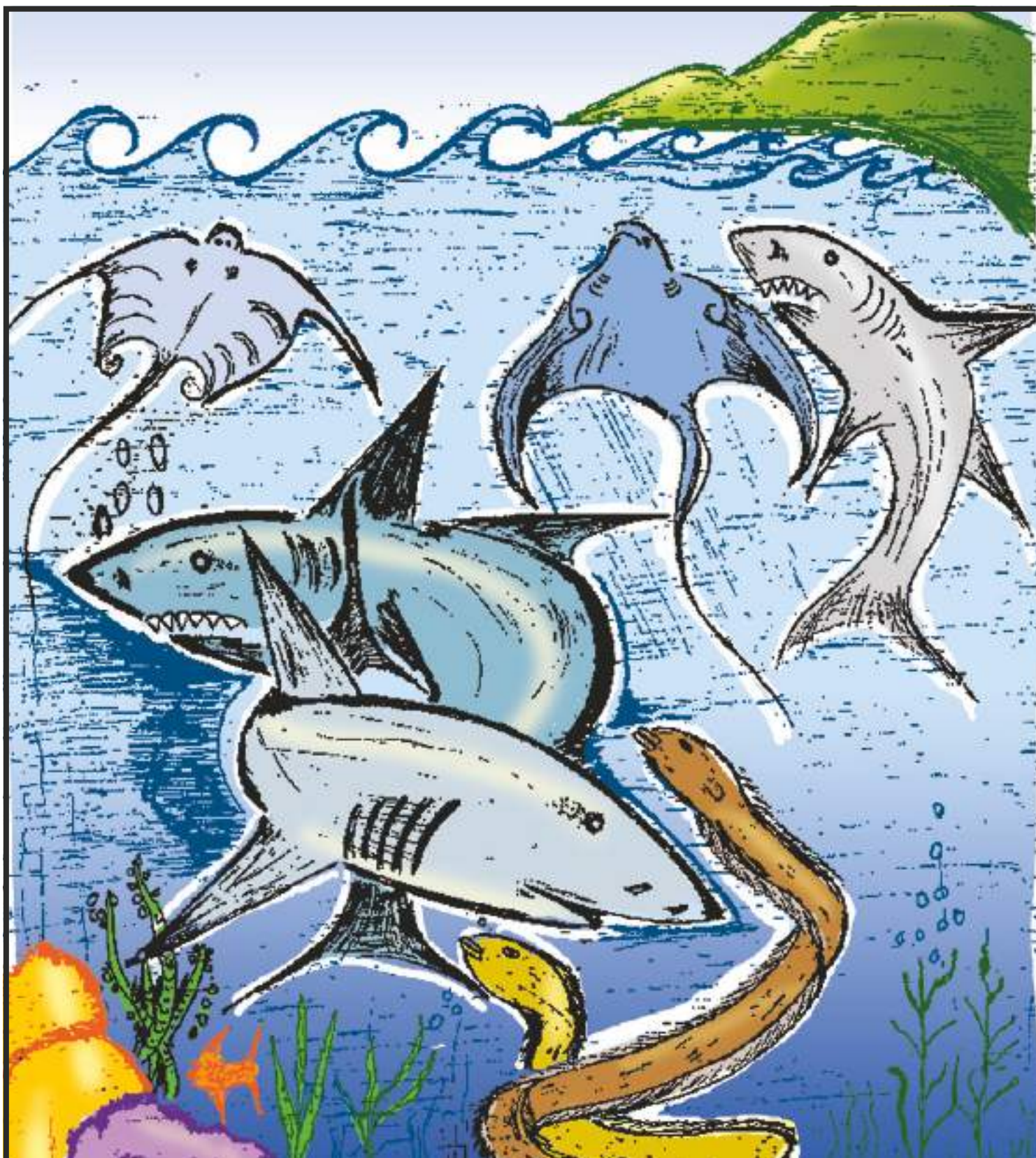


Zaleseko's Secret



By Matthew Lioa
Pictures by Henry Kariha

Nguzu Nguzu Reading Books

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Review and re-development project

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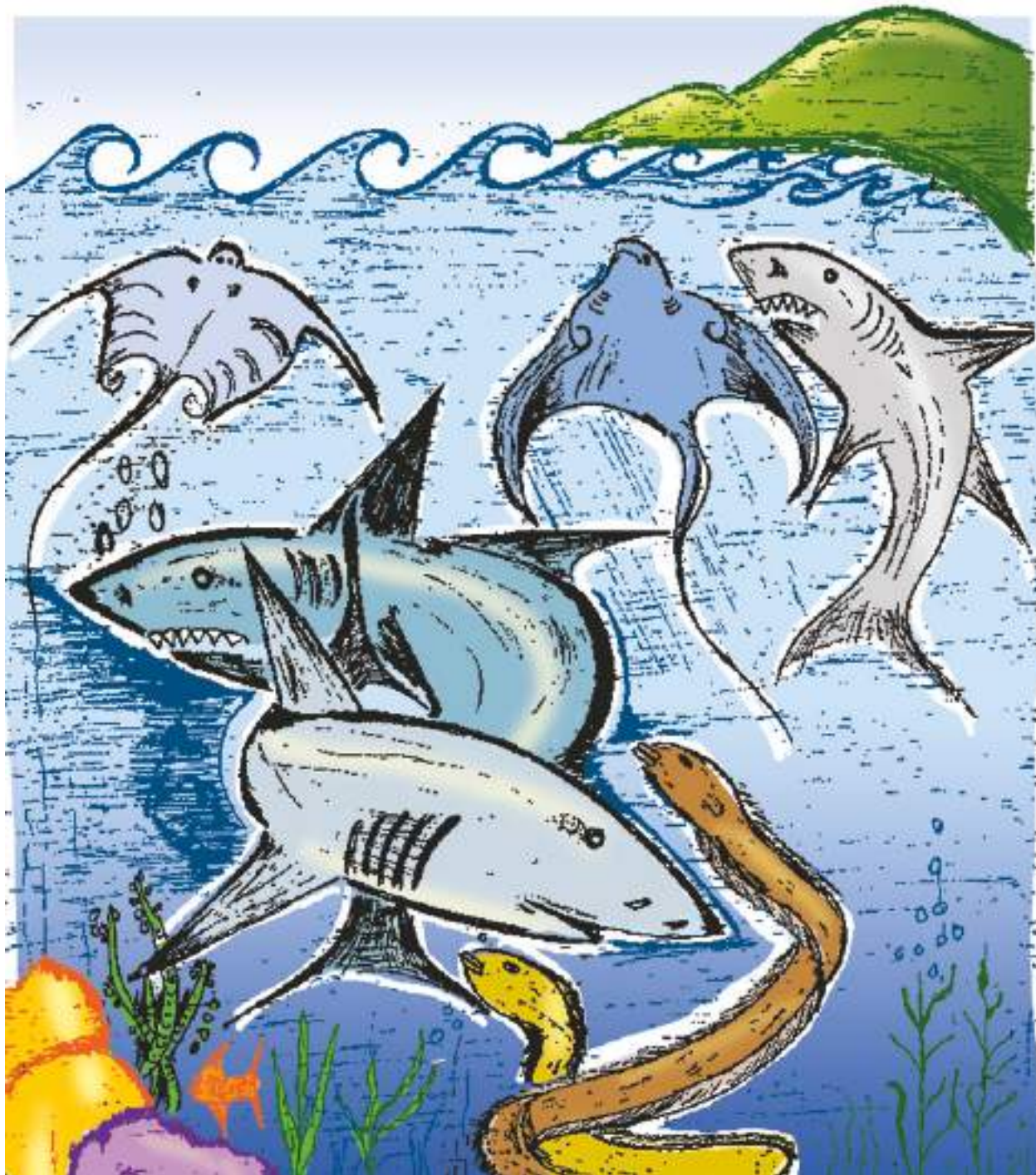
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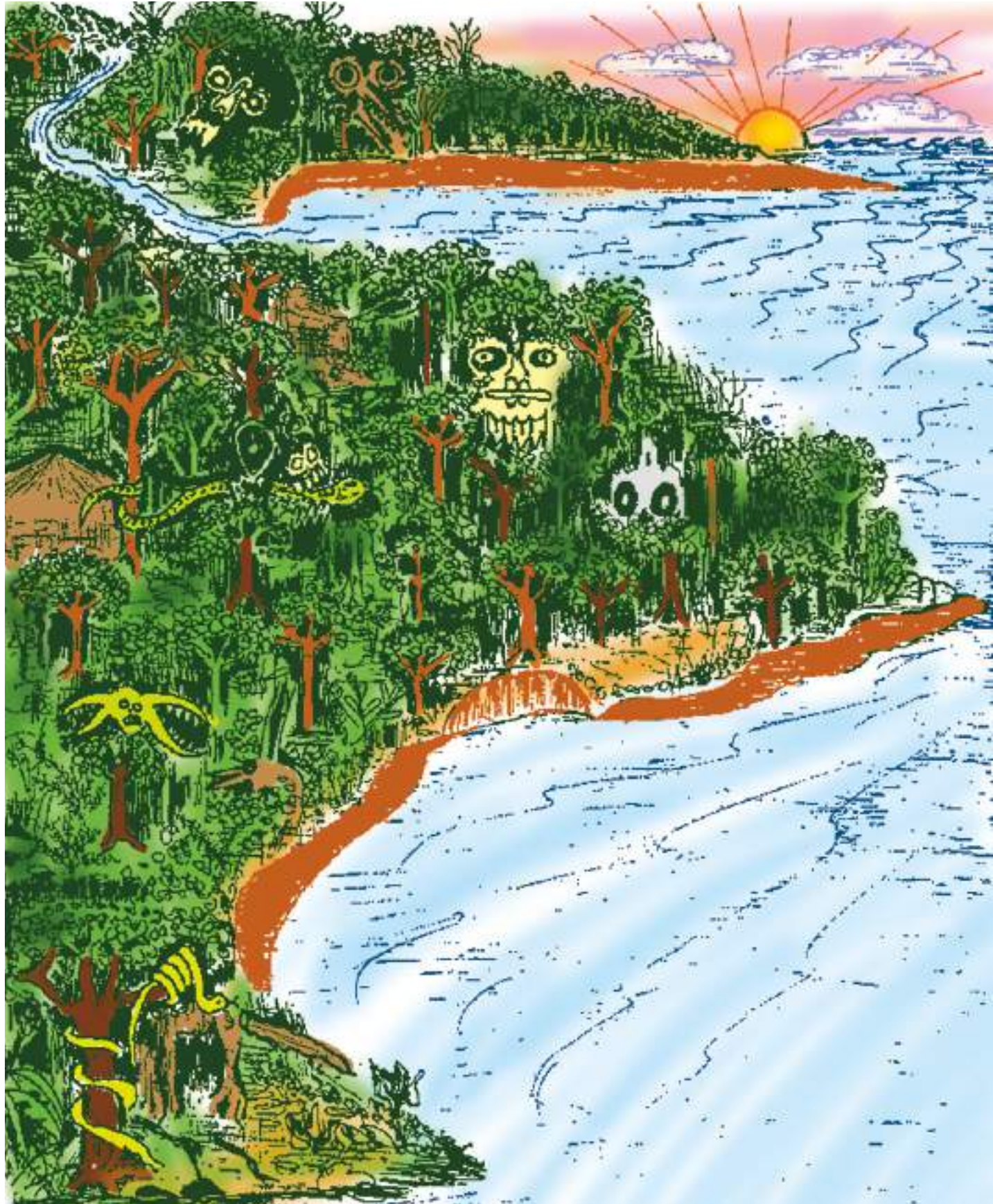
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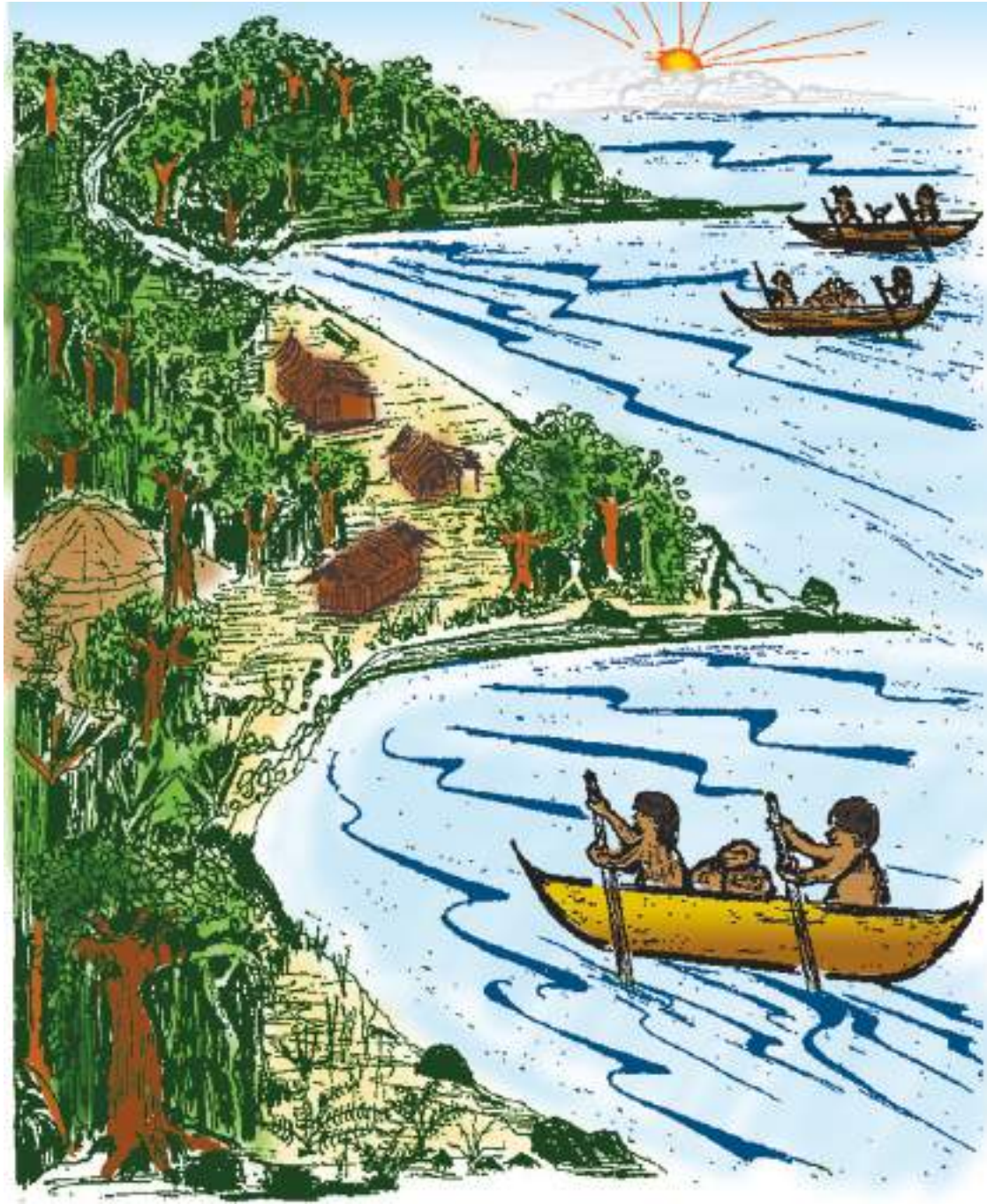
Zaleseko's Secret



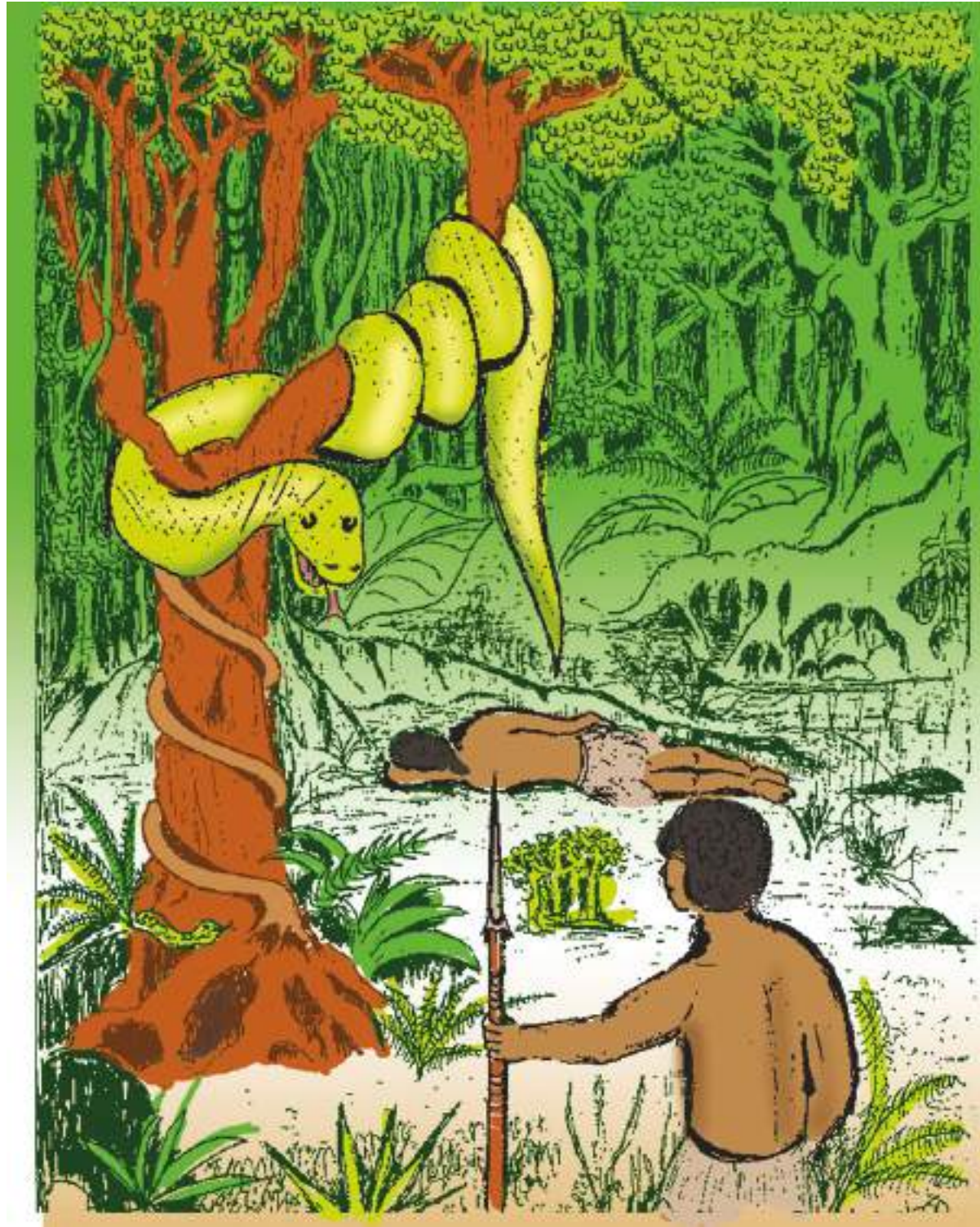
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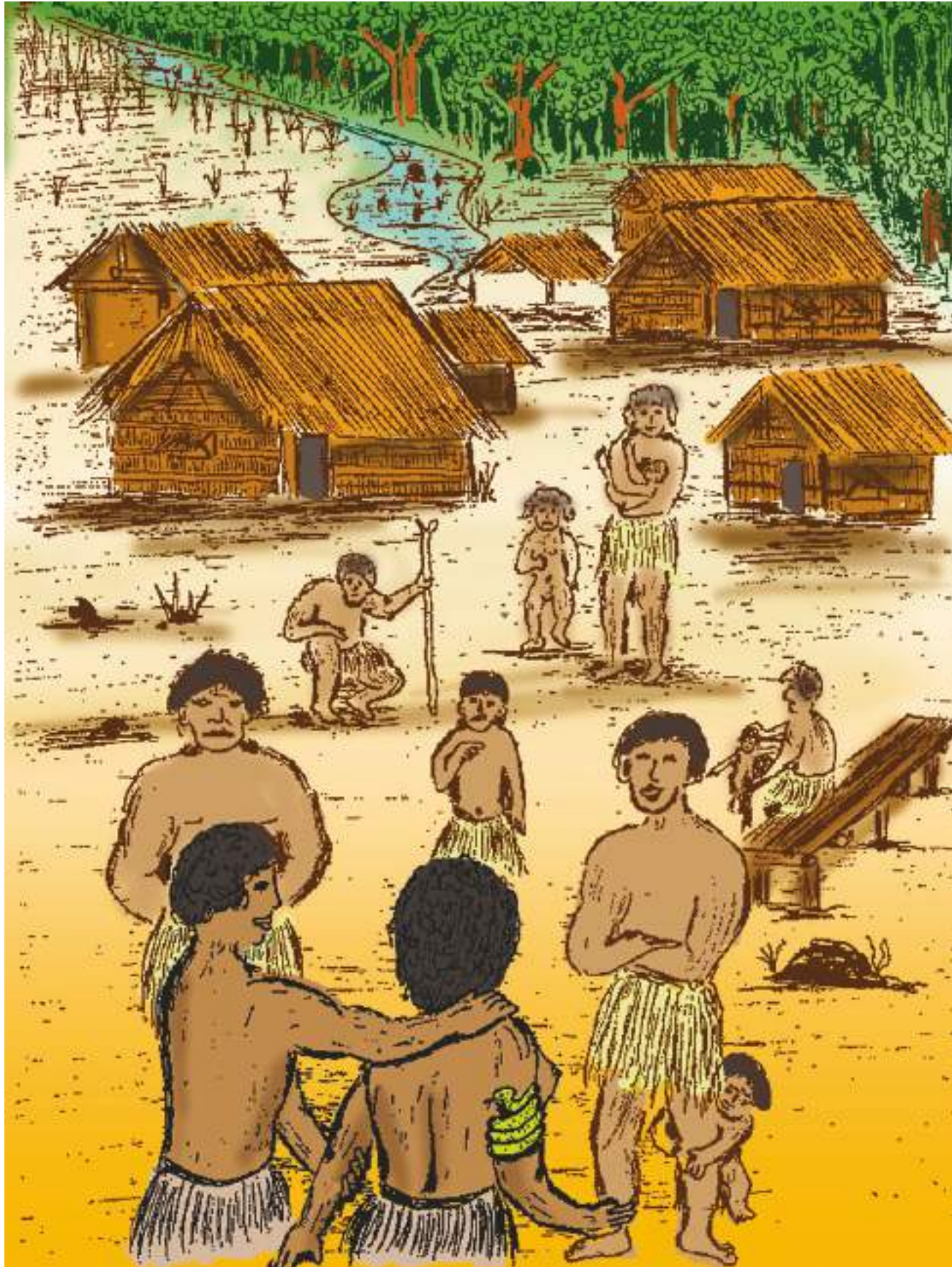
A long time ago there were no people living on Choiseul. It was an island of dark forests full of strange magical creatures.



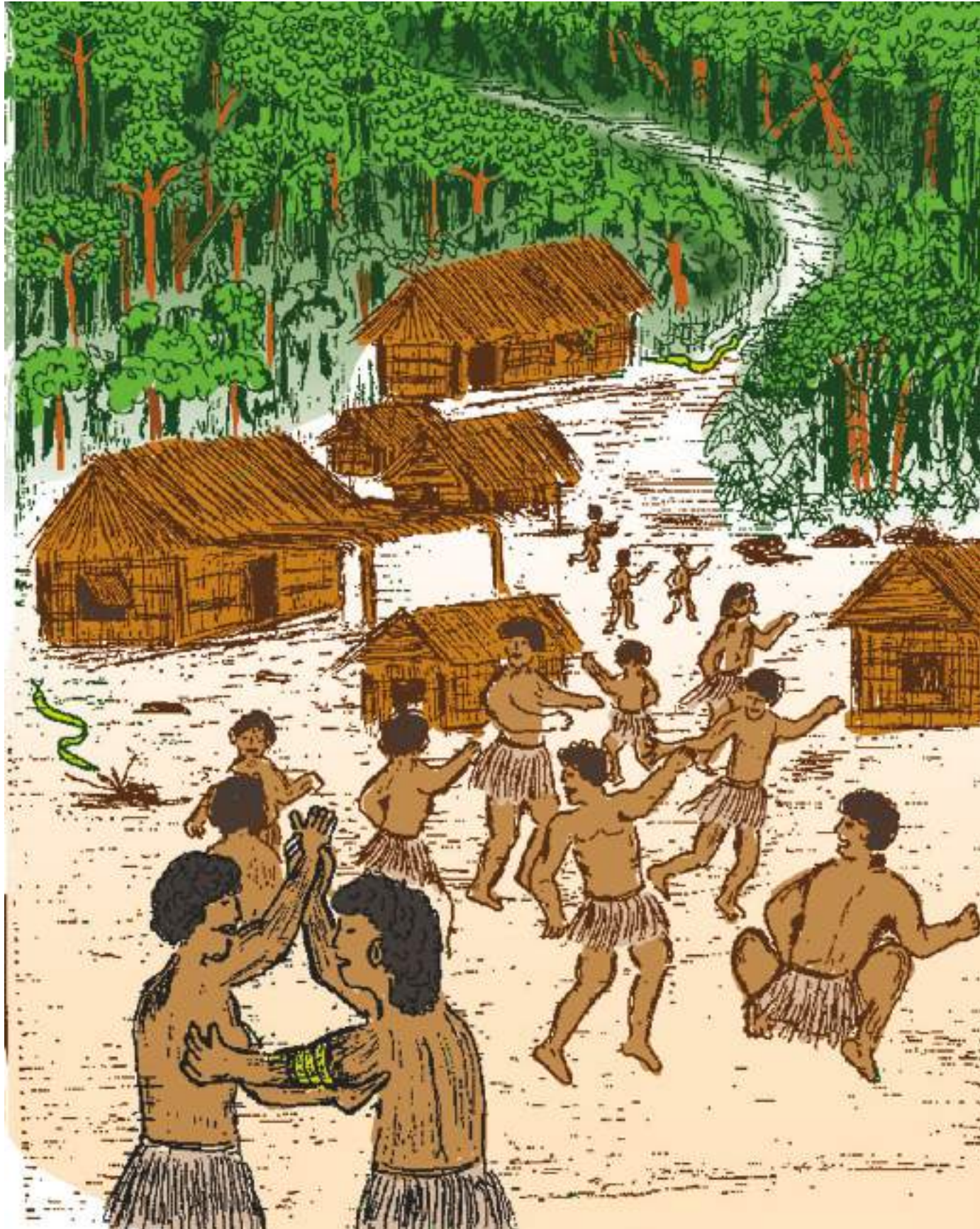
The first people to come to Choiseul came by canoe. They found food growing on the land and fish living in the sea, so they built a village and decided to stay. The people went fishing every day and they saw that there were no sharks, rays or eels in the sea and rivers. They were happy that there was no danger in the water.



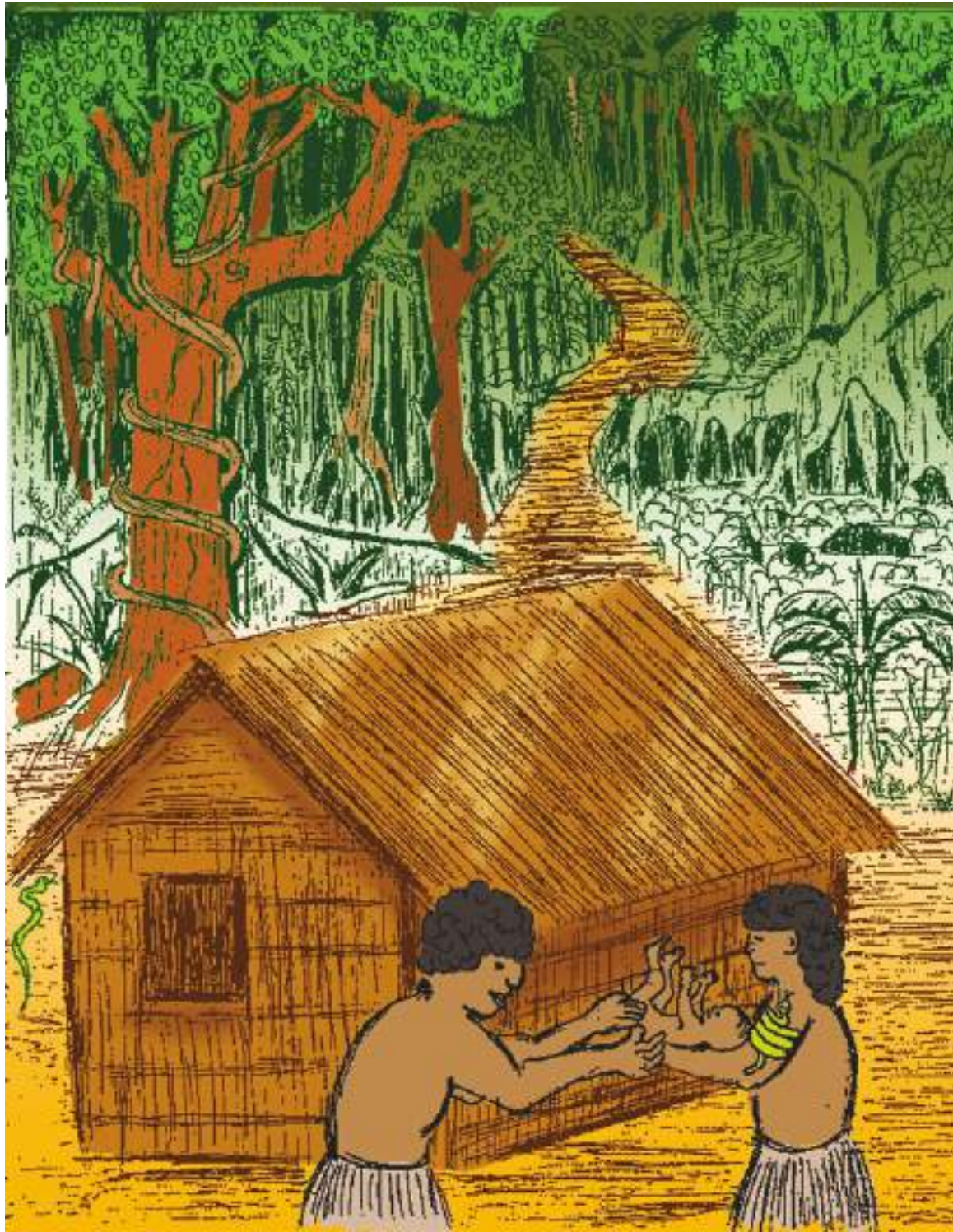
One day Rorovo was hunting in the bush when he saw a young girl sleeping under a big tree. A giant green snake was coiled in the branches of the tree above the girl. Rorovo wanted save her, so he chased the snake away and brought the girl back to his village.



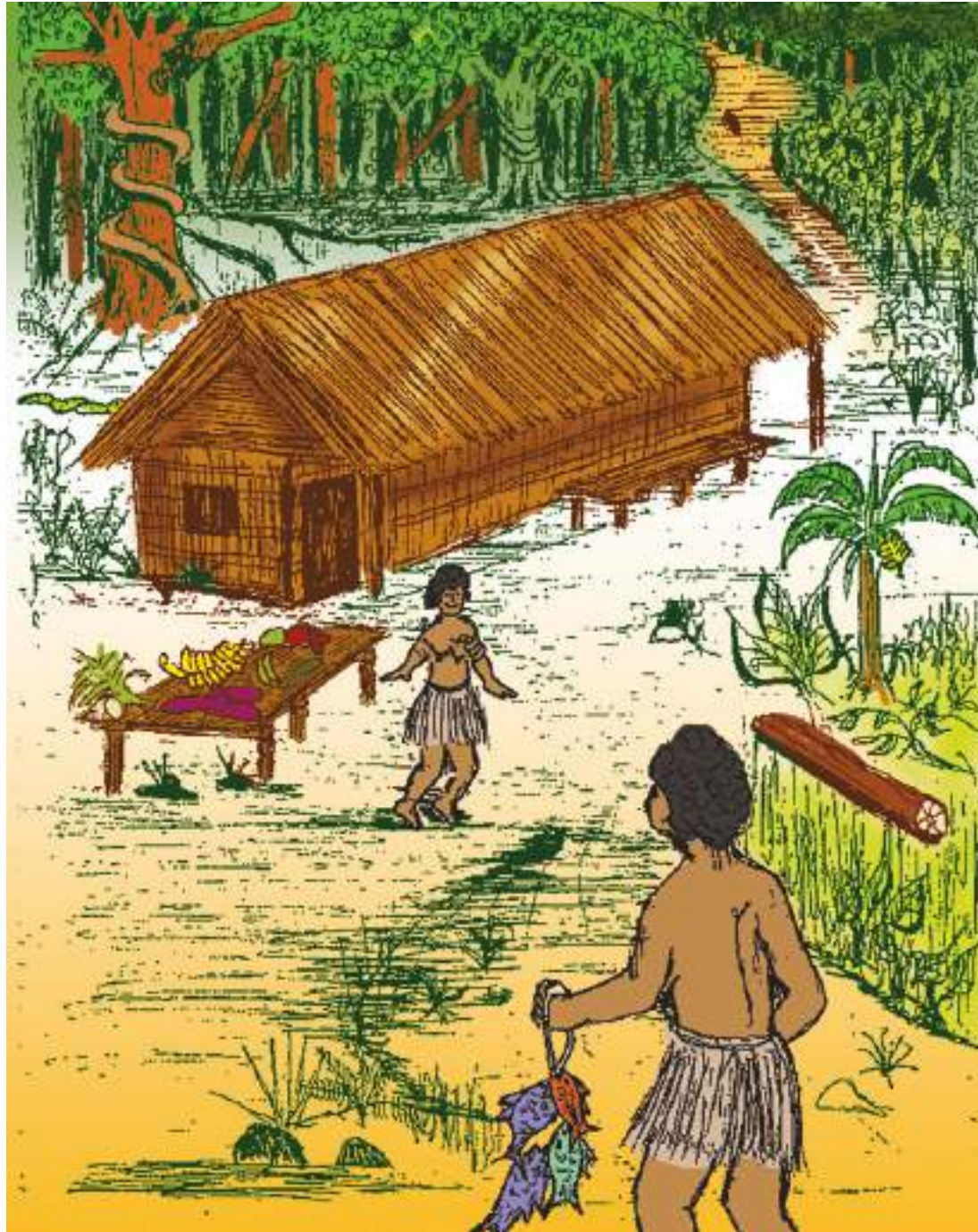
The people asked the girl where she had come from and who her parents were, but she didn't tell them.



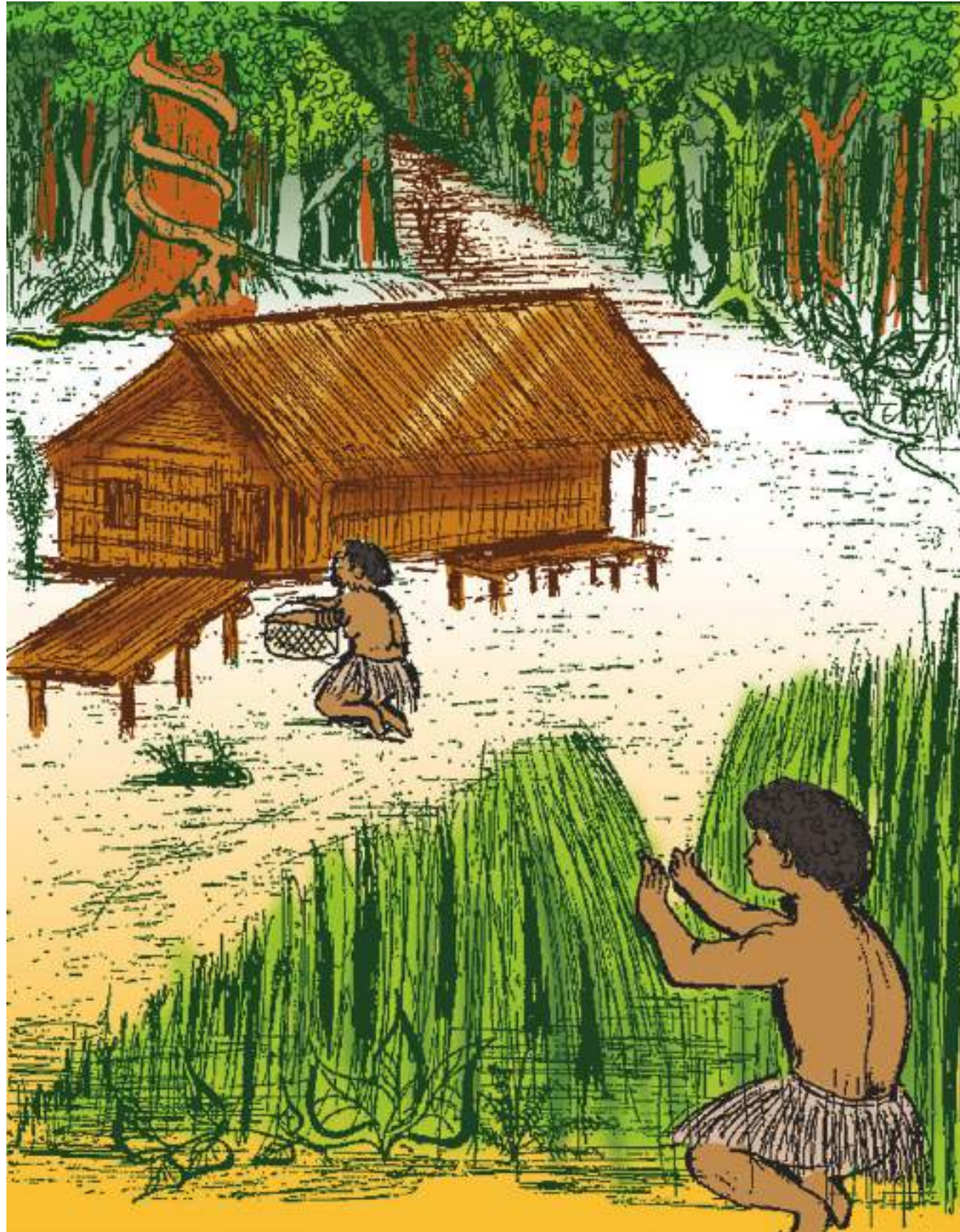
The people of the village were frightened of the strange girl who did not have a family, but Rorovo was not. He asked her to marry him. At first she said no, but Rorovo persisted and at last she agreed.



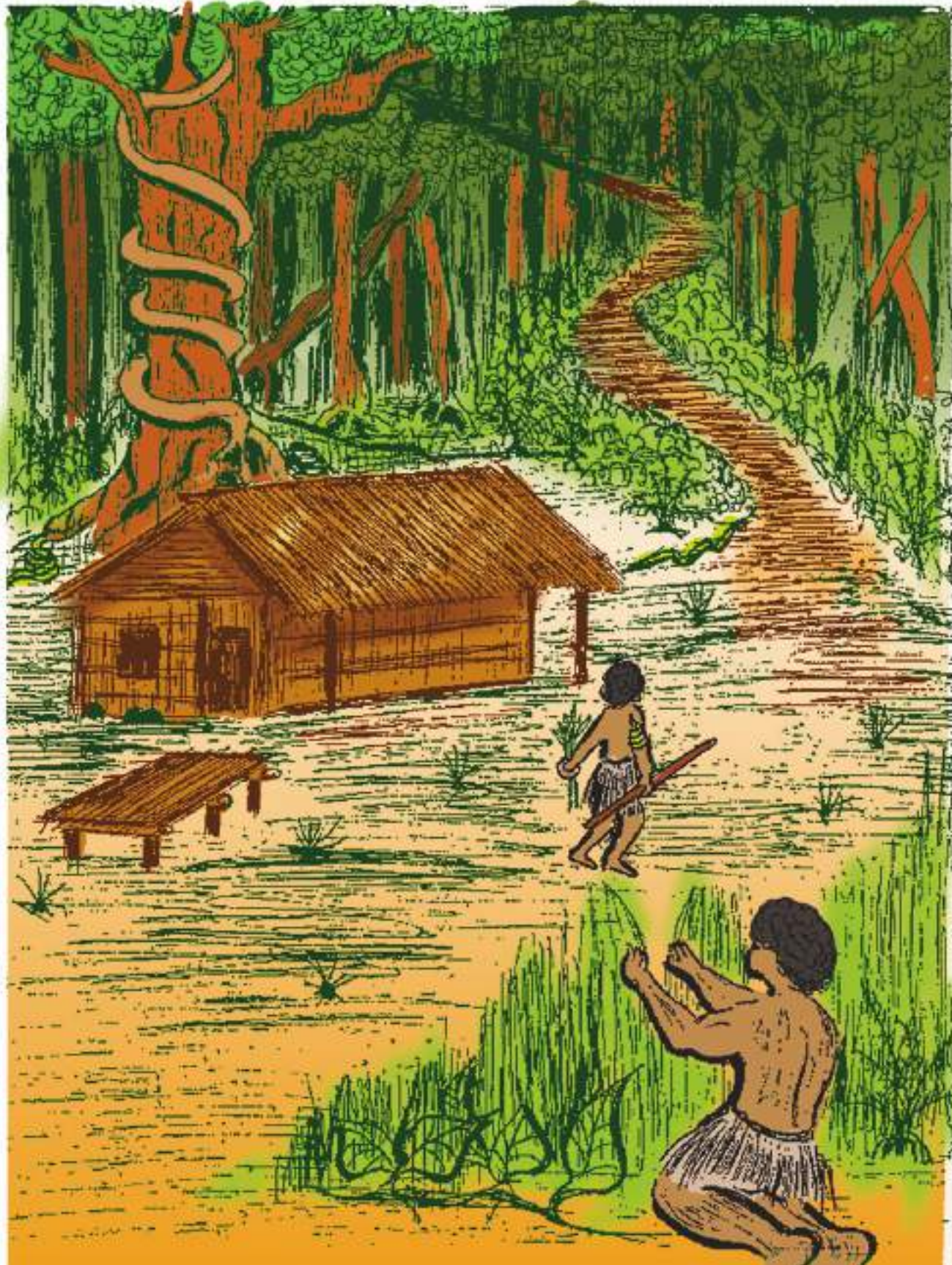
The people would not allow the girl to live in their village because of her secrets, so Rorovo and his new wife built a house near the tree where she had been found. Rorovo called his wife Zaleseko. They lived happily together and a year later, Zaleseko gave birth to a baby boy.



Rorovo went fishing in the sea every day and when he came home there was always lots of kumara, bananas, yams and other vegetables to eat. There were no people living nearby and Zaleseko had no parents to help her. Rorovo began to wonder how Zaleseko managed to keep her garden and look after their baby son.

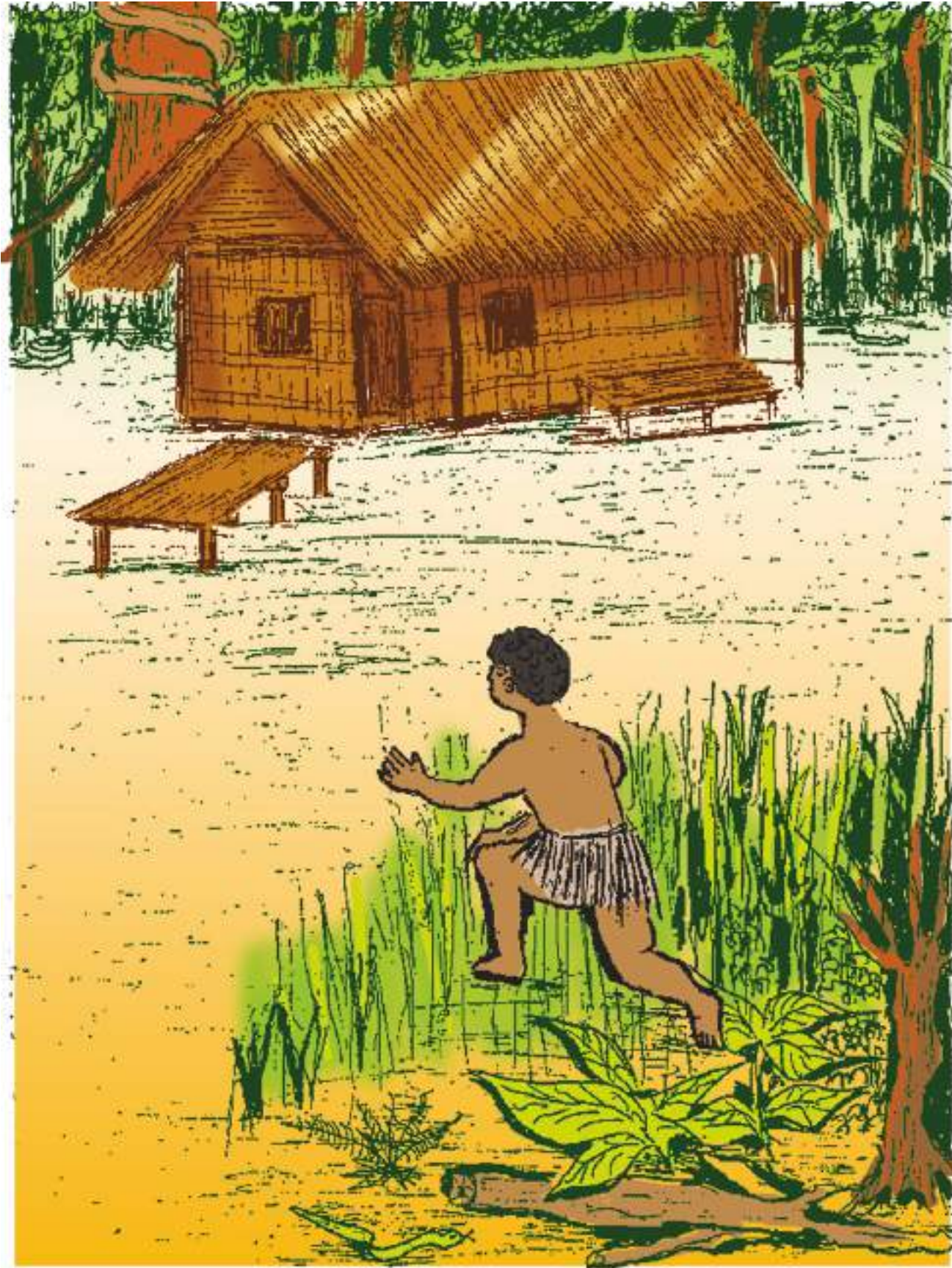


One day Rorovo decided to hide in the bush nearby to watch Zaleseko and find out what she did all day.

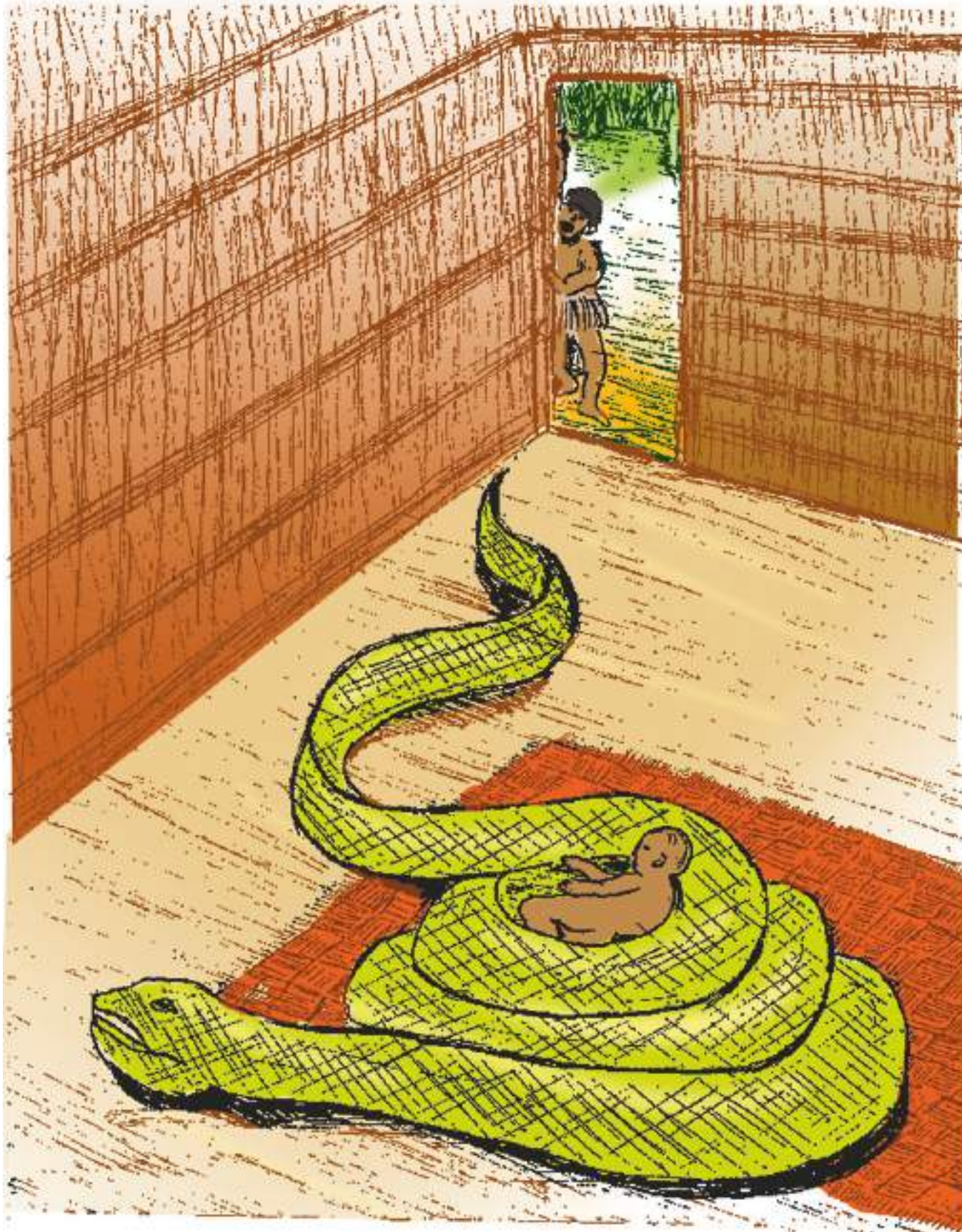


Very soon, Rorovo saw Zaleseko collect her digging stick and go to her garden. She did not have her baby with her.

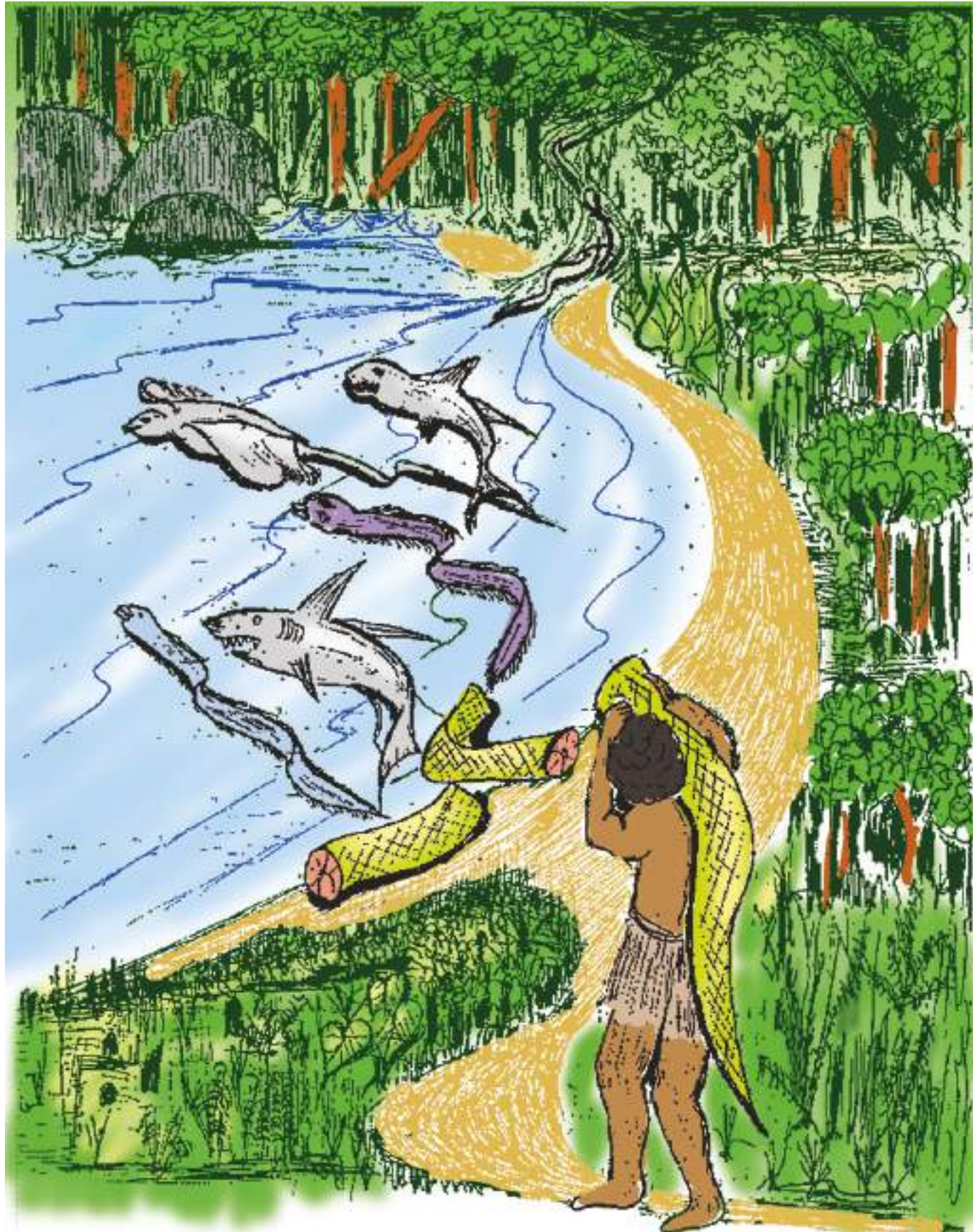
"This is strange," said Rorovo, "why isn't the baby crying?"



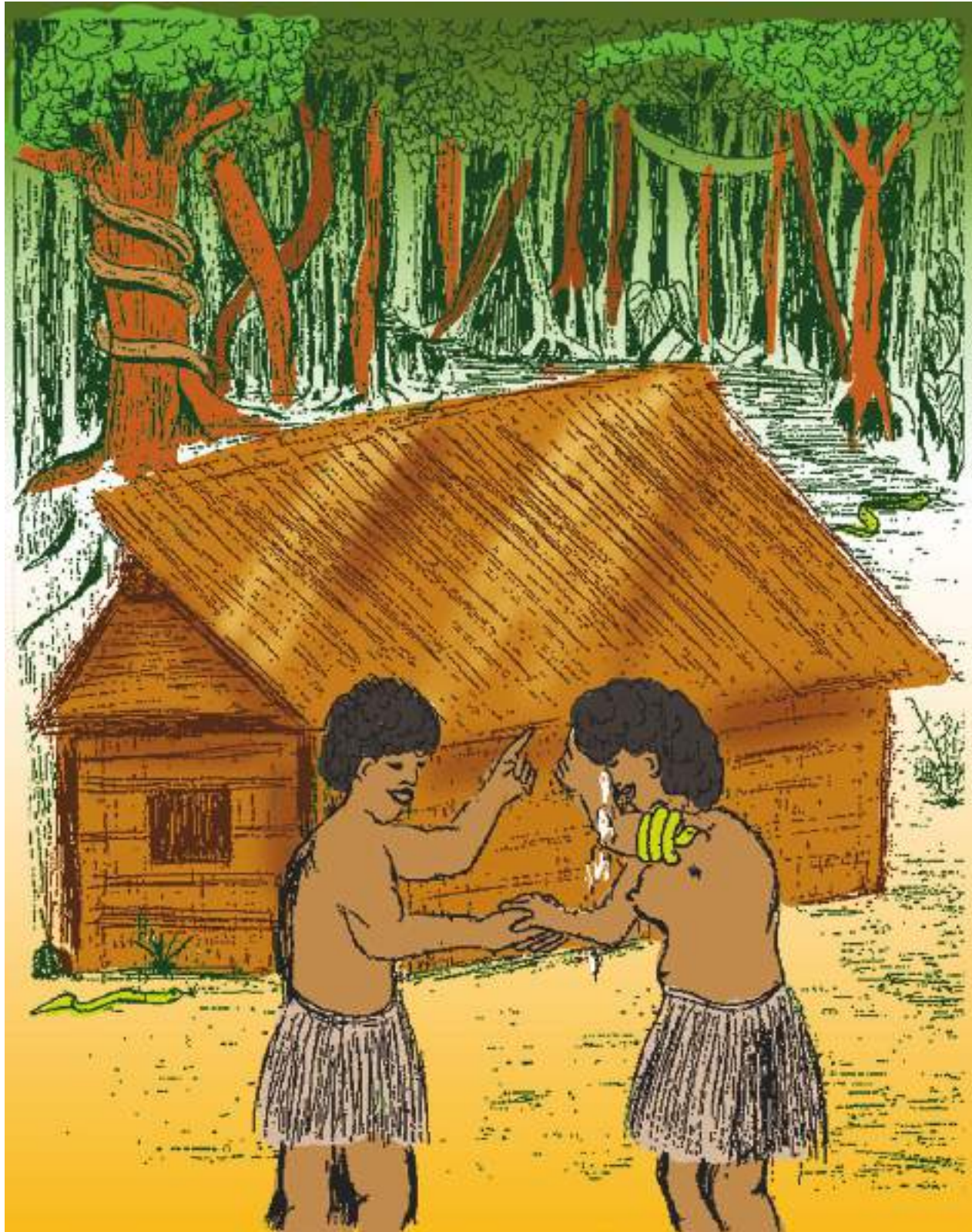
Rorovo crept up to the house and looked inside. He was horrified by what he saw.



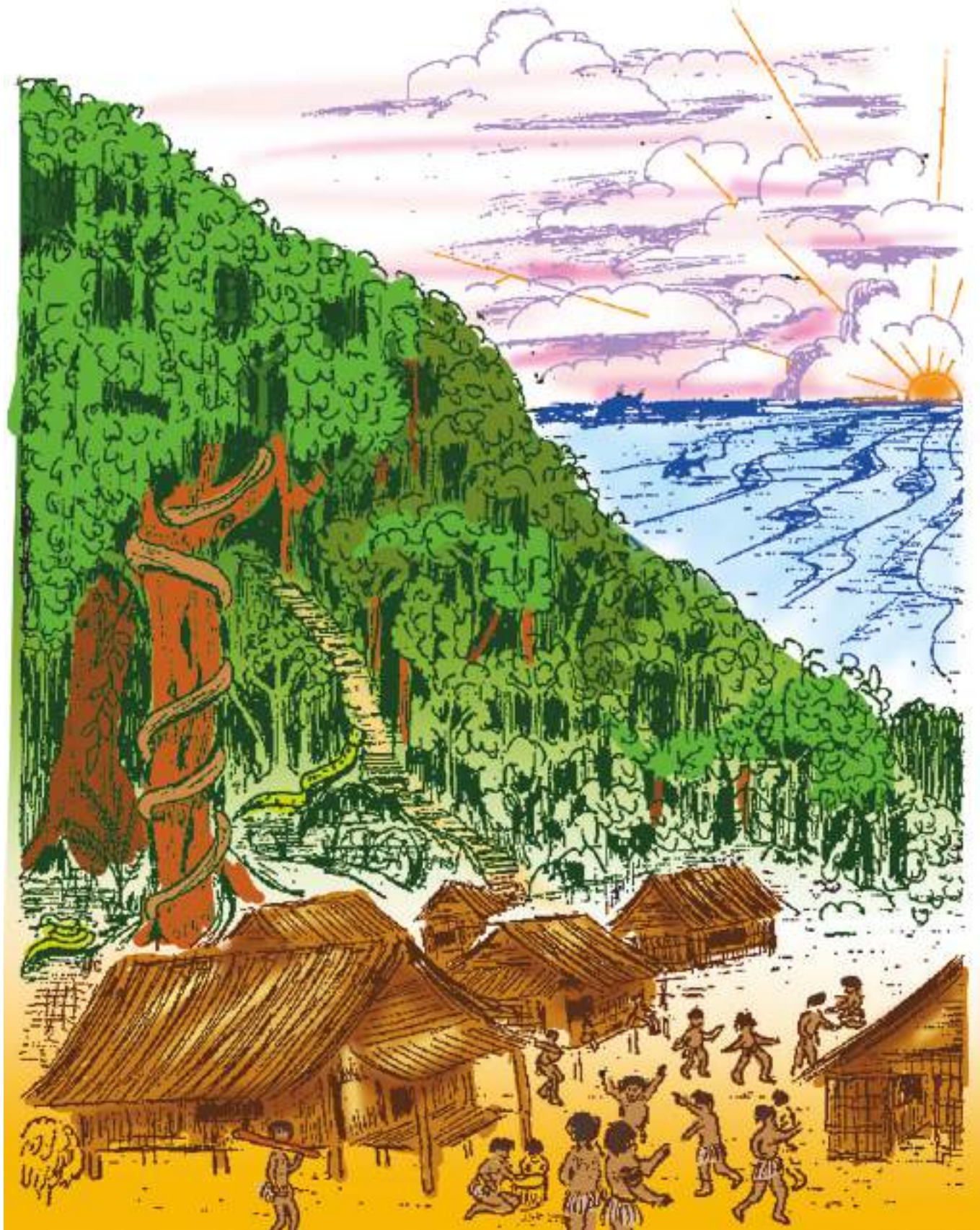
The baby was sleeping inside the coils of a giant green snake.



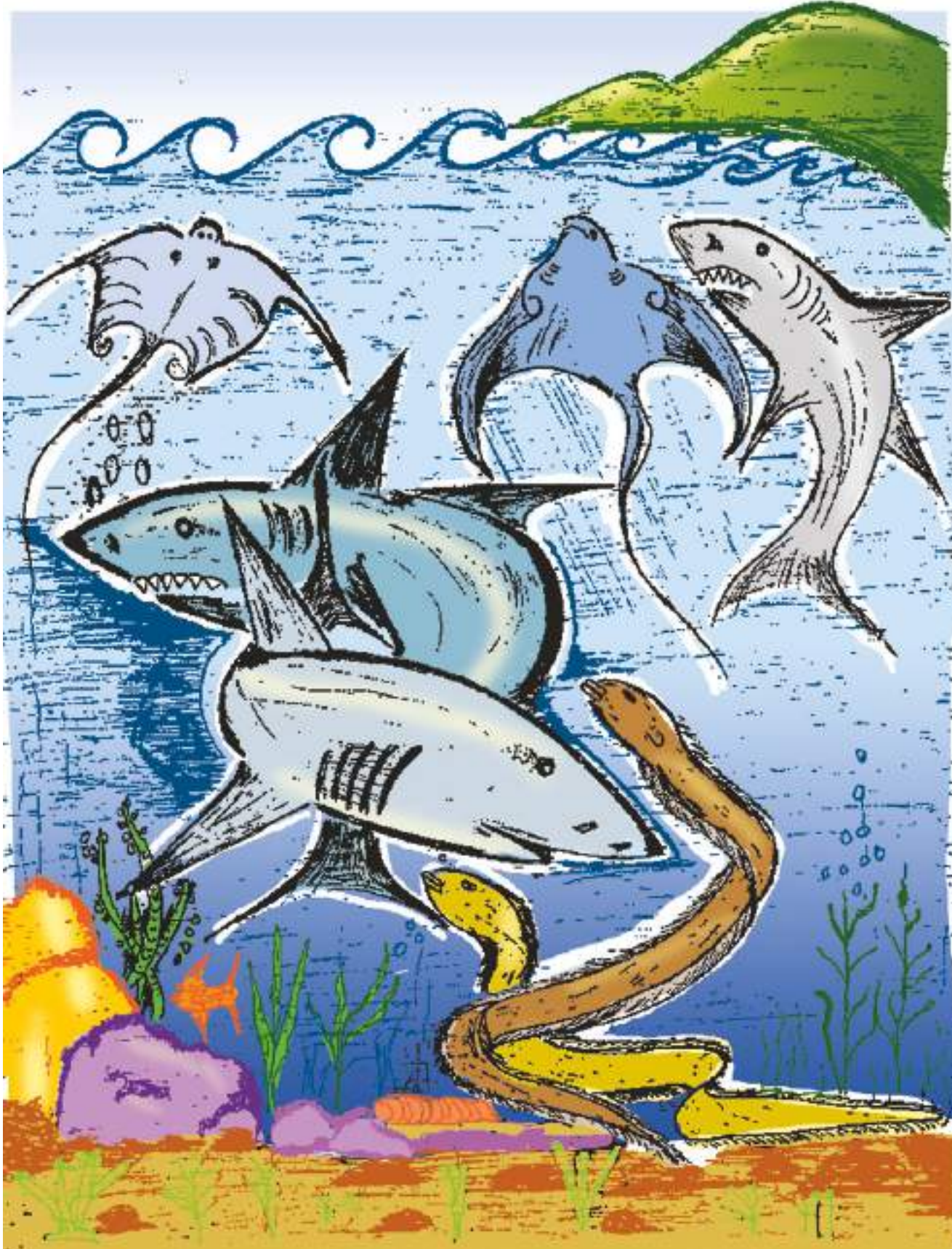
Rorovo picked up his club and killed the snake. He cut it up into many pieces and he threw some pieces into the sea. At once they turned into sharks and rays. Other pieces fell into the river and became eels.



When Zaleseko returned from her garden and saw what had happened, she began to cry. She told her husband that the giant green snake had been her mother and had loved her and her baby. Rorovo was sorry for killing the snake.



Rorovo and Zaleseko had many children and their children grew up and had children of their own. They built a village under the big tree and called it Kolombangara.



To this day sharks, rays and eels are taboo to the people of Kolombangara. They cannot kill and eat these creatures because they remember that these creatures are the children of their snake ancestor.

Text:	<i>Zaleseko's Secret</i>
Level:	Year 3
Message:	Legends tell us about natural phenomena
Discussion focus:	Sharing information
Comprehensions:	Character motivations; story mapping; Linking pictures to the story
Vocabulary focus:	Conjunctions - so
Letters and sounds:	-ure
Writing opportunity:	Alternative ending to a story

ACTIVITIES	LANG.	SYLLABUS
<p>Day 1</p> <p>Modelled Reading Part 1: Pages 2 - 9</p> <p>Set the context: Talking with learners</p> <p>Find the copies of <i>The dragon and the firefly</i> and <i>Why herons have long necks</i>. Ask the learners what they remember the messages in these stories. Remind the learners that these legends explain how a natural event happened. Tell the learners <i>Today we are going to read a custom story about how something came to be in the Choiseul Province. It is similar to the other legends we read earlier in the year. We will learn about why a creature exists in the water.</i></p> <p>Read the title <i>Zaleseko's Secret</i> and tell the learners that the legend is about a woman called Zaleseko who has a secret. Point and ask learners to identify the sea creatures on the front cover. Look through the pictures of the book and discuss that there are no sea creatures on pages 2 - 3. As you go through the pages, introduce words that the learners might not know such as <i>creatures, danger, coiled, persisted, wonder</i> and <i>managed</i>. Ask the learners to help you describe the events in the pictures. Do NOT read past page 8.</p>	V/P + E	3.4.1.1 3.3.2.1
<p>Read the story: Listening and watching</p> <p>Read the story in clear English. Point to the characters and actions that link to the text to help children with their understanding. STOP at page 8.</p>	E	
<p>Review the story: Understanding the story</p> <p>Go through the pictures again and ask the learners to retell the story so far in their own words. Encourage them to think about Zaleseko's strange behaviour (<i>sleeping next to a snake, not answering the villagers questions, refusing to marry Rorovo</i>).</p>	V/P + E	3.6.2.1 3.6.2.3
<p>Responding to the story: Talking by the learners</p> <p>Ask the learners to discuss with their partner <i>Why do you think Zaleseko was acting strangely?</i> Discuss with the learners that not telling somebody information on purpose is called a secret. <i>What do you think Zaleseko's secret is?</i> Ask different learners for answers. Ask the learners to discuss with their partner <i>Would you trust somebody who didn't tell you about their family?</i></p>	V/P + E	3.3.2.1 3.6.1.4
<p>Close Reading</p> <p>Do a close reading of p. 4. Summarise: notice the use of prepositional phrase (<i>sleeping under a big tree, In the branches of the tree, above the girl</i>) to give more detail about <i>Where?</i> Learners could look for more examples throughout the book to p. 8 for prepositional phrases.</p>	E + V/P	3.4.3.7
<p>Focus on Letters and Sounds: <i>ure</i></p> <p>Preparation: make some flashcards with <i>-ure</i> words <i>picture creature pure treasure cure pleasure measure structure fracture capture feature</i>.</p> <p>Look at the words on p. 2. Focus on the word <i>creature</i> and make sure the learners know the meaning of the word. Write the word <i>creature</i> on the board and underline the <i>ure</i> sound. Explain to the learners that the three letters make the one sound. This sound will be a very tricky sound for learners to say. It has a short <i>u</i> sound.</p> <p>Use the flashcards to look at other <i>-ure</i> words. Help the learners to sound out the words and make sure they know the meaning. Ask the children to draw a <i>picture</i> using as many <i>ure</i> words as they can and label the words.</p>	E + V/P	3.4.3.1
<p>Day 2</p> <p>Modelled Reading Part 2: pages 10 - 16</p> <p>Revising and completing the book</p> <p>Ask the learners to retell the orientation of the story in their own words using the pictures to help them. Again, ask them to predict what they think Zaleseko's secret will be. Continue looking at the pictures from page 10 onwards and discuss what is happening. Look at page 9 at Rorovo's behaviour and ask the children <i>Why do you think Rorovo is hiding in the bush?</i> Link the discussion back to secrets and trust. Continue to look at page 12 and 13 with the giant green snake. Ask the learners to talk about what might have happened between page 12 and 13 (<i>Rorovo was scared for his son so killed the snake</i>) Ask the children to look at the picture on page 13. <i>What is now in the water? Why do you think there are now dangerous sea creatures?</i> Stop at page 13 and do not look at the rest of the pictures.</p> <p>Read from pages 10 - 16 in clear English without stopping. Point to the actions in the pictures as they are read in the text.</p>	V/P + E	3.4.2.1

ACTIVITIES		LANG.	SYLLABUS						
<p><u>Shared reading: Revisiting the story</u></p> <p>Go back to page 12 and describe the behaviour of the snake. <i>The snake has made a bed for the baby.</i></p> <p>Ask the learners <i>Was this snake dangerous? Why not?</i></p> <p>Look at the picture on page 13. Ask the learners to explain how sharks, rays and eels came to be in the sea.</p>		V/P + E	3.6.1.4						
<p><u>Close Reading</u></p> <p>Hand out small books to the learners and use close reading to look at page 7. Summarise: <i>because</i> and <i>so</i> are used to join a reason and an action.</p>		E + V/P	3.7.2.2						
<p><u>Focus on sentence structure: so</u></p> <p>Ask the learners to look through the book and find all of the sentences using the word <i>so</i>. Write these on the board and underline the word <i>so</i>. Remind learners of <i>Gwasu's Coin</i> and how they learnt about how to use the word <i>so</i> in a sentence. Remind learners how it links an event with a reaction. On the board write <i>There was a snake above the girl so...</i></p> <p>Ask the learners to complete the sentence to a partner, reminding them that the rest of the sentence must explain what reaction happened next because of the event. Ask a few pairs to share their answers with the class.</p> <p>Repeat the activity with these sentences</p> <table><tr><td><i>There were no dangerous creatures in the sea so ...</i></td><td><i>Rorovo liked Zaleseko so ...</i></td></tr><tr><td><i>The people were scared of the girl so ...</i></td><td><i>Zaleseko has no house so...</i></td></tr><tr><td><i>Rorovo saw a snake with his baby so...</i></td><td><i>Zaleseko saw what happened so...</i></td></tr></table> <p>Ask the learners to complete the sentences in their exercise books using the text to help them find the end of the sentence. They should write the page number for where they found the answer.</p> <p>As an extension, learners might complete other sentences that are not related to the book. <i>Eg, The man was tired so, My brother was hungry so etc).</i></p>		<i>There were no dangerous creatures in the sea so ...</i>	<i>Rorovo liked Zaleseko so ...</i>	<i>The people were scared of the girl so ...</i>	<i>Zaleseko has no house so...</i>	<i>Rorovo saw a snake with his baby so...</i>	<i>Zaleseko saw what happened so...</i>	E + V/P	3.7.2.2 3.6.1.2
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<p>Day 3</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask the learners to retell the story as you turn the pages. Distribute the small books to groups of learners. Read the first page to the class, then ask a group of learners to read the next page. Continue with teacher reading a page, a group of learners reading a page. Encourage learners to use emphasis to show the meaning.</p>		V/P + E	3.2.1.3						
<p><u>Close Reading</u></p> <p>Do a close reading on page 14. Focus on who the pronouns (<i>her, she</i>) are referring to, what is happening and why characters are reacting in a certain way. Ask children to link the words in the text to the picture.</p>		E + V/P	3.4.3.8						
<p><u>Comprehension: character motivations</u></p> <p>Continue to look at page 14. Ask the learners <i>Why is Zaleseko crying in this picture?</i> Ask the learners to look at all the pages with Zaleseko and see if they can find any clues about her secret (<i>Zaleseko was not scared of the snake on page 2, Zaleseko always wears a snake arm band, there is a green snake near Zaleseko on each page</i>). Ask the children, <i>Do you think Rorovo had any idea about Zaleseko's secret? Why not?</i> Discuss how Zaleseko decided not to tell Rorovo her secret and that lead to some bad consequences. Ask learners for the reasons why Zaleseko may have not wanted to tell Rorovo her secret. In groups, ask learners to complete a list of reasons in their books that Zaleseko may have had to share and to keep for secret.</p> <table><tr><th>Reasons why Zaleseko should share her secret</th><th>Reasons Zaleseko should keep her secret</th></tr><tr><td>• <i>People would trust her</i></td><td>• <i>People are frightened of snakes</i></td></tr></table>		Reasons why Zaleseko should share her secret	Reasons Zaleseko should keep her secret	• <i>People would trust her</i>	• <i>People are frightened of snakes</i>	E + V/P	3.4.1.4 3.6.2.2 3.6.2.3		
Reasons why Zaleseko should share her secret	Reasons Zaleseko should keep her secret								
• <i>People would trust her</i>	• <i>People are frightened of snakes</i>								
<p>Day 4</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Distribute the small books to groups of learners. Choose some learners as characters (<i>Rorovo, Zaleseko, snake, baby, village people</i>) to act out the story as it is read. Read the story and choose different groups of children to read every second page. You may choose to read the story more than once choosing different learners as characters.</p>		E	3.2.1.3						

ACTIVITIES				LANG.	SYLLABUS								
<p><u>Comprehension: Story map</u></p> <p>Divide the board into a 2 by 4 grid (8 squares). Draw an island and an ocean with no sea creatures in the first box. Tell the learners that at the beginning of the story the author describes the setting and explains what was happening before the story started (<i>orientation</i>). Ask learners to tell you what happened at the end of the story and draw a picture in the last box (<i>resolution</i>).</p> <p>(Use this grid for your information and to help the learners with their planning: do NOT write this on the board)</p> <table><tr><td>1. There were no sea creatures in Choiseul.</td><td>2. A man called Rorovo found a girl sleeping near a snake.</td><td>3. The people of the village did not trust the girl because she had no family.</td><td>4. Rorovo married the girl and moved outside the village. bThey had a son.</td></tr><tr><td>5. Rorovo found the baby inside the house with a snake.</td><td>6. Rorovo cut the snake into pieces and threw them into the sea. They turned into sea creatures.</td><td>7. When Zaleseko saw what had happened she cried because the snake was her mother.</td><td>8. There are now dangerous sea creatures in Choiseul but the people do not kill them because they believe they are their ancestors.</td></tr></table> <p>Ask the learners to draw the events with a matching sentence in boxes 2 - 7. As they finish, ask learners to read and compare their story map with a partner. Ask learners to think about the problem (<i>complication</i>) in the story (<i>Zaleseko kept a secret, Zaleseko's mother was a snake</i>)</p>				1. There were no sea creatures in Choiseul.	2. A man called Rorovo found a girl sleeping near a snake.	3. The people of the village did not trust the girl because she had no family.	4. Rorovo married the girl and moved outside the village. bThey had a son.	5. Rorovo found the baby inside the house with a snake.	6. Rorovo cut the snake into pieces and threw them into the sea. They turned into sea creatures.	7. When Zaleseko saw what had happened she cried because the snake was her mother.	8. There are now dangerous sea creatures in Choiseul but the people do not kill them because they believe they are their ancestors.	E + V/P	3.4.2.3 3.7.1.1
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<p><u>Comprehension: Linking pictures to the story</u></p> <p>Look closely at the picture on p. 2. Point out the snake at the lower edge. Show that the illustrator has signalled to the reader the importance of the snake.</p> <p>Learners use the books to go through carefully looking at the pictures. They will see the snake in some form on every page. Discuss how the illustrator and the writer work together to help the reader understand the ideas of the story.</p> <p>The learners might like to draw a snake with interesting patterns and markings.</p>													

<p>Day 5</p> <p><u>Independent Reading</u></p> <p>Put the learners into pairs and give each pair a book. Ask the learners to take turns reading and remind them to point to each word as they read.</p>	E	3.2.1.3
<p><u>Guided Writing: re-telling the story</u></p> <p>Revise the story map activity done on Day 4 and ask learners to re-tell the parts of the story. In a group of 4, ask the learners to discuss how to re-tell the story. Think about how to make their re-telling different to that of another group. Perhaps they could add sounds or speaking or description. Encourage the groups to get the events re-told accurately (they can't change the story) but to think about a style of writing. Remind the learners that custom stories are told and re-told in different ways over many years and each teller adds their own ways of telling.</p> <p>In a group of 4, each person is responsible for writing and illustrating 2 pages, but the whole group needs to discuss the story and check what is being written. Encourage the illustrations to use the snake. This activity may take a few days.</p> <p>Do NOT let the learners copy the book!</p> <p>When finished, the groups can share their versions of the story. Groups can discuss the different versions.</p>	E + V/P	3.7.1.1 3.7.1.3 3.7.2.4

