Year 3 Book 21

The Clay Pot

By Jacob Zikuli
Pictures by Henry Kariha

Y3021T_The Clay Pot_A3_2017.indd 1 7/06/17 2:01 pm

Nguzu Nguzu Reading Books

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Review and re-development project

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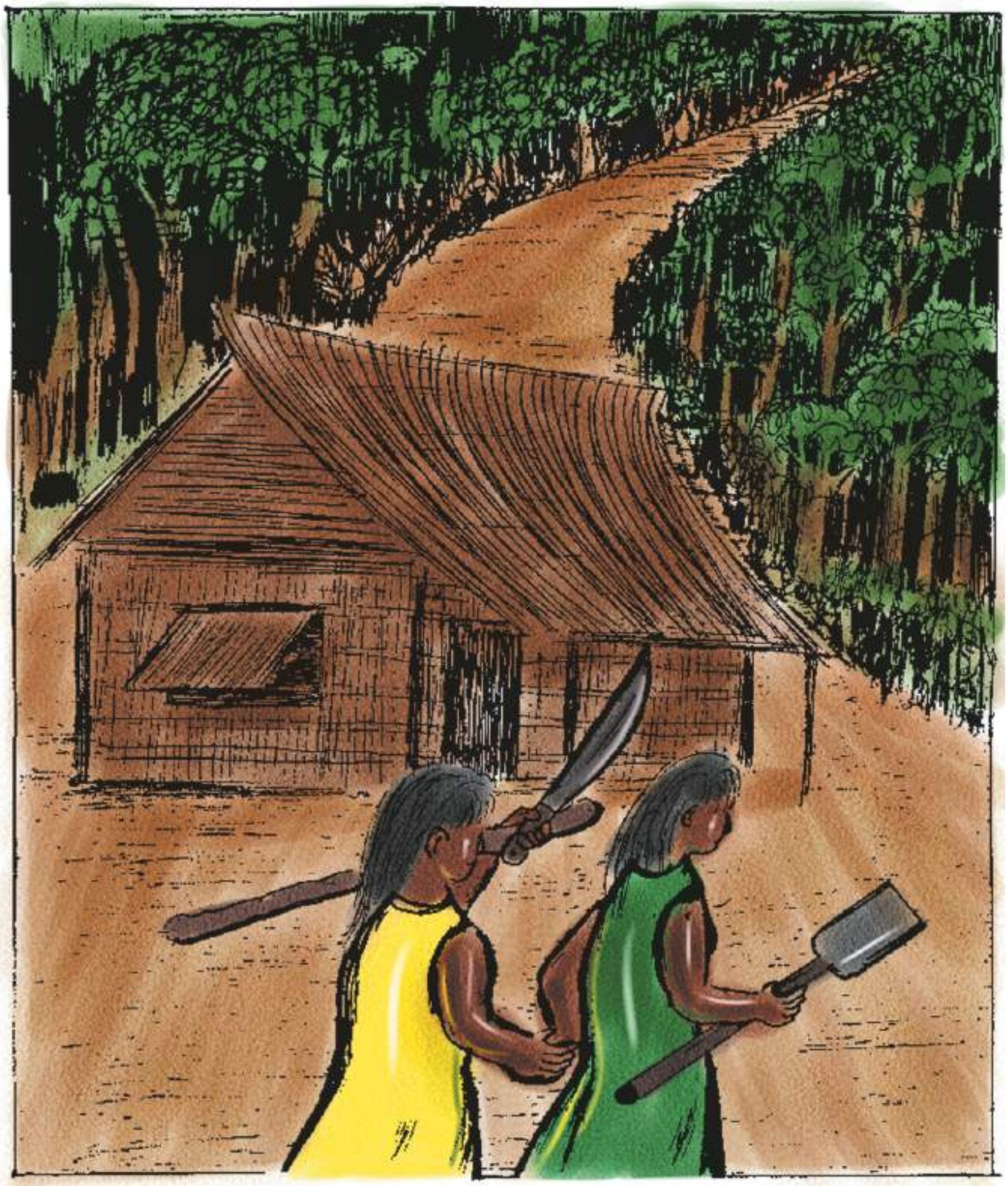
The Clay Pot

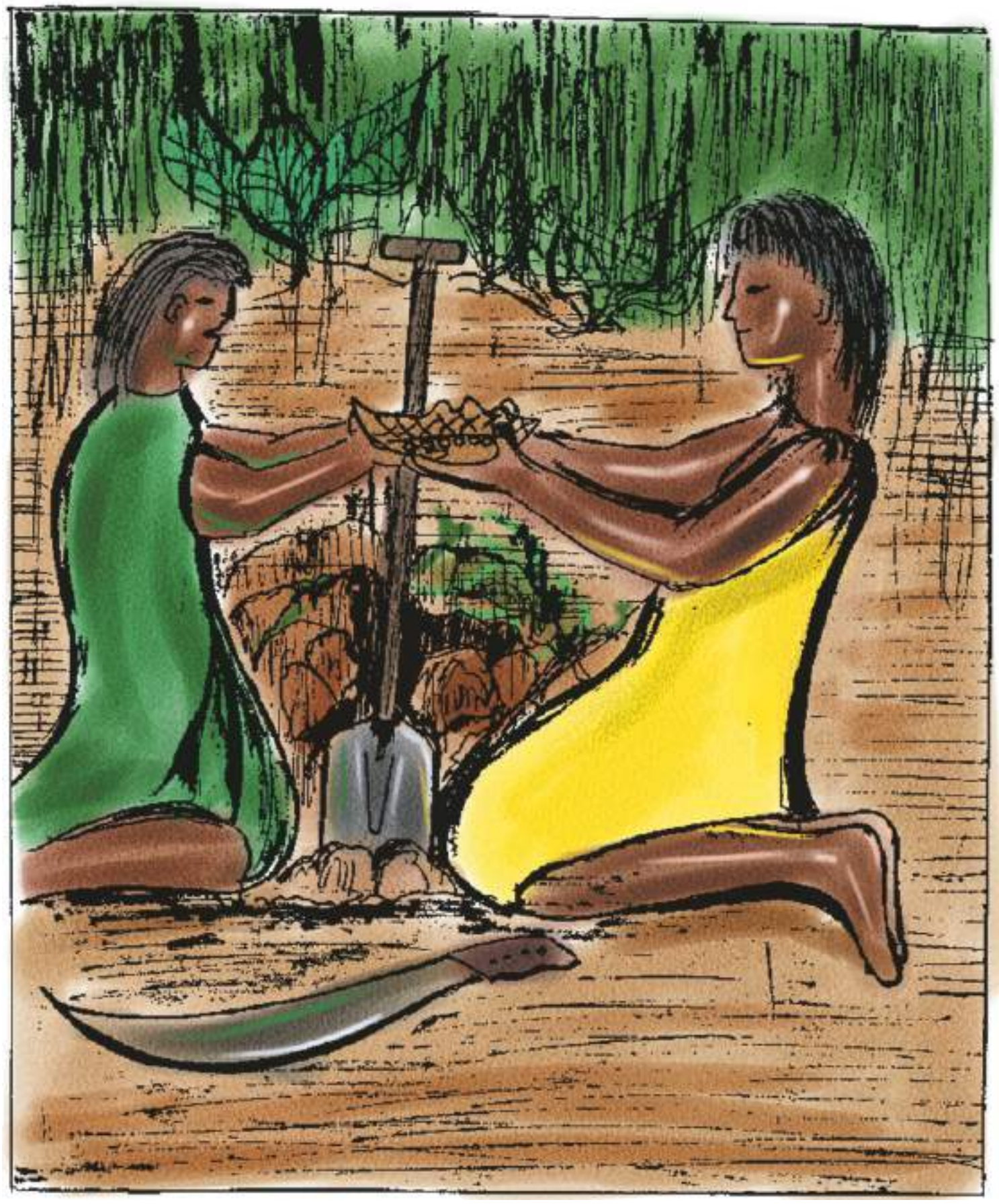
By Jacob Zikuli
Pictures by Henry Kariha

Y3021T_The Clay Pot_A3_2017.indd 1 7/06/17 2:01 pm



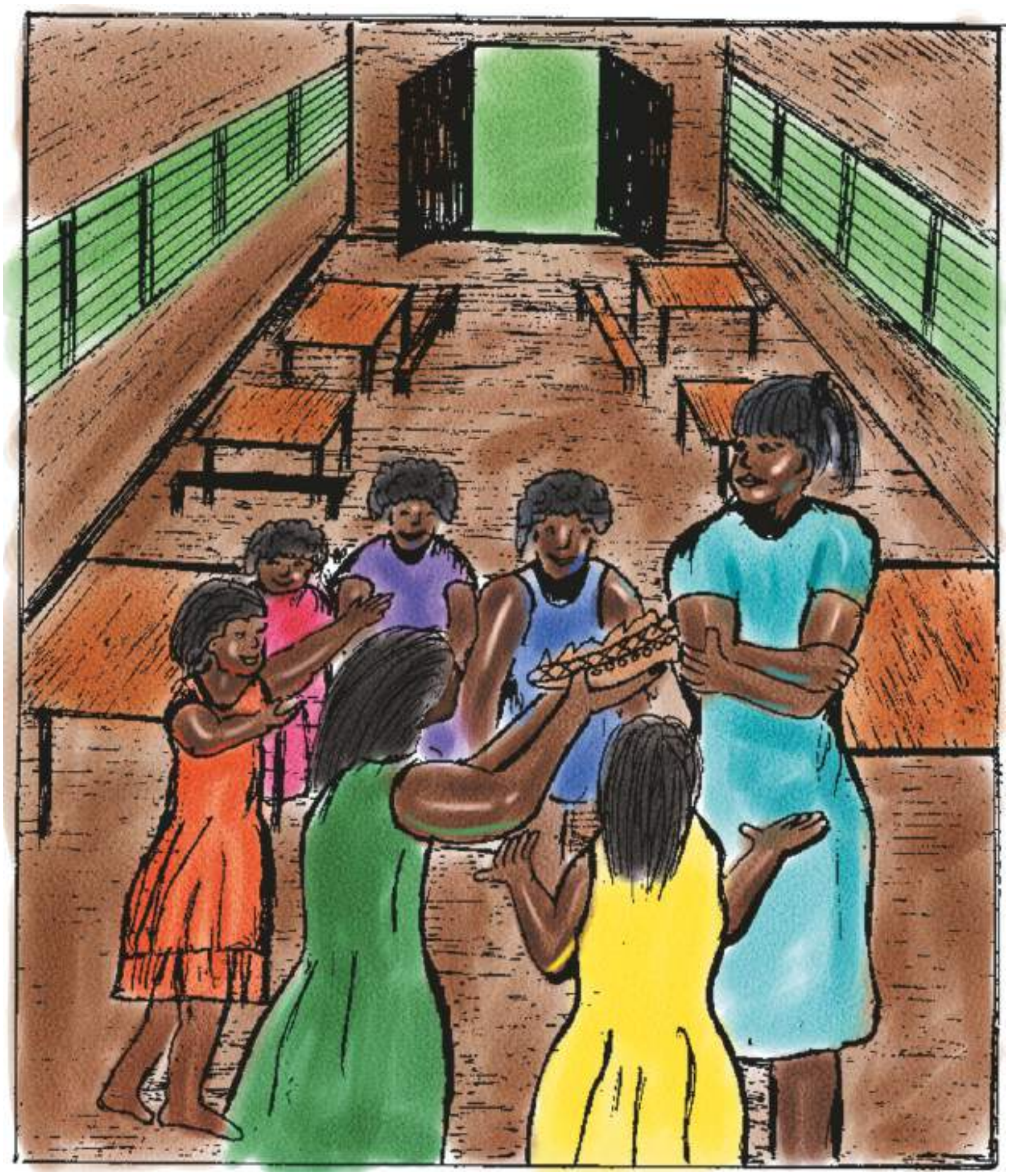
Maniva and Nababi live in Sirovana village in Choiseul. One day they went into the bush to clear a new garden.

Y3021T_The Clay Pot_A3_2017.indd 2 7/06/17 2:01 pm



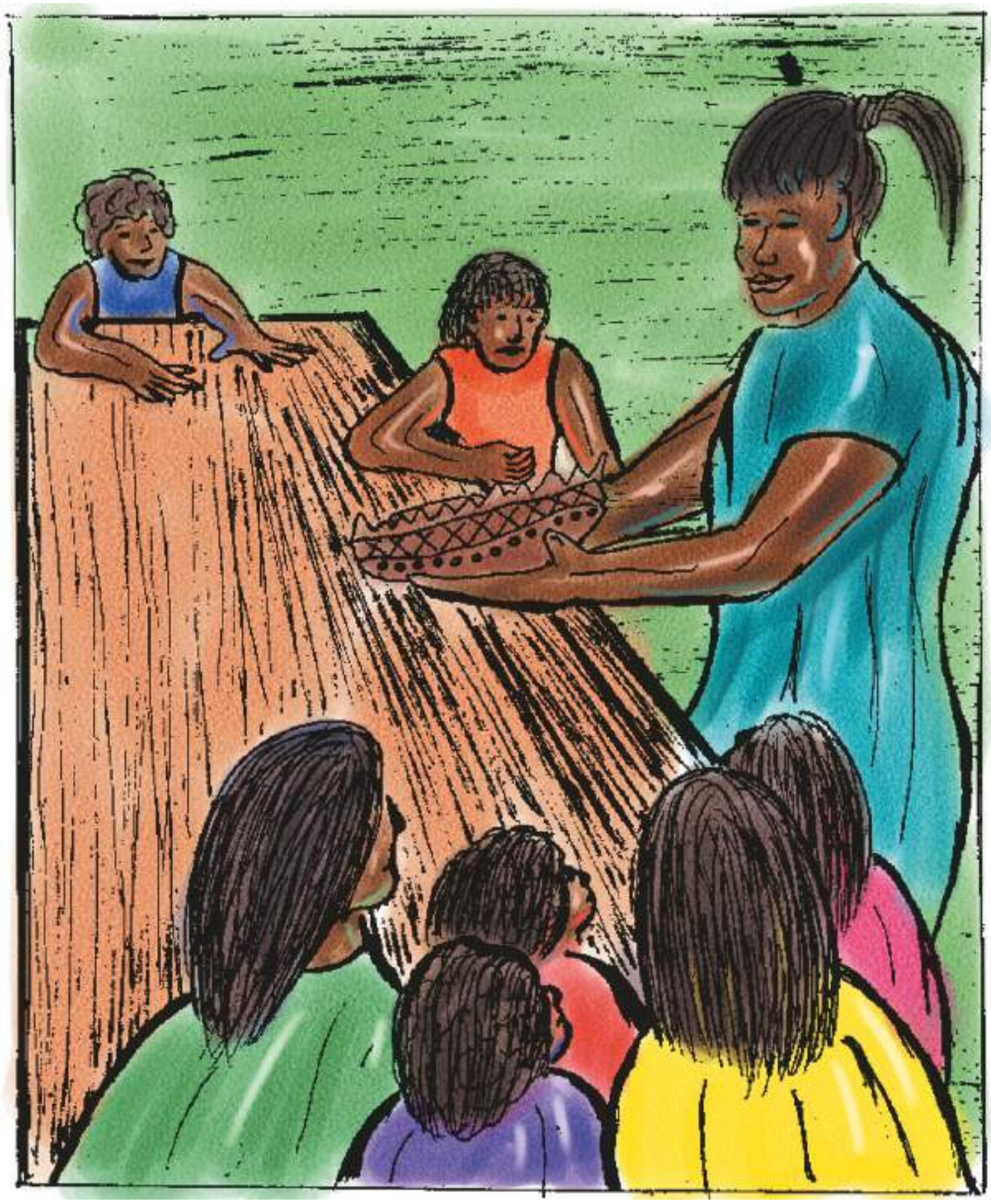
They cut the grass and weeds and began to dig up the earth. As they were digging, Maniva's stick hit something hard. At first she thought it was a stone, but then she noticed that it had a strange pattern on it.

Y3021T_The Clay Pot_A3_2017.indd 3 7/06/17 2:01 pm



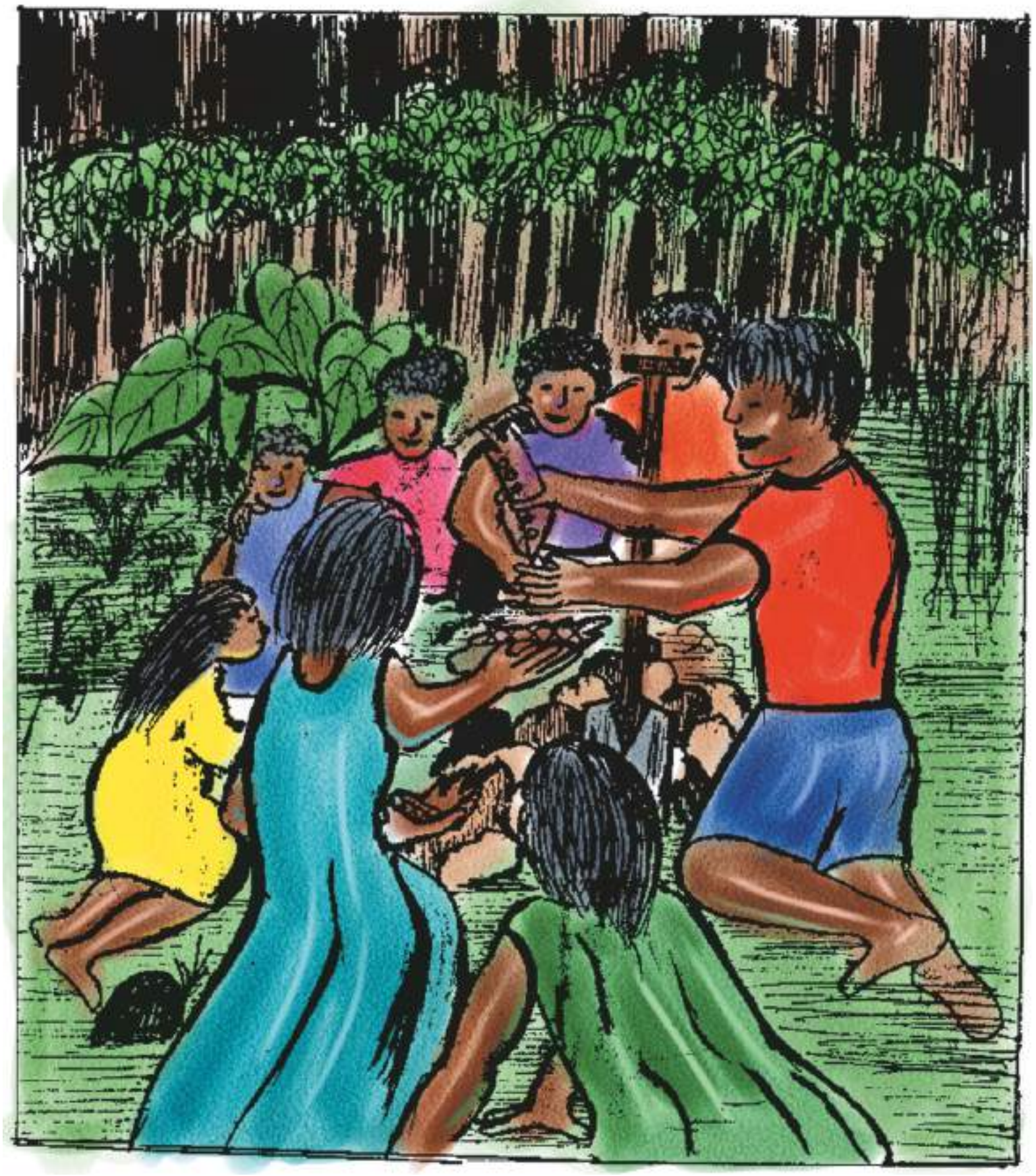
Maniva and Nababi were puzzled about this strange thing. On Monday they brought it to school. They showed it to the other children and to their teacher, Miss Bariseko.

Y3021T_The Clay Pot_A3_2017.indd 4 7/06/17 2:01 pm



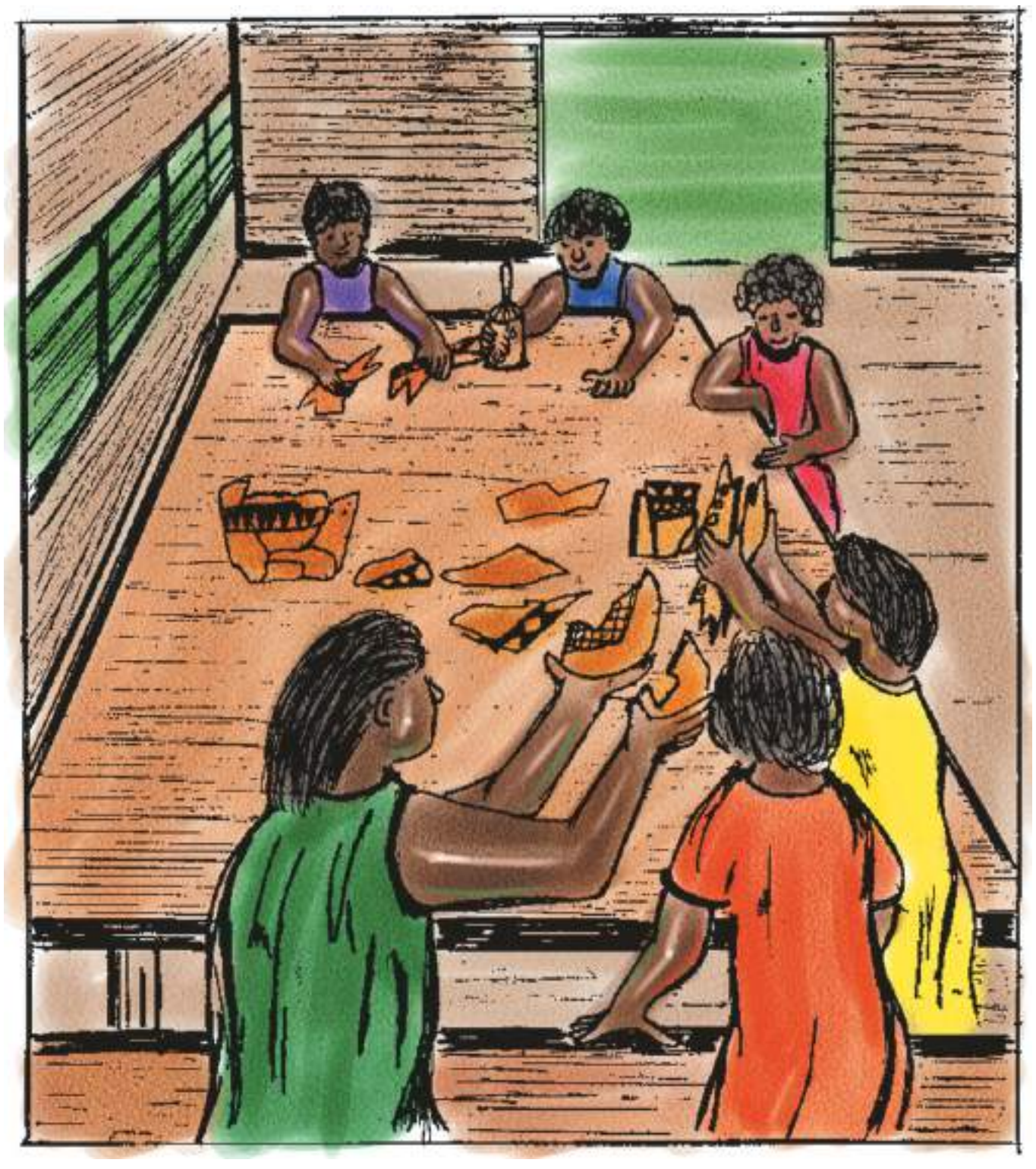
Miss Bariseko saw that all the children were interested in this strange stone, so she decided not to tell them what it was. She wanted them to solve the mystery for themselves.

Y3021T_The Clay Pot_A3_2017.indd 5 7/06/17 2:01 pm



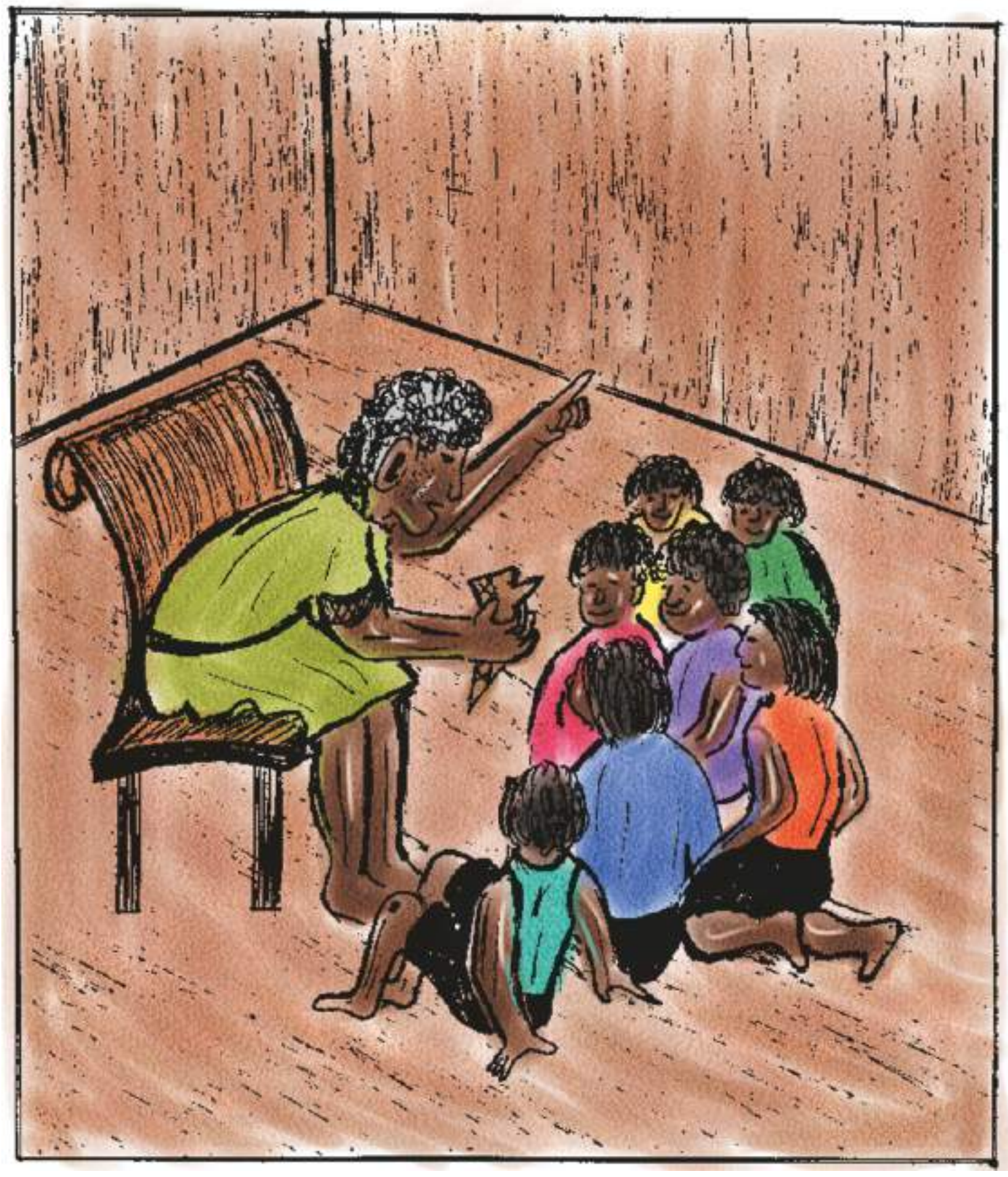
The next day, Miss Bariseko asked Maniva and Nababi to take the class to their garden. The children began to dig and search. Soon they had found many more strange stones with lots of patterns and designs.

Y3021T_The Clay Pot_A3_2017.indd 6 7/06/17 2:01 pm



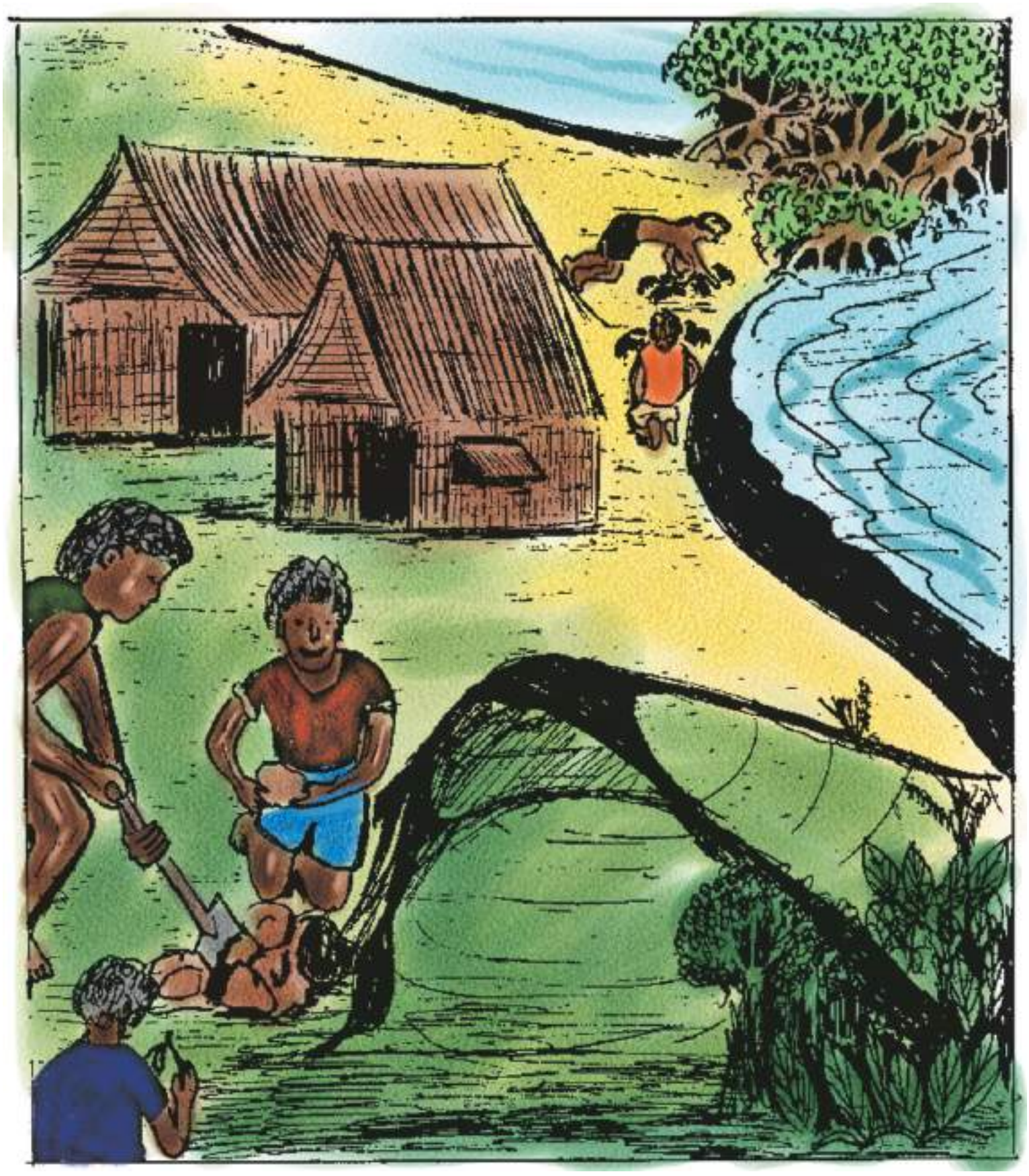
The children brought the stones back to school. They began to fit the pieces together and stick them with glue. When the pieces were stuck together the children found that they made pots and jars. The children guessed that the pots were very old and that they had been used for cooking.

Y3021T_The Clay Pot_A3_2017.indd 7 7/06/17 2:01 pm



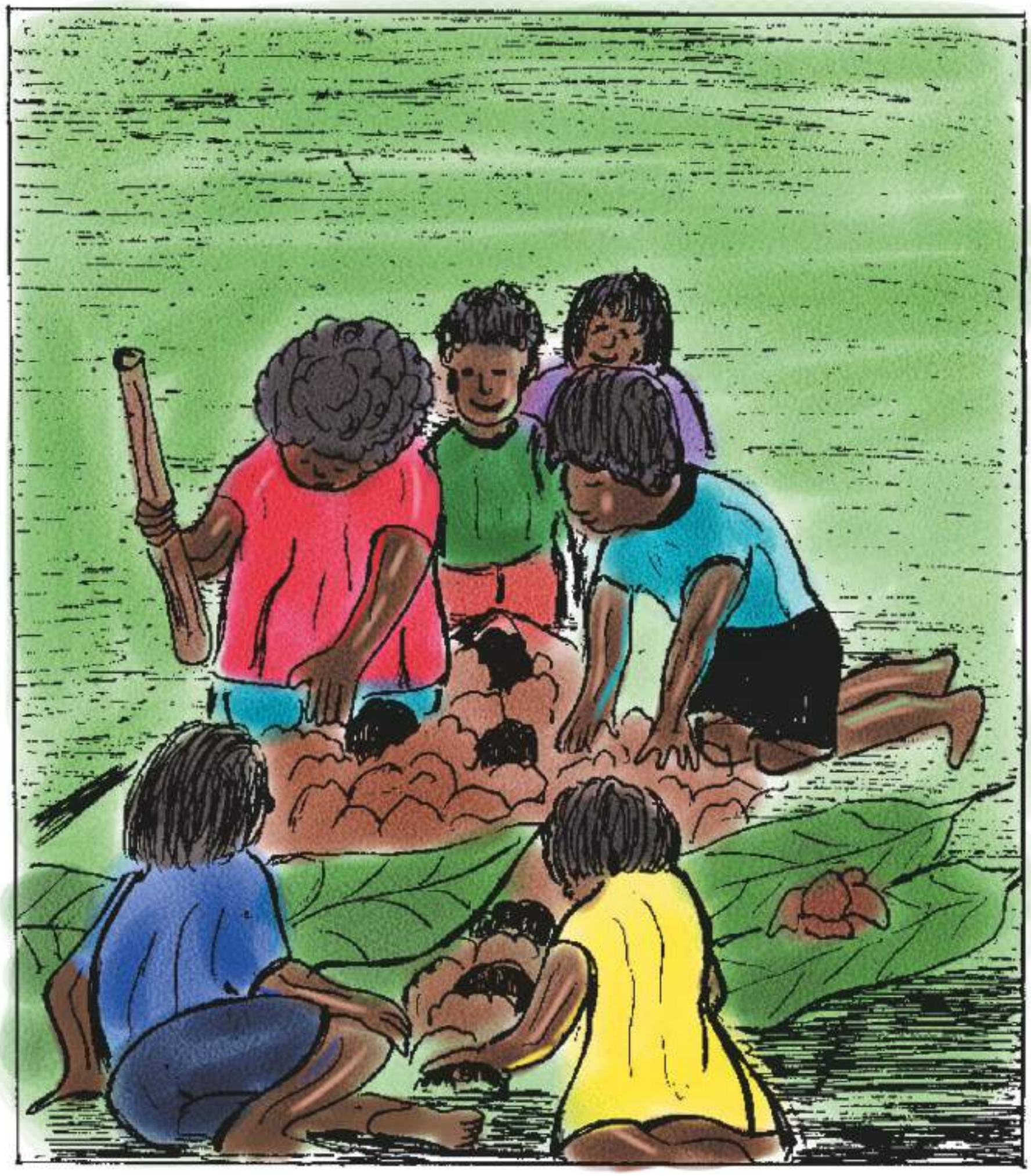
Later that week, Miss Bariseko brought Mrs Pitatina to the classroom. Mrs Pitatina was the oldest lady in the village. Mrs Pitatina told the children how to make pots for themselves.

Y3021T_The Clay Pot_A3_2017.indd 8 7/06/17 2:01 pm



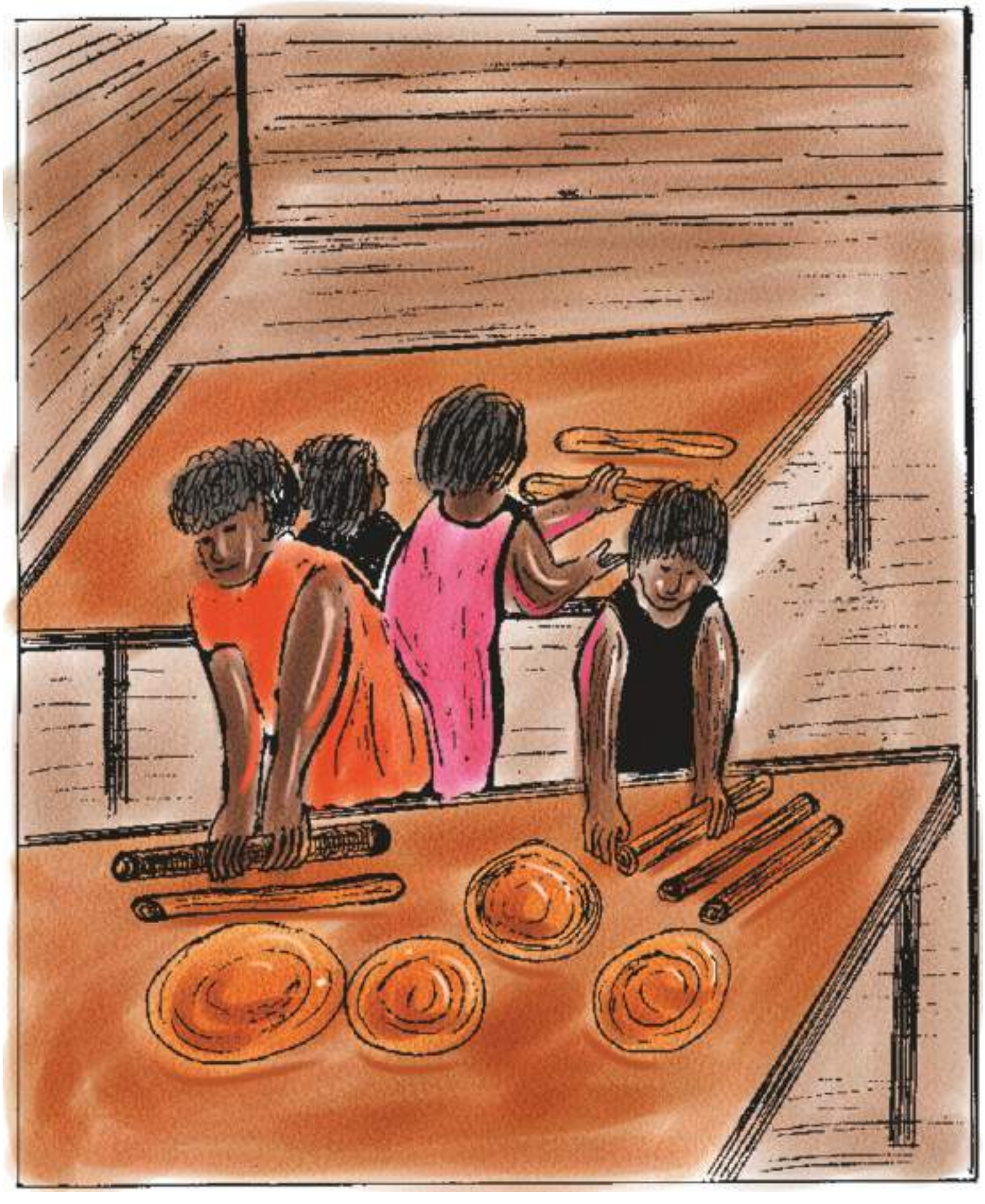
The next day the children collected red clay soil from a small hill not far from their village. They also collected sand from where the mangroves grew, near the salt water.

Y3021T_The Clay Pot_A3_2017.indd 9 7/06/17 2:01 pm



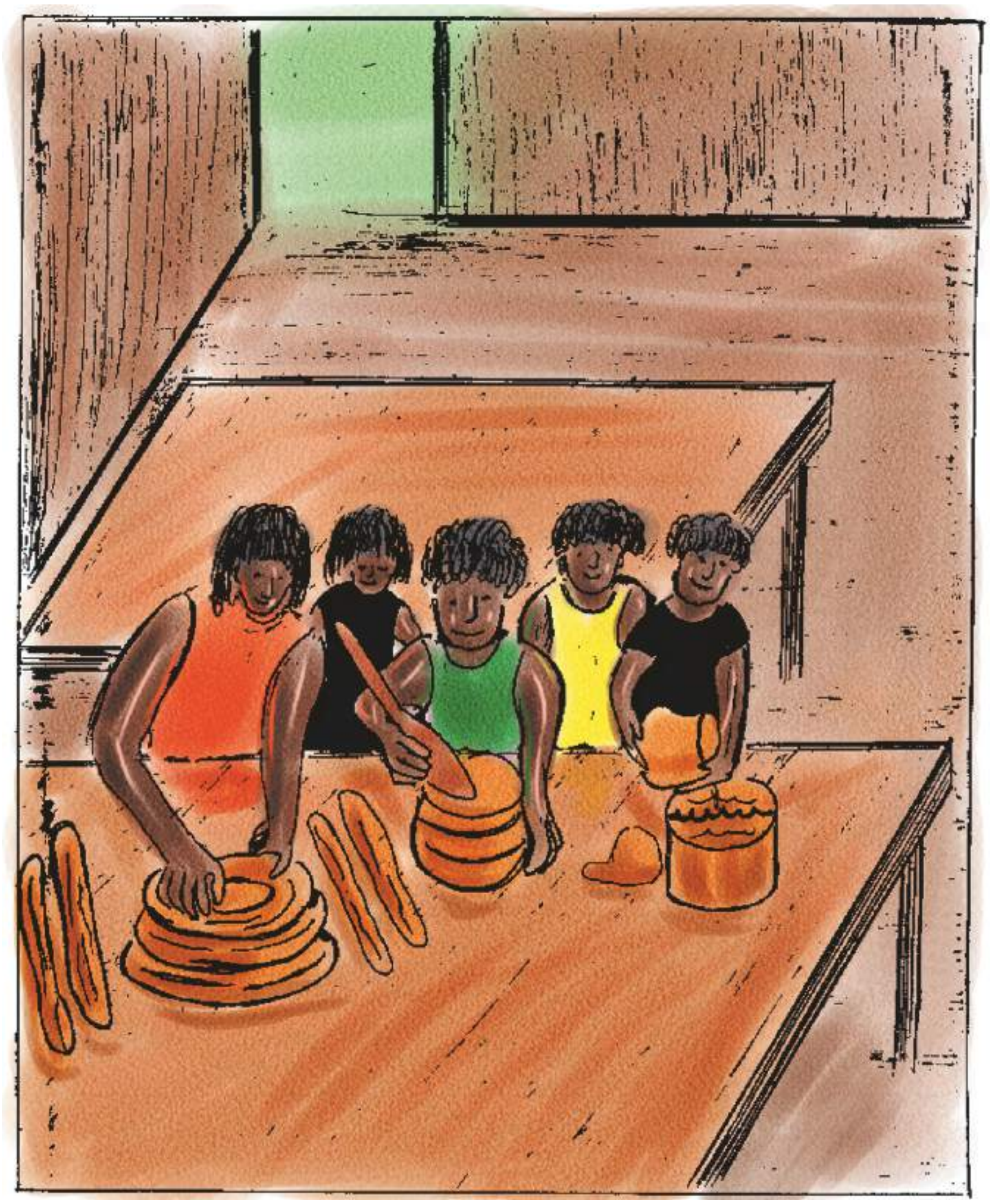
They pounded the clay and the sand together with a round stick until it was well mixed and then they wrapped the mixture in banana leaves.

Y3021T_The Clay Pot_A3_2017.indd 10 7/06/17 2:01 pm



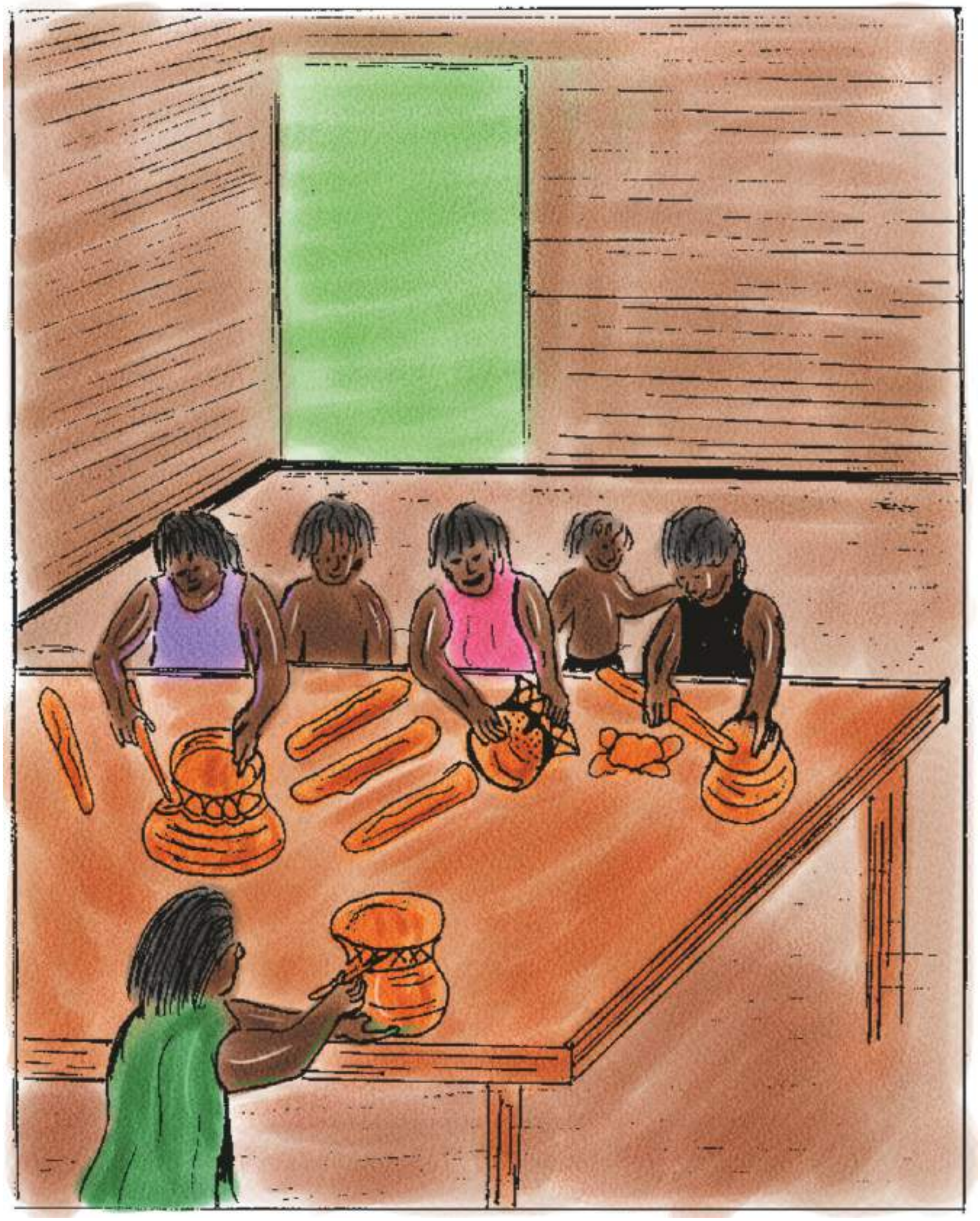
After a week the mixture was unwrapped. Each child in the class was given a piece and they all began to make a pot. First they made a round shape for the base and then some long thin pieces like snakes.

Y3021T_The Clay Pot_A3_2017.indd 11 7/06/17 2:01 pm



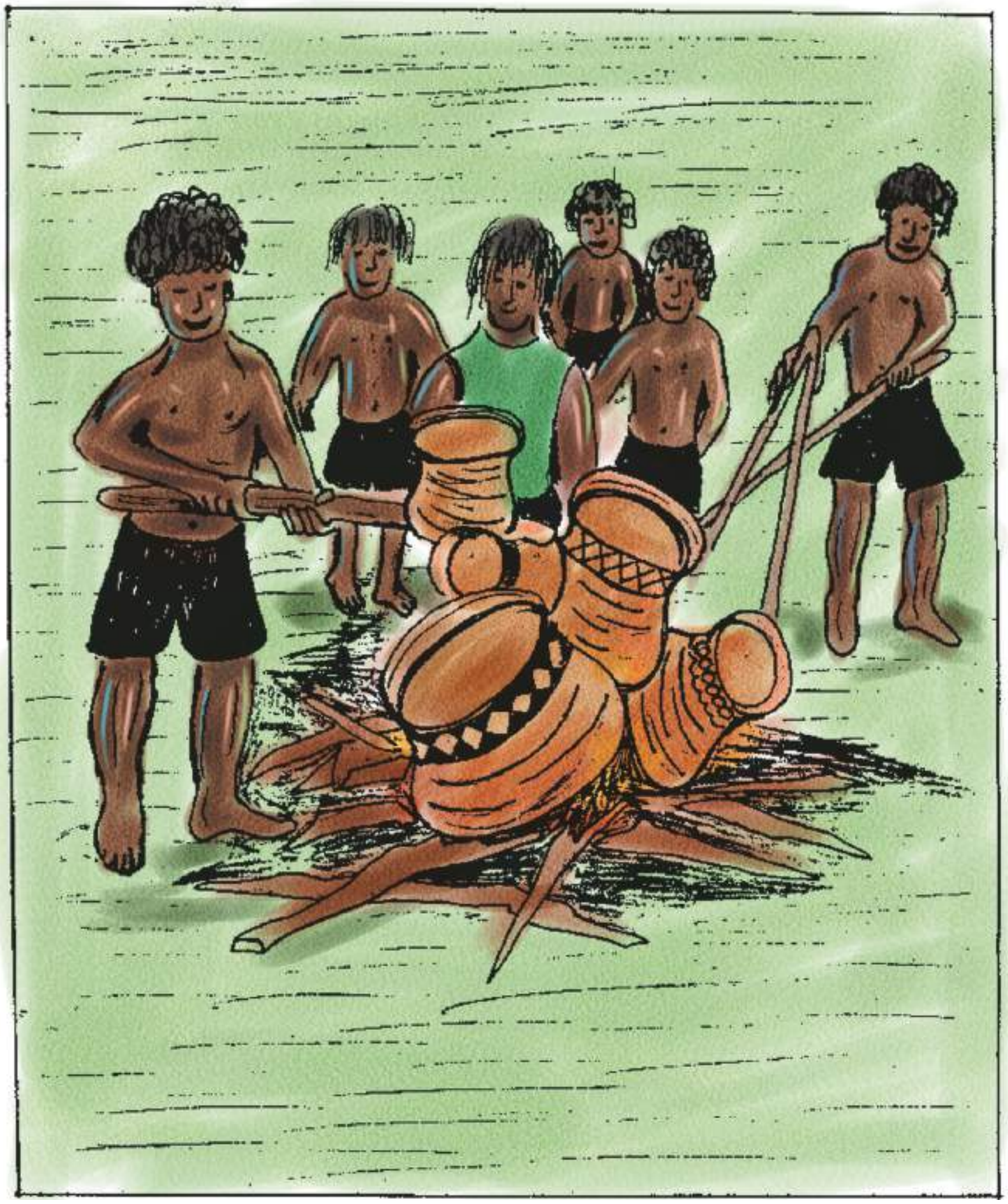
They put the long pieces on to the base one by one. They used some water to make the clay soft and sticky.

Y3021T_The Clay Pot_A3_2017.indd 12 7/06/17 2:01 pm



When the pot was neat and smooth, the children made designs and patterns on the outside.

Y3021T_The Clay Pot_A3_2017.indd 13 7/06/17 2:01 pm



After that the children made a fire and put their pots inside. When the fire was out they carefully removed their finished pots.

Y3021T_The Clay Pot_A3_2017.indd 14 7/06/17 2:01 pm

The children made a museum and art gallery in their classroom, and everyone came to find out about the clay pots of Sirovana village.

Y3021T_The Clay Pot_A3_2017.indd 15 7/06/17 2:01 pm

You could make your own pots like the ones in the story.

This is what you need:

4 cups of flour
1 cup of salt
warm water.

What to do:

1. Mix the flour and salt.
2. Add small amounts of water and mix everything together completely.
3. When the mixture is soft but not too wet it is ready to use.
4. Make a round base and some long thin shapes for the sides of your pot.

Y3021T_The Clay Pot_A3_2017.indd 16 7/06/17 2:01 pm

5. Stick the sides on piece by piece, using a little water.

6. Smooth off the sides and decorate the pot with patterns and designs. You can use a nail or sharp stick to make patterns, or you could press shells or other shapes into the clay.

7. Put the pot in an oven to bake it.

8. When the pot is ready you can paint it.

Good luck,
Maniva and Nababi.

Y3021T_The Clay Pot_A3_2017.indd 17 7/06/17 2:02 pm

Text:	*The Clay Pot*
Level:	Year 3
Message:	Learning and preserving traditional skills is a good thing
Reading opportunity:	Recount: sequence of events
Comprehension:	Features of a procedure
Vocabulary focus:	Action vs Thinking/feeling verbs; Irregular verbs
Letters and sounds:	Compound words
Writing opportunity:	Procedures

ACTIVITIES	LANG.	SYLLABUS
Day 1 Modelled Reading: Part 1 Set the context: Talking with Learners Explain to the learners: *This book is called The Claypot, and it is about learning and preserving traditional skills.* Look at the cover of the book and ask the learners link the title to the picture. They might notice the designs on the side of the pot that makes it special. Turn to each of the pictures on pp. 4 – 7 and let the readers suggest what is happening. **Stop at p. 7.**	**V/P + E**	3.4.1.1 3.3.2.1
Read the story: Listening and watching Read pp. 2 - 7 of the story. Pause between sentences on p. 6 to help build the suspense.	**E**	
Review the story: Understanding the story Go through each page again and ask learners to explain what is happening in each picture before you re-read the text. Make sure the learners understand that the stone was really a piece of a pot.	**V/P + E**	3.6.1.1 3.6.2.1
Responding to the story: Talking by the learners Ask the learners: *Why did Miss Bariseko think it was important for the students to find out more about the strange stone? What did she know about the stone?* Talk about how we can find out about the past by putting together pieces from the past. Ask the learners if they have seen old pots or things from long, long ago.	**V/P + E**	3.3.2.3
Close Reading Use close reading to look at pp. 2 - 3. Summarise: this part tells us about the orientation to the story and the beginning of the complication (finding an object that was a mystery).	**E**	3.4.3.4
Focus on Vocabulary: types of verbs On the board write these words: *went* *brought* *showed* *hit* *decided* *thought* *noticed* *cut* *found* *wanted* Turn the pages of the big book slowly, giving learners time to look over the writing (do NOT give out the small books for this activity because you have not finished reading the book yet!). When the learners see one of the words, they put their hand up and point to it. Ask the learners to think about the words: which ones are Action verbs (things you can see happening) and which ones are Thinking/Feeling verbs (ones that happen inside your head). Help the learners to understand these two ideas. Action: *went, brought, showed, cut, hit, found* They can make actions for each of these: do this to show the action. Thinking/Feeling: *thought, noticed, decided, wanted*. We cannot see these happening even if we see the result: these are happening inside us. Add some more examples from pp. 2 – 7 and learners make the two lists in their exercise books.	**E + V/P**	3.4.3.5
Day 2 Modelled Reading: Part 2 Revising and completing the book Ask the learners to remember and describe the story so far. Turn to page 7 and remind learners that we left the story as the children were putting pieces of clay together and realising that they were part of traditional pots. Ask learners how they think the story will continue: *What happens next?* Read the rest of the story to the learners.	**V/P + E**	3.4.2.4 3.3.2.1
Review the story: Understanding the story Go through pp. 8 - 16 again and ask learners to explain what is happening in each picture before you re-read the text.	**V/P + E**	3.4.2.3
Responding to the story: Talking by the learners Ask: *What other traditional processes do you know about in our own area?* (eg. shell money in Malaita, carving in Western Province, motu and special cooking techniques in all provinces). Learners take turns in pairs to discuss a traditional process that they know about.	**V/P + E**	3.3.2.3

Y3021T_The Clay Pot_A3_2017.indd 18 7/06/17 2:02 pm

ACTIVITIES	LANG.	SYLLABUS
Close Reading Distribute small copies of the book. Use close reading to look at p. 8. Summarise: this shows us the actions of the new character.	**E**	3.4.3.4
Focus on vocabulary: irregular verbs Turn to page 2. Ask the learners: *What are the words that tell us what happened on page 2?* (*lived, went*). Write both words on the board. Look at the words and notice that they are in the past: ask learners what they would be if they happened now (*live, go*). Compare *live-lived* with *go-went*: the first pair do not change and are called *regular verbs*, but the second do and they are called *irregular verbs* (*ir- = not*). Learners work in pairs or small groups to find all the verbs in the book and decide if they are regular or irregular: they need to find the present tense pair to decide. Learners make 2 lists in their books and record what they find in the book: Regular verbs: live - lived; notice - noticed; want - wanted Irregular verbs: go - went; bring - brought; think - thought See how many they can find in the book. Use the words from Day 1's activity to start. Using this list, learners take turns to say a short sentence using any verb from either list in the present tense (eg. *Every day I bring my book to school*) and then the next learner must convert the sentence to the past tense (eg. *Yesterday I brought my book to school*). Remind learners to be aware of these changes in irregular verbs when they are writing.	**E + V/P**	3.4.3.5
Day 3 Shared reading: Revisiting the story Make sure all learners can see a small copy. Read the whole book to the learners. Learners can read parts they understand.	**E**	3.4.2.4
Comprehension: identifying parts of a procedure Make sure everyone can see the small books. Turn to page 16 of the book. Show learners that this is a procedure, showing us how to make a type of pot (not clay). Ask learners: *How is this different to the other part of the text that tells the story?* Talk about the procedure and help the learners to notice these things about a procedure, and anything else: Procedure: in steps; has orders/commands, verbs at the front; uses numbers; has things to use; no characters or setting Look at the steps. Make 8 groups in your class and give a piece of paper (half of a normal piece is enough). The group reads an instruction and must draw the picture that goes with the instruction. At the end, put the pictures up in order and make sure it matches the instruction.	**E + V/P**	3.4.2.3
Focus on letters and sounds: compound words *Preparation:* write these words on cards: every some no any thing one Write these words on the board: *something, classroom, everyone, outside*. Ask the learners to find these words in the small books. Now ask: *What makes these words special, not like the other words in the book?* Some learners might see that they are each made up of 2 words. If they don't notice, you can tell them! Write the words separately and think about the meaning: *class + room = classroom, a room for the class; out + side = outside, the side that is out.* Do this for each word with the learners' help. Now bring out the flashcards and give them to 5 different learners who stand at the front of the class. Ask the class to suggest what compound words could be made with these learners standing together: *something, everything, nothing, anything* etc. Make a list of compound words in their books and try to use some in sentences with a partner.	**E + V/P**	3.4.3.2
Day 4 Shared reading: Revisiting the story Read the book together, asking for groups to read every second page.	**E**	3.4.2.4

Y3021T_The Clay Pot_A3_2017.indd 19 7/06/17 2:02 pm

ACTIVITIES	LANG.	SYLLABUS
Guided Writing: recount to a procedure Focus on the technique of making a pot that is shown on pp. 9 – 14. In the book, the text recalls what the students did (recount) but we want to change this into a procedure. Review what the class found out about Procedures on Day 3, that it is written in instructions and the verb is at the front of the sentence. Ask learners to find the forms of these words in pp. 9 – 14. collect, pounded, wrapped, made, made put, used, made, put, removed These words need to be in present tense to make into instructions or commands. Using these starters, let the learners draw a picture for each verb, including what is needed for that activity. Learners can add any other details they have from other activities. When they finish, read the procedure to each other and check the book to make sure that the procedure is correct.	**V/P + E**	3.4.2.3 3.4.3.5 3.8.1.10
Day 5 Independent Reading Learners read the book individually or with a partner	**E**	3.6.1.1 3.4.2.2
Comprehension: Follow a procedure *Preparation:* Prepare some dough using the materials provided on p16 or the book (flour, salt, water). Note that you will need to double or triple the ingredients used to allow the whole class to make a pot each. Clear the room so that all desks are clean and dry and all books are put away. Bring banana leaves or other suitable material to ensure desks don't get dirty, and round containers to cut the base of the pots. Tell the learners that today we are going to make some pots of our own by following the instructions at the back of the book. Show the learners the mixture you have made, and explain that you will bake the pots when they have finished. Learners go through the instructions in pairs, read the procedure to each other, and decide which of the steps they will still need to perform in order to make the pots (steps 4, 5, 6 if they can add nail or sticks. 1,2,3 is complete, 7 is to be performed later by the teacher, and 8 can't be done today as it needs 7 to be complete first). Agree the steps that the learners will need to take as a class. Walk through the steps as a class and ask the learners if they have enough equipment to perform each step. Learners work as individuals to make a small pot on their own. After the lesson you will need to arrange to bake the pots in an oven to set them. You can also make time in another lesson next week to paint the pots.	**E + V/P**	3.8.1.10

Y3021T_The Clay Pot_A3_2017.indd 20 7/06/17 2:02 pm

Nguzu Nguzu Stories

Y3021T-17