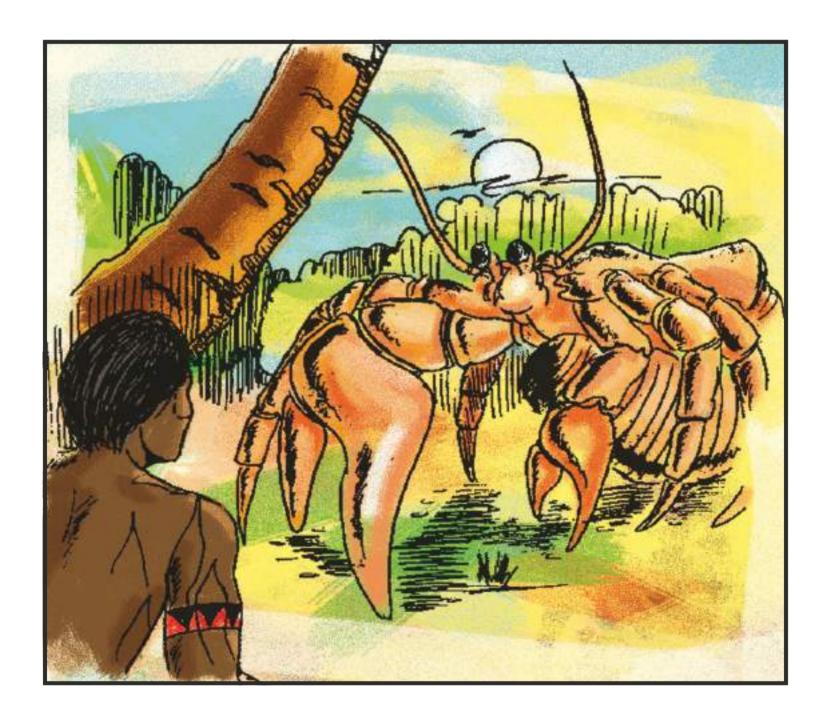
Mautikitiki and the Giant Coconut Crab



By Linda Puia
Pictures by Dominic Ereai

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Nguzu Nguzu Reading Books

Original edition 1995

Second edition 2015

Third edition 2017

Review and re-development project

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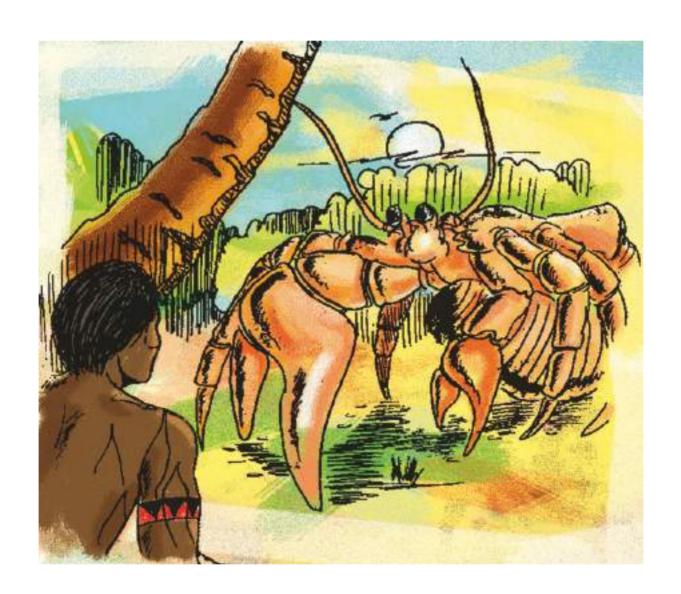
Book Code: Y3026T

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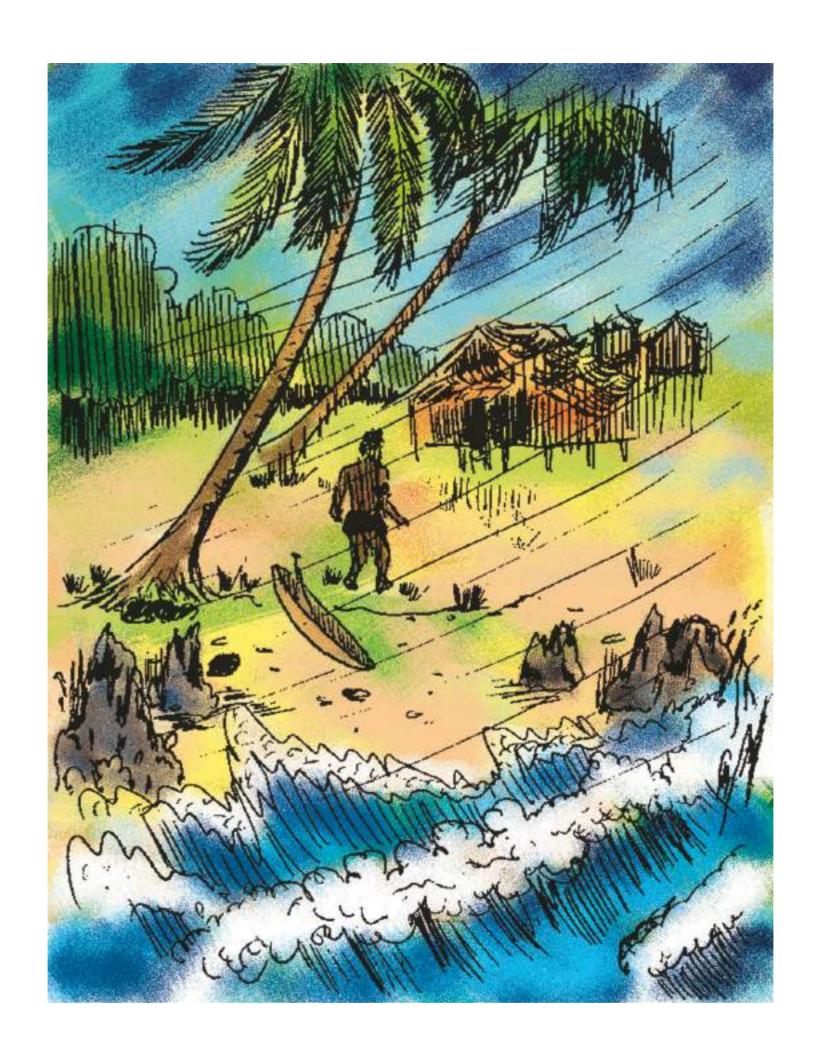


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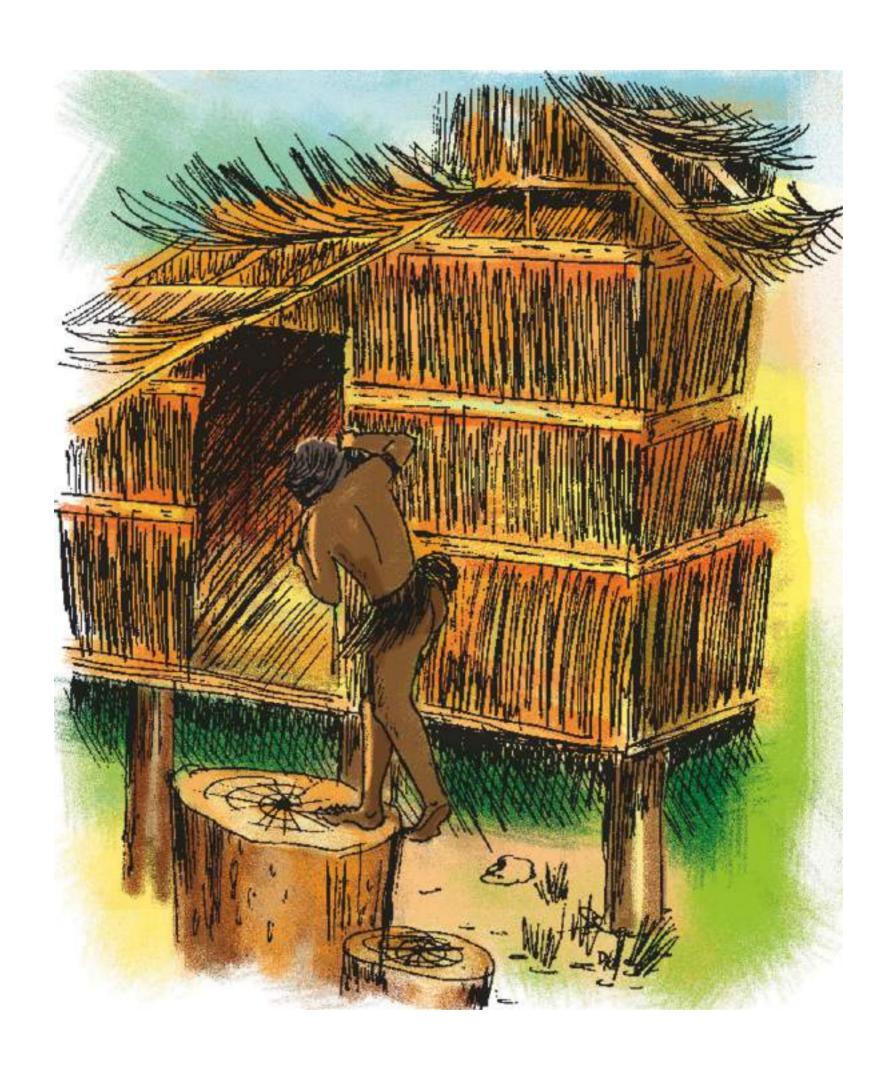
One day Mautikitiki was paddling his canoe around the island of Bellona. Suddenly a great storm blew up.

The wind blew hard and the waves crashed against the canoe.



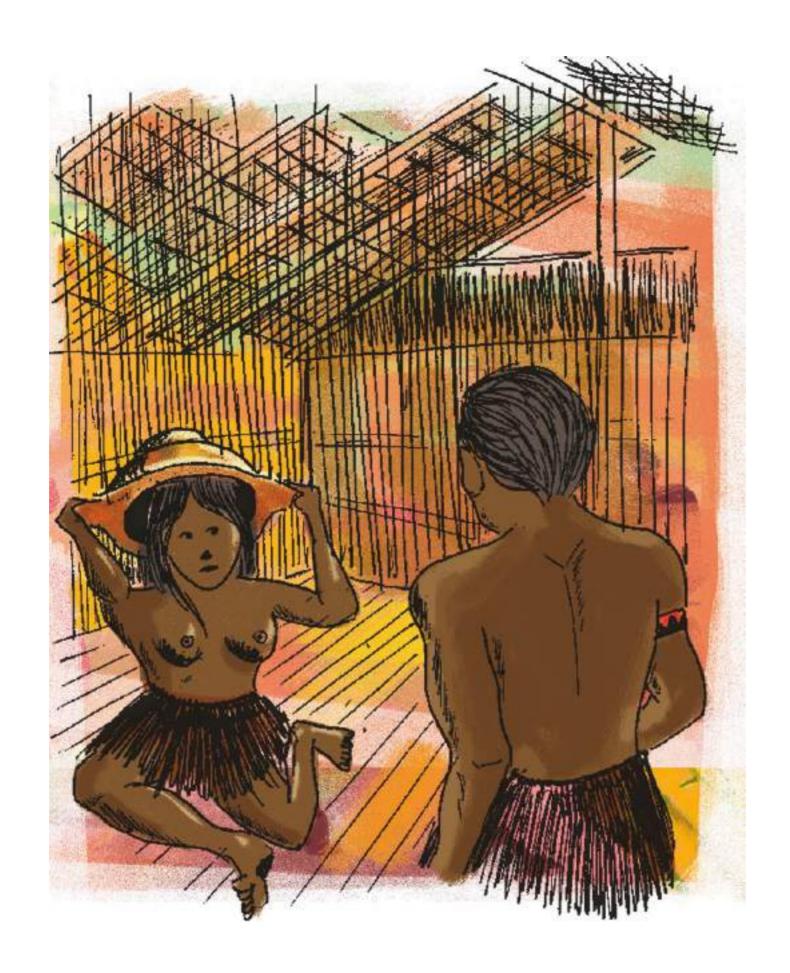
Mautikitiki paddled his canoe against the wind and through the waves.

Finally he landed his canoe on a remote beach and he went to a nearby village to seek shelter.



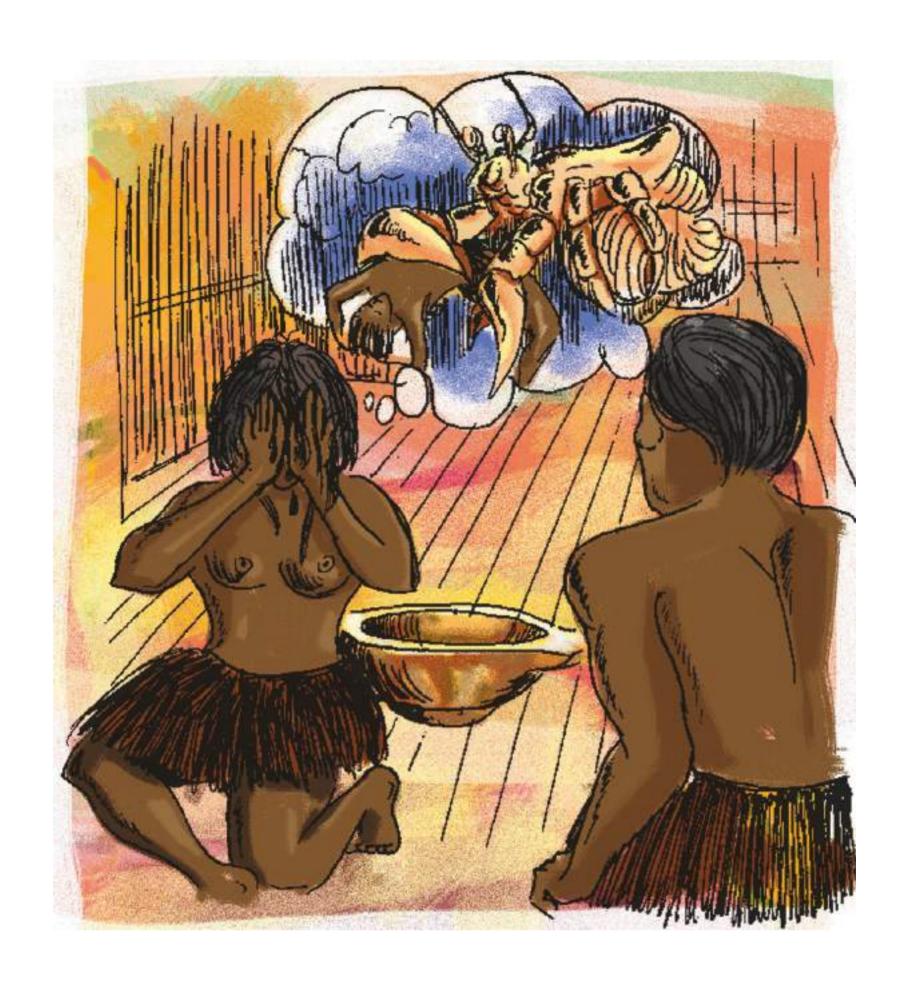
Mautikitiki did not meet any people in the village.

"Is anybody here?" he called, but no one answered. Mautikitiki searched the village, but he found no one.

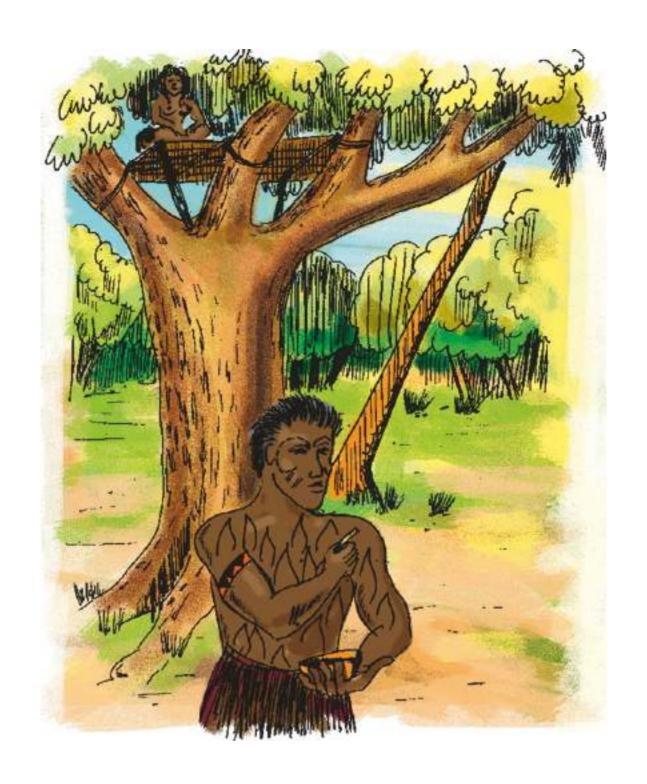


He went into a small house to shelter and there, hiding under a wooden bowl, he found a young girl.

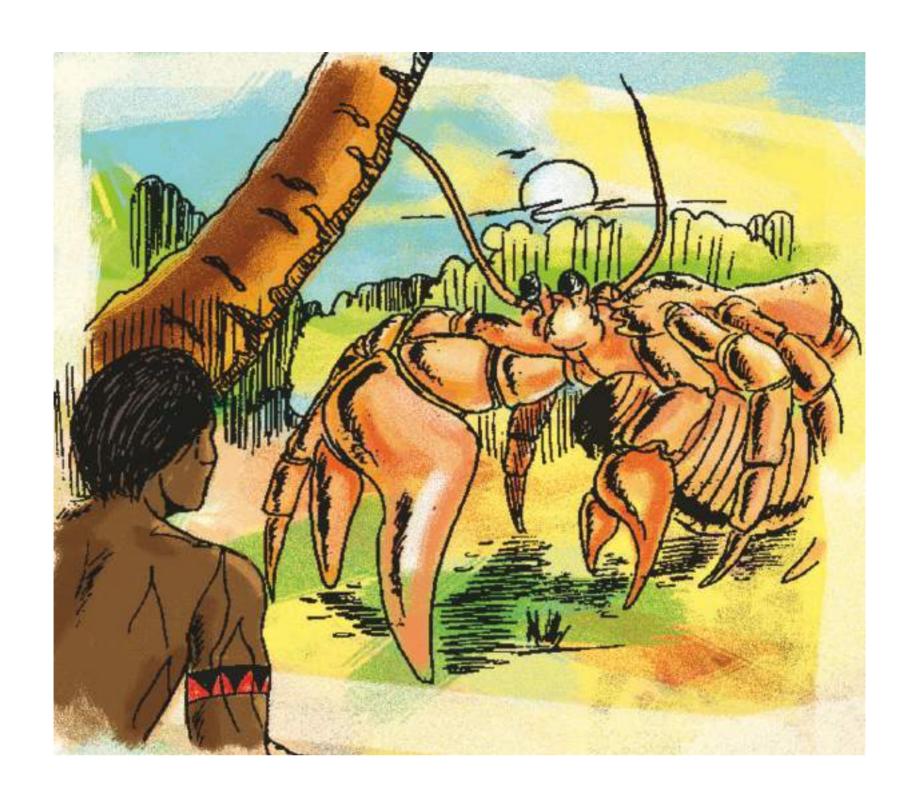
"Why are you hiding?" he asked the girl. "Where are all the people of your village?"



"Everyone has run away from a giant coconut crab," the girl sobbed. "Each day it comes to the village and catches someone in its giant claws. I was in my garden when it came today and now I am left alone."



Mautikitiki made a platform in a tall tree and he put the young girl on the platform where she would be safe. Mautikitiki then collected some turmeric and charcoal. He put the turmeric and charcoal in a coconut shell and mixed them with a piece of bamboo. With the bamboo, he drew beautiful patterns all over his body. They looked like the flames of a fire.



Then Mautikitiki sat down and waited.

Just before sunset, a huge coconut crab crashed through the bush and into the village. It stopped when it saw Mautikitiki.

"Ah! Your tattoos look beautiful," it said. "Make me some like that and I will spare your life."



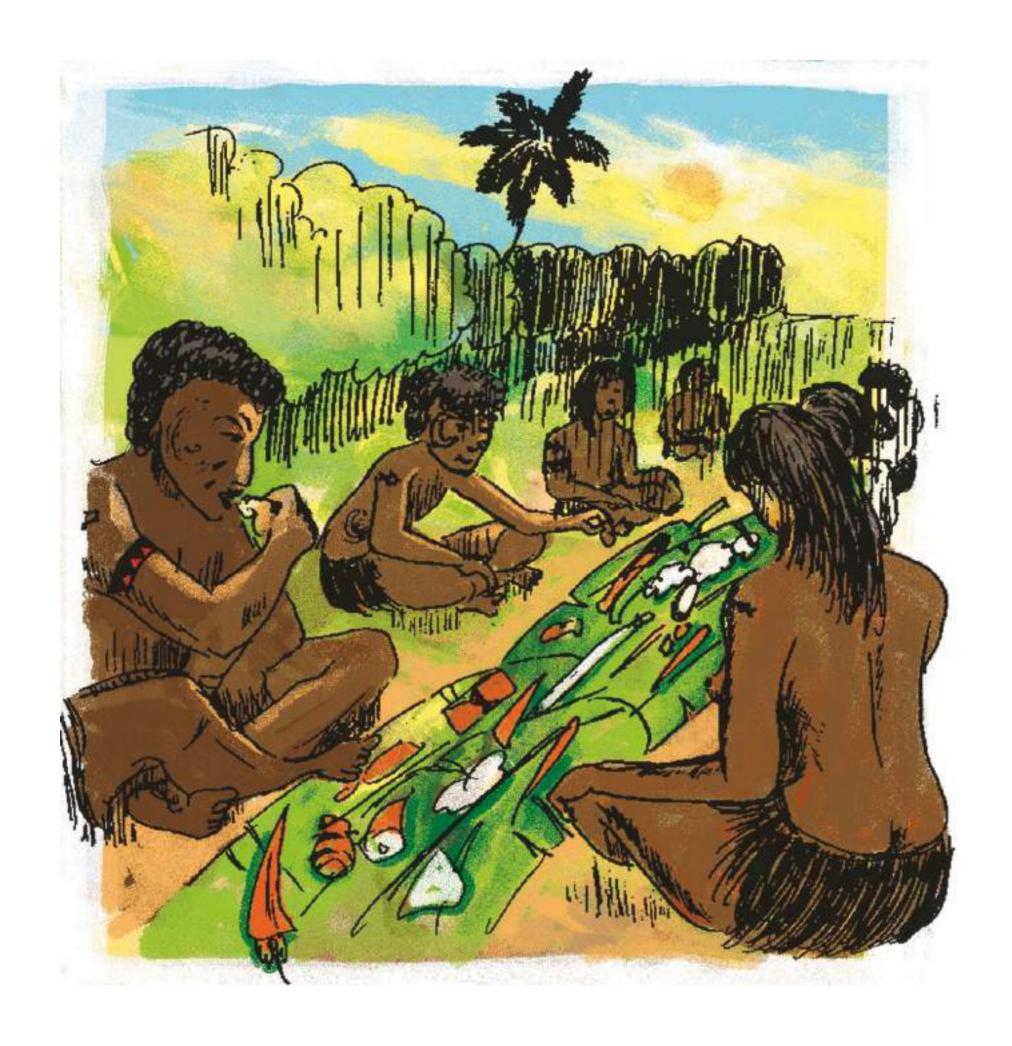
Mautikitiki made a fire. He told the crab to look into the flames. "Can you see the pictures and patterns in the fire?" he said. "Step into the flames and you will have pictures and patterns on your body just like that."



The giant coconut crab stepped into the fire. Mautikitiki quickly piled on more logs and the crab was burned to death.



Mautikitiki then went to the village drum. He beat it with all his might and the drum beats echoed through the bush. The village people heard the drum and they rushed back to their village. They saw the crab lying dead on the ground.



The people cooked the crab and ate it in a feast in honour of Mautikitiki.

Text: Mautikitiki and the giant coconut crab

Level: Year 3

Message: We can use tricks not force Discussion focus:

Telling/making up stories
Linking events and characters; sequencing of events Comprehension:

Vocabulary focus: Letters and sounds: Difficult words

Print focus: Question marks in speech

Procedure for catching a giant animal Writing opportunity:

ACTIVITIES	LANG.	SYLLABUS
Day 1 Modelled Reading Part 1 pp. 1 - 6 Set the context: Talking with learners Tell the learners We are going to listen to a story about a man called Mautikitiki who needed to get rid of a dangerous animal. Point to the crab on the front cover and ask the learners What animal do you think this story is about? After the learners identify the crab, ask learners why they think a crab could be dangerous. Look at the size of this crab. Explain that Mautikitiki is not going to use force to get rid of the crab, but he is going to use a trick. Now go through the pictures of the story without reading. On each page ask the learners to help you describe the actions of Mautikitiki. Do NOT go past p. 7. Ask the learners to look at p. 6 and look at what is in the thought bubble: this tells us about the actions of the crab. As you go through the pages, introduce words that the learners might not know such as against, remote, seek, shelter, nearby and sobbed.	V/P + E	3.4.1.1 3.3.1.2
Read the story: Listening and watching Read the story in clear English. Use your voice to add to the meaning of the story. You may change your voice for the different characters so that the learners understand who is speaking. Stop at p. 7.	E	
Review the story: Understanding the story Go through the pictures again and ask the learners to retell the story so far in their own words. Encourage them to think about what Mautikitiki might be thinking in each of the pictures. Ask: Why has Mautikitiki drawn on his body? What is the trick he is planning? Let learners come up with some ideas. Do NOT tell them the answer: they will find out tomorrow.	V/P + E	3.6.2.1 3.6.2.3
Responding to the story: Talking by the learners In small groups, learners discuss what kind of plan Mautikitiki might be thinking about doing. On large paper, groups draw a thinking bubble with a picture of a plan that Mautikitiki might have to get rid of the crab, eg. trap the crab in a hole and spear it. After they finish drawing their plan, learners present their plan to the class and explain how they think Mautikiki could get rid of the crab.	V/P + E	3.3.2.1
Close Reading Look at p. 7 in the big book (don't give out small books today!) and do a close reading of the text. Summarise: this is giving the series of actions Mautikitiki is taking to resolve the problem. Look at how these are shown.	E + V/P	3.4.2.5
Day 2 Modelled Reading Part 2 pp. 7 - 12 Revising and completing the book Ask the learners to retell the orientation of the story from yesterday using their own words. Revise the predictions of why Mautikiki has painted his body like flames. Now look at the pictures on pp. 7 - 8 asking learners to decide what Mautikitiki is doing. Ask learners What do you think Mautikiti plans to happen? Do NOT show any more pictures. Read the rest of the story (pp. 8 - 12) so learners find out what happens to the crab.	V/P + E	3.3.1.4 3.4.2.1
Review the story: Understanding the story Ask the learners What did you think of Mautikitiki's trick? Was it a good way to get rid of the crab? Talk about the trick and how it links to the paint on Mautikitiki's body. Also look at the villagers: how do we know how they felt about Mautikitiki's actions?	V/P + E	3.3.2.4
Responding to the story: Talking by the learners Ask the learners what they thought of the story: is this a true story or not? Think about some ideas of other animals that are small, but could be a problem if they were giants. Share some ideas for giant animal stories on Day 5.	V/P + E	3.3.2.1

ACTIVITIES	LANG.	SYLLABUS
Focus on Vocabulary: difficult words Preparation: Write these words on flashcards: turmerid charcoal bambod tattod platform claws coconut beautiful pictures patterns echd honour Give a card to a group of learners. Using the small books, learners find the word in the book and make sure they can all say the word. They pass their word on to the next group and receive a card from the group before. Keep going until they have found all the words in the book. Display the words and ask: What makes this word hard to spell? Learners and teachers discuss the hard bits of each word (and which parts are easy to hear!) Activities: Clap the words and count the syllables Stretch out saying the word to hear the sounds Cover the word with a hand and then pull fingers back to see the word part by part. Hold up 2 words and ask learners to make a sentence that contains both words. Use these cards and activities throughout the week.	E + V/P	3.4.3.3
Focus on print: Question marks in speech Ask the learners to look through the book and find any speech from the characters on pp. 4, 5 and 9. Ask what sort of sentence they see (questions). Notice we need the question mark inside the speaking marks. Write the question Mautikitiki asked where is your family without any punctuation and model where to put in the speech marks and question mark. Remind learners that the first letter of the speech needs a capital letter. Ask a few learners to help you with examples on the board. Write these questions with speech on the board. Esther asked where is my pencil Can you see the truck yet mum yelled On the board, show the correct punctuation. Esther asked, "Where is my pencil?" Ask the learners to try the others in their books. After learners finish, they can think of their own sentences and pictures to match.	E + V/P	3.4.3.1 1
Day 3 Shared reading: Revisiting the story Ask learners to retell the story in their own words. Distribute the small books to groups of learners. Read the first page to the class, then ask a group of learners to read the next page. Continue with teacher reading a page, a group of learners reading a page. Encourage learners to use emphasis to show the meaning.	E	3.3.1.2 3.4.3.1 2
Comprehension: linking events and characters Preparation: Put these events on cards was lost on the sea caught the villagers ran away hid painted his body tricked the crab waited in the tree waited in the village wanted tattoos held a feast was burnt by the fire Write across the board: Mautikiki, giant coconut crab, the girl, the villagers Show the cards of events and learners decide which events go with which character. Put the cards under that name on the board, eg. giant coconut crab will have caught the villagers wanted tattoos was burnt by the fire Learners check in the book that their answers are correct and events in the right order. Now the learners can make up a paragraph about each character eg. The giant coconut crab caught the villagers. He was tricked because he wanted tattoos like Mautikitiki, but he was burnt by the fire. Help learners to link the events (make sure the cards are in the order in the book) They should choose one character to write about in their books: not everyone chooses the same one!	E + V/P	3.4.2.3 3.4.2.2
Focus on Letters and Sound: aw Write the word claw on the board and ask learners to find the word in their book. Say the word, showing the aw sound. Explain that these two letters together make the one sound aw. Explain that it makes the same sound as or. Make a large crab on cardboard with lots of legs. Ask learners to go through other books and text materials to find any other words with the aw sound (paw, jaw, crawl, prawn, dawn, saw, yawn, law). Write the words on the legs of the crab and put it up as a display in the class. Learners could make one as well in their books.	E + V/P	3.4.3.1
Day 4 Shared reading: Revisiting the story Give out the small books to the learners. Divide the class into three groups and give each group a character (<i>Mautikitiki, Young Girl, Coconut Crab</i>). The teacher reads the story and the groups read their characters speech. Encourage the learners to change their voice for their character. Remind them that questions are read differently. You may want to read the book again and change the character for the group.	E + V/P	3.4.2.4 3.4.3.1 2

ACTIVITIES	LANG.	SYLLABUS
Comprehension: Sequencing of events		
Preparation: Make flashcards with commands Make Draw Beat Build Put		
Show the command verb flashcards to the learners. Tell the learners to act out the verb as they read it. Give out the flashcards to some learners and ask them to hold it up in front of the class. Ask the class to line up the verb flashcards in order of the steps taken by Mautikitiki in the story. Tell the learners <i>If we are instructing someone how to do something, we start sentences with command verbs</i> . Look at the pictures on pp. 7, 8 and 9. Point to the objects in the picture and write them on the board with the article (a platform, some tattoos, a fire, the flames, a drum, the crab meat). Ask the learners to tell you a sentence starting with the command verb and matching it to a noun. <i>Eg. Make a fire.</i> Display the flashcards in order on the board.	E + V/P	3.4.2.5
Shared Writing: How to catch a crab		
Tell the learners Today we are going to write a list of instructions for the village to use if they need to get rid of another coconut crab. We will need to tell them the steps that Mautikitiki used to catch the coconut crab but use numbered steps and command verbs. Look at the first command verb flashcard and model the first step. 1. Make a platform so that all people can stay safe. Ask the learners to help you use the next command verb to make the second step and write it on the board. Emphasis that the command verb is used first in the sentence because it is telling somebody how to do something in the future.	E + V/P	3.7,2.4 3.7.2.6 3.8.1.1 1
Ask the learners to finish steps 3 - 6 independently in their books. They can use the command verb flashcards on the board and their story maps from previous lessons to help them.		
Day 5		
Independent Reading		3.6.1.1
Put the learners into pairs and give each pair a book. Ask the learners to take turns reading and remind	E	3.4.2.4
them to point to each word as they read.		
Guided Writing: Plan to catch of a dangerous animal Ask the learners to read the steps they wrote for <i>How to catch a crab</i> from the previous lesson (Day 4) to a partner. Tell the learners <i>Today we are going to write a list of instructions on how to catch a different dangerous animal. Who can think of some other dangerous animals?</i> Ask learners for lots of different answers. Choose one animal to model the activity for the class. Remind learners that command verbs are needed to start instruction sentences. Write down the command verbs the learners already know and help them think of more command verbs that they could use (<i>cut, spear, swim, build, smash, paddle, hit, kick etc.</i>) Write these in a list on the board to help the learners with their ideas and writing.		
Ask learners to help you construct a procedure for <i>How to catch a (dangerous animal)</i> . Use the		
command verbs on the board. Draw a story map grid with pictures to plan the steps before you begin writing. Take ideas from learners to help you construct the story map and writing.	E+	3.8.1.4 3.8.1.5
How to catch a crocodile	V/P	3.8.1.1
1. Make a net out of rope.		0
2. Cover your body in banana leaves and mud to look like a crocodile.		
3. Paddle to out to sea in a canoe.		
4. Drop the net into the water.		
5. Swim near the net to trick the crocodile to coming near you.		
6. Catch the crocodile in the net. 7. Drag the net in the canoe back to the village.		
7. Drag the net in the canoe back to the village. 8. Throw the crocodile in the motu.		
o. Thow the Grocodile in the Mota.		
In groups, learners can draw pictures in a story map to plan for the story then write up the steps to catch a their dangerous animal in their books. You may want to make this into a class book or posters for a display.		

^{*} Vocabulary Game: Teacher gives out a verb flashcard to each group and learners need to act it out. Other learners must guess the verb that the learners are acting.



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