

Under the Ngali Nut Tree



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Pictures by Rossitta Notere

Nguzu Nguzu Reading Books

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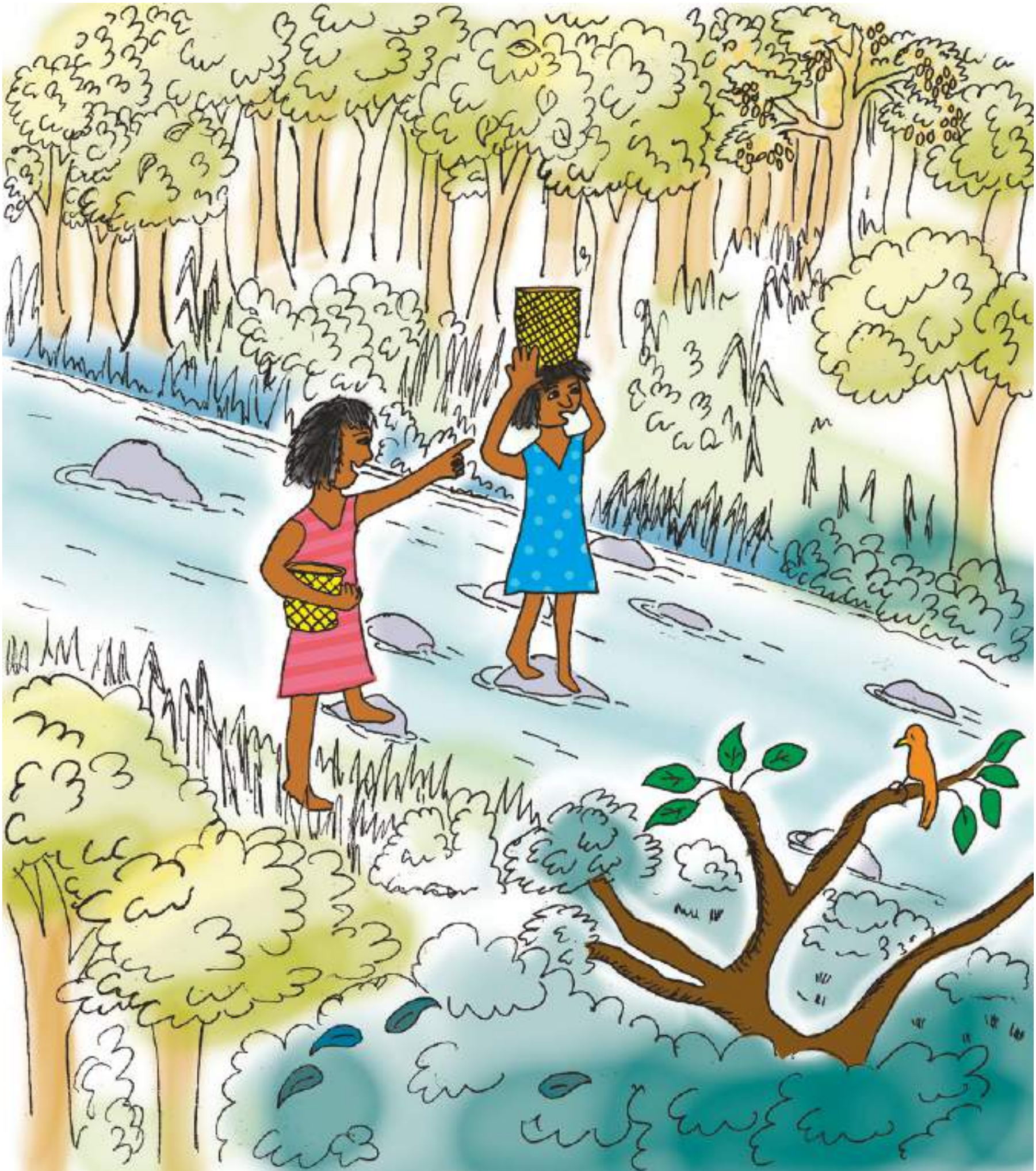
By Nerinda Naqu
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Agnes and her sister Jessica lived on the island of Vella Lavella in Western Province. They were good at searching for ngali nuts in the bush. They knew where the best trees were and would always return with a big basket of nuts for their mother. Their mother ground the nuts to use in puddings and in cabbage soup.



As they got older, Agnes and Jessica became more adventurous. They walked deeper into the bush, looking for more ngali nut trees.



One day, after crossing a stream, they found a large tree with many nuts. They were so pleased to find so many nuts.



Jessica collected the ngali nuts lying on the ground beneath the tree. She used a stone to break the shells. As she cracked open the nuts, the heavy stone banged against something hard under her feet.



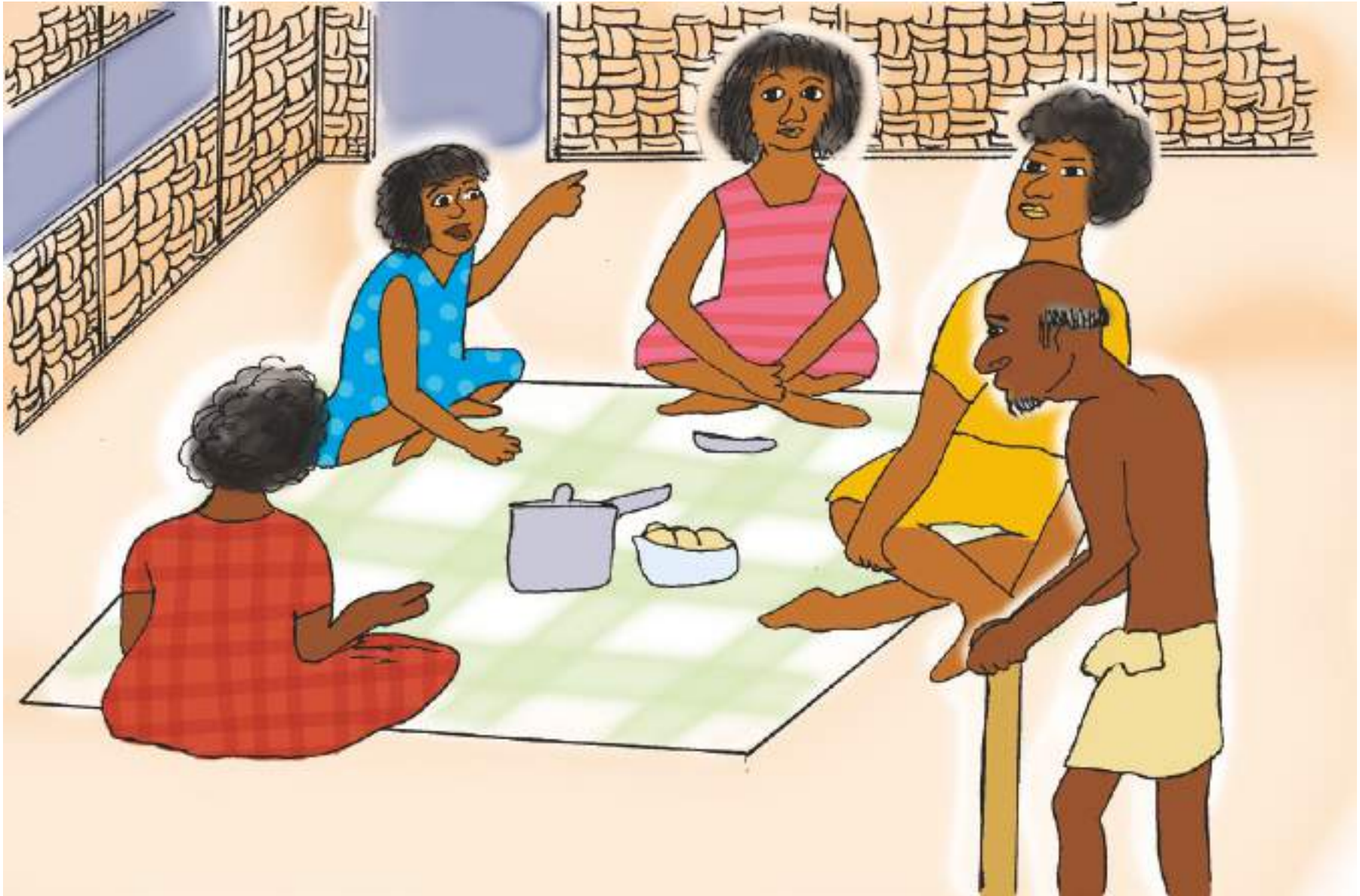
By scraping away the leaves, she found she was standing on a large piece of metal. The two sisters wondered what it was. Agnes brushed away more leaves and plants. The rusty piece of metal was long and narrow. This was not what they expected.



As they looked around among the trees and vines, they found more pieces of metal hidden in the undergrowth. They were very surprised to see this strange structure and wondered what it was.



Soon it was time to return to the village. They picked up their baskets of nuts and set off through the bush.



That evening, Agnes and Jessica told their parents about what they had seen.

"There are lots of pieces of metal lying in the tree," said Agnes, "all rusty and broken."

They carefully described all the different things they had found.



Their grandfather was in the room too. He listened carefully to everything that the two girls said. He was thinking about a time long ago, when he was a young man.

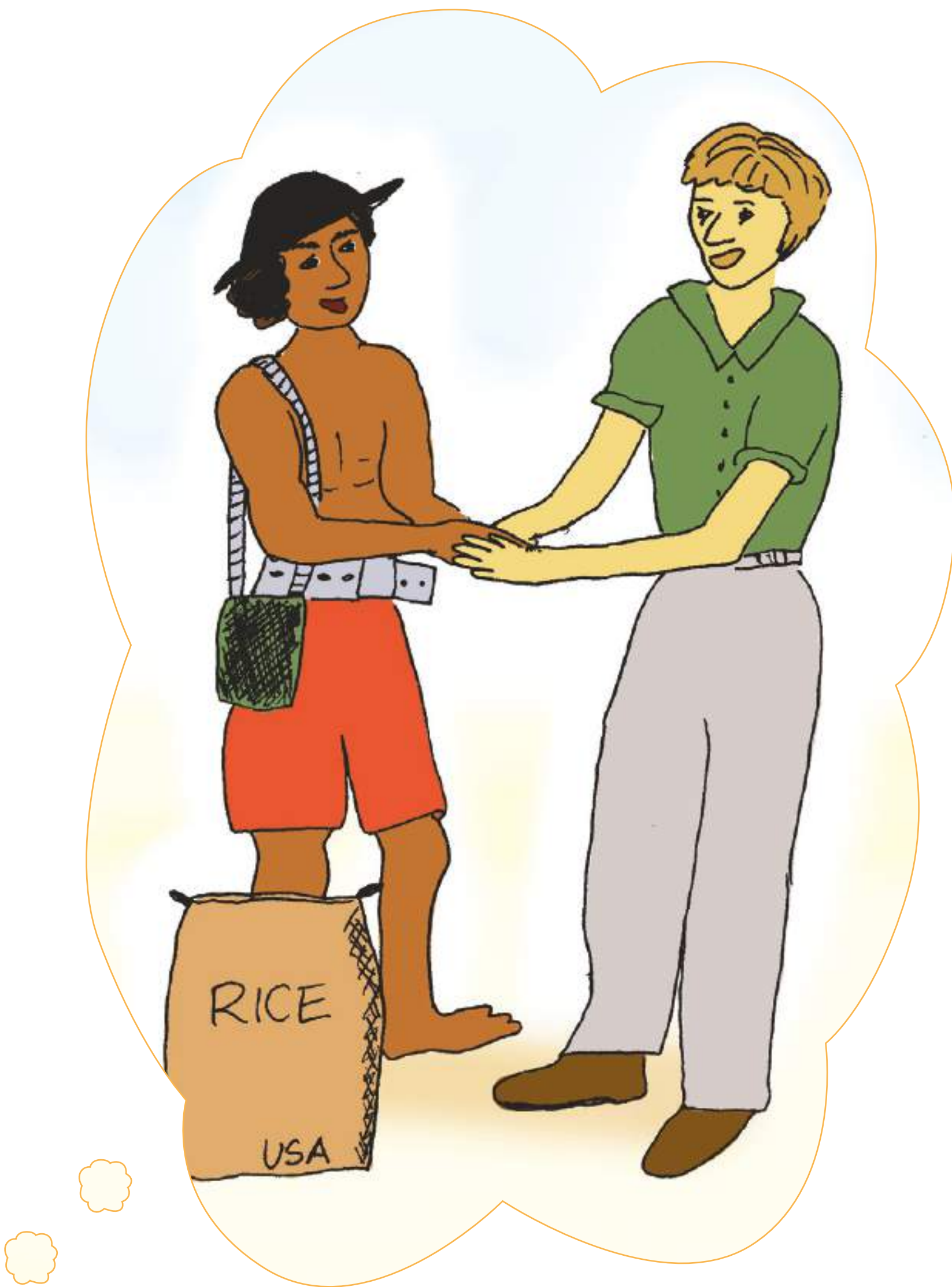
"Will you take me there and show me all these old pieces of metal?" he asked.



The next morning they set off early. Agnes and Jessica led the way through the bush. Grandfather was an old man now and they walked slowly. As they walked, he began telling them a story.



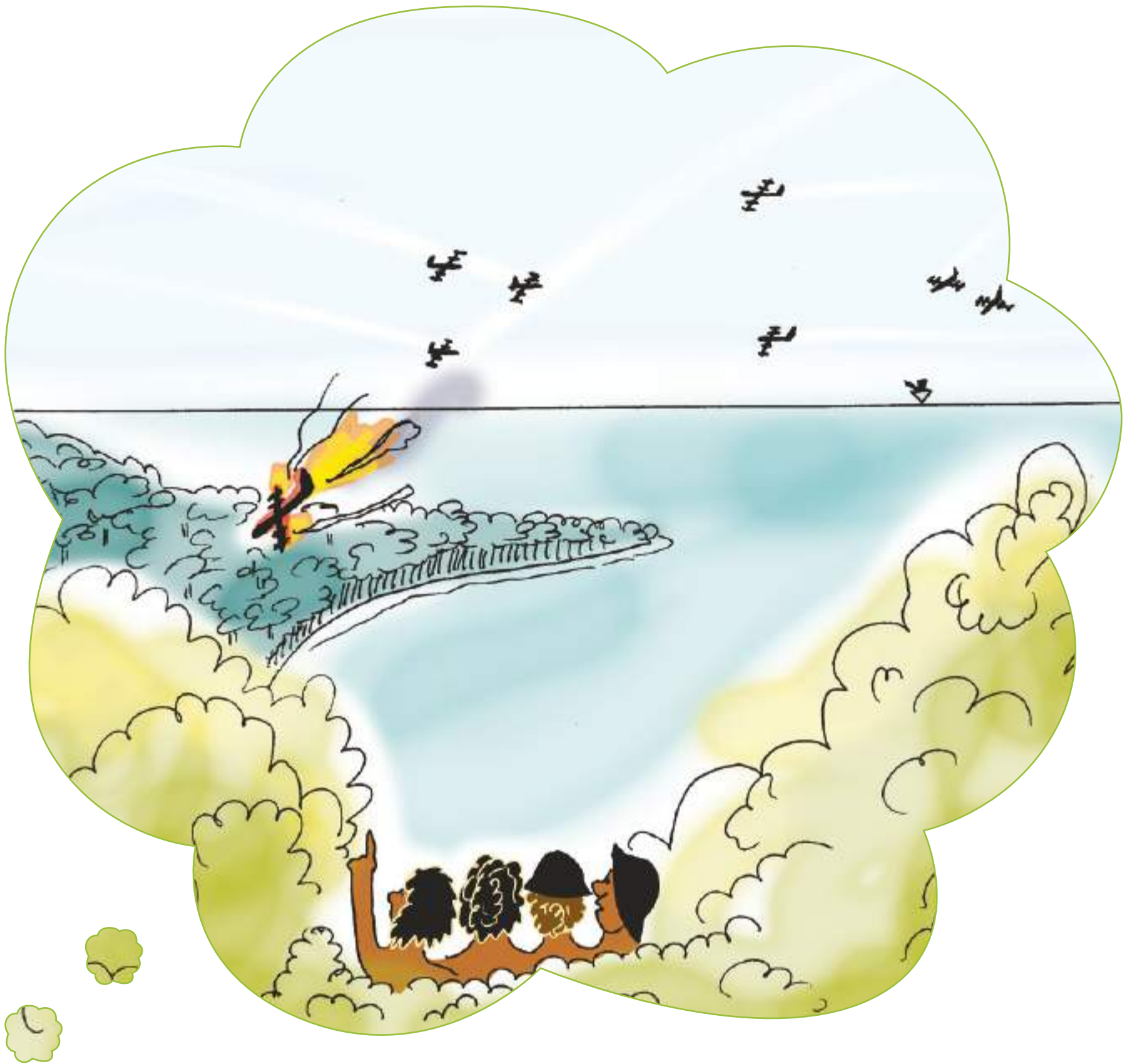
When I was a young man, I worked as a coast watcher for the American soldiers during the war. I kept watch for Japanese aeroplanes and carried messages.



If we rescued an American pilot, we were given a bag of rice to say thank you for your work.



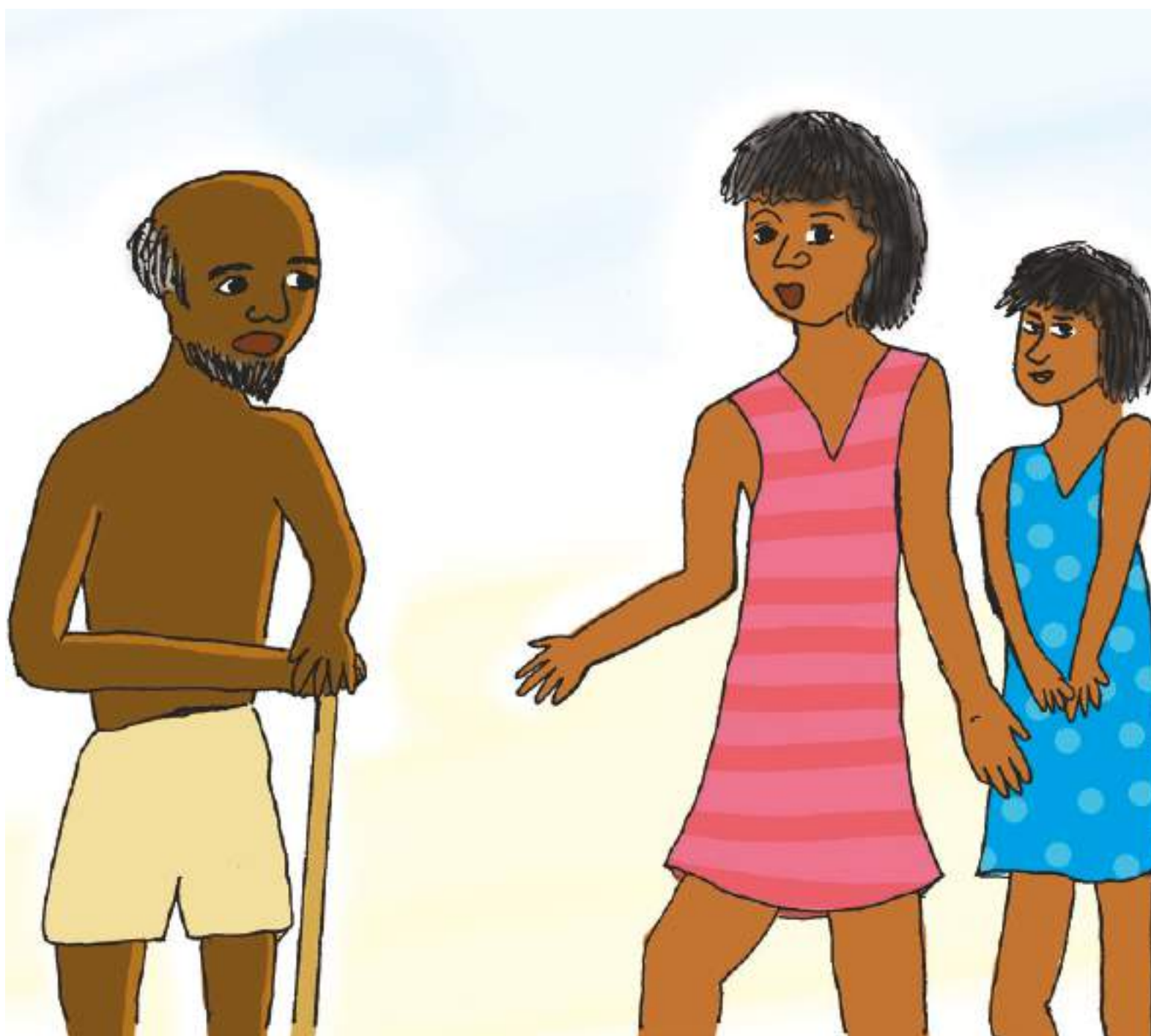
One day in 1943, there was a fierce battle. A Japanese aeroplane crashed into the forest on Vella Lavella.



We saw it fall from the sky and a group of us from the village set off into the bush to look for it.



We searched for two whole days, but we never found it. We wanted to find out how many pilots had survived.



The two girls stopped and looked at Grandfather. Agnes had listened carefully to the old man's story. She thought about all those pieces of metal they had found the day before.

"Do you think we found the Japanese aeroplane?" she asked.

"Let's go and look," said Grandfather.



When they crossed the stream and reached the ngali nut tree, Grandfather looked carefully at all the rusty pieces of metal. He was sure that this was the aeroplane which had crashed more than fifty years before.



That night Grandfather told more stories about his days as a coast watcher. He told them all about huge warships and loud explosions, about the soldiers and the many aeroplanes flying over the island. He told them about how frightening the war had been for the villagers.



"I wonder why you never found that aeroplane," said Jessica. Grandfather smiled. "Perhaps we would have found it," he said, "if we'd been looking for ngali nuts!"

ACTIVITIES	LANG.	SYLLABUS
<p>Day 2</p> <p>Modelled Reading Part 2</p> <p>Revising and completing the book</p> <p>Revise the reading of pp. 2 - 10 from the last lesson. Flip through pp. 2 - 10 getting learners to recall what happens on each page of the book. Get learners to predict what might happen in the rest of the story. Do a book walk for pp. 11 - 20. Show that the words on pp. 12 – 16 are written in italics, which is another way to show speaking. On pp. 12 - 13 show learners that the grandfather is in the pictures as a young man. On p. 19 point out the thought bubble in the picture. Explain to learners that is used like that italics to show that the grandfather is remembering the past. Explain any new vocabulary on each page of the book. Read through pp. 12 - 20 in clear expressive English.</p>	V/P + E	3.4.2.1 3.3.2.1
<p>Review the story: Understanding the story</p> <p>Starting at p. 12 turn through the pages of the book getting learners to discuss what is happening on each page in pairs. Make sure the learners understand that there is a story inside the story when grandfather is talking about the past.</p>	V/P + E	3.6.2.1
<p>Responding to the story: Talking by the learners</p> <p>Think about this story and how grandfather had many memories of when he was a young man. <i>Have any elders told you stories from World War Two? Or stories about when they were small?</i> Get learners to remember a time that an elder in their community told them a story. Ask learners <i>What did you think about this story?</i></p>	V/P + E	3.3.2.3
<p>Focus on Letters and Sounds: <i>cr</i>-</p> <p>Turn to p. 18 and look at the word <i>crashed</i>. Learners to say the sounds in the word slowly, stretching out the sounds. On a card, write <i>c</i> and on another write <i>r</i>. Give the letter to two separate learners and ask them to stand at the front of the room on opposite sides of the class. Get the other learners to read the <i>c</i> and then the <i>r</i>. The two learners holding the letters then need to slowly walk together. As they move together the other learners in the class have to gradually pronounce the two sounds closer and closer together. When the learners holding the two letter meet in the middle of the classroom ensure that the learners are blending the sounds together to make the <i>cr</i> sound.</p> <p>Get learners to go on a word hunt for <i>cr</i> words in any texts that you have available. Get learners to go on a word hunt through the book for <i>cr</i> words (<i>crashed, cracked, scraping, described, crossed.</i>) Get learners to tell you the words they find and put them into a <i>cr</i> chart. Anytime learners find a <i>cr</i> word for the rest of the year they can add the word to the <i>cr</i> chart.</p>	E + V/P	3.4.3.1 3.4.3.2

<p>Day 3</p> <p>Shared reading: Revisiting the story</p> <p>Give learners small copies of the book. Read pp. 2 - 10. 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 reading this way until you reach p. 11.</p>	E	3.4.2.4
<p>Close Reading</p> <p>Do a close reading of p. 19. Summarise: we can understand the action and the reaction to the war for the people in this community.</p>	E	3.4.3.4
<p>Comprehension: chronological order</p> <p><i>Preparation:</i> Write these on strips of paper. Make enough so that you can give a set to each group of learners. (If you make these on card, you can keep them for next year when you use the book again)</p> <p><i>Agnes and Jessica looked for ngali nuts.</i> <i>The grandfather worked as a coastwatcher.</i> <i>The grandfather rescued an American pilot.</i> <i>Agnes and Jessica found pieces of metal.</i> <i>Grandfather was frightened of the explosions.</i> <i>The sisters told their family about the metal.</i> <i>The girls and grandfather looked at the metal.</i> <i>The grandfather saw a Japanese aeroplane crash</i> <i>Grandfather told many stories</i> <i>Grandfather was given a bag of rice</i></p> <p>On the board, write these two headings:</p> <p>Past Present</p> <p>Remind learners that they have read books with past and present in the same book. See if they can remember any (<i>The Tomoko, Canoes</i>). This book also has past and present in the same book. Give the groups of learners a set of strips and ask them to decide if the events are from the past or the present and in what order they happened.</p> <p>As a class, make sure the events are in the correct place.</p> <p>Learners can write the lists in their books and add any other events from the past and the present that they find in the books. They may like to illustrate the past or present events.</p>	E + V/P	3.4.2.5 3.6.1.2

ACTIVITIES	LANG.	SYLLABUS
<p>Day 4</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Give learners small copies of the book. Read p. 11 - 20. Read one page of the story and then get a group of learners to read the next page together. Read the next page and they pick another group of learners to read the next page. Continue reading this way until you reach the end of the book.</p>	E	3.4.3.1 2
<p>Comprehension: Questioning characters</p> <p>Learners pretend that they are working for a Solomon Islands newspaper and have been asked to interview the grandfather from the book about finding the plane. Tell learners to think about some questions that they would like to ask the grandfather and share their thoughts in pairs. Tell learners to remember that the interview should cover <i>what happened, where it happened, who it happened to, when it happened, how it happened</i> and <i>how the grandfather feels</i> about events. Get learners to share their ideas and write up possible questions on the board. After brainstorming some possible questions so a shared writing exercise of ordering and rewriting questions into a suitable order for an interview.</p> <p style="padding-left: 40px;"><i>Hello grandfather, What is your real name? (Who)</i> <i>What did you do in World War Two? (What)</i> <i>When exactly was World War Two? (When)</i> <i>Where were you doing this work? (Where)</i> <i>Did you enjoy doing this work? (Feel)</i></p> <p style="padding-left: 40px;"><i>Can you tell us about the aeroplane that went missing during this time?(What happened)</i> <i>Recently somebody found the plane. Who found the plane? (Who)</i> <i>How did they find the plane?(How)</i> <i>How did you feel to finally know what happened to the plane?(feel)</i></p> <p>Learners now ask each other the questions and see if they can answer them from the what they have read in the book. Ask learners <i>could you answer every question?(No) Which question isn't answered in the book?(What is the grandfathers name?)</i> Discuss the answers for each question with learners. This as an oral activity.</p>	E + V/P	3.6.2.3 3.6.2.3 3.5.2.1 3.7.1.2

<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 to a friend.</p>	E	3.4.2.4 3.6.1.1
<p><u>Guided Writing: Interview elder and retell story in written language</u></p> <p>Recall the last lesson interview questions from the last lesson. Revise the use of <i>who, what, where, when</i> and <i>how you felt</i> as the questions.</p> <p>For writing, the learners can either write up the interview that you rehearsed yesterday, pretending that grandfather gave the interview, or,</p> <p>invite a guest speaker to come and talk about something that happened in the past (it doesn't have to be about the war). The learners can ask the questions and note the answers.</p> <p>Later they can write this into a recount of the experience.</p>	E + V/P	3.8.1.4 3.8.1.5

Extension

- 1) Get learners to conduct their interview with an elder using their questions. This could be homework. Learners can share their findings with the class.
- 2) Focus on WWII vocabulary. Get learners to conduct a word find in the book to pick out WWII vocabulary.

Information about World War 2. Teacher might like to do their own research.

The **Solomon Islands campaign** was a major campaign of the Pacific War of World War II. The campaign began with Japanese landings and occupation of several areas in the British Solomon Islands and Bougainville, in the Territory of New Guinea, during the first six months of 1942. The Japanese occupied these locations and began the construction of several naval and air bases with the goals of protecting the Japanese offensive in New Guinea, establishing a security barrier for the major Japanese base at Rabaul in PNG, and providing bases to interrupt the Allies. The Allies were the troops of USA, Australia and New Zealand. The Japanese landed on Guadalcanal on 7 August 1942 and then other islands, on and around New Georgia in Western Province. There was much fighting between the Japanese and the Allies. The fighting continued on land, on sea, and in the air, and eventually the Allies beat the Japanese in 1943.

Many places in Solomon Islands have names from the battles (*Ironbottom Sound, The Slot*) and there are still many machines and vehicles left in the bush and under the water that the Japanese and the Allies left behind.

Adapted from https://en.wikipedia.org/wiki/Solomon_Islands_campaign 30 September 2015

