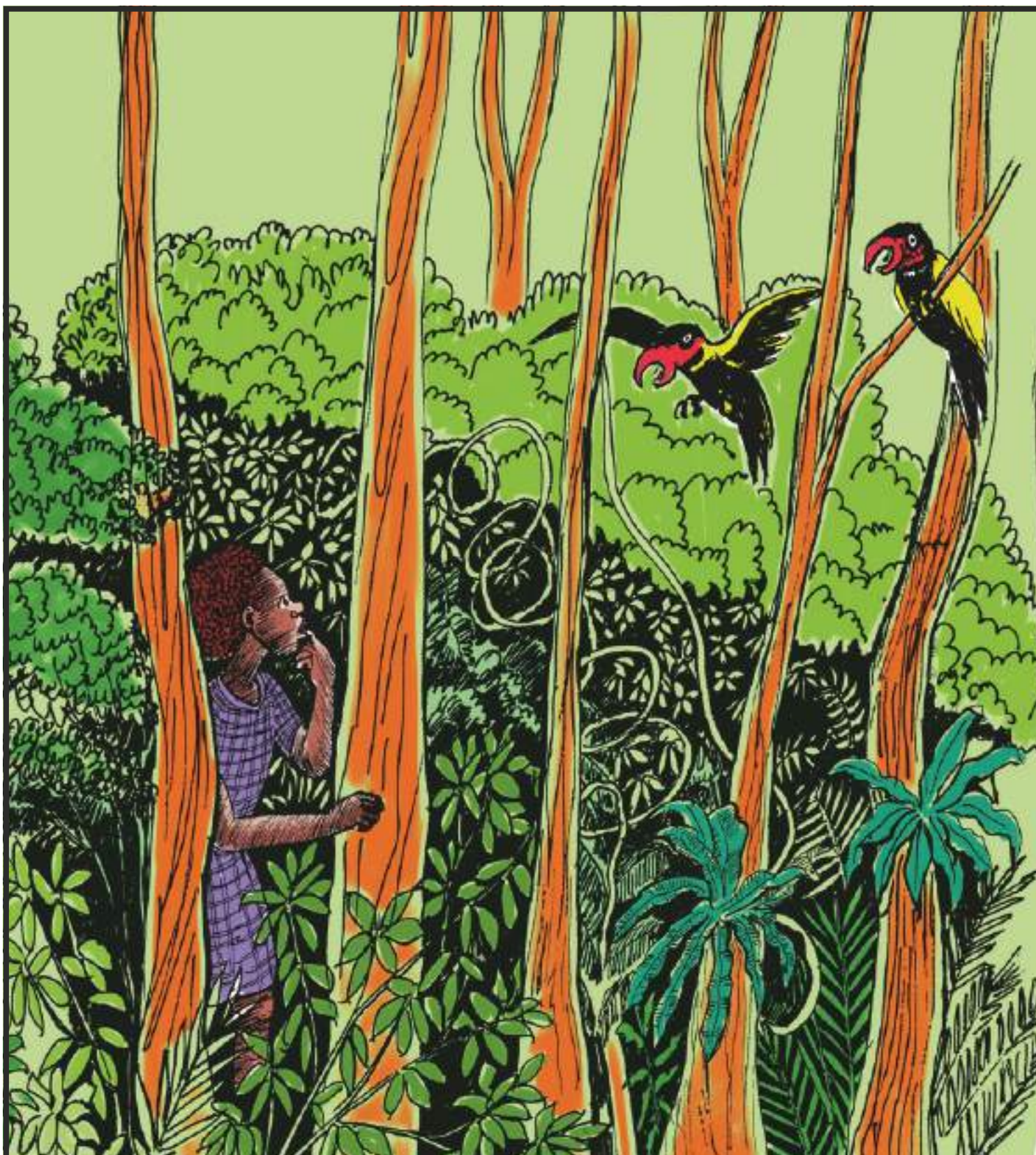


Tall Trees and Noisy Parrots



By Chris Lock
Pictures by Jackson Onahikeni

Nguzu Nguzu Reading Books

Original edition 1995

Second edition 2015

Third edition 2017

Review and re-development project

Coordinated by Deborah Kole, Marie Quinn and Joanna Kelman
under the Literacy Programme Management Unit (LPMU)
within the Ministry of Education and Human Resource Development

Series editor: Marie Quinn

Development team: Joanna Kelman, Clement Balea, Sonia Basile &
Christopher Mali

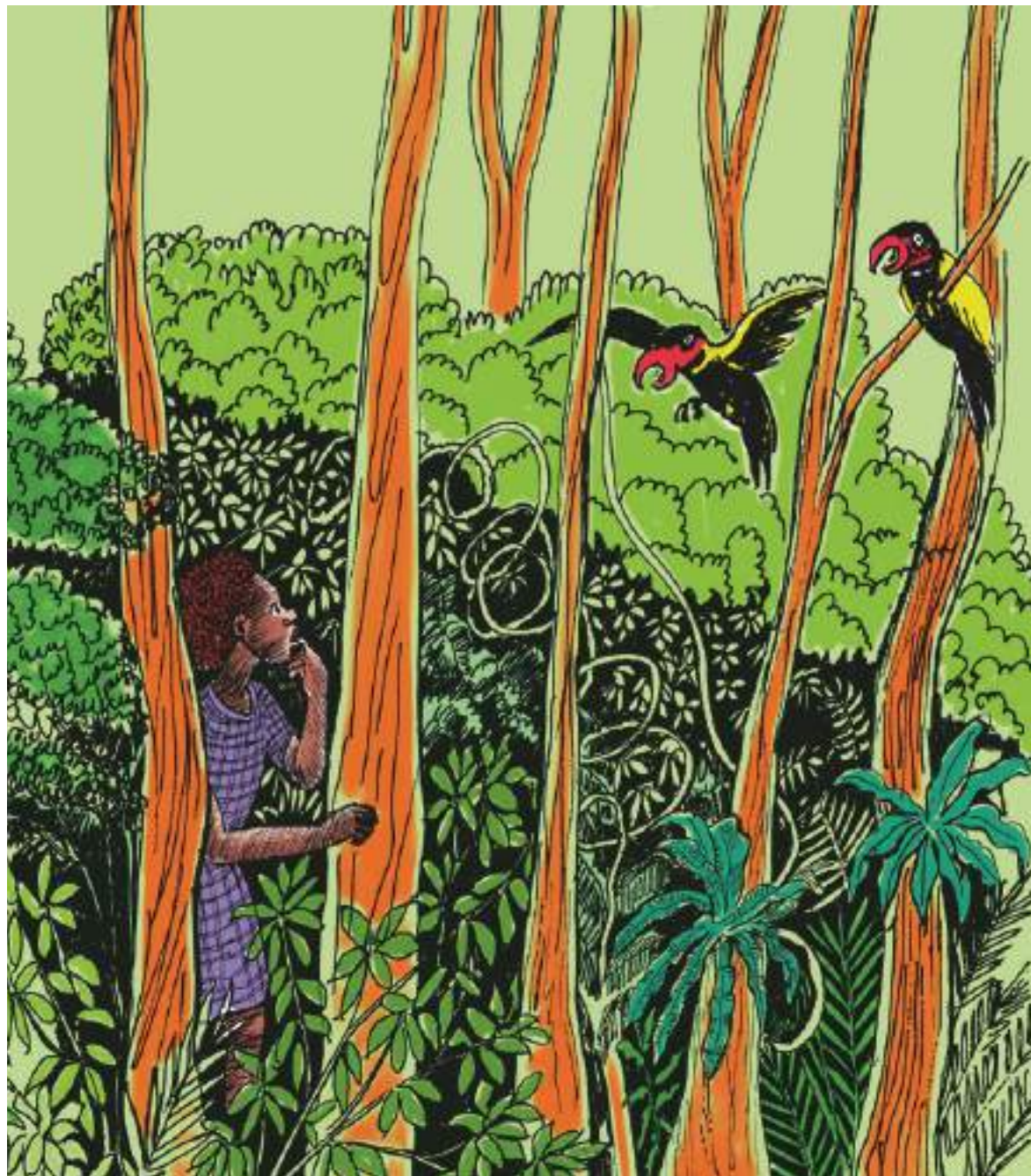
Teachers' Notes for this book: Chrisopher Mali and Joanne Kelman

Book Code: Y2017T

©Copyright Ministry of Education and Human Resource
Development 2015

All rights reserved. Any parts of the book may be copied,
reproduced or adapted to meet local needs without permission from
the authors, provided that parts reproduced are distributed free for
educational purposes only. Written permission should be obtained
from the Curriculum Development Division if the book is reproduced
to make profit.

Tall Trees and Noisy Parrots



By Chris Lock
Pictures by Jackson Onahikeni



Jocelyn and her brother Alfred lived on Taro Island in Choiseul Bay. After school, they often walked to the little sandy beach near the airstrip.



They looked across at the little island out in the sea.

"I wonder what it's like on that island," said Alfred.

"I think there are tall trees and noisy parrots," said Jocelyn.



One day the tide was very low.
Jocelyn and Alfred could see a
narrow strip of sand leading all the
way to the island.



"Come on," said Jocelyn, "we can walk to the island and get back before the tide comes in." Alfred wasn't so sure. He thought about what their father always told them, "Never try to walk to the little island. It's too dangerous!"



But before Alfred could say anything,
Jocelyn was already on her way.
"Wait for me!" he shouted.



Alfred didn't like being on the narrow strip of sand surrounded by all that water.



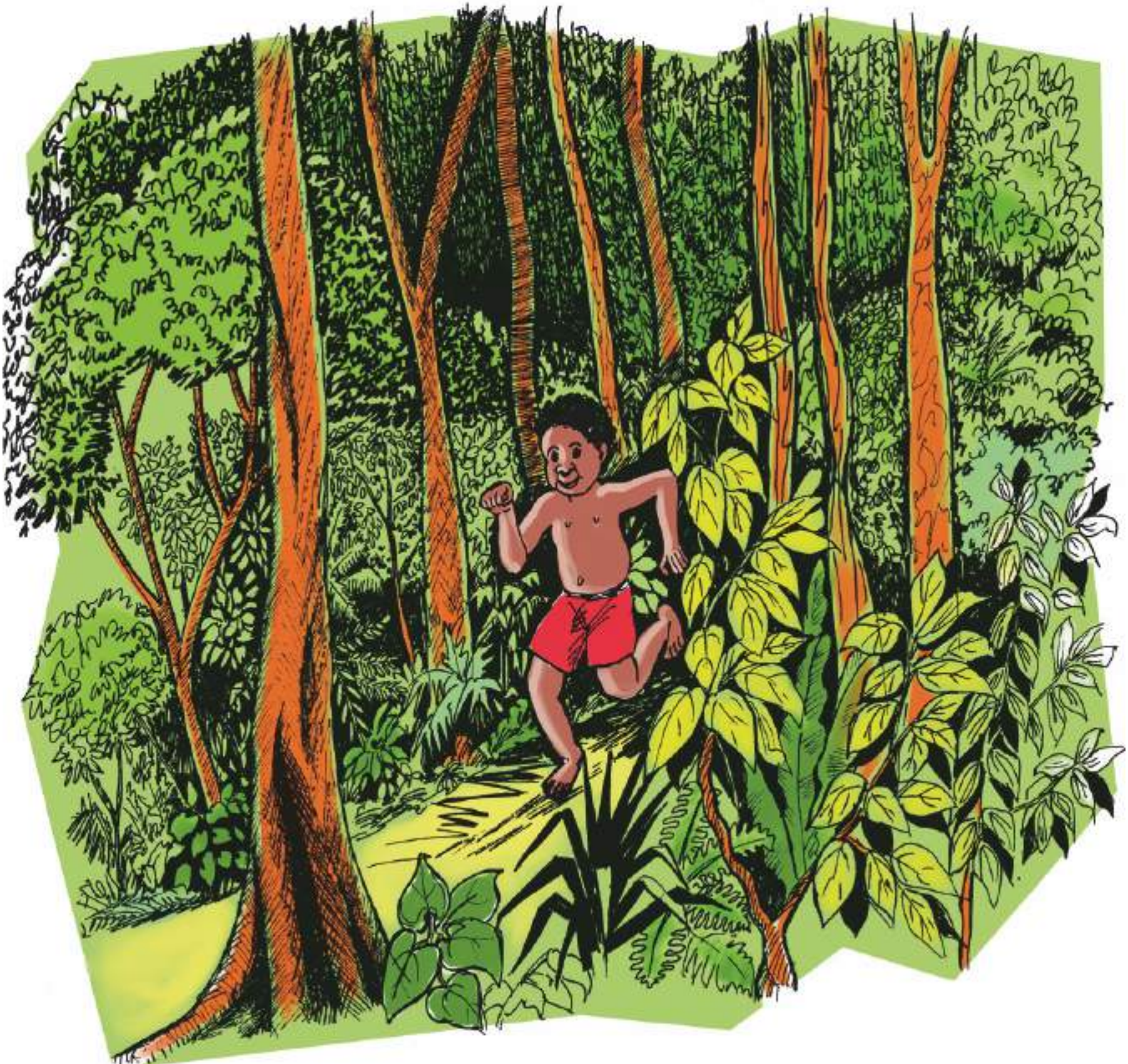
Soon they reached the beach on the little island. Jocelyn set off to explore.



There were tall trees and noisy parrots.



Alfred began to get worried. The tide would be rising soon. He wanted to go home, but Jocelyn wanted to see what was on the other side of the island.



Alfred started running back to the narrow strip of sand. He wanted to get back to Taro as fast as he could.



When they came out from the trees and onto the beach, the narrow strip of sand was gone! Jocelyn and Alfred shouted for help, but their voices were carried away in the wind.



They waited and waited, but nobody came. It was too far to swim and the currents were strong. The sun was getting lower and soon it would be dark.



Jocelyn and Alfred began to feel scared. Alfred thought about what their father would say. He would not be happy about Jocelyn and Alfred going to the island. Their father was right, it was dangerous.



Just as the sun was setting, they saw a canoe coming towards them. They both shouted as loud as they could. It was their Uncle Joseph. "I saw you walking across the strip of sand. Didn't your father tell you not to go to the island?" he said. "Jump in and I'll take you home."



"So what did you see on the little island?" asked Uncle Joseph.

"We saw tall trees and noisy parrots," said Jocelyn.

Text:	<i>The Island of the Tall Trees and Noisy Parrots</i>
Level:	Year: 2
Message:	Our parents try to protect us from danger
Discussion focus:	Times we have disobeyed our parents
Comprehension:	Thinking beyond the story; true or false
Vocabulary focus:	Pronouns
Print focus:	Capital letters for proper nouns (names of places)
Letters and sounds:	<i>oi</i>
Writing opportunity:	Guided writing: a new island

ACTIVITIES	LANG.	SYLLABUS
Day 1 <u>Modelled Reading</u> Set the context: Talking with learners Tell the learners: <i>This story is called The Island of the Tall Trees and Noisy Parrots. You can see this in the picture: the tall trees and the parrots. You can also see a girl. This is Jocelyn and she is very eager to visit this island to see the tall trees and the noisy parrots because she has heard about it, but never visited it.</i> Ask the learners to think of a place they have heard about, but never visited. This might be an island, or a city (like Honiara!) or a country (like America!). The learners can tell you why they want to visit it and what they think they will see. Explain: <i>Jocelyn and her brother Alfred are told NOT to go to this island because it is dangerous. As you look at the pictures, see if you can see if their father was right. Let's see how their father was trying to protect them from danger.</i> Open the book and look at the pictures. Talk about what is happening in the pictures. 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.	V/P + E	2.3.1.4 2.4.1.1
<u>Read the story: Listening and watching</u> Read the story in clear English. Read the speaking parts with expression.	E	
<u>Review the story: Understanding the story</u> Go back through the pages of the book. On each page, ask the learners to tell you what was happening. Review why the children should have listened to their father.	V/P + E	2.5.1.6 2.6.1.3 2.4.1.4
<u>Responding to the story: Talking by the learners</u> Talk about how Jocelyn and Alfred didn't listen to their father when he told them not to go to the island. Ask the learners <i>Think about something your parents don't want you to do</i> (eg. stay outside at night time, play certain games) Let some learners share their answers with the class. Now ask: <i>Do you listen to your parents when they tell you not to do something?</i> Talk about why it's important to listen to your parents.	V/P	2.6.1.1 2.6.2.3 2.1.1.4
<u>Close Reading</u> Do a close reading of pp. 2 and 3. Summarise: we find out about <i>Who? Where? What? and Why?</i> in this part of the story, the orientation.	E + V/P	2.6.1.5 2.4.2.8
Day 2 <u>Shared reading: Revisiting the story</u> Ask the learners to tell what happened in the story. Use the pictures to help re-tell. Read to the learners, giving them small copies of the books to follow closely.	E + V/P	2.3.2.2 2.4.1.4
<u>Comprehension: thinking beyond the story</u> Ask learners to think about what might have happened when Jocelyn and Alfred when they returned home and met their father. What would they say? What would he say? In groups of 3 or 4, the learners should discuss and maybe act out in their group, what they might have said to each other. Let the learners do this for about 15 mins, then have a class discussion about what each group thought would happen. Don't let the suggestions become too violent: you might need to talk about what would be a reasonable way to react. Ask: <i>Should Jocelyn and Alfred be punished? How?</i> The learners might like to imagine the next page in the story and draw and write this up in their groups.	E + V/P	2.5.1.4 2.9.1.4

ACTIVITIES	LANG.	SYLLABUS						
<p>Focus on vocabulary: pronouns</p> <p><i>Preparation:</i> Write these words on cards <u>Jocelyn</u> <u>Alfred</u> <u>Jocelyn and Alfred</u> <u>he</u> <u>she</u> <u>they</u></p> <p>Show the card <i>Jocelyn</i> and ask the learners to tell you something from the story that is about Jocelyn, eg, <i>Jocelyn wanted to go to the island</i>. Ask for 3 or 4 sentences that start with <i>Jocelyn</i>. Show the card <i>she</i> and ask the learners to re-say the sentences, but use <i>she</i> at the beginning of the sentences. Ask the learners: <i>When do we use the name and when do we use she?</i> The answer is that we use the name in the first sentence and then use <i>she</i> in following sentences. Help the learnerst o re-say the sentences using this pattern, eg. <i>Jocelyn wanted to go to the island. She started walking across the sand</i>.</p> <p>Now do the same with sentences about Alfred: use the cards with <i>Alfred</i> and <i>he</i> to make up sentences about things that happened in the book, eg. <i>Alfred was worried about going to the island. He followed Jocelyn</i>.</p> <p>Use the cards <i>Jocelyn and Alfred</i> and <i>they</i> to make up sentences to tell about the book.</p> <p>Learners can write some sentences about the book in their exercise books, using the cards to help use pronouns.</p>	E + V/P	2.4.2.6 2.7.2.2						
<p>Day 3</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Today read the first page of the story then choose a learner to read the next page to the class. Repeat this pattern, reading one page to the class then choosing a learner to read the next page.</p>	E	2.6.1.9						
<p><u>Close-Reading</u></p> <p>Do a close reading of p. 4 and then p. 12. Summarise: these show the beginning of the complication (seeing the chance to go to the island) and the building of the complication (the path disappearing).</p>	V/P + E	2.6.1.5 2.4.2.8						
<p>Focus on Letters and Sounds: <i>oi</i></p> <p>Turn to p. 9 and point to the word <i>noisy</i> and say it clearly. Point to the <i>oi</i> in the middle of the word. Explain: <i>When o and i are next to each other they make one new sound. Listen as I say the sound.</i> (now say oi). <i>Listen for the oi sound as I say the word noisy. It will be in the middle of the word.</i></p> <p>Learners say this word and the sound.</p> <p>Ask the learners to turn to p. 12 to find another word with the <i>oi</i> spelling and sound. Give them time to find <i>voice</i>. Help them to say the word with the <i>oi</i> sound. Now turn back to p. 2 to find another <i>oi</i> word and try say: <i>Choiseul</i>.</p> <p>Write these more words on the board and let them try to say them (let them try before you say them): <i>join, oil, choice, soil, foil, boil, coil</i>. Make sure you also help the learners to know what these words mean.</p> <p>Draw a parrot on the board. Explain that this is a noisy parrot, just like the noisy parrot on the island. Draw some speaking bubbles around the parrot so that the parrot is saying <i>oi</i> words. Ask the learners to give you words to write in the speaking bubbles. Now take turns in saying sentences that use 2 or more <i>oi</i> words. The learners should point to the <i>oi</i> words as they use them, eg. <i>The noisy parrot of Choiseul wants to join his friends in the tree</i>.</p>	E + V/P	2.4.2.4 2.7.2.9						
<p>Day 4</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Today read the first sentence of the story then choose a learner to read the next sentence to the class. Repeat this pattern, reading one page to the class then choosing a learner to read the next page.</p>	E	2.6.1.9						
<p><u>Comprehension: True of False</u></p> <p>Write these up on the board:</p> <table><tr><td><i>Both children wanted to go the island.</i></td><td><i>Both children went exploring the island.</i></td></tr><tr><td><i>Both children liked the island.</i></td><td><i>Both children knew their father’s warning.</i></td></tr><tr><td><i>Bother children were scared of being stuck.</i></td><td><i>Both children were wondering what their father would say.</i></td></tr></table> <p>Look at the statements on the board. The learners work with a partner or group of 3 and a small book to decide if the book shows that the statement is true of false. Let them look and talk together for about 15 mins for this. They must find the part in the book that helps them make a decision.</p> <p>Then, as a class, discuss which are true or false: let the learners tell what they found in the book and where it tells us the answer. If there is an answer where the groups have different answers, look carefully with them to find the right answer.</p> <p>Note: This is an oral activity only, but it is important that learners understand to look in the book to find the answers.</p>	<i>Both children wanted to go the island.</i>	<i>Both children went exploring the island.</i>	<i>Both children liked the island.</i>	<i>Both children knew their father’s warning.</i>	<i>Bother children were scared of being stuck.</i>	<i>Both children were wondering what their father would say.</i>	E + V/P	2.5.1.4 2.6.1.3 2.4.3.4
<i>Both children wanted to go the island.</i>	<i>Both children went exploring the island.</i>							
<i>Both children liked the island.</i>	<i>Both children knew their father’s warning.</i>							
<i>Bother children were scared of being stuck.</i>	<i>Both children were wondering what their father would say.</i>							

ACTIVITIES	LANG.	SYLLABUS												
<p><u>Focus on Print: capital letters for places</u></p> <p>Turn to p. 2 and point to the words <i>Taro Island</i>. Say look at the first letter in both word. <i>What do you notice about the first letter?</i> (they both start with a capital letter). Now say: <i>When we write the name of a place, we always use a capital letter</i>. Ask the learners to look at the page and point to any other words for places (<i>Choiseul Bay</i>). Tell the learners that these words tell us the name of a place, so they must start with a capital letter.</p> <p>Ask the learners for some of the places near where they live: think of villages, towns and the province. Write these on the board, bringing attention to the first letters that are capitals. You could add other places that they know, in Solomon Islands (eg. Honiara, Savo Island) or in the world (eg. Papua New Guinea, America).</p> <p>In their exercise books, they choose some places to write, using the capital in the first place of the words.</p>	E + V/P	2.7.2.3												
<p><u>Sentence structure</u></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>Jocelyn and Alfred</td><td>began to feel</td><td>scared</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>Who is involved?</i>) then choosing one learner to come up to the board, point to the words that tell us this (<i>Jocelyn and Alfred</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> <table><tr><td><i>Who is involved?</i></td><td>Jocelyn and Alfred</td></tr><tr><td><i>What happened?</i></td><td>began to feel</td></tr><tr><td><i>How did they begin to feel?</i></td><td>scared</td></tr><tr><td><i>What goes at the end of the sentence?</i></td><td>.</td></tr></table> <p>Now we could take away <i>Jocelyn and Alfred</i> and use 2 other people: who could this be? Learners give some examples (eg. <i>Nelson and Jannelle</i>; <i>Isaac and Sarah</i>). We could also change how they began to feel so that they are not <i>scared</i> (eg. <i>happy, sad, excited</i>). This is an example of a new sentence:</p> <p><i>Nelson and Jannelle began to feel happy.</i></p> <p>Learners write some examples in their books.</p>	Jocelyn and Alfred	began to feel	scared	.	<i>Who is involved?</i>	Jocelyn and Alfred	<i>What happened?</i>	began to feel	<i>How did they begin to feel?</i>	scared	<i>What goes at the end of the sentence?</i>	.	E + V/P	2.4.2.8 2.7.2.2
Jocelyn and Alfred	began to feel	scared	.											
<i>Who is involved?</i>	Jocelyn and Alfred													
<i>What happened?</i>	began to feel													
<i>How did they begin to feel?</i>	scared													
<i>What goes at the end of the sentence?</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 page each.</p>	E	2.6.1.9												
<p><u>Guided Writing: a new island</u></p> <p>In this story, Jocelyn and Alfred wonder about the island out to sea. Let’s think about a new island that is across the sea. Ask learners to think about what might be on this island. It could be beautiful (white sand and tall coconut trees) or it could be frightening (dark caves and thick bush). Learners decide what sort of island and things that might be on it.</p> <p>Take a page in their books or a piece of paper to draw their island. Then they can write some sentences, eg.</p> <p><i>This island has white sand and tall coconut trees. It has a cool breeze and warm sunshine. I want to go there!</i></p> <p>(if the island is frightening, the last line might be <i>I don’t want to go there!</i>). Share the pictures and the writing. Maybe make a book of Year 2’s Islands.</p>	E + V/P	2.7.1.3 2.3.1.2 2.7.2.8 2.7.2.2												

