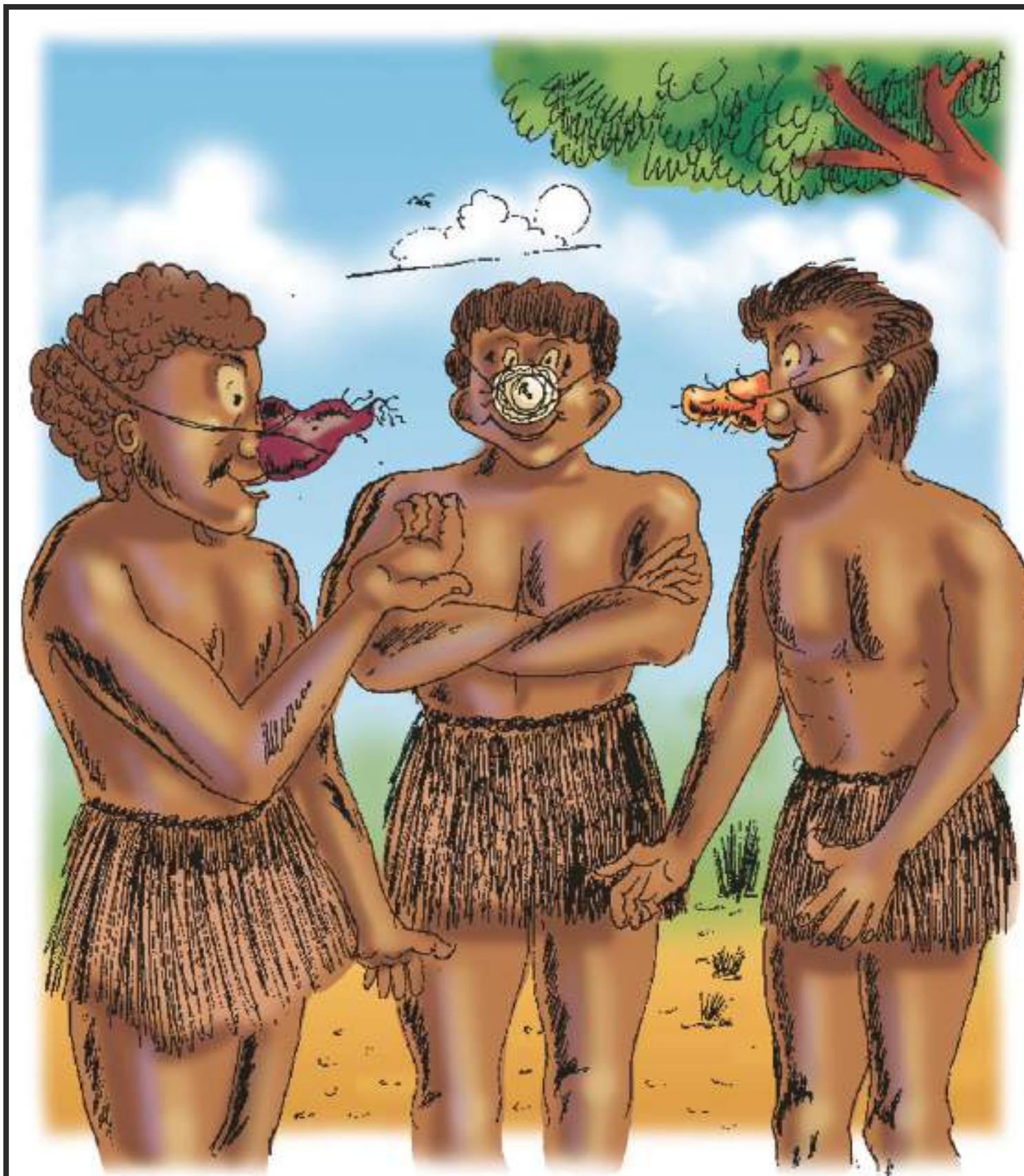


# The Big Noses



By Thomas Ena  
Pictures by Dominic Ereati

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# The Big Noses

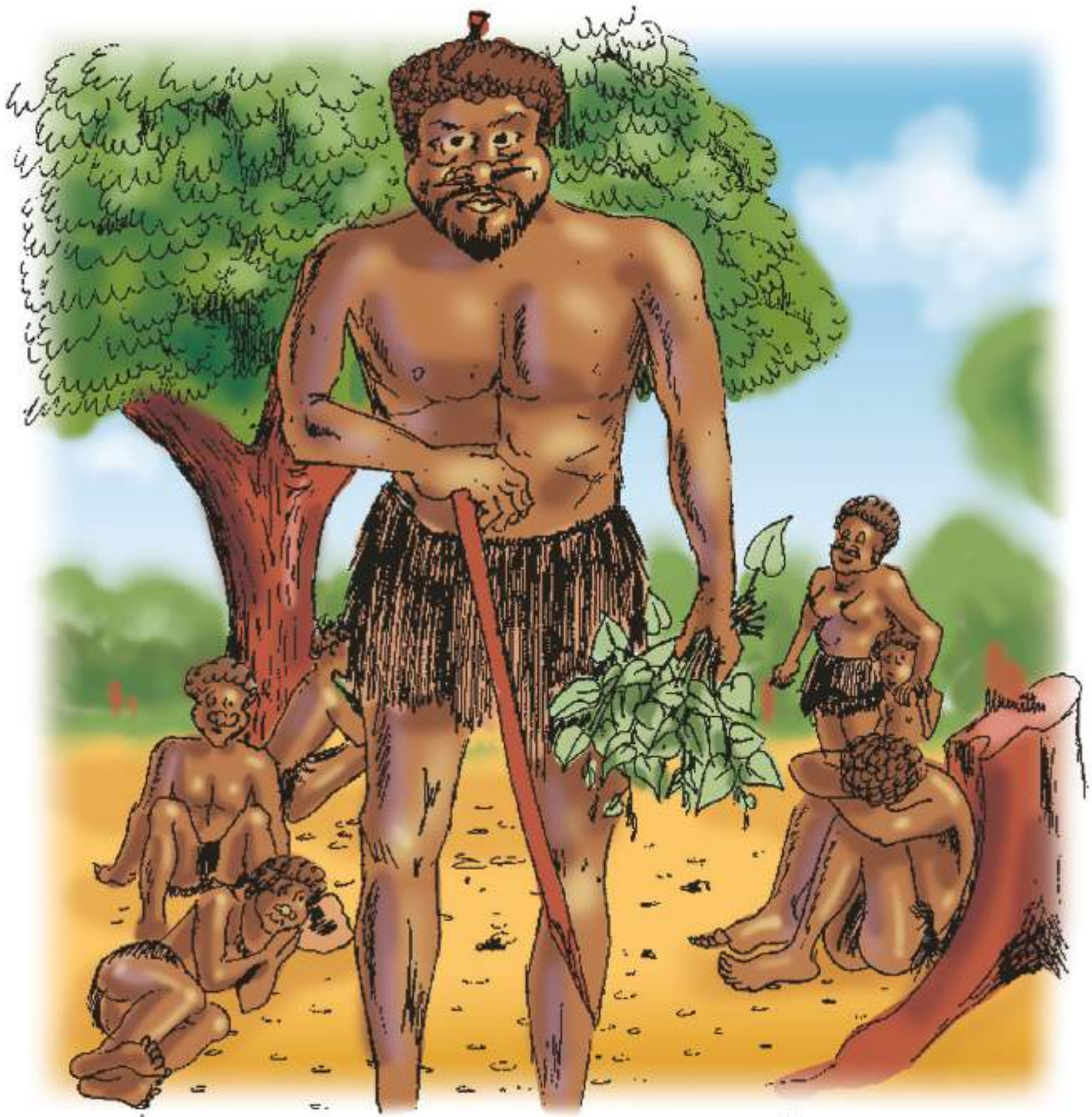


By Thomas Ena  
Pictures by Dominic Ereat



Once there was a village high up in the mountains of Isabel Province. The village was a long way from its closest neighbour, a village beside the sea. The soil was poor and vegetables did not grow well. Few people ever climbed the mountain to visit the village, and few people from the village ever went down the mountain.





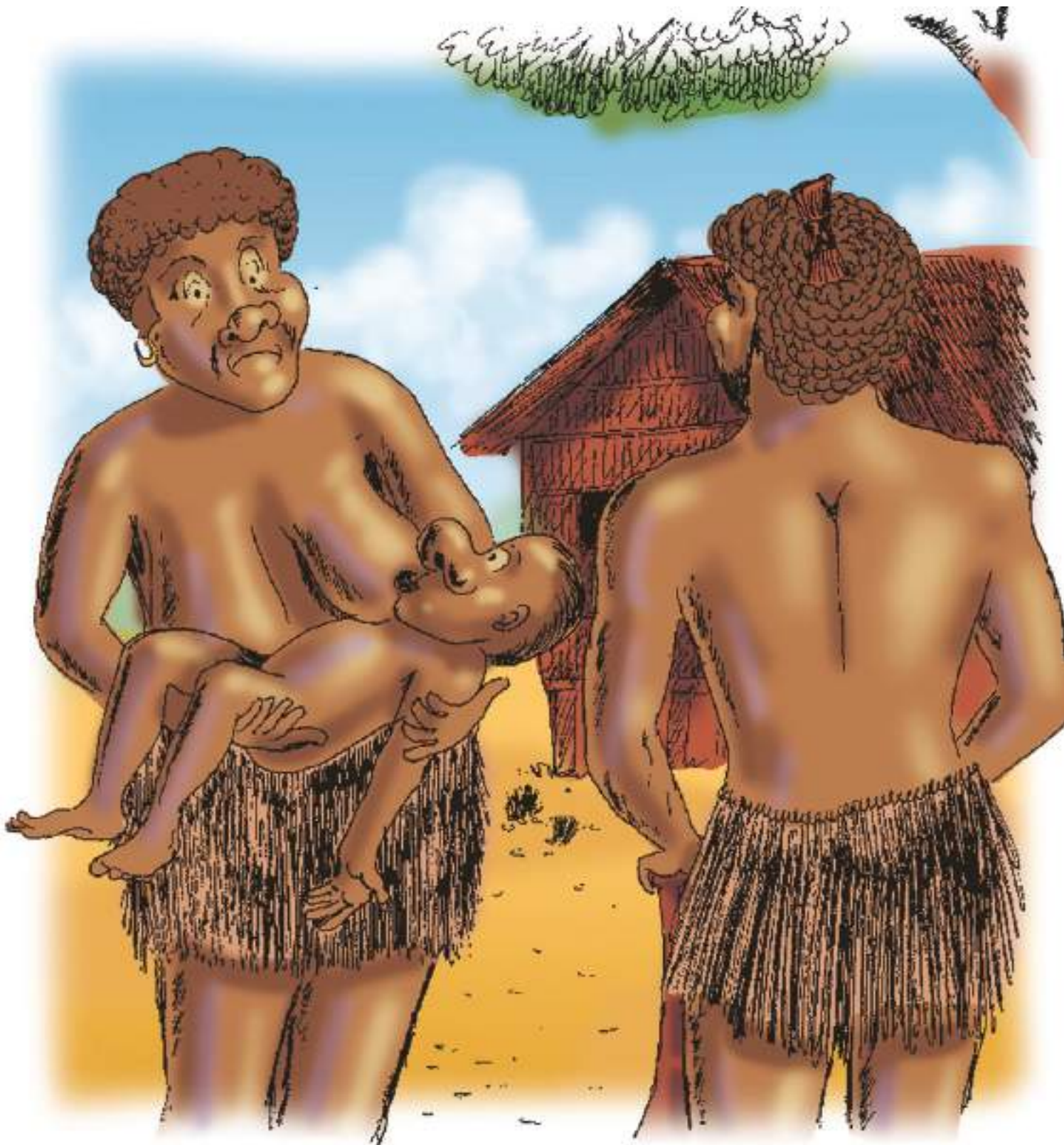
The village chief was loved and respected by all the people. He was a wise man and a good chief. He tried to help his people grow good vegetables, but the people were very lazy.





One day the chief's wife gave birth to a little baby boy. The baby boy had little eyes, little ears and a little mouth, but he had the biggest nose you have ever seen.

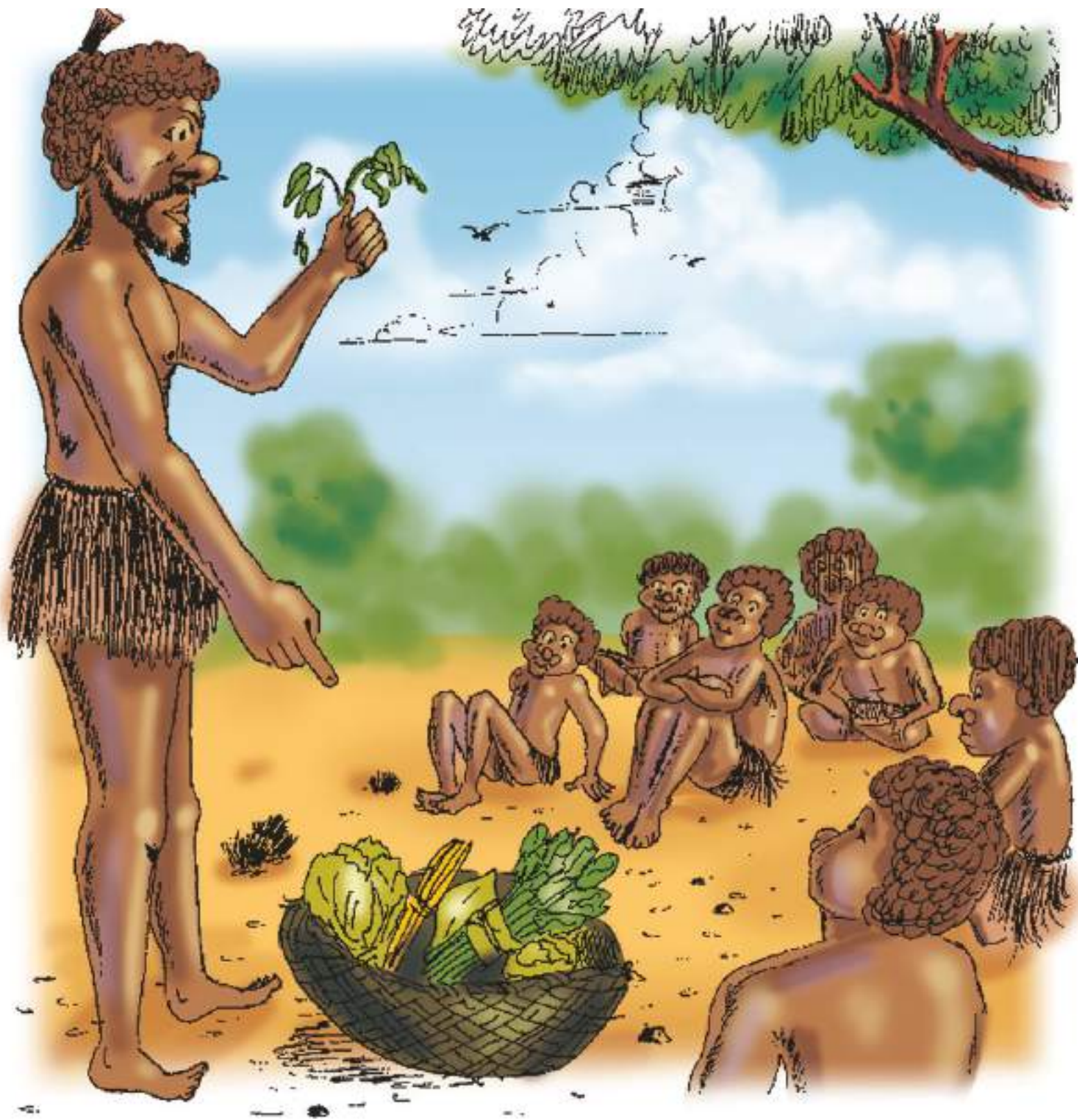




The chief's wife was very unhappy when she saw the big nose. She was afraid that everyone would laugh at her son. She spoke to her husband about her fears.

"Do not worry, my dear," said the chief, "I have a plan."

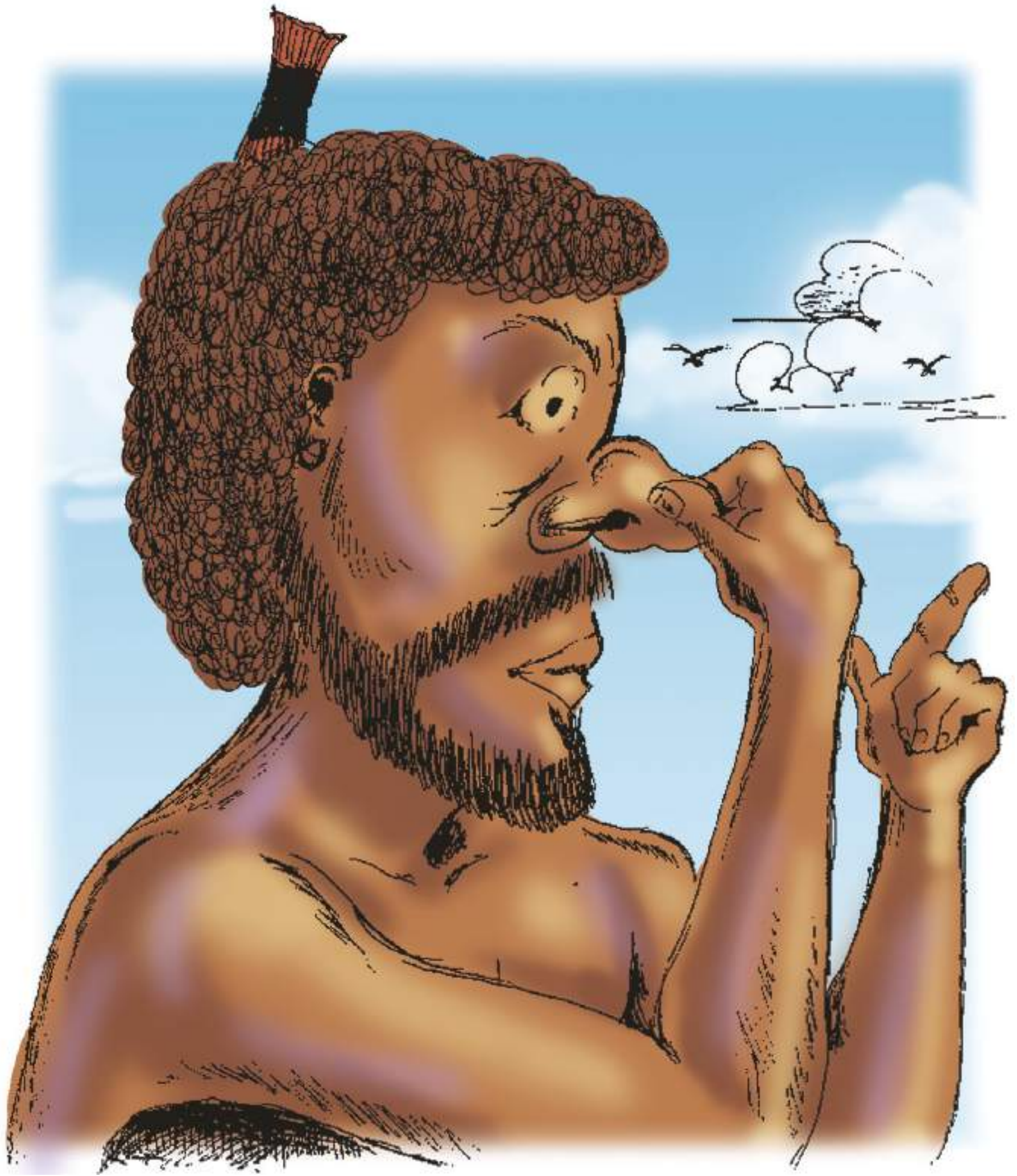




The next day the chief called all the people of the village together.

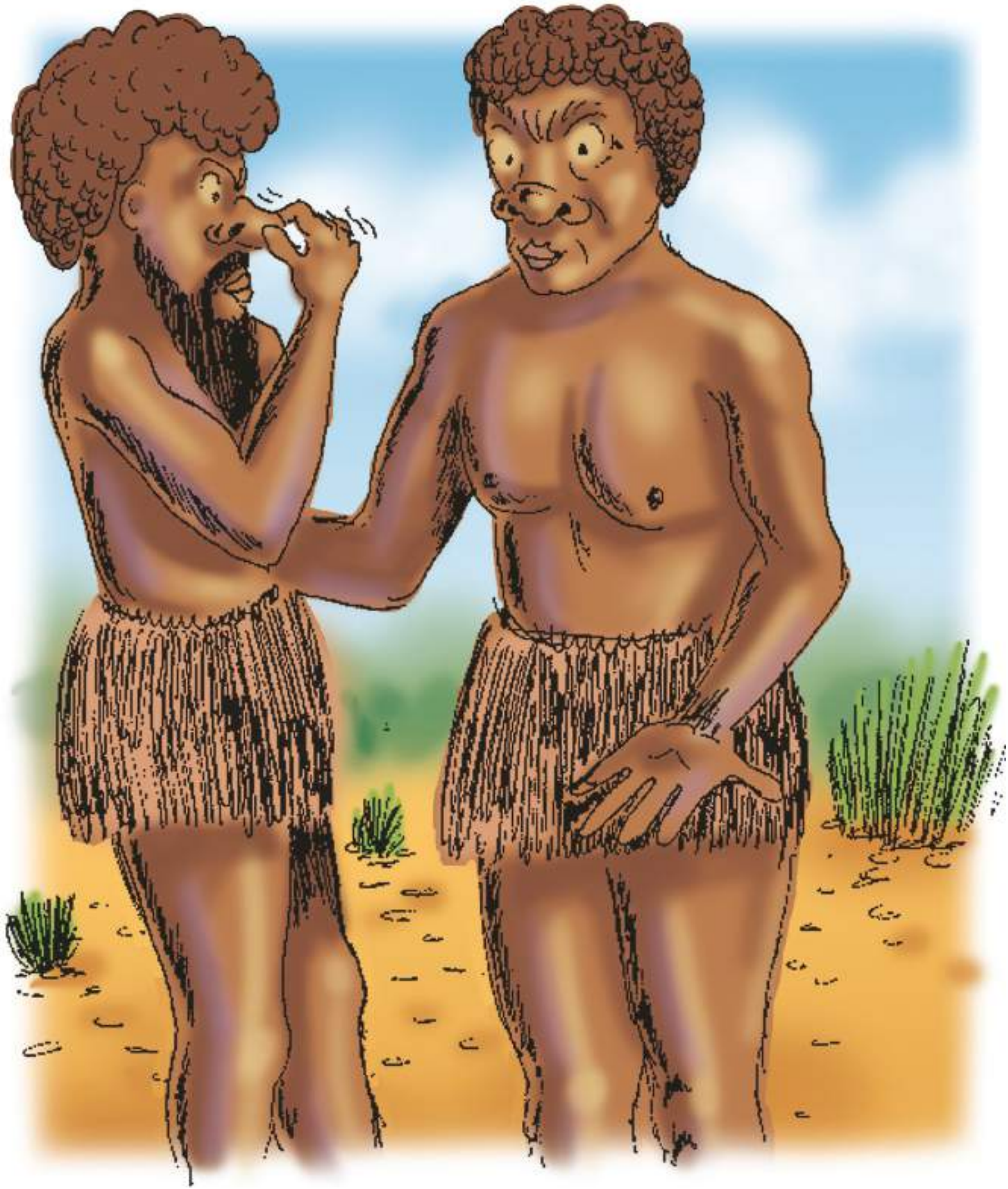
"My people," he said, "I have noticed that the gardens of the village beside the sea are full of big healthy vegetables, but our vegetables are small and weak."





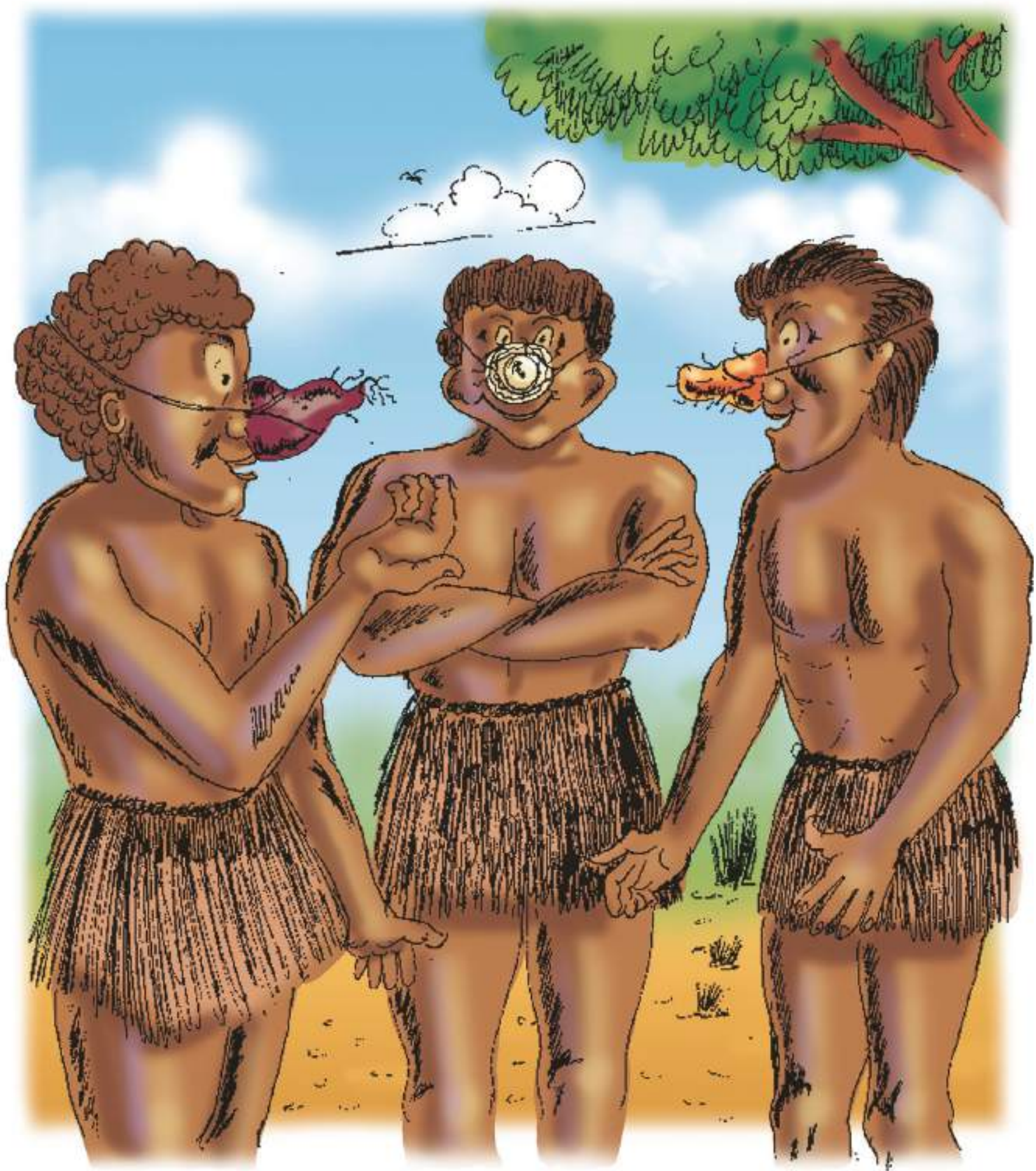
"This is because the people of the village beside the sea have big noses. Therefore, we must have big noses, too."





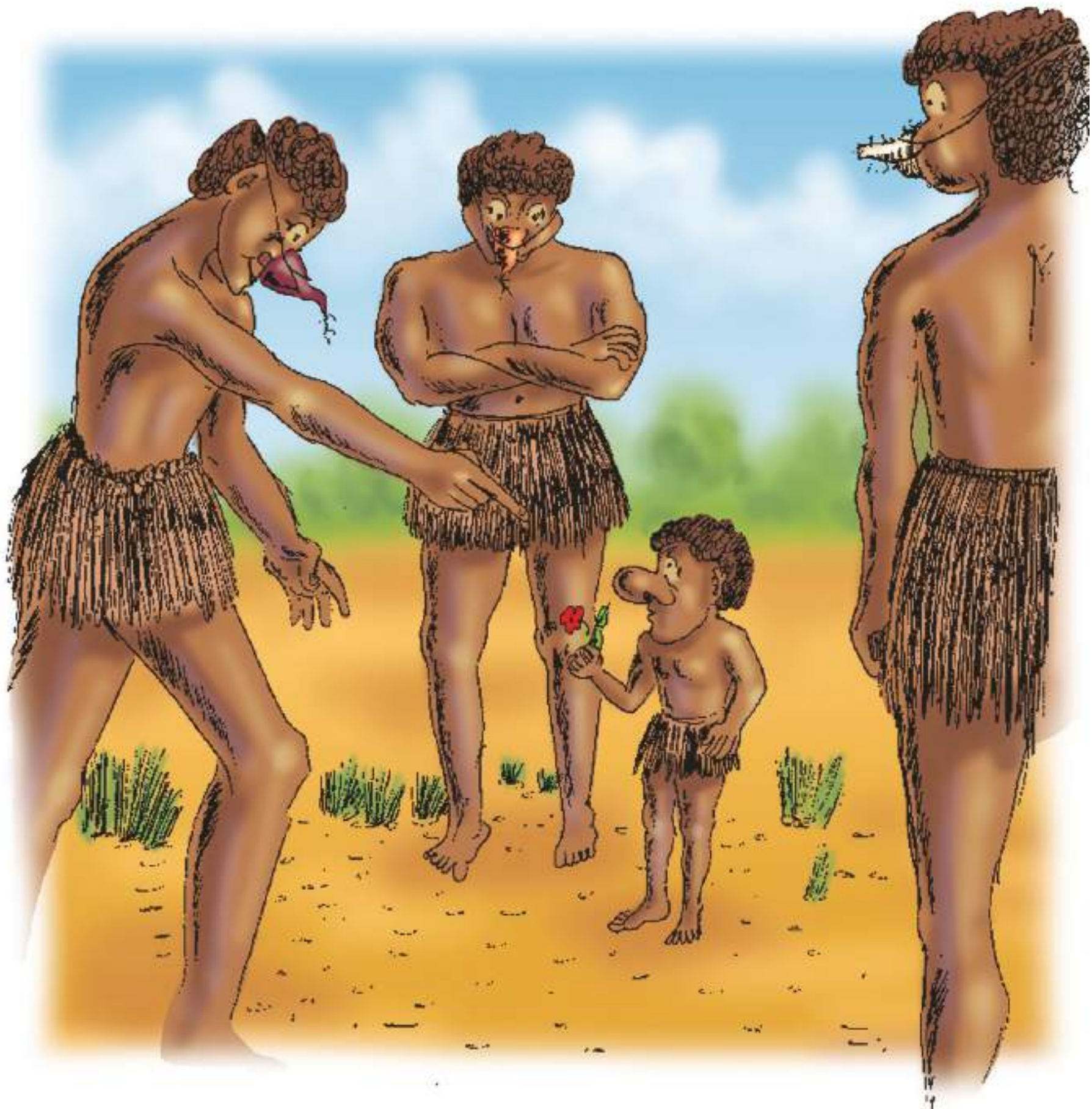
The people knew that they could not grow big noses, but they wanted to please their chief.





So some people made big noses from kumara, some from taro and others from yams.

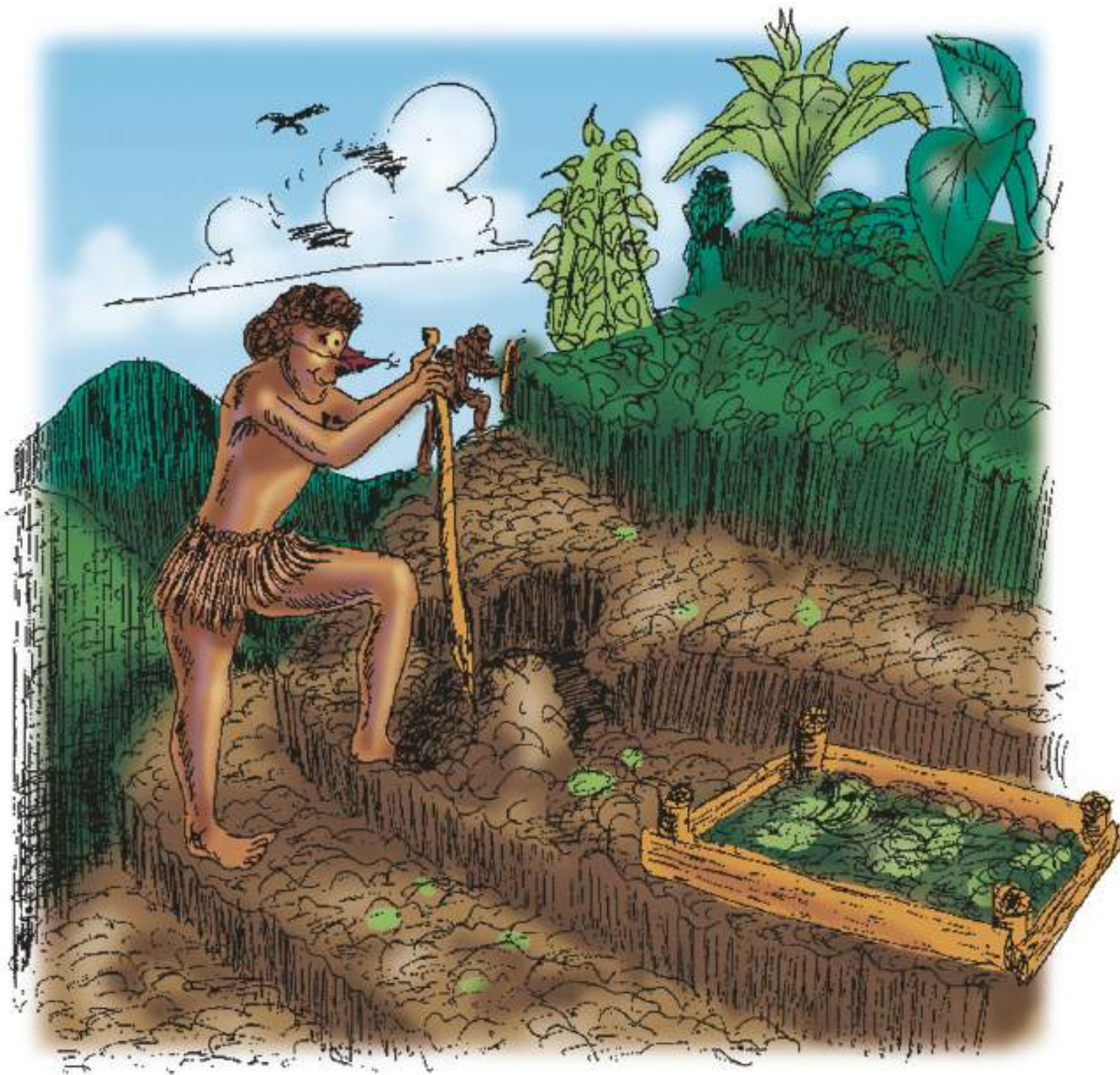




When the chief's son was old enough he began to play outside. "What a big nose!" the people said.

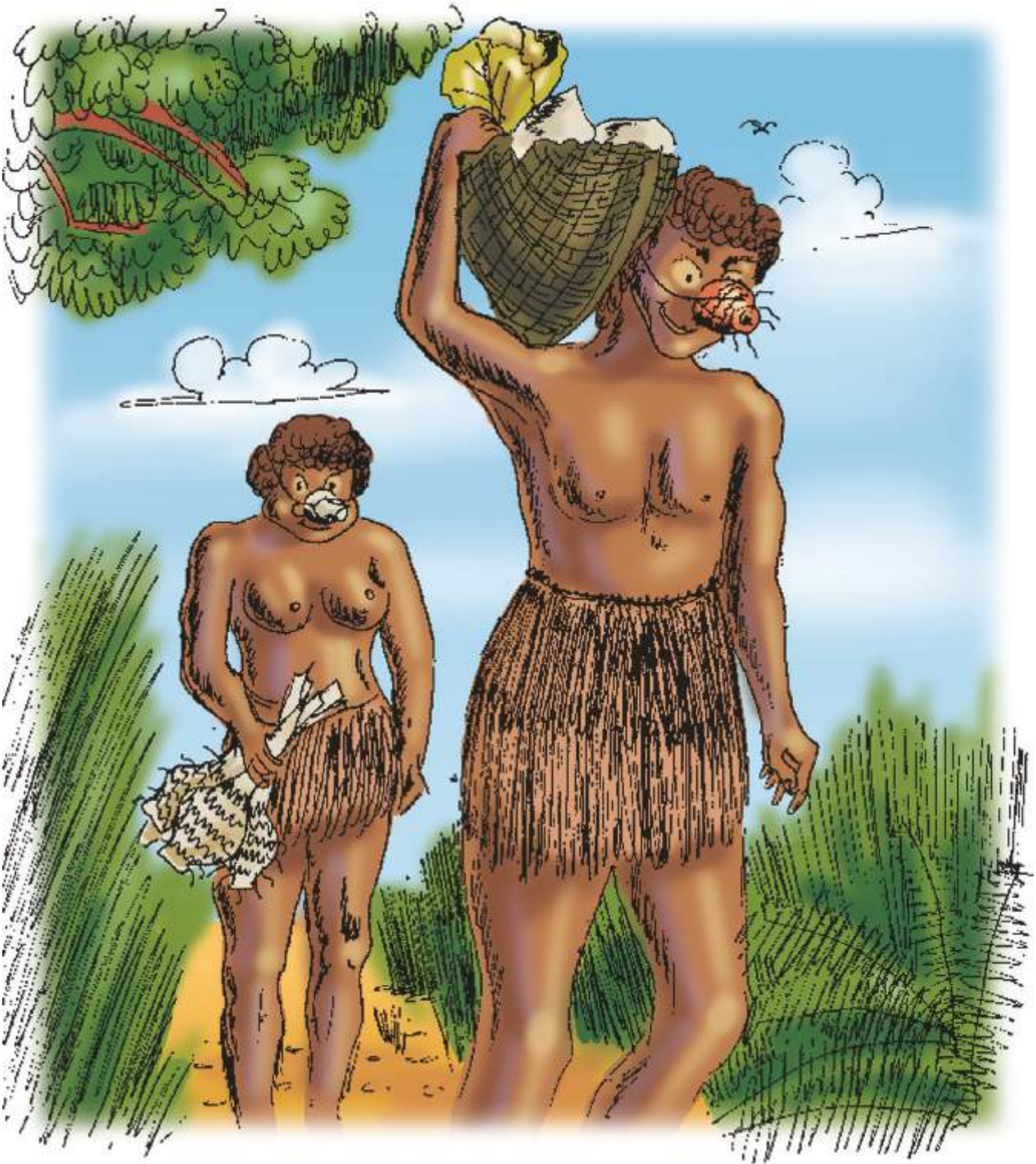
"We must try to grow a big one like that, too" they said.





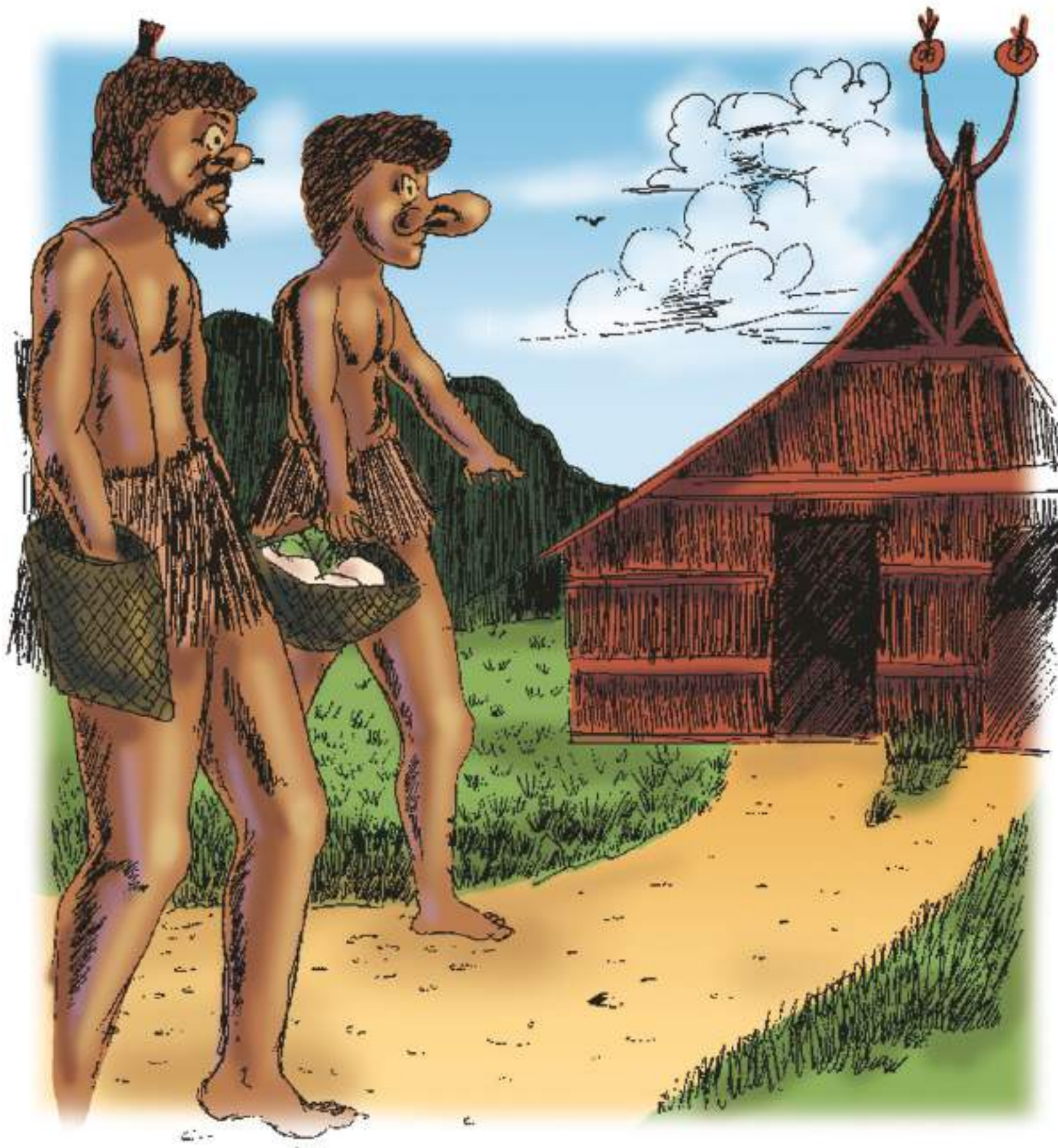
So the people began to work harder in their gardens to grow bigger kumara, taro and yams to make bigger noses. They weeded and watered their vegetables every day and they made compost from rotting leaves and coconut husks.





Over the years the village people became better gardeners. Soon the village was growing the biggest and best vegetables in the Province.





One day, many years later, the chief took his grown-up son down to the village beside the sea to sell some vegetables.

When they got there they decided to visit the chief of the village.





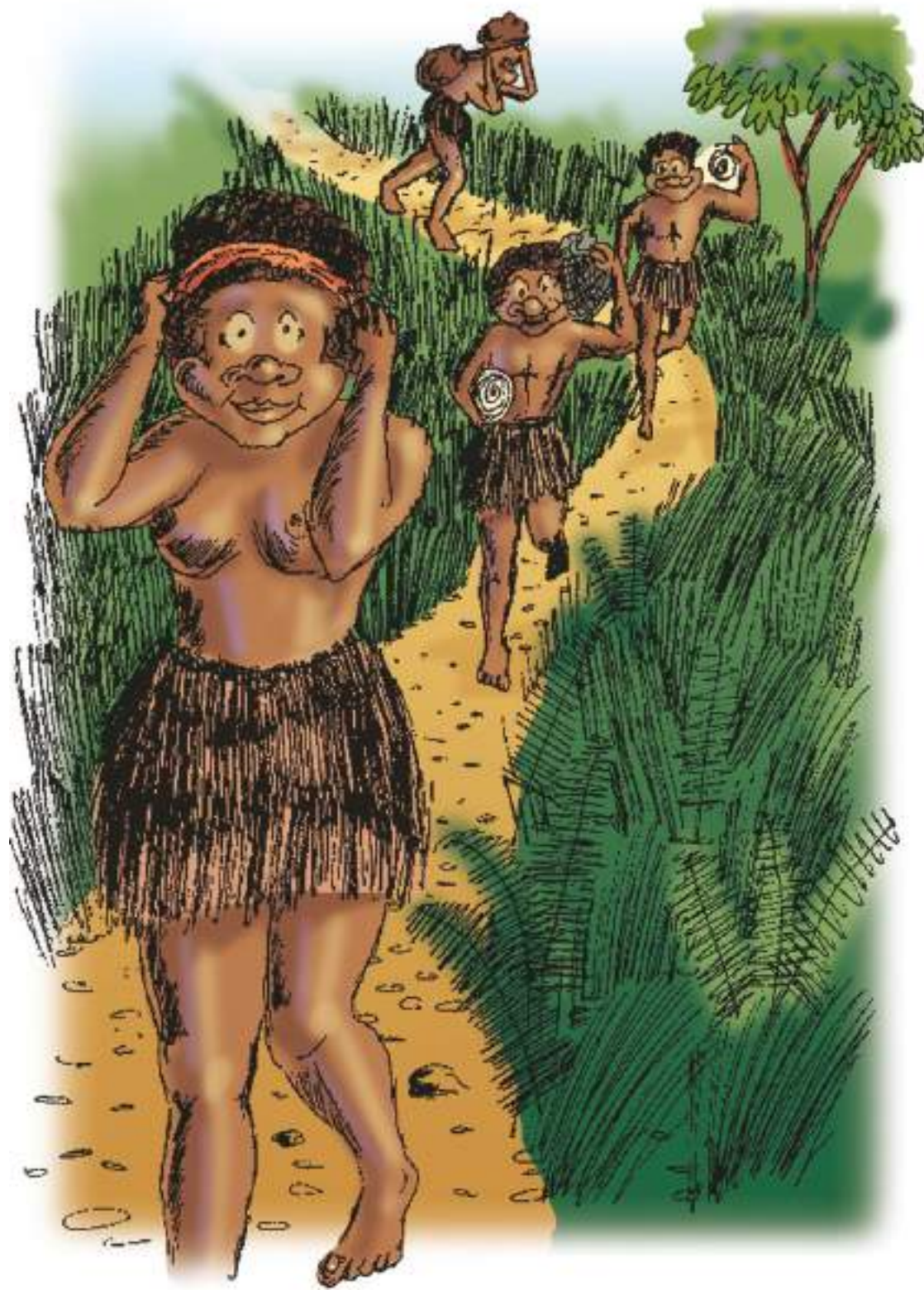
As soon as the chief's son met the chief's daughter they fell in love.





She, too, had a fine big nose kust like him. They fell in love and soon they married.





A wedding feast was arranged and all the people from the village on the mountain came to the village beside the sea. They brought the finest vegetables for the feast, but they left their noses at home.







Text:	<i>The Big Noses</i>
Level:	Year 3
Message:	Hard work gives good results
Discussion focus:	Physical features
Comprehension:	Order of events; completing a cloze
Vocabulary focus:	Positive and negative ways of describing
Print focus:	Speaking marks
Letters and sounds:	Double consonants
Writing opportunity:	Recounting a personal experience

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>Show the book cover and read the title. Ask everyone to look at the noses of people in the classroom. Ask: <i>Does everyone have the same size nose?</i> Discuss ways in which our noses are different and that everyone is different to others in many ways. Ask learners to tell what is unusual about the noses of the people on the cover (the noses are made from vegetables.)</p> <p>Tell the learners: <i>This story is about a chief who had a problem with his people in his village. The story tells about the way that the chief fixed or solved the problem, using big noses.</i></p> <p>Now open the book and look at the pictures. Ask the learners to look carefully and discuss what is happening on each page. If there are any words on that page that you know will be difficult for learners, tell them the words and meanings as you go to that page.</p>	V/P	3.4.1.1 3.3.2.1
<p><u>Read the story: Listening and watching</u></p> <p>Read in clear English the first part of the story to p. 9 then stop.</p>	E	
<p><u>Review the story: Understanding the story</u></p> <p>Return to the start of the book and as you turn the pages, ask learners to retell what happened at each part of the story so far. Listen to see that they understand that is happening. Focus on any words that were new. Ask the learners why they thought the chief's wife was unhappy about the baby's big nose. Ask them to find the words on p. 5 that tell why.</p>	V/P + E	3.4.2.3
<p><u>Responding to the story: Talking by the learners</u></p> <p>Ask the learners: <i>Why might people laugh about the baby's big nose?</i> Choose some learners to share their ideas and answers with the whole class. Pose the question: <i>Is it OK to laugh at people's noses? Or other body features?</i></p>	V/P + E	3.3.2.1 3.6.1.4
<p><u>Close Reading: orientation</u></p> <p>Do a close reading of pp. 2 &amp; 3. Discuss how this tells us the <i>Who? What? Where? When?</i> and the problem of the story. This is the orientation for the rest of the book.</p>	E	3.4.2.3 3.4.3.6
<p><u>Focus on Vocabulary: positive/negative description</u></p> <p>Look at p. 3. Ask the learners to locate any words that tell us about the Chief. They should find <i>wise, good, was loved, was respected</i>. Ask: <i>Is the writer being positive or negative about the chief?</i> Now look at how the writer describes the people (<i>lazy</i>). Now work the book with the learners and ask them to look for any other positive or negative words that are used (don't go past p. 9!).</p> <p>Ask learners to consider how to describe some objects or people in negative and positive ways: eg. <i>The lazy boy....The hardworking boy. The clever learner....The ignorant learner.</i></p> <p>Help the learners to think of some pairs of descriptions. Write some in their exercise books and later share with the class.</p>	E + V/P	3.4.1.5 3.4.3.6

<p>Day 2</p> <p><u>Modelled Reading Part 2</u></p> <p><u>Revising and completing the book</u></p> <p>Review the previous day's reading by showing the pictures from each page and asking the learners to retell what has happened so far. Confirm and elaborate on learners' answers where needed.</p> <p>Tell the learners: <i>In the next part of this story, something happens to the people and they change from being lazy. Listen to find why that happens.</i> Read pp. 10 to 16. Discuss what changes took place in the story.</p>	E	3.4.1.1 3.3.2.1
<p><u>Review the story: Understanding the story</u></p> <p>Review the story and what happened: <i>Why did the people start working harder? How was this a good thing for the community? How did you feel about the ending of the story?</i></p>	V/P + E	3.4.2.3
<p><u>Responding to the story: Talking by the learners</u></p> <p>Help the learners reflect of what this story says about communities. <i>Is it important for communities to work hard? What happens when they don't?</i> Link the discussion back to what happened for the people in the story.</p>	V/P + E	3.3.2.3 3.6.1.4



ACTIVITIES	LANG.	SYLLABUS
<u>Close Reading</u> Give a small copy of the book to all learners. Do a close reading of pp. 11 and 12. The focus is on when, what happened, why, who and where. Link this to cause and effect: working harder/bigger vegetables.	E	3.4.2.5
<u>Focus on Letters and Sounds: double consonants</u> <i>Preparation:</i> Make 2 lists of words on the board or a chart. One list has words from the text with single letter words, and the other with double consonants. Ask the learners to look carefully at these words: what do they notice about the lists. They should see that List 2 has double consonants. <div><div>nose</div><div>baby</div><div>wife</div><div>wanted</div><div>village</div><div>better</div><div>little</div><div>unhappy</div></div> Focus on List 2 now. Note this about the words: the vowel BEFORE the double letters is short/makes the letter's sound: <i>village</i> , <i>better</i> , <i>little</i> , <i>unhappy</i> . This is an important rule in English to know. Learners now continue looking through this and other books that have been reading in class to locate other examples. Make a class word bank of these words. Learners can add to this during the week. It is a good idea to take some time during the week to review the words and discuss ones that cause problem in writing. Learners can use this list in their own writing.	E + V/P	3.4.3.1
<u>Day 3</u> <u>Shared reading: Revisiting the story</u> Review the main events in the book. Learners read along silently as you read. On some pages, cover a word and ask learners to say what they think the word is.	E	3.4.2.4
<u>Comprehension: order of events</u> <i>Preparation:</i> Make cards or paper strips with the story events summarised <div><div>the people were lazy</div><div>chief's wife had a baby</div><div>the people made noses</div><div>people started working harder</div><div>the son grew up</div><div>the son fell in love with a woman on the coast</div><div>the woman had a big nose, too</div></div> Display the strips or cards, but not in correct order. Guide learners to put the events in order. This activity could be done by individual learners or pairs to extend learners with higher level skills. Learners should use the book to help them with this activity.	E + V/P	3.4.2.3
<u>Focus on print: Locating speech using speech marks</u> Focus on the pages that have speaking. Learners look at these pages to find the words actually being said and say them out loud, trying to sound like the character. Now learners can think about how to act out the story using the speech. The teacher reads the narrative section, and learners take on the speaking roles. Perhaps the learners could make up some dialogue for pages such as pp. 3, 8 & 9.	E + V/P	3.4.3.11 3.6.1.8
<u>Day 4</u> <u>Shared reading: Revisiting the story</u> Hand out small books. Read a page from the big book and then get a volunteer to read the next page. Continue until the whole book is read, teacher and learners taking turns.	E	3.4.2.4
<u>Comprehension: completing a cloze</u> <i>Preparation:</i> Copy the short cloze exercise from the bottom of this page onto a chart (or the board). Ask learners to work together to decide how to fill in the blanks. There may be more than one word that will make sense. Give learners about 15 minutes to try themselves and then talk about the answers with the class. Encourage other words that might fit into the passage.	E + V/P	3.4.3.9
<u>Day 5</u> <u>Independent Reading</u> Give out the small books. Learners read the book quietly to a partner.	E	3.6.1.1



ACTIVITIES	LANG.	SYLLABUS
<p><b>Guided Writing: Personal recount</b></p> <p>Talk to the class about how the people’s hard work made them better gardeners and the benefit to the community. Ask learners to think about and suggest a time when they worked hard to achieve a benefit for themselves, their family or community. Tell a story from your own experience of hard work, the resulting good outcome and how it made you feel.</p> <p>Write these questions on the board:</p> <ul style="list-style-type: none"><li>• What do I do?</li><li>• Why did I do it?</li><li>• Where did it happen?</li><li>• How did it happen?</li><li>• What was the result?</li><li>• How did I feel?</li></ul> <p>Ask the learners to answer the questions from the teacher’s story (the one you just told them). Show that this is a good way to write about an experience and plan the how to write it.</p> <p>Learners tell each other their own example using the questions: one person can ask the question and the other person answers. This will remind learners NOT to write the question, just the answers.</p> <p>Learners write their own story in their books. You should move around and help learners as they write. Later give learners time to share their stories in groups.</p>	<b>E + V/P</b>	3.7.1.1 3.7.2.4

Cloze passage:

Once there was a village full of ____ who were lazy. Their chief was not ____ about them. This changed when the ____ told everyone that they should have big ____ like the people who lived near the _____. Really, he told them this because his ____ had a very big nose. The people put ____ on their own noses to obey the _____. They also began to work hard to grow bigger _____.
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