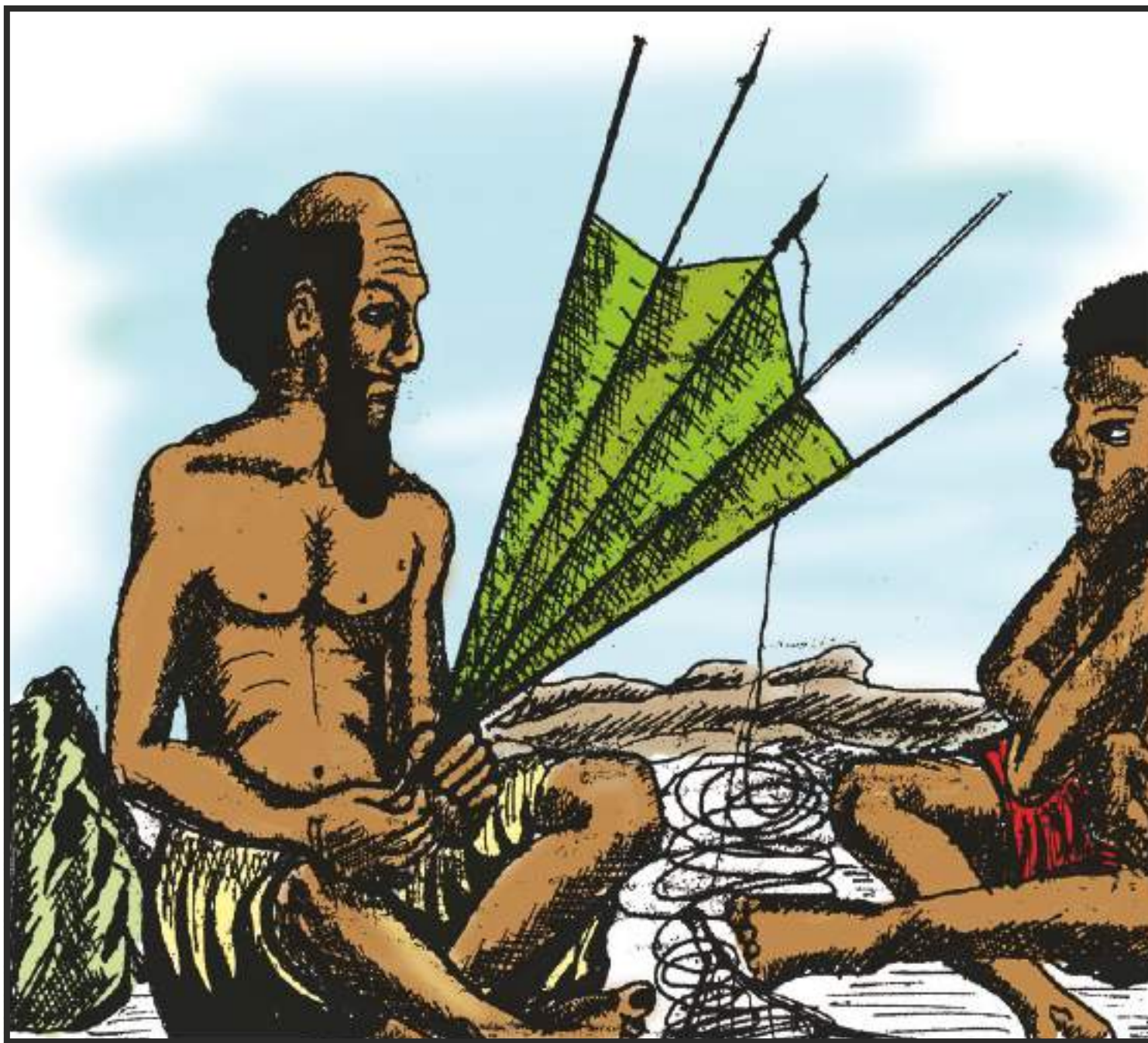


A Fishing Lesson



By Thomas Ena
Pictures by Alfred Haemanu

Nguzu Nguzu Reading Books

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Review and re-development project

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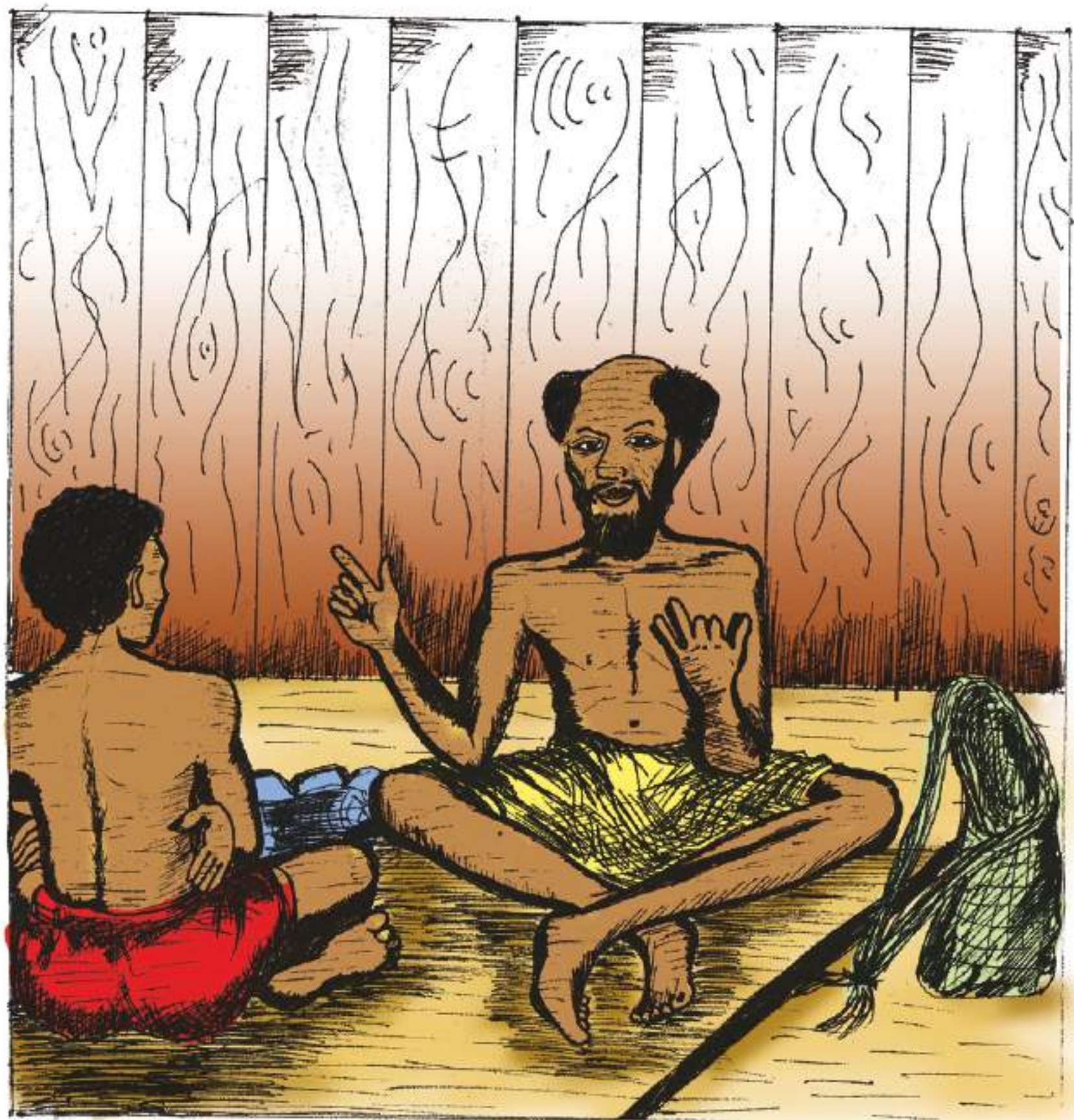
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Development 2015

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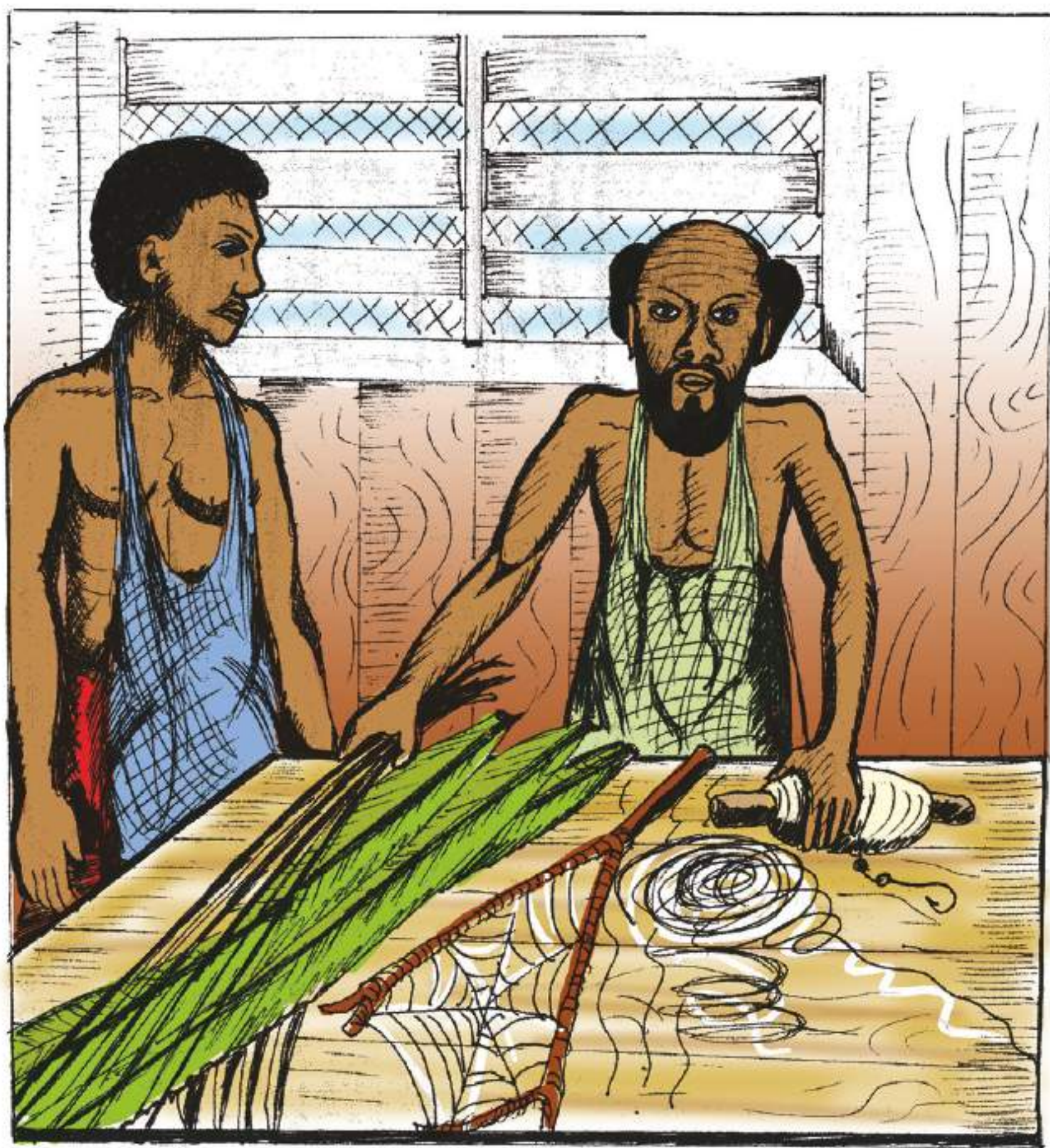


Masi liked to listen to his Grandfather's stories. Grandfather liked to tell Masi about what life was like when he was a boy. One day, Grandfather said, "Tomorrow we will go fishing." "Great," said Masi, "I love fishing."

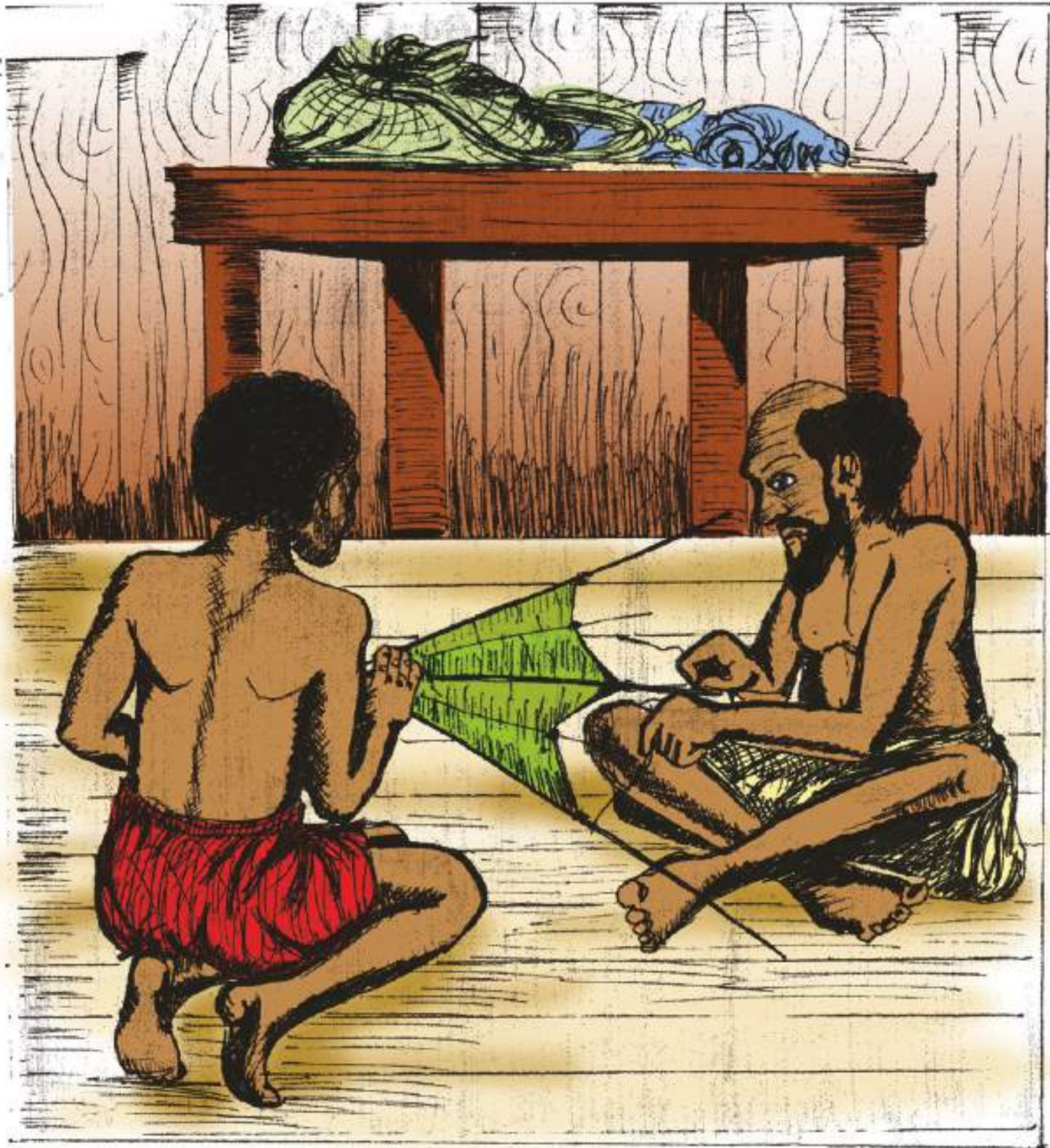


When Masi came to his Grandfather's house the next day he was carrying his bamboo rod, line, hooks and a net to catch bait fish.

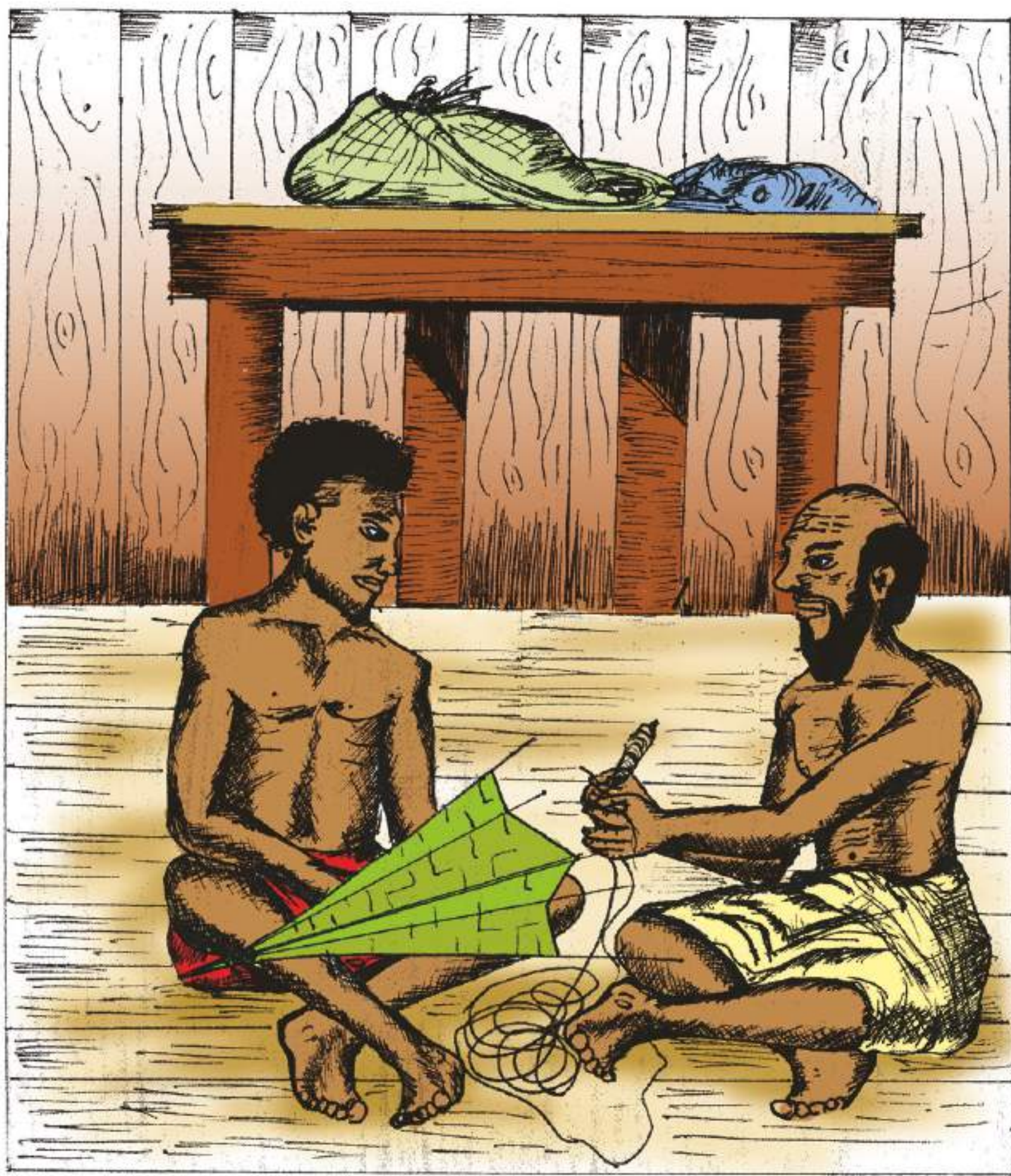
"You won't need any of those things today," said Grandfather. "Today I will teach you how I used to fish when I was a boy."



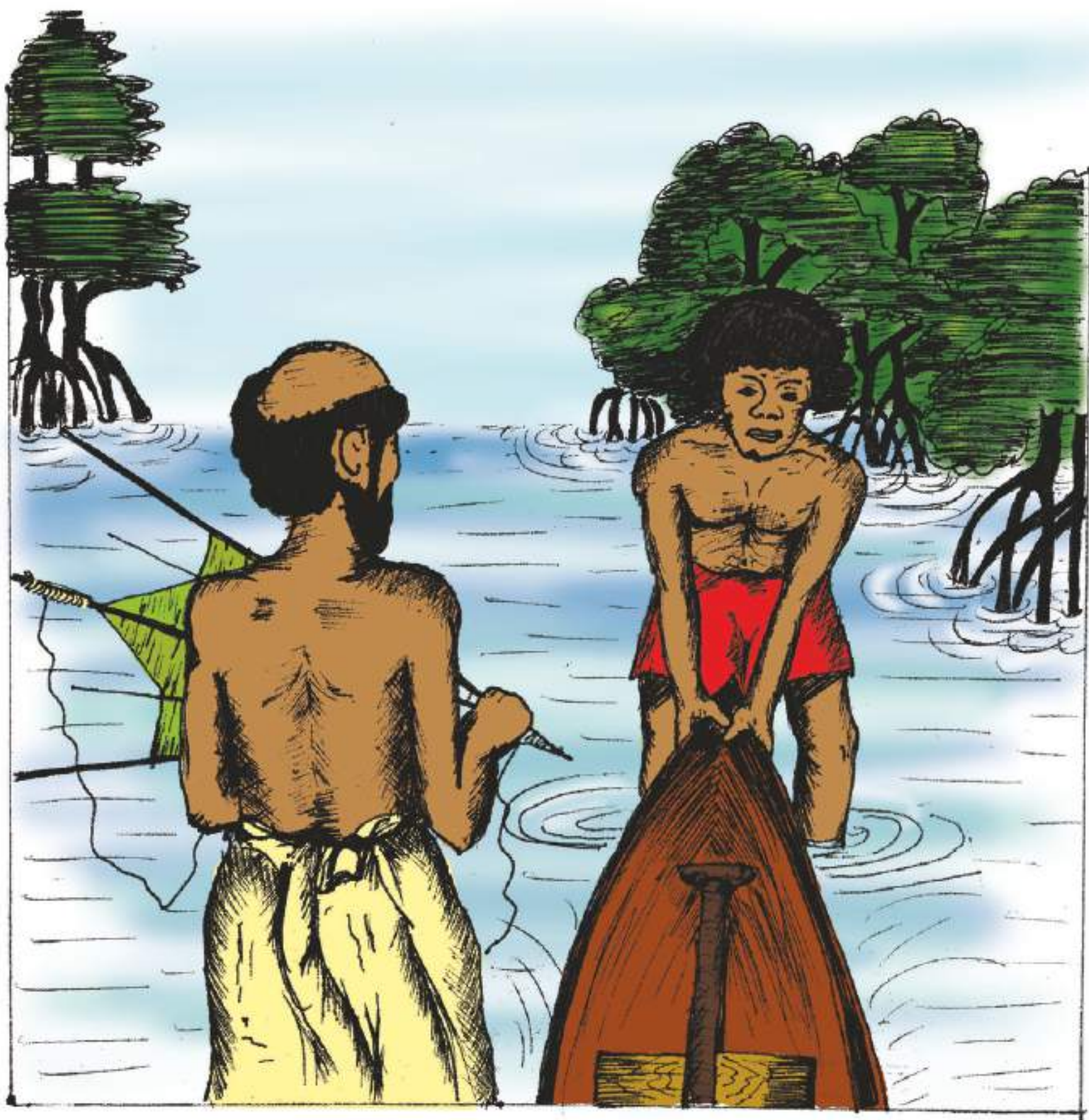
On the table, Grandfather had collected a long roll of cord, some sago palm leaves, some coconut leaf midribs, a piece of fishing line and some silk from a spider's web.



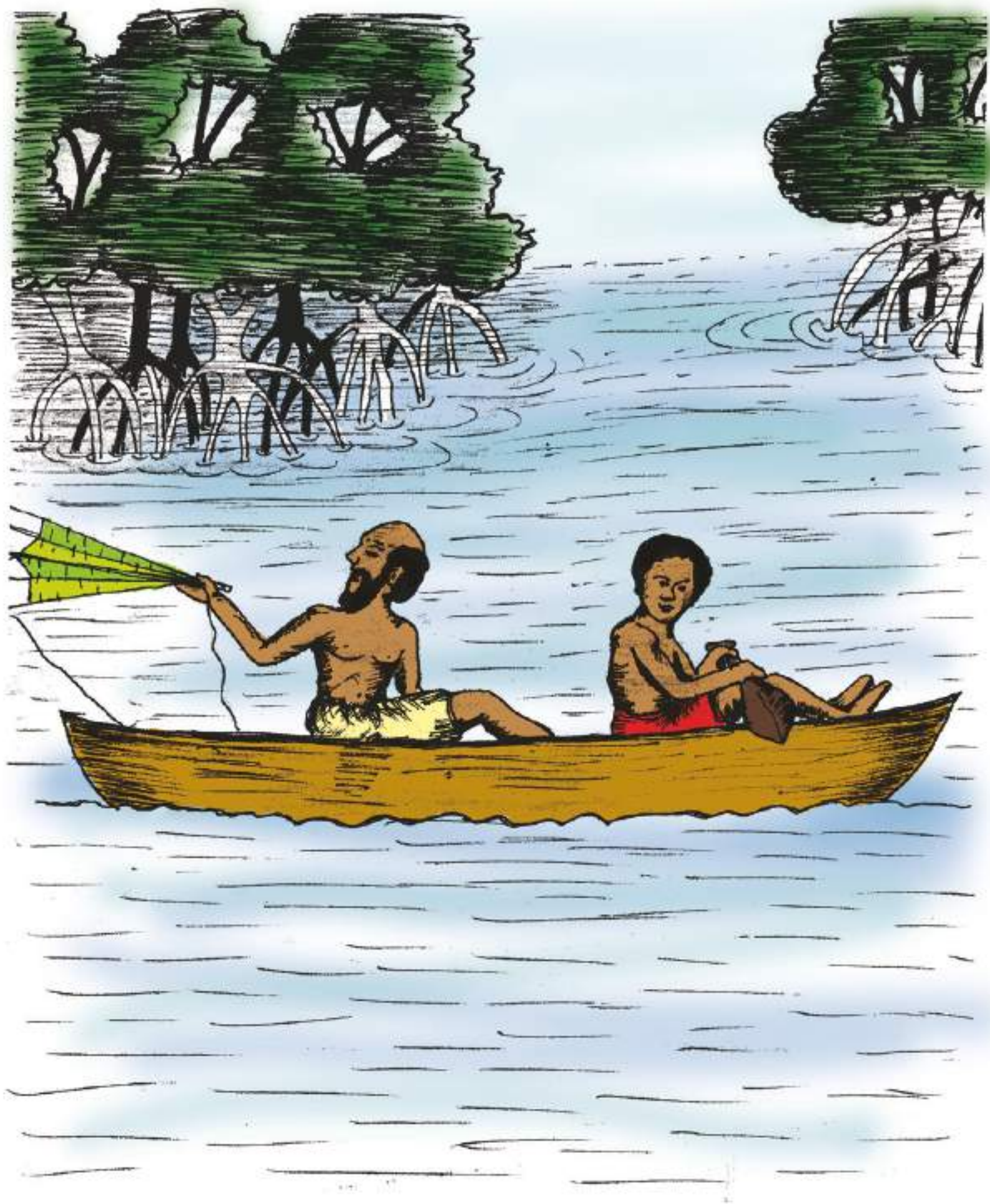
Grandfather showed Masi how to join the midribs to form a frame and how to sew on the sago palm leaves. He showed him where to join the roll of cord and how to tie on a length of fine fishing line.



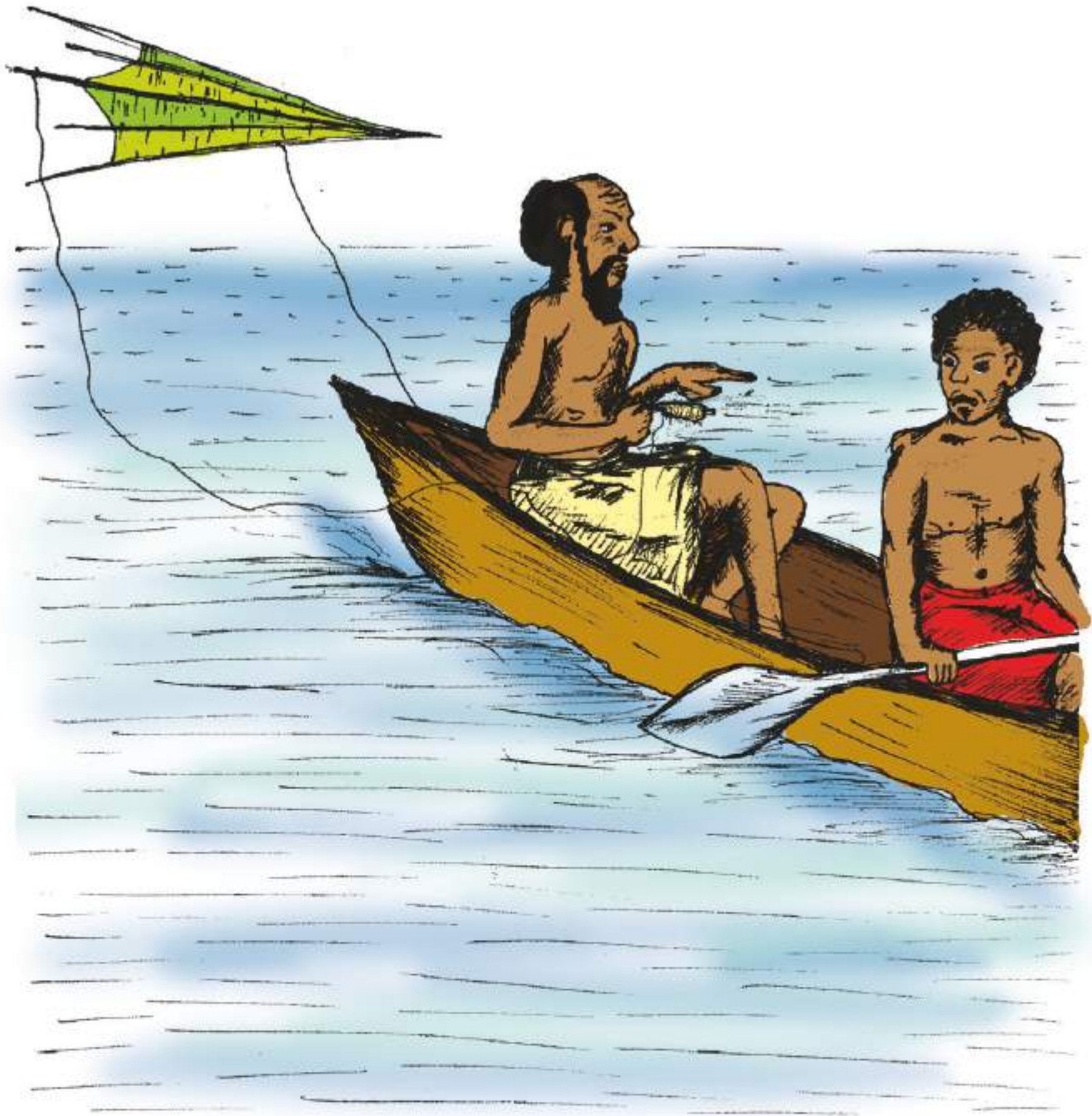
Finally Grandfather showed Masi how to fix a piece of spider's web silk to the end of the line. Now they had a fishing kite.



Masi and Grandfather took their fishing kite out into the lagoon.



Grandfather held up the kite until the wind caught it and carried it away. Masi held on tightly to the cord.



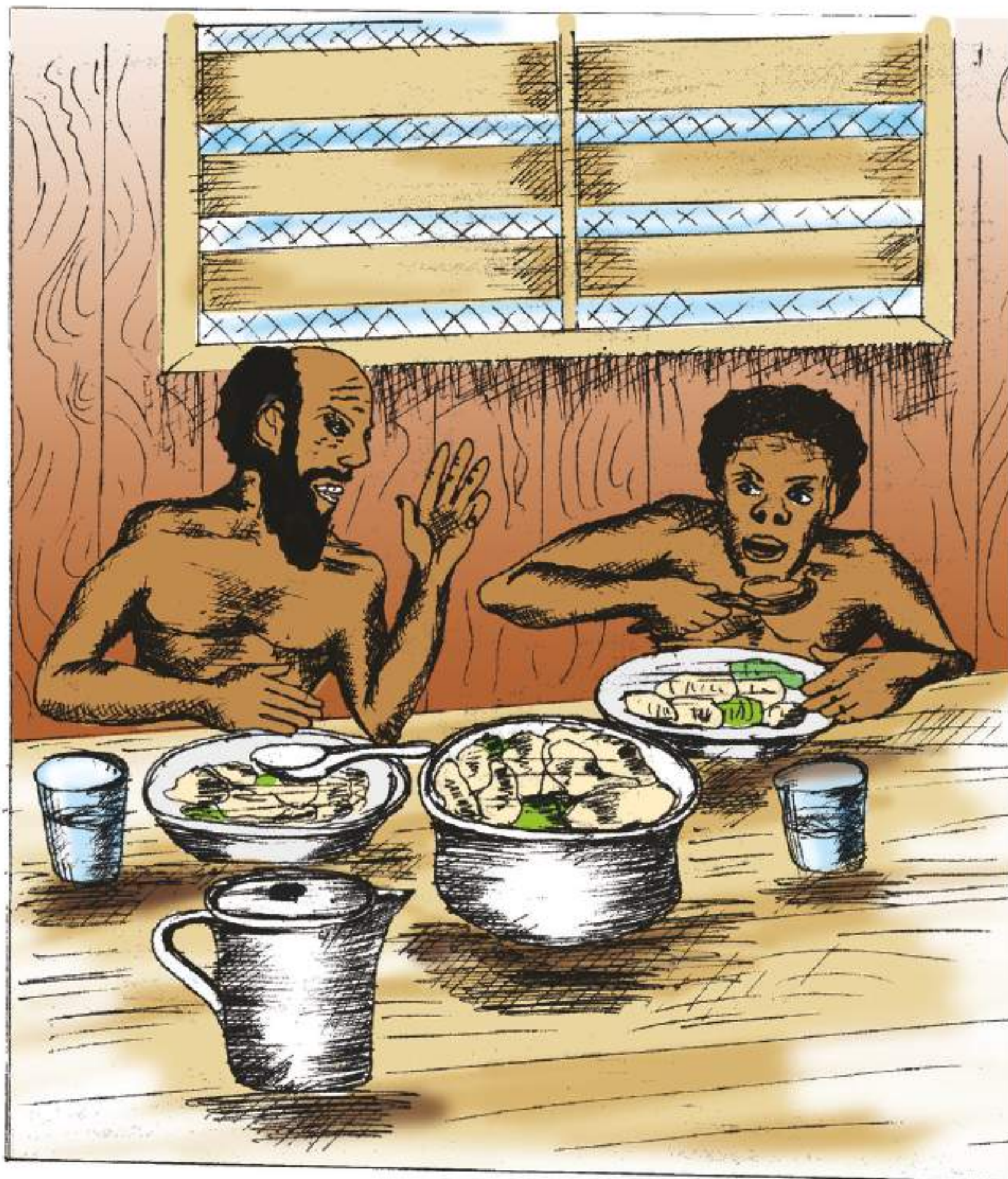
Grandfather told Masi how to fly the kite so that the silk ran just below the surface of the water.



Grandfather slowly paddled the canoe across the lagoon. When they were half-way across, Masi felt a tug on the line.



Grandfather helped him pull in the kite and the fishing line and there on the end of the line, stuck on the spider's web, was a fat fish. Masi was surprised that the method had worked so well.



That evening Grandfather told Masi many more stories as they shared a delicious meal of fried fish.

Text:	<i>The Fishing Lesson</i>
Level:	Year 2
Message:	Traditional skills are still useful
Discussion focus:	Stories and skills from older people
Comprehension focus:	Sequencing; retelling
Vocabulary focus:	Action verbs for making a fishing kite; action verbs for recount of fishing
Letters and sounds:	oo as in <i>hooks</i>
Writing opportunity:	Guided writing: going fishing.

ACTIVITIES	LANG.	SYLLABUS
<p>Day 1</p> <p><u>Modelled Reading</u></p> <p>Set the context: Talking with learners</p> <p><i>Preparation:</i> If you can, bring object to school: roll of cord, sago palm leaves, coconut leaf midribs and spider's web silk.</p> <p>Tell the learners <i>This story is called The Fishing Lesson. It is a little like the two books we have read – The Canoe Race and Faraway Island – because it shows us that Grandfathers have traditional skills to pass on to young people.</i> On the cover, point out Grandfather and the book, Masi. Notice that they have a large object and explain that this is used to fishing. Perhaps the learners know something about fishing: ask them about what they know is used for fishing, whether traditional or modern.</p> <p>Now open the book and look 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 in the garden. 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>	V/P	2.3.1.4 2.4.1.1
<p><u>Read the story: Listening and watching</u></p> <p>Read the story in clear English, using your voice to make the speaking clear.</p>	E	
<p><u>Review the story: Understanding the story</u></p> <p>Turn the pages of the book. Ask the learners to tell you what was happening on each page. Make sure the learners can understand the fishing method that Grandfather used and how surprised Masi was that it worked. Ask learners to explain why was Masi surprised. Think about the sort of stories Grandfather might have told Masi at the end of the book.</p>	V/P + E	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>Ask the learners to think about their own experience with their grandparents. Talk about the things grandfathers or grandmothers have taught them. Ask the learners how they feel about what they have learnt. Was the experience worthwhile? Tell the learners that we must be willing to listen and learn from our grandparents worthwhile experiences.</p>	V/P	2.6.1.1 2.6.2.3 2.1.1.4
<p><u>Close Reading</u></p> <p>Do a close reading of p. 2. Summarise: this orientation tells us a number of feelings about the relationship between Masi and his grandfather.</p> <p>Note: the word <i>Great</i> is a positive exclamation.</p>	E + V/P	2.6.1.5 2.4.2.8

Day 2 Shared reading: Revisiting the story Ask the learners to remember what happened in the story. Turn the pages of the book and ask the learners to explain what Grandfather and Masi did on each page. Review some of the vocabulary that was new in English (<i>took, held, paddled, felt, pulled</i>) and give learners the opportunity to say each word. Read the story to the learners while they follow in the small books.	E	2.3.2.2 2.4.1.4												
Focus on vocabulary: action verbs <i>Preparation:</i> Make these words on cards, enough for one set per group of four learners. <table><tr><td><i>took</i></td><td><i>held</i></td><td><i>paddled</i></td><td><i>pulled</i></td><td><i>collected</i></td><td><i>caught</i></td></tr><tr><td><i>showed</i></td><td><i>helped</i></td><td><i>join</i></td><td><i>sew</i></td><td><i>tie</i></td><td><i>attach</i></td></tr></table> Use this first activity to show learners what they are going to do in their group: show the word <i>took</i> . Ask the class to use the small books to find where that word is in the story (p. 7). Ask: <i>Who is doing this action in the sentence? (Grandfather and Masi) What are they doing it to? (their fishing kite)</i> Explain that we have action verbs that are done <i>by</i> someone or something, <i>to</i> or <i>using</i> something. This helps us to understand the sentence better. Give each group a set of the cards and ask them to use the books to locate where each word is in the story. Look at that word in the sentence to see the action: who is doing the action and what are they doing the action on. As a class, review what the learners found in their groups. Now use the cards to make new sentences, not about the story, eg. <i>I took my brother to school.</i>	<i>took</i>	<i>held</i>	<i>paddled</i>	<i>pulled</i>	<i>collected</i>	<i>caught</i>	<i>showed</i>	<i>helped</i>	<i>join</i>	<i>sew</i>	<i>tie</i>	<i>attach</i>	E + V/P	2.5.1.4
<i>took</i>	<i>held</i>	<i>paddled</i>	<i>pulled</i>	<i>collected</i>	<i>caught</i>									
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ACTIVITIES	LANG.	SYLLABUS								
<p><u>Comprehension: Sequencing actions</u></p> <p>Focus the attention on pp. 4 – 6. Tell learners that this is where we learn about how to make a fishing kite. On p. 4 we learn about the materials needed and pp. 5 & 6 give the procedure, using the actions we have just looked at. Ask learners to look at p. 4 and tell you the materials needed: list these on the board. Now look at pp. 5 – 6: <i>What steps does Grandfather take to make the fishing kite?</i> Learners work with their partner first to look at this, then the class checks the list. In this list, the action verb will go at the front, to make a procedure. Use the cards from the vocabulary lesson to help understand this. The list of actions should start with these words:</p> <p><i>Join</i> <i>Sew</i> <i>Join</i> <i>Tie</i> <i>Attach</i></p> <p>The learners could draw a picture to go with each of the 5 actions in their books and write the action under each one.</p>	E + V/P	2.4.2.8 2.6.1.5								
<p>Day 3</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask for volunteers to read a page from the book. You read p. 2, another volunteer reads p. 3, you read p. 4...continue in this way throughout the book.</p>	V/P + E	2.6.1.9								
<p><u>Close-Reading</u></p> <p>Do a close reading of pp. 7 & 8 (and p. 8 if your learners can do it). Summarise: this tells us the actions in catching the fish.</p>	E + V/P	2.6.1.5 2.4.2.8								
<p><u>Comprehension: Recount of actions</u></p> <p>Explain that yesterday we looked at making a procedure of how to make the fishing kite: this was from pp. 4 – 6. Now look at pp. 7 – 11. This gives a recount of how Masi caught the fish: we will tell him how to do it, but say how he did it.</p> <p>Write these events on the board:</p> <table><tr><td><i>The wind caught the kite.</i></td><td><i>They took the kite to the lagoon.</i></td></tr><tr><td><i>They pulled the line up.</i></td><td><i>Grandfather paddled the canoe slowly.</i></td></tr><tr><td><i>There was a pull on Masi's line.</i></td><td><i>Grandfather held the kite up high.</i></td></tr><tr><td><i>Masi held the kite tightly.</i></td><td></td></tr></table> <p>The learners work in partners and with the small book to put these events in the same order as in the book. Check where words are different to the book, but mean the same thing. Let them talk about these first, then check as a class. The learners write them in the their books in the correct order: do NOT copy in the same order from the board as this is a waste of time! Decide on the order, then write like a recount. They can illustrate some of the actions.</p>	<i>The wind caught the kite.</i>	<i>They took the kite to the lagoon.</i>	<i>They pulled the line up.</i>	<i>Grandfather paddled the canoe slowly.</i>	<i>There was a pull on Masi's line.</i>	<i>Grandfather held the kite up high.</i>	<i>Masi held the kite tightly.</i>		E + V/P	2.5.1.3 2.4.2.8 2.7.2.8
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<i>Masi held the kite tightly.</i>										
<p>Day 4</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask groups of learners to read every second page. You read the first page and every second page.</p>	E	2.6.1.9								
<p><u>Focus on Letters and Sounds: oo</u></p> <p>Look at p. 3 and show the learners the word <i>hooks</i>. This word says <i>hooks</i>. The middle letters in this word are <i>oo</i>. Listen as I say the sound that these two letters make. Now say <i>oo</i>. Listen for the <i>oo</i> sound as I say the word <i>hooks</i>. It will be at the middle of the word. Say some more words to the learners that have this sound: <i>took, look, cook, foot, shook, good, school</i>. Ask the learners to tell you how to spell the words, listening for the sounds.</p> <p>Learners give some sentences using <i>oo</i> words, eg. <i>I took my good book to school</i>. Write some of these in their books.</p>	E + V/P	2.4.2.4 2.7.2.9								

ACTIVITIES						LANG.	SYLLABUS																	
<p>Structure:</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><i>Masi and Grandfather</i></td><td><i>took</i></td><td><i>their fishing line</i></td><td><i>out</i></td><td><i>into the lagoon</i></td><td><i>.</i></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 reminding the learners that every sentence beginning must begin with a capital letter. Ask the learners to find the word that starts with a capital letter. Choose one learner to come up to the board, point to the words <i>Masi and Grandfather</i> then put the words in place. Continue to construct the sentence by asking the questions below 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> <table><tr><td><i>Who was involved?</i></td><td><i>Masi and Grandfather</i></td></tr><tr><td><i>What happened?</i></td><td><i>took</i></td></tr><tr><td><i>What did they take?</i></td><td><i>their fishing line</i></td></tr><tr><td><i>Where did they take it? (2 places)</i></td><td><i>out + into the lagoon</i></td></tr><tr><td><i>What always goes at the end of a sentence?</i></td><td><i>.</i></td></tr></table> <p>Now take away the word card for <i>fishing line</i> from the sentence. Ask the learners to think of another object they might take (eg. <i>bush knives, basket</i>). Take off <i>out in the lagoon</i> (eg. <i>out into the bush, up the mountain</i>). Here is an example of an innovated sentence. Remember you will need to think of different words with your learners:</p> <p><i>Masi and Grandfather took their bush knives out into the bush.</i></p>							<i>Masi and Grandfather</i>	<i>took</i>	<i>their fishing line</i>	<i>out</i>	<i>into the lagoon</i>	<i>.</i>	<i>Who was involved?</i>	<i>Masi and Grandfather</i>	<i>What happened?</i>	<i>took</i>	<i>What did they take?</i>	<i>their fishing line</i>	<i>Where did they take it? (2 places)</i>	<i>out + into the lagoon</i>	<i>What always goes at the end of a sentence?</i>	<i>.</i>	E + V/P	2.4.2.8 2.7.2.2
<i>Masi and Grandfather</i>	<i>took</i>	<i>their fishing line</i>	<i>out</i>	<i>into the lagoon</i>	<i>.</i>																			
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<i>What always goes at the end of a sentence?</i>	<i>.</i>																							

<p>Day 5</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 sentence each.</p>	<p>E</p>	<p>2.6.1.9</p>
<p><u>Guided Writing: going fishing</u></p> <p>Tell the learners: <i>Today you will write about a time you went fishing OR imagine going fishing.</i> Ask the learners to think about the actions they would use and review the word cards to remember the meaning. Now use the sentence prompts below to discuss the story with a partner. The teacher might like to tell a story first to show how to do this: Try not to use many ideas from the story, even though you might choose some words or phrases.</p> <p><i>Going Fishing</i></p> <p>One day I went fishing with _____</p> <p>I took my _____.</p> <p>I paddled the canoe _____.</p> <p>I waited for _____.</p> <p>Suddenly, I felt _____.</p> <p>I pulled _____.</p> <p>It was a _____.</p> <p>I felt _____.</p> <p>Now let the learners write about their fishing experience. Walk around the room and help learners to do their writing, showing them where they are correct and where they have made a mistake. When they finish, learners can share their stories with others and make small books about their fishing adventure!</p>	<p>E + V/P</p>	<p>2.7.2.5 2.2.4 2.8.1.5</p>

