happened on each page. Read the story again to the learners while they follow along in the small books.	E	2.3.2.2 2.4.1.4
Comprehension: Stages of the story Write these on the board: <i>Orientation</i> <i>Complication</i> <i>Resolution</i> Ask the learners to go through the books with a partner and decide where the orientation occurs, then the complication and the resolution. As a class, look at the structure and note: <i>Orientation: pp. 2 - 3</i> <i>Complication: pp. 4 - 12</i> <i>Resolution: pp. 13 - 19</i> Notice that that complication and resolution has a number of parts. In their books (or on a piece of paper) ask the learners to divide their page into three parts. On the first part, ask the learners to draw a picture that shows us the beginning of the story <i>Tisa perched on a branch singing in a mango tree.</i> On the middle part, ask the learners to draw us a picture that shows us the problem in the story <i>two birds in a tree singing but one bird has no sound coming out of his beak.</i> In the bottom part, ask the learners to draw a picture that shows us how Tisa fixed the problem <i>Tisa on a branch in the rain drinking the raindrops.</i> As you walk around helping the learners let them tell you about their pictures and explain what they show about the story.	E + V/P	2.6.1.4 2.7.1.3 2.6.1.3

ACTIVITIES	LANG.	SYLLABUS
<p>Focus on vocabulary: positive and negative descriptions</p> <p>Write these on the board:</p> <p><i>Tisa's voice</i></p> <p><i>Cockatoo's voice</i></p> <p>Explain: <i>In this book, there are 2 voices, one is Tisa's and the other is the cockatoo's. Look for the ways that each has been described in the book.</i> Turn to p. 3 and look at words that describe Tisa's voice: <i>beautiful tunes, sweet voice</i>. Write these next to <i>Tisa's voice</i> on the board.</p> <p>Look at p. 4 and look at words that describe the cockatoo's voice: <i>a broken outboard being driven too fast</i>. Write these next to <i>Cockatoo's voice</i> on the board.</p> <p>The learners work with a partner to locate all the ways the voices have been described and write these next to the correct voice in their books. Let the learners do this for about 15 mins.</p> <p>Then as a class, review what they found and add these on the board.</p> <p>Look at the list: which side is positive and which side is negative? Notice that the writer is giving us a particular picture of the 2 voices through these descriptions.</p> <p>For fun, ask the learners to think of very terrible sounds that they would use to describe bad singing, eg. <i>the whine of a broken generator, the blast of a truck horn</i>. Talk about terrible sounds and then write some up on the board.</p> <p>Draw themselves or an animal listening to bad singing and around the outside write some expressions of terrible sounds.</p>	E + V/P	2.4.2.5 2.4.2.2 2.8.1.5



<p>Day 3</p> <p>Shared reading: Revisiting the story</p> <p>Today read the first page of the story then choose a learner to read the next page to the class. Repeat this pattern, reading one page to the class then choosing a learner to read the next page.</p>	E	2.6.1.9
<p>Close Reading</p> <p>Do a close reading of pp. 19 & 20. Summarise: this shows us Tisa's reaction to the resolution of the story. Notice the feelings.</p>	E	2.6.1.5 2.4.2.8
<p>Focus on Print: speaking marks</p> <p>Turn to page 7. Read the first sentence "<i>Do you call that terrible noise you were making a song?</i>" <i>laughed Tisa</i>. Ask the learners to identify the speaking part and the labelling part of the sentence. Now they can work with a partner to go through the book and locate all the speaking. One learner can be Tisa and another can be the cockatoo and pairs can say the speaking.</p> <p>On the last page, decide what Tisa might say about having his voice back. Write this in their exercise books, using the speaking marks: they should look closely at the book to see the punctuation and how to label who is speaking, eg. "<i>I am so happy to have my beautiful voice back again</i>", <i>exclaimed Tisa</i>.</p> <p>Remind learners to look back to see when they looked at speaking verbs (eg. <i>The Day the Sun Fell Down</i>)</p>	E + V/P	2.6.1.7 2.6.1.9
<p>Comprehension: acting out the story</p> <p>In groups of 4, ask the learners to act out the story in their group. They can allocate: 2 learners to read the story, 1 to be Tisa and 1 to be the cockatoo. They might need to go outside so that they do not disturb each other. Make sure the learners being Tisa and the cockatoo sing in the right way.</p> <p>They can swap characters so that everyone has a turn at being a reader or being a character.</p>	E + V/P	2.6.1.7 2.6.1.9

<p>Day 4</p> <p>Shared reading: Revisiting the story</p> <p>Today read the first page of the story then choose a learner to read the next page to the class. Repeat this pattern, reading one page to the class then choosing a learner to read the next page.</p>	E	2.6.1.9
<p>Focus on Letters and Sounds: <i>ou</i></p> <p>Read page 5 to the learners and stop at the word <i>sound</i>. Ask the learners to put up a finger for every sound they hear when you say the word sound slowly <i>s/ou/n/d</i>. <i>How many sounds did you hear?</i> 4. Ask the learners to say the word sound slowly and spell out the word as you write it on the board.</p> <p>Say: <i>Here we have the o and the u, but when we put them together they make ou (sounds like ow)</i>. Ask the learners to go through the book to find other words with this sound: <i>clouds, mouth, found, out sound, loudly, louder, sounded, outboard</i>. Stretch out these words to help with hearing all the sounds around the <i>ou</i>.</p> <p>Make a list and add any other <i>ou</i> words the class can think of: <i>out, round, ground, found</i>.</p> <p>Make sentences using 2 or more words from the list, eg. <i>I found a round cloud floating in the sky</i>.</p> <p>As a class, make lots of suggestions before the learners choose 4 sentences to write in their books.</p>	E + V/P	2.1.2.2 2.4.2.4 2.7.2.9

ACTIVITIES	LANG.	SYLLABUS												
<p><u>Focus on vocabulary: clauses of time</u></p> <p>Ask learners to look at pp. 16, 17 & 19. Ask them to notice on these pages some special parts of the sentence that tell use time. These start with <i>When...</i> On p. 16, look at <i>When he was tired of looking he went to sleep</i>. Break this into 2 parts: the first part tells us the time (<i>When he was tired of looking</i>) and the last part tells us what happened next (<i>he went to sleep</i>).</p> <p>Learners find the examples on pp. 17 and 19 and break them into 2 parts.</p> <p>Write these on the board:</p> <table><tr><td><i>When he finished school</i></td><td><i>When she woke up</i></td></tr><tr><td><i>When they saw the boat</i></td><td><i>When he saw the big, black dog</i></td></tr><tr><td><i>When they saw the big, chocolate cake</i></td><td><i>When she saw her sister</i></td></tr></table> <p>Ask learners to suggestion the second part of each sentence. Do NOT write on the board, just let the learners give lots of different answers. Now they can choose just 3 sentences to write up in their exercise books. They might like to draw the picture: each picture needs 2 parts to show the 2 parts of the sentence.</p>	<i>When he finished school</i>	<i>When she woke up</i>	<i>When they saw the boat</i>	<i>When he saw the big, black dog</i>	<i>When they saw the big, chocolate cake</i>	<i>When she saw her sister</i>	E + V/P	2.4.2.8 2.7.2.2 2.8.1.3						
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<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>When he was tired of looking</i></td><td><i>he</i></td><td><i>went to sleep</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>When he was tired of looking</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>When he was tired of looking</i></td></tr><tr><td><i>Who was involved?</i></td><td><i>he</i></td></tr><tr><td><i>What happened?</i></td><td><i>went to sleep</i></td></tr><tr><td><i>What always goes at the end of a sentence?</i></td><td><i>.</i></td></tr></table> <p>Now take away the card for <i>When he was tired of looking</i> from the sentence. Ask the learners to think of another time that uses the same structure: this links to the previous vocabulary activity. Take some ideas from learners then write a new place in the space (<i>When he did his homework, When he finished his dinner</i>) Now take away the phrase <i>went to sleep</i> and ask the learners to think of something that could happen and put it in the space (<i>went to read, went to play</i>). Do this a few times with different times and actions. Here is an example of an innovated sentence. Remember you will need to think of different words with your learners:</p> <p><i>When he did his homework, he went to read.</i></p> <p>Learners can write a version of these sentences and illustrate.</p>	<i>When he was tired of looking</i>	<i>he</i>	<i>went to sleep</i>	<i>.</i>	<i>When did this happen?</i>	<i>When he was tired of looking</i>	<i>Who was involved?</i>	<i>he</i>	<i>What happened?</i>	<i>went to sleep</i>	<i>What always goes at the end of a sentence?</i>	<i>.</i>	E + V/P	2.4.2.8 2.7.2.2
<i>When he was tired of looking</i>	<i>he</i>	<i>went to sleep</i>	<i>.</i>											
<i>When did this happen?</i>	<i>When he was tired of looking</i>													
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<i>What happened?</i>	<i>went to sleep</i>													
<i>What always goes at the end of a 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: The day I lost my voice</u></p> <p>Tell the learners that they are going to write a story about, imagining that they lost their voice. Remember that a story has an:</p> <ul style="list-style-type: none">• orientation: the situation. Ask the learners to think of a situation that they could lose their voice (being sick, cheering for their soccer team, screeching at their brother because they felt angry). Now write up a model sentence on the board, eg. <i>I went to watch my favourite soccer team play in the grand finals.</i>• complication: the way you lost your voice. Think about the problem and ask the learners how they could lose their voice (my throat was sore, I wanted to be louder than my cousin, I got so excited I couldn't stop cheering). Model the next sentence on the board, eg. <i>I got so excited when my team was winning that I shouted very loudly and suddenly I lost my voice.</i>• resolution: how to get the voice back. Ask the learners how they could solve the problem (my mum gave me some water to drink, I had to stop shouting and jump up and down to give my voice a rest). Model the ending <i>Luckily my mum had some water and after I had a drink my voice came back and I tried not to screech so loudly. I was so happy when my team won.</i> <p>Here is the modelled story:</p> <p><i>I went to watch my favourite soccer team play in the grand finals. I got so excited when my team was winning that I shouted very loudly and suddenly I lost my voice. Luckily my mum had some water and after I had a drink my voice came back and I tried not to screech so loudly. I was so happy when my team won.</i></p> <p>Encourage the learners to think of their own story. Allow them to talk to a partner about what they are going to write. While the learners are writing move around to help them with their writing. They can read their story to a friend and then draw a picture.</p>	E + V/P	2.7.2.5 2.7.1.2 2.7.2.2 2.6.1.4 2.7.2.1

Picture credit: <https://quantumsparks.wordpress.com/tag/singing-with-dogs/>

