

Canoes



Words and Pictures by Kevin Walsh

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Canoes



Words and Pictures by **Kevin Walsh**



In almost every village in Solomon Islands you will find canoes of different shapes and sizes. They are the main means of transportation for many people. Canoes are used to carry all sorts of goods from one place to another. They are also used for fishing.



Dug-out canoes are made in many different shapes and sizes and from different types of wood. They are mostly used for in-shore fishing but they are also fun to play in. Some dug-out canoes have outriggers and some have outboard motors attached.



Fibreglass canoes are made in factories in Solomon Islands. They are often called ray boats. Fibreglass is a material made from thin threads of soft glass stuck together with a plastic glue called resin. Fibreglass is very light but strong, so it is ideal for making canoes.



Some canoes are made of aluminium. Aluminium is a metal, but it does not rust like iron. Aluminium canoes are a bit heavier than fibreglass, but they are stronger and last longer.



In the past, big canoes were used for long sea journeys. War canoes, such as the tomoko, were used for head- hunting, trading and war. A big tomoko could carry up to twenty men.



Today you can still see many tomoko in Solomon Islands. At the Melanesian Arts Festival, held in Honiara in 1998, there were tomoko races. Four canoes from Western Province raced from Honiara wharf to Lunga Point and back again.



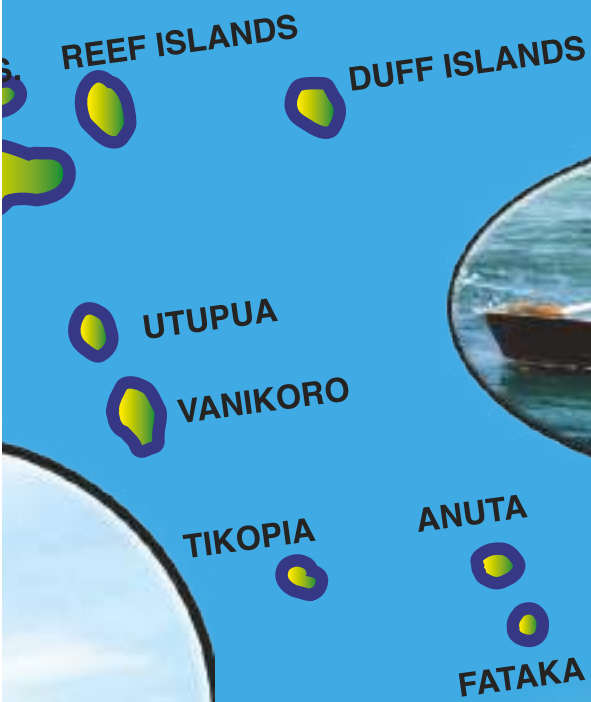
The biggest traditional canoes made long ago in Solomon Islands were the tepuke. These ocean-going canoes were made entirely from natural materials using traditional skills of weaving and carving.



You can still see tepuke in Solomon Islands. In Temotu Province, three were built by people of Taumako Island. They did this as part of a special project to teach the traditional skills of tepuke building and ocean navigation to young people. A big celebration was held when the tepuke were launched.



Throughout Solomon Islands,
canoes are important for
transport, communication
and culture.



Text:	<i>Canoes</i>
Level:	Year 3
Message:	Solomon Islands has interesting traditions
Discussion focus:	Experience of using boats and their uses
Comprehension:	Stages in a report; finding facts
Vocabulary focus:	Words for canoes; <i>out-</i> , <i>-out</i>
Letters and sounds:	-oes; -ation
Print focus:	Paragraphing
Writing opportunity:	Describing a type of canoe

ACTIVITIES	LANG.	SYLLABUS																				
<p>Day 1</p> <p><u>Modelled Reading</u></p> <p><u>Set the context: Talking with learners</u></p> <p>Show the book to the learners: <i>This book is called Canoes and will tell us about the types of canoes that are found in Solomon Islands.</i> Remind learners that they recently read the book <i>Shell Money</i> and that it told information about shell money. This book is similar. It is NOT a story, but will tell us information. <i>What sort of information do you think we will learn from reading this book?</i> Take some suggestions. They will probably say that the book will say how to make a canoe (it doesn't): do NOT say yes or no, just take suggestions and the learners will find out the answer when they ready the book. Let them give lots of ideas.</p> <p>Now walk through the book. See if the learners recognise the type of canoe in the pictures. They might know something about the canoe. Introduce any words that you think will be new for them in English.</p>	V/P + E	3.6.1.2																				
<p><u>Read the story: Listening and watching</u></p> <p>Read the book in clear English, pointing to the pictures are you read them.</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 they saw as you turn each page. Notice that we don't find out how to make the canoes, but we learn a lot about the materials and how they are used. Review some of the materials and uses of each canoe.</p>	V/P + E	3.4.2.4																				
<p><u>Responding to the story: Talking by the learners</u></p> <p>Ask learners to think about times when they have used a canoe. What type and how? Did it transport people and things? How did they feel in the canoe: happy, excited, scared? Talk about other ships in Solomon Islands. It is good to think about the importance of boats in a country with many islands!</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. 2. Summarise: this tells us the overall idea of this book, the general idea for all canoes. The rest of the book talks about specific canoes, but the first page tells us about ALL canoes.</p>	E + V/P	3.7.2.2 3.4.2.5																				
<p>Day 2</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask learners to recall what was in the book. Turn the pages and ask for one fact they remember from each page.</p> <p>Read the book to the class, asking if someone would like to read the first page that you looked at in close reading on Day 1.</p>	V/P	3.4.2.5 3.3.2.1																				
<p><u>Close Reading</u></p> <p>Do a close reading of p. 3. Look at the way that the dug-out is described through the noun groups.</p>	E	3.4.3.4 3.4.3.6																				
<p><u>Vocabulary: -out, out-</u></p> <p><i>Preparation:</i> Make these cards <u>out</u> <u>rigger</u> <u>board</u> <u>dug</u> <u>come</u> <u>fit</u> <u>do</u> <u>side</u></p> <p>Look back at p. 3. Write these words on the board and ask learners to find them on the page: <i>dug-out</i>, <i>outrigger</i>, <i>outboard</i>. Notice the use of the word <i>out</i> to make the meaning. Look at how <i>out</i> is used:</p> <p><i>dug-out: the wood is taken out</i></p> <p><i>outrigger: the rig is out of the boat</i></p> <p><i>outboard: the motor is out of the boat (not onboard)</i></p> <p>Learners might suggest other words that use the word <i>out</i> and what it means: <i>outside (the side that is out, no in, outcome (what will come out of an action, the result), outdo (to do more than another, show out what you can do), outfit (clothing on the outside)</i></p> <p>Use the cards to make the new words by putting <i>out</i> in front or behind each one. Ask learners to give a sentence with these words. Use these again during the week.</p>	E + V/P	3.4.2.3																				
<p><u>Comprehension: Report structure</u></p> <p>Remind learners of the activity they did when they looked at <i>Shell Money</i> a few weeks ago: find the analysis of each page that they did in their exercise books. Ask them to do the same with this book. Make a chart on the board for them to use to collect ideas. You could do the first one or two with the learners.</p> <table><tr><td>p. 2</td><td><i>Introduction to all types of canoes</i></td><td>p. 7</td><td></td></tr><tr><td>p. 3</td><td><i>Dug-outs</i></td><td>p. 8</td><td></td></tr><tr><td>p. 4</td><td></td><td>p. 9</td><td></td></tr><tr><td>p. 5</td><td></td><td>p. 10</td><td></td></tr><tr><td>p. 6</td><td></td><td>p. 11</td><td></td></tr></table> <p>As a class look at the chart and check answers. Revise a fact that they can tell about each page. You will need this activity for Day 3's activity.</p>	p. 2	<i>Introduction to all types of canoes</i>	p. 7		p. 3	<i>Dug-outs</i>	p. 8		p. 4		p. 9		p. 5		p. 10		p. 6		p. 11		E + V/P	3.4.2.3
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p. 5		p. 10																				
p. 6		p. 11																				
<p>Day 3</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Review the book, asking learners to review the structure of the report and what we learn on each page (not reading the words, just summarising the type of information).</p> <p>Ask for volunteers to read every second page while you read the other pages to the learners.</p>	E + V/P	3.4.2.5 3.6.1.8																				

<p><u>Vocabulary: Canoe words</u> Using the small books, learners work through the books looking for words that are to do with canoes: make a list in their exercise books. Give them about 10 mins to do this. As a class, look at the words that the learners found and write them up. Focus on the spelling, particularly words that might be difficult or new, eg. <i>fibreglass, aluminium</i>. Look at how you might group the words: <i>What are words that tell us the materials that canoes use?</i> Learners pick out the various materials from the list. <i>What are words that tell us the names for canoes?</i> There are a number of names here to find. Any other groups? Now you could play some words games to help learners look at and use these words. Eg. <i>I'm thinking of a word that is a material and has 5 syllables (aluminium). I'm thinking of a word that is a type of canoe that is found in Temotu (tepuke)</i>. Let learners think of ways of describing the words for the others to guess.</p>	E + V/P	3.4.2.3
<p><u>Letters and sounds: -oes</u> Look at the cover of the book and the word <i>canoes</i>. Ask learners to consider what is hard about spelling this word. They should notice that the oo sound is made by oe. This is very unusual in English. Think about how words usually end in oo: <i>tattoo, too, boo, do, moo</i>. Now think about the spelling of <i>canoes</i>: <i>When do we use -oes at the end of words?</i> Write these on the board: <i>potato</i> <i>tomato</i> <i>foe</i> <i>hoe</i> <i>toe</i> Explain that these words need -oes to be correct: write the correct spelling next to each word. Now write these sentences: <i>I have one potato</i> <i>I have one tomato</i> <i>I have one canoe</i> <i>I have one foe</i> <i>I have one hoe</i> In their books, learners choose how many of each they want to have (2, 3, or 100 or whatever number more than 1 or 0) and the write the sentences with the correct plural form. <i>I have 4 potatoes</i> <i>I have no foes</i></p>	E + V/P	3.4.3.1 3.4.3.3
<p>Day 4 <u>Shared reading: Revisiting the story</u> Distribute the small books. Read the first page to the class, then ask a group of learners to read the next page. Continue with teacher reading a page, groups reading a page.</p>	E	3.4.2.4
<p><u>Comprehension: finding grouping facts</u> Write the types of canoes up on the board (<i>dug-out, ray boat</i> etc). Choose one to do as a class, eg. <i>dug-out</i>. Draw a dug out on the board while the learners locate all the words that tell us about the dig-out: words and phrases only. How write words around that picture: <i>different shapes; different sizes; wood; fishing; play; outriggers; outboards</i>. Now the learners choose one of the canoes (NOT the dug-out) and do the same in their books. They must look carefully at the words and the pictures to find facts. The learners will use this activity on Day 5.</p>	E + V/P	3.4.2.3
<p>Turn to the last page and look at the word <i>communication</i>. Focus on the last part of the word: <i>-ation</i>. Explain that this is from the action <i>communicate</i> and when we make it into a something we have, we say <i>ation</i>. <i>Communicate</i> ➡ <i>communication</i> Go back to p. 9 and ask the learners to find some other <i>ation</i> words. They should find <i>navigation</i> and <i>celebration</i>. Help the learners to find the base words: <i>navigate</i> and <i>celebrate</i>. Make sure the learners know the meaning of <i>navigate</i> (to be able to find the direction and way to go). Give the learners copies of the books to find any other <i>ation</i> words. Give them some time to skim through the book. See if they can find <i>transportation</i> and you can help them with the base word <i>transport</i>. Now see what other <i>ation</i> words you and the learners can come up with. You might think of some from the work you have been doing in other subjects. Here are some the learners might know: <i>relaxation, invitation, information</i> Work with the learners to find the action (verb) for each: <i>relax, invite, inform</i>. Use the classroom library to give the learners some ideas for more words: they take a book and look through to find words. Give the class 10 minutes to find as many as they can and then talk about the words and the base words. Try saying sentences with <i>ation</i> words! Eg. <i>I am having relaxation after the big celebration!</i></p>	E + V/P	3.4.3.1 3.4.3.3
<p>Day 5 <u>Independent Reading</u> 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
<p><u>Guided Writing: Making a procedure from a report</u> Use the planning done on Day 4 for this activity. Look at the diagrams. Explain that they are going to write a paragraph on one type of canoe. As a class, write a paragraph for the dug-out, then the learners can try their own. Show the learners how to move the notes (<i>different shapes; different sizes; wood; fishing; play; outriggers; outboards</i>) back into sentences withOUT copying the book. <i>There are dug-outs in many different shapes and sizes in Solomon Islands. They are made of wood and are seen all over the country for fishing or playing. They sometimes use outriggers and sometimes outboards. They are a very useful canoe.</i> Show the learners that we group sentences with similar ideas. Ask them to tell their partners how they will write their sentences and in which order. Make sure they write a paragraph and not just a list of sentences. These could be put with the diagrams and pictures from Day 4 to make a display.</p>	E + V/P	3.8.1.4 3.7.1.1 3.7.1.2 3.7.1.3 3.8.1.1 1

Other activities

- Look at the map on the final page and find where they live and then where the canoes in the book are located.
- Make a canoe, from paper or wood and label it.
- Visit a local canoe-maker and talk about how the canoe is made. Make this into a procedure.

