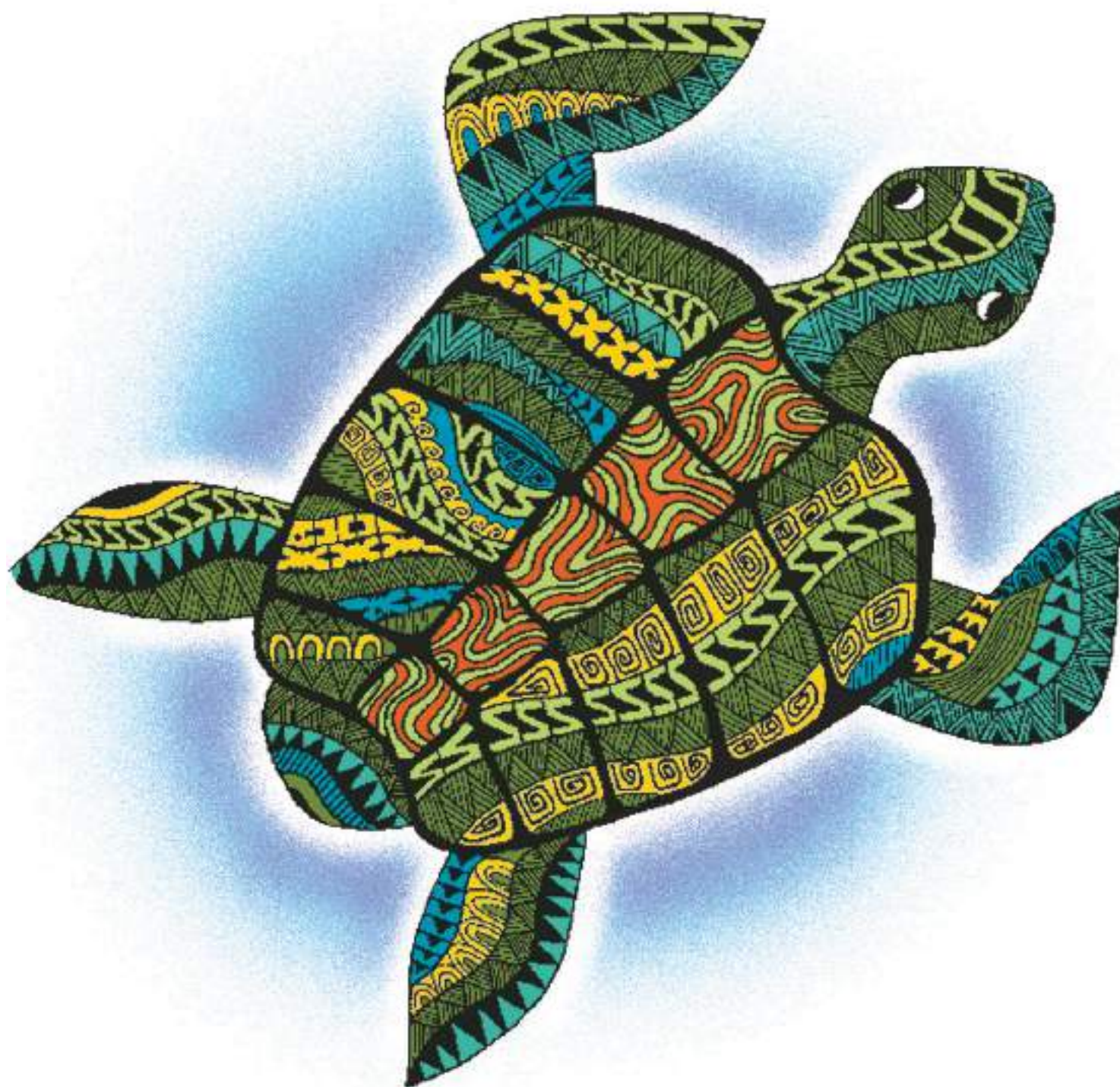


The Dancing Spirits



By Jacob Zikuli
Pictures by Frank Misi

Nguzu Nguzu Reading Books

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Coordinated by Deborah Kole, Marie Quinn and Joanna Kelman
under the Literacy Programme Management Unit (LPMU)
within the Ministry of Education and Human Resource Development

Series editor: Marie Quinn

Development team: Joanna Kelman, Clement Balea, Sonia Basile &
Christopher Mali

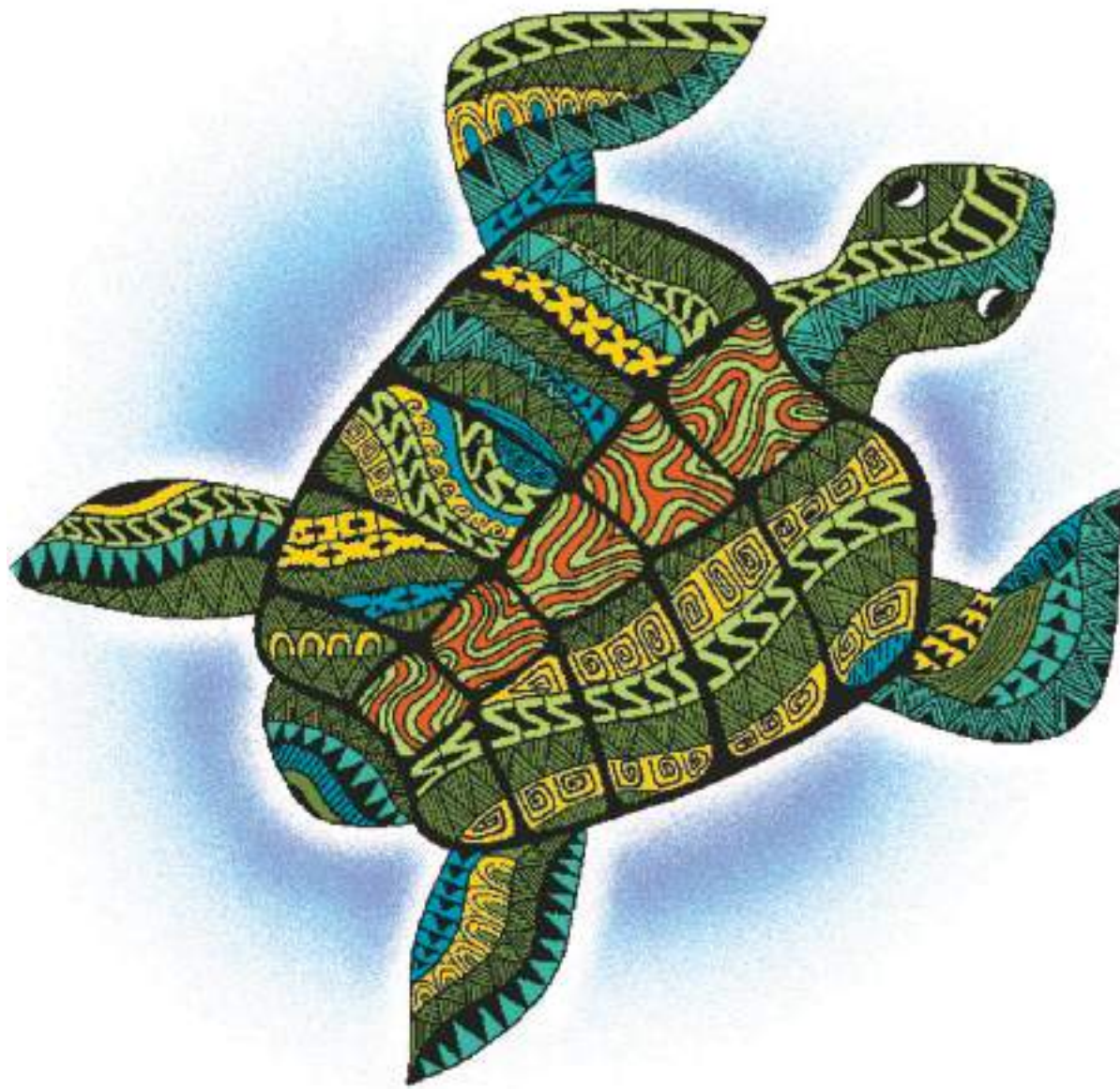
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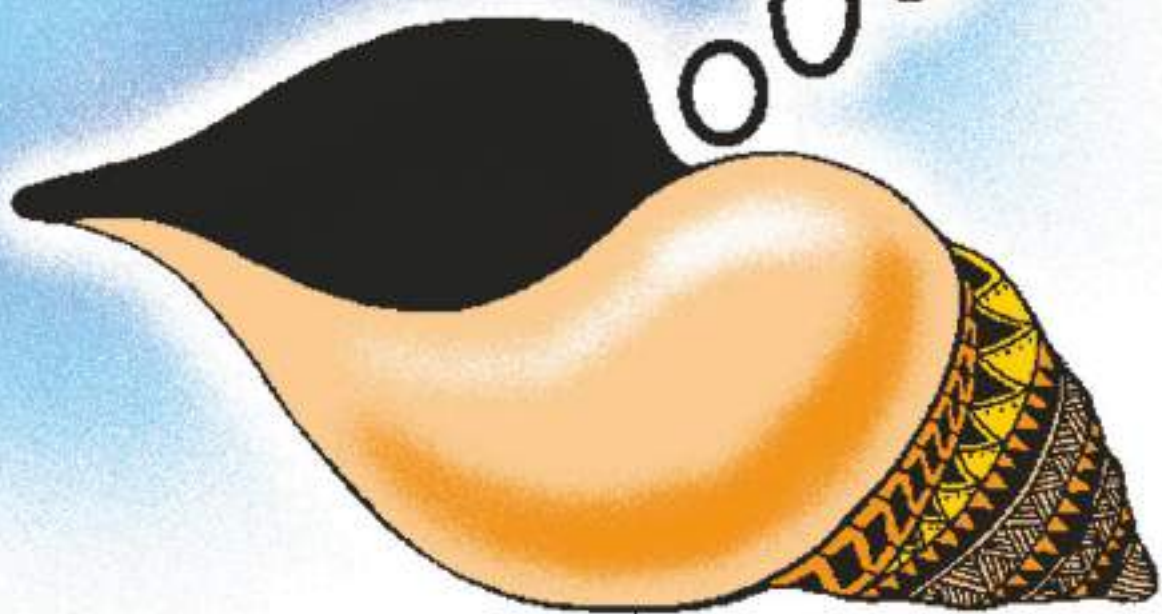
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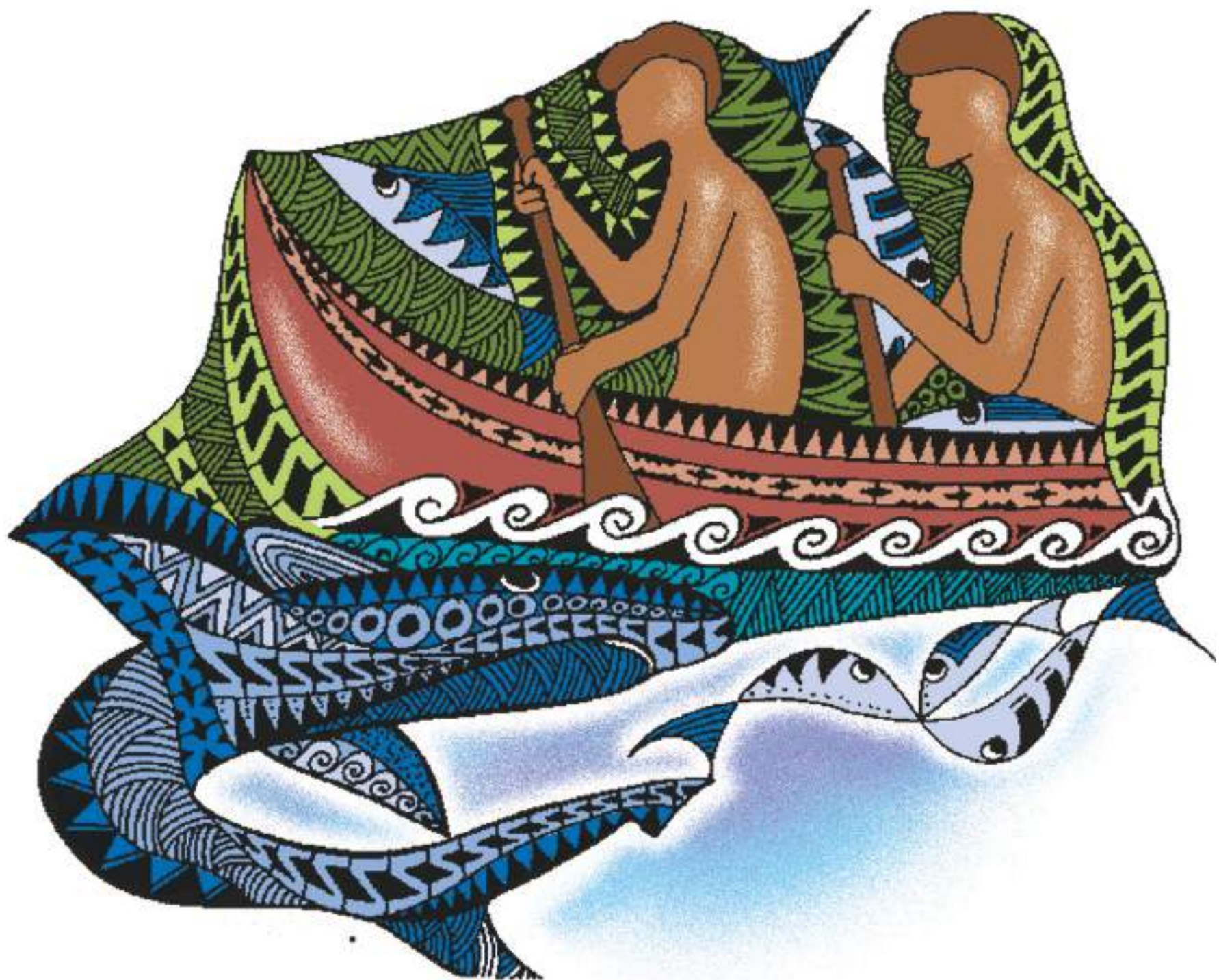
The Dancing Spirits



By Jacob Zikuli
Pictures by Frank Misi

Tau na'a mai inao.....a
long time ago there lived a
woman and her husband in a
village called Laga in Solomon
Islands. They worshipped a
shark god that lived in the
sea near their island.





Each day, the couple went out fishing in the sea, to catch fish for their dinner. Before they went home they would give some of their fish to the shark god.

One day the woman and her husband went out fishing. As usual they caught plenty of fish, but before they left, they forgot to give some of the fish to the shark god.

Suddenly, from the distance the spirit shark swam fast towards them and attacked the woman. Her husband tried to save the woman, but the shark turned around and killed him.



The woman escaped and she went ashore to tell the people what had happened.

The people felt sorry for her.

The sea and the land animals were sad to learn that the man had been killed by the shark.







To help the woman, the village people decided to perform a traditional custom dance to bring the dead man back to life. The rattling of keketa seeds and the booming of drums could be heard from the village. Boom!! Boom!! Boom!! Brrrrrrrm!! Brrrrrrrm!! went the drums. The people began to dance.



The lizards danced. The geckos danced. The birds, the fish and other animals danced. The whispering of the wind and the rustling of the leaves could be heard from the bush as the animals danced.

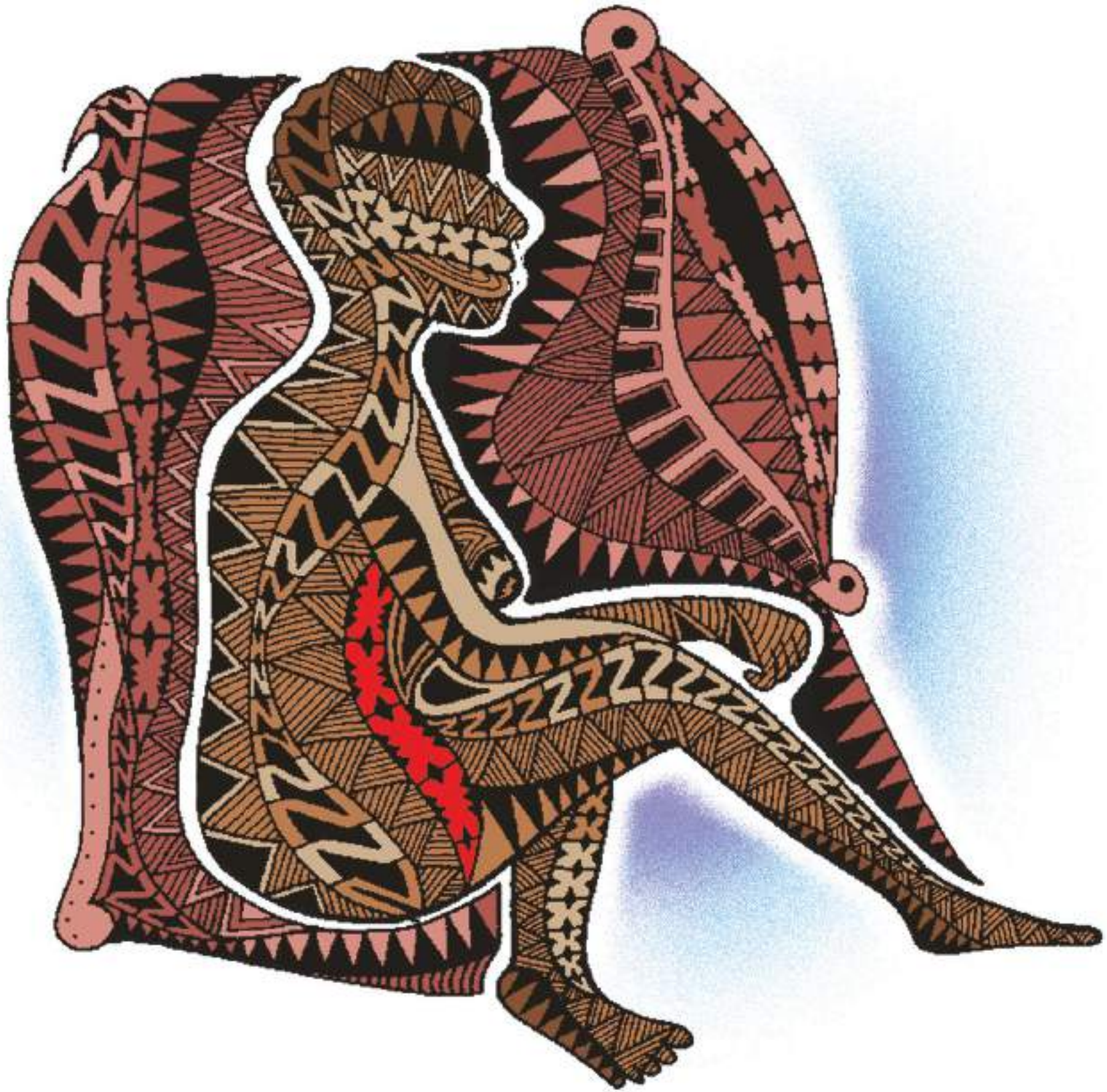


The whistling of the panpipes and the shuffling of the dancing feet echoed through the bush, into the deep forest and out into the sky. The dancing went on and on and on through the day until late in the evening.

Up above the sky, the spirits of the dead could hear the booming of the drums and the whistling of the panpipes. They could hear the whispering of the wind and the rustling of the leaves. They could hear the rattling of the keketa seeds and the shuffling of the dancing feet.

Suddenly the spirit of the dead fisherman began to dance to the music.





In the village the man's wife sat alone
inside her house thinking about her
dead husband.



Suddenly there was a flash of lightning and a brightly decorated flower appeared in front of her. Behind the flower, a strange dancing shape gradually formed.



Slowly the shape changed into a handsome man. It was the woman's husband. The woman was delighted to see him. At last they were reunited and they lived happily ever after.

Text:	<i>Dancing Spirits</i>
Level:	Year 3
Message:	Communities work to help members
Discussion focus:	Custom animal/How communities support its members
Comprehension:	Stages of a narrative; consequences
Vocabulary focus:	Onomatopoeia
Letters and sounds:	<i>wh-</i>
Writing opportunity:	Sound poem

ACTIVITIES	LANG.	SYLLABUS
<p>Day 1</p> <p><u>Modelled Reading Part 1</u></p> <p><u>Set the context: Talking with students</u></p> <p>Show the learners the cover of the book. Explain: <i>The Dancing Spirits is a custom story from the Solomon Islands. We know it is a custom story because this turtle is decorated in traditional custom patterns</i> (point to the turtle). Ask: <i>What are some custom animals worshipped in the Solomon Islands? Have you heard local custom stories about animals?</i> Let learners tell you stories that they know about animals. Explain: <i>This is a custom story about a man who is attacked by a shark god. The shark is a custom animal for some communities that live close to the sea.</i></p> <p>Bookwalk (pp. 2 - 11): move through the text showing the pictures and talking about what we think will happen at each point. Stop at p.11. Make sure you introduce words that you think will be new to the learners. (e.g. <i>worshipped, plenty, attacked, escaped, ashore, decided, perform, traditional, custom, Keketa seeds, panpipes, echoed</i>)</p>	V/P + E	3.4.1.1 3.3.2.1
<p><u>Read the story: Listening and watching</u></p> <p>Read pp. 2 –11 in clear English. On p. 4 build up the suspense of the complication then emphasise the sudden fast movements of the shark. Emphasise the onomatopoeia (sound words) on p. 9 <i>Boom!! Brrrrrm!!</i></p>	E	
<p><u>Review the story: Understanding the story</u></p> <p>Go back through pp. 2 - 11 with the learners looking at the pictures and retelling the events. Make sure they can tell you the events in order.</p>	V/P + E	3.4.2.3 3.4.1.6
<p><u>Responding to the story: Talking by the students</u></p> <p>Ask the students: <i>How is the community trying to help the woman? Is there something else the community could do instead? Do you think the dancing and music will bring the dead man back to life? Why or why not?</i> Encourage learners to give reasons for their opinion. Remind the students that they will hear the rest of the story tomorrow.</p>	V/P + E	3.6.2.2 3.6.2.3
<p><u>Close Reading</u></p> <p>Use close reading to look at p. 4, where the woman and her husband forgot to feed the shark. This is the complication of the story. Focus in on the verbs/things that happened on this page (<i>went out fishing, caught, left, forgot to give, swam, attacked, tried to save, turned, killed</i>).</p>	E + V/P	3.4.2.5
<p><u>Focus on Vocabulary: Onomatopoeia</u></p> <p>Explain onomatopoeia is a sound word. Turn to p. 9, explain ‘Boom’ is the sound of the drums and ‘Brrrrrm’ is the sound of the Keketa seeds rattling. Ask: <i>What do you think the whispering of the wind would sound like? How would we write that sound?</i> Explain the spelling of sound words can be made up. Continue sounding and writing words for the <i>rustling of the leaves, the whistling of the panpipes, the shuffling of the dancing feet</i>. Brainstorm other onomatopoeia words from the natural and man-made environments and write them on a sound chart.</p>	E + V/P	3.4.1.6 3.4.3.2

<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. As a class discuss how the story might end: <i>Will the husband be saved or not? How?</i></p> <p>No picture walk. Tell students that they may hear some words on pp.12-16 that are unfamiliar (eg. <i>lonely, brightly, decorated, gradually, forming, reunited, delighted</i>). Make sure they understand these words.</p>	V/P + E	3.4.2.1 3.3.2.1
<p><u>Read the story: Listening and watching</u></p> <p>Read pp.12–16 in clear English. Change your voice to emphasise the sounds of objects e.g. <i>booming</i> of the drums; <i>whistling</i> of the panpipes; <i>whispering</i> of the wind; <i>rustling</i> of the leaves; <i>rattling</i> of the Keketa seeds; <i>shuffling</i> of the dancing feet.</p>	E	

ACTIVITIES	LANG.	SYLLABUS
Review the story: Understanding the story 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 tell you the events in order.	V/P + E	3.4.2.3
Responding to the story: Talking by the students Think about how this community helped the woman. Pose the following questions: <i>If someone is sad or sick in your community, what things do people do to help them? Why do you think this is important?</i> Talk about the importance of communities supporting each other. The learners might be able to think of ways their community looks after its members.	V/P + E	3.6.2.3 3.6.1.3 3.3.2.1
Close Reading Distribute the small books to groups of learners. Look at p.12, use close reading to analyse the things in the sentences e.g. <i>the booming of the drums, the whistling of the panpipes</i> .	E	3.4.3.6
Focus on Letters and Sounds: wh- Ensure all learners have access to a book. Ask learners to find all the words that begin with w in the book. Write them on the board. Underline <i>wh</i> in the words <i>what, whispering, whistling</i> . Explain to the students that <i>wh</i> is the same sound as <i>w</i> . <i>Wh</i> word hunt: In pairs, learners search for <i>wh</i> words in books, newspapers, posters etc. Learners draw a bicycle wheel with spokes and write <i>wh</i> words in the gaps.	E + V/P	3.4.3.1 3.4.3.2

Day 3 Shared reading: Revisiting the story Distribute the small books to groups of learners. Read story to the students in clear English. On p. 9, encourage students to make the sound of the drums and continue making sounds of the other things in the story as you read.	E	3.2.1.3
Shared Writing: Sound Poem Go back to p. 9, 10,11, and 12. Ask students to identify what is making noise. (<i>Keketa seeds, drums, panpipes, wind, leaves, dancing feet</i>). Explain that we are going to take the information from the story and make it into a poem. Write the following up on the board or chart. <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center;"><i>The Sound of Laga Village</i></p> <p style="text-align: center;"><i>The rattling of the Keketa seeds. Brrrrrm!! Brrrrrm!! Brrrrrm!!</i></p> <p style="text-align: center;"><i>The booming of the drums. Boom!! Boom!! Boom!!</i></p> <p style="text-align: center;"><i>The whistling of the panpipes. _____!! _____!! _____!!</i></p> <p style="text-align: center;"><i>The shuffling of the dancing feet. _____!! _____!! _____!!</i></p> </div> Ask the class to suggest sounds to complete this poem.	E + V/P	3.4.1.6 3.7.1.2 3.9.1.6
Guided Writing: Writing your own sound poem Ask the learners to think of other places where we here lots of sounds (e.g. church, school, village, town, trade store). In groups, students make their own sounds poem using the following structure: The Sound of (Place) The _____ing of the _____. (Sound)!! (Sound)!! (Sound)!! Example: <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center;"><i>The Sound of Bina Village</i></p> <p style="text-align: center;"><i>The scratching of the coconuts. Scrrrt!! Scrrrt!! Scrrrt!!</i></p> <p style="text-align: center;"><i>The laughing of the children. Hahaa!! Hahaa!! Hahaa!!</i></p> <p style="text-align: center;"><i>The feeding of the pigs. Meirrr!! Meirrr!! Meirrr!!</i></p> <p style="text-align: center;"><i>The crowing of the rooster. Cockadoo!! Cockadoo!! Cockadoo!!</i></p> </div> When they finish, groups practise and perform their poem for the rest of the class. This may be on another day to give students time to finish.	E + V/P	3.4.1.6 3.7.1.2 3.9.1.6 3.3.3.3

Day 4 Shared reading: Revisiting the story Distribute the small books to groups of learners. Read the first page, then ask for a group to the next page. Groups and the teacher continue taking turns reading pages until the book is finished. Encourage learners to use emphasis to show the meaning and make their voices like the sounds.	E	3.4.2.4
Comprehension: Text structure of a narrative Ensure all learners have access to a book. Learners make a story map to show the structure of the story. Write on the board <i>orientation, complication, resolution</i> . Ask learners to look through the book to find the pages that show us the orientation (pp. 2-3). Now find the page that shows us the complication, when everything goes wrong (p. 4). Now find the pages that show us the resolutions, fixing the problem (pp. 6-16 is the resolution: making the music and the man coming back.) Learners draw a picture for the orientation, a picture for the complication and two pictures for the resolution (music + man returning). They can label these pictures to summarise what was happening.	E + V/P	3.4.2.3

ACTIVITIES	LANG.	SYLLABUS
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
Comprehension: consequences Put these sentence starters on the board: <i>The man and woman forgot to feed the shark god so...</i> <i>The shark god ate the man so</i> <i>The community felt sorry for the woman so....</i> <i>The music was loud enough to fly to heaven so ...</i> <i>The spirit of the man woke up so</i> Remind the learners that so tells us the result or outcome of actions (we saw in <i>The Determined Teacher</i>). Learners use the book and discuss with their partners how to complete the sentences to summarise what happened in the story. Write in their exercise books.	E + V/P	3.4.2.3 3.7.2.2

Other activities
Custom stories: Learners look at previously read custom stories and compare the mystical events. Look at other Nguzu Nguzu books from Year 2, for example
Custom patterns: Look at the detail custom patterns in the book's illustrations. Learners could include these patterns in their story map artwork.

