

# The Canoe Race



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Pictures by Tony Hiriasia

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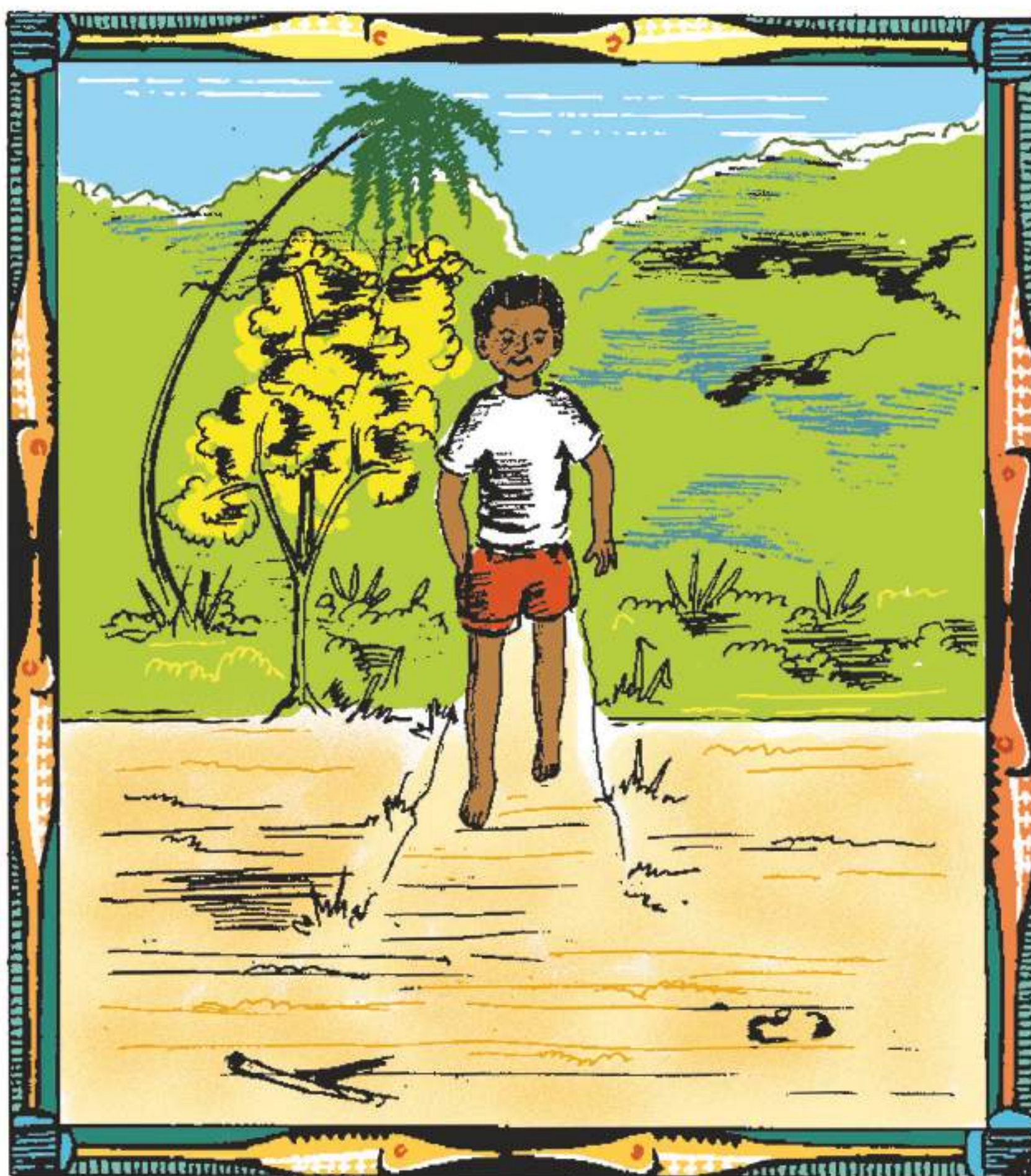
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# The Canoe Race



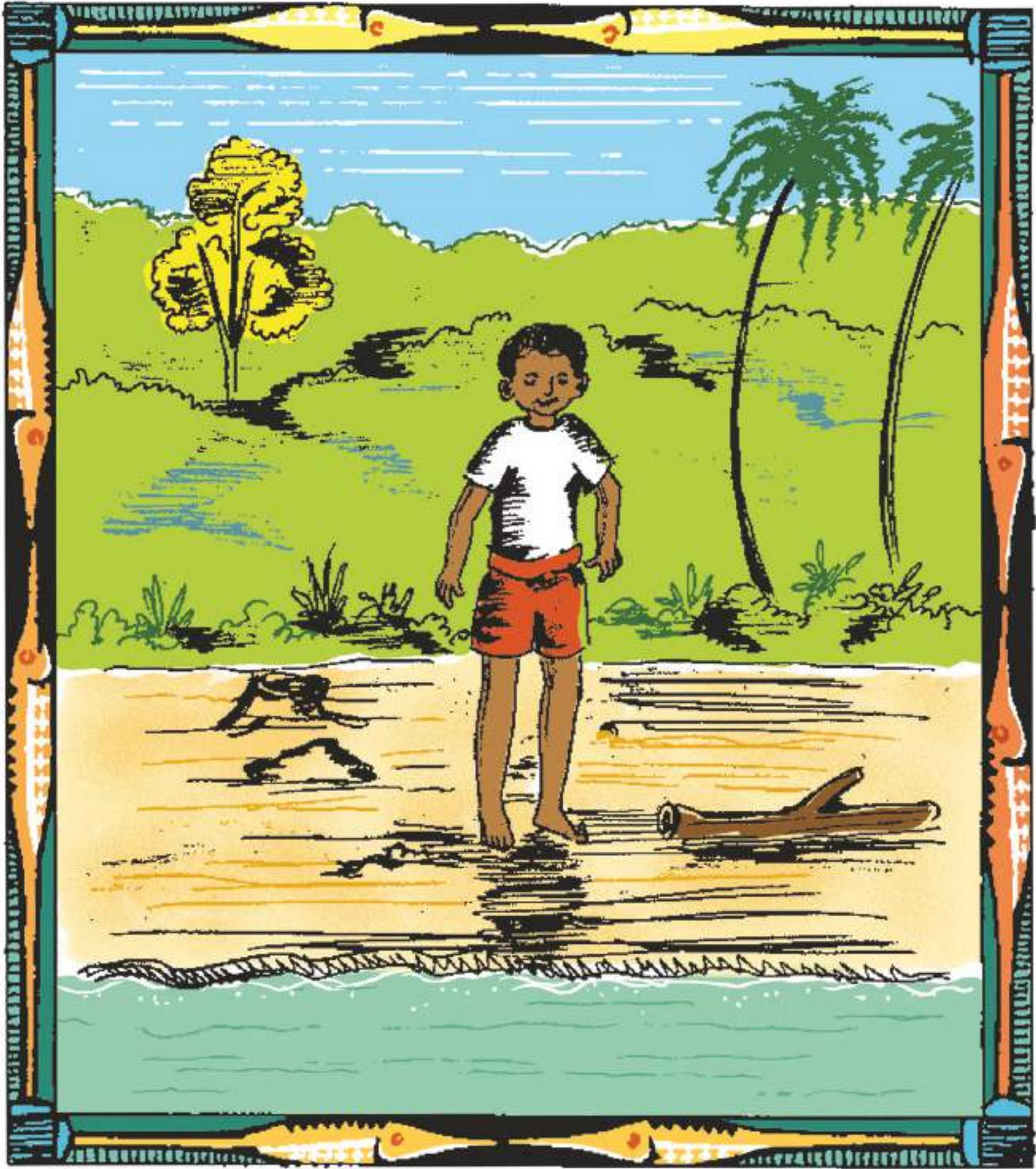
By Thomas Ena  
Pictures by Tony Hiriasia





One day, when I was in Year 2, I went down to the beach near my village in Isabel Province.





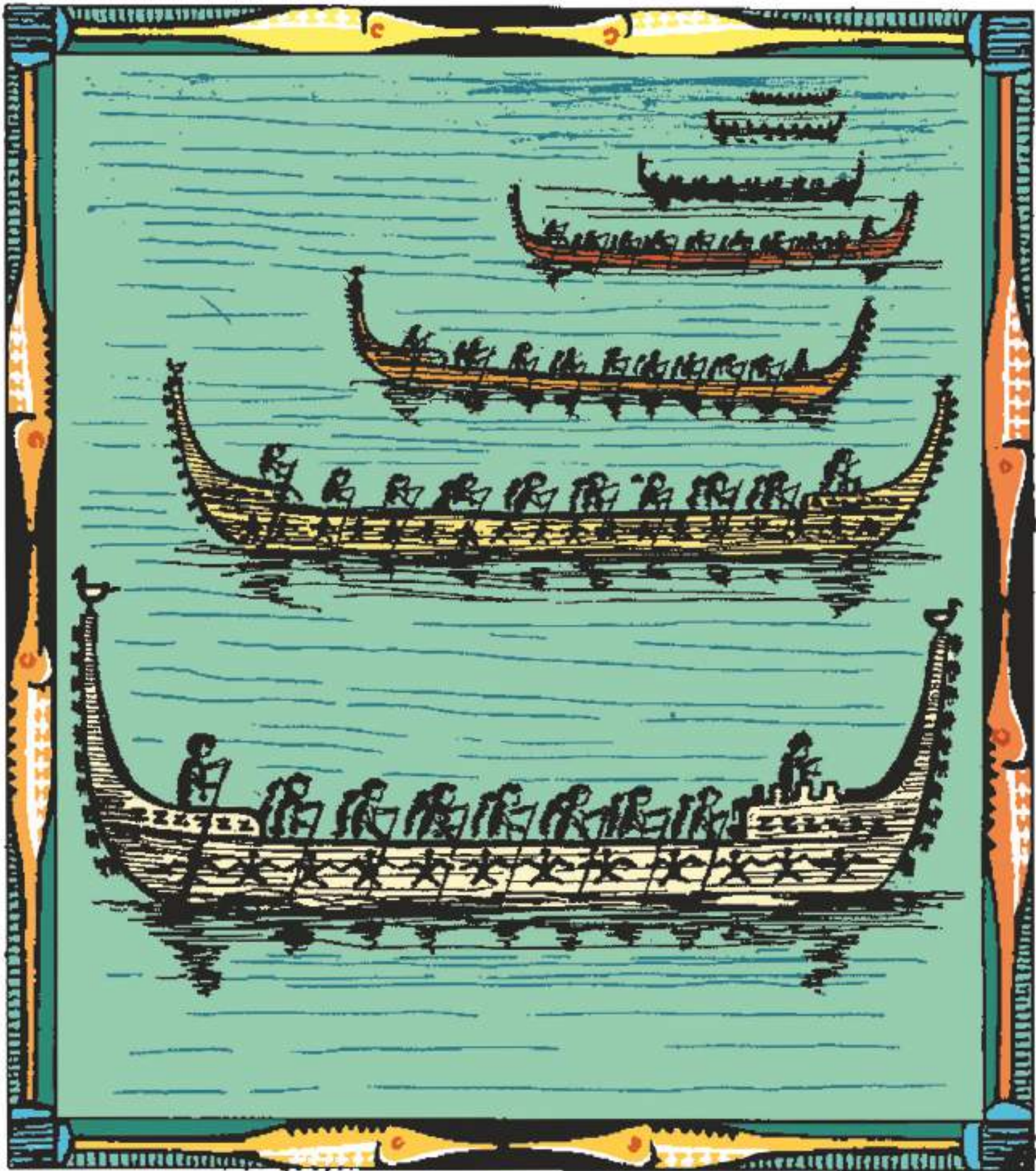
That day there was to be a canoe race.





There were many different types and sizes of canoes in the sea near the beach. There were dugout canoes of all sizes, but the canoes that were going to race were big war canoes called 'bina bina' or 'tomoko'.





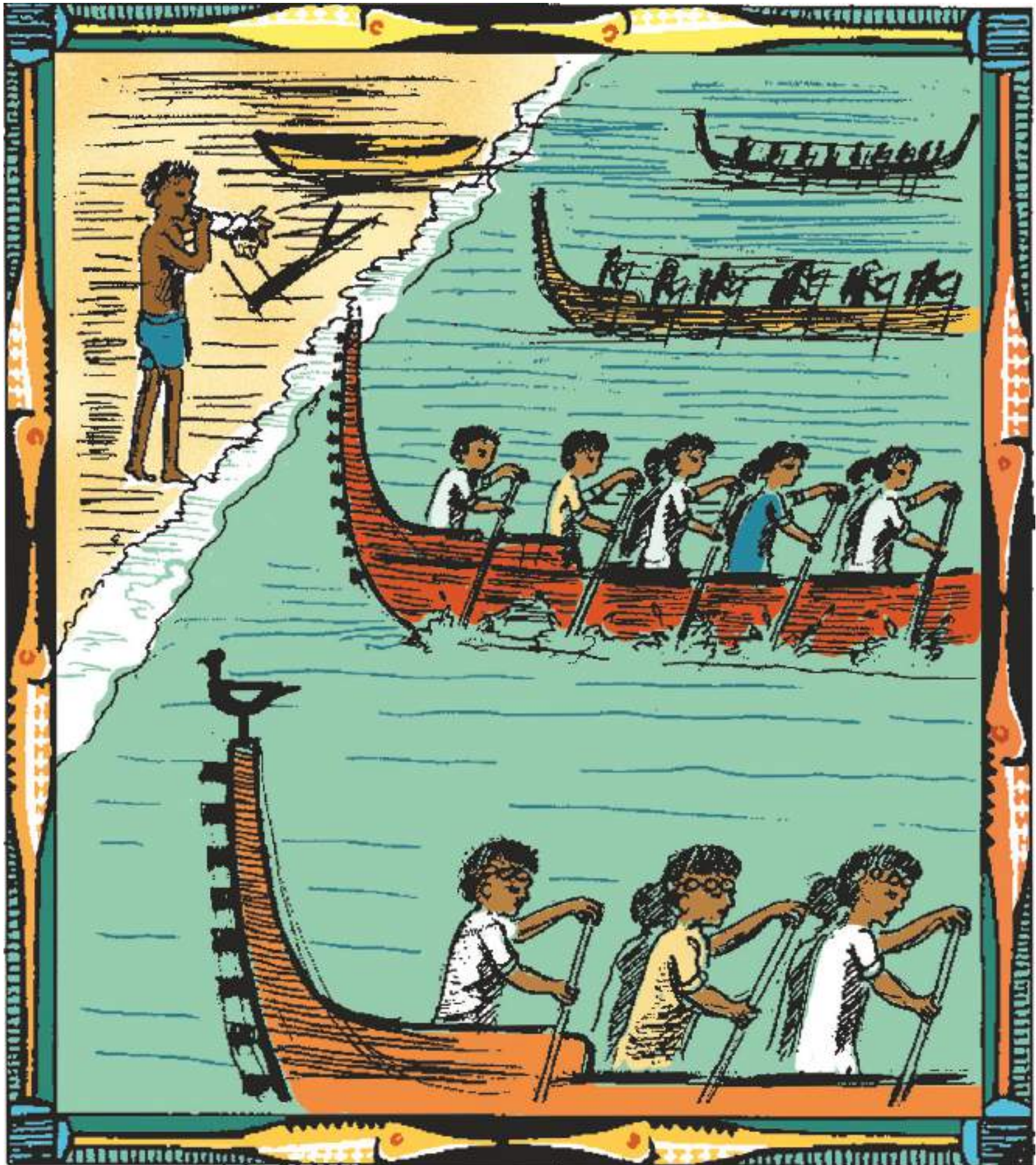
The canoes were decorated with inlaid shells and feathers. There were about twenty men in each canoe and there were about fifteen canoes.





My grandfather walked on to the beach.  
"On your marks! Get set! Go!" shouted  
my grandfather.





A man blew a conch shell and all the men in the canoes began to paddle very quickly.





They paddled harder and harder,  
faster and faster.

"One two three rest. One two three  
rest," went some.

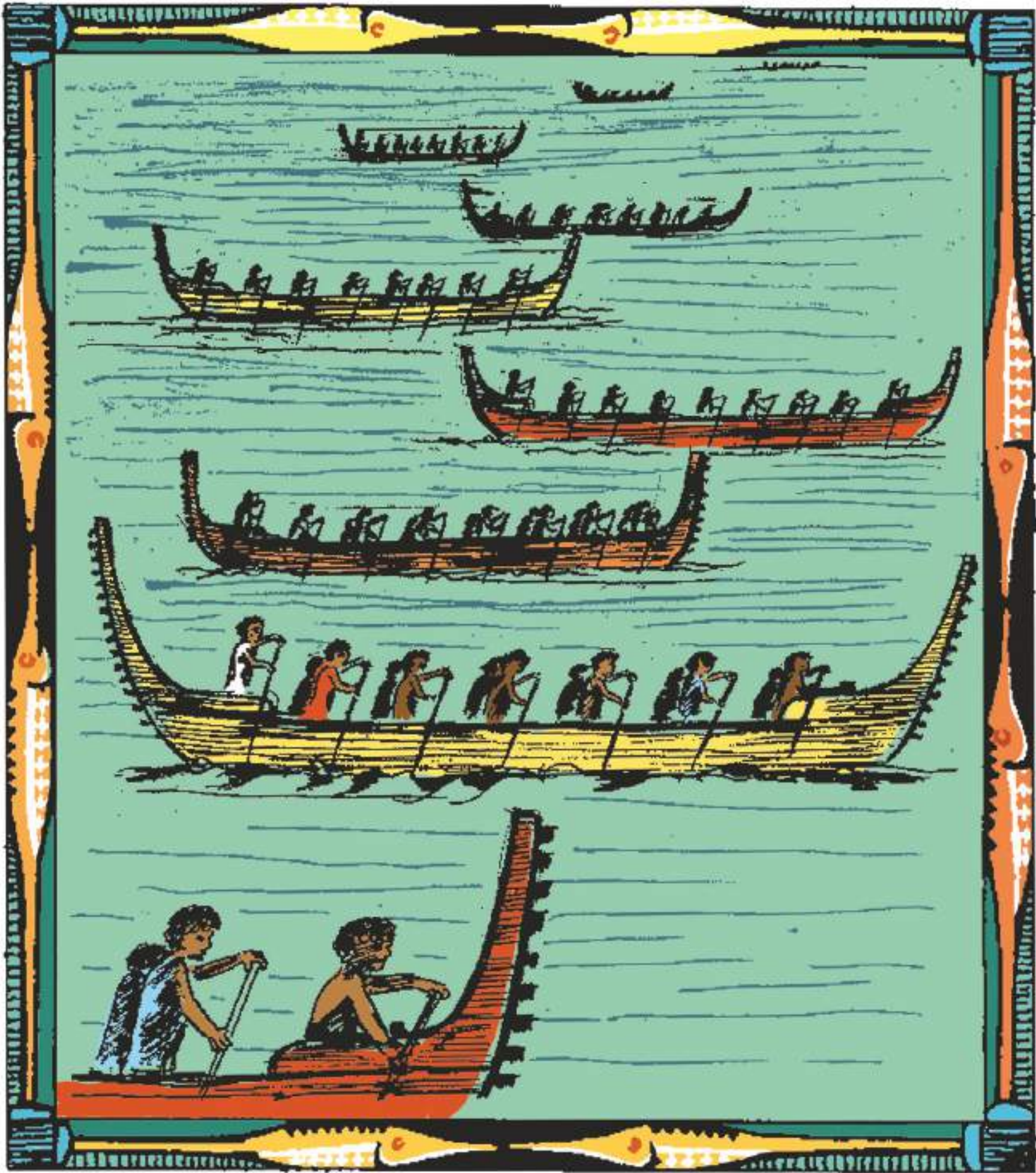
"One two. One two. One two," went  
some others.





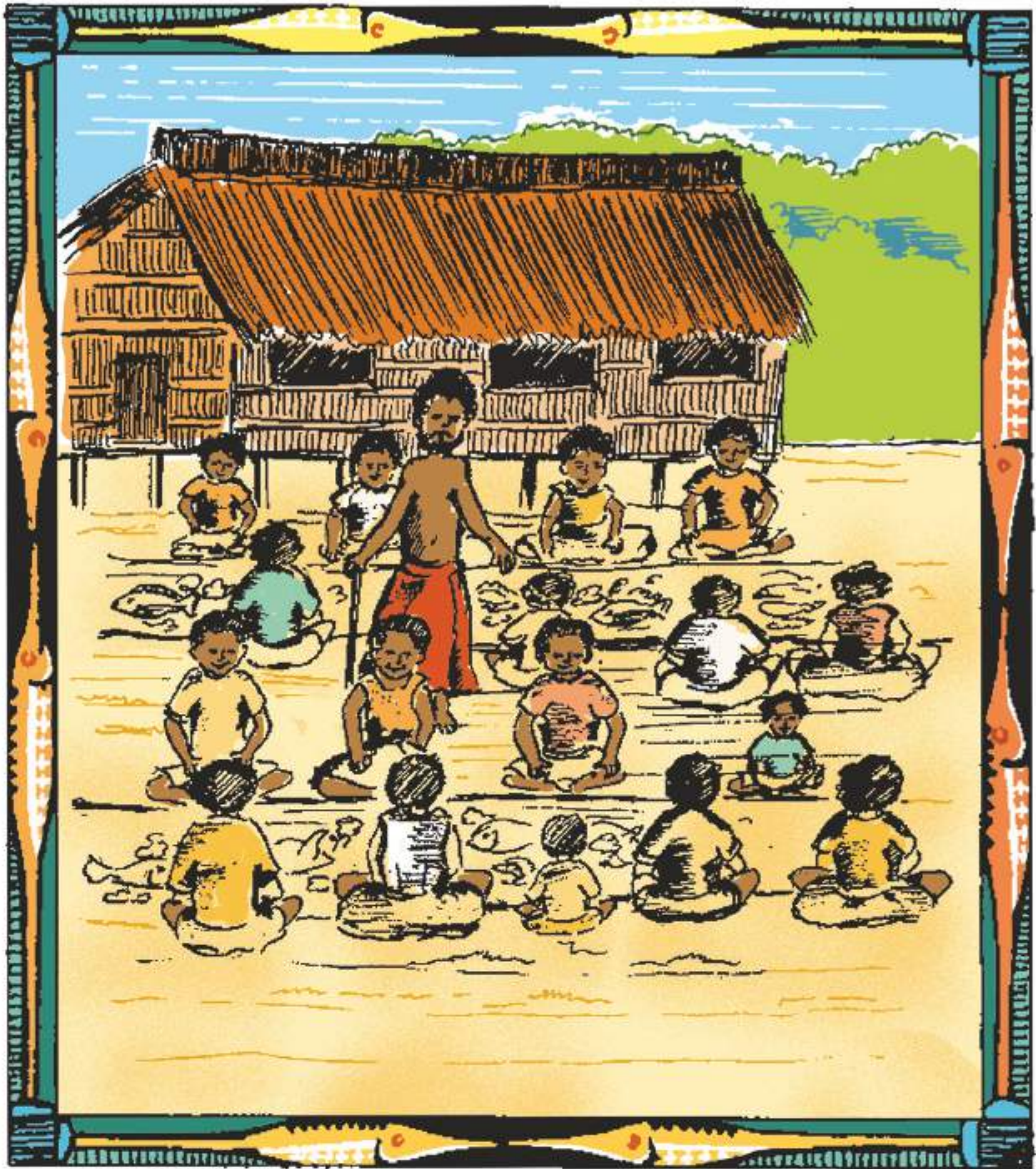
The men in the tomoko from my village sang, "E dau, e dau, votu, votu," as they paddled. A man who sat at the front of our tomoko stood up and blew a conch shell, and the men paddled even harder.





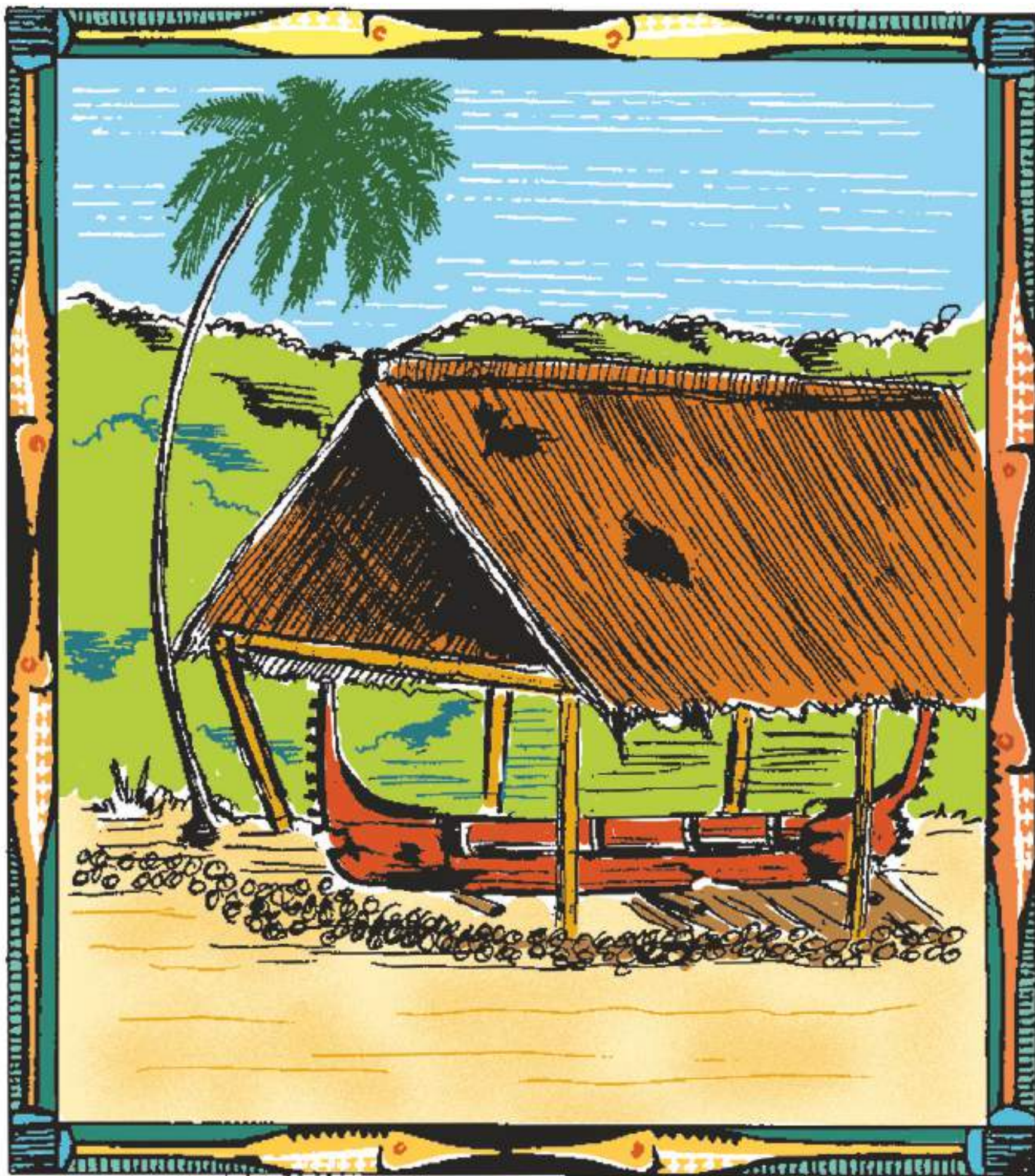
All the canoes went,  
"Splish, splash, splish, splash."





The tomoko from my village came first in the race. My grandfather thanked everyone for coming to the canoe race. Everyone sat down together for a feast.





That was the last time a canoe race was held in my Province. I hope we have another one some day.







Text:	<i>The Canoe Race</i>
Level:	Year 2
Message:	Teamwork is important
Discussion focus:	Community unity and pride
Comprehension:	Structure of a recount; identifying events
Vocabulary focus:	Words for canoes
Letters and sounds:	<i>ch</i>
Writing opportunity:	Recount of memory

ACTIVITIES	LANG.	SYLLABUS
<p><b>Day 1</b></p> <p><u>Modelled Reading</u></p> <p><u>Set the context: Talking with learners</u></p> <p>Tell the learners: <i>This book is called The Canoe Race. On the cover we can see all the canoes and that these are traditional canoes, called Tomoko.</i> Ask the learners if they are familiar with Tomoko, if they know what they are. If yes, ask them about them. If no, tell them that we will learn more about them in this book.</p> <p>Remind them about the book they read, <i>Faraway Island. That was a book about a grandfather's memories, but with magical ideas. This is a person's memories of a factual event. It happened when he was a small boy.</i></p> <p>Look through the book, looking at the pictures. As you look through the pictures, help the learners to explain what is happening and compare it to any experience that they have. If you know there are words that learners will have difficulty with, introduce them as you come to that page. Make sure the learners know the words in English.</p>	<b>V/P</b>	2.3.1.4 2.4.1.1 2.6.1.1
<p><u>Read the story: Listening and watching</u></p> <p>Read the story in clear English. On p. 6 read the line "<i>On your marks! Get set! Go!</i>" In loud voice as the Grandfather is starting the race.</p>	<b>E</b>	
<p><u>Review the story: Understanding the story</u></p> <p>Turn the pages of the book. On each page, ask the learners to tell you what is happening and let them explain what they have understood about the race. Make sure they understand the elements of the story. Focus on how the Tomoko crews had to work together to make the canoe move quickly through the water. This is different to canoes where only one person paddles: here everyone has to work together.</p>	<b>V/P + E</b>	2.5.1.6 2.6.1.3 2.4.1.4
<p><u>Responding to the story: Talking by the learners</u></p> <p>Discuss why this was such an important event for this person to remember. Think about how it brought the community together and built community pride. Ask the learners to think about other example of a community working together or uniting for a common goal. It might be a sporting or cultural event, or religious event. Talk about why it is important to be a community that works together.</p>	<b>V/P</b>	2.6.1.1 2.6.2.3
<p><u>Close Reading</u></p> <p>Do a close reading of pp. 2 &amp; 3. Summarise: This is the orientation that tells us <i>When? What? Where?</i></p>	<b>E + V/P</b>	2.6.1.5 2.4.2.8
<p><b>Day 2</b></p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask the learners to remember what happened in the story. Turn the pages and the learners explain the events in their own words. Read the story to the learners as they follow along in the small books.</p>	<b>E</b>	2.3.2.2 2.4.1.4



ACTIVITIES	LANG.	SYLLABUS
<p>Comprehension: Stages of the recount</p> <p><i>Preparation:</i> Make word cards: <u>Who?</u> <u>What?</u> <u>When?</u> <u>Where?</u> <u>Why?</u> (just write these on the board if you cannot make cards, but cards are better because you can use them for other books)</p> <p>Explain that this text is not a story, but a recount of an experience in the past. Review the structure of a recount:</p> <ul style="list-style-type: none"> <li>• Orientation (a bit like a story)</li> <li>• Events</li> <li>• An evaluation or comment is sometimes included</li> </ul> <p>Show the cards that are for the orientation: ask the learners to look through the first part of the book to try to answer these: most answers will be on pp. 2 – 3 which they looked at in Day 1's Close Reading. As a class, check the answers.</p> <p>Now look at the events: as the learners look through the next part of the book, list the events that occurred from p. 6:</p> <ol style="list-style-type: none"> <li>1. <i>Grandfather shouted Go</i></li> <li>2. <i>A man blew the conch</i></li> <li>3. etc</li> </ol> <p>Notice that pp. 4 – 5 is a description of the Tomoko.</p> <p>Now look at p. 12: <i>What is the comment that the writer makes about this experience? (hope that there is another race one day)</i></p> <p>The learners could choose ONE part of the story to illustrate. They label the picture, indicating where in the book it falls, eg. <i>This is a picture of the men paddling. It is in the series of events.</i></p>	E + V/P	2.5.1.3 2.5.1.4
<p>Focus on vocabulary: canoes</p> <p>Ask the learners to look through the book and find all the words that might tell us about the canoes in Solomon Islands, special words that are particularly for Tomoko and other boats. As the learners locate words, they tell you and put on the board (or a piece of paper for display). They should find words like: <i>dug-out, bina bina, tomoko, inlaid shells, feathers, war canoes, paddle</i> etc. You and the learners might think of other words that you could add to this list.</p> <p>Now think of some sentences with 2 or more canoe words, eg. <i>The men in the tomoko paddled quickly over the waves.</i></p> <p>Learners draw a Tomoko shape in their books and write these words or a sentence inside the canoe. Refer to the class list of words over the week, looking at the spelling and using in sentences.</p>	E + V/P	2.4.2.7 2.7.2.2
<p>Day 3</p> <p>Shared reading: Revisiting the story</p> <p>Ask for volunteers to read each second page in the book. Teacher reads p. 2, a volunteer reads p. 3 ...continue with the teacher and a volunteer reading every second page.</p>	V/P + E	2.6.1.9
<p>Close Reading</p> <p>Do a close reading of p. 12. Summarise: This shows the result of the race and how it was celebrated. There are a number of actions that happened (<i>came first, thanked, sat down</i>)</p>	E	2.6.1.5 2.4.2.8
<p>Focus on Letters and Sounds: <i>ch</i></p> <p>Turn to p. 2 and point to the word <i>beach</i>: Say: <i>This word says beach. The last two letters in this word are c and h. When these letters are next to each other they make one new sound. Listen as I say the sound. (Now say ch). Listen for the ch sound as I say the word beach. It will be at the end of the word.</i></p> <p>Ask the learners to find another word in the book that also uses <i>ch</i> (<i>conch</i> p. 7)</p> <p>Now say some more words to the learners that have this sound and ask them to identify where the <i>ch</i> sound occurs: <i>chair, church, children, chop, chin, chalk, chain, match, scratch, catch</i>. They help you to write the word on the board, suggesting how to spell each one.</p> <p>Now try to make some sentences with 2 or more <i>ch</i> words, eg. <i>I always choose the front chair in the church.</i></p> <p>They can write <i>ch</i> in their books and write some <i>ch</i> sentences.</p>	E + V/P	2.1.2.2 2.7.2.9 2.1.2.3
<p>Day 4</p> <p>Shared reading: Revisiting the story</p> <p>Today read the first page of the story then choose a group of learners to read the next page to the class. Repeat this pattern, reading one page to the class then choosing a group to read the next page.</p>	E	



ACTIVITIES	LANG.	SYLLABUS							
<p><u>Comprehension: identifying events</u></p> <p>Write these on the board:</p> <div><div><i>The Tomokos had only a few people in each one.</i> <i>Grandfather blew the conch.</i> <i>Grandfather paddled a canoe.</i> <i>The writer paddled in the canoe.</i> <i>Tomokos are war canoes.</i> <i>The village killed a pig for the feast.</i></div><div><i>There were many types of canoes.</i> <i>This happened in Honiara.</i> <i>The writer watched from the beach.</i> <i>The writer liked the race.</i> <i>The village lost the race.</i> <i>This story happened last week.</i></div></div> <p>Learners read through the list on the board. Which of these things happened in the book and which did not? Talk with partners and look through the book to check and prove answers. Do this for about 10 mins and then check as a class. Learners write only the correct sentences in their books. They can write some more correct sentences: they do NOT write the incorrect sentences!</p>	E + V/P	2.5.1.6 2.5.1.4							
<p><u>Sentence structure</u></p> <p>Today the learners will be constructing this sentence: <i>One day, when I was in Year Two, I went down to the beach near my village in Isabel Province.</i></p> <p><i>Preparation:</i> Write the words and phrases on card. Cut them up into groups of words as shown below:</p> <table><tr><td>One day,</td><td>when I was in Year Two,</td><td>I</td><td>went</td><td><b>down to the beach</b></td><td><b>near my village</b></td><td>.</td></tr></table> <p>Put the words on the board (not in order). Tell the learners that these words make a sentence. They will help you to put the sentence together. Start by asking question number 1 (<i>When did it happen?</i>) then choosing one learner to come up to the board, point to the words that tell us this (<i>One day,</i>) then put the words in place. Repeat this: Asking the question, then choosing a learner to come up to the board and put the words into place until your sentence is in order. Here are the questions you can ask:</p> <div><div><i>When did this happen? (2 parts)</i> <i>Who is involved?</i> <i>What happened?</i> <i>Where did they go?</i> <i>Where was the beach?</i> <i>What goes at the end of the sentence?</i></div><div><i>One day/when I was in Year Two</i> <i>I</i> <i>went</i> <i>down to the beach</i> <i>near my village</i> <i>.</i></div></div> <p>Now take away the word card for <i>down to the beach</i> from the sentence. Ask the learners to think of new location the boy could be going to. Take some ideas then write a new location in the space (eg. <i>One day, when I was in Year Two, I went <b>up to my garden</b> ....</i>) Now take away the phrase <i>my village</i> and ask the learners to think of another place and write it in the space. Do this multiple times with different locations. Here is an example of an innovated sentence. Remember you will need to think of different words with your learners:</p> <p><i>One day, when I was in Year Two, I went <b>up to my garden</b> near <b>my house</b>.</i></p>	One day,	when I was in Year Two,	I	went	<b>down to the beach</b>	<b>near my village</b>	.	E + V/P	2.4.2.8 2.7.2.2
One day,	when I was in Year Two,	I	went	<b>down to the beach</b>	<b>near my village</b>	.			

<p><b>Day 5</b></p> <p><u>Independent Reading</u></p> <p>Today hand out copies of the book to the learners. Ask the learners to read in pairs, taking turns by reading one page each.</p>	E	2.6.1.9
<p><u>Guided Writing</u></p> <p>Tell the learners that <i>Today you will write a recount about an event you remember and wish could happen again.</i> Let the learners think about and discuss with a friend one of these experiences. Ask a few learners to share their experiences.</p> <p>Select a learners experience and demonstrate the writing on the board.</p> <p>Ask <i>who can remember the questions we answer in an orientation of a recount? (Who? What? When? Where? Why?) When writing our recount we must answer these questions first.</i></p> <p><i>Who? <b>My family and I</b></i></p> <p><i>What? <b>Had a beach picnic</b></i></p> <p><i>When? <b>Two years ago</b></i></p> <p><i>Where? <b>Leila Beach</b></i></p> <p><i>Why? <b>For my cousin's birthday</b></i></p> <p>Now the learners need to write three sentences (<i>sequence of events</i>) about what happened at the event.</p> <ol style="list-style-type: none"> <li><b><i>We arrived in a truck.</i></b></li> <li><b><i>We swam at the beach.</i></b></li> <li><b><i>We had a barbeque.</i></b></li> </ol> <p>Now the learners need to write a reflection on how they felt about the event (<i>response</i>).</p> <p><b><i>We all had a great time. I wish we could do it every year.</i></b></p> <p>Show how this looks when it is written (do NOT use the questions for the final writing):</p> <p style="padding-left: 40px;"><i>My family and I had a beach picnic two years ago at Leila Beach. We arrived in a truck. We swam at the beach. We had a barbeque. We all had a great time. I wish we could do it every year.</i></p> <p>Now ask the learners to write their own personal recount about a time an event they remember and wish could happen again. Walk around the room and help learners to do their writing, showing them where they are correct and where they have made a mistake.</p>	E + V/P	2.7.2.5 2.3.1.2 2.7.2.2 2.8.1.5







