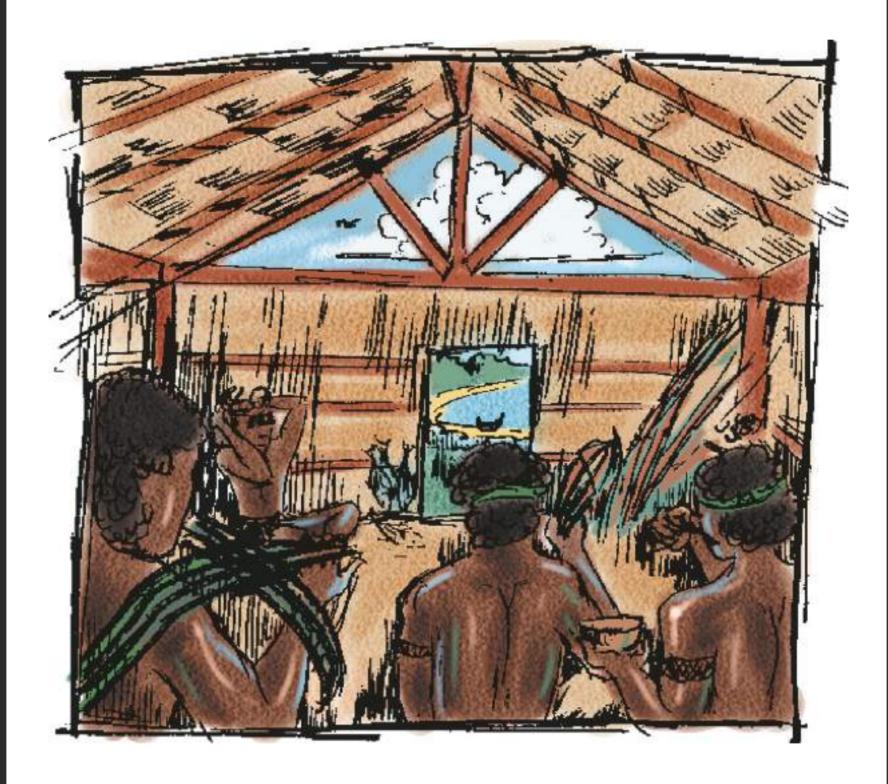
The Malauhu



By Albert Bori Sau Pictures by Dominic Ereai

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Nguzu Nguzu Reading Books

Original edition 1995

Second edition 2015

Third edition 2017

Review and re-development project

Coordinated by Deborah Kole, Marie Quinn and Joanna Kelman under the Literacy Programme Management Unit (LPMU) within the Ministry of Education and Human Resource Development

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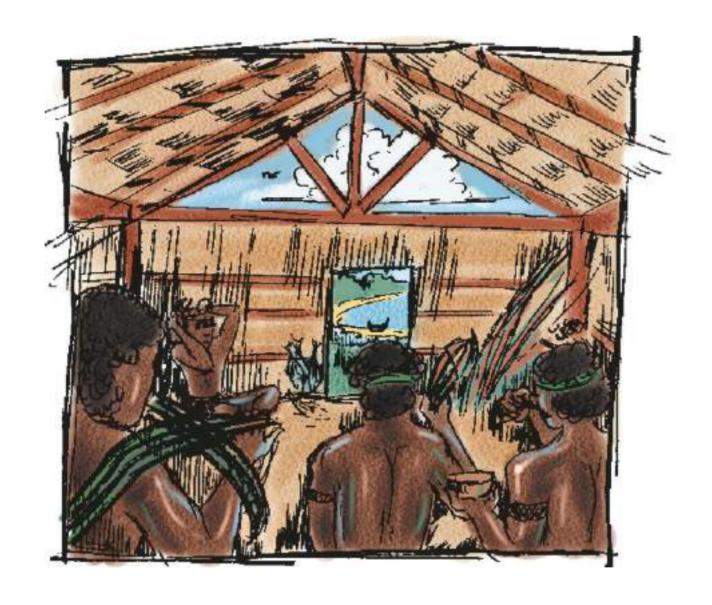
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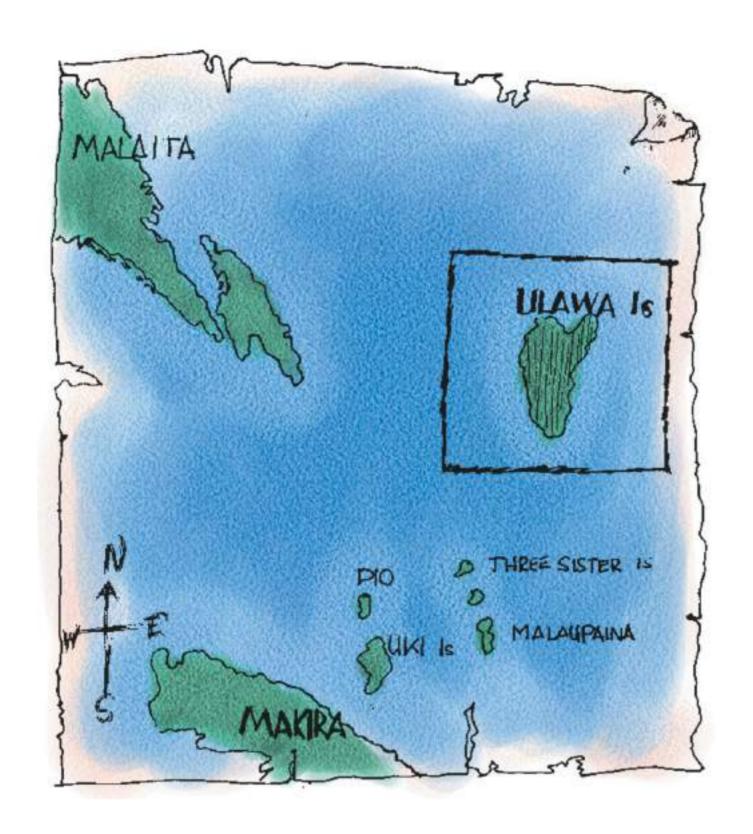
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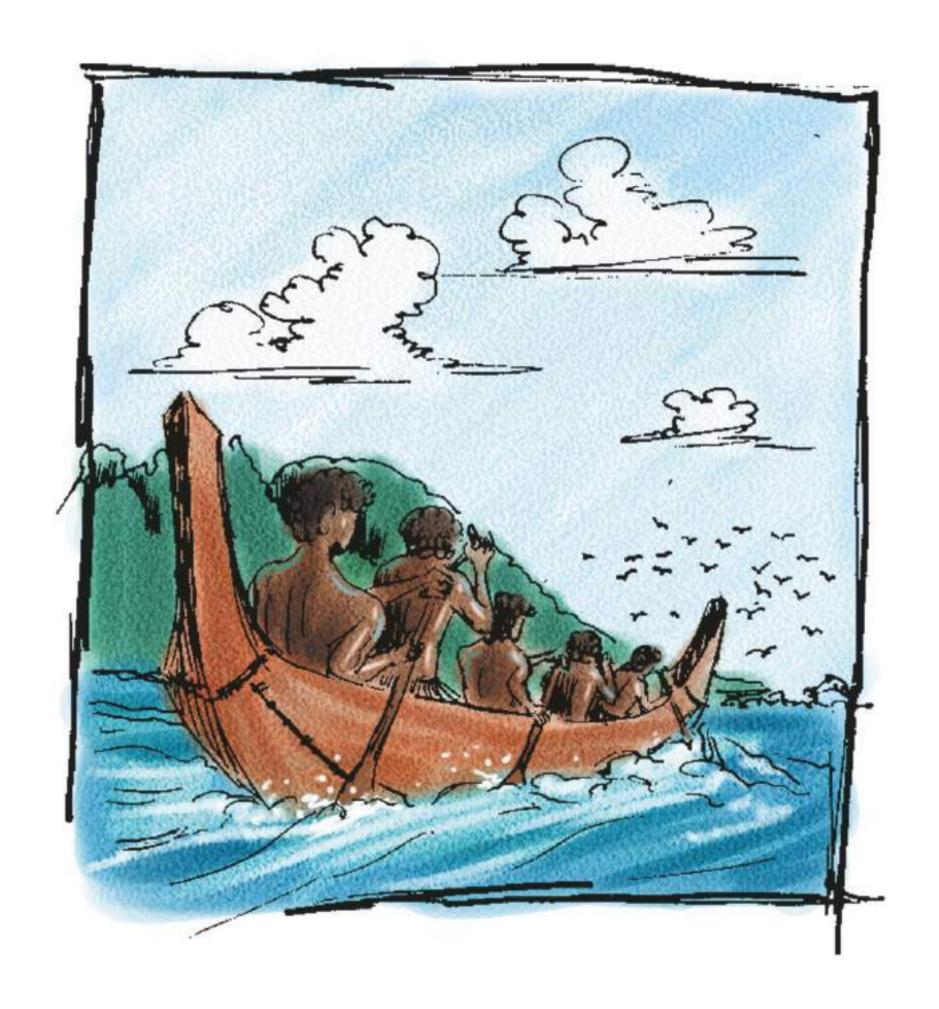
The people of Moli Village on Ulawa Island in Makira Province are well known for a traditional ceremony called Malauhu. It is a ceremony for boys and it marks the end of their childhood and the beginning of their adulthood. It happens at the time of crop harvest.



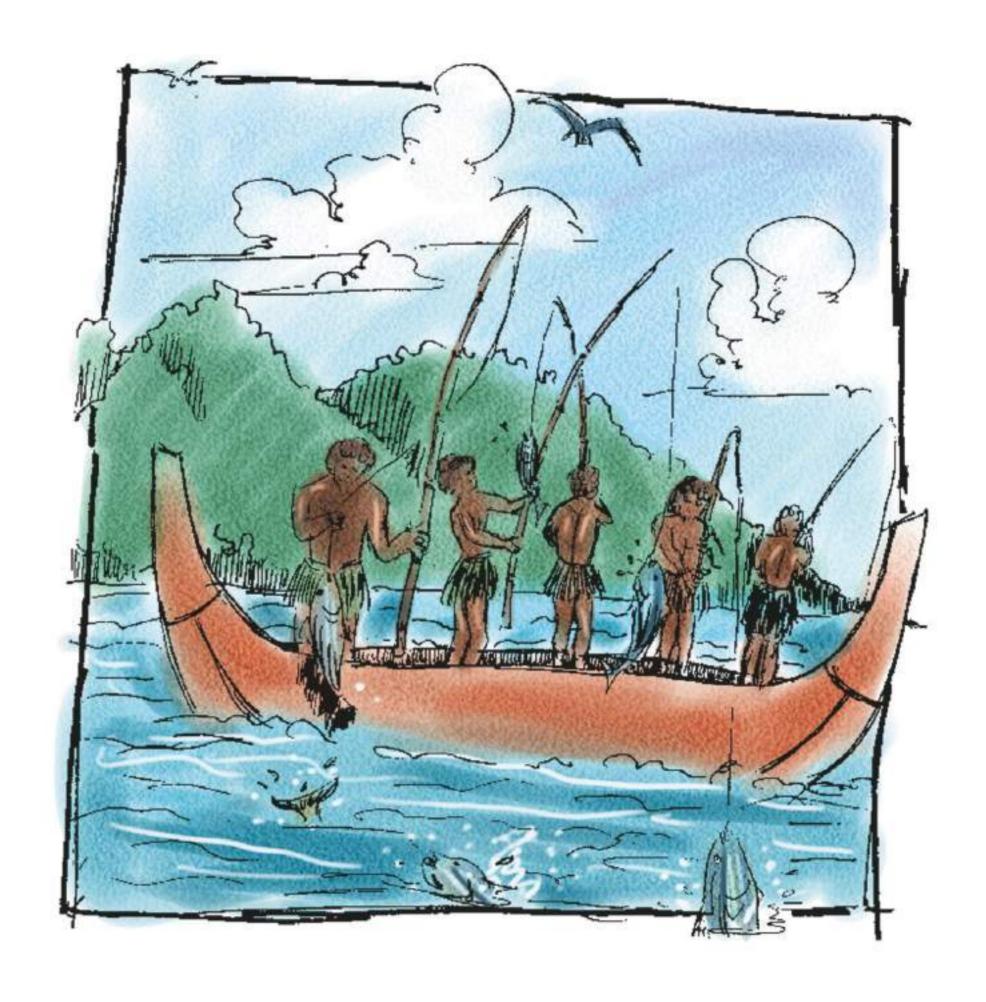
As soon as the boys are about fourteen years old, they are ready for the Malauhu. They are taken away from their families to live in a Malauhu village. Usually the Malauhu village is built on a high hill overlooking the ocean. The boys live in the Malauhu village for one or two months.



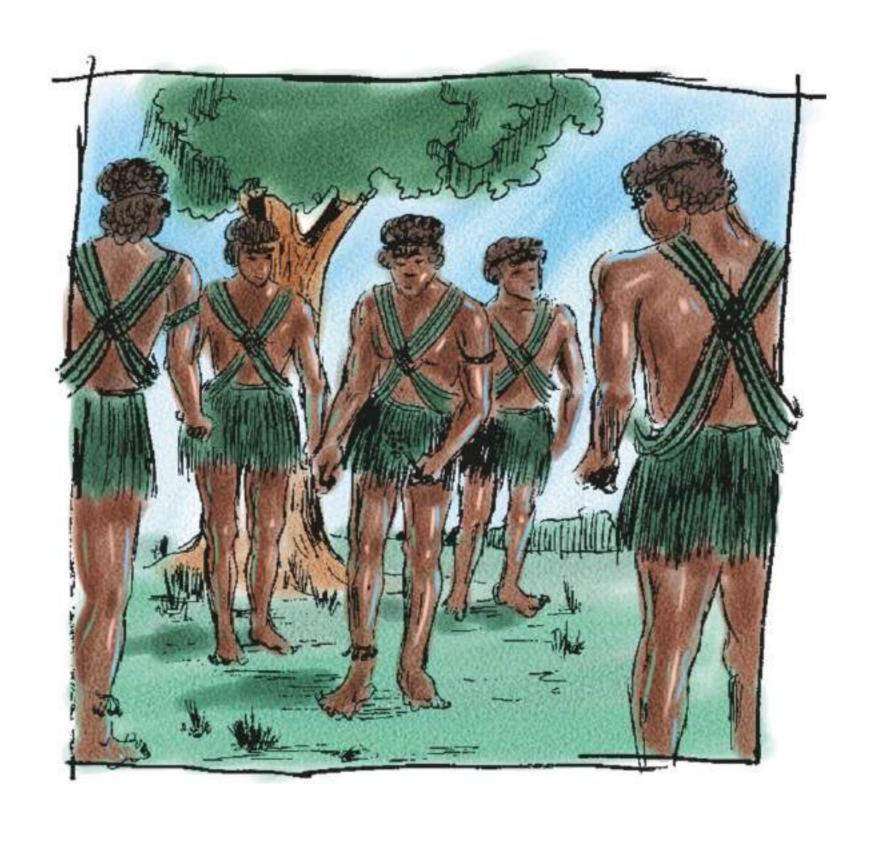
The Malauhu village is strictly out of bounds to the rest of the village. Only the traditional Malauhu leaders and elders are allowed to enter. Inside the Malauhu traditional house, there are fishing sticks and hooks made out of turtle and black lip shells. A traditional canoe known as an 'ola' is kept on the beach.



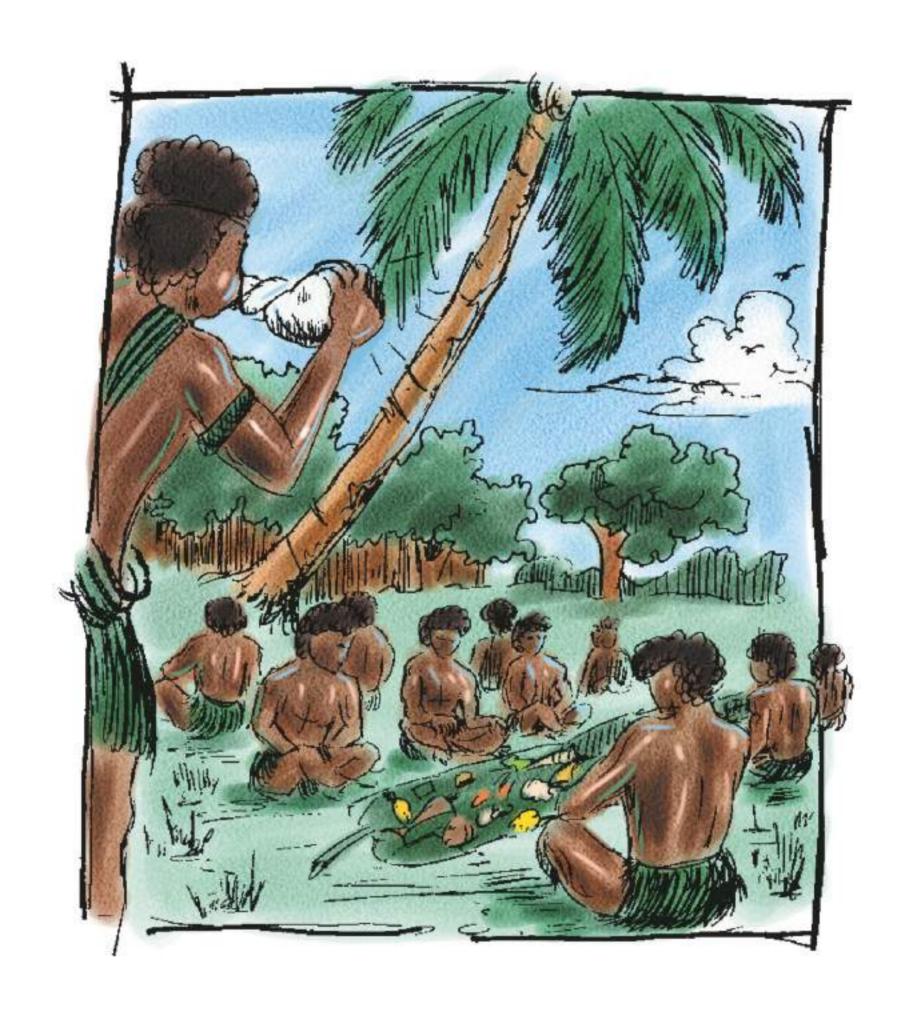
Every day the boys will keep a look out from the hill top for schools of bonito. When a school of bonito is sighted, the boys and their leader will launch their ola and paddle out to catch the fish.



Only when each boy catches a bonito in the traditional way are they ready for the Malauhu ceremony.



During the ceremony, the boys are decorated with traditional costumes and shell money. When they return to the village they are no longer children but adults. A conch shell is blown as a signal for everyone to sit down for a big feast.



There is dancing and singing all through the day until late into the night. The Malauhu is an important ceremony in the lives of boys and they are proud to become men of the village.

Text: The Malauhu

Level: Year 3

Message: Discussion focus: Traditional ways are worth preserving Ceremonies and traditional that shape our culture

Comprehension:

True/false statements; finding facts
Ceremonial words and phrases; adjectives of -al
Multi-syllables words; using -al
Report of a ceremony Vocabulary focus: Letters and sounds:

Writing opportunity:

| ACTIVITIES | LANG. | SYLLABUS | |
|---|------------|--------------------|--|
| Day 1 Modelled Reading Set the context: Talking with learners Tell the learners: This book is called The Malauhu and it describes a ceremony that is traditional to one part of the Solomon Islands, but may be still used in other parts as well. It is a ceremony for boys to move from being a boy to being a man. Ask the learners about any ceremonies from that area or other areas that are important to a community. These could be any ceremonies that they know about. Talk about | | | |
| what happens and why it is important to the community. 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. Read the story: Listening and watching Read through the story in clear and expressive English. | | | |
| Review the story: Understanding the story Go back through the pages with the learners. Ask learners to retell what was happening as you turn each page. Ask at different pages Why are they doing this? Who is involved here? | V/P + E | 3.4.2.3 | |
| Responding to the story: Talking by the learners Ask learners why it might be important to Uluwa Island to keep this tradition going. Do they need it? Discuss how communities find ways to show that they have a special identity or way of doing things that is different to other islands or provinces. Think of some special traditions for your province. | | | |
| Close Reading Do a close reading of pp. 2 - 3. Summarise: this identifies the ceremony and tells us the first pieces of information about the Malauhu. Notice that it is in present tense to show the activity still exists. | | | |
| Day 2 Shared reading: Revisiting the story Ask the learners to again retell the story in their own words, by reference to the illustrations. Read the book together with learners, asking for any volunteers to read a page. | V/P + E | 3.4.2.5 3.4.2.4 | |
| Close Reading Do a close reading of pp. 7-8. Summarise: this shows the outcome of the ceremony. Notice the various ways that the sentences begin. | | | |
| omprehension: True or False reparation: Write these statements up on a chart or the board: Boys and girls attend the Malauhu at 14 years. This ceremony last 5 months. The parents can come and visit the boys. Boys pass the Malauhu with a written test. Boys are decorated with shell money and feathers. This ceremony occurs in all parts of the country. | | 3.4.2.5 3.6.2.3 | |
| Show the learners the list of statements. Tell them: Some parts of these statements are true, but some are false. You need to read them and them look in the books to find the true answer. The learners work with a partner and a small book to find the correct information. They do NOT write down the wrong statement (this would be a waste of time!), but re-write it only with true parts. You can move around the room to see that they are changing the sentence parts. They should discuss with their partners before writing the new sentence. | | | |
| Day 3 Shared reading: Povisiting the story | | | |
| Shared reading: Revisiting the story Distribute the small books to groups of learners. Pick one group to read the first page. Point to the group that reads the next page. Teacher continues to read the following page. Groups and the teacher continue taking turns reading pages until the book is finished. | E | 3.4.2.4 | |

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| ACTIVITIES | | | LANG. | SYLLABUS |
|--|--|--|------------|-------------------------------|
| Focus on Letter and Sounds: Multi-syllable words Make sure all learners can see a copy of the book. Write these words on the board and ask learners to find them on p. 2: <i>Malauhu, traditional, ceremony, beginning, adulthood.</i> Ask the learners to say how many syllables are in each word: they will need to tap or clap out the words. See if the learners can show exactly the breaks: eg. <i>tra/di/tion/al, ce/re/mo/ny; Ma/lau/hu</i> . Help the learners to notice that a syllable occurs where there is a vowel sound (not a vowel letter, but a sound). Explain that this book has a number of longer words with 3 or 4 syllables. With their partners, they need to go through the book and find all the 3 and 4 syllable words (only write them once. Do not write <i>traditional</i> every time it appears: that would be a waste of time!). See if they can split the words up with the vowel sounds. Give the class about 15 minutes and then put the suggestions together. | | | E + V/P | 3.4.3.1 3.4.3.2 |
| look in the books with a partner able to put the meaning into the it marked the end of their till. This first part is done orally only. | eards before the lesson: time of being an adult special clothing a type of shell each of these is the meaning of and find the word that would make the sentence instead of the word of their childhood and the beginne of being a child and the beginne of being a child and the beginne of them this structure on the means childhood means time of being a childhood means time of being time of being childhood means time of being time time time time time time time time | ginning of their <u>adulthood</u> . ginning of <u>their time of being an adult.</u> he answers, the learners can write in their the board: g a child | E + V/P | 3.4.3.2 3.4.3.3 |
| that reads the next page. Teache | ups of learners. Pick one group er continues to read the followin | to read the first page. Point to the group ng page. Groups and the teacher continue learners to use emphasis to show the | E | 3.4.2.4 |
| Comprehension: Structure of certain Ask the learners to look at the was of it tells us about aspects of the about When? Where? Why? How Write this up on the board and as the spects. They should be able to identify the aspects. Now think about other ceremonia using the list from the board. This opportunities to talk. | hole Malauhu ceremony. Remire ceremony. What sort of things w? Let learners tell a few facts for some you are writing, ask them to the Ceremonies Special place Special time Special reason Special objects Special tasks Special clothing Special food the elements of the Malauhu from the some your must choose a ceremonial must choose a ceremonial ceremonial must choose a ceremonial ceremonial content of the must choose a ceremonial ceremoni | m the book that tell them about these uation). Try to say what the features are ay 5 so make sure you give a few by (encourage lots of different ceremonies | E + V/P | 3.8.1.2 3.7.1.3 3.9.1.9 |

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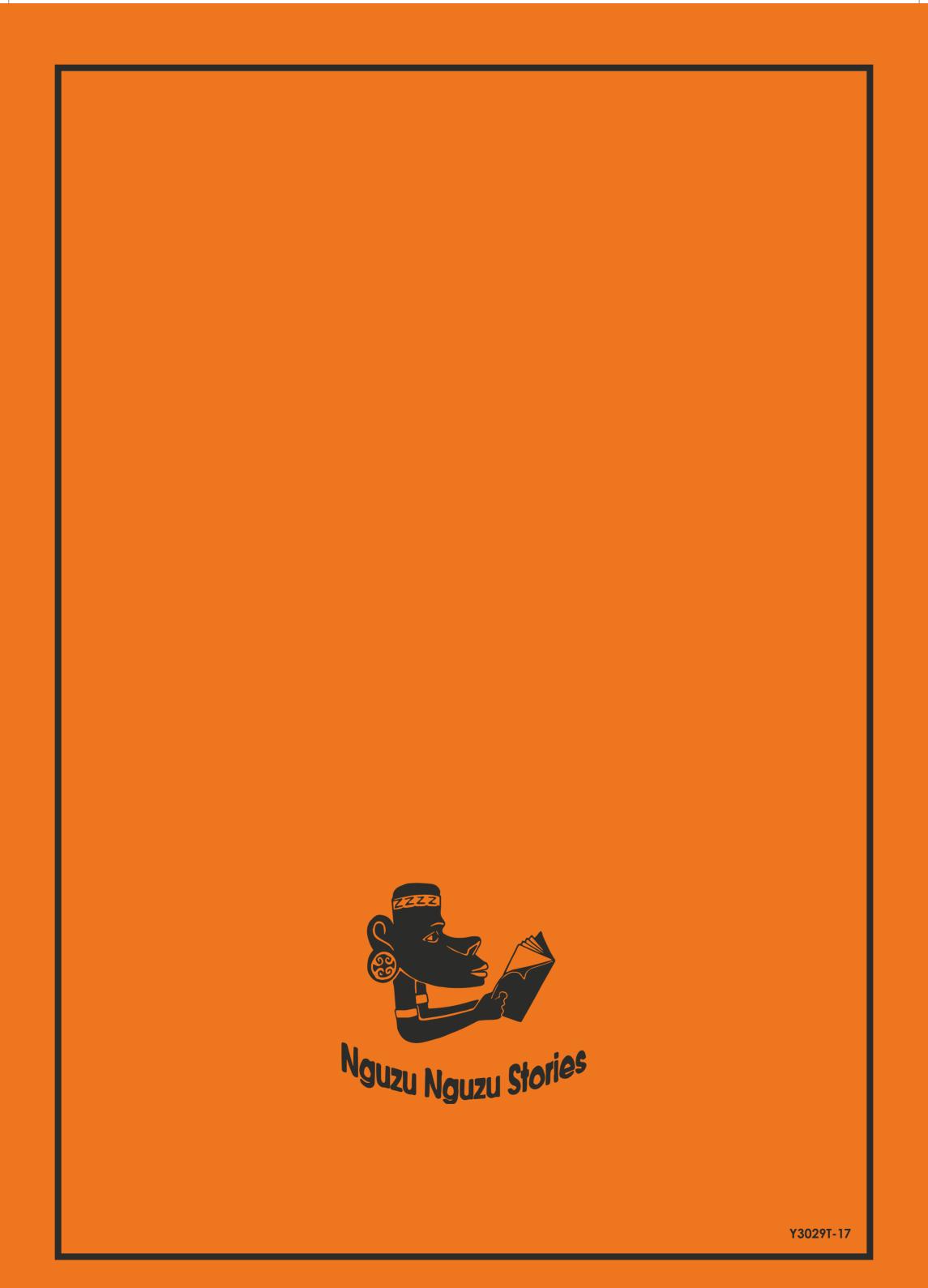
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| ACTIVITIES | LANG. | SYLLABUS |
|--|------------|--------------------|
| Focus on vocabulary: using —al adjectives On p. 2, look at the word traditional. Ask learners to find how many places this word is in the book (there are many places) and to notice what it is linked with. Write these in their exercise books: eg. traditional ceremony, traditional way. When they have written a number of noun groups, ask the class to list them. Look at other words that we could use instead and write these on the board: ceremonial, cultural, ritual, customary. Make sure that the learners understand these words and how they are similar to traditional. Notice that the ending —al is used often when we are describing something. Also note that in English, customary is the correct way of describing, not just custom. Look at the list that they have written where traditional has been used a lot and rewrite the noun groups with these other possible words, eg. cultural ceremony Now they try reading the book to each other with these other words. | E + V/P | 3.4.3.2 3.4.3.6 |

| Day 5 Independent Reading Distribute small books and ask learners to read the story to each other or independently. | E | 3.4.2.4 |
|--|------------|--|
| Guided Writing: Report about a ceremony Use the posters that the learners made on Day 4 for this lesson. Using the ceremony for their group, the group or individuals can make the notes into sentences and paragraphs. Show them how in <i>The Malauhu</i> , there is a paragraph with a few sentences about that part of the ceremony. They can try to do the same: group the notes together to write about the features. As the learners are writing, move around to help with sentencing. At the end, the group will have a poster and a piece of writing. They can share these with the class. | E + V/P | 3.7.1.1 3.7.1.3 3.8.1.6 3.8.1.5 3.9.1.9 3.9.1.4 |

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