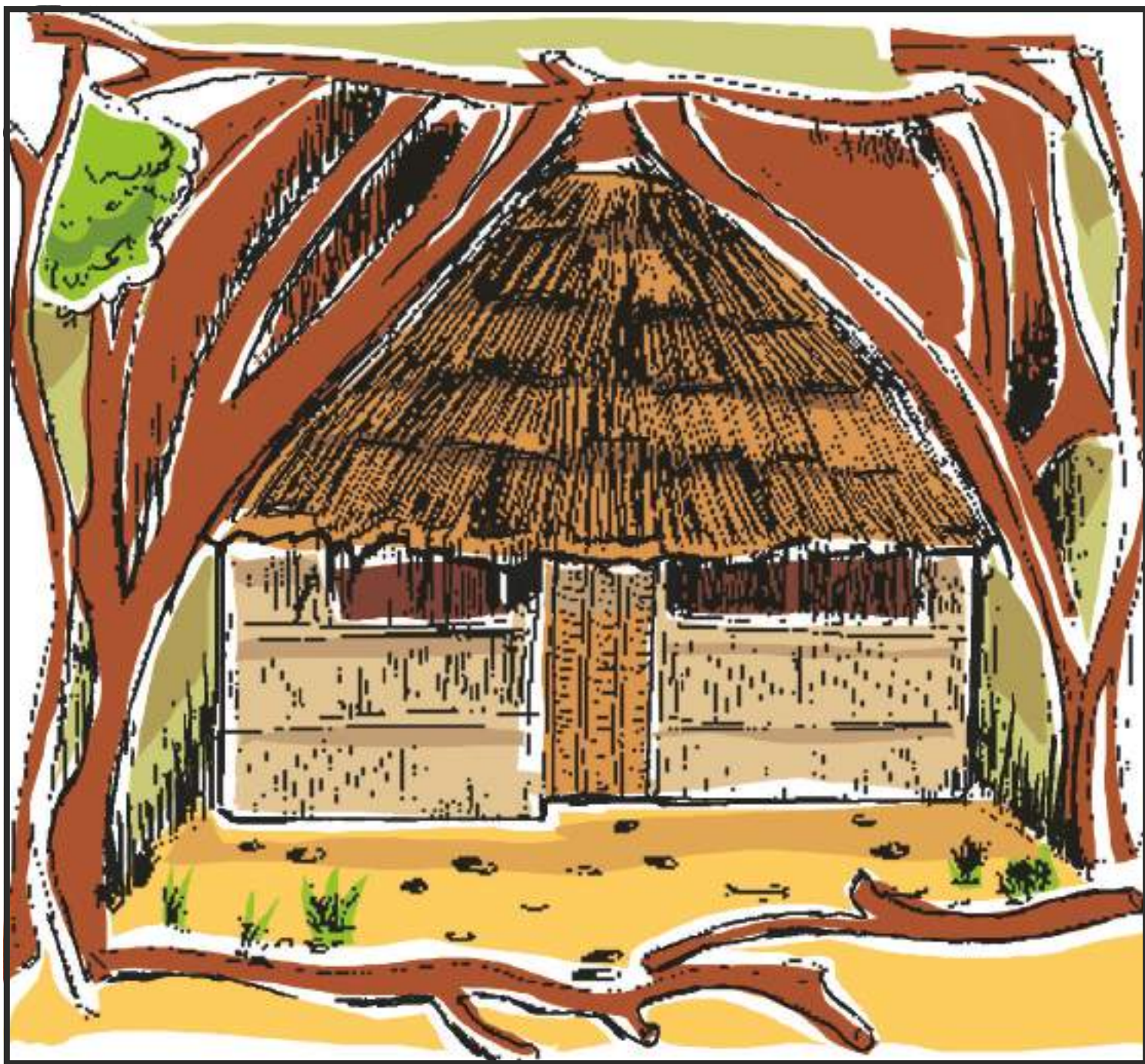


The Secret Place



By Cummins Mariu
Pictures by Dominic Ereai

Nguzu Nguzu Reading Books

Original edition 1995

Second edition 2015

Third edition 2017

Review and re-development project

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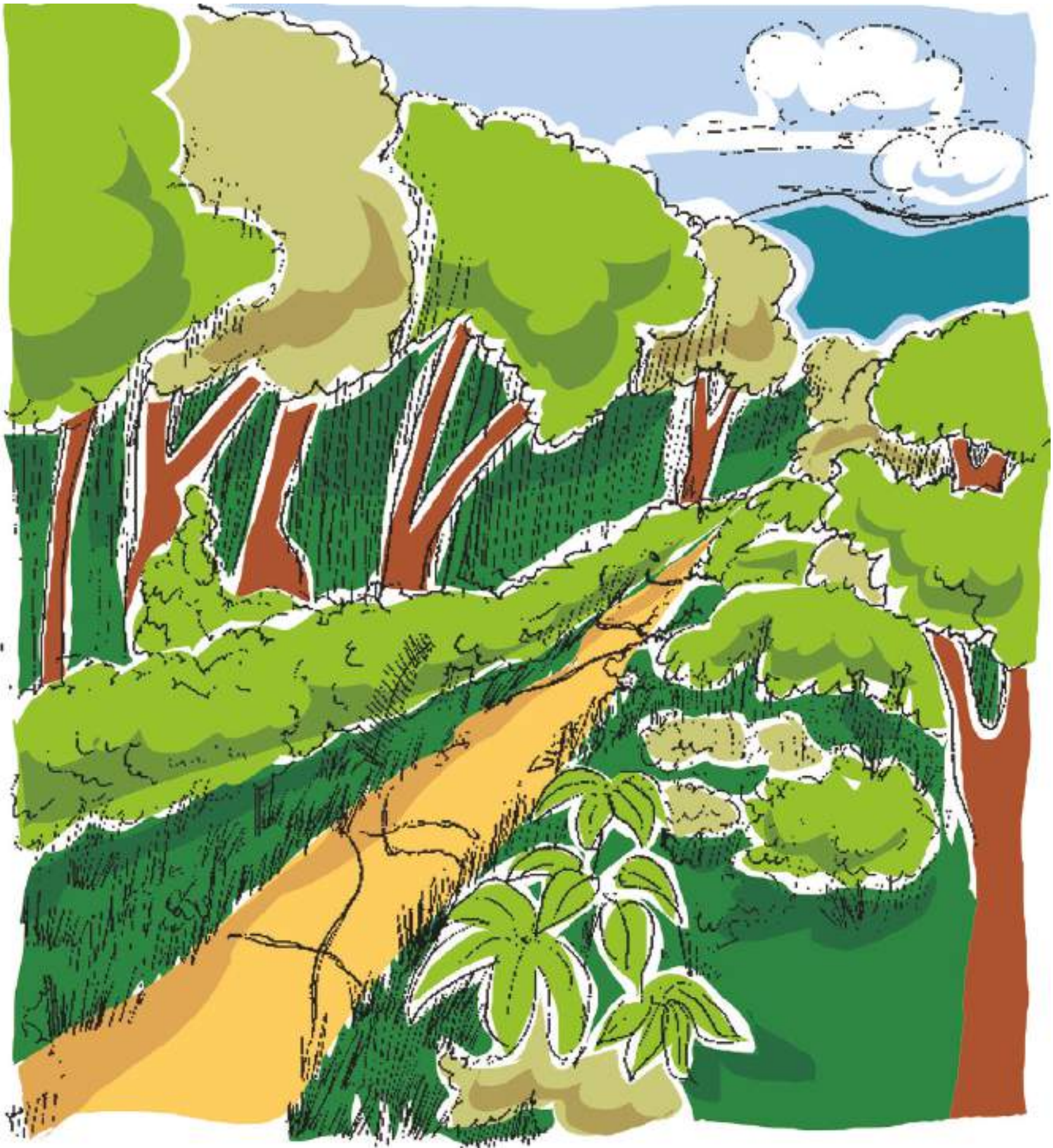
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Development 2015

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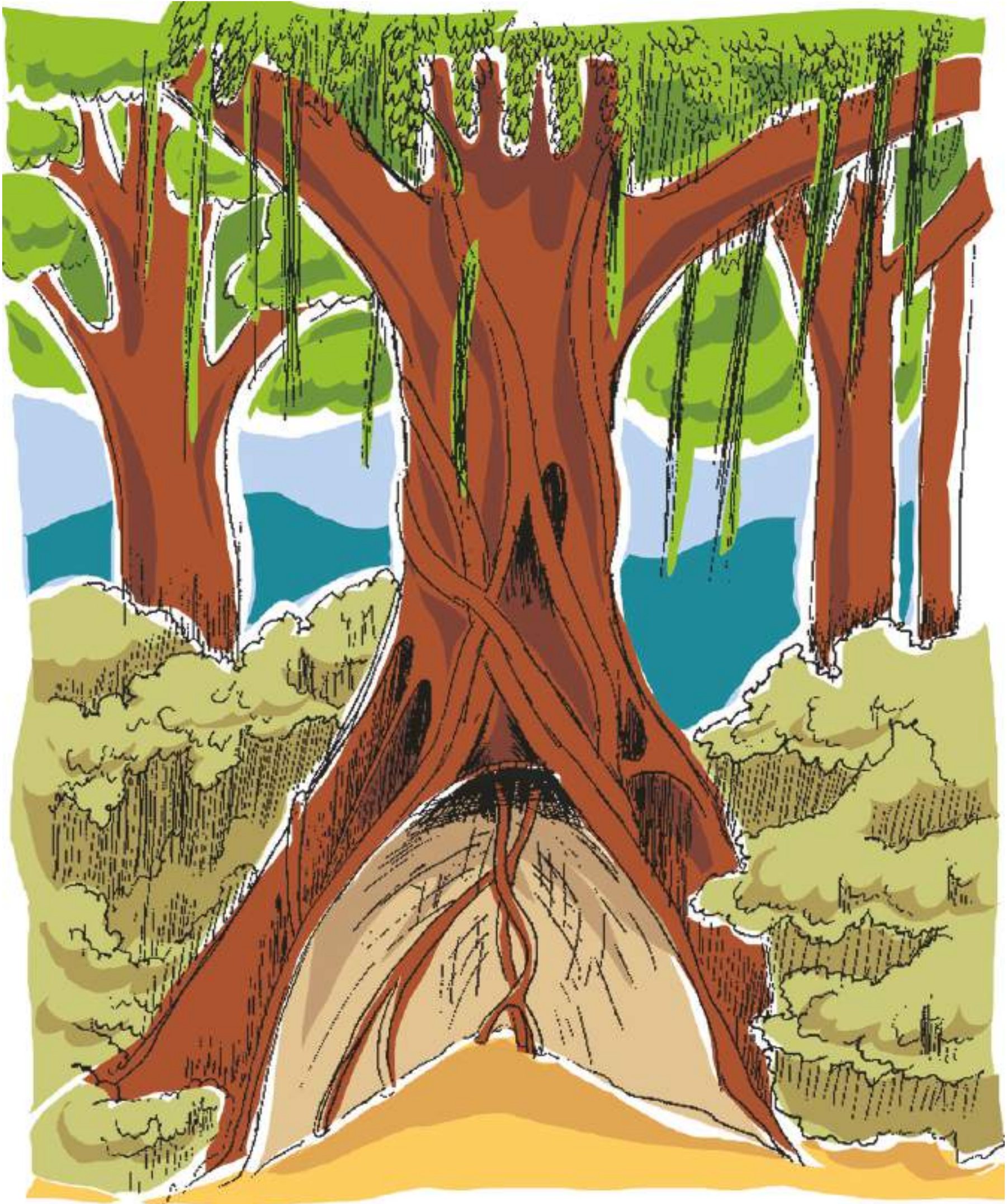
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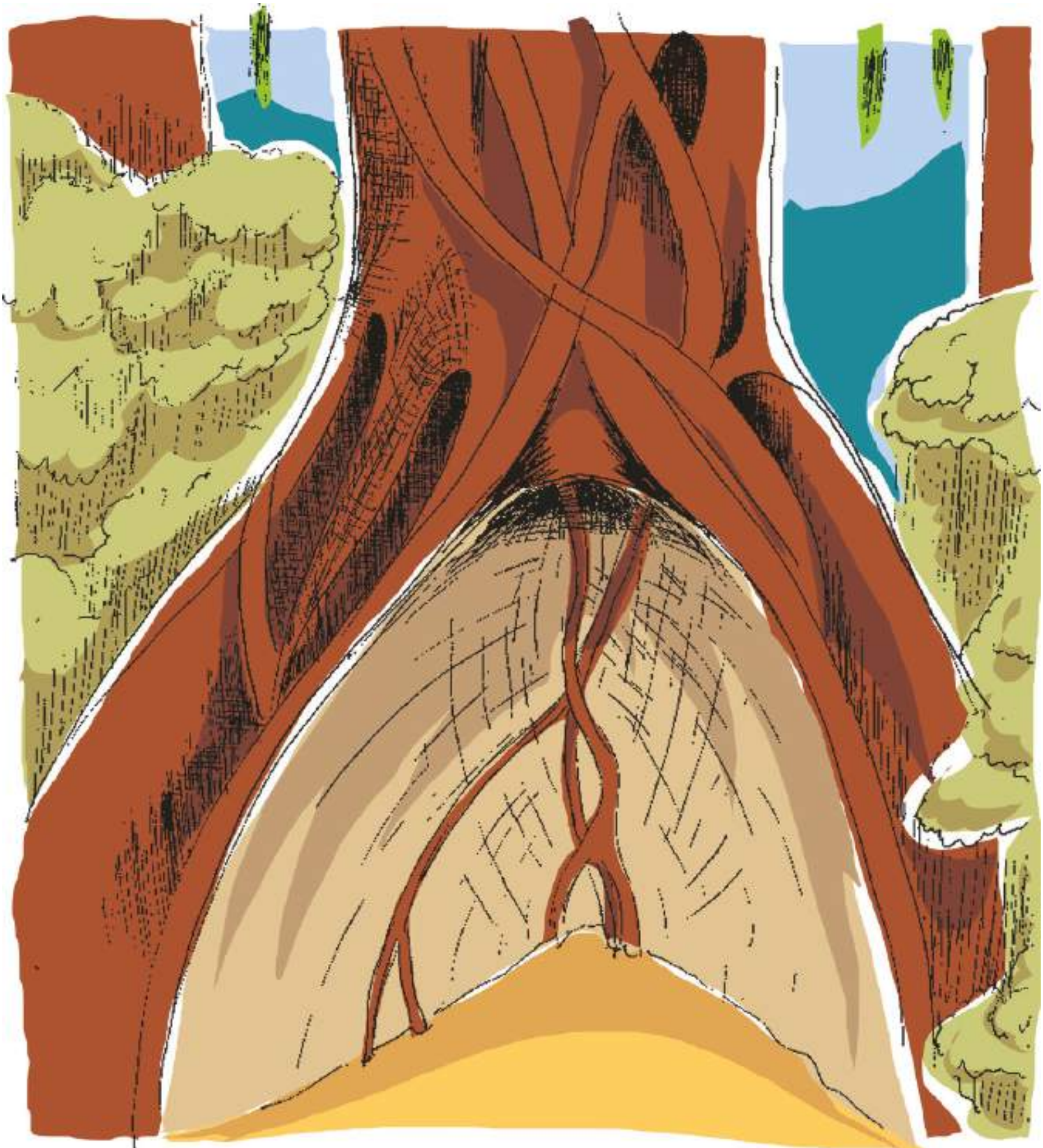
By Cummins Mariu
Pictures by Dominic Ercal



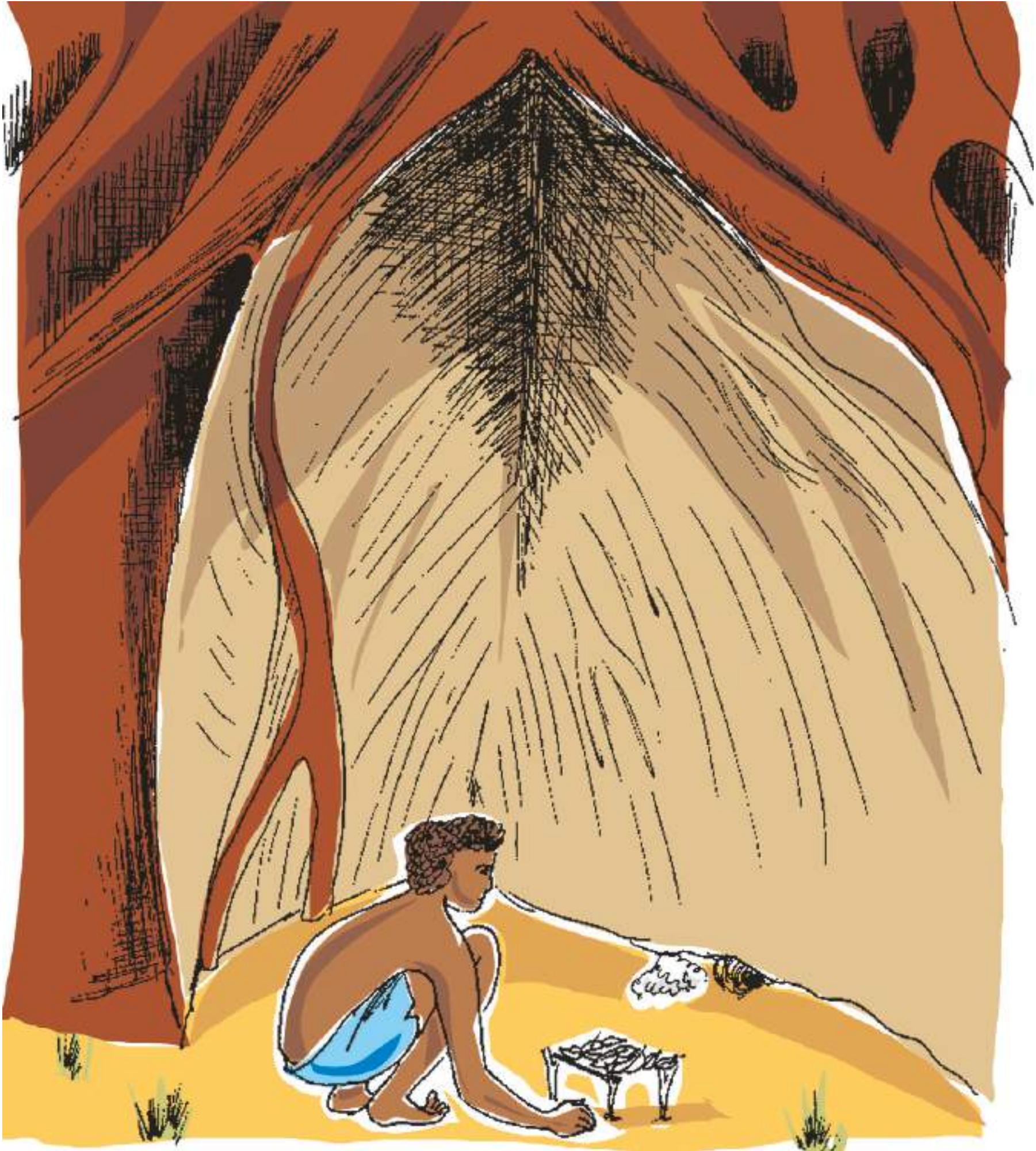
At the far end of our village there is a track. It narrows and then disappears into the bush.



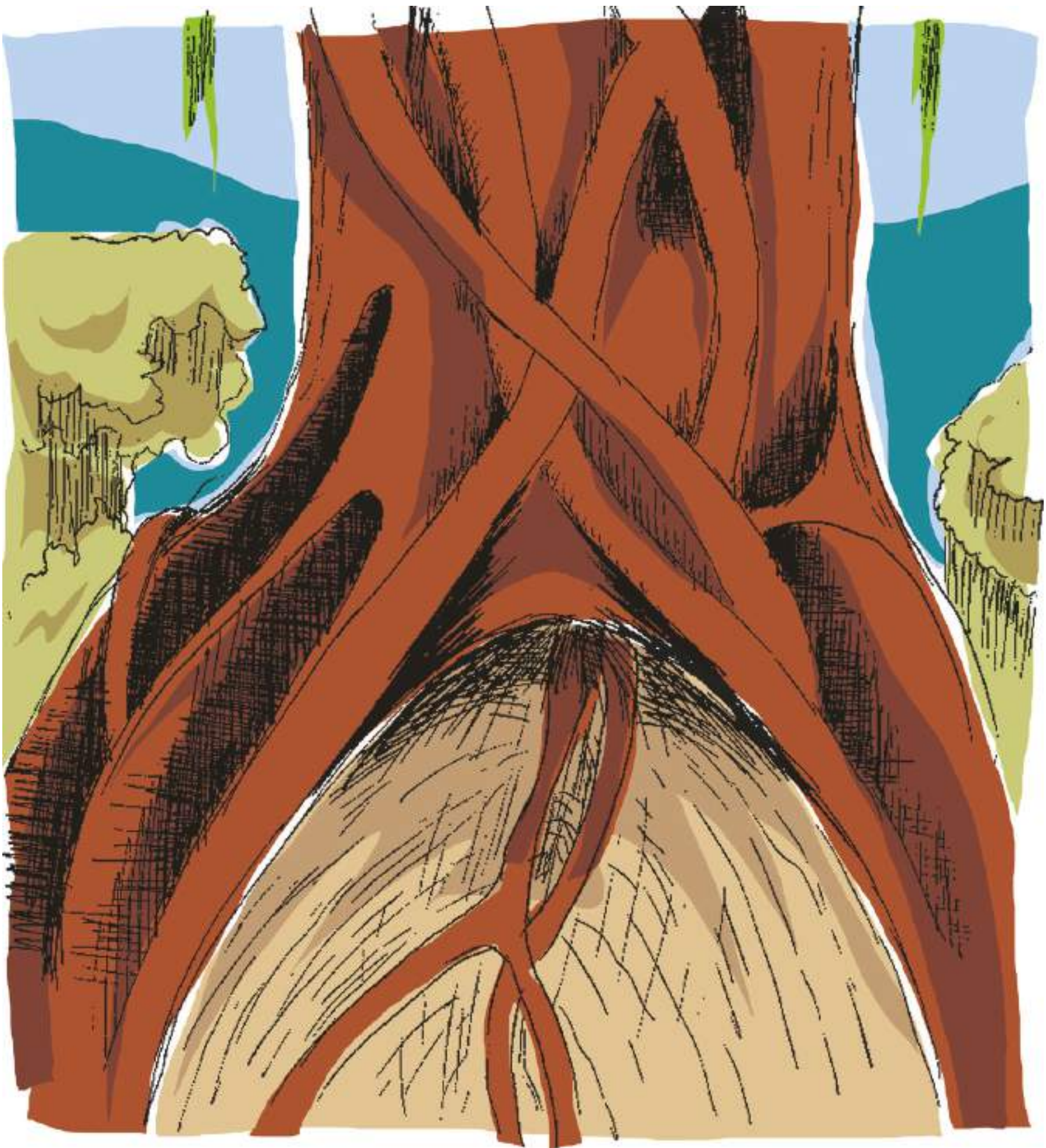
On that track there is a very large banyan tree.



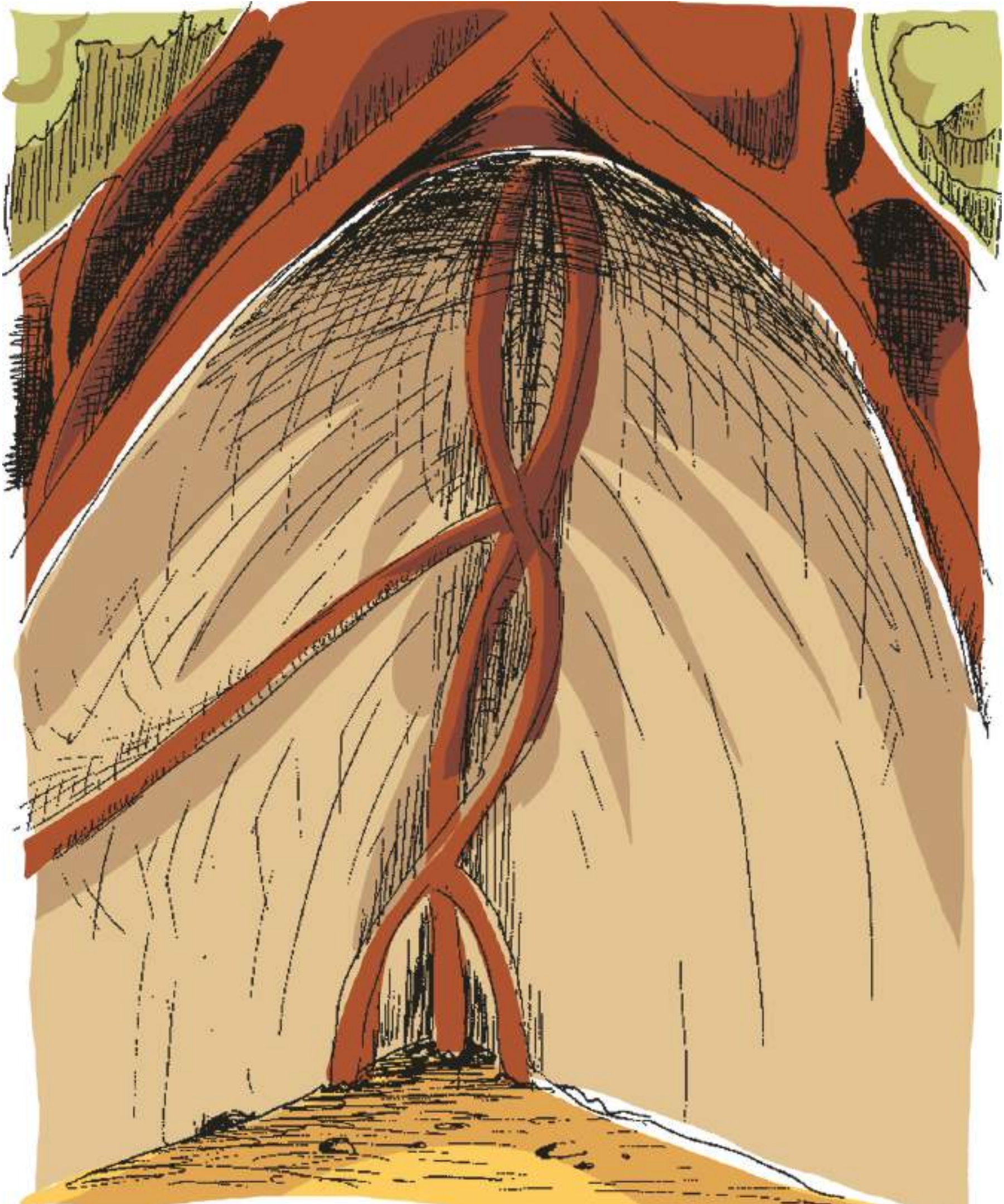
The banyan tree is so tall that you can't see the top of it and so wide that five pigs could hide behind it and not be seen.



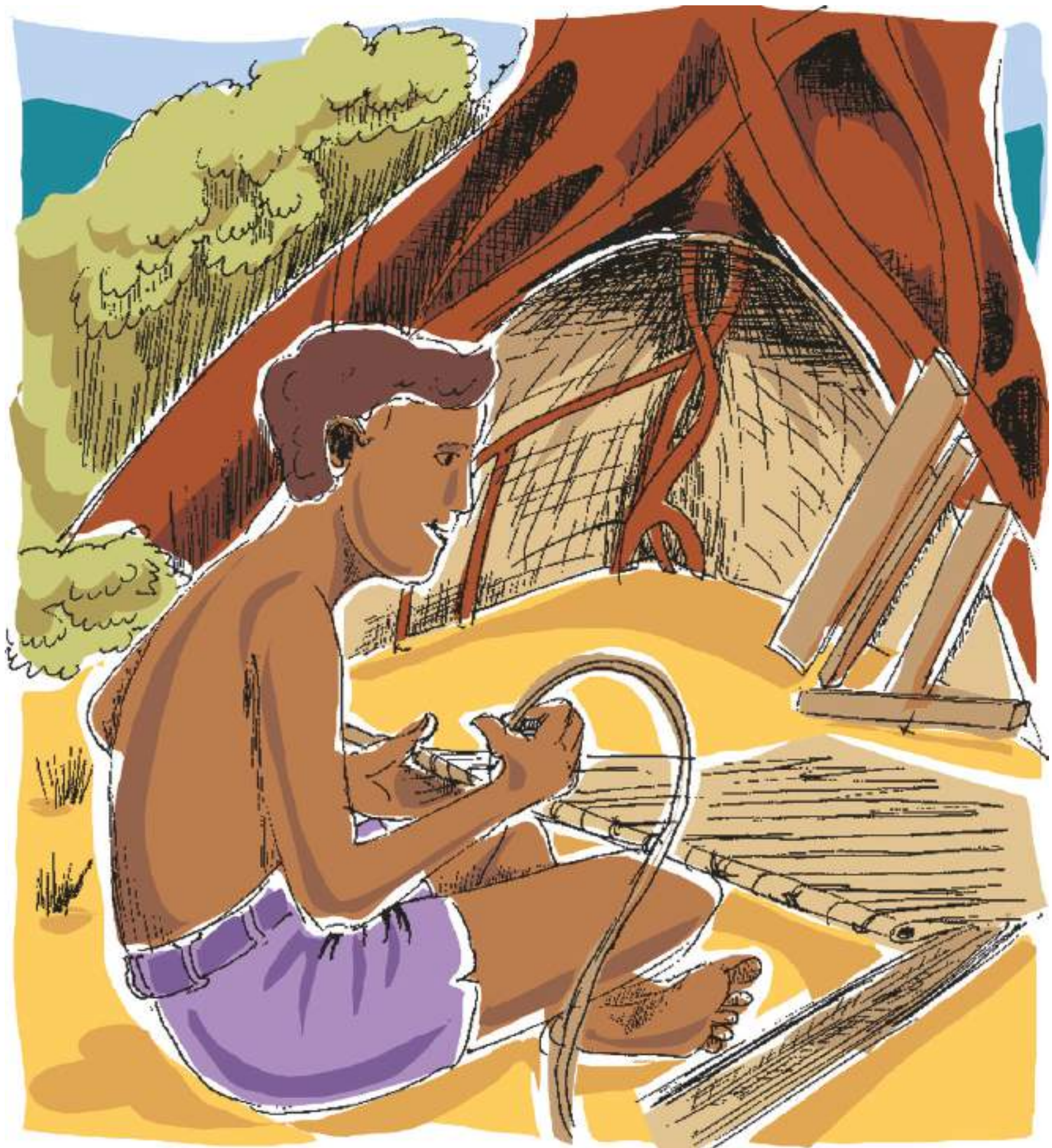
My grandfather remembers playing
in it when he was a boy.



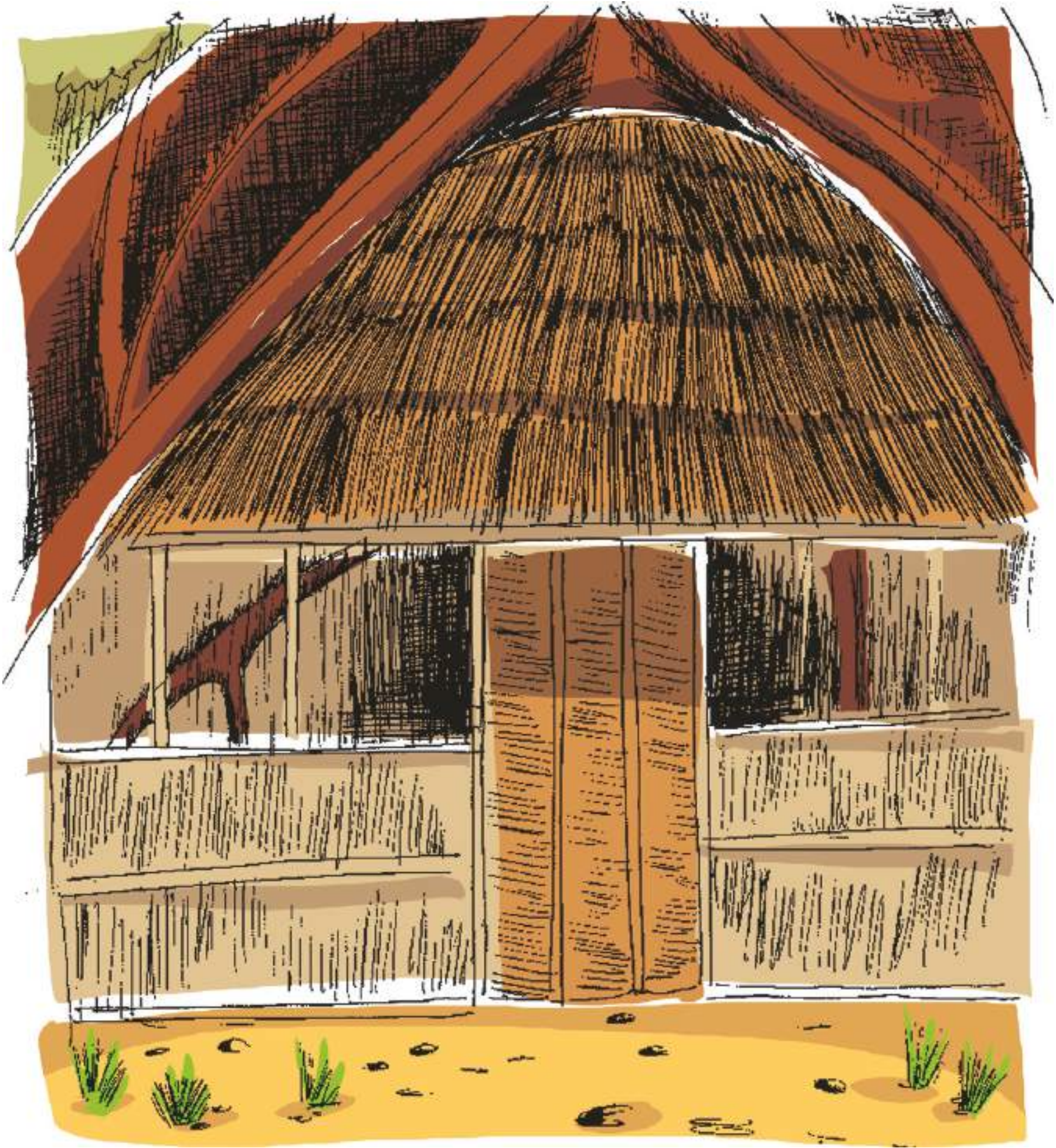
The tree has grown into a wonderful shape, with gaps and folds and little caves.



It was in one of these little caves
that I made my secret place.



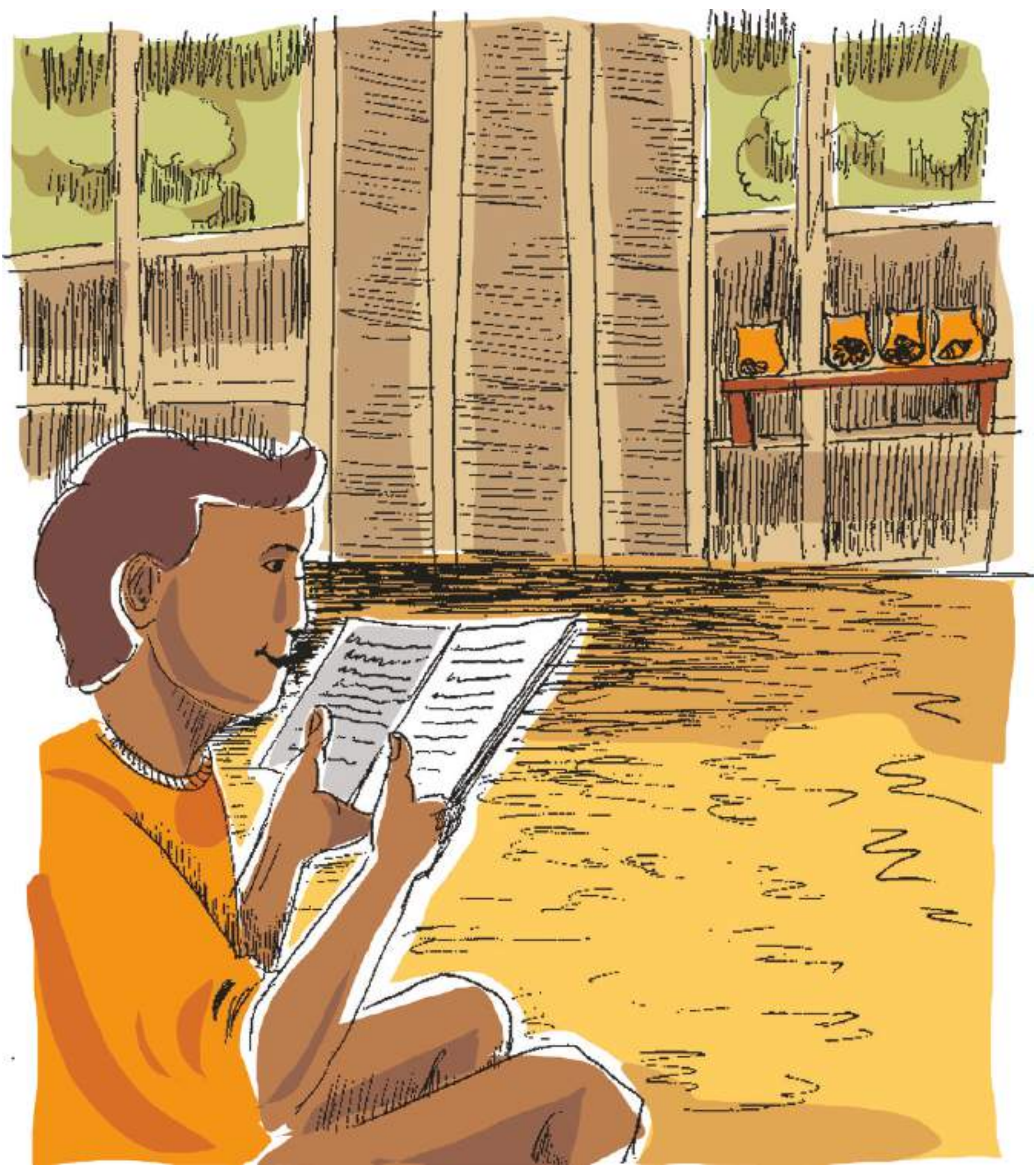
First I sewed some sago palm to make a roof and a door. Next I asked my father for some pieces of wood and I made a seat for myself and some shelves for my shell collection.



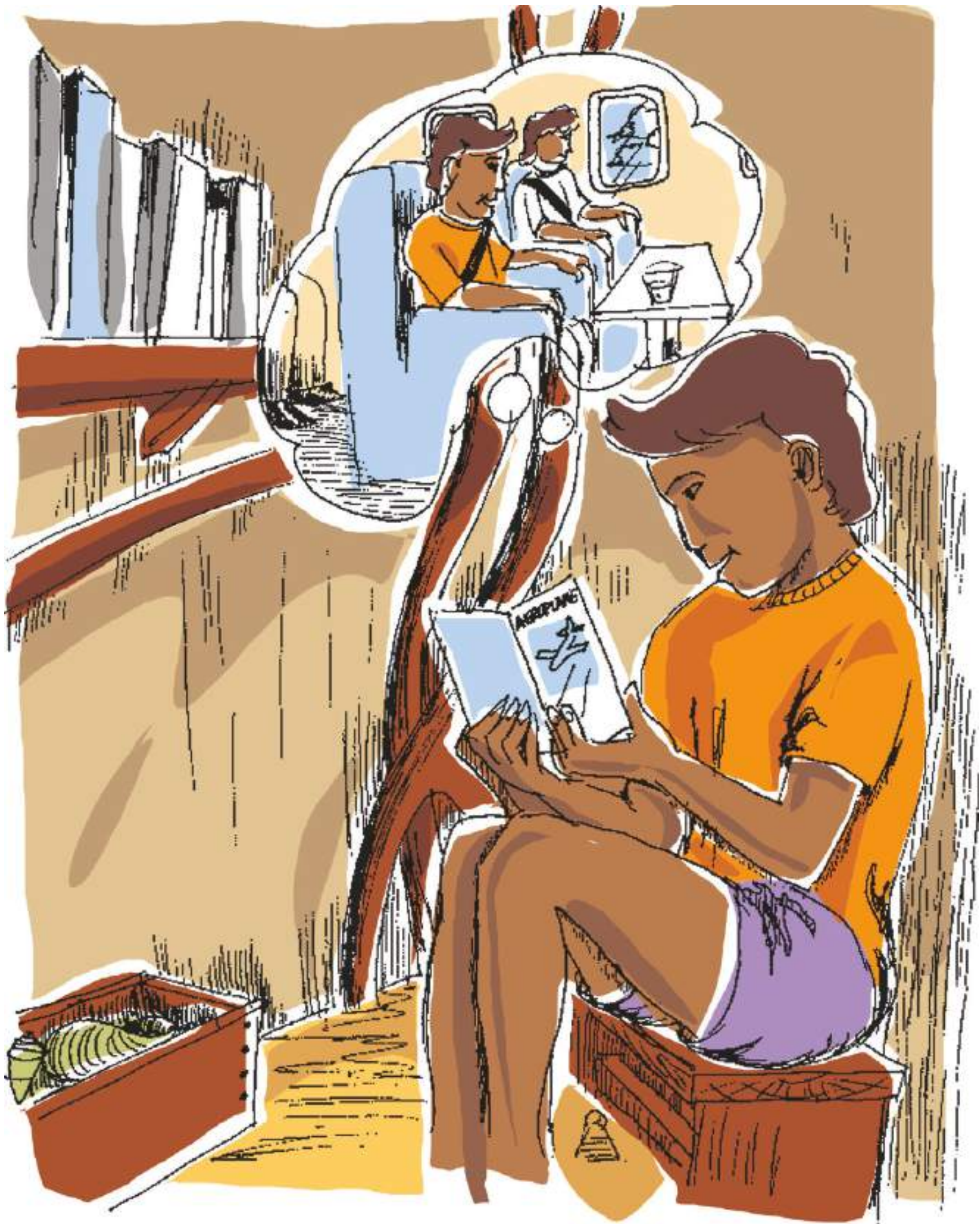
Now I have a quiet place where I can go to be alone.



I have some books my father bought for me from a shop in Honiara.



When I don't want to play or swim
with the other boys I go to my secret
place and read my books.



In my mind my secret place becomes
a ship, an aeroplane or anything else
I want it to be.

Text:	<i>The Secret Place</i>
Level:	Year 3
Message	It's good to have your own quiet place to relax
Discussion focus:	Places we go for privacy
Comprehension:	Flowchart of actions; Finding details
Vocabulary focus:	Noun groups
Letters and sounds:	Silent e to make long vowel sound
Writing opportunity:	Writing about My Favourite Place

ACTIVITIES	LANG.	SYLLABUS
Day 1 Modelled Reading <u>Set the context: Talking with learners</u> Show the book cover and read the title <i>The Secret Place</i> . Tell the learners: <i>This book is a descriptive text that tells readers about a secret place where the writer likes to go.</i> Ask the learners if anyone has a place they like to go to be alone. Bookwalk: Look through the book, at the pictures. Ask the learners to look carefully and describe what they see, noticing how the narrator makes the cave into a private place. If there are any words that will be difficult for learners, tell them the words and meanings as you go to that page.	V/P	3.4.1.1 3.3.2.1
<u>Read the story: Listening and watching</u> Read the story clearly and fluently in English.	E	
<u>Review the story: Understanding the story</u> Return to the start of the book and as you turn the pages, ask learners to retell any details about the description of the place. Ask: <i>What is happening here? Use the words from the text.</i> Locate any words that are new.	V/P + E	3.4.2.3 3.3.1.4
<u>Responding to the story: Talking by the learners</u> Ask the learners: <i>Why do you think the boy likes to have a secret place?</i> Choose some learners to share their ideas and answers with the whole class. Ask: <i>Is having a secret place a good idea or not? Why?</i>	V/P + E	3.6.1.4
Close Reading Do a close reading of pp. 2 - 4. Talk about how these pages give us detail about the tree, its location and description.	E + V/P	3.4.3.6
Focus on Vocabulary: Noun groups (nouns with adjectives) <u>Preparation:</u> Make 2 sets of cards. One with the following nouns: <i>place banyan tree shape caves</i> <i>place</i> The other with the following adjectives: <i>secret very large wonderful little quiet</i> Display the words in mixed order on the board. Ask learners to look in the book to reconstruct the noun groups by matching the adjectives with the nouns as shown in the text. Now see what happens when adjectives and nouns are changed around: make new noun groups and use them in a new sentence. Write a few sentences in their books. Learners make up their own sentences, NOT copy from the board!	E + V/P	3.4.3.2 3.4.3.6
Day 2 Shared Reading: Revisiting the text Get the learners to retell the description as the pages of the book are turned. Then read the story again. Ask some volunteers to read pp. 2 – 4.	V/P + E	3.6.1.1
<u>Review the story: Understanding the story</u> Examine the text and note especially the picture on the final page on p. 12. Ask: <i>What can you see in the picture above the boy's head?</i> Remind the learners that they saw this before in a previous book <i>The Two Wishes</i> . It is called a thought bubble. Ask: <i>What is the boy thinking about here? (flying in an aeroplane)</i>	V/P	3.4.2.5
Close Reading Give a small copy of the book to all learners. Do a close reading of pp. 8 and 9. Summarise: how do the sentence give information about how he made the secret place and the order: <i>First, next, now</i>	E + V/P	3.4.3.4
<u>Comprehension: flowchart of actions</u> Use the information on p. 8 to make a flowchart of what the narrator did to make the secret place. Notice on p. 10 that there is another step (bringing books into the place). Use pictures to show the steps and then write a sentence under each one to show what he did.	E + V/P	3.4.2.5
Day 3 Shared reading: Revisiting the story Take turns to read the book: teacher reads one page of the book and then chooses a volunteer to read the next page.	E	3.4.2.4

ACTIVITIES	LANG.	SYLLABUS
<p>Focus on Letters and Sounds: silent e words to make long vowel sounds</p> <p>Write the following words on the board or on some cards: <i>hat, bit, not, cut</i>. Ask the learners to read these words. Not that the middle sound is the short sound and usual vowel sound.</p> <p>Now add an e to the end of <i>hat</i> and ask learners to notice what happens to <i>hate</i>: the a changes to a long sound (says its name) and the e is silent.</p> <p>Add e to the other words. Ask the learners to read each one <i>bite, note, cute</i>.</p> <p>Ask the learners to locate silent e words in their small copies of the book. (<i>place, wide, shape, caves, alone, aeroplane</i>) and make a list of these in their books. Look through other books to find other examples.</p>	E + V/P	3.4.3.1 3.4.3.3
<p>Day 4</p> <p>Shared reading: Revisiting the story</p> <p>Hand out small books. Learners read the book to a partner quietly and locate all of the describing phrases or words with that partner.</p>	E	3.6.1.1 3.4.2.4
<p>Comprehension: Finding details</p> <p>Write these words up on the board:</p> <p><i>the track</i> <i>the banyan tree</i> <i>the secret place</i></p> <p>Using the small books, the learners find any words or phrases that describe these three things: they must be in the book, but they might be on various pages. Learners should look carefully to see all the places these are mentioned. Discuss as a class and check learners can point to the words in the books. In their books, write the thing and the words from the text around it to show the description. (You can do ONE on the board, but then let learners do the writing up themselves)</p> <div style="text-align: center;"> <p><i>narrows</i> <i>disappears into the bush</i></p> <p>The track</p> </div>	E + V/P	3.4.3.6 3.7.2.4
<p>Day 5</p> <p>Independent Reading</p> <p>Make sure that each learner has a small copy of the book. Learners read silently to themselves.</p>	E	3.6.1.1 3.4.2.4
<p>Guided Writing: Tell the learners that people often have favourite places, the places that make them feel happy. Tell the learners about your favourite place. Ask learners to name their favourite place. Discuss:</p> <p><i>What is your favourite place?</i> <i>Where is it?</i> <i>How did you find it?</i> <i>When do you go there?</i> <i>Do you go alone or with someone else?</i> <i>What does it look like?</i> <i>How do you feel when you are there?</i></p> <p>Learners write a description of their favourite place. You should move around and help learners as they write, making sure that they include noun groups using descriptive phrases and adjectives. Later give learners time to share their descriptions in groups.</p>	E + V/P	37.1.3 3.8.1.2 3.8.1.9 3.9.1.6

