

# Christina goes to Lata



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Pictures by Kat Panyawatcharakun

Nguzu Nguzu Reading Books

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# Christina goes to Lata



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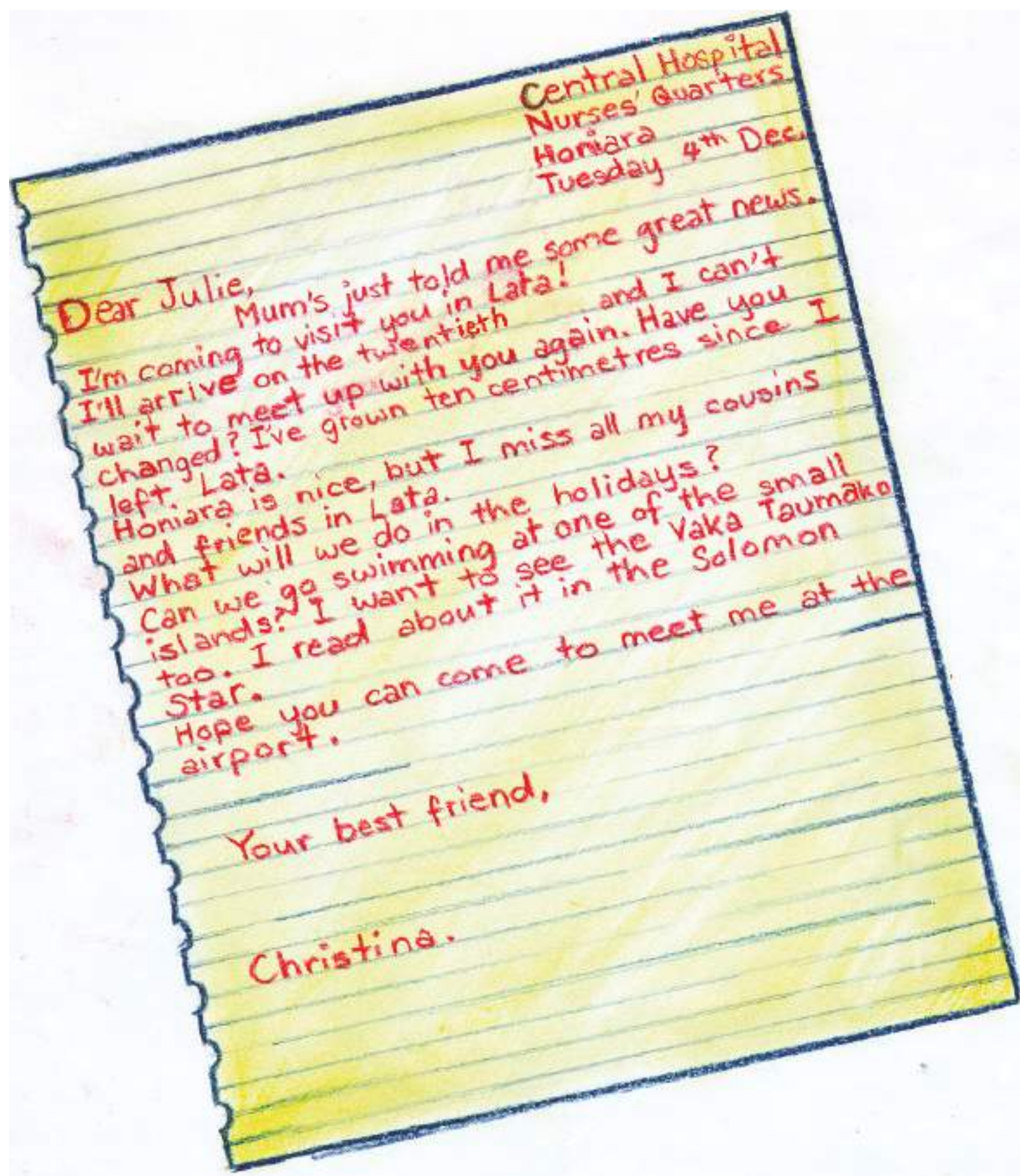




A week before Christmas, Christina's mother told her that they'd be visiting her Aunt Hilda and Uncle Henry in Lata. Christina was very excited about seeing her cousin Julie. They'd been good friends in Lata before Christina and her family had moved to Honiara two years ago.

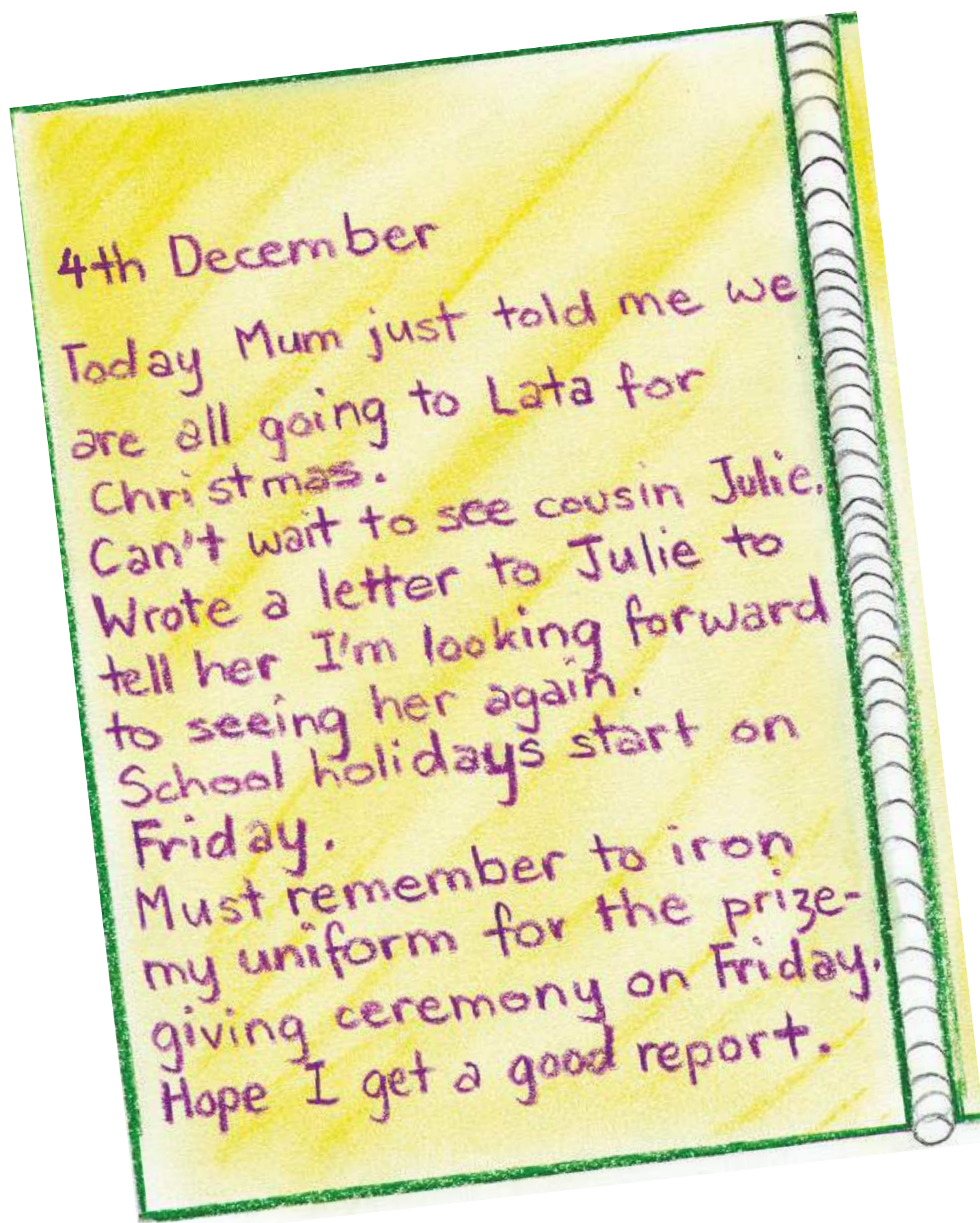


Christina decided to write a letter to Julie to tell her that she was excited about spending Christmas with her in Lata. This is what she wrote.



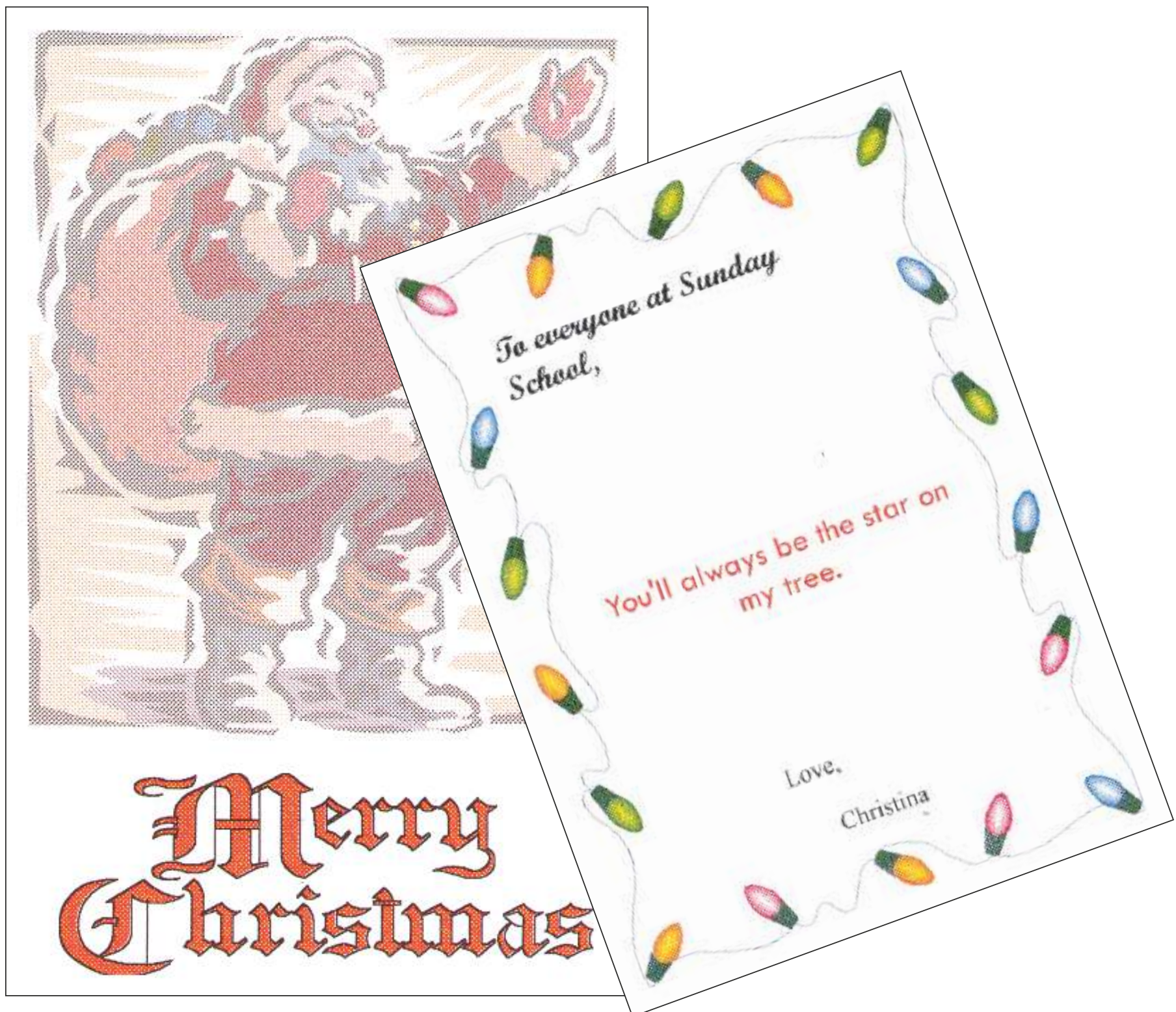


That night, Christina wrote in her diary about all the things that had happened that day. This is what she wrote.





Christina was going to be away from Honiara for Christmas. On Wednesday she decided to make a Christmas card for her Sunday School teacher. This is what she made.





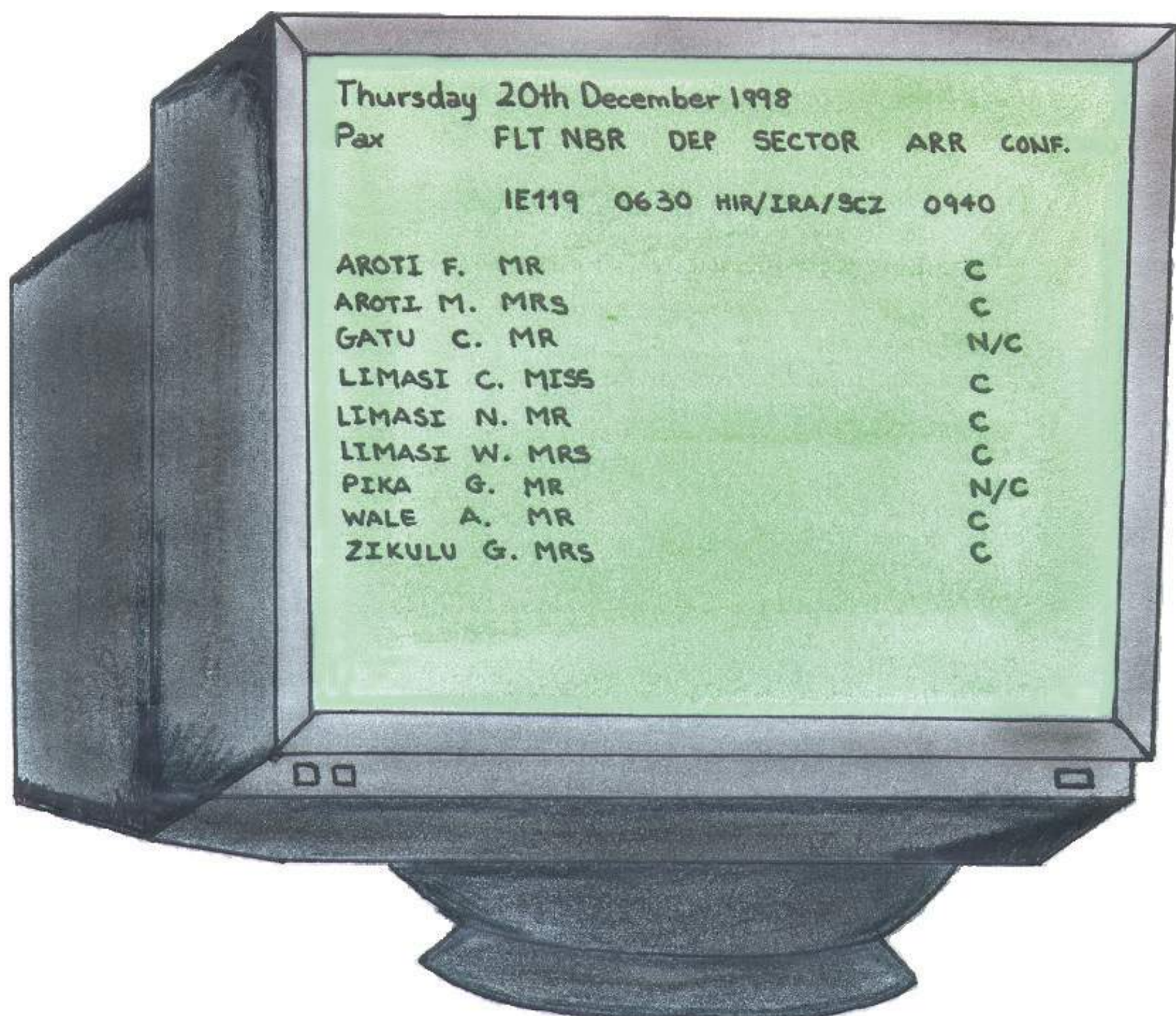
Christina began to get ready for the journey. She made a list of all the things she wanted to bring. This is what she wrote.



Later, she put a tick beside each thing as she packed it in her suitcase.



On Thursday Christina and her mother went to the Solomon Airlines office to check their booking. The agent showed them the list on the computer. This is what they saw.







ISSUED BY **Solomon Airlines** **PASSENGER TICKET AND BAGGAGE CHECK** **193 44622380**  
**PASSENGER COUPON**

NAME OF PASSENGER **LAMASS/C MISS** **NOT TRANSFERABLE** **CONNECTION TICKETS**

X/O	NOT GOOD FOR PASSAGE	CARRIER	FLIGHT	CLASS	DATE	TIME	STATUS	FARE BASIS
	<b>VOID</b>		<b>VOID</b>		<b>VOID</b>	<b>VOID</b>		<b>VOID VOID</b>
	<b>VOID</b>		<b>VOID</b>		<b>VOID</b>	<b>VOID</b>		<b>VOID VOID</b>
	<b>HONIARA</b>	<b>HIR IE</b>	<b>242</b>	<b>Y</b>	<b>020</b>	<b>0730</b>	<b>OK</b>	<b>Y</b>
	<b>LATA</b>	<b>LTA IE</b>	<b>165</b>	<b>Y</b>	<b>0430</b>	<b>1425</b>	<b>OK</b>	<b>Y</b>
	<b>HONIARA</b>	<b>HIR</b>	<b>BAGGAGE CHECKED</b>	<b>PCS</b>	<b>WT</b>	<b>UNCHECKED</b>	<b>PCS</b>	<b>WT</b>

**CHECK - TIMES** **IMPORTANT NOTICE**

**DEPARTURE INFORMATION** **YOUR ONWARD AND RETURN RESERVATIONS**

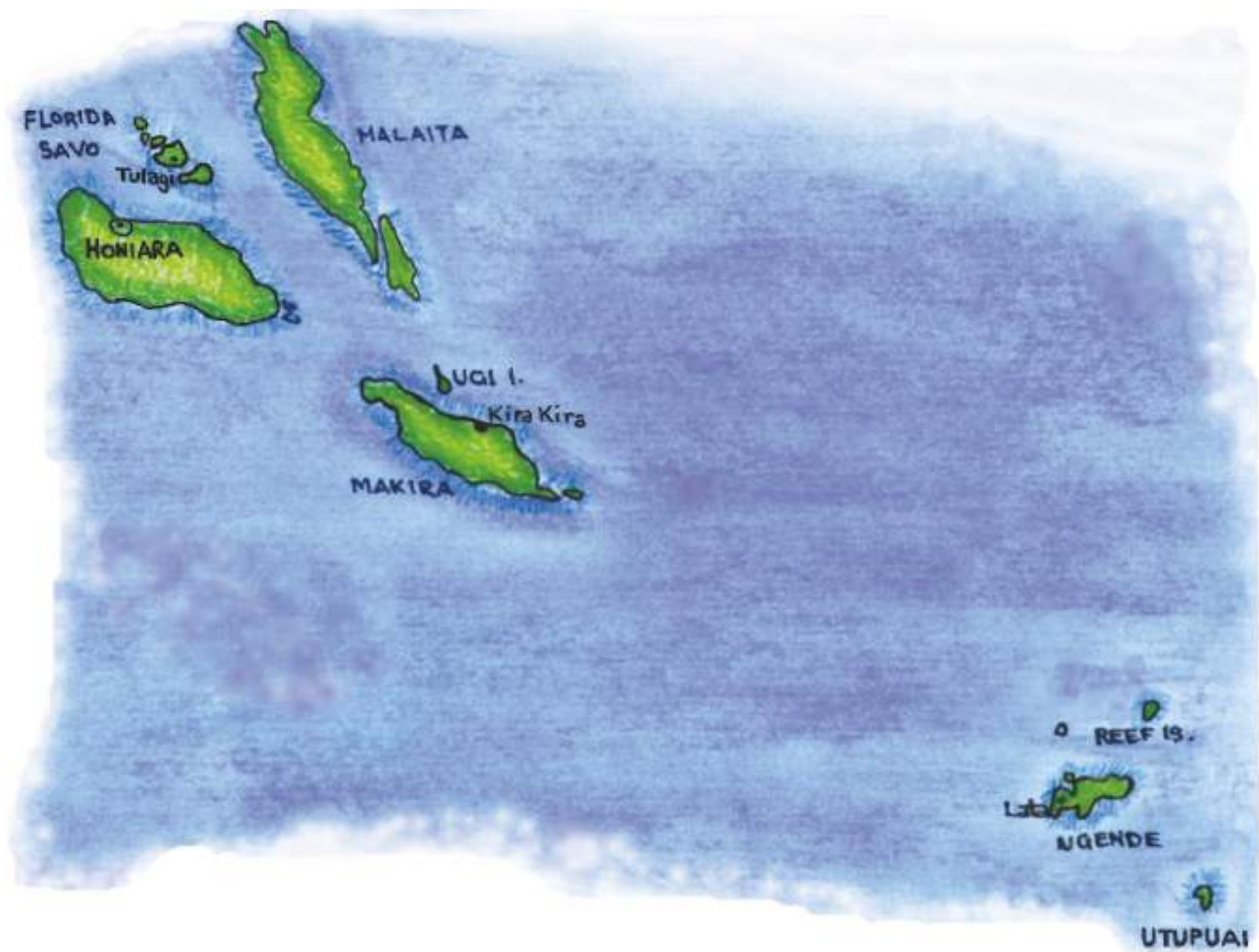
You are requested to check-in at the City Terminal not later than the time stated. If you intend to travel by your own transport, you are requested to be at the airport no later than the time stated in order that the required formalities may be completed before the scheduled departure time. The time shown on the flight coupon is the departure time of the aircraft.

If you break your air journey for more than **72 HOURS** at any point, please reconfirm your onward or return reservation. To confirm a flight:

- Contact the Reservation Office of the Airline at the city from which that flight departs.
- State your definite intention use your reservation & give your local address and telephone number.
- You must do this at least **72 HOURS** before departure.

As the day of the flight to Santa Cruz came closer, Christina got more and more excited about flying. She asked her mother if she could look at her ticket. She checked all the details to make sure she would not be left behind in Honiara.





Christina wondered what she would see from the plane as she flew from Honiara to Santa Cruz. She went to Honiara library to look at a map in an atlas. She drew her own map to show her mother.



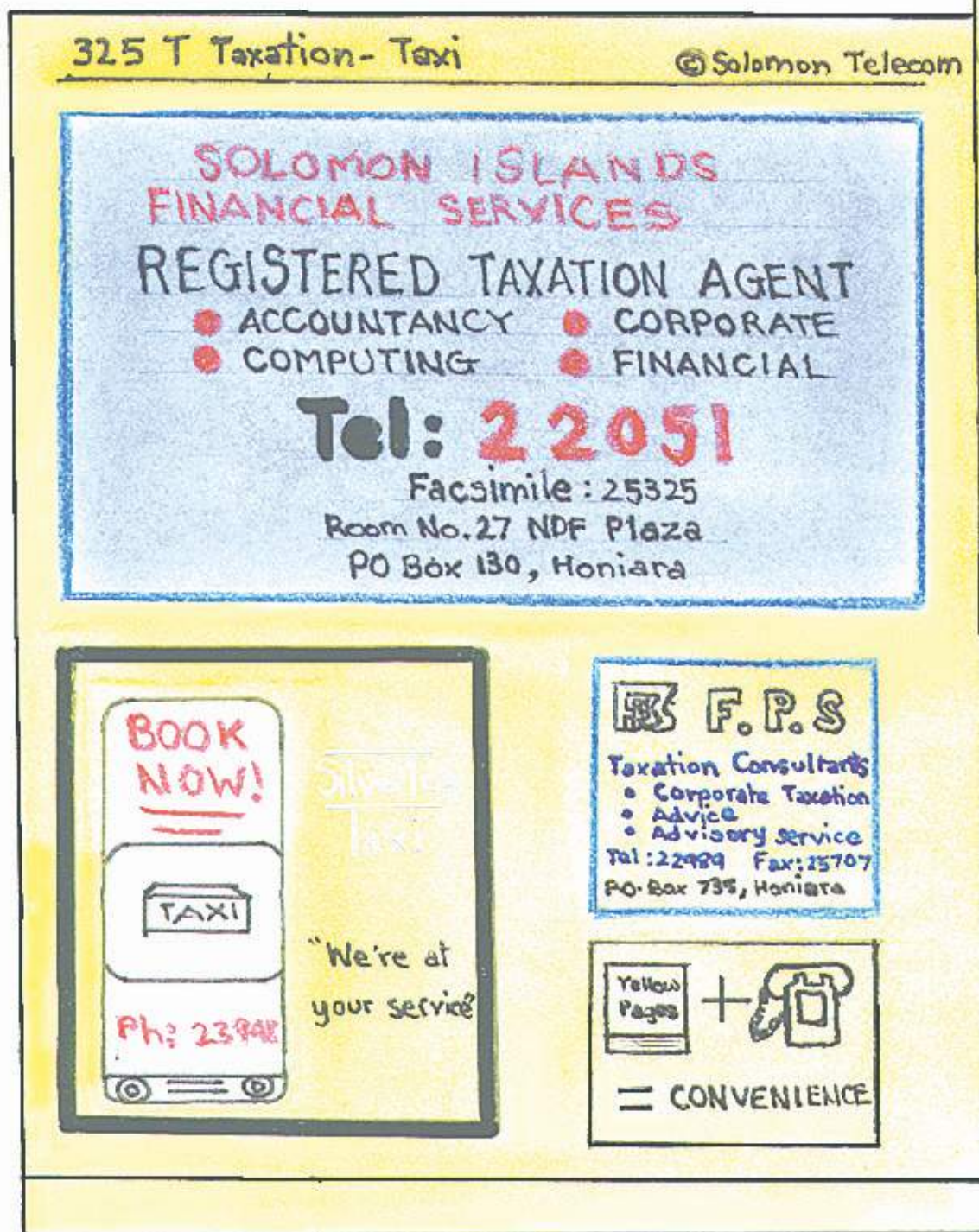


At the weekend, Christina went shopping with her mother. She wanted to buy a present for Julie. She looked at all the things on the shelves and tried to decide what to buy.



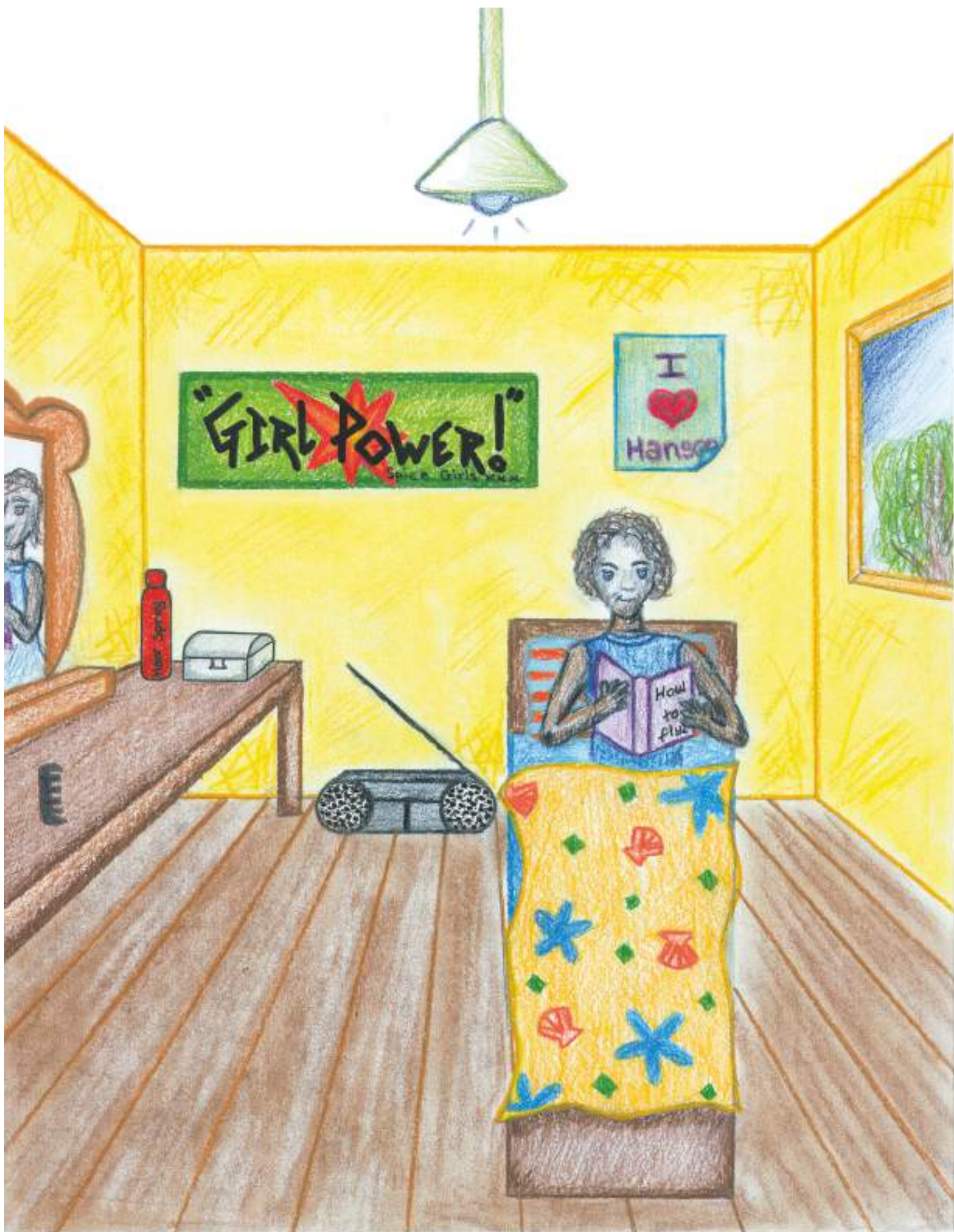






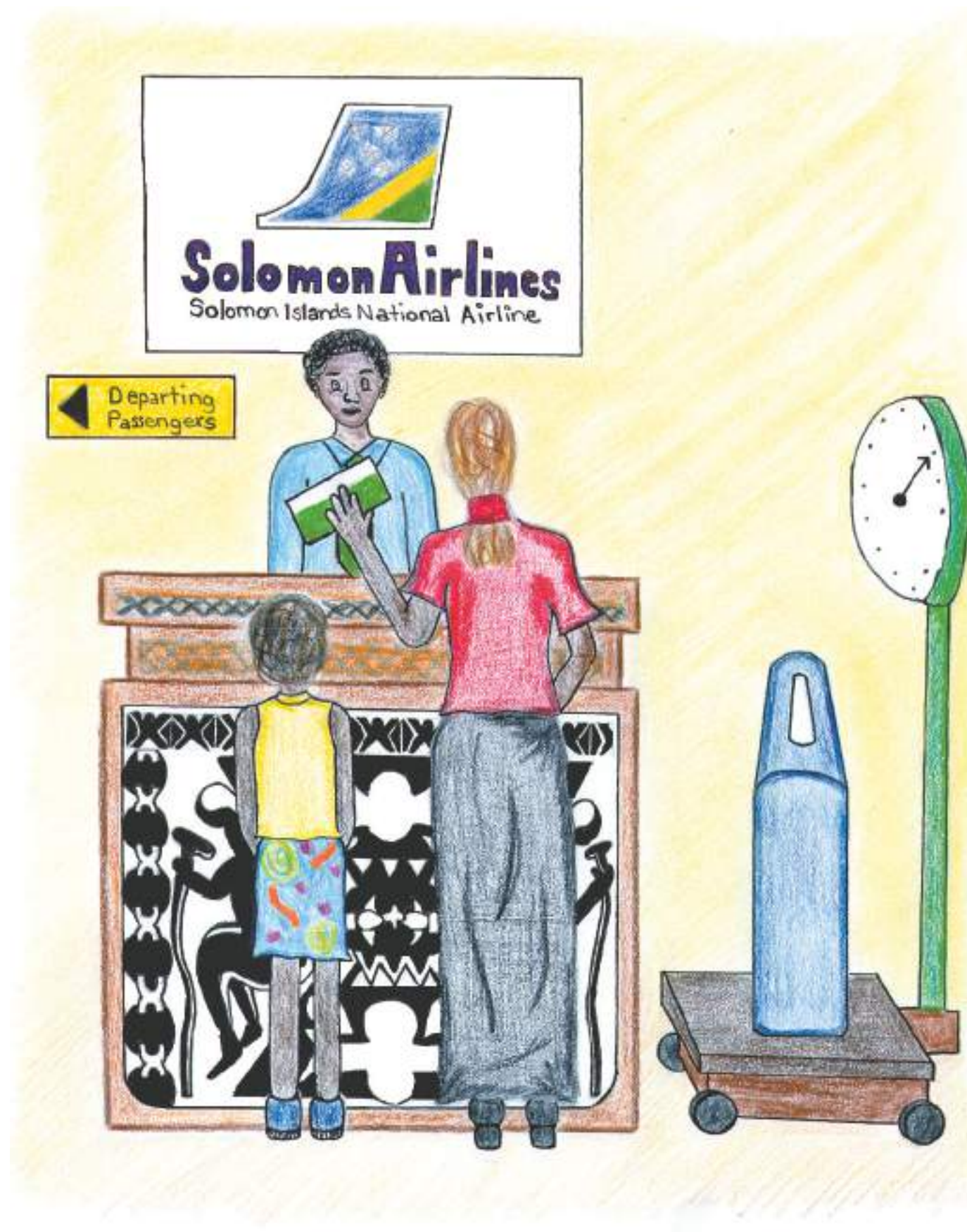
Later, Christina's mother remembered that they had to book a taxi to take them to the airport. Christina found the telephone directory and read out the number of the taxi company. Her mother called the company and booked the taxi for the next morning.





That night Christina couldn't sleep. She was too excited. She sat up, put on the light and read her book until late.





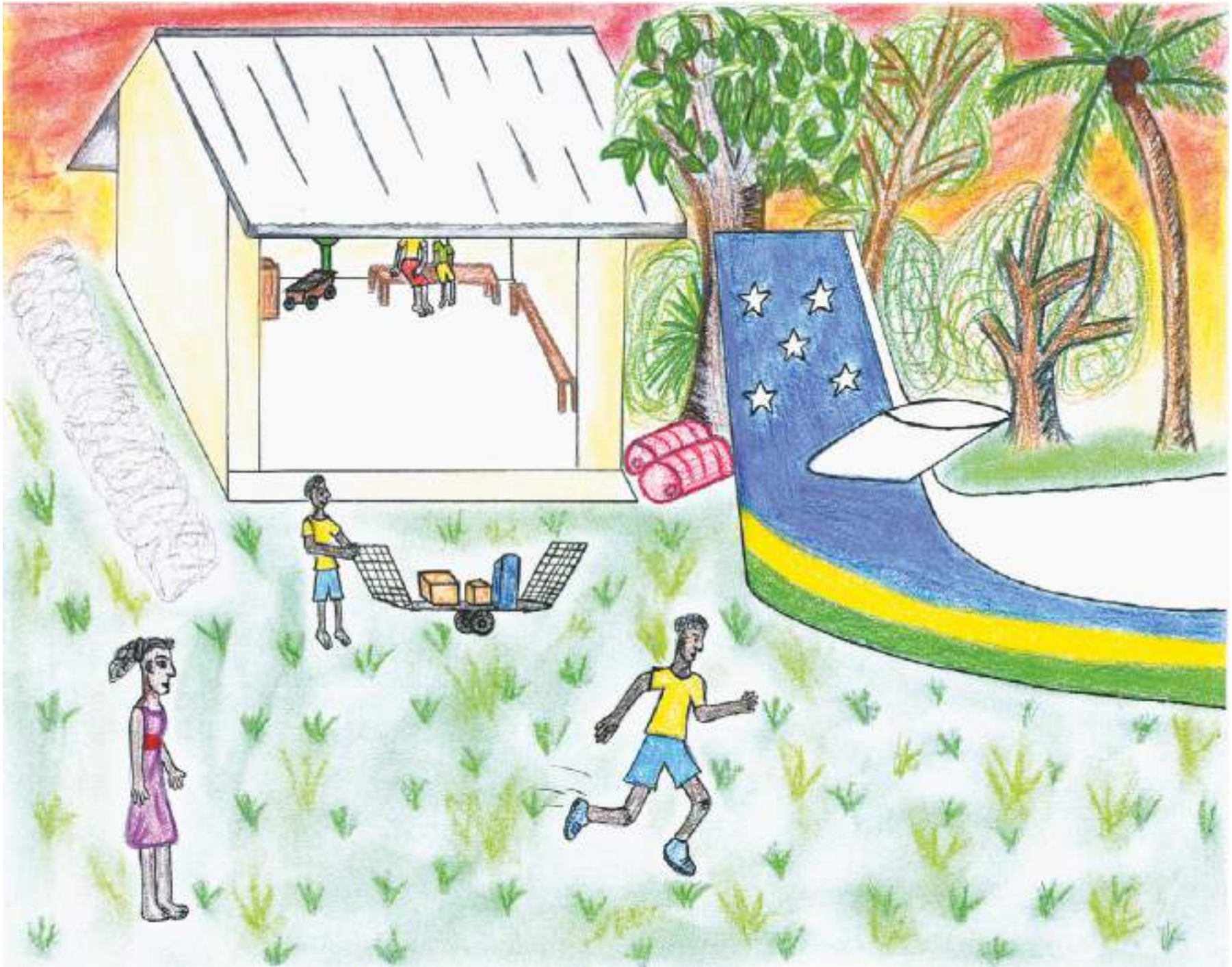
Finally the morning of Christina's flight to Lata arrived. She travelled to the airport with her parents and went straight to the check-in counter.





Soon Christina was high up in the air and flying to Santa Cruz. She enjoyed looking out the window at the islands far below.





When the plane stopped she saw Julie running to the steps to meet her. They were going to have a great Christmas holiday together.







Text:	<i>Christina goes to Lata</i>
Level:	Year 3
Message:	Being able to read helps us in our lives
Discussion focus:	Importance of being able to research/gather information to plan activities
Comprehension:	Telling about the past; action/reaction; events in order
Vocabulary focus:	Travel words
Print focus:	Various formatting of information texts; alphabetical order
Writing opportunity:	Planning a trip

ACTIVITIES	LANG.	SYLLABUS
<b>Day 1</b> <u>Modelled Reading Part 1</u> Set the context: Talking with students Explain to the learners: <i>The books for this week is about going on a journey to another part of Solomon Islands. But it is also about how important it is to read and write so that you can prepare for a journey.</i> Look at the front cover and ask the learners to read the title and link it to the picture. Make sure the learners know that Lata is in Temotu and that it is a long way from Honiara where Christina lives. Ask: <i>If you had to plan a trip by plane, what information would you need to find out?</i> Let the learners make some suggestions. Ask them to see if it is the same as what Christina does.	V/P	3.4.1.1
<u>Read the story: Listening and watching</u> Read pp. 2 – 5, making sure that you read the letter, the diary and the card out to the learners. You need to show the difference between when you are reading the book text and the other texts.	E	
<u>Review the story: Understanding the story</u> Review these pages, asking the learners to identify whom Christina is writing to (the diary is writing to herself!) and what she tells about her trip. Talk about what is happening in the letter, the diary and the card.	V/P + E	3.4.2.3 3.8.1.3
<u>Responding to the story: Talking by the students</u> Ask learners to tell their partners: <i>Why is it important to be able to read? How did reading help Christina? What would happen if she couldn't read?</i> Learners might have examples of when reading has helped them in their lives.	V/P + E	3.6.1.4 3.3.1.1
<u>Close Reading</u> Do a close reading of p. 2 in the big book. Summarise: orientation tells us <i>Who? What? Where? When? Why?</i> Be careful to help learners understand that <i>'d be</i> and <i>'d been</i> are what is happening. Try p. 3 if you want to extend the learners. Remember that <i>and</i> and <i>that</i> usually tell us a new thing is happening and are connectives.	E	3.4.2.5 3.4.3.4
<u>Comprehension: telling about the past</u> Look in the big book at the letter Christina sends her cousin on p. 3. As you read it, ask the learners to identify what we learn about Christina (eg. when she arrives in Lata, that she missed Lata, that she likes her cousin). Only look at the letter. What do we find out about Lata? (It has small islands, it has Vatu Taumaku)	E + V/P	3.4.2.5

<b>Day 2</b> <u>Modelled Reading Part 2</u> Revising and completing the book Review what we read yesterday: this was about getting ready to go on the trip. <i>Now we are going to find out about lots of information Christina and her family need to collect. Listen and be ready to list all the information she had to use.</i> Read the rest of the story to the learners, noting the different types of texts that Christina uses.	V/P + E	3.5.2.1 3.6.1.1
<u>Review the story: Understanding the story</u> Give the learners small copies of the book. In pairs, the learners find all the types of reading and writing /drawing Christina did to prepare for her journey. When the learners have talked, make a class list.	V/P + E	3.4.2.5 3.5.2.1
<u>Responding to the story: Talking by the students</u> Ask the learners to consider which of the texts they have used, or seen someone using. Talk about their experience of these texts.	V/P + E	3.6.1.4
<u>Close Reading</u> Make sure learners have copies of the small books. Look at the diary entry on p. 4. Analyse what Christina wrote in the diary. Summarise: there are lots of actions and also ways of thinking and feeling (reaction) in her writing.	E	3.4.3.5



ACTIVITIES	LANG.	SYLLABUS
<p><u>Comprehension: finding action and reaction</u></p> <p>Write these sentences on the board:</p> <p><i>Christina is going to Lata</i></p> <p><i>Christina wrote a letter to Julie</i></p> <p><i>Prize-giving is on Friday</i></p> <p>Ask learners to find the parts in the diary that tell us about these sentences (matching words to meaning on the board). Now find Christina's reaction – how she thinks or feels about these things. Write a matching sentence eg. <i>Christina is going to Lata. She can't wait.</i></p> <p>Ask the learners to go through the book finding other actions and reactions throughout the book: <i>Christina was going to be away. She decided to write a card.</i> Remember to link back reaction to what they have learnt about when thinking and feeling is happening in stories.</p>	E + V/P	3.6.2.4
<p>Day 3</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Focus on the text up to p. 6. Read the story text to the learners, ask for a volunteer to read the letter, another to read the diary, another to read the card and another to read the list. Make sure all learners can see a small copy.</p>	E	3.4.3.1 2
<p><u>Vocabulary and spelling: Travel words</u></p> <p>From the small books, ask learners to work in pairs to locate all the words to do with travel. Do the first two pages together: <i>visiting, airport</i>. Learners work together and make a list in their exercise books, then the class can make a word bank (see below). Focus on spelling of some of the words (eg. <i>journey</i>) that may be tricky. Encourage learners to test each other on the spelling.</p>	E + V/P	3.4.3.2 3.4.3.3 3.7.2.8
<p><u>Focus on print: alphabetical order (things)</u></p> <p>Look at the list on p. 6. With the learners giving suggestions, re-write the list into alphabetical order. Model this: say each letter of the alphabet out loud and ask <i>Does anything start with A? Does anything start with B?</i> etc. Help them to look the second letters to decide which comes first <i>dress</i> or <i>diary</i>. Write this on the board and ask learners to put into order: <i>camera, towel, comb, shorts, calico, shirt, book, pants, toothbrush, present, pencil, paper</i>. Check as a class.</p> <p>Ask the learners to write down 12 things they would take on a holiday. Write the list first (put down ideas), then put into alphabetical order (edit). You should see both lists in their exercise books. They could illustrate with a suitcase like Christina's on p. 6</p>	E + V/P	3.5.1.5
<p>Day 4</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Start at p. 8. Ask for volunteers to read every second page. You read p. 8, 10, 12 etc. One learner reads p. 9, another reads p. 11 etc.</p>	E	3.4.3.1 2
<p><u>Comprehension: putting events in order</u></p> <p>Write these up on flashcards (or on the board) <i>On Wednesday</i> <i>On Thursday</i> <i>On the day before she was due to fly</i> <i>the morning of Christina's flight to Lata</i> <i>A week before Christmas</i> <i>At the weekend</i>.</p> <p><b>Before looking in the book</b>, discuss which order these would be in the book.</p> <p>Learners use the small versions of the book to locate the order and complete the sentence, not by copying, but write what happened. They work with a partner, not the class.</p>	E + V/P	3.4.2.5
<p><u>Focus on print: alphabetical order (names)</u></p> <p>Look at the booking screen on p. 7. Help learners to see that it is listed by surname and then initial. Ask learners to write their name that way. Now ask them to turn to another person and copy their name, deciding if it comes before or after their own name (alphabetical order). Let learners collect 5 names from their classmates and put into correct order.</p> <p>You might like to work as a class to put the whole class into this order. Do not have a boys list and girls list: make it a whole class list. Make sure the learners are discussing the order with you</p>	E + V/P	3.5.1.5
<p>Day 5</p> <p><u>Independent Reading</u></p> <p>Give learners small copies and let read to each other.</p>	E	3.6.1.1



ACTIVITIES	LANG.	SYLLABUS
<p><u>Guided Writing: planning a trip</u></p> <p>Review the previous activity (Day 4) of Christina's preparation for her trip, starting the week before she travelled. In pairs, ask the learners to plan out a trip they could take, imagining another place in Solomon Islands (if you have looked at maps this week, that will help the learners to plan another place to go). Work together on the orientation: <i>Where? When? Why?</i> they will travel. When the pairs have decided on their orientation, tell the class. Then they pick out 3 of the things Christina did and imagine that they will do those things for their trip. They do not have to follow Christina's plan exactly, but use it as a guide (good writers might choose more than 3!). Also, remind learners to use words that tell when events take place (see Day 4 lesson). Encourage the learners to use texts like Christina to illustrate the story.</p> <p>Note: This story will take time to do well...make some writing time early in the following week to continue and then a time to share the stories with others.</p>	<b>E + V/P</b>	3.7.1.1 3.7.1.3 3.7.2.4 3.9.1.6 3.8.1.3

Travel words for this book:

visiting	suitcase	ticket	taxi
visit	booking	plane	flight
airport	airlines	timetable	check-in
journey	flying	fly	runway

The work this week gives many opportunities for the learners to look at information texts such as timetables, maps, telephone books, tickets and booking information. If you can get any examples of these, use them to help the learners read to find information.







