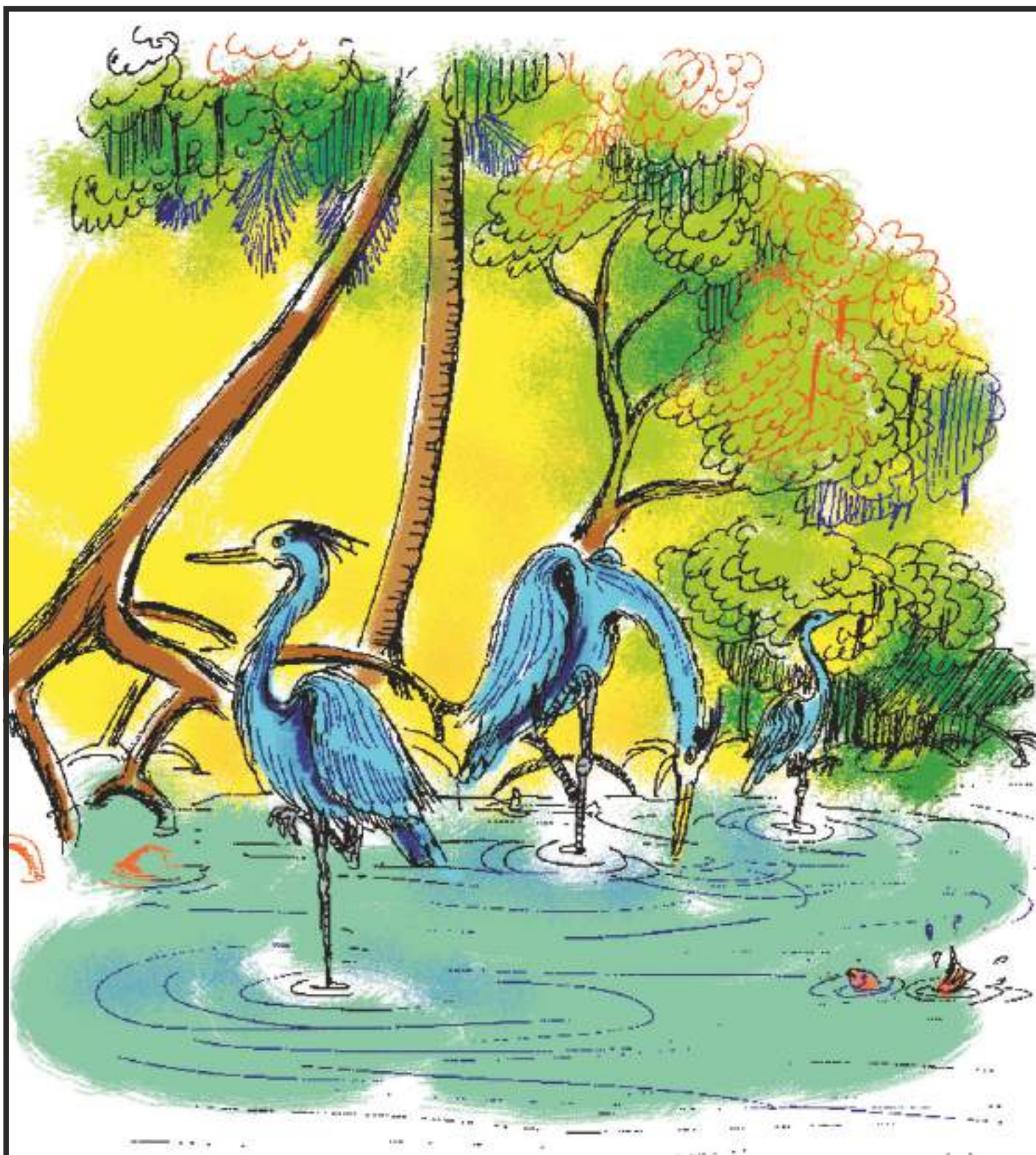


Why Herons Have Long Necks



By George Selwyn Luga
Pictures by Dominic Erci

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Why Herons Have Long Necks



By George Selwyn Luga
Pictures by Dominic Ercai



Long ago herons had very short necks, just like all the other birds that lived on the seashore. These birds searched for food in the shallow waters of the lagoon edge. When the waves went out, the birds ran out and when the waves came in, the birds ran in, too.



One day Sou the heron was walking along the beach looking for small fish to eat. A wave went out, so Sou ran out to catch a fish. Sou got ready to run back, but the wave didn't come in again.



The sea just kept going out until the tide was lower than ever before.



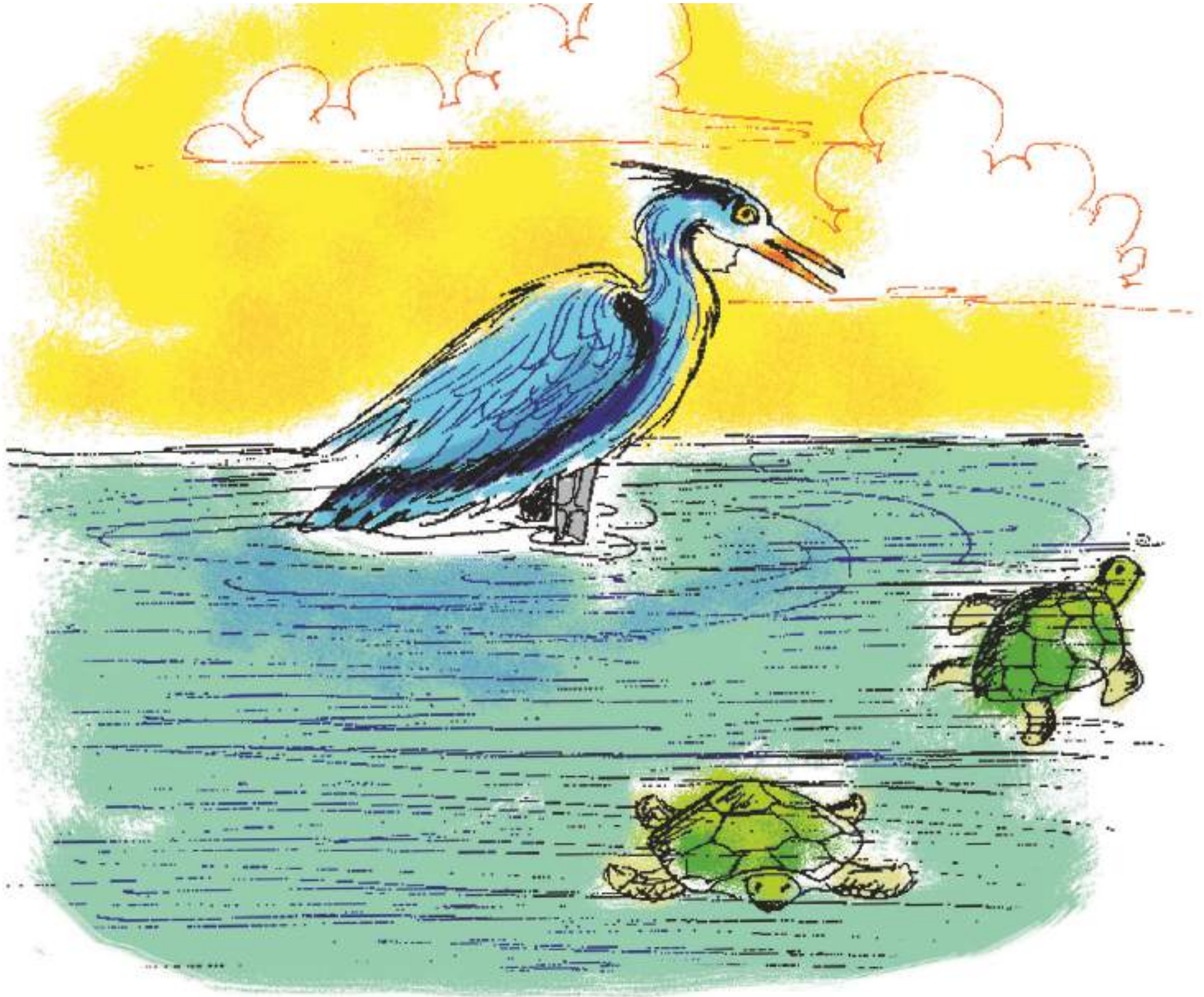
Sou followed the retreating tide out onto the reef. There were many small fish trapped in little pools and Sou ate them up. She was about to grab another fish when her foot got caught on something under the water.



Sou looked down and saw that a giant clam had trapped her foot. She tried to free herself, but the more she struggled, the tighter the clam gripped her leg. The tide began to turn and the waves began to come in.



Sou called to the crabs for help,
but they just crawled away.
The water rose higher.



Sou called to the turtles for help,
but they just swam away. The water
rose higher still.



Sou called to the fish for help,
but they just darted away. The water
rose higher and higher.



When the water was up to Sou's beak she gave a mighty flap of her wings. The giant clam opened its shell and Sou was free at last.



When she got to the beach Sou's foot was sore, so she tucked it up under her wings. Her neck was long and thin from stretching to keep her head above the water.



Now every heron has a long neck and they all like to stand on one leg.

Text:	<i>Why herons have long necks</i>
Level:	Year 3
Message:	Legends tell us about natural phenomena
Discussion focus:	How we explain natural phenomena
Comprehension:	Cause & effect; story structure
Vocabulary focus:	Water words
Sentence structure:	Compound sentences with <i>but</i>
Writing opportunity:	Explaining a natural phenomenon through a 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>Ask the learners to recall the story read a few weeks before, <i>The Dragonfly and the Firefly</i>. Review the message of the story, that natural events or situations are explained by legends. Review what was explained in the story: the light of the firefly, the dragonflies flying close to water. Pose the question: <i>Was this a true story?</i> Help the learners to remember that it is made up and a way of explaining something we see.</p> <p>Now look at the cover of this new book, <i>Why herons have long necks</i>. Explain: <i>this book is going to do something similar, try to give a made up reason that the heron has a very long neck</i>. Make sure the learners know what a heron is and how it looks: use the picture on the front. Ask the learners to stand like a heron with their foot tucked up close to their body. Ask the learners to think about some reasons for the long neck and standing like this: encourage them to think of lots of ideas (eg. the head was caught in a branch and the body stretched when it fell)</p> <p>Turn to p. 6 and focus on the picture of the heron with its foot in the clam shell. Ask: <i>What other book have we read this year that is about a clam shell?</i> The learners should be able to identify the first book of the year, <i>The Clam Shell</i>. Ask them to link what happened to the narrator in <i>The Clam Shell</i> to the heron: both are stuck in the clam. Turn to p. 10 and see if the learners can link the clam shell to the long neck. Tell the learners to listen and see what happens with the heron and the shell</p>	V/P	3.6.1.2
<p><u>Read the story: Listening and watching</u></p> <p>Read the story in clear English. Build up the tension with the water rising higher and higher in pp. 6 - 10</p>	E	
<p><u>Review the story: Understanding the story</u></p> <p>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.</p>	V/P + E	3.4.2.4
<p><u>Responding to the story: Talking by the learners</u></p> <p>Focus on the other animals in the story: who did not help heron? Discuss those that didn't help and how this contributed to the heron's neck. How could they have helped the heron?</p>	V/P + E	3.6.2.1 3.6.2.2
<p><u>Close Reading</u></p> <p>Use Close reading to look at pp. 7, 8 and 9, where heron asks the animals for help. Analyse each sentence and make sure learners understand the use of <i>but</i> (<i>This joins 2 ideas that are different</i>)</p>	E + V/P	3.7.2.2 3.4.2.5
<p><u>Focus on Sentence Structure:</u></p> <p>Use this sentence on p. 7 as a model by writing it on the board: <i>Sou called to the crabs for help, but they just crawled away.</i></p> <p>Look at the use of <i>but</i> and the comma that breaks up the two parts of the sentence. The second part is not what was expected so we use <i>but</i>.</p> <p>Now write this on the board: <i>It was raining. I got wet. I stayed dry under the umbrella.</i></p> <p>Learners identify which part is not expected (<i>I stayed dry under the umbrella.</i>) so we need a <i>but</i> to join the 2 sentences.</p> <p>Learners suggest endings to these sentences that use <i>but</i>: <i>I went to school, but....; I am hungry, but.....; Mary is my friend, but....</i></p> <p>In pairs, one learner suggests the front of the sentence + <i>but</i>, the second learner gives the ending.</p> <p>Learners write some sentences they made up in their books: emphasise the comma before the <i>but</i>. You walk around and check the sentences.</p>	E + V/P	3.7.2.2 3.4.3.1
<p><u>Close Reading</u></p> <p>Look at p. 2. Make sure the learners all have a small copy of the book. Use close reading to analyse the orientation to this story. Summarise: what we find out about <i>when, where, how</i>.</p> <p>Then look at p. 3. Analyse the sentences. Summarise: how this shows us the beginning of the problem in the story. You might want to continue with p. 5 to show more of the complication.</p>	E	3.4.3.4 3.4.3.6

ACTIVITIES	LANG.	SYLLABUS
<p><u>Focus on Vocabulary: water words</u></p> <p>Say to the learners: <i>This story is set in the sea. With a friend, use the book to find all the words to do with the sea.</i> Let learners work with the small books to find and write down all the water words: they could be nouns (<i>the beach, the tide, the seashore</i>) or movement (<i>rose higher and higher</i>)</p> <p>When learners have all had some time to make lists with their partner, make a class list using the words they found.</p> <p>Add more words that might describe the water that could be used in this story, but aren't: <i>waves crashed, sea spray, ocean</i> etc. Make sure the learners know the words in other languages. Ask learners to choose some phrases about water to write (or use a sentence) and illustrate in their exercise books.</p>	E + V/P	3.4.3.2
<p>Day 3</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Review the book, but ask the learners to think about what the heron would be saying on each page, from p. 3 – 11. Encourage learners to make up speech. Learners might start by thinking about words in V/P: you help to turn into English. As you read the story, pause at the end of those pages and learners say the words that heron might make. Eg. p 3: <i>Hmm, I want to get a nice tasty fish.</i></p>	E + V/P	3.4.2.5 3.6.1.8
<p><u>Comprehension: Cause and effect</u></p> <p>Write these sentence starters up on the board or on a poster:</p> <p><i>Heron ran out to the waves because.... Heron's neck grew longer because</i> <i>Heron didn't run back because.... Heron got free because....</i> <i>Heron couldn't move because..... Heron holds her leg up because....</i> <i>Heron could get help because.... Herons are different to other birds because....</i></p> <p>Learners work in pairs or small groups with small copies of the book to write the sentence in their exercise book and finish it with a cause. They also include the page number where they found the answer (important that they can link to the book!). They can use the words from the book to make their answers.</p> <p>As a class activity, let learners tell how they finished the sentences. Listen to suggestions and ask where they found the answer. Help to correct any mistakes.</p>	E + V/P	3.7.2.1 3.7.2.2 3.7.2.4
<p>Day 4</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Distribute the small books to groups of learners. Read the first page to the class, then ask a learner to read the next page. Continue with teacher reading a page, a learner reading a page. Encourage learners to use emphasis to show the meaning.</p>	E	3.4.2.4
<p><u>Comprehension: Story structure</u></p> <p>Write up on the board: <i>orientation, complication, resolution</i></p> <p>Ask learners to look at the small copies of the book and with their partner/s decide where these parts happen. Remind learners that <i>orientation</i> is everything that is "normal" at the beginning of the story, <i>complication</i> is where the problem happens and grows and <i>resolution</i> is where the problem is solved and there is a new "normal".</p> <p>Let learners try to find the parts.</p> <p>As a class, look at the sections of the story and the words that help us know: <i>orientation: long ago; complication: One day; resolution: at last, Now.</i> Make sure the learners are clear on how the events in the complication build to a climax and then resolved. Ask the learners to draw the sections in their exercise books, clearly showing stages of the story.</p>	E + V/P	3.4.2.3
<p>Day 5</p> <p><u>Independent Reading</u></p> <p>Distribute small books and ask learners to read the story to each other or independently.</p>	E	3.4.2.4 3.6.1.1

ACTIVITIES					LANG.	SYLLABUS																				
<p><u>Guided Writing: explaining a new phenomenon</u></p> <p>Link this to the writing activity from <i>The Dragonfly and the Firefly</i> when the class made up a story about an insect. Today will be similar, but learners will write the story.</p> <p>Revise the stages of legends like this: start with the ending which is how an animal is today. Brainstorm some animals and their features (eg <i>monkey: long tail, elephant: long trunk, rat: very small, giraffe: long neck, rabbit: long ears</i>)</p> <p>Use one to make a flow chart to make up a reason for being that way: use these steps to add to the planning (start with the resolution, then the orientation, then the complication)</p> <p>1. What is it like now?</p> <table><tr><td>Rabbit</td><td></td><td></td><td></td><td>long ears</td></tr></table> <p>2. What was it like before?</p> <table><tr><td>Rabbit</td><td>short ears</td><td></td><td></td><td>long ears</td></tr></table> <p>3. How did it happen?</p> <table><tr><td>Rabbit</td><td>short ears</td><td></td><td>gets them caught in the door</td><td>long ears</td></tr></table> <p>4. What was it doing when it happened?</p> <table><tr><td>Rabbit</td><td>short ears</td><td>One day, stealing food from the kitchen</td><td>gets them caught in the door</td><td>long ears</td></tr></table> <p>This builds up the planning for a story about why the rabbit has long ears. As a class, tell the story with other details (<i>he pulled and pulled</i>). Don't forget to discuss how he got out from the door (<i>someone came out?</i>)</p> <p>In groups, learners choose another animal and plan a story using the flow chart.</p> <p>Groups can tell each other the story, making sure all parts are explained. Encourage learners to ask for more details.</p> <p>Groups can write the story and illustrate. This may take more time the following week. Give time to read out the stories and make sure you are helping learners as they write.</p>					Rabbit				long ears	Rabbit	short ears			long ears	Rabbit	short ears		gets them caught in the door	long ears	Rabbit	short ears	One day, stealing food from the kitchen	gets them caught in the door	long ears	E + V/P	3.7.1.1 3.7.1.2 3.7.1.3 3.9.2.1 3.9.2.4
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