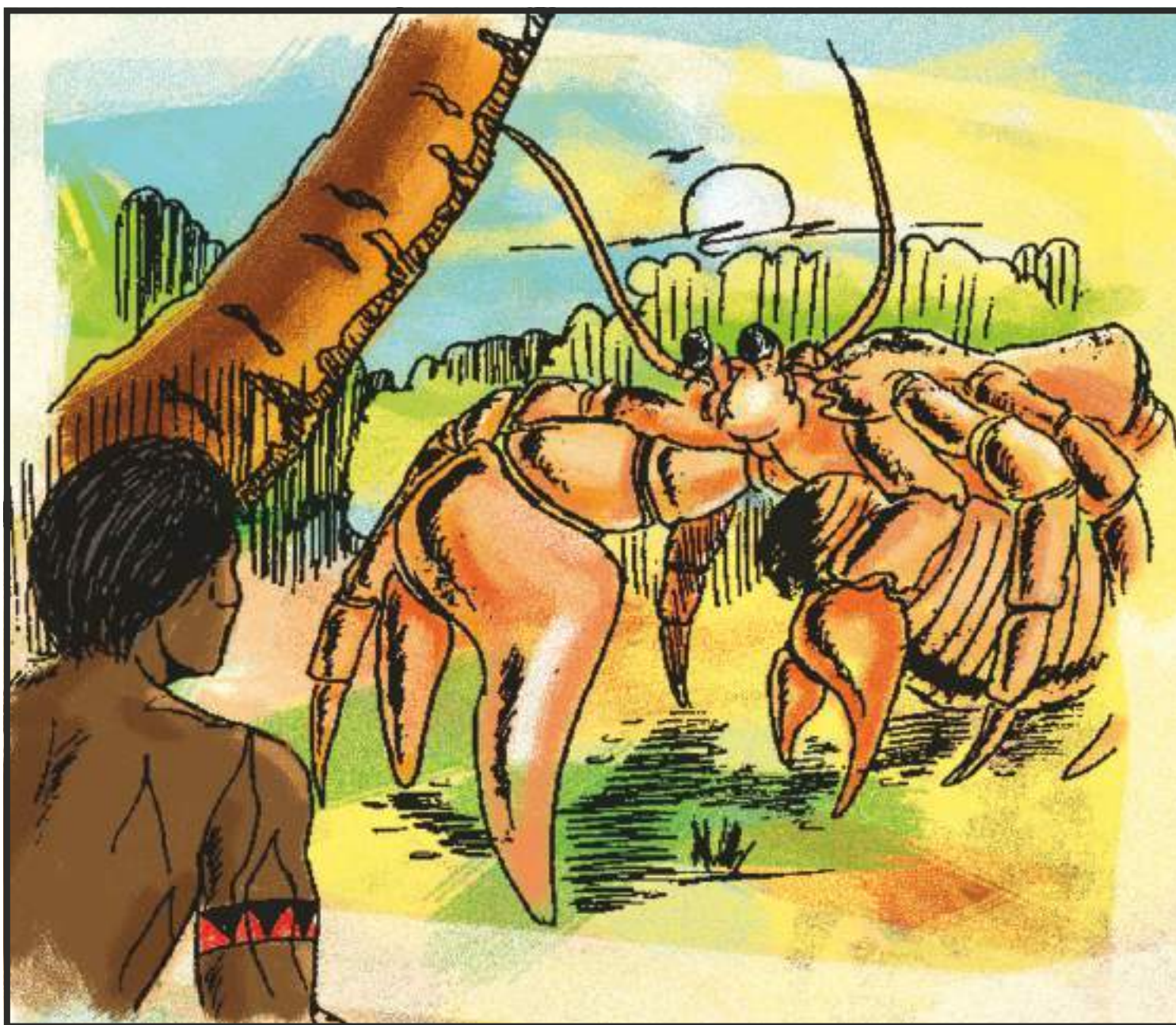


Mautikitiki and the Giant Coconut Crab



By Linda Puia
Pictures by Dominic Ereai

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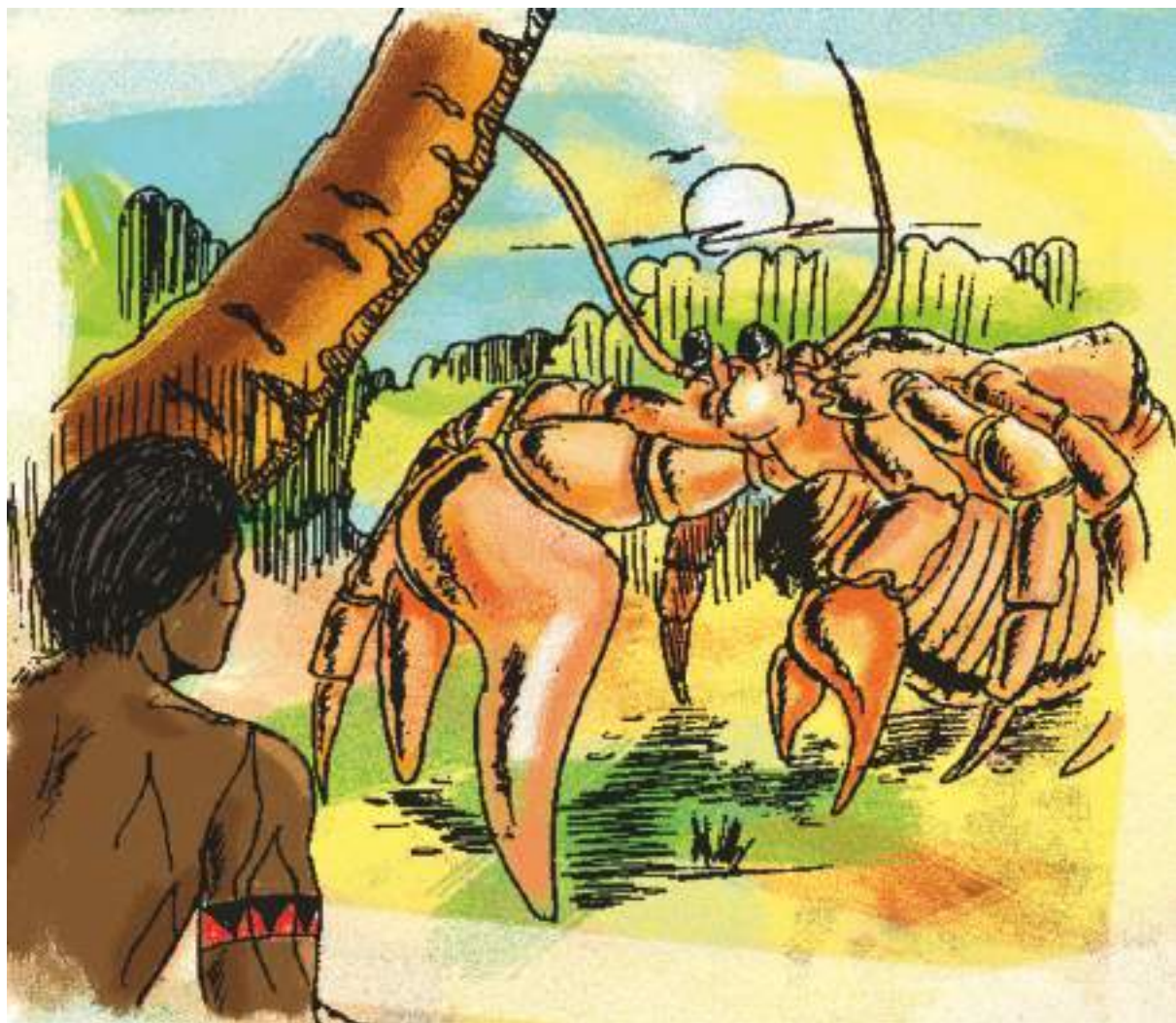
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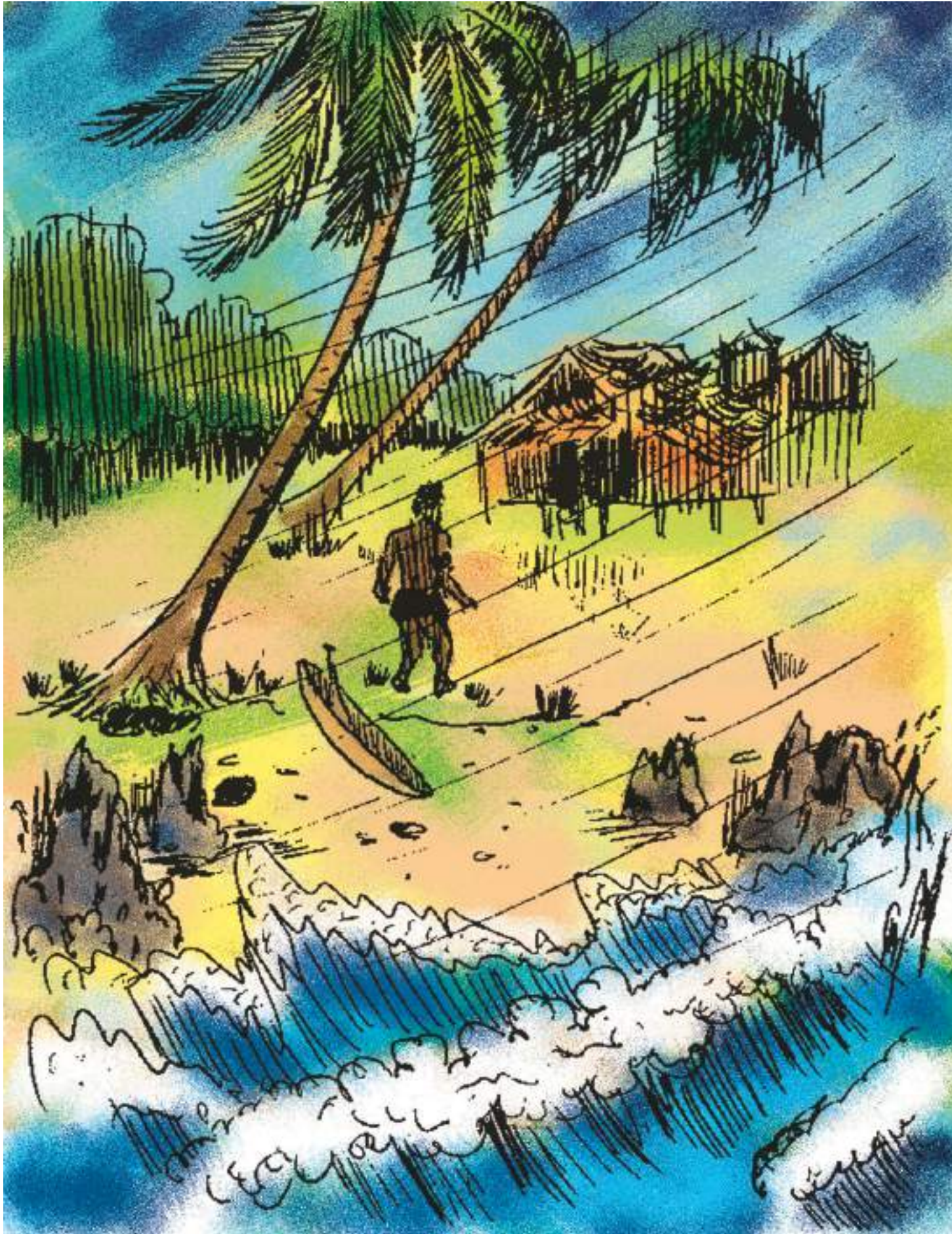
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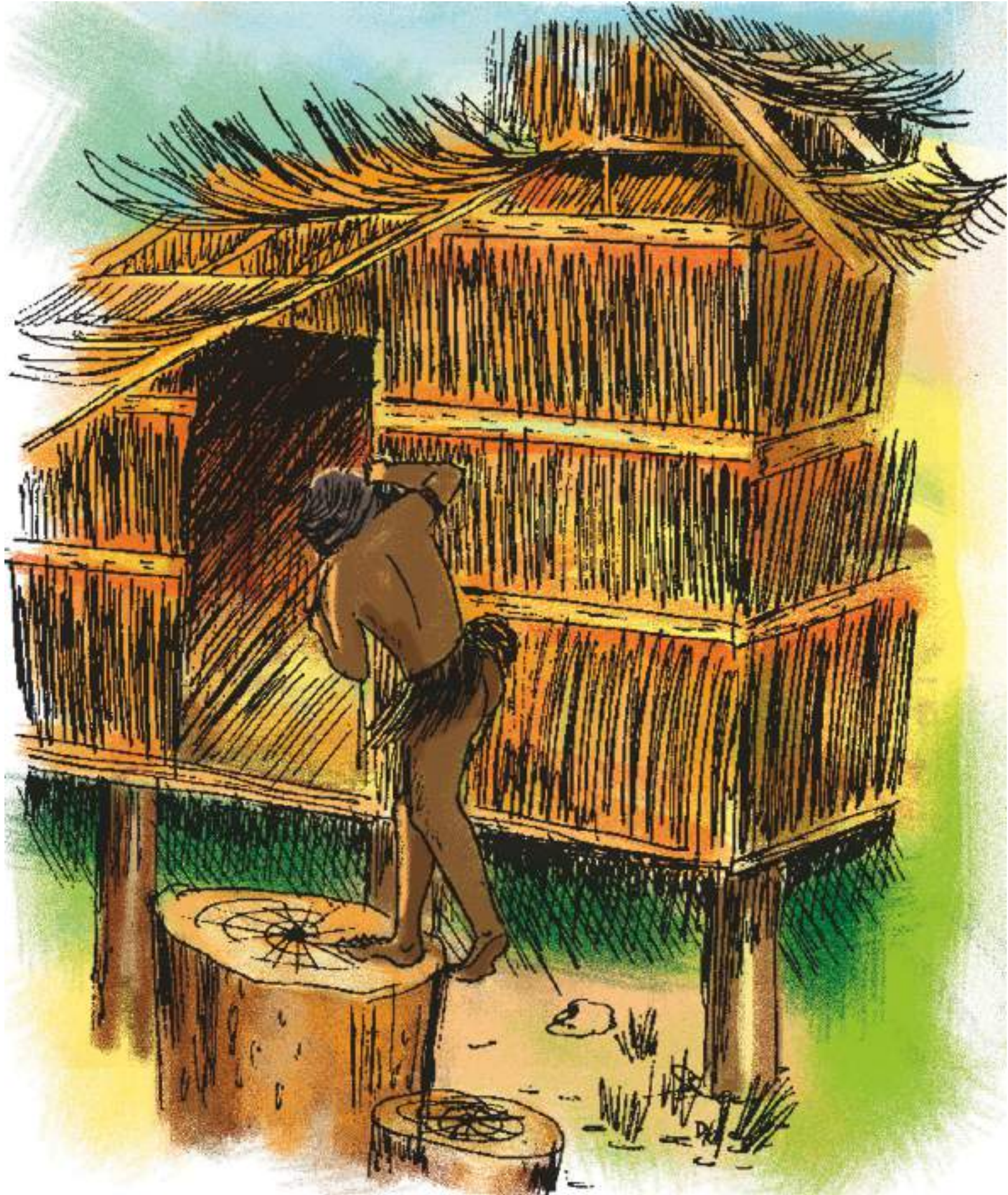


One day Mautikitiki was paddling his canoe around the island of Bellona. Suddenly a great storm blew up. The wind blew hard and the waves crashed against the canoe.



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.



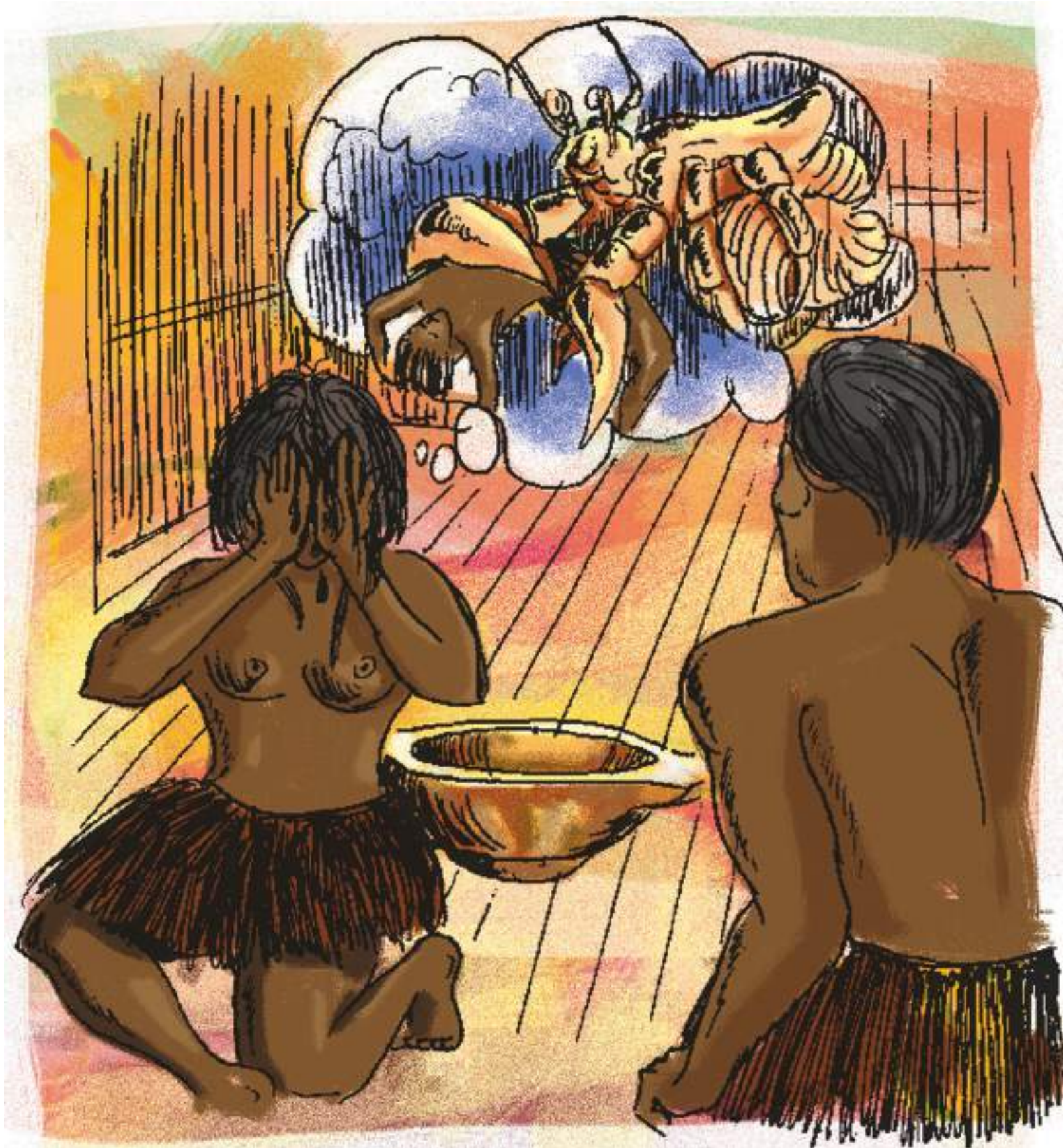
Mautikitiki did not meet any people in the village.

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

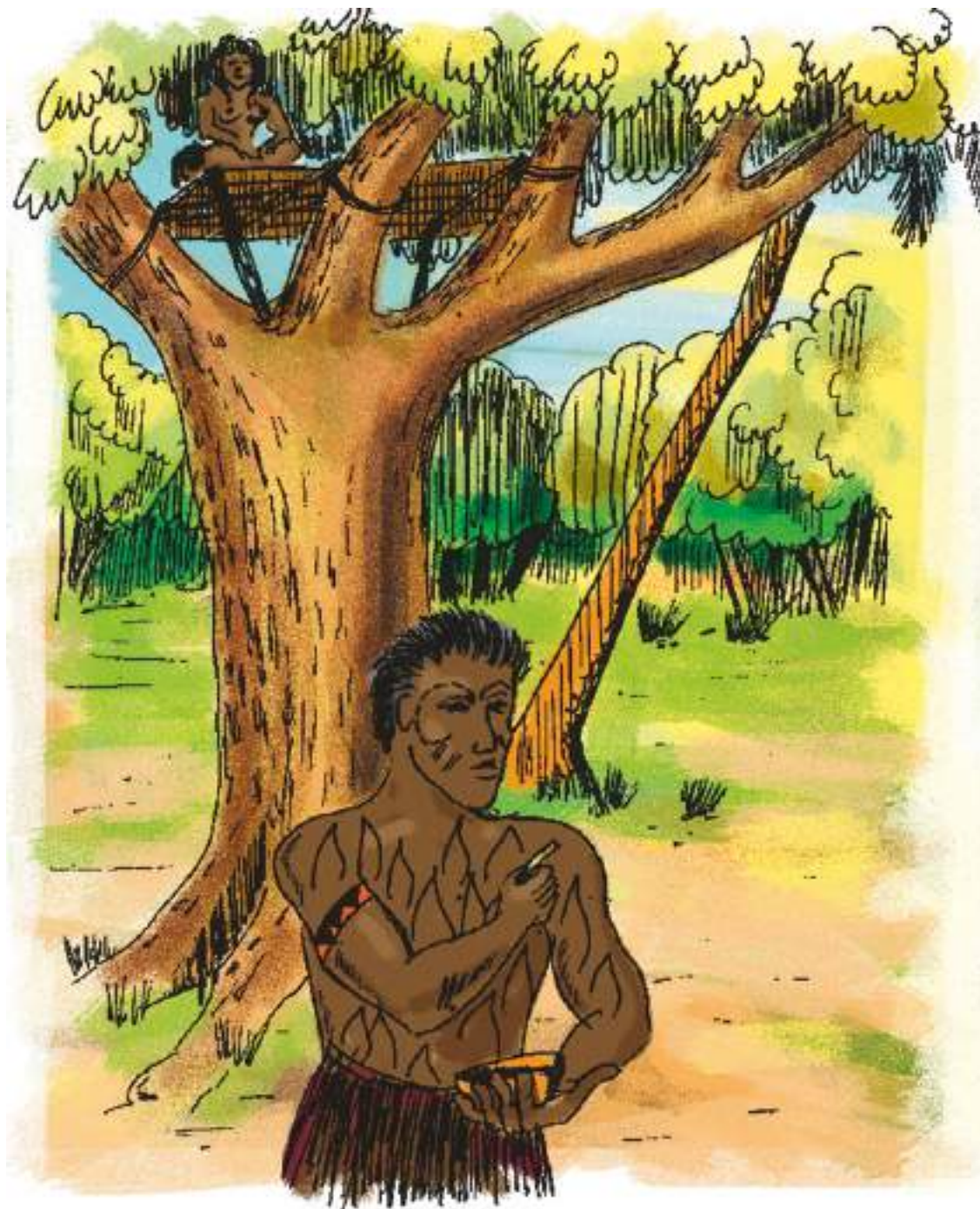


He went into a small house to shelter and there, hiding under a wooden bowl, he found a young girl.

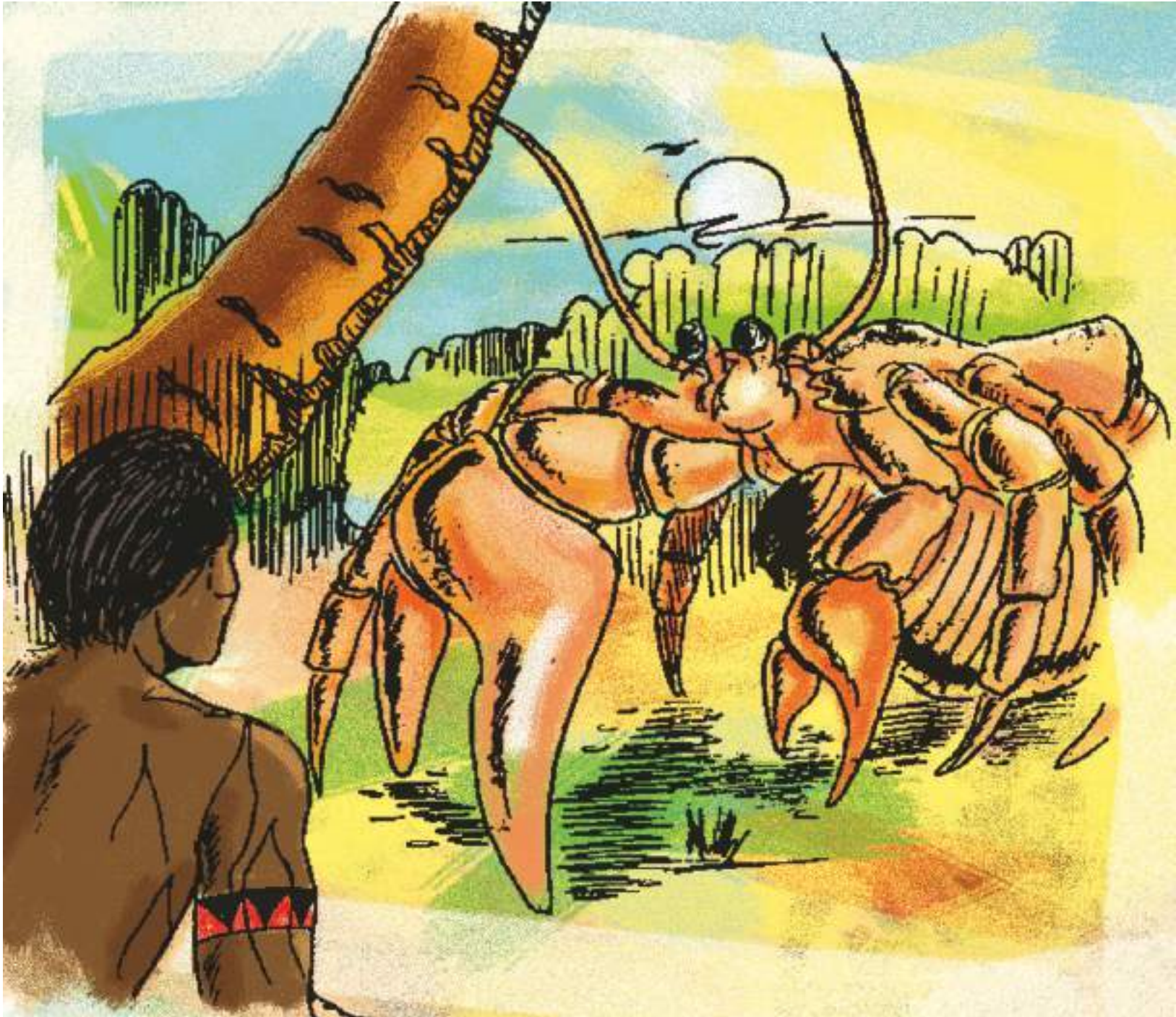
"Why are you hiding?" he asked the girl. "Where are all the people of your village?"



"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."



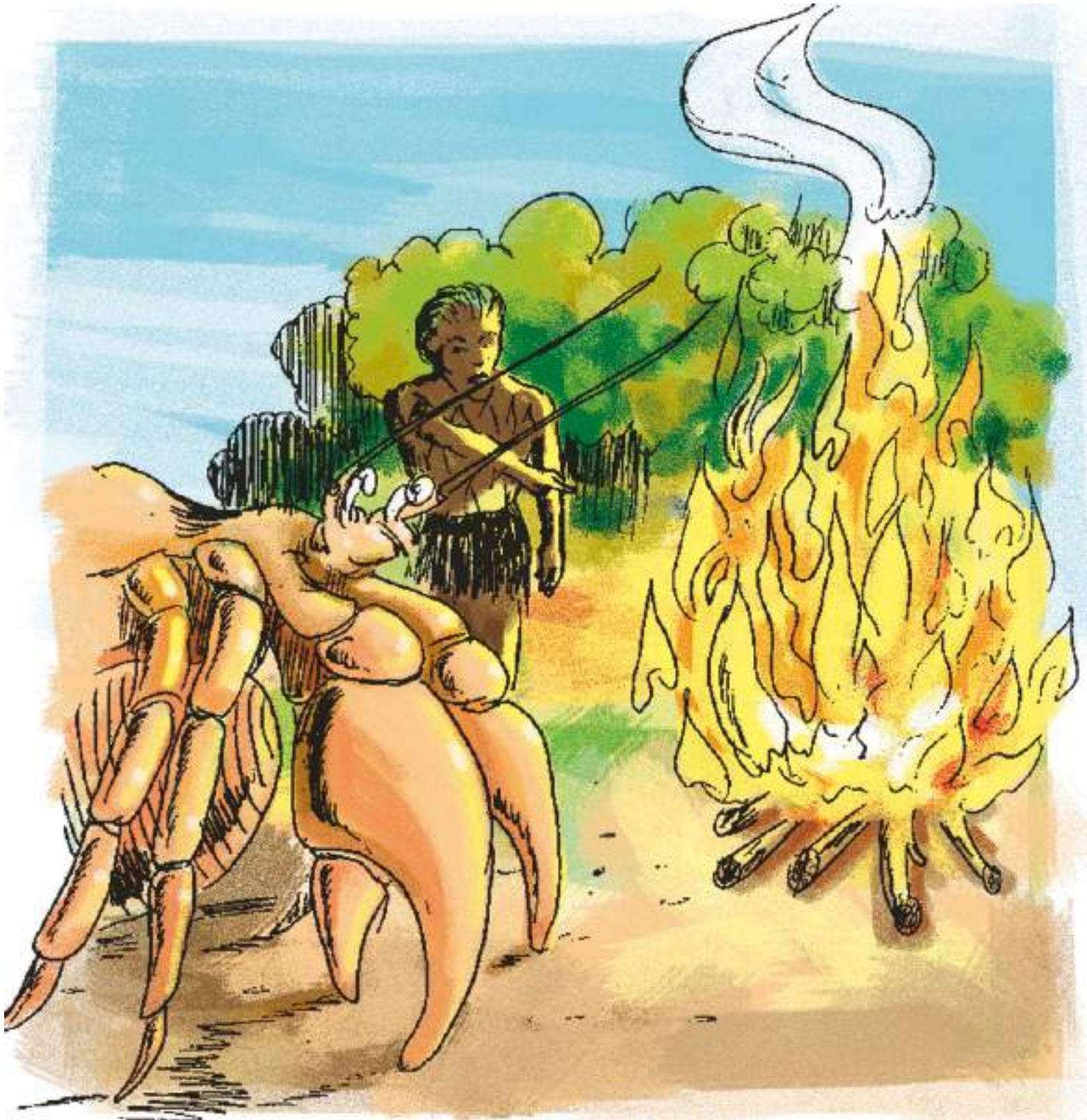
Mautikitiki made a platform in a tall tree and he put the young girl on the platform where she would be safe. Mautikitiki then collected some turmeric and charcoal. He put the turmeric and charcoal in a coconut shell and mixed them with a piece of bamboo. With the bamboo, he drew beautiful patterns all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

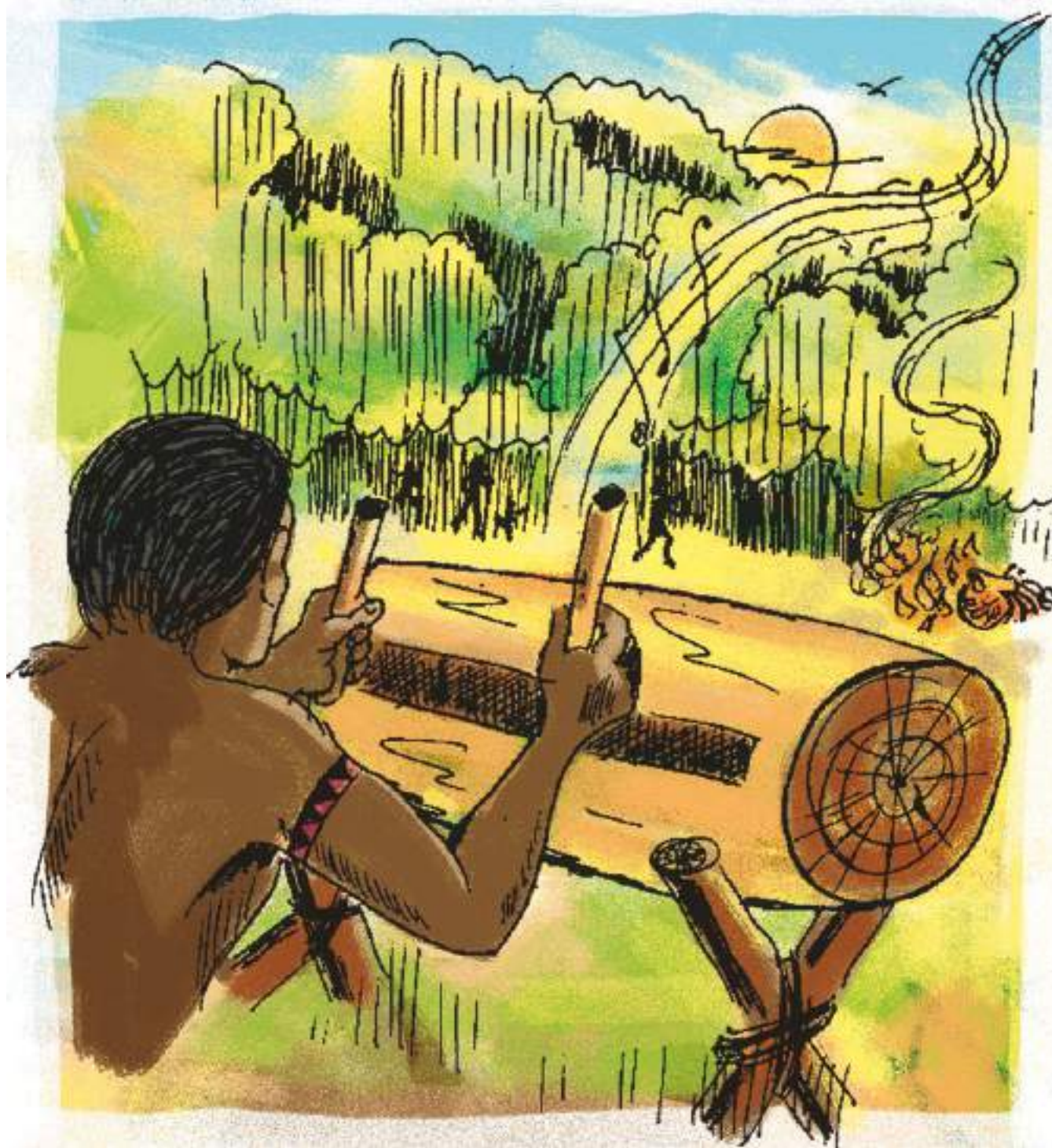
"Ah! Your tattoos look beautiful," it said. "Make me some like that and I will spare your life."



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:	<i>Mautikitiki and the giant coconut crab</i>
Level:	Year 3
Message:	We can use tricks not force
Discussion focus:	Telling/making up stories
Comprehension:	Linking events and characters; sequencing of events
Vocabulary focus:	Difficult words
Letters and sounds:	<i>aw</i>
Print focus:	Question marks in speech
Writing opportunity:	Procedure for catching a giant animal

ACTIVITIES	LANG.	SYLLABUS
<p>Day 1</p> <p><u>Modelled Reading Part 1 pp. 1 - 6</u></p> <p><u>Set the context: Talking with learners</u></p> <p>Tell the learners <i>We are going to listen to a story about a man called Mautikitiki who needed to get rid of a dangerous animal.</i> Point to the crab on the front cover and ask the learners <i>What animal do you think this story is about?</i> After the learners identify the crab, ask learners why they think a crab could be dangerous. Look at the size of this crab.</p> <p>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.</p> <p>As you go through the pages, introduce words that the learners might not know such as <i>against, remote, seek, shelter, nearby</i> and <i>sobbed</i>.</p>	V/P + E	3.4.1.1 3.3.1.2
<p><u>Read the story: Listening and watching</u> 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.</p>	E	
<p><u>Review the story: Understanding the story</u></p> <p>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: <i>Why has Mautikitiki drawn on his body? What is the trick he is planning?</i> Let learners come up with some ideas. Do NOT tell them the answer: they will find out tomorrow.</p>	V/P + E	3.6.2.1 3.6.2.3
<p><u>Responding to the story: Talking by the learners</u></p> <p>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. <i>trap the crab in a hole and spear it.</i> After they finish drawing their plan, learners present their plan to the class and explain how they think Mautikitiki could get rid of the crab.</p>	V/P + E	3.3.2.1
<p><u>Close Reading</u></p> <p>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.</p>	E + V/P	3.4.2.5

<p>Day 2</p> <p><u>Modelled Reading Part 2 pp. 7 - 12</u></p> <p><u>Revising and completing the book</u></p> <p>Ask the learners to retell the orientation of the story from yesterday using their own words. Revise the predictions of why Mautikitiki 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 <i>What do you think Mautikitiki plans to happen?</i> Do NOT show any more pictures. Read the rest of the story (pp. 8 - 12) so learners find out what happens to the crab.</p>	V/P + E	3.3.1.4 3.4.2.1
<p><u>Review the story: Understanding the story</u></p> <p>Ask the learners <i>What did you think of Mautikitiki's trick? Was it a good way to get rid of the crab?</i> 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?</p>	V/P + E	3.3.2.4
<p><u>Responding to the story: Talking by the learners</u></p> <p>Ask the learners what they thought of the story: <i>is this a true story or not?</i> 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.</p>	V/P + E	3.3.2.1

ACTIVITIES	LANG.	SYLLABUS
<p>Comprehension: Sequencing of events</p> <p><i>Preparation:</i> Make flashcards with commands Make Draw Beat Build Put</p> <p>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 (<i>a platform, some tattoos, a fire, the flames, a drum, the crab meat</i>). 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.</p>	E + V/P	3.4.2.5
<p>Shared Writing: How to catch a crab</p> <p>Tell the learners <i>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.</i> Look at the first command verb flashcard and model the first step.</p> <p>1. Make a platform so that all people can stay safe.</p> <p>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.</p> <p>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.</p>	E + V/P	3.7.2.4 3.7.2.6 3.8.1.1 1

<p>Day 5</p> <p><u>Independent Reading</u></p> <p>Put the learners into pairs and give each pair a book. Ask the learners to take turns reading and remind them to point to each word as they read.</p>	E	3.6.1.1 3.4.2.4
<p>Guided Writing: Plan to catch of a dangerous animal</p> <p>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.</p> <p>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.</p> <p style="text-align: center;"><u>How to catch a crocodile</u></p> <ol style="list-style-type: none"> Make a net out of rope. Cover your body in banana leaves and mud to look like a crocodile. Paddle to out to sea in a canoe. Drop the net into the water. Swim near the net to trick the crocodile to coming near you. Catch the crocodile in the net. Drag the net in the canoe back to the village. Throw the crocodile in the motu. <p>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.</p>	E + V/P	3.8.1.4 3.8.1.5 3.8.1.1 0

* 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.

