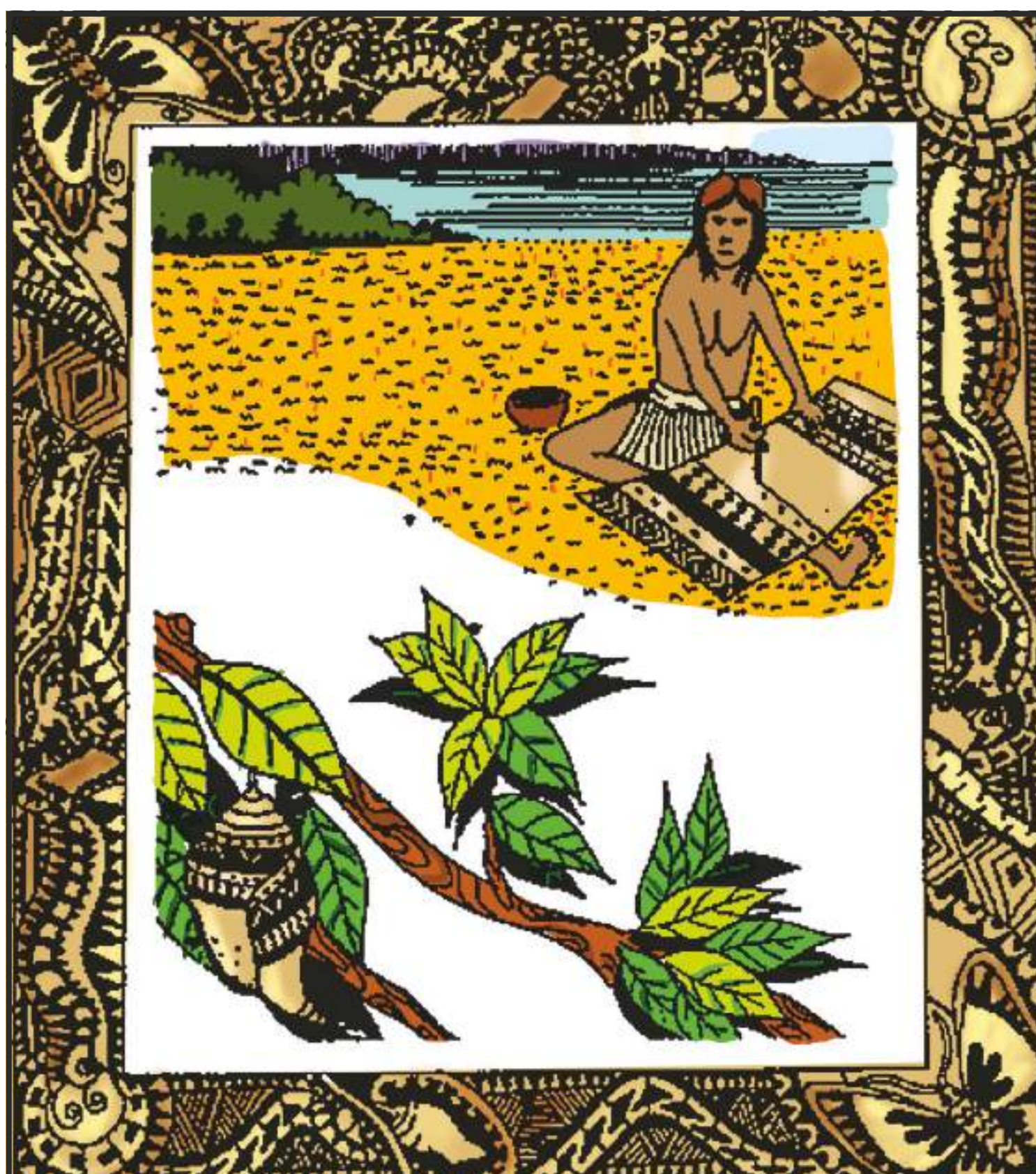


# The Tapa Cocoon



By Linda Puia  
Pictures by Kisey Mae



Nguzu Nguzu Reading Books

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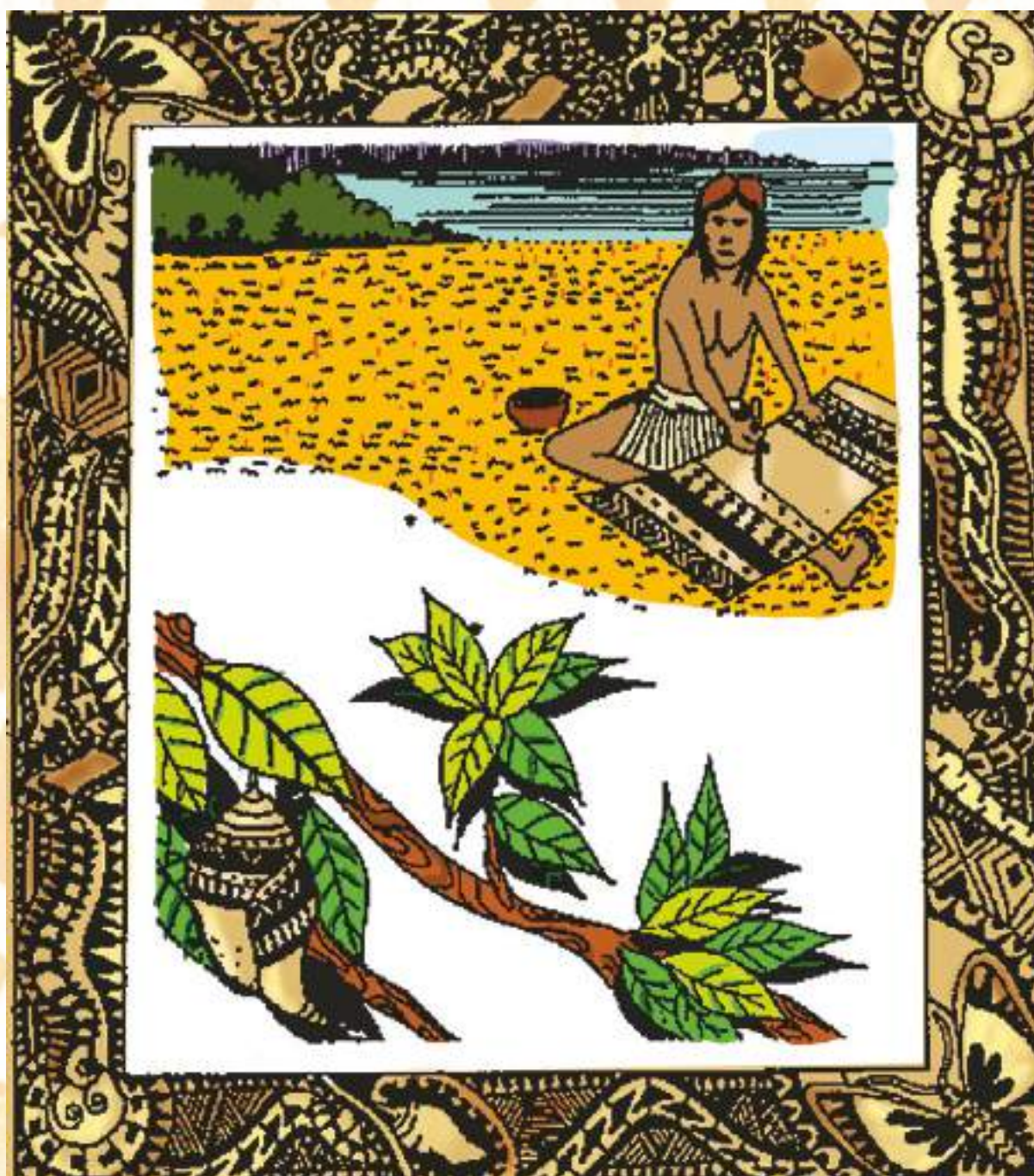
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# The Tapa Cocoon



By Linda Puia  
Pictures by Kisey Mae





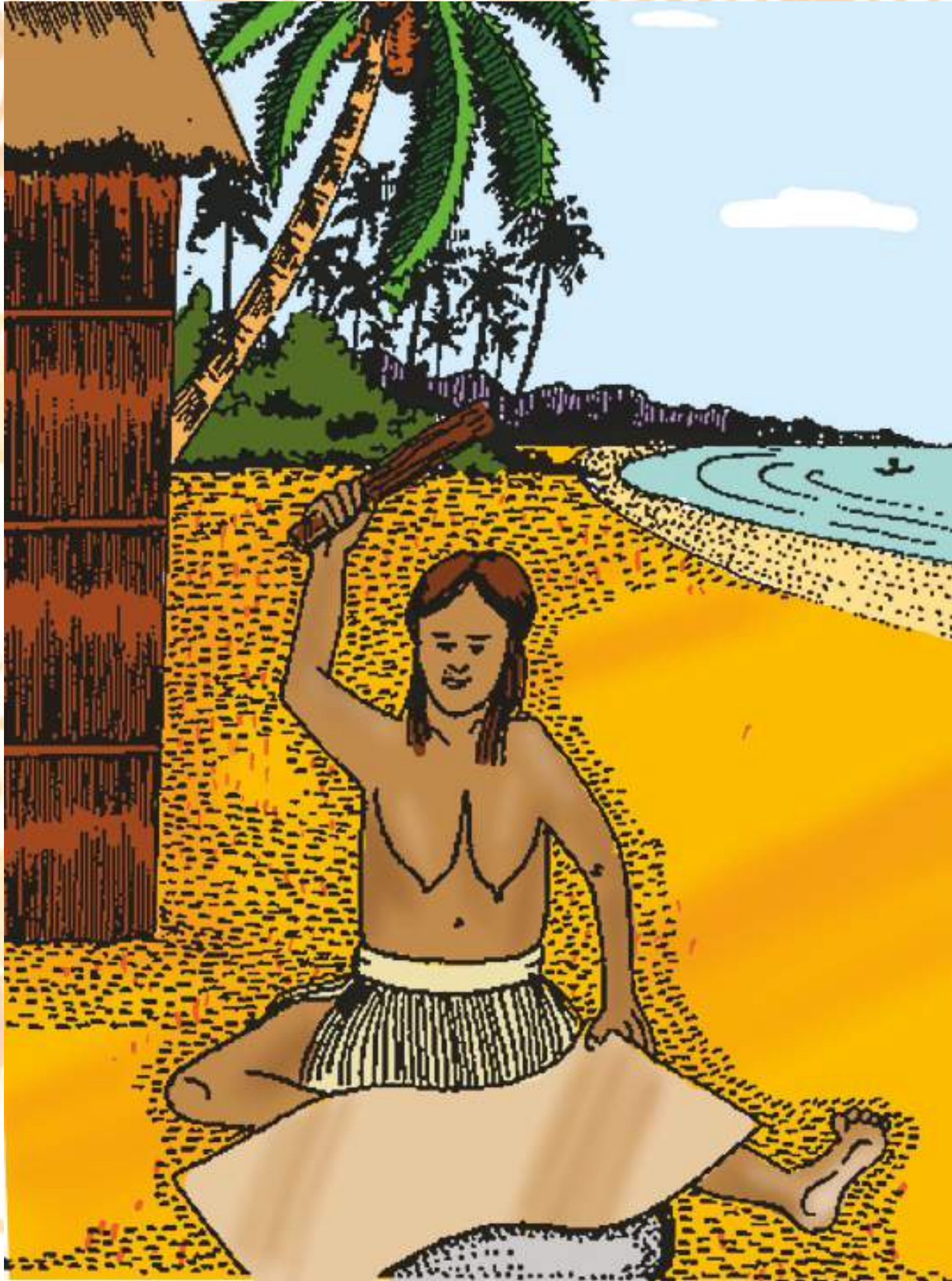
Once upon a time, in Renbel Province, an old woman went into the forest to look for a mulberry tree to make tapa cloth. She saw many trees, but she passed them all by as she looked for the perfect tree.





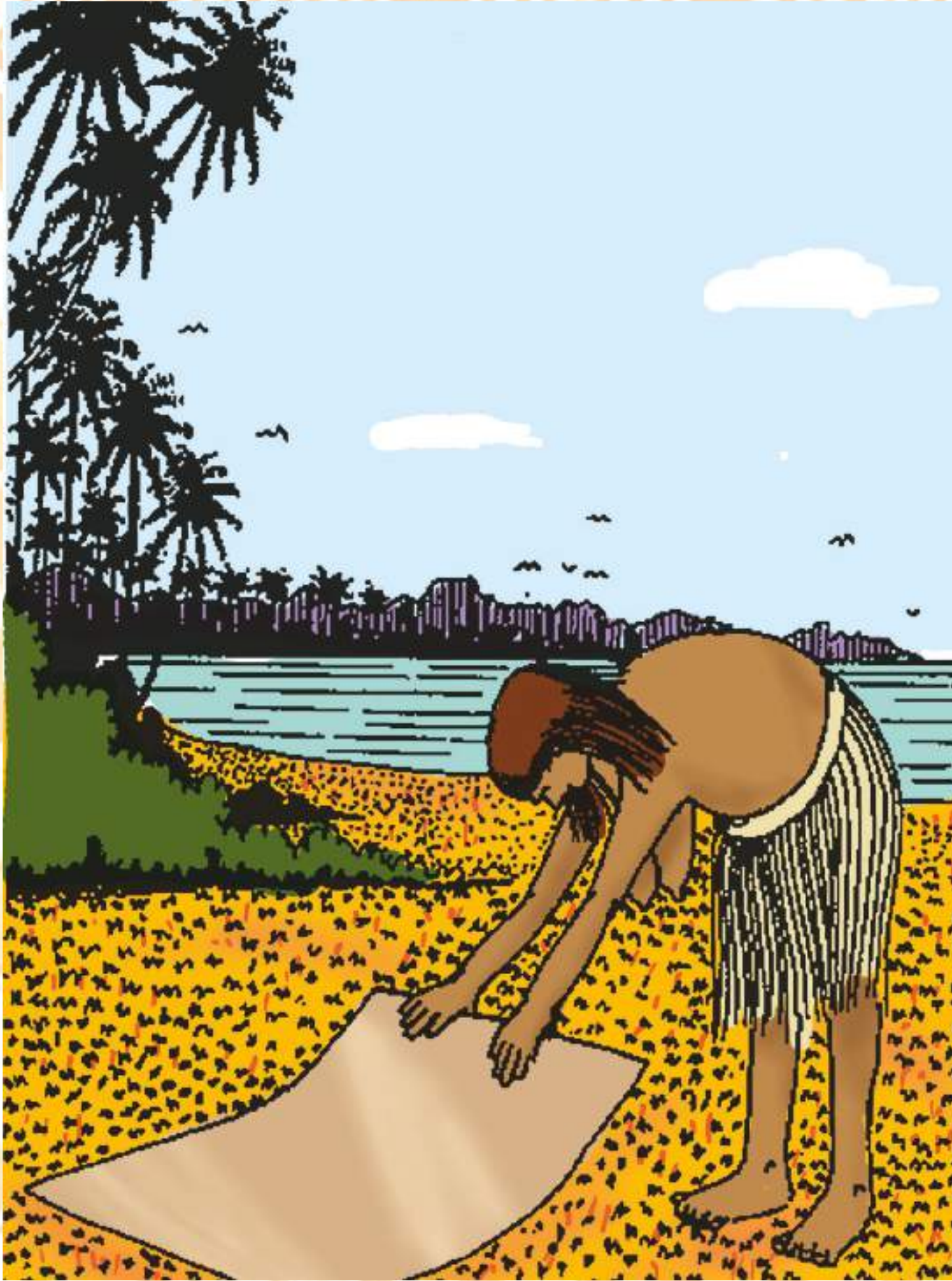
At last she found a suitable tree. Its bark was perfectly smooth and undamaged. She carefully cut the bark with a sharp knife. She peeled the bark from the tree, rolled it up and carried it back to her house.





She laid out the bark on a large, flat rock and she began to beat it with a heavy stick. She beat and she beat until the bark was as soft as fur and as smooth as skin.





It was now a tapa cloth cloth, but smoother and finer than any tapa cloth had ever been before. The old woman spread the tapa cloth on the grass to dry in the hot sun.





The next day she took out a pot of black charcoal dye and began to draw patterns on the cloth.





During this time, a caterpillar had been sitting on a nearby tree, watching the old lady. The caterpillar was shivering with cold. Soon it would die, just as all caterpillars did at that time.





When the old lady went to her garden, the caterpillar crawled down to the tapa cloth. It tore off a small piece from the corner and put it on. The caterpillar felt warm in its tapa coat.





It crawled back into the tree and wrapped the tapa around its body. In this warm and soft cocoon, the caterpillar fell asleep.





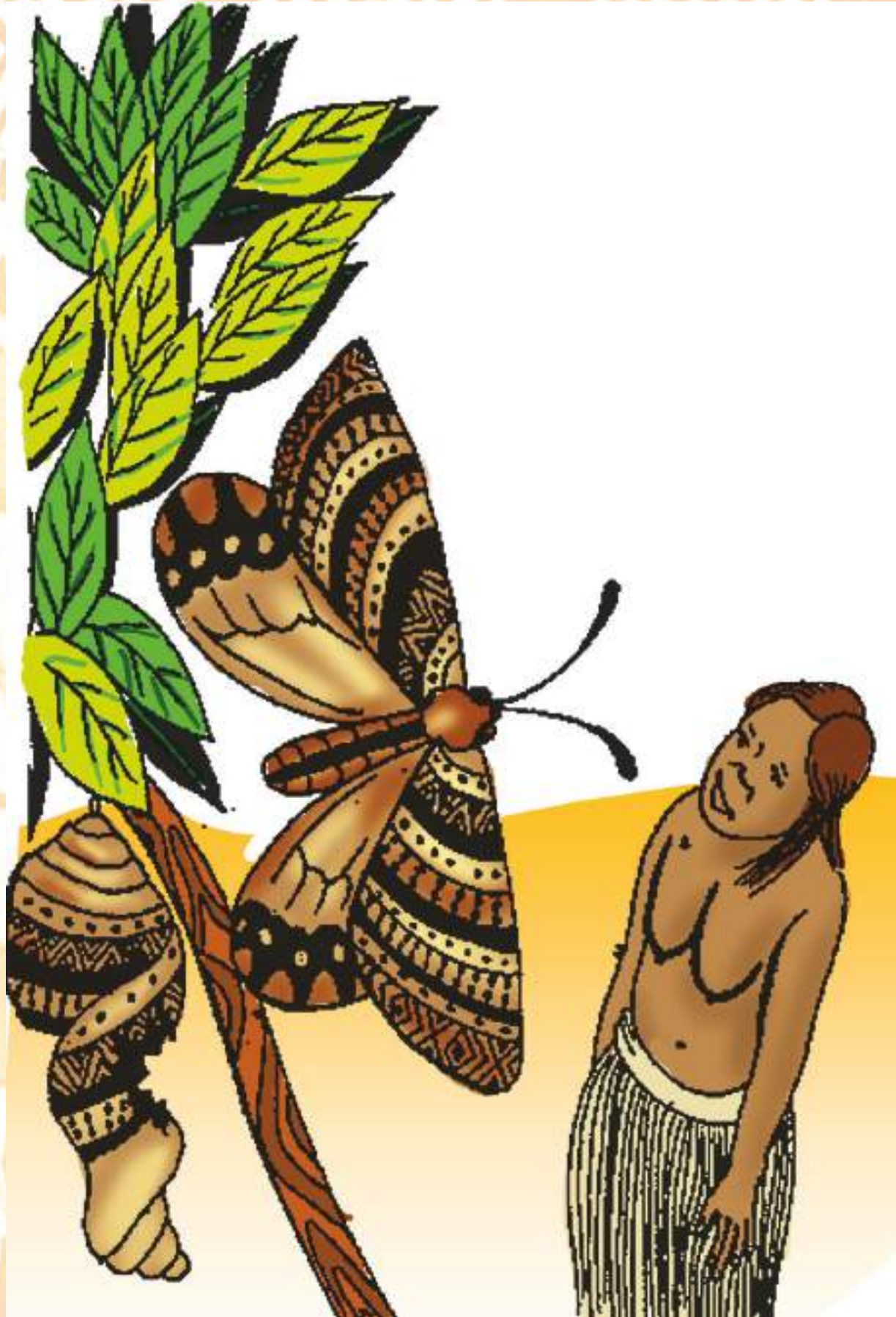
The old woman continued drawing her designs and patterns, while the caterpillar slept in its cocoon. For three weeks the old woman drew and the caterpillar slept.





On the day when the old woman finished drawing her patterns on the tapa cloth, the caterpillar woke up.





The caterpillar had changed into a beautiful moth. Across the moth's wings were the beautiful patterns from the tapa cloth. The moth flew down to the woman and thanked her for the tapa cloth.





From that day on, every caterpillar  
has slept in a warm cocoon and  
they have all grown up to become  
beautiful moths.



Text:	<i>The Tapa Cocoon</i>
Level:	Year 3
Message	Legends tell us about natural phenomena
Discussion focus:	Things that change
Comprehension:	Two stories in one; sequencing
Vocabulary focus:	Prepositions for time;comparatives
Letters and sounds:	er and oo
Writing opportunity:	Summarising the story

ACTIVITIES	LANG.	SYLLABUS
<p>Day 1</p> <p><u>Modelled Reading</u></p> <p><u>Set the context: Talking with learners</u></p> <p>Tell learners: <i>This story is called The Tapa Cocoon and it is about a woman who works hard to create a beautiful tapa cloth.</i></p> <p>Show the learners the cover and identify the tapa cloth that the woman is painting. Check that learners are aware of tapa and how it is made. Talk about the process and if they have seen this.</p> <p>Note that there is a cocoon in the picture and that the outside looks like the tapa cloth. Ask the learners to think about how these might be connected: they can give some ideas. You DON'T need to say if they are correct, just ask for ideas and encourage thinking.</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. Introduce any words you think are new in English.</p>	V/P	3.4.1.1 3.3.2.1
<p><u>Read the story: Listening and watching</u></p> <p>Read the story clear English with expression. On p. 12 emphasise the word <i>beautiful</i> to add emotion to the text.</p>	E	
<p><u>Review the story: Understanding the story</u></p> <p>Turn through each page of the book and ensure that learners have an understanding of the story. Ensure learners notice the introduction of the caterpillar on p. 7. Ensure learners understand that from this point on the caterpillar and the tapa cloth both go through changes at the same time to become beautiful things. On p. 10 ask learners <i>What is happening to the caterpillar while it is sleeping in its cocoon?</i></p>	V/P + E	3.4.2.3
<p><u>Responding to the story: Talking by the learners</u></p> <p>Ask learners <i>Have you ever worked hard to create something? Was it worth the hard work?</i> Let the learners describe these experiences</p>	V/P + E	3.6.1.4 3.3.1.1
<p><u>Close Reading: descriptive language</u></p> <p>Do a close reading of pp. 4 and 5. Focus on how descriptive language allows you to picture what is happening in your mind. Get the learners to try and picture what is happening in their mind without looking at the pictures. Ensure learners can identify describing words/adjectives.</p>	E	3.4.2.5 3.4.3.6
<p><u>Focus on Vocabulary: Comparatives, -er</u></p> <p>Give learners copies of the small books. Focus on p. 4. Ask the learners: <i>Can you see any words on this page that are nearly the same word, but they have changed a little bit? The word might have grown and have a few more letters.</i> Write the words that learners suggest on the board and discuss their suggestions. Help direct learners to the words <i>smooth</i> and <i>smoother</i> from the text. Tell learners: <i>Sometimes words that describe an object or actions can have an er added to the end. This lets you compare two things or actions. These are called comparatives.</i></p> <p>Use <i>smooth</i> and <i>smoother</i> to discuss examples of different ways comparatives can be used. Emphasise that <i>er</i> is added to a word to describe that it has more of a quality. Some examples could include;</p> <p style="padding-left: 40px;"><i>The floor is smooth. The desk is smoother.</i>  <i>The people had a smooth ride on the truck, but it was smoother flying in the plane..</i>  <i>The water was smooth on the morning. It became smoother in the afternoon.</i></p> <p>Turn the pages of the book to find other words to describe: <i>hard, hot, cold</i>. Add <i>er</i> to these words to make pairs: <i>cold/colder</i>. With <i>hot</i> you will need to note that you need <i>tt</i>. Make pairs that are not in the book.</p> <p>Use this sentence model to make up sentences, using <i>but</i>: <i>My house is hot, but the sun is hotter; My book is new, but his book is newer. My _____ is _____, but _____ is _____er.</i></p> <p>Write some comparative sentences in their books.</p> <p>Memory game: see below for game to play</p>	E + V/P	3.4.3.2 3.4.3.3 3.7.2.4



ACTIVITIES	LANG.	SYLLABUS
<p>Day 2</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask learners to retell the books events as you turn the pages. Ensure the learners remember the words <i>smooth, smoother, caterpillar, cocoon and finer</i>. Read the book to the learners, asking for learners to read any part they understand.</p>	<b>V/P + E</b>	3.4.2.3
<p><u>Focus on Vocabulary: Comparatives with various endings</u></p> <p>Prompt learners to recall the previous lesson on comparatives. Ask learners: <i>Can you remember and words from the last lesson that we can add ed to make them compare things?</i> Write up or show cards with describing words and ask for the comparative/er word to match.</p> <p>Write up these words on the board:</p> <p><i>little            big</i> <i>cold            heavy</i></p> <p>Show the learners (tell and write an example):</p> <ul style="list-style-type: none"><li>• When the word ends in <i>e</i>, just add <i>r</i> (<i>true = truer</i>)</li><li>• When it end in 2 consonants, add <i>er</i> (<i>cold = colder</i>)</li><li>• When it ends in only 1 consonant, add another and then <i>er</i> (<i>hot = hotter</i>)</li><li>• When it ends in <i>y</i>, change <i>y</i> to <i>i</i> and add <i>er</i> (<i>happy = happier</i>)</li></ul> <p>Use this list of words and ask learners to decided as a class what to do to make into a comparative:</p> <p><i>hungry            long            short            shiny            fine            thin</i> <i>fat            silly            blue            soft            pretty            crazy</i></p> <p>Learners write the pairs of words in their books</p> <p>Ask learners to go through other book and find words where they can make a comparative pair for and make a list in their books. If you played Memory, add these to the list. OR, put the first word on a card and the learners must give the matching word and spell it out for their group. Make sure they are using the rules from this lesson.</p>	<b>E + V/P</b>	3.4.3.2 3.4.3.3
<p><u>Focus on Spelling: trick words</u></p> <p>Write these words up for learners to consider: <i>caterpillar, cocoon, tapa, wrapped, mulberry, suitable, charcoal, patterns, beautiful</i>.</p> <p>Learners first find these words in the books and look at how they have been used. Ensure that learners understand the words in English: there may be local ways of saying these words to help them with the meaning. Now look at the spelling and what makes them tricky. Note the parts that are hard, eg. <i>caterpillar</i>. Practice the spelling strategy with a partner, by looking, saying, covering, saying, spelling and checking these words.</p>	<b>E + V/P</b>	3.4.3.2 3.4.3.3

Day 3 <u>Shared reading: Revisiting the story</u> Review the book asking learners to recall the next event that happens in the book. Ask for volunteers to read a page as you go through and read the rest to the class.	E + V/P	3.6.1.1 3.4.2.4																										
<u>Close Reading</u> Do a close reading of the last page of the book. Summarise: this shows us how everything finishes in the story.	E + V/P	3.4.2.5																										
<u>Comprehension: understanding two stories in one</u> Draw a set of boxes along the board, then make a second set beneath. In the first box write <i>The woman's story</i> and in the second row write <i>The caterpillar's story</i> . <table><tr><td><i>The woman's story</i></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td><i>The caterpillar's story</i></td><td></td><td></td><td></td><td></td><td></td></tr></table> Ask the learners to look through their books and say what happened to the woman and write an event in each box next to her name. Note when we meet the caterpillar and that now we can see 2 stories. Add what was happening to the woman and the caterpillar for the rest of the story: <table><tr><td><i>The woman's story</i></td><td>Goes looking for bark</td><td>Makes tapa cloth</td><td>Starts painting</td><td>Goes away</td><td>Paints</td><td>...</td></tr><tr><td><i>The caterpillar's story</i></td><td></td><td>Cold and shivering</td><td>Watches the woman</td><td>Takes tapa cloth, wraps up warm</td><td>Sleeps</td><td>...</td></tr></table> Continue with the events showing the 2 stories in one book. Learners could make this in their books and illustrate.	<i>The woman's story</i>						<i>The caterpillar's story</i>						<i>The woman's story</i>	Goes looking for bark	Makes tapa cloth	Starts painting	Goes away	Paints	...	<i>The caterpillar's story</i>		Cold and shivering	Watches the woman	Takes tapa cloth, wraps up warm	Sleeps	...	E + V/P	3.4.2.3 3.4.2.5 3.8.1.4
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ACTIVITIES	LANG.	SYLLABUS
Day 4 <u>Shared reading: Revisiting the story</u> 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.	E	3.4.2.4
Comprehension: Sequencing <i>Preparation:</i> From the previous day's activities, write the events for the woman and the caterpillar on cards. Learners have small copies of the books. Put the cards on the floor or on display, mixed up. Learners use the books to decide the order of the events and which character the events belong to: the woman or the caterpillar. In pairs, learners ask each other: <i>What happened before...? What happened after....</i> using the events on the cards to help make the sentences. Eg. <i>What happened before the woman beat the bark? What happened after the caterpillar made a cocoon?</i>	E + V/P	3.4.2.3 3.4.2.5 3.7.1.1

Day 5 <u>Independent Reading</u> Distribute small books and ask learners to read the story to each other or independently.	E	3.4.2.4
Shared/Guided Writing: time words to organise the story writing Ask learners to recall the activities looking at the order that things happened in the story. Focus on ways that the events can be told over time using time markers: <i>then, next, after that</i> . Check the book for ways that this was done in the story. As a class (Shared Writing), ask the learners to use the events from the boxes that they completed into sentences, using ways to tell the time order: eg. <b><i>Once upon a time</i></b> , an old lady decided to make a tapa cloth. <b><i>First</i></b> she had to find a suitable tree. <b><i>Then</i></b> she cut off the bark and took it home. <b><i>After that</i></b> she beat the bark with a stick until it was smooth. <b><i>Then</i></b> she left it to dry. <b><i>Over the next</i></b> three weeks she painted the tapa cloth Then do the same for the caterpillar in pairs (Guided Writing). Provide learners with the time markers and get them to describe the actions in their own words. <b><i>During this time.....</i></b> <b><i>First....</i></b> <b><i>Then.....</i></b> <b><i>After that....</i></b> <b><i>Finally....</i></b> The pairs might like to read out their stories: encourage learners to read out stories that are different, NOT ones that are the same!	E + V/P	3.7.1.1 3.7.2.4 3.8.1.8

**Other activities**

**Vocabulary extension** – Teach learners about similes. Use *soft as fur* and *smooth as skin* from page 4 to introduce this concept.

**Comparative Memory Game**

Write as many comparative pairs from the book as you can find onto paper or cardboard. Cut each individual word out. Do not include complex comparatives that uses rules (heavy, heavier) or exceptions (beautiful, more beautiful) as these will be taught in the next lesson. For the first lesson you may like to use *smooth, smoother, soft, softer, hard, harder, black, blacker, fast, faster, smart, smarter, slow, slower, quick, quicker, deep, deeper, steep, steeper, rough, rougher, strong and stronger*.  
Make enough sets of these cards so that each set can be shared between a maximum of 6 learners. These sets will be used in later activities.  
Arrange learners into groups of no more than 6. Get learners find the matching pairs with the words facing up.  
Then teach learners will take turns at playing memory.  
To play memory all of the cards in one set are place on a table with the word facing down. Learners then take turns to flip two cards over. If the cards are a matching comparative pair (eg. *Smooth* and *smoother*) the learner takes the two cards.  
If the cards do not match another learner has a turn to flip two cards over.









# Nguzu Nguzu Stories

Y3007T-17