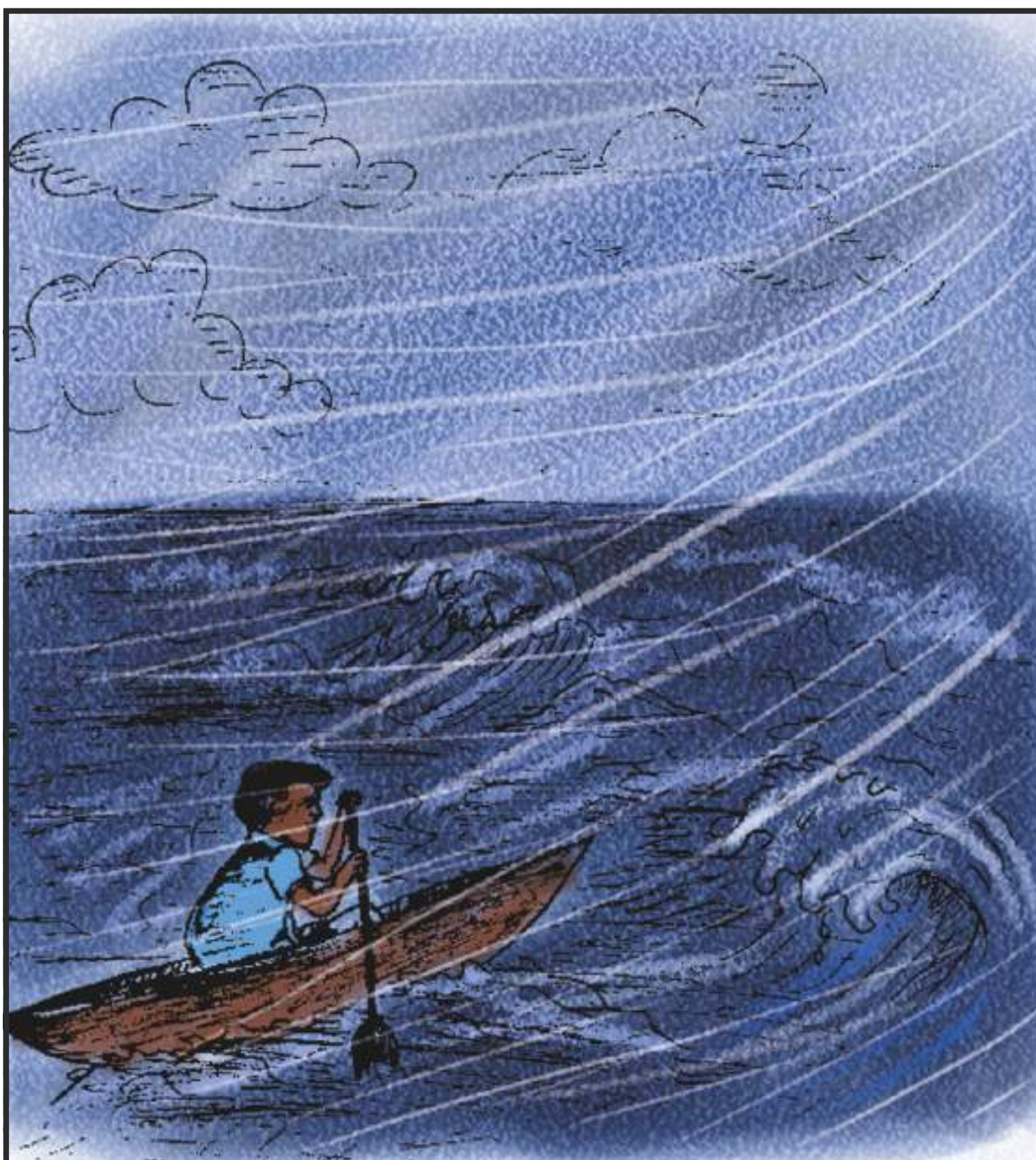


# The Determined Teacher



By Nelson Ameo  
Pictures by Clyde Misite'e

Nguzu Nguzu Reading Books

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Review and re-development project

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

Teachers' Notes for this book: Derek Synnott

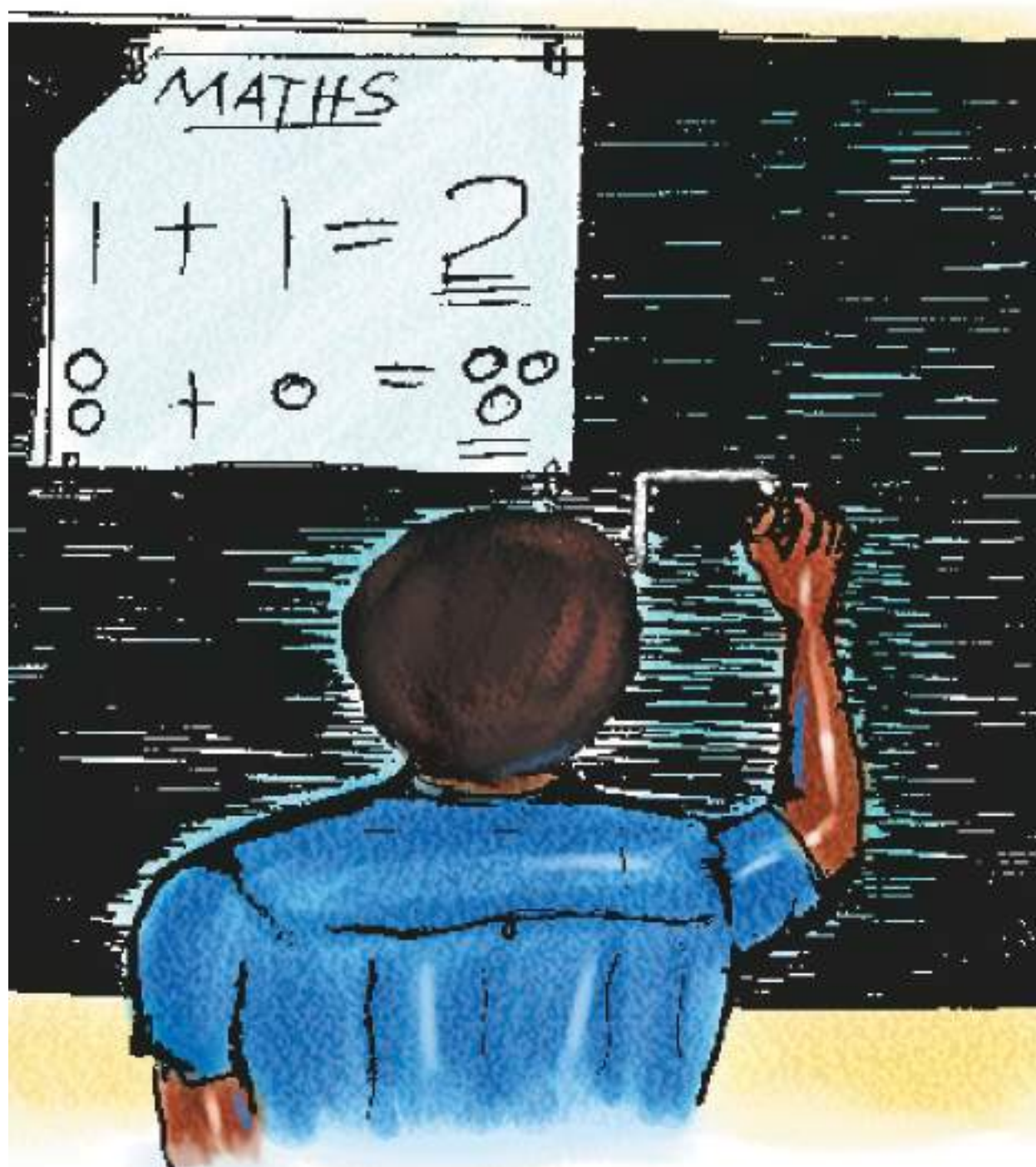
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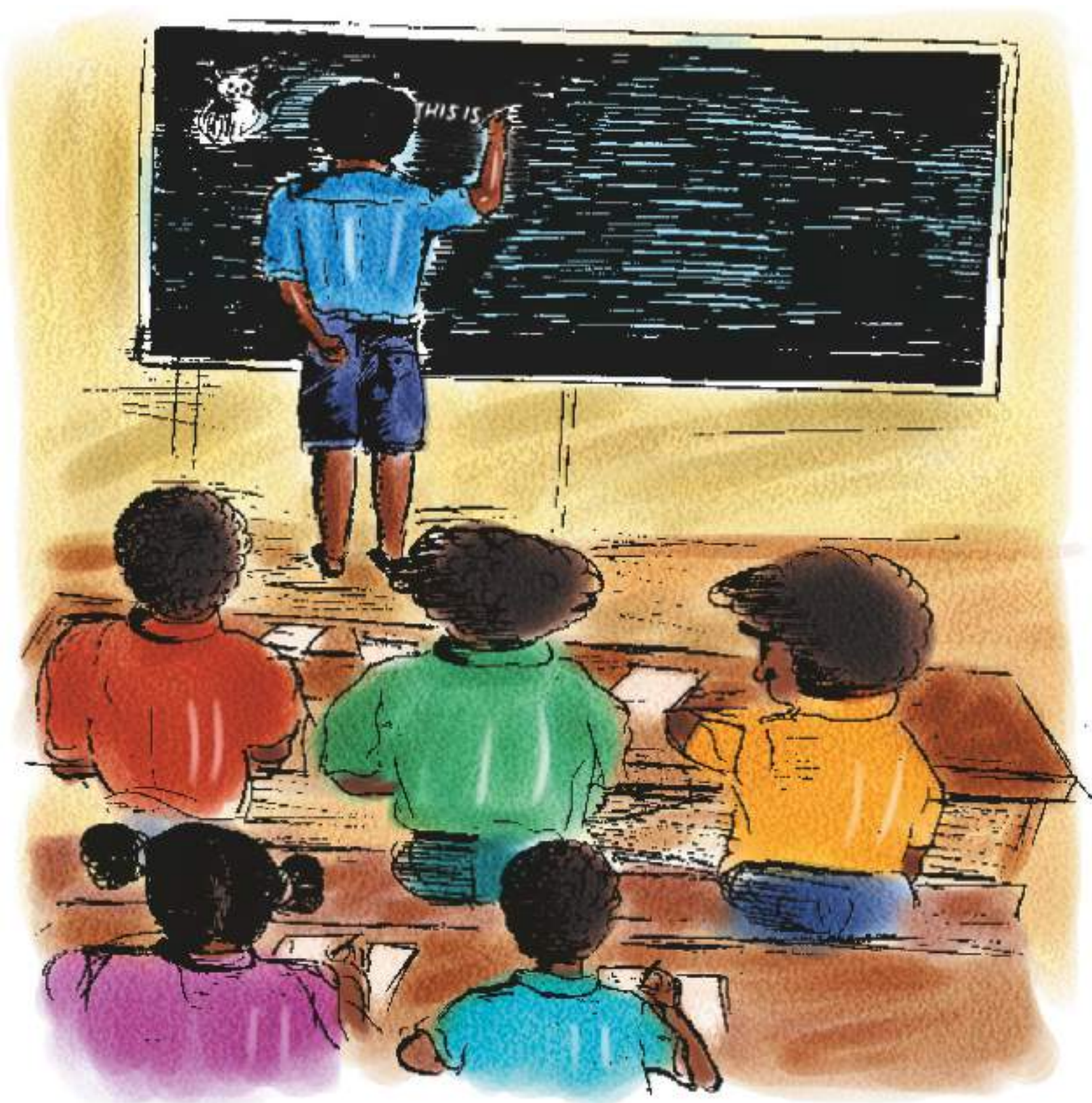


# The Determined Teacher



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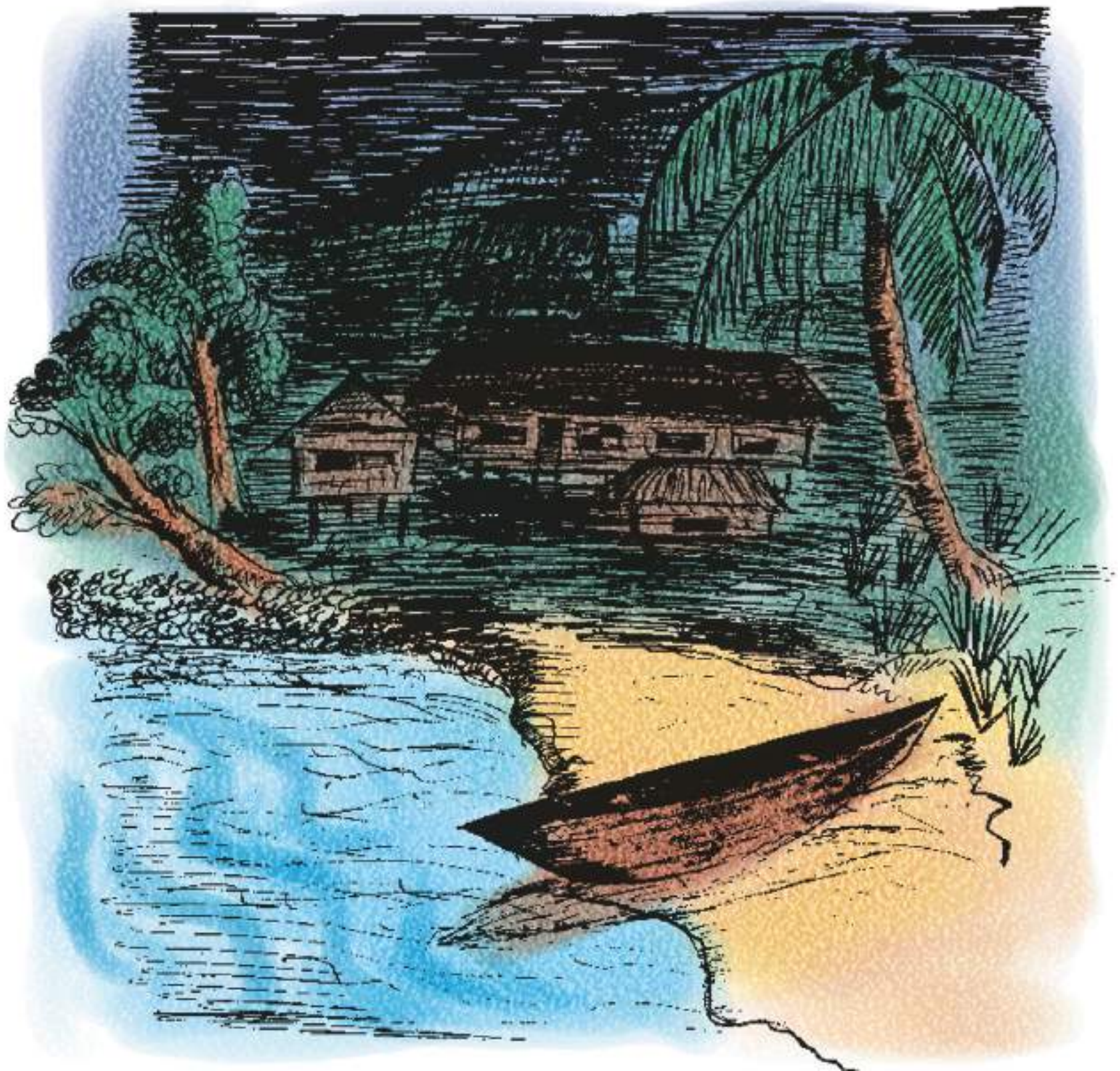
In 1977 I was a teacher at Matu Primary School now called Meli, on the north east of Santa Cruz in Temotu Province. One weekend I went with my uncle to Graciosa Bay.





It was very stormy. Huge waves were breaking on the reef. The only safe outlet to the sea was about five kilometres away.





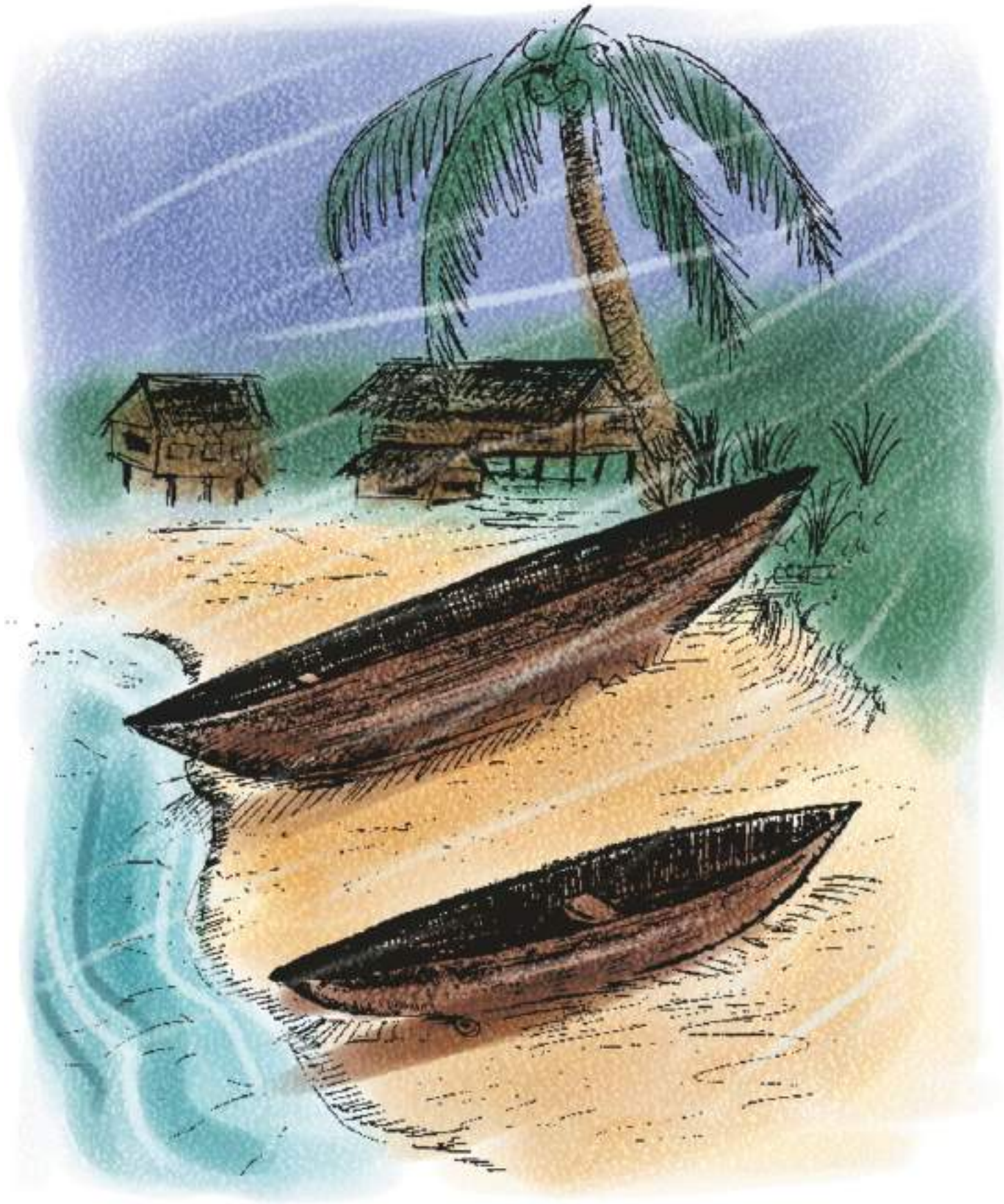
After a long voyage we got through the outlet into the open sea without much difficulty. At last we reached Graciosa Bay.





On Sunday after church I asked my uncle what time we would return to Matu. He told me that we would wait a few days for the storm to stop. When I heard this I realised that the children in my class would miss their lessons if I didn't get back to school. This would be terrible.





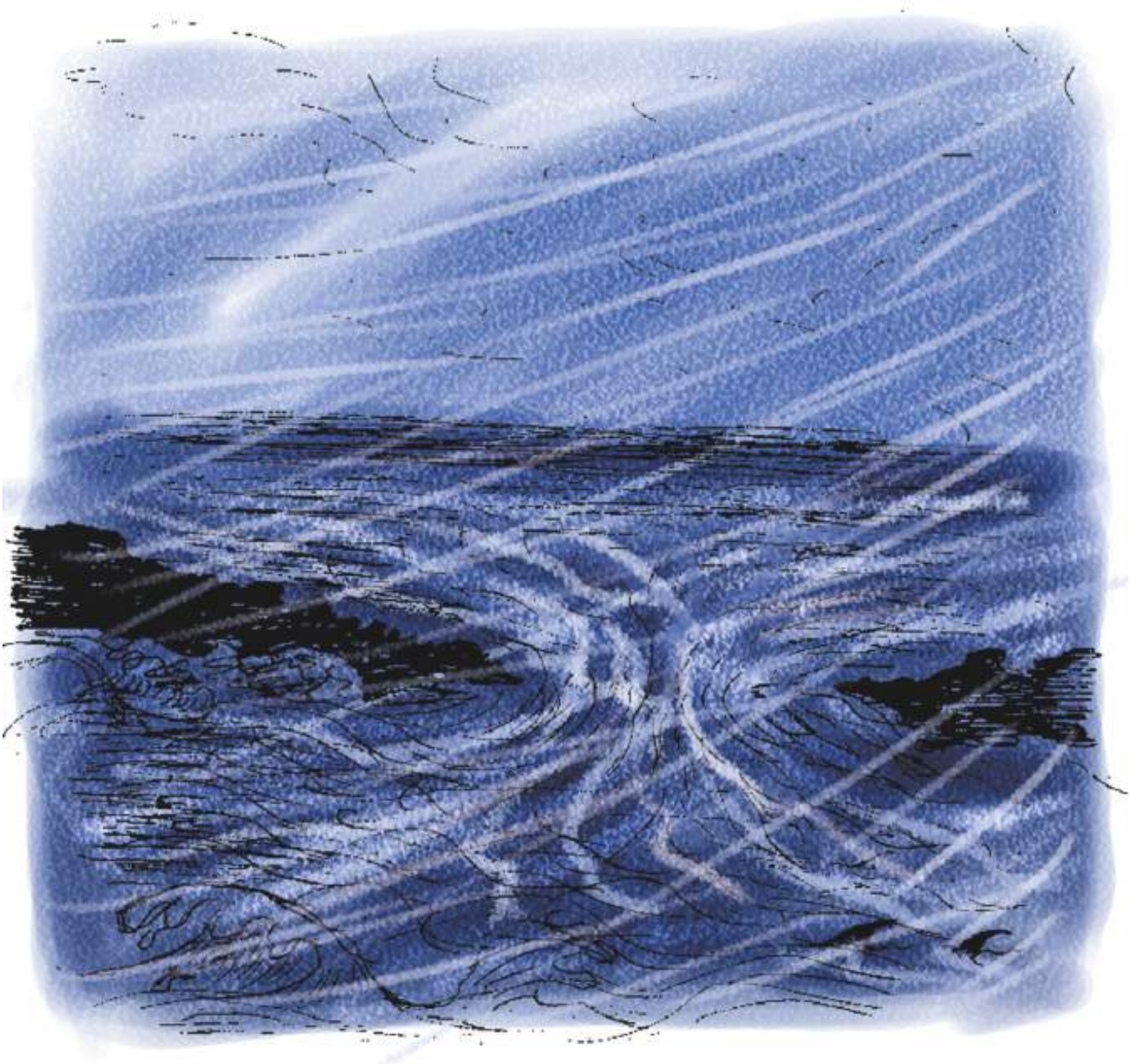
I decided I would get back to school on my own, using a small canoe.





At three in the morning I set out for Matu. The wind was blowing hard and the canoe moved slowly against the big waves. I found it difficult to paddle. At six o'clock I arrived outside the passage to the lagoon.





The current was flowing out of the passage like a fast river. While trying desperately to paddle the canoe against the current I capsized. I was in a bad situation.





I held on to my paddle and canoe as the current carried me back out to sea. I removed the water from the canoe and got back in. Within few minutes, again I capsized. I was getting tired and weak.





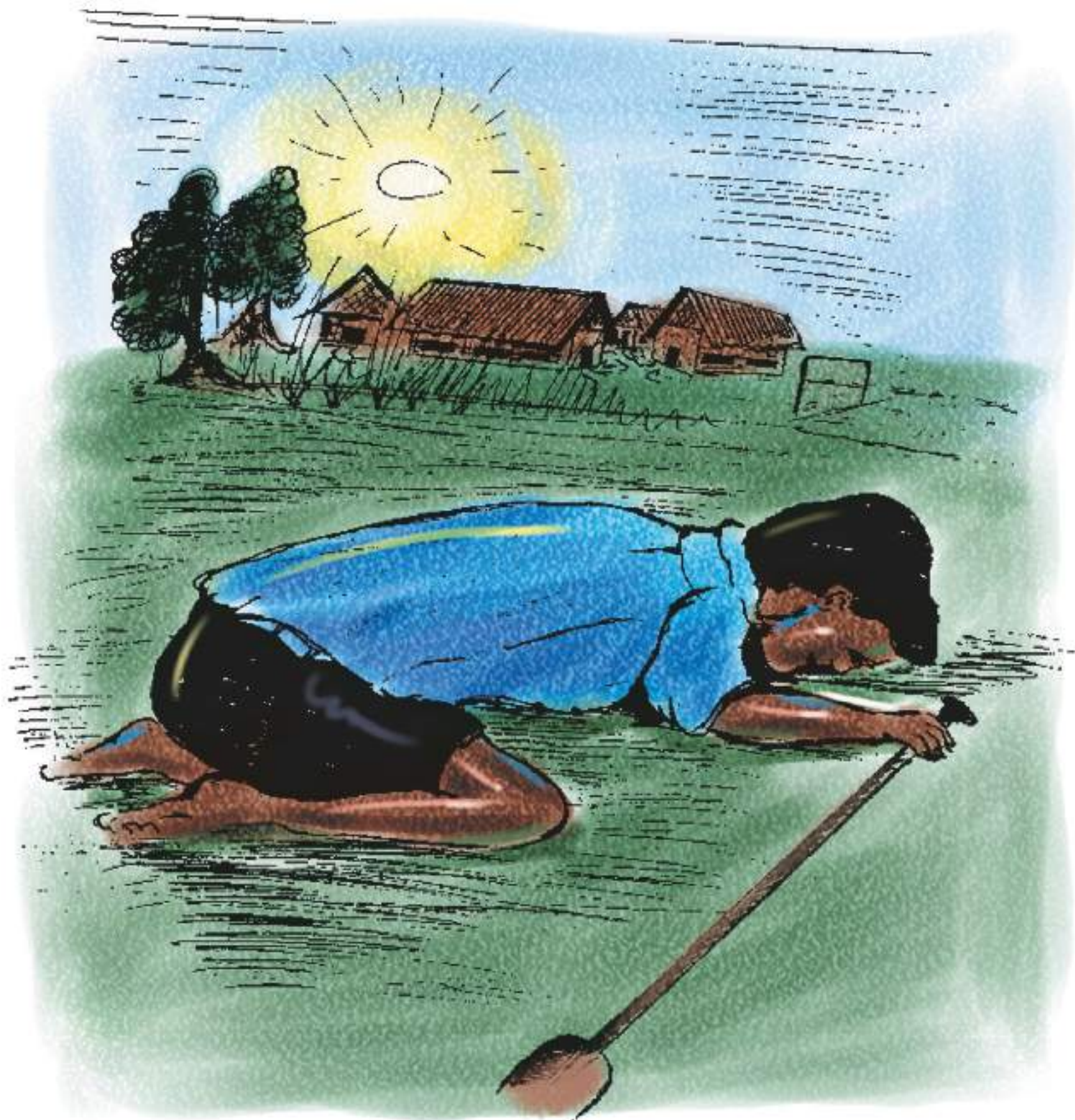
After I got back into the canoe for the second time, I paddled along the reef to try another outlet. For a while, I thought about swimming ashore, but I knew I might be drowned in the big waves.





At last I came to a passage formed by a river. The waves were not as big and finally I got through.





On reaching the beach, I fell on my face and thanked God for my safety. I was in time for school. The children wouldn't miss out on their lessons after all.







Text:	<i>The Determined Teacher</i>
Level:	Year 3
Message:	With effort comes success; take our responsibilities seriously
Discussion focus:	Being determined.
Comprehension:	Action/reaction
Vocabulary focus:	Sea travel words, time sequence words
Letters and Sounds:	Tricky letter patterns
Print focus:	Direct speech
Writing opportunity:	Recounting personal experience

ACTIVITIES	LANG.	SYLLABUS
<b>Day 1</b> <b>Modelled Reading</b> Set the context: Talking with learners Tell the learners: <i>This is a story called The Determined Teacher. Determined means that the teacher kept trying until he got what he wanted. It tells us that with effort comes success and that we must take our responsibilities seriously. Focus on the cover and have the learners identify the teacher in the boat. Explain: We think of teachers in classrooms, but this teacher is in a canoe on the wild sea. Ask learners to suggest why the teacher is by himself on the sea: they give some ideas about why the teacher is in a canoe.</i> Walk through the book. Many pictures show the teacher on sea: you should introduce words that the learners will find new in English, such as <i>capsize, outlet</i> . Read the story: Listening and watching Read the story in clear, expressive English.	V/P	3.4.1.1 3.3.2.1
Review the story: Understanding the story Go back through the pages of the book, with the learners retelling the events that occurred, using some of the words from the pages in English. Make sure the learners understand that the teacher kept trying to return so that his students would be able to go to school: he was doing something difficult for others.	V/P + E	3.4.2.3
Responding to the story: Talking by the learners The learners discuss a time that they or someone they know has acted with determination, who kept trying even when it was difficult. Discuss whether there are risks when we are determined to do something.	V/P + E	3.6.1.4 3.3.1.1
Close Reading Do a close reading of pp. 3 – 4. Summarise: this tells us the main parts of the orientation <i>Where? How? Why?</i> This means we are ready to read the complication.	E	3.4.2.5
Focus on Vocabulary: time sequencing Give learners copies of the small books. With a partner, go through the book and look for any words that tell us time in the story. Look at the front of the sentence to find phrases: <i>at 3, while, after the voyage, at last</i> . Make a list of the ways the writer told us <i>when</i> the events were happening. Discuss how an author uses time sequence words to create the flow and cohesion of a story.	E + V/P	3.4.2.5
<b>Day 2</b> Shared Reading: Revisiting the text Ask the learners to retell the story in their own words, using the illustrations. Read the story to the learners, asking for volunteers to read p. 3 and p. 4 (from Day 1's activity).	E + V/P	3.4.2.4
Close Reading Do a close reading of pp. 5 – 6. Summarise: these sentences have many things happening – many verbs – linked together to show how the actions work together. Also notice the thinking/feeling verbs: <i>realized, decided</i> .	E	3.4.2.5 3.4.3.4
Focus on Vocabulary: sea travel and ocean words Hand out the small copies of the book. Explain: <i>The setting is on the sea and the teacher's battle to paddle across a very rough sea.</i> Ask the learners to look through the book find all the words to do with sea travel and the ocean that show us the setting for the story (eg. <i>wind, canoe, big waves, paddle, passage, lagoon</i> ). Working with a partner, learners scan through the book and find words. List the words on the blackboard. Ask learners to say sentences that use one or more words from the list to say something about the book eg. <i>The teacher had to paddle across huge waves on the lagoon.</i> Encourage multiple ways to use the words. Look at the spelling of difficult words eg. <i>ocean</i> . Learners could write some sentences in their books from the ones they have been hearing. After the lesson, transfer the words to flashcards for learners to use in other learning activities.	E + V/P	3.4.3.2
<b>Day 3</b> Shared Reading: Revisiting the text Read the book, inviting learners to read every second page.	E	3.2.1.3



ACTIVITIES	LANG.	SYLLABUS
<p><u>Comprehension: Showing determination</u></p> <p>Make sure the learners understand the meaning of determination/determined. Use it in some sentences and ask the learners to give some sentences using the words eg. <i>I was determined to go to the market, even though I had to walk a long way. Mary was determined to pass her exams so she studied every night.</i> Show that if you are determined, you take action.</p> <p>Using the small books, ask the learners to find and list all the actions that the teacher takes to make sure he gets back to school. Make a list in their exercise books under the heading <i>Being determined</i>.</p>	E + V/P	3.4.3.2 3.4.2.5
<p><u>Focus on Letters and Sounds: spelling tough words</u></p> <p>Learners scan through the book and find any words that they think are difficult to spell. As a class, look at these words and identify the difficult part: show learners how to look at the words eg. <i>kilometre: kil<u>o</u>met<u>r</u>e</i>. What you do in this lesson will depend on what words the learners find.</p> <p>Encourage the learners to write these words and practice spelling with Look-Say-Cover-Say-Write-Check with their partners.</p>	E + V/P	3.4.3.1 3.4.3.2 3.4.3.3

<p>Day 4</p> <p>Shared Reading: Revisiting the text</p> <p>Read the book, inviting groups of learners to read every second page.</p>	E	3.2.1.3						
<p><u>Comprehension: Action/reaction</u></p> <p>Give out the small copies of the book. Review from Day 3 that the book has a lot of action in the story. Ask learners to identify the actions in story: <i>going to Graciosa Bay, taking a canoe to return, paddling, capsizing, paddling again</i>. Ask the learners to look through the book to find the feelings that the teacher showed in the story, the words that tell us the feelings he had: <i>realized, decided, desperate, thought</i>. There are not many that tell us, but we can also guess from the actions.</p> <p>Write these up on the board and ask: <i>What do we think the teacher felt when these actions happened?</i></p> <p>Ask learners to discuss how to finish the sentences by looking at the story, then complete the sentences in their exercise books. They can use a word or a phrase from below to complete the sentences.</p> <p><i>They reached Graciosa Bay. They were _____</i>  <i>When he found out he could not return to school, the teacher was _____</i>  <i>The current was strong and the waves were big. The teacher was _____</i>  <i>When he capsized twice, the teacher was _____</i>  <i>At last he found the passage and he was _____.</i>  <i>The teacher arrived home safely. He was _____</i></p> <table border="1"> <tr> <td>relieved</td><td>thankful for being safe</td><td>worried about his students</td></tr> <tr> <td>frightened of drowning</td><td>wondering about swimming</td><td>tired</td></tr> </table>	relieved	thankful for being safe	worried about his students	frightened of drowning	wondering about swimming	tired	E + V/P	3.6.2.4
relieved	thankful for being safe	worried about his students						
frightened of drowning	wondering about swimming	tired						
<p><u>Focus on print: direct speech</u></p> <p>Look at p. 5 and ask learners to find the words that tell us that speaking took place: <i>asked, told</i>. It does tell us the words that were said, just reports the speaking. Ask the learners <i>What would the actual conversation between the teacher and the uncle have sounded like?</i> In pairs or small groups, learners create a conversation between the teacher and his uncle. Don't forget to add the teacher's reaction to the news about waiting a few days.</p> <p>Ask learners to write the conversation in their books: they should not be all the same!</p>	E + V/P	3.4.3.1 1						

<p><u>Independent Reading</u></p> <p>Day 5: Using the small copies of the book, learners read individually or with a partner.</p>	E	3.4.3.1 2
<p><u>Guided Writing: Personal recount of being determined</u></p> <p>Ask learners to think about a time they really wanted to get something done or finished and wanted to only do that thing. Think about why they were determined and did not give up. Use these questions to talk about the activity:</p> <p><i>What was the activity?</i>  <i>When did this happened?</i>  <i>Why were you determined?</i>  <i>What actions did you take?</i>  <i>Were you successful?</i>  <i>How did you feel?</i></p> <p>When they have talked about the topic with their partners, write about the event. Do NOT write the questions and do NOT just write the answers to the questions: try to make this into a recount like the book.</p> <p>If the learners cannot think of an experience of their own, they could make up a story about a person in Year 3 being determined.</p>	E + V/P	3.6.1.4 3.7.1.3 3.7.2.3 3.7.2.4











