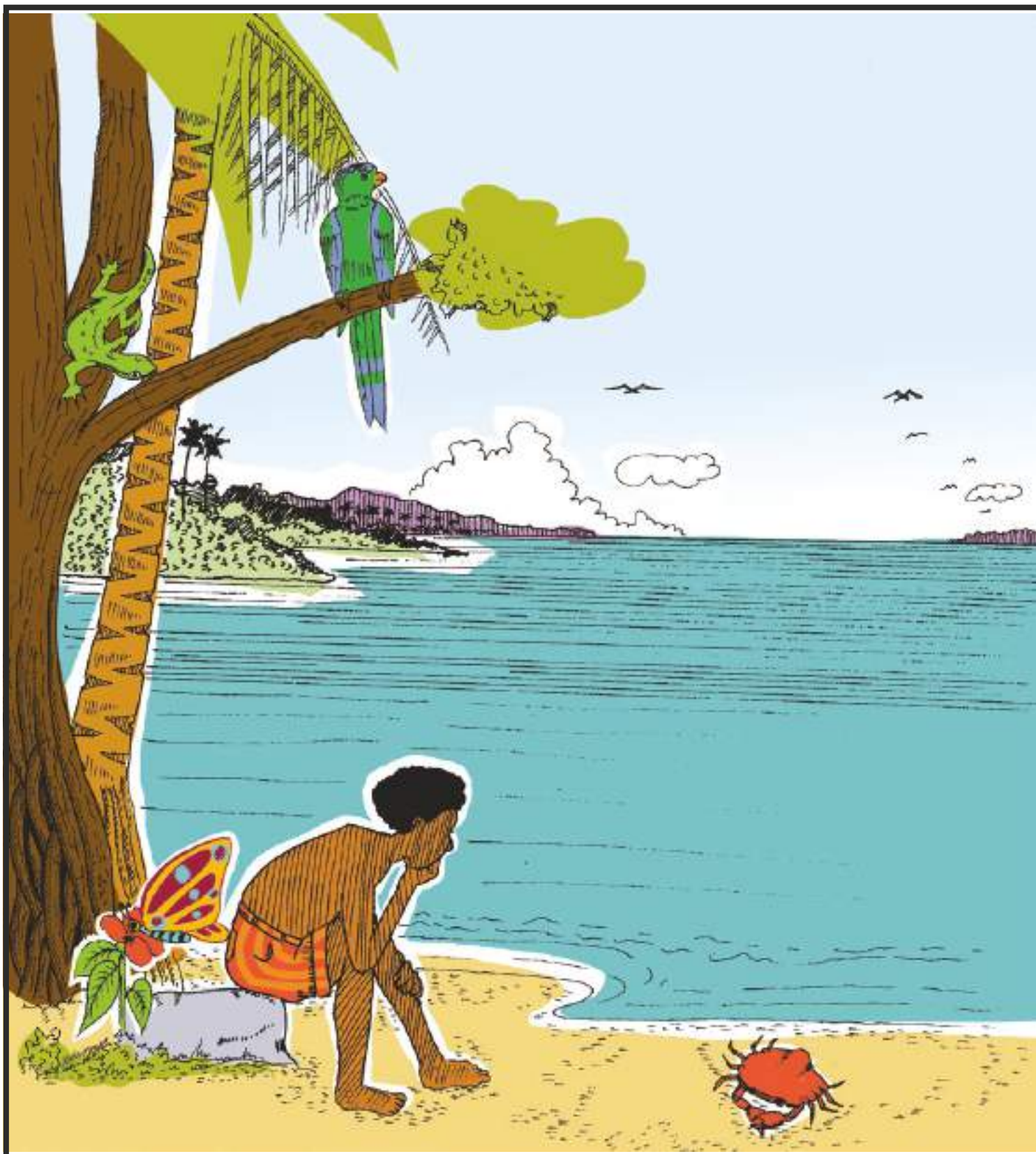


Kanaka Boy



By Thomas Ena
Pictures by Kisey Mae

Nguzu Nguzu Reading Books

Original edition 1995

Second edition 2015

Third edition 2017

Review and re-development project

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Book Code: Y3030T

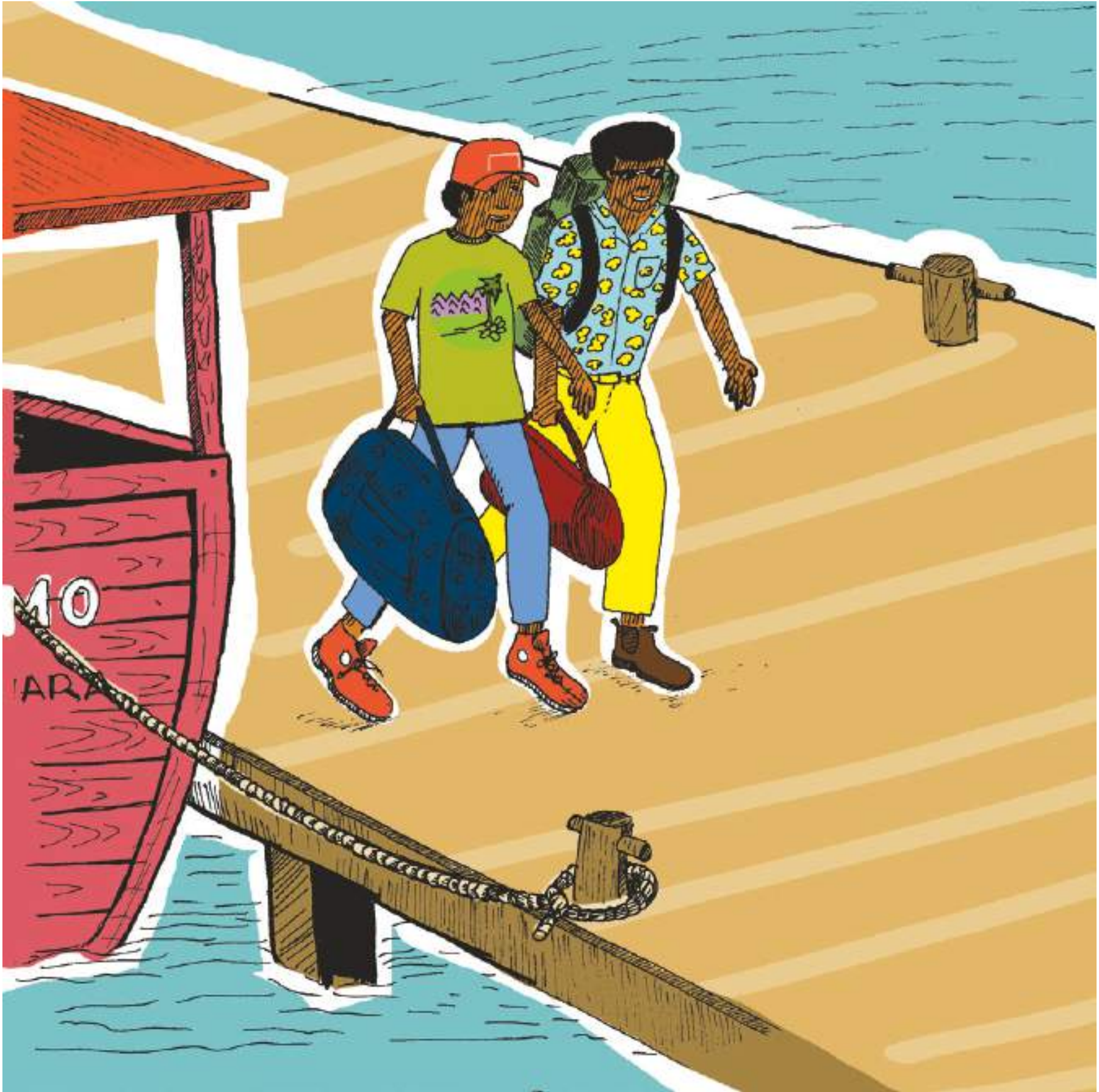
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Development 2015

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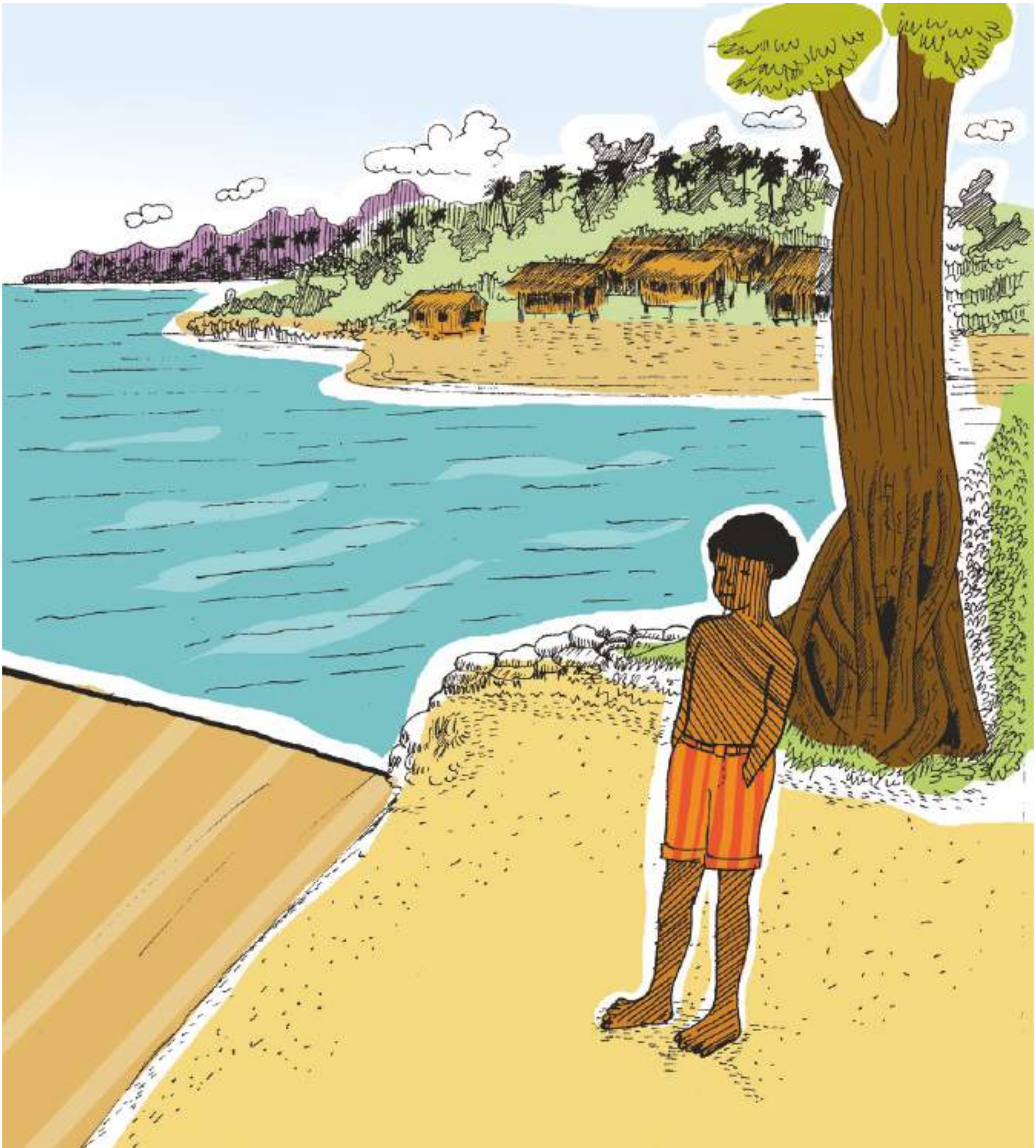
Kanaka Boy



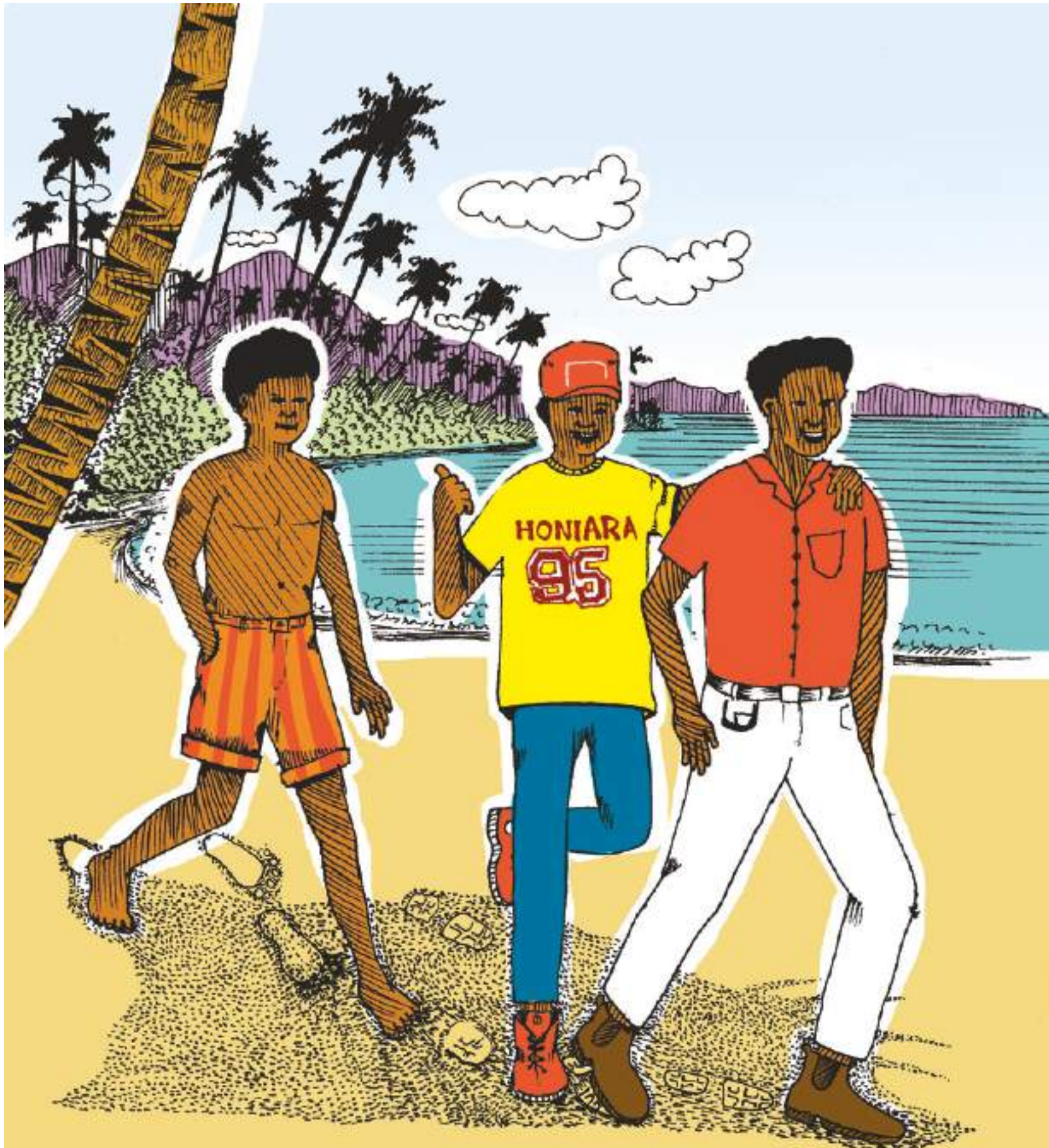
By Thomas Ena
Pictures by Kisey Mae



Lomu and Mana and Masi lived in a village on an island. Lomu and Mana had been to town across the water. They had seen cars, bicycles, aeroplanes, ships tall buildings and many other things.



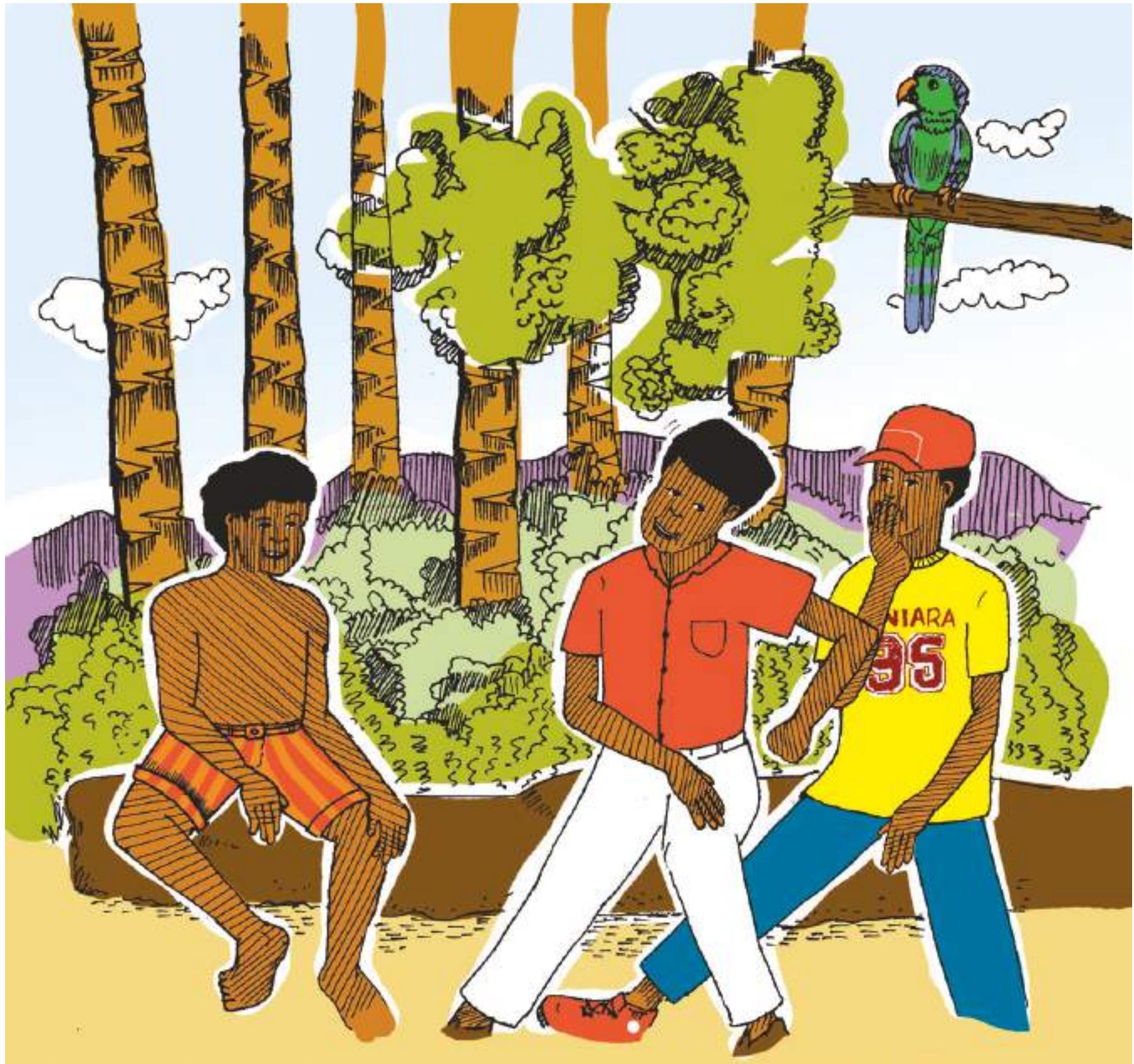
Masi had never been to town.



When they returned from town, Lomu, and Mana went for a walk on the beach with Masi. Lomu and Mana talked about what they had seen in town. Masi listened quietly. He was very interested in all the boys had seen.



Later they decided to rest. They sat on a flat rock under the shade of the coconut palms. Lomu and Mana continued with their stories. Masi started to feel out of place, but he pretended that he was still very interested.



"Masi," said Mana, "do you know what an ice-cream tastes like?"

Masi thought for a moment, then he said, "I think it must taste like kumara."

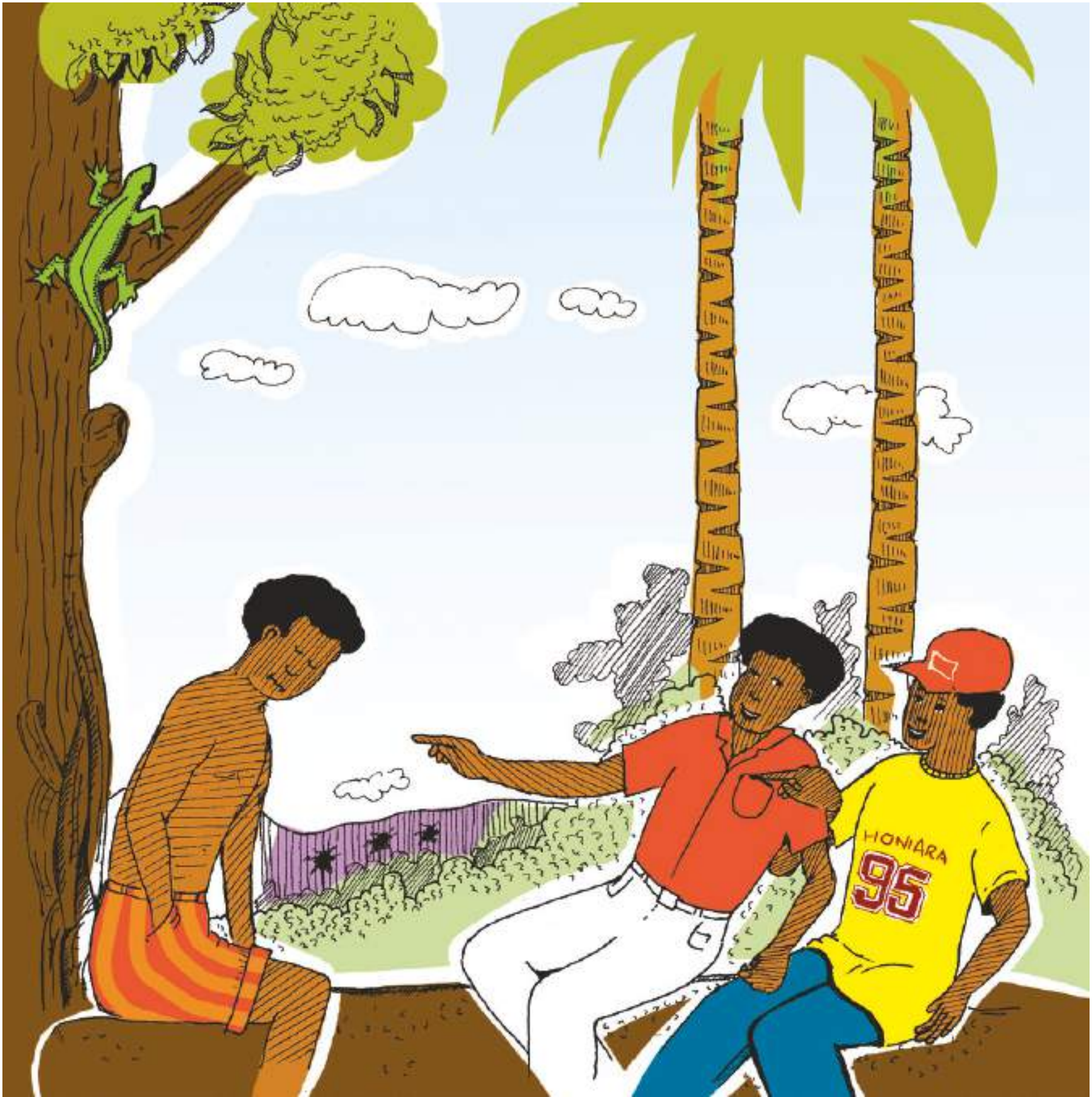
"Kumara!" shouted Lomu and Mana, and they both laughed.



"Masi," said Mana, "do you know what it's like to ride in a car?"

Masi thought for a moment, then he said, "I think it must be very frightening."

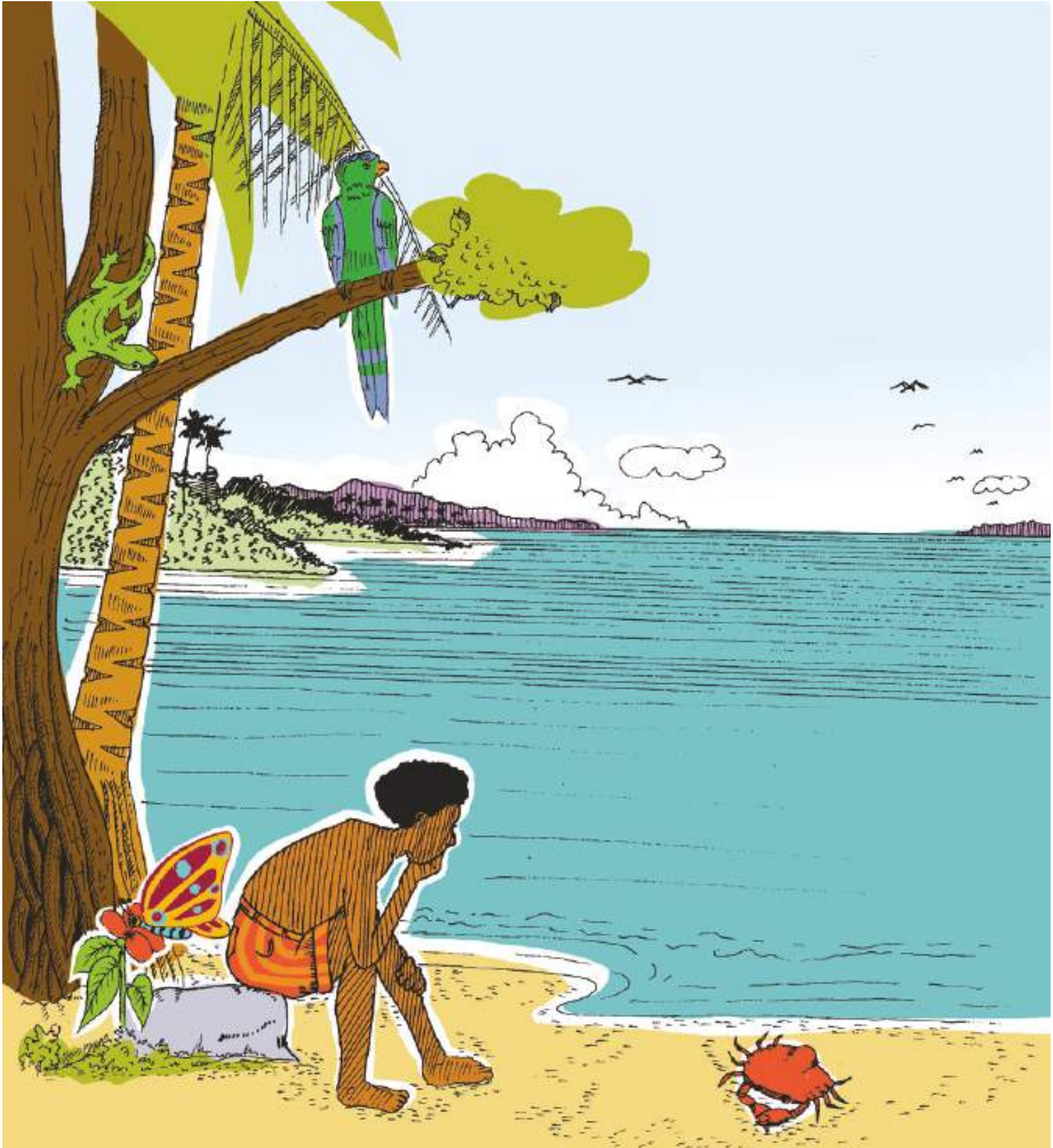
"Frightening!" shouted Lomu and Mana, and they both laughed louder.



"Oh Masi, you don't know anything. You are a Kanaka boy," they said, and they laughed and laughed at him. "Kanaka boy! Kanaka boy!" they teased.



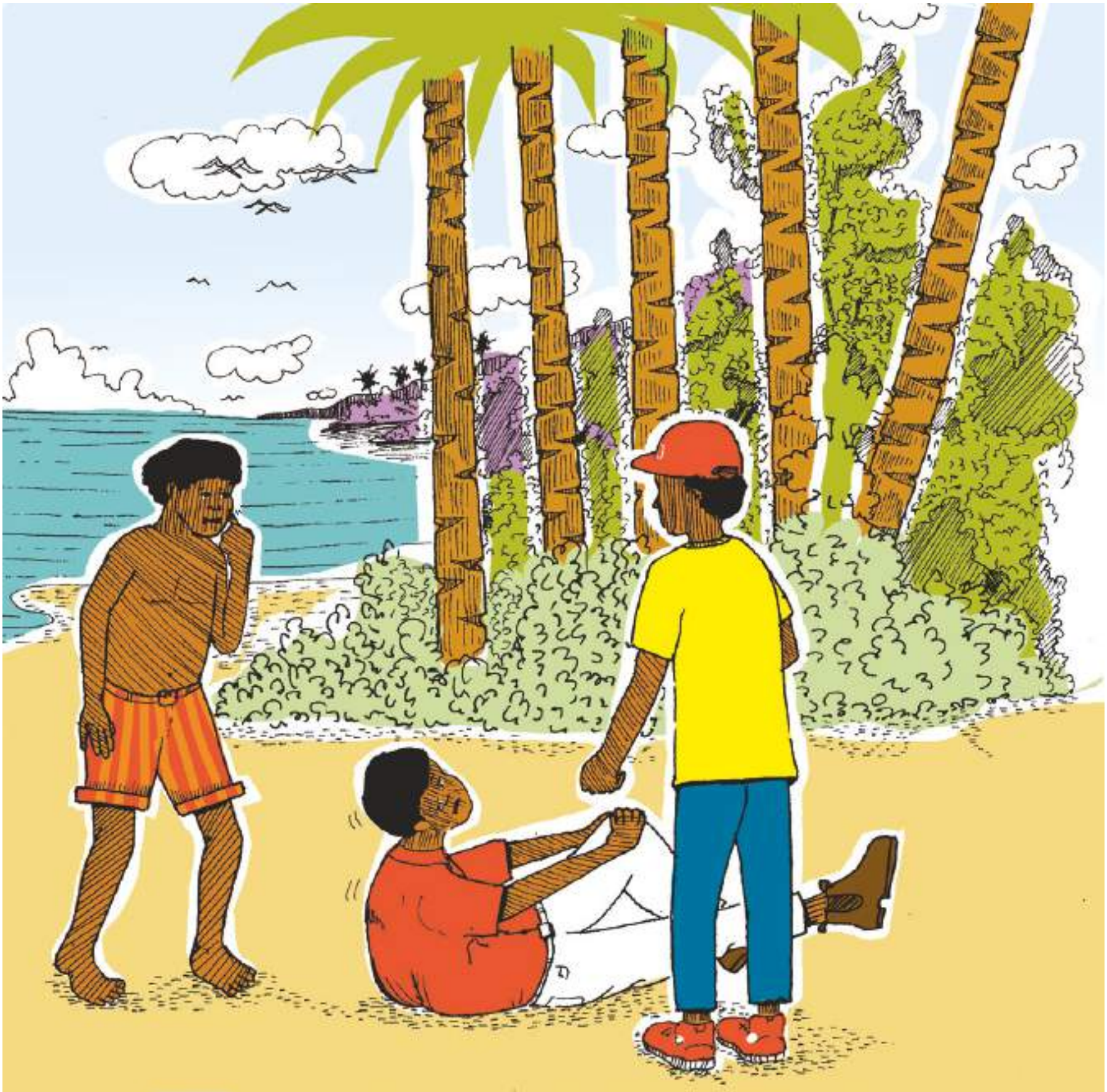
Poor Masi. He was ashamed. He tried not to cry, but there were tears in his eyes. Lomu and Mana ran off, laughing and teasing as they went.



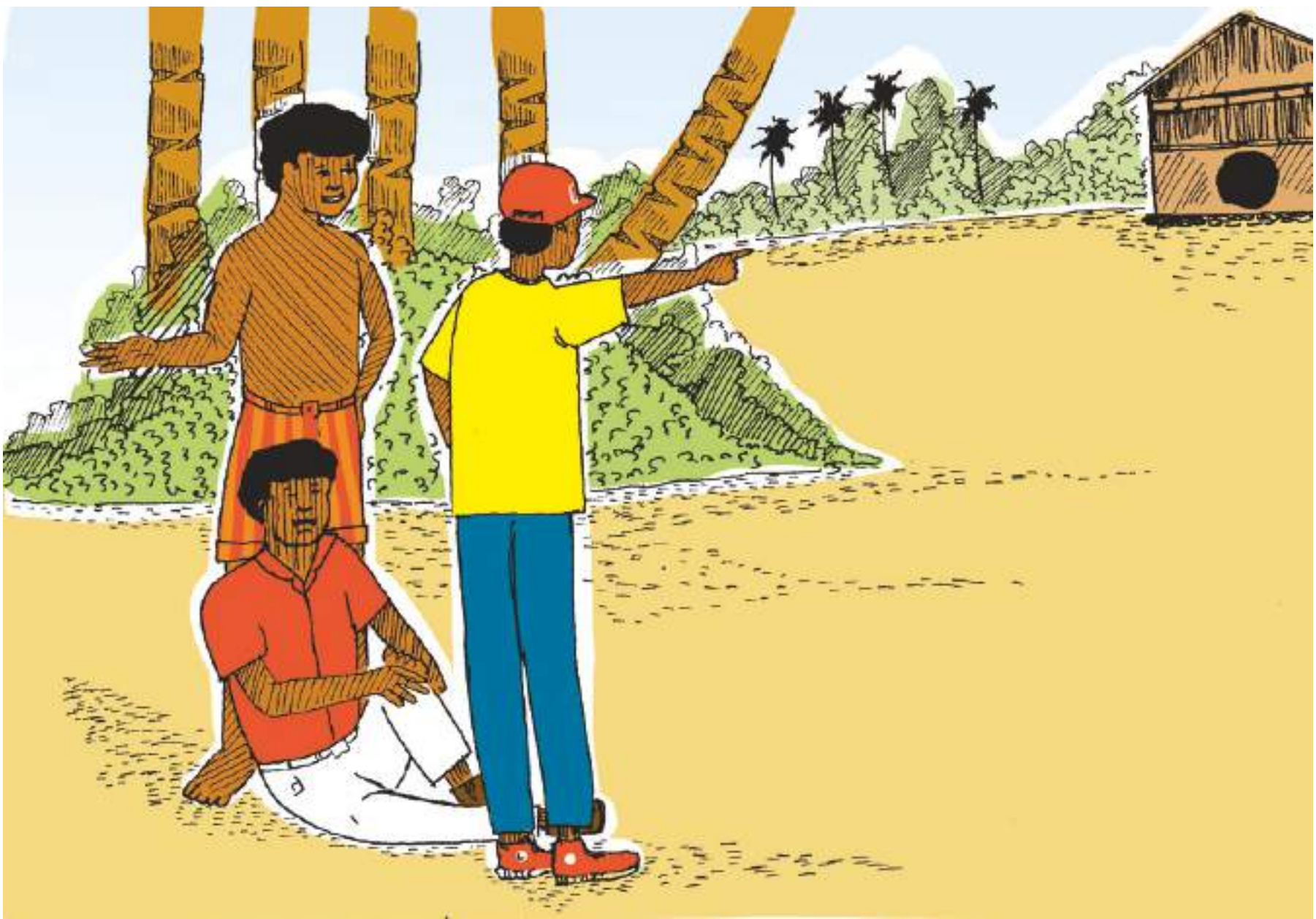
Masi did not say a word. He just sat there looking over the horizon as tears began to roll down his cheeks.



Masi walked home slowly with deep sorrow in his heart. He had not walked very far when he heard someone crying.

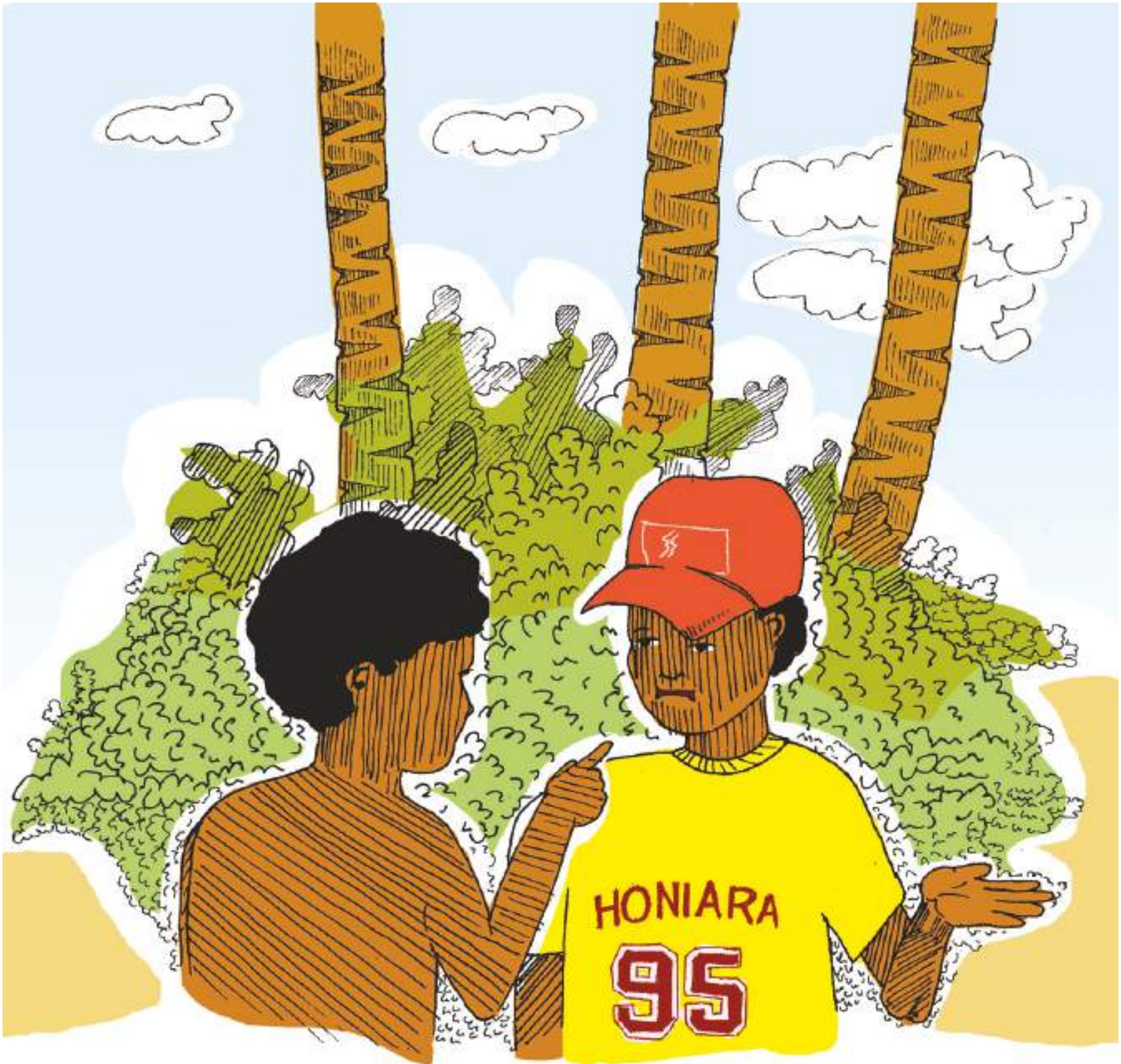


He ran to the scene and to his surprise he saw Lomu and Mana. Mana was lying on the ground and crying with pain. Lomu did not know what to do.



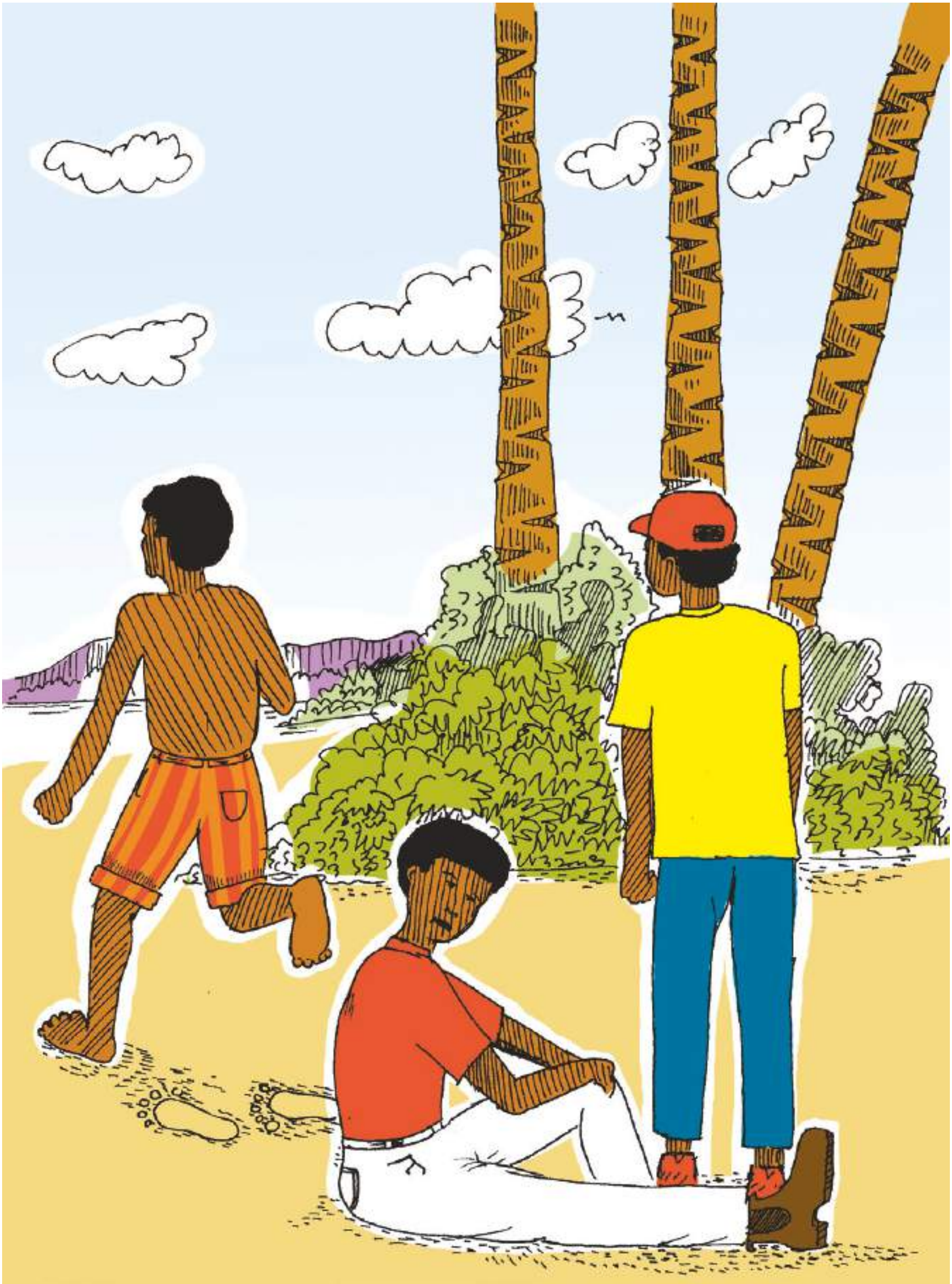
"What happened to Mana?"
asked Masi.

"A centipede bit him on the leg." said
Lomu. "We were trying to steal some
food from that copra house when a
centipede bit him."



"What did you do to relieve the pain?" asked Masi.

"I didn't know what to do," said Lomu.



Masi ran off towards the beach.



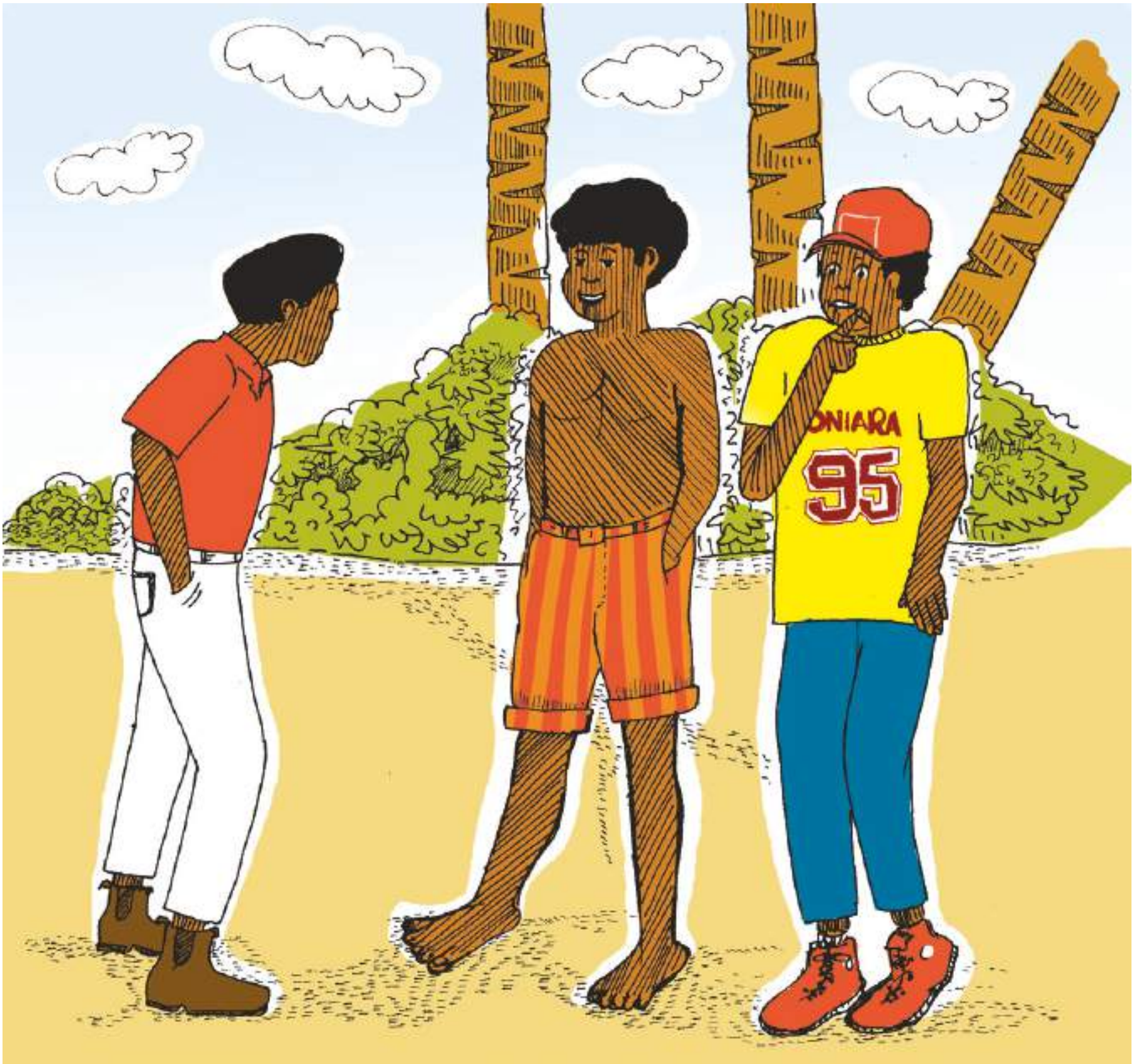
A few minutes later he came back with a small green plant. He broke off the youngest shoot and scraped out the inside.



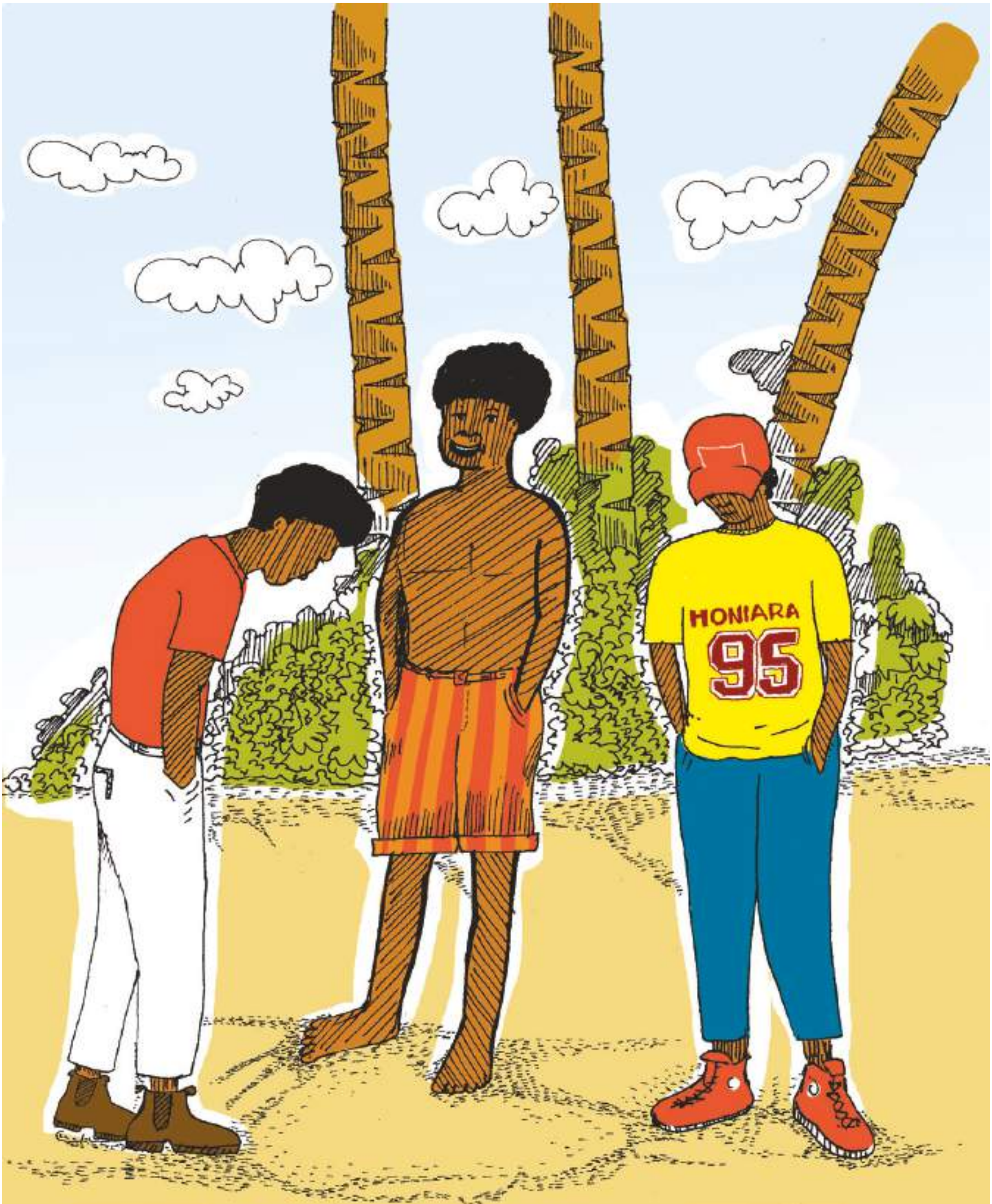
He squeezed the plant and rubbed the juice onto Mana's leg, where the centipede had bitten him.



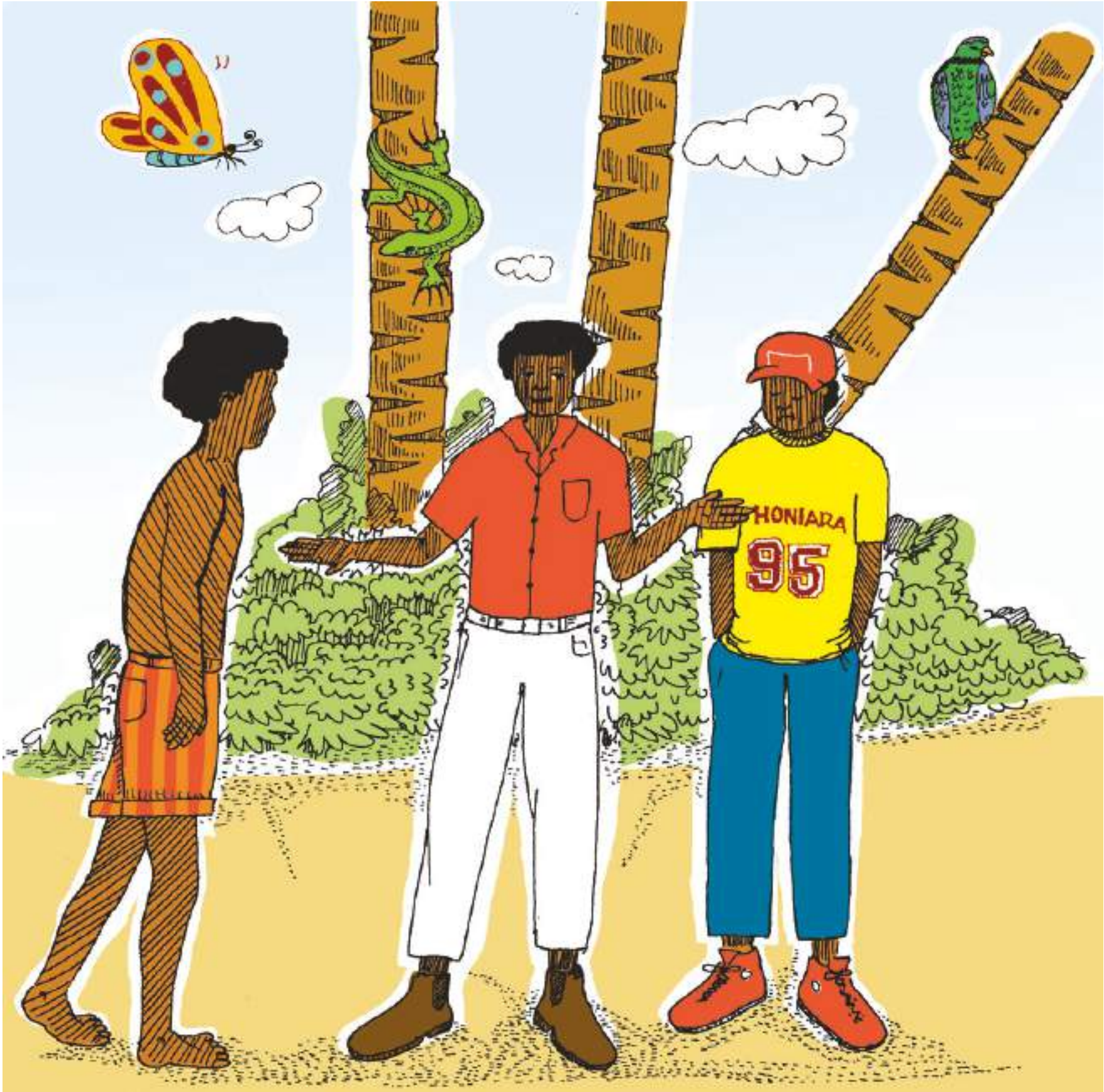
Masi waited.



After a few minutes, Mana stopped crying. The pain had vanished. He stood up and looked at Masi shamefully. Lomu could not believe his eyes.

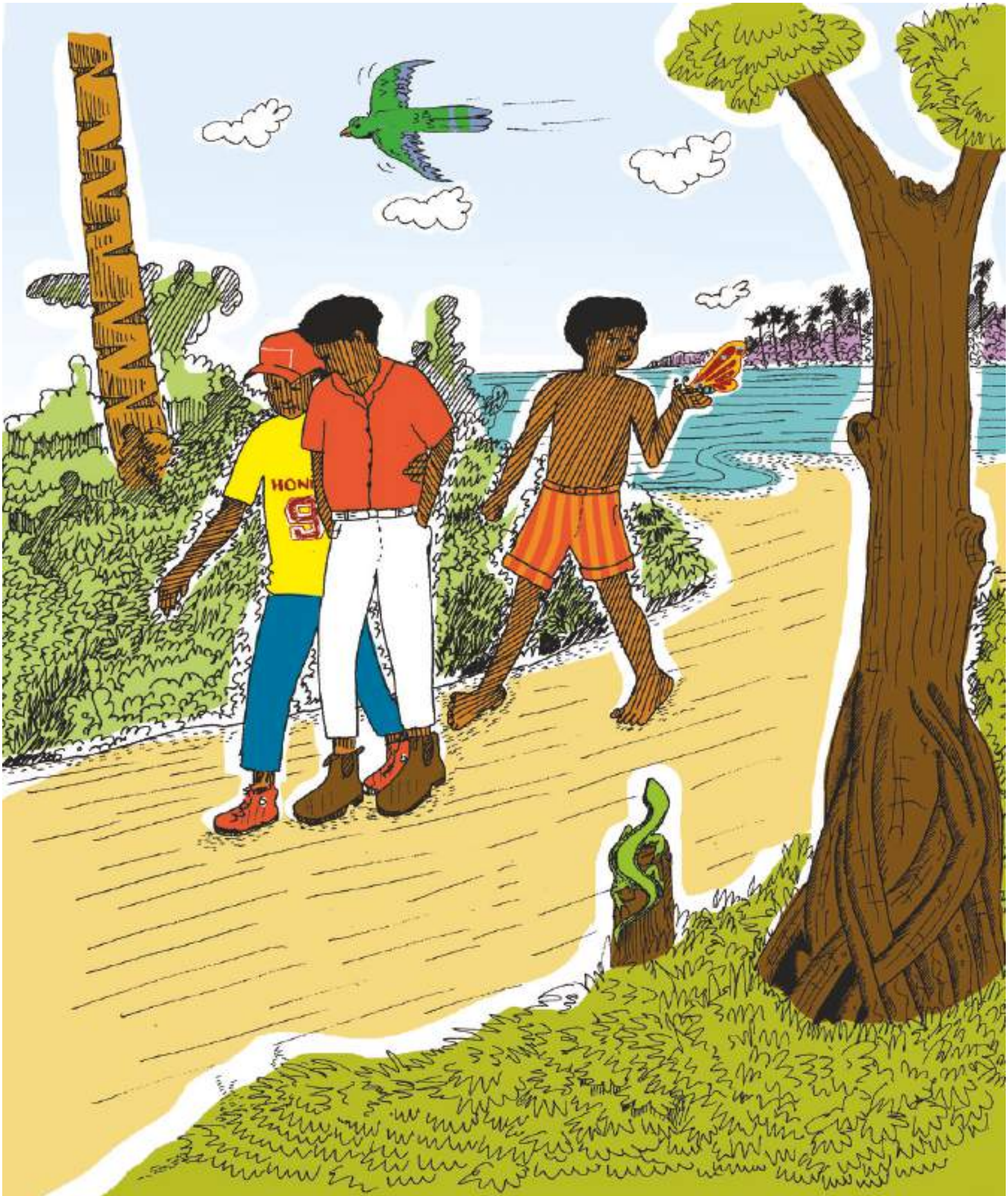


Masi just gave them both a very big smile.



Lomu and Mana were very sorry for teasing Masi and calling him a Kanaka boy.

"You may not know what ice-cream tastes like, but you have more important knowledge," they said.



Masi was proud to be a Kanaka boy.

Text:	<i>Kanaka Boy</i>
Level:	Year 3
Message:	There are different types of knowledge
Discussion focus:	Traditional knowledge vs modern knowledge
Comprehension:	Positive and negative portrayals; details in the text
Vocabulary focus:	Town and village words
Print focus:	Paragraphing of sentences
Letters and sounds:	Multi-syllables words; alphabetical order
Writing opportunity:	Town vs village exposition

ACTIVITIES	LANG.	SYLLABUS															
<p>Day 1</p> <p><u>Modelled Reading Part 1</u></p> <p><u>Set the context: Talking with learners</u></p> <p>Tell the learners: <i>The story this week is called Kanaka Boy. The word kanaka is often used to suggest someone from the village, a little bit traditional, not modern. In this story we see the difference between town knowledge and village knowledge.</i></p> <p>If you live in the village, ask learners about the biggest town they have been to and what they know about big towns.</p> <p>If you live in the town, ask learners about the villages they have been to and what they know about villages.</p> <p><i>How are these places different to each other?</i></p> <p>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 who lives in the town and who lives in the village. Introduce any words you think are new in English. STOP at p. 11.</p>	V/P + E	3.4.1.1															
<p><u>Read the story: Listening and watching</u></p> <p>Read through the story in clear and expressive English. Make your voice sound like Lomu and Mana laughing on pp. 6 – 8. Make it sad when you read about Masi's reaction to the teasing. STOP at p. 11.</p>	E																
<p><u>Review the story: Understanding the story</u></p> <p>Go back through pp. 2 - 11 with the learners. Ask learners to retell what was happening as you turn each page. Make sure they can tell you why Masi feels sad.</p>	V/P + E	3.4.2.3															
<p><u>Responding to the story: Talking by the learners</u></p> <p>Think about what Masi doesn't know about the town things. Ask the learners if they have ever eaten ice-cream or been in a car. Do they feel the same or different to Masi? Do you think that Lomu or Mana were being very kind? Have you ever been embarrassed when you didn't know about something that others did?</p>	V/P + E	3.6.1.4															
<p><u>Close Reading</u></p> <p>Use the big book to do a close reading of pp. 9 – 11 (do not give out the small books). Summarise: this is where we find out a lot about Masi's feelings. Identify the thinking/feeling verbs and the other ways that we know how he feels.</p>	E	3.4.2.5 3.6.2.4 3.4.3.5															
<p><u>Focus on letters and sounds: spelling + alphabetical order</u></p> <p>Close the big book (do not give out small books). You are going to read out some words from the book and ask learners to write the words in their books. They are going to try to spell them: tell them to say the word slowly in their head or very quietly so that they think about the letters and patterns. Here are the words:</p> <table><tr><td>town</td><td>beach</td><td>shade</td><td>they</td><td>bicycle</td></tr><tr><td>tears</td><td>seen</td><td>kumara</td><td>cheeks</td><td>horizon</td></tr><tr><td>ships</td><td>been</td><td>things</td><td>sorrow</td><td>building</td></tr></table> <p>Use a sentence to give an example of each word.</p> <p>Now check the spelling by asking learners to tell you how to spell the words to write up on the board. If a learner makes a mistake in their book, tell them NOT to rub it out, but to write the correct spelling next to it. Any incorrect words should be their challenge words to learn to spell for the week.</p> <p>Now ask the learners to work with a partner to decide on the alphabetical order. Tell them to be careful with words that have the same first letter: show them how to check the letters for the <i>t</i> words: <i>tears, they, things, town</i>.</p> <p>Put these in their exercise books.</p>	town	beach	shade	they	bicycle	tears	seen	kumara	cheeks	horizon	ships	been	things	sorrow	building	E + V/P	3.4.3.2 3.5.1.5 3.7.2.8
town	beach	shade	they	bicycle													
tears	seen	kumara	cheeks	horizon													
ships	been	things	sorrow	building													

ACTIVITIES	LANG.	SYLLABUS				
<p>Day 2</p> <p><u>Modelled Reading Part 2</u></p> <p><u>Revising and completing the book</u></p> <p>Ask learners to think about what happened on pp. 2 - 11. In pairs, the learners discuss what they remember from the story. Decide who is crying and what might happen next.</p> <p>Do a picture walk and see what the learners can decide is happening. Do NOT tell them if they are right: let them find out when you read.</p>	V/P	3.4.1.1				
<p><u>Read the story: Listening and watching</u></p> <p>Read from p.12 to the end in clear English.</p>	E					
<p><u>Review the story: Understanding the story</u></p> <p>Go back through the pages with the learners. Get them to retell to a partner what was happening as you turn each page. Make sure they can explain the change in Mana at the end of the story.</p>	V/P + E	3.4.2.3				
<p><u>Responding to the story: Talking by the learners</u></p> <p>Discuss what Mana discovered by the end of the book: <i>How did he feel about Masi in the end?</i> The learners might remember reading the book <i>The Painful Lesson</i> in Year 2. (Bring in a copy if you can).</p> <p><i>How did traditional medicine help people in these stories?</i></p>	V/P + E	3.6.1.4 3.3.2.1 3.6.2.3				
<p><u>Comprehension: Portrayal of characters, town vs village</u></p> <p>Make sure learners have small books to look at. <i>This book is about town and village: how does the illustrator show us the difference between Lomu and Mana from the town and Masi from the village?</i> Ask learners to look carefully the pictures on pp. 2 – 4. Talk with a partner and write down all the things they notice about the characters. They could make a chart:</p> <table><tr><td><i>Lomu and Mana</i></td><td><i>Masi</i></td></tr><tr><td></td><td></td></tr></table> <p>Think about: what are they wearing, what are they carrying, who is walking in front, who are walking together.</p> <p>Let the learners look for about 10 minutes, then discuss as a class. Remind the learners: the pictures and the words work together to help us feel something about the characters.</p>	<i>Lomu and Mana</i>	<i>Masi</i>			E + V/P	3.4.1.2 3.4.1.4 3.6.2.3
<i>Lomu and Mana</i>	<i>Masi</i>					
<p><u>Focus on print: paragraphing</u></p> <p>Look at p. 4 with the learners. Ask them to count how many sentences are in the paragraph. Notice that all the sentences are grouped together because they are linked. Look at p. 5 and count again. Notice how the paragraph has multiple sentences, not a list.</p> <p>Ask the learners to go through the book and notice where there are paragraphs of sentences. This is something to emphasise with the learners so that they don't make lists of sentences, but group ideas together.</p>	E + V/P	3.4.2.5				

<p>Day 3</p> <p><u>Shared reading: Revisiting the story</u></p> <p>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. Encourage learners to use emphasis to show the meaning.</p>	E	3.4.2.4
<p><u>Close Reading</u></p> <p>Using the small books, do a close reading of pp. 15 – 17. Summarise: this section tells all the action that Masi took.</p>	E	3.4.2.5 3.4.3.5

ACTIVITIES	LANG.	SYLLABUS												
<p>Comprehension: Portrayal of characters, negative ideas</p> <p>Make sure learners have small books to look at. Remind learners that on Day 2 we looked at how the illustrator was showing the differences between the town characters and the village characters. Today we want to look at both the pictures and the words to see how we are being shown more about the characters.</p> <p>Ask: <i>Does the author and illustrator give us a positive or negative idea about Mana and Lomu at the beginning?</i></p> <p>Make this chart and ask learners to use it in their books to collect ideas:</p> <table><tr><th colspan="2"><i>Lomu and Mana</i></th><th colspan="2"><i>Masi</i></th></tr><tr><th>pictures</th><th>words</th><th>pictures</th><th>words</th></tr><tr><td></td><td></td><td></td><td></td></tr></table> <p>Start with the pictures on pp. 6 - 10: ask the learners to look carefully and find all the negative things we see in pictures of Lomu and Mana. They need to write some of the negative things we see in the pictures. Write –ve next to any negative things they write (eg. <i>laughing and pointing at Masi, poking the lizard</i>). Now look at the words that we read about Mana and Lomu on the same pages. Write some of the things they do and show that these are negative.</p> <p>Look at Masi on pp. 2 – 11. How does he look in the pictures that show he is not happy. What words tell us how he feels.</p> <p>Use this sentence structure to help learners use their notes to make a sentence about the characters:</p> <p><i>The _____ gives a _____ idea about _____ by _____</i></p> <p><i>The picture gives a negative idea about Lomu and Mana by showing them poking the lizard.</i></p> <p>Help learners to construct the sentence to show ideas from their grid. When they have listened to a few answers, let the learners write some sentences in their exercise books to summarise the ideas.</p>	<i>Lomu and Mana</i>		<i>Masi</i>		pictures	words	pictures	words					E + V/P	3.4.1.5 3.4.1.4 3.6.2.2
<i>Lomu and Mana</i>		<i>Masi</i>												
pictures	words	pictures	words											
<p>Day 4</p> <p>Shared reading: Revisiting the story</p> <p>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. Encourage learners to use emphasis to show the meaning.</p>	E	3.4.2.4												
<p>Comprehension: following details from the text</p> <p>Use the small books to find the part where Masi makes the medicine to help Mana. Learners read it carefully and then turn the recount into a procedure: <i>Think about how you would tell someone to do this action</i>. Remind learners to find the action verbs and change these into the present to make a command/instruction.</p> <p>If you think it is very hard for the learners, write these words on the board for the instructions:</p> <p><i>Collect</i> <i>Break</i> <i>Squeeze</i> <i>Rub</i> <i>Wait</i></p> <p>The learners write these and finish off the instruction, look at the book to help them with the words. They could illustrate each instruction.</p>	E + V/P	3.4.3.5 3.7.2.4 3.8.1.5												
<p>Focus on letters and sounds: Multi-syllables words</p> <p>Review the activity from the previous week with multi-syllable words (when looking at <i>The Malauhu</i>). Ask learners to go through the book and find 3 or 4 syllable words. Give learners about 15 minutes to find words and then as a class check to see if they are 3 or 4 syllables. Look at the spelling for patterns. Help the learners to break them up into vowel sounds. Learners can then practice spelling them with a partner.</p>	E + V/P	3.7.2.8 3.4.3.1												
<p>Day 5</p> <p>Independent Reading</p> <p>Distribute small books and ask learners to read the story to each other or independently.</p>	E	3.4.2.4												
<p>Guided Writing: town vs village</p> <p><i>In this story, we saw the differences between town and village knowledge. This is one difference in the two places. What might be others?</i></p> <p>Make two lists on the board with the learners of differences between living in the town and living in the village. Use the discussion form earlier in the week to help with this.</p> <p>Ask learners to decide which one they prefer: to live in the town or to live in the village.</p> <p>Use the list for their choice to help write a small opinion piece/exposition. They could start with <i>I think...</i></p> <p><i>I think it would be better to live in the _____ because _____.</i></p> <p>Learners should work with a partner or small group to talk about the reasons before they write. They could illustrate their writing with themselves enjoying that place. This could be a display for the class.</p>	E + V/P	3.8.1.7 3.7.1.1 3.7.1.3 3.7.2.2 3.8.1.6												

