

The Village Feast



By Matthew Lioa
Pictures by John Harry

Nguzu Nguzu Reading Books

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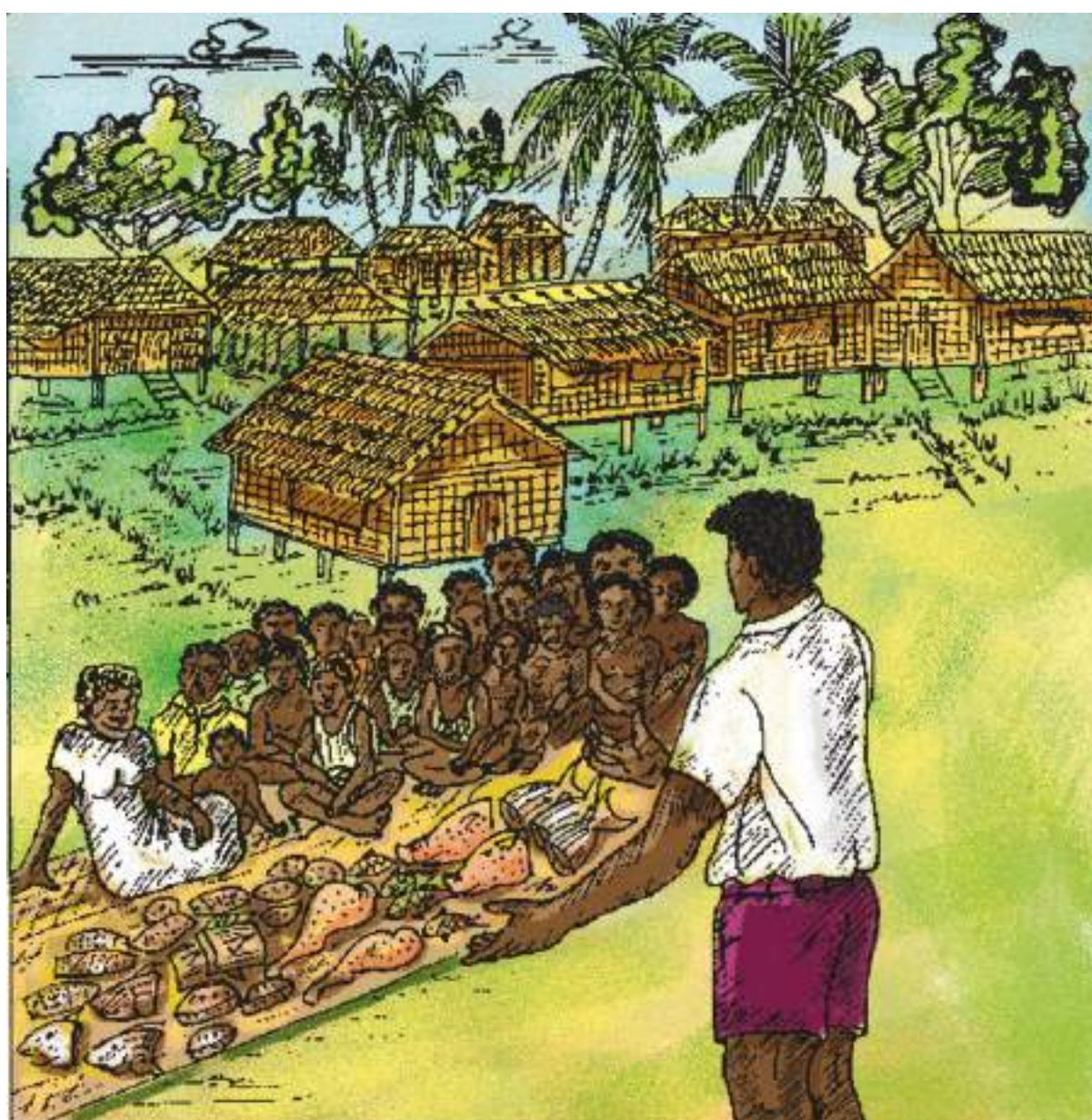
Teachers' Notes for this book: Ben Fowler

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Development 2015

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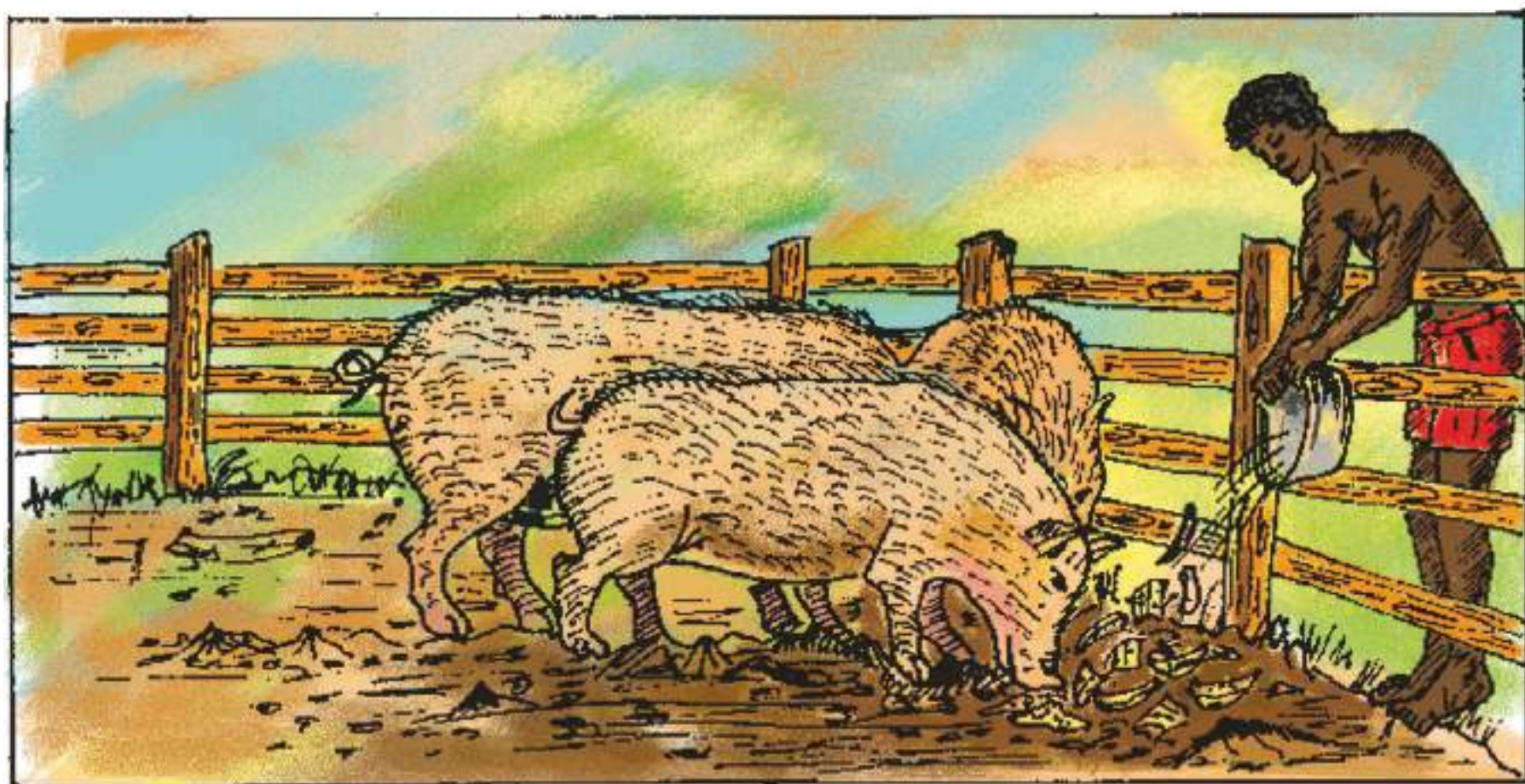
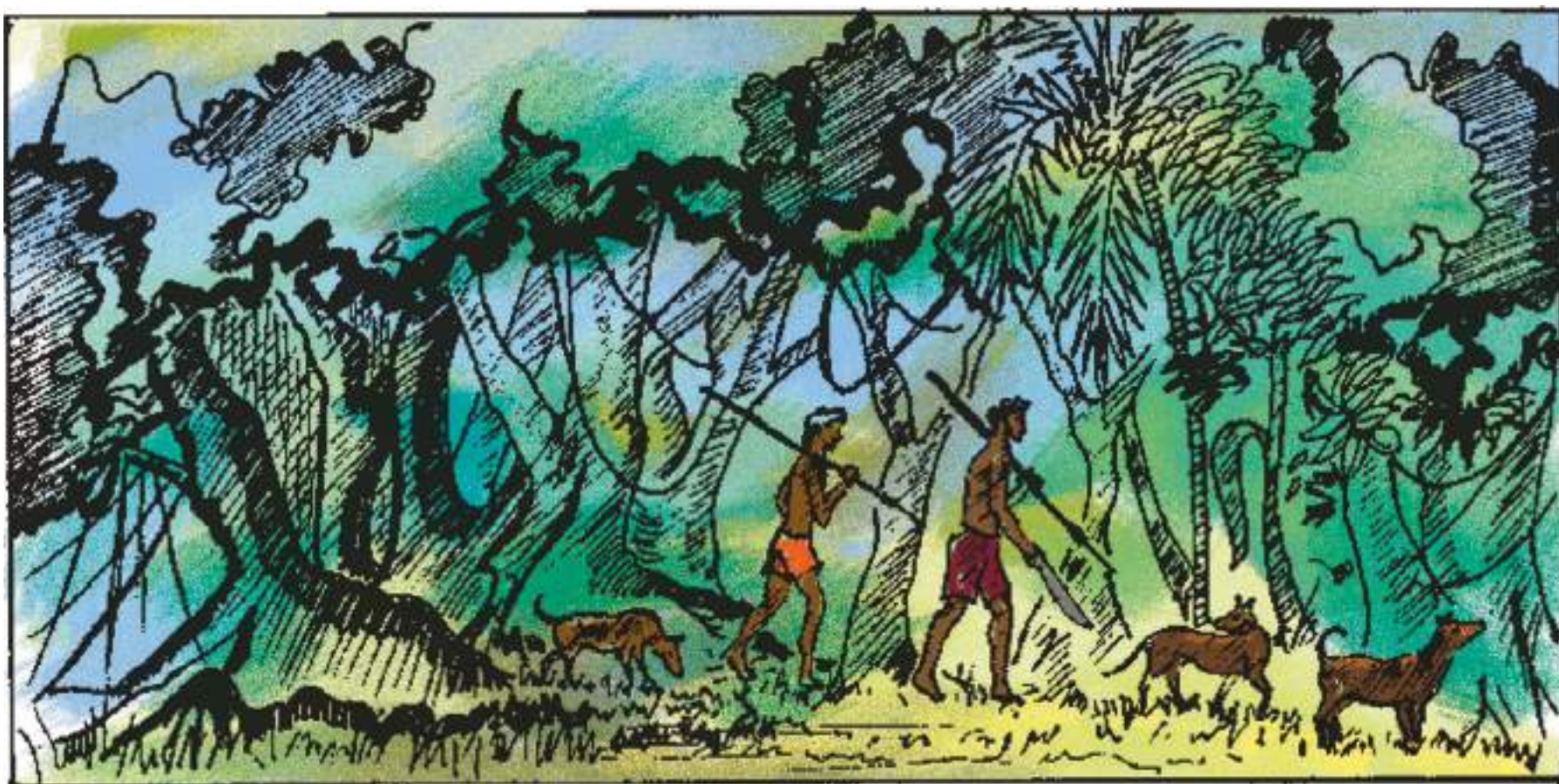
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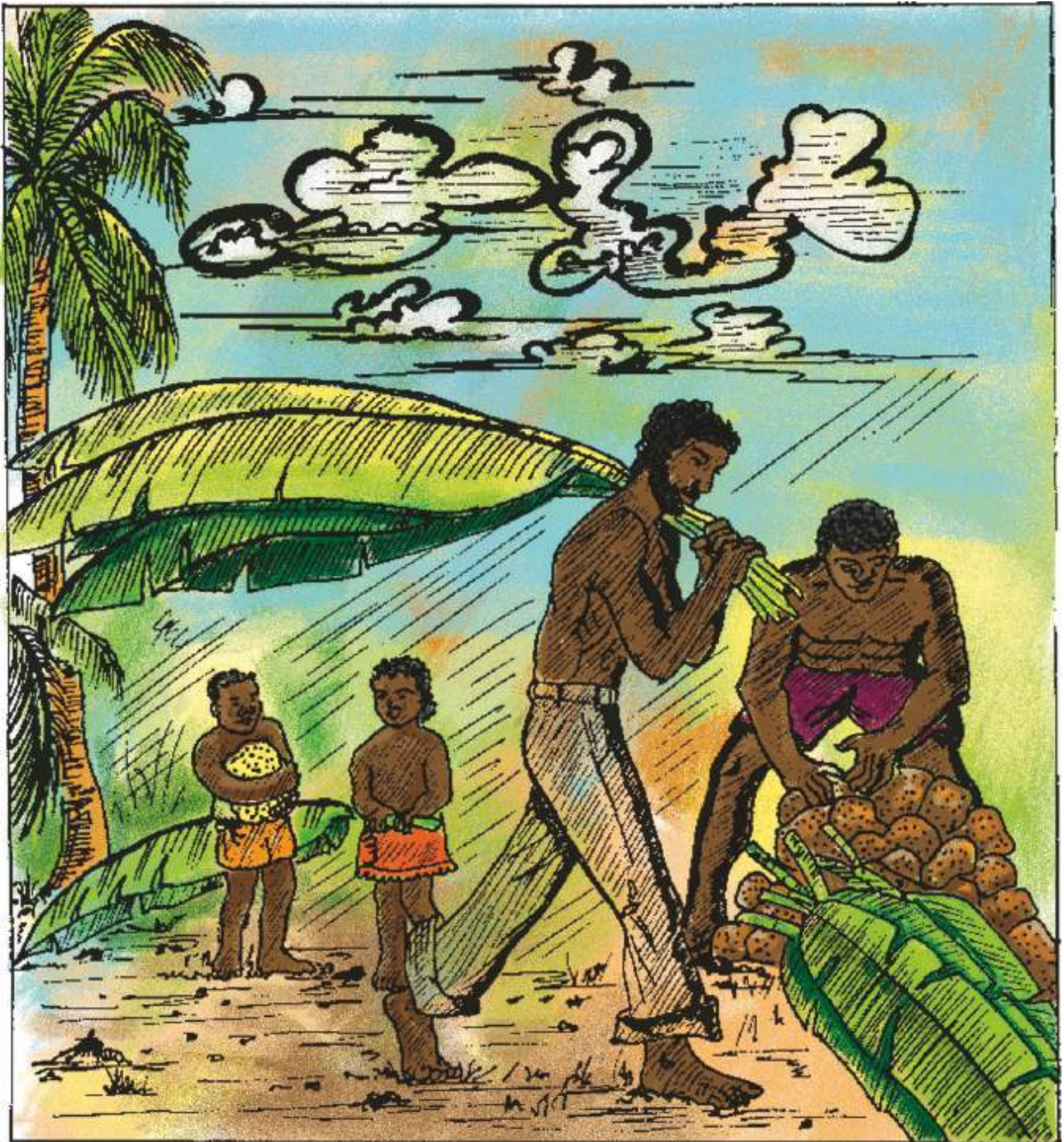
We live in the village of Laloato on the weather coast of Gudalcanal. Every Easter we have a village feast. Everyone helps to prepare. We begin early in the year. We plant our gardens many months before. We plant yams, kumara and taro.



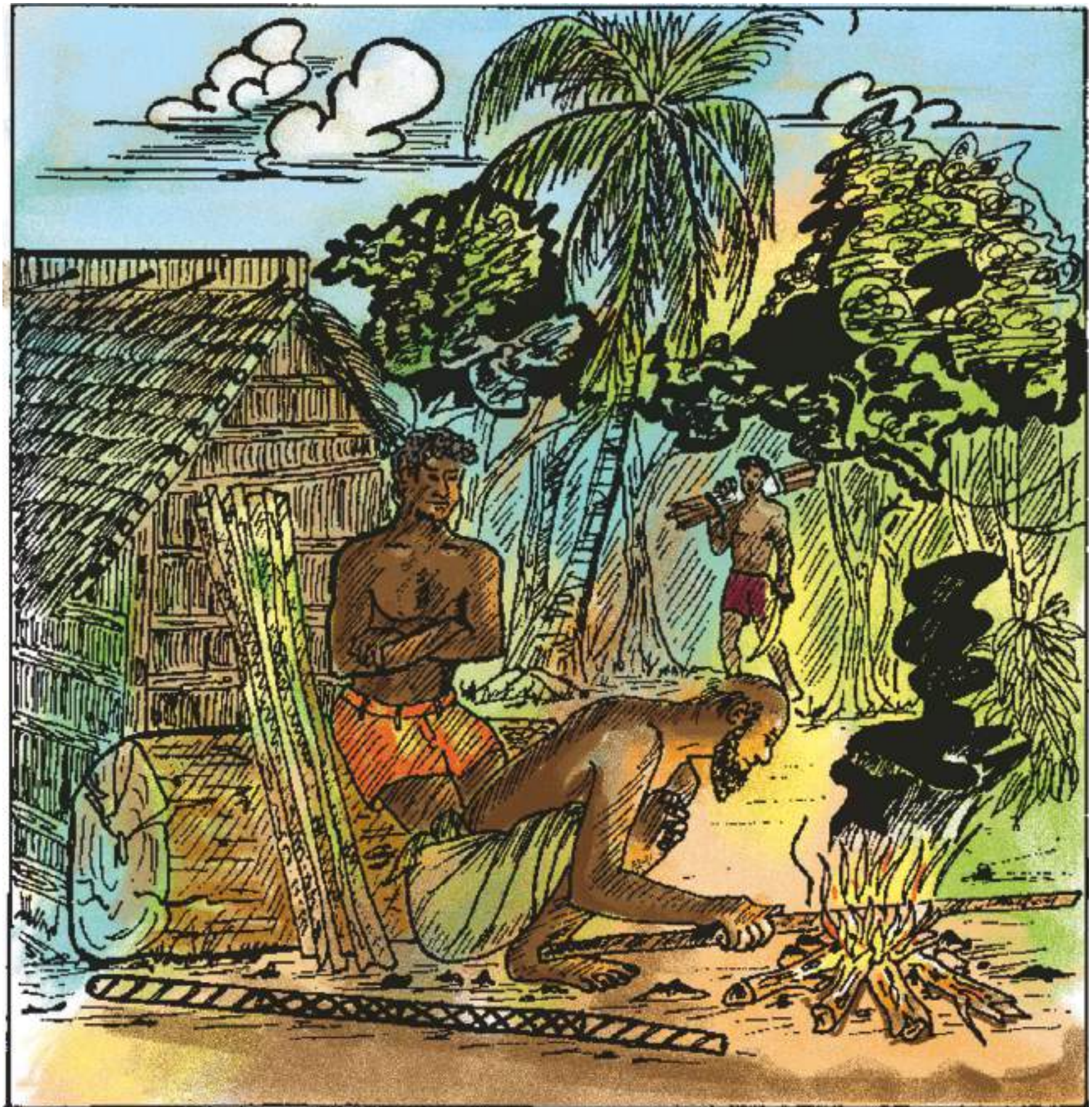
In February and March heavy rains fall. This makes our garden grow well.



We take some dogs and go hunting for young wild pigs. We bring home the live pigs and feed them on tapioca leaves and coconuts. The pigs grow fat for the feast.



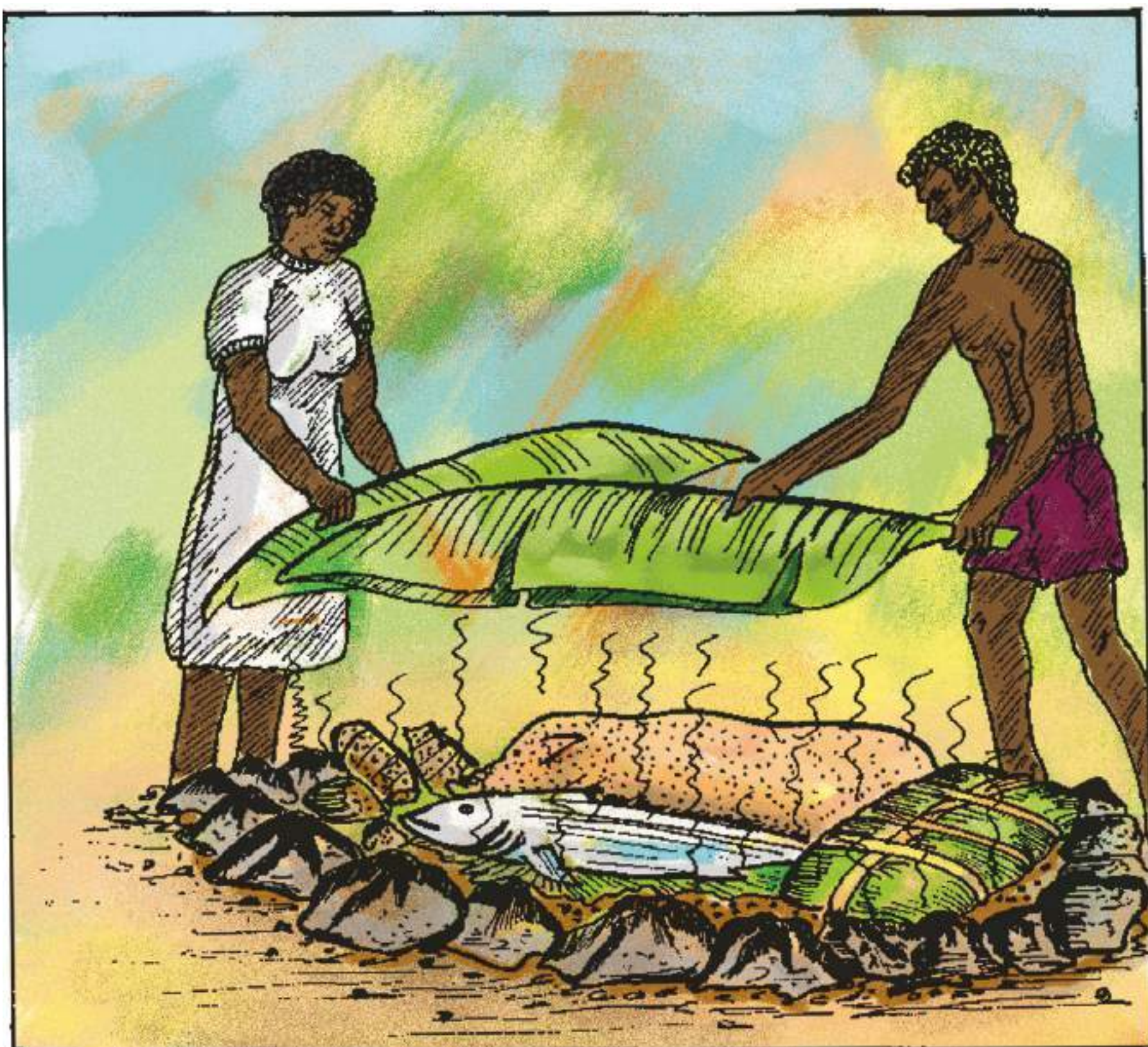
A few days before the feast everyone in the village is busy and excited. The children help to collect banana leaves to wrap the food and stones to make the ovens.



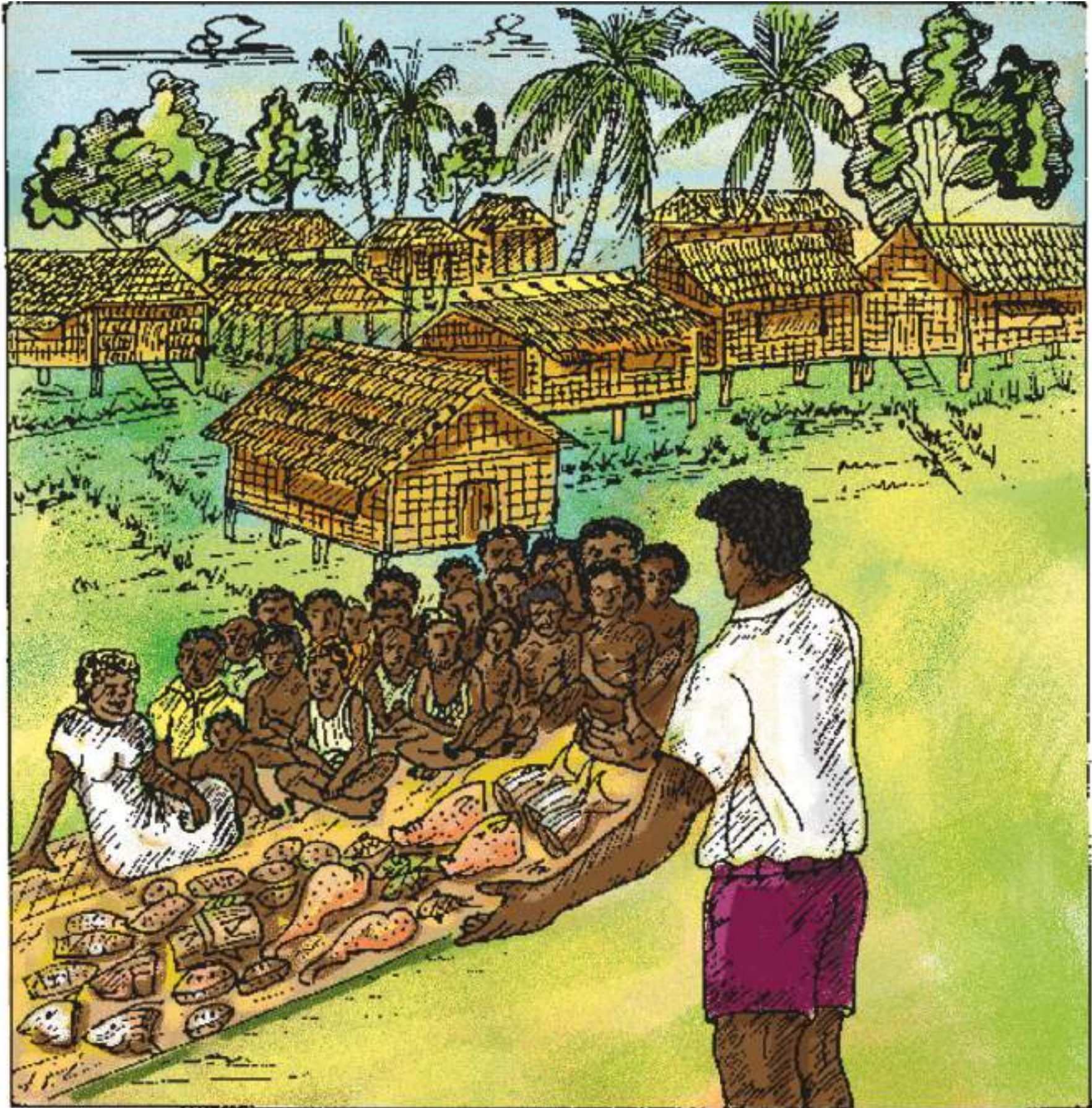
We also make dancing sticks. We cut some of the bark off a stick to make a custom pattern. We put the sticks in the fire until they are black. Then the stick has a beautiful black and white pattern.



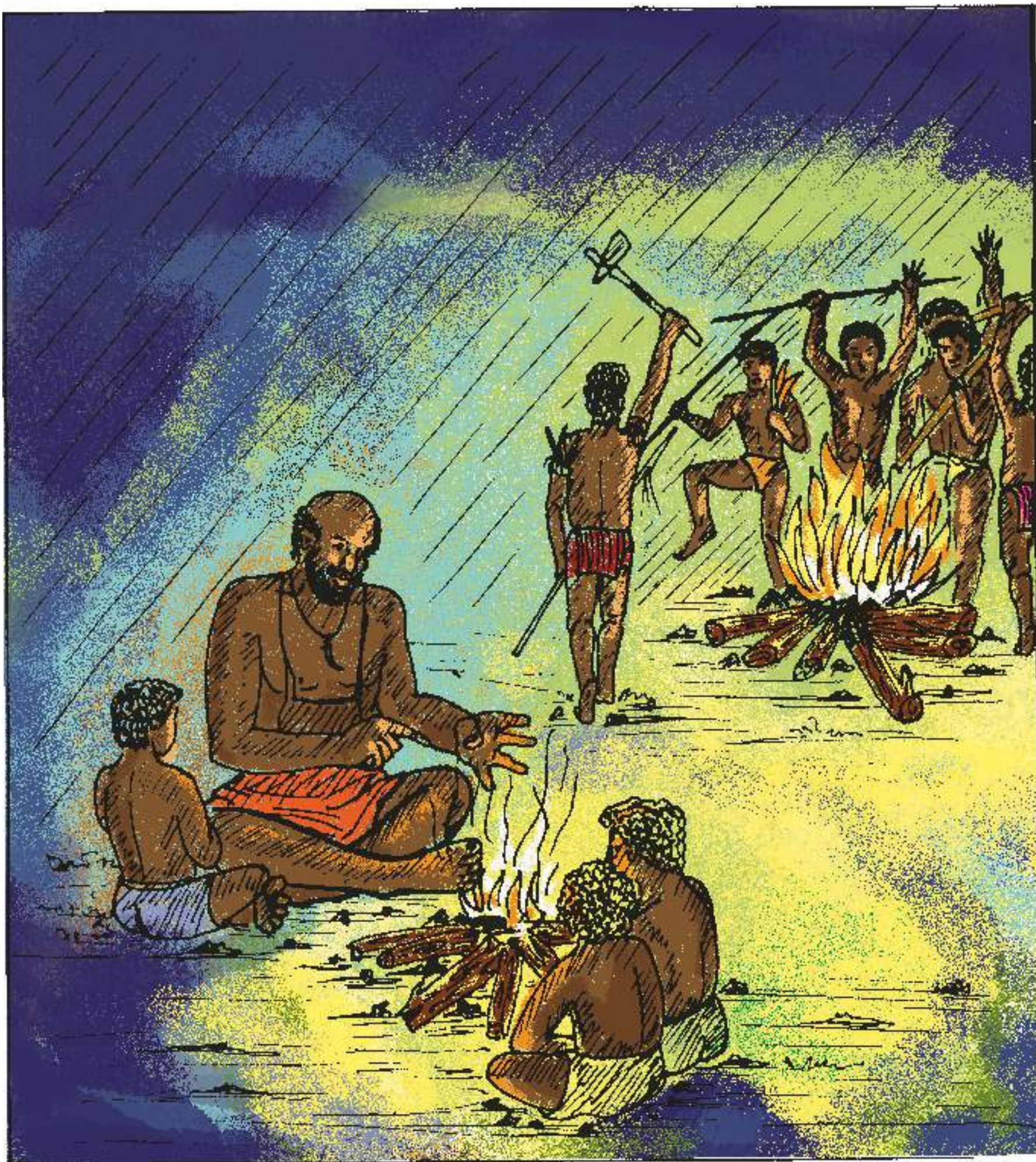
Some people go fishing to catch big fish or turtles. Others prepare kumara, yams and taro. They pound the taro and mix it with coconut to make puddings.



On the day of the feast the puddings are wrapped in banana leaves and baked in the ovens. The pigs, fish, kumara and other food is baked in the ovens, too. The hot stones slowly cook the food.



After the food is given out, the head man blesses the food and the feast begins.



There is singing, dancing and story-telling. We have a happy time, and the feast goes on all night.

Text:	<i>The Village Feast</i>
Level:	Year 3
Message:	Planning leads to success
Discussion focus:	What events do we plan?
Comprehension:	Cause and effect
Vocabulary focus:	Food words; months of the year
Letters and sounds:	Silent e to make long vowel sounds
Print focus:	Capital letters for proper nouns
Writing opportunity:	Write a recount of a feast

ACTIVITIES	LANG.	SYLLABUS
<p>Day 1</p> <p><u>Modelled Reading</u></p> <p>Set the context: Talking with learners</p> <p>Get learners to recall the <i>book The Feast</i> from Year 1. Tell the learners: <i>This next book is similar to The Feast and is called The Village Feast. It describes what a village does when they are planning for a feast. The book also shows how good planning can help you achieve your goals.</i></p> <p>Look at the front cover and get learners to tell what sort of things need to be organised for a really good village feast. Make up a list of things that are in a feast. Do NOT tell them if these are in the book or not. Walk through the pages, looking at the activities. Note whether these were what the learners thought of or not. Introduce any difficult or new vocabulary in English from each page.</p>	V/P	3.4.1.1 3.3.2.1 3.5.1.1
<p><u>Read the story: Listening and watching</u></p> <p>Read through the story in clear and expressive English.</p>	E	
<p><u>Review the story: Understanding the story</u></p> <p>Review the pages getting learners to retell the events that led up to the feast. Clarify any parts the learners didn't understand.</p>	V/P	3.4.2.3
<p><u>Responding to the story: Talking by the learners</u></p> <p>Tell learners to talk to the person next to them about a feast that they have been to in their community. Learners can tell their partners: <i>Why did you have the feast? How did you get ready for the feast? Was it hard work? Do you think it was worth the hard work? Do you think that the villagers in the book thought the feast was worth their hard work?</i></p>	V/P	3.6.1.4
<p><u>Close Reading</u></p> <p>Do a close reading of the first page in the book. Summarise: this sets up the book to show <i>Who? What? Where? When? Why?</i> This is a recount (not a story), but sets up an orientation like a story.</p>	E	3.4.2.3 3.4.2.5
<p><u>Focus on Vocabulary: Food words + Punctuation: listing commas</u></p> <p>Ensure that learners have small copies of the book to look at. In pairs or small groups, the learners go through the books and pick out all of the words that tell us about food. Choose 5 of them to write and illustrate in their books.</p> <p>Now think of other types of food (or drink) that would be at a feast. Discuss these with the class. Choose 5 to write and illustrate in their books.</p> <p><u>Sentencing: List the things to eat at the feast inside sentence. Start with one thing:</u> <i>At the feast, we ate fish.</i> Then 2 and note the use of <i>and</i>: <i>At the feast, we ate fish and kumara.</i> Now show the use of the comma and <i>and</i> in a list of 3 things. <i>At the feast, we ate fish, kumara and taro.</i> Add another one for 4 things to eat: <i>At the feast, we ate fish, kumara, taro and rice.</i> Ask the learners to do the same, but taking items from their lists in their books. Ensure that they are using the commas and <i>and</i> in the correct place.</p>	E + V/P	3.4.3.2 3.4.3.1 1
<p>Day 2</p> <p><u>Shared Reading: Revisiting the text</u></p> <p>Review the last reading of the book. Review the vocabulary that they looked at in the last lesson. Give out the small books so learners can follow along at you read to them.</p>	E	3.4.2.4
<p><u>Close Reading</u></p> <p>Look at the last page of the text. Summarise: this page has action and reaction. We find out how people feel about the feast.</p>	E + V/P	3.4.2.5 3.6.2.4

ACTIVITIES	LANG.	SYLLABUS												
<p>Focus on Letters and Sounds: “Bossy e” rule</p> <p><i>Preparation:</i> Make cards with these words: make take live stone fire white bake have</p> <p>Show the cards to the learners (except <i>have</i>, keep this word till later). Ask the learners to go through their books and find all the examples of these words: sometimes they may have another letter included (<i>baked</i>) but they should still be able to find them. Sometimes they are in the book more than once so look carefully.</p> <p>Look at the pronunciation of the word <i>make</i>: <i>Is this mak or make? How do I know how to say it?</i> Help the learners to know that the <i>e</i> at the end makes the <i>a</i> say its name (AY) not the usual sound (<i>a</i>).</p> <p>Notice that the words on cards all have <i>e</i> at the end. Find the vowel in each word and talk about the usual sound and the sound when <i>e</i> is at the end.</p> <p>Together, think of other words that do this: <i>name, time, cute, hope</i>. Write these on the board (or better, on more cards). Cover the <i>e</i> and try to say the word...sometimes it will not be a real word in English! Show the word <i>have</i>. Show that sometimes it doesn't work: they will just need to remember these special words.</p> <p>Look through other books to find the words that end in <i>e</i> and try saying them with a partner.</p> <p>Extension: Use words with the same ending sounds to make up sentences with the rhymes: eg. <i>I went to the lake to visit a snake.</i></p> <p>Get learners to share their rhymes with the person sitting next to them. They can write some in their books.</p>	E + V/P	3.4.3.1 3.4.3.3												
<p>Day 3</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Make sure that all learners have a small copy of the book. Get volunteers to read a page of the book each. The teacher will always alternate with learners page for page (eg. teacher reads pp.2, 4, 6, 8, 10 and learners read pages 3, 5, 7, 9).</p>	E	3.4.2.4												
<p><u>Comprehension: Cause and effect</u></p> <p><i>Preparation:</i> Before the lesson write the cause and effect from the book onto cardboard and cut each into a puzzle. Make enough sets for learners to work in groups of 4.</p> <table border="1" data-bbox="293 1258 1444 1399"> <tr> <td>The gardens grow well</td><td>/</td><td>because heavy rains fall in February and March.</td></tr> <tr> <td>The pigs grow fat</td><td>\</td><td>because the villagers fed them.</td></tr> <tr> <td>The food cooks slowly</td><td>/</td><td>because it is placed in the oven.</td></tr> <tr> <td>The village has a feast</td><td>\</td><td>because they plan and work hard.</td></tr> </table> <p>Show the learners the first card and explain that this is an effect, which means the result of action: <i>The gardens grow well</i>. Ask learners to find this in the book and decide what it was that caused this to happen: <i>Why did the gardens grow well?</i> Let the learners discuss the answer, then ask them to pick it out from the cause cards: <i>because heavy rains fall in February and March</i>.</p> <p>Give groups of 4 learners a set of puzzle cards and instruct them to match the cause with the correct effect. Learners may find it helpful to make a group of all of the cause cards and another group of effect cards before they try to match the cause and effect pairs. They could write the complete sentences in their books.</p>	The gardens grow well	/	because heavy rains fall in February and March.	The pigs grow fat	\	because the villagers fed them.	The food cooks slowly	/	because it is placed in the oven.	The village has a feast	\	because they plan and work hard.	E + V/P	3.4.2.5 3.7.2.2
The gardens grow well	/	because heavy rains fall in February and March.												
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The food cooks slowly	/	because it is placed in the oven.												
The village has a feast	\	because they plan and work hard.												
<p>Day 4</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Give learners small copies of the book. Read one page of the story and then get a group of learners to read the next page together. Read the next page and then pick another group of learners to read the next page. Continue in this way until the book is complete.</p>	E	3.4.2.4												
<p><u>Focus on print: capitals for proper nouns + Vocabulary: months of the year</u></p> <p><i>Preparation:</i> Make sets of cards with the names of the months of the year on them. It would be good to have a few sets so learners can work in groups.</p> <p>Ask the learners to tell you when this feast occurs (Easter) and find this word in the book. Notice that it has a capital, like their names. This is because names are shown with capital letters at the front.</p> <p>Discuss other celebrations that are names: Christmas, Independence Day. Write these up to show the names of special days.</p> <p><i>In the book, are the names of food written with capitals?</i> Discuss that these are not the names, just the type of food, so do not have a capital.</p> <p>Months of the year: Ask the learners to find other words that do have capitals but not because they start a sentence. They should find the words <i>February</i> and <i>March</i>. These are months and they have the capitals: they are names. Look at the cards you have prepared, in groups or as a class. Make sure they are NOT in order. Let the learners try to say the months and then decide what order they go in. Use a calendar if you have one. Look at the spelling and help learners to try to see the patterns in the spelling.</p> <p>Note: months are quite difficult, so you can start helping learners to notice the spelling. You could play some spelling games with them with these words.</p>	E + V/P	3.4.3.1 1 3.4.3.2												
<p>Day 5</p> <p><u>Independent Reading</u></p> <p>Give learners copies of small readers and provide time for them to read the book individually or to a friend.</p>	E	3.4.2.4												

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<p><u>Guided Writing: Recount</u></p> <p>Review the time markers that were explored in <i>The Tapa Cocoon</i>. List some of these.</p> <p>Now think about a feast that takes place in the local community.</p> <p>Confident writers might like to write with a friend or indepenedently: first tell a colleague about the feast and the partner should ask questions <i>When? Where? Why? How?</i></p> <p>Less confident writers should work with the teacher to complete a shared recount: use the same process of asking questions, but answer as a group. Encourage everyone to use months of the year and words that end in e!</p> <p>Share the recounts and make feast books for the classroom library.</p>	E + V/P	3.4.2.5 3.6.1.4 3.7.1.1 3.7.1.3 3.9.1.4

