

Kuba the Giant



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Pictures by Tony Hiriasia

Nguzu Nguzu Reading Books

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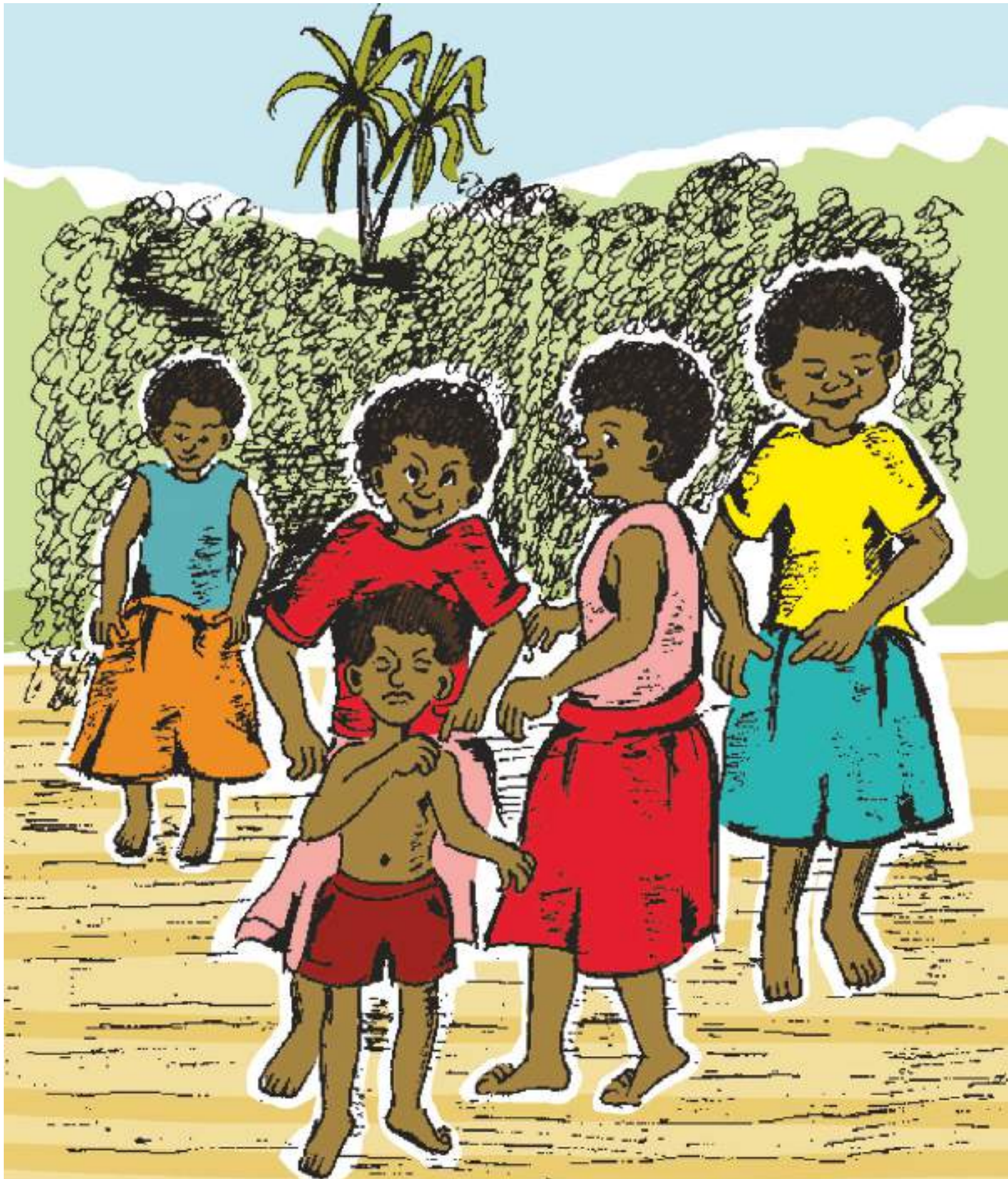
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Development 2015

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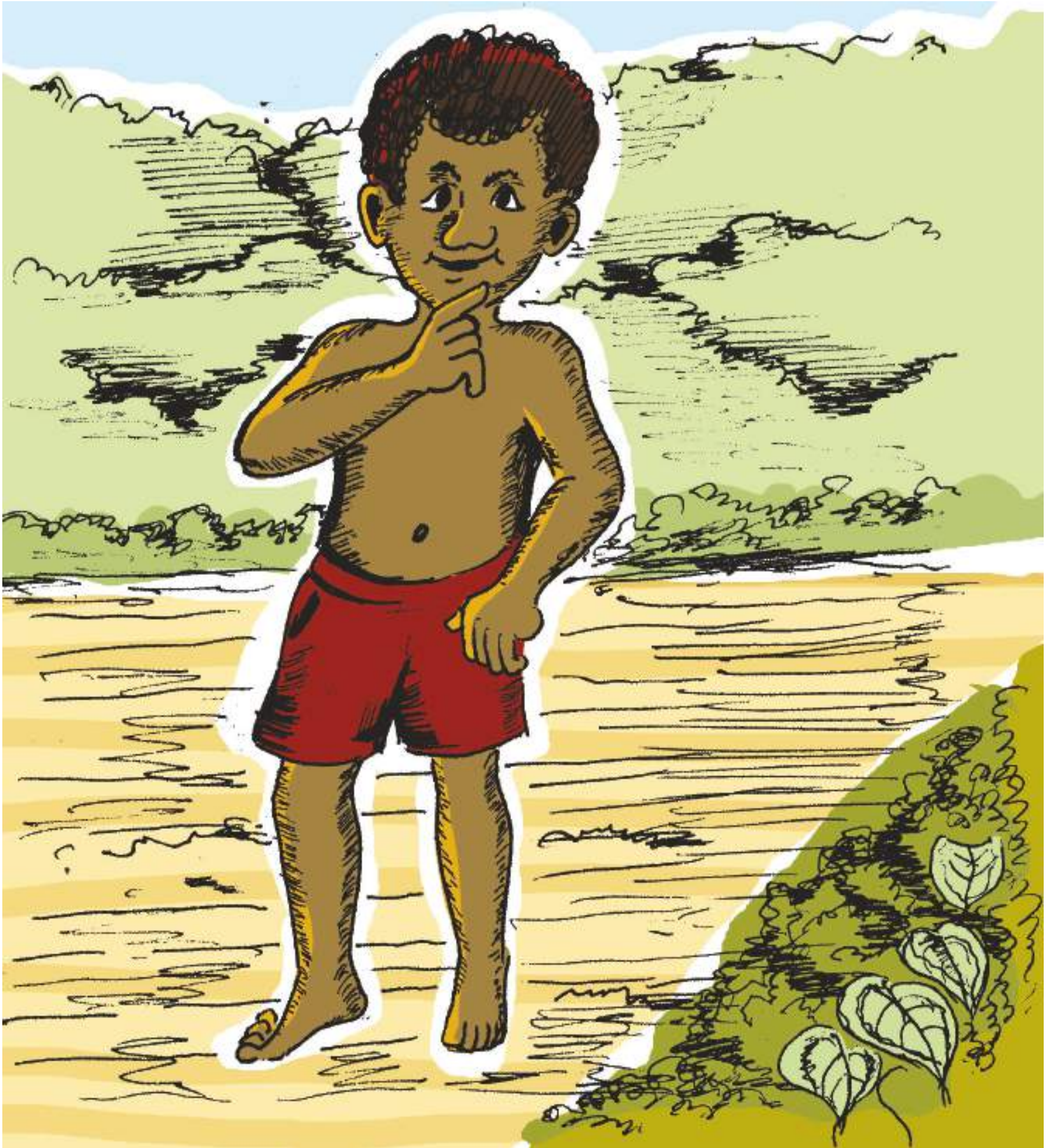
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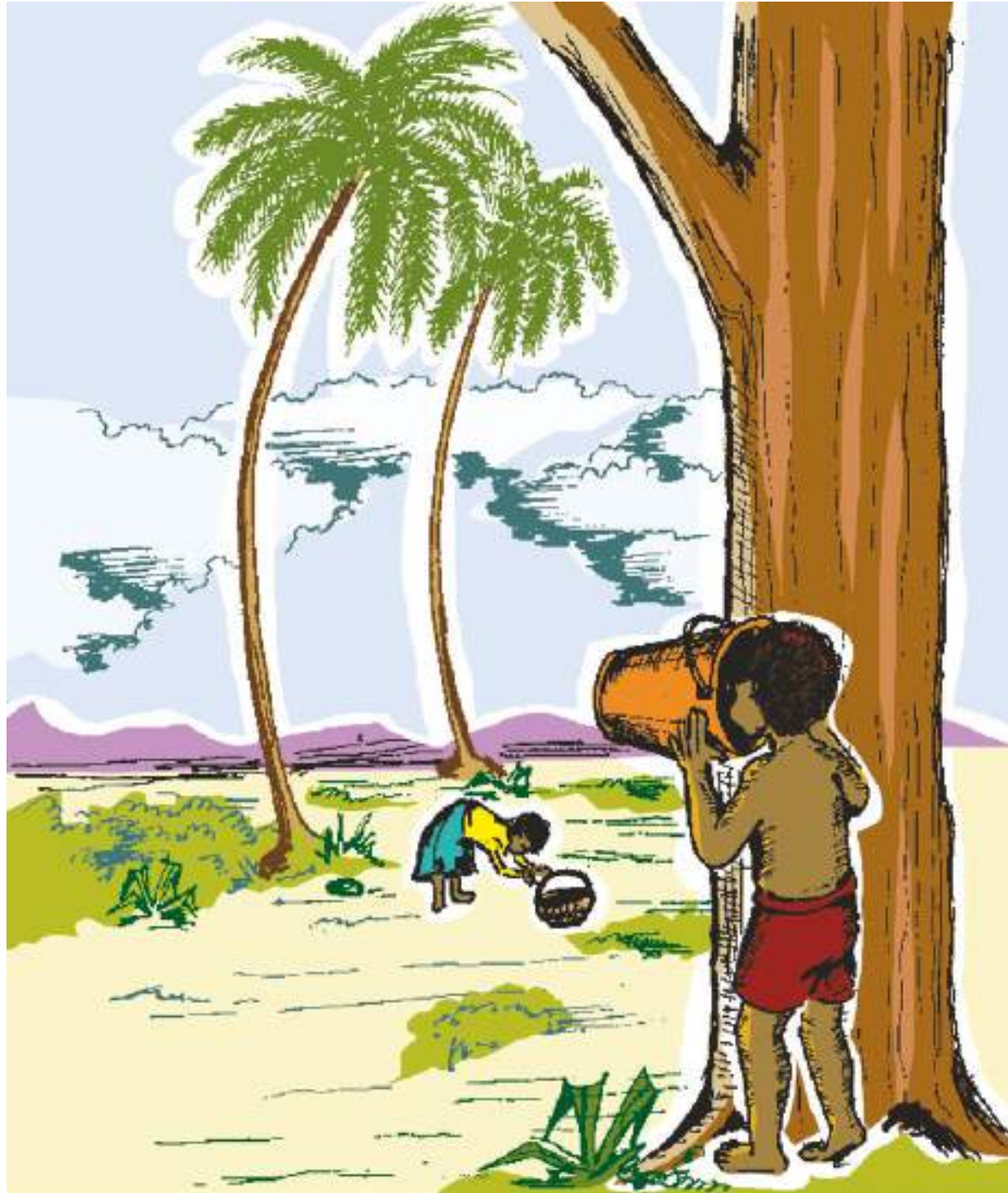
Kuba was the youngest in his family. He had four sisters and no brothers. Kuba's sisters like to tease him because he was so little. They were always playing tricks on him.



One day Kuba decided to play a trick on his sisters.



Each day Kuba and his sisters had some jobs to do to help their parents. Kuba's job was to take a big tin bucket of water to the family pig. Kuba hurried his job and when he had finished he took the bucket into the bush.

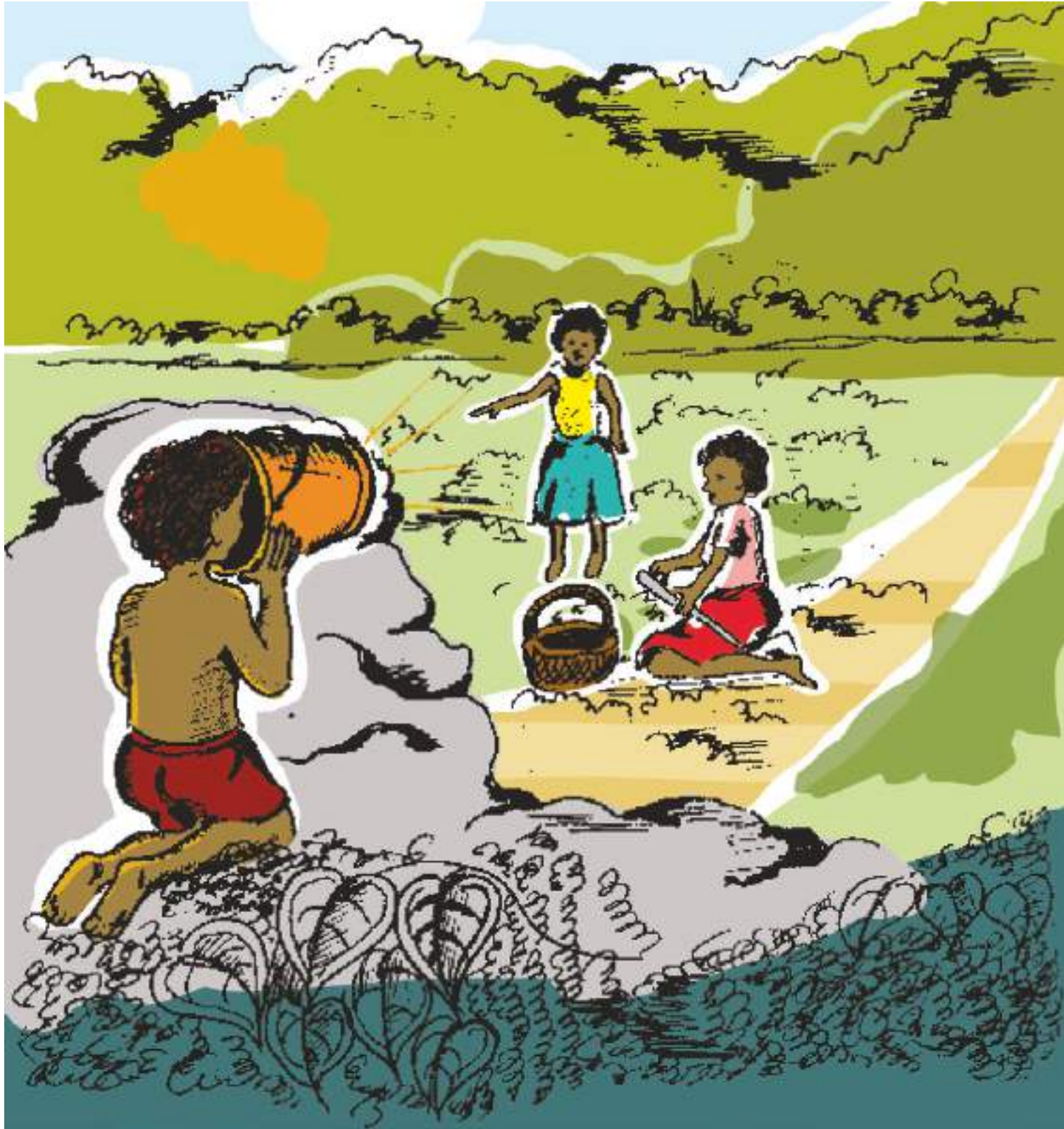


Kuba's sister Elizabeth was collecting coconuts. Kuba hid behind a tree and spoke in a loud voice into the bucket.

"I AM KUBA THE MIGHTY GIANT.
SHAKE WITH TERROR,
SHAKE WITH DREAD,
I'LL CRUSH YOUR BONES TO MAKE
MY BREAD."

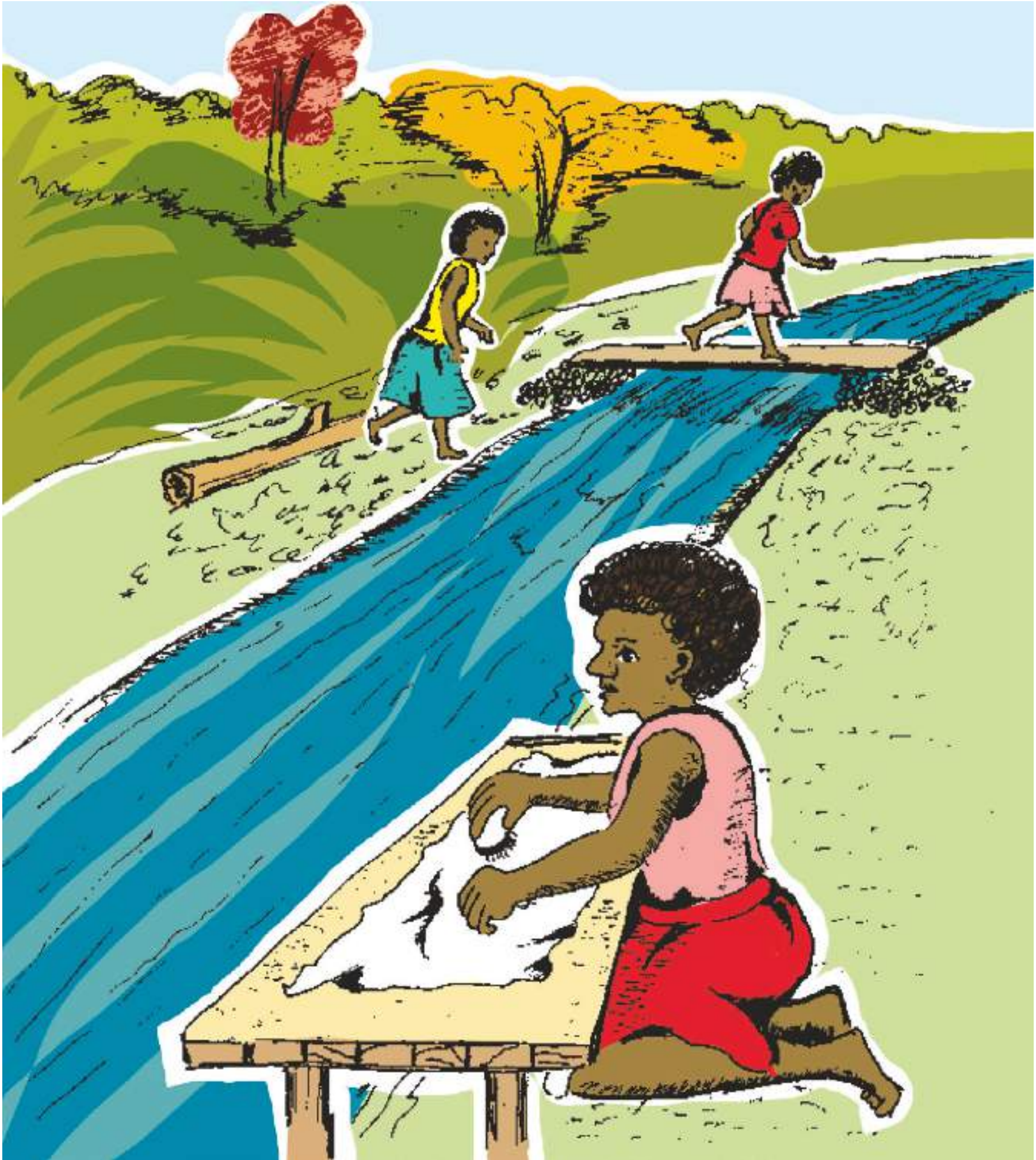


Elizabeth ran to where her sister Edith was digging kumara.

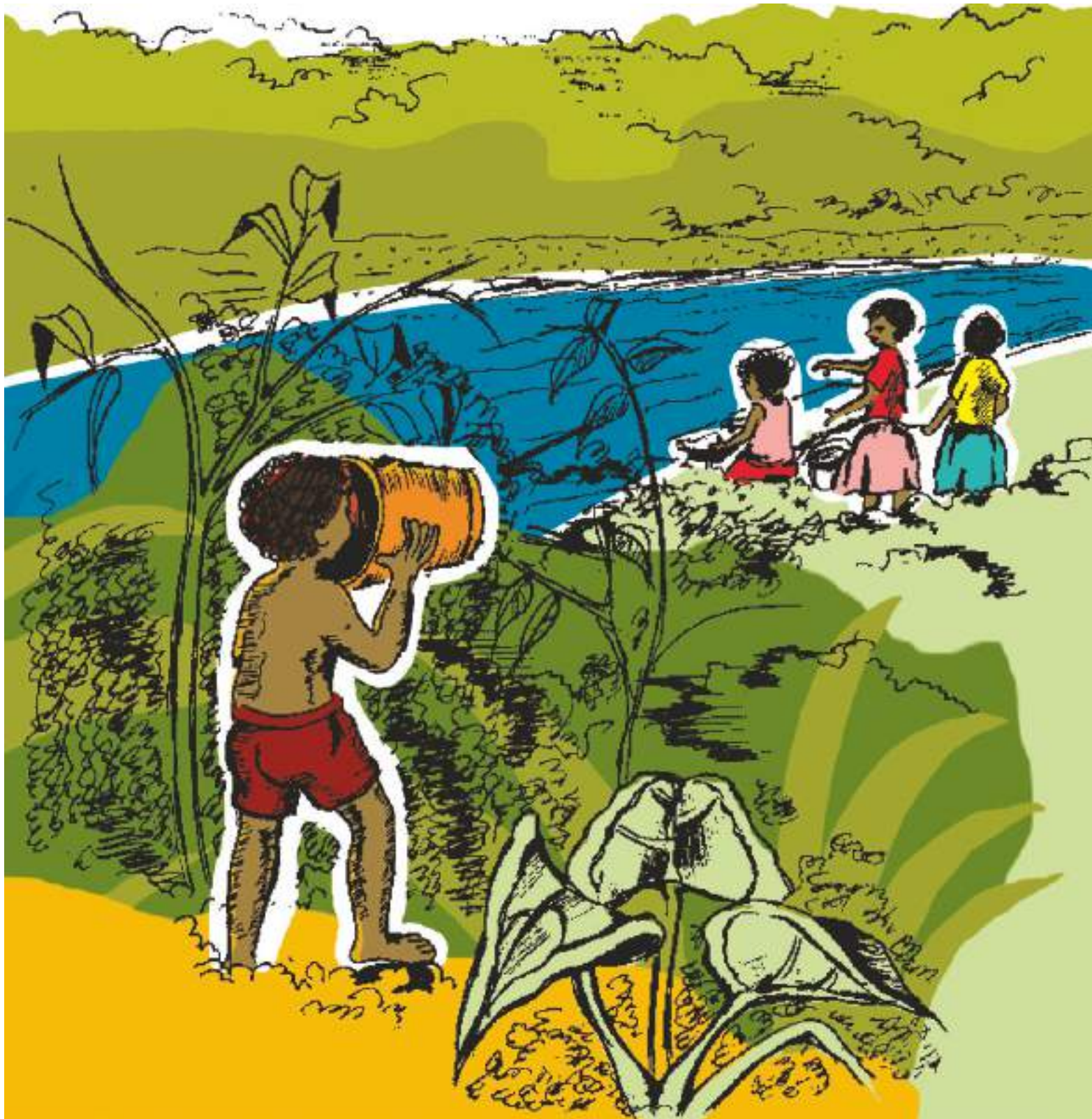


Kuba hid behind a rock and spoke in a loud voice into the bucket.

"I AM KUBA THE MIGHTY GIANT.
SHAKE WITH TERROR,
SHAKE WITH DREAD,
I'LL CRUSH YOUR BONES TO MAKE
MY BREAD."



Elizabeth and Edith ran to where their sister Ethel was washing clothes.



Kuba hid behind a bush and spoke in a loud voice into the bucket.

"I AM KUBA THE MIGHTY GIANT.
SHAKE WITH TERROR,
SHAKE WITH DREAD,
I'LL CRUSH YOUR BONES TO MAKE
MY BREAD."

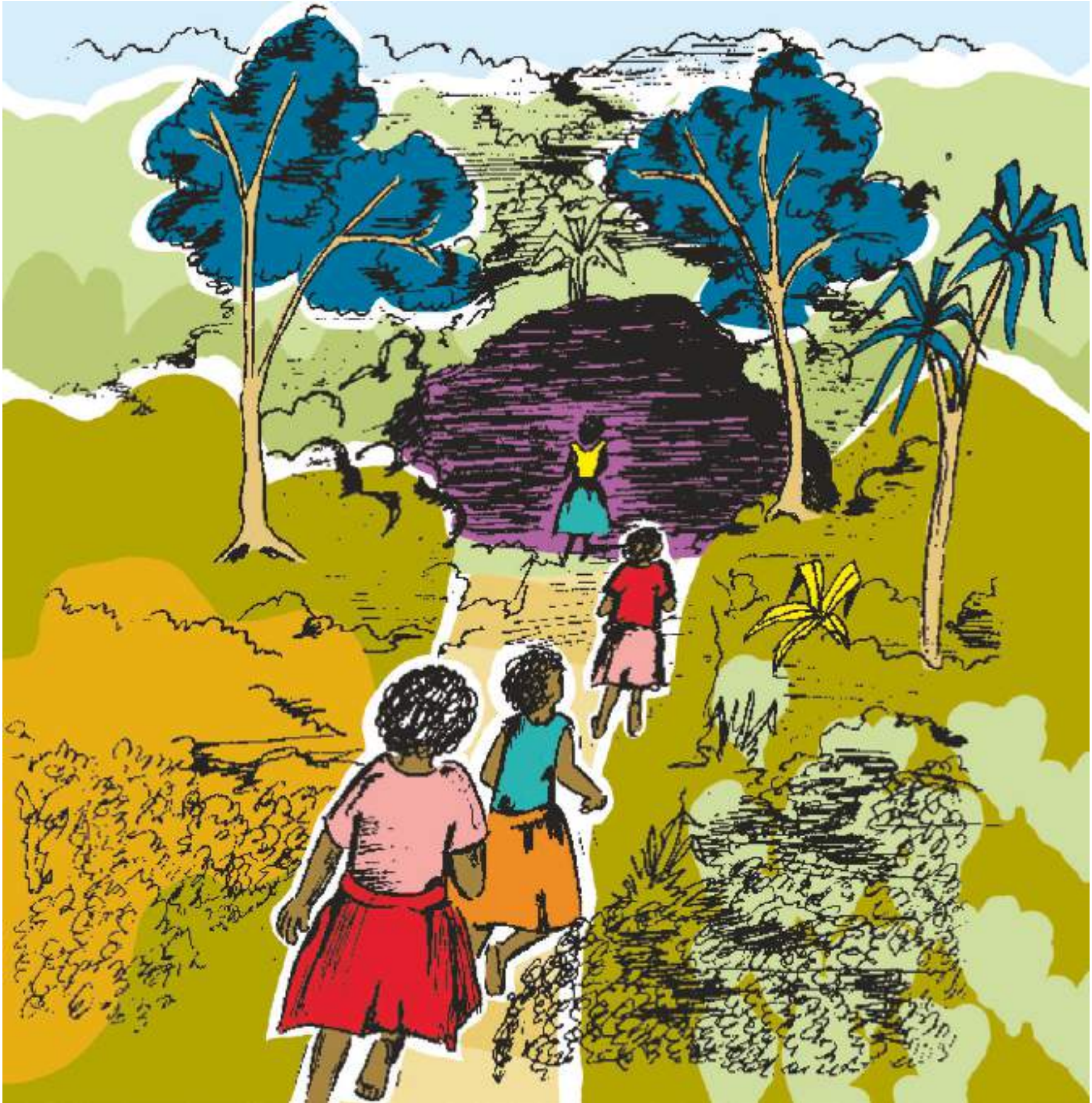


Elizabeth, Edith and Ethel ran to where their sister Everlyn was cutting pandanus.



Kuba hid behind a log and spoke in a loud voice into the bucket.

"I AM KUBA THE MIGHTY GIANT.
SHAKE WITH TERROR,
SHAKE WITH DREAD,
I'LL CRUSH YOUR BONES TO MAKE
MY BREAD."

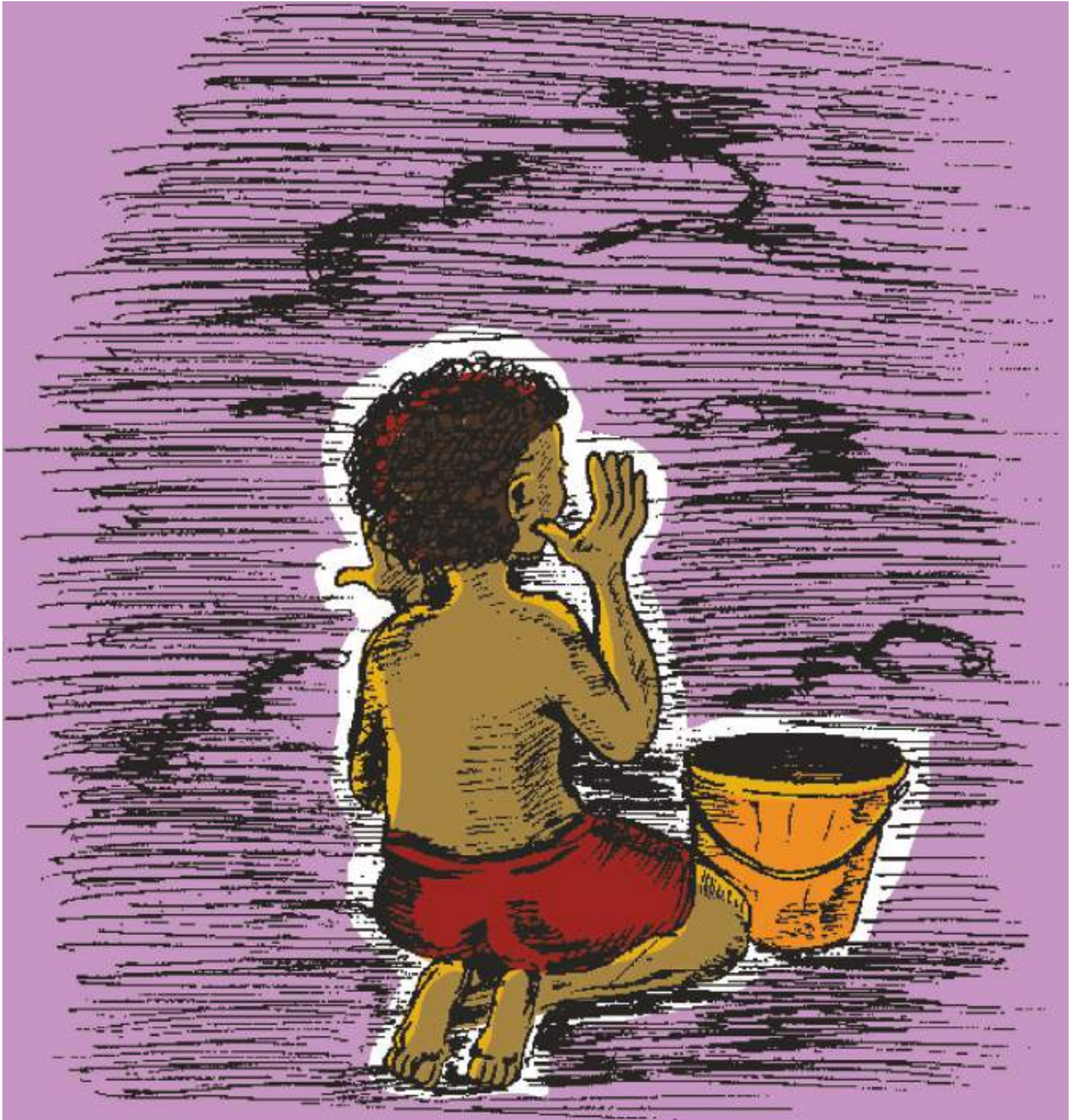


Elizabeth, Edith, Ethel and Everlyn ran into a deep, dark cave to hide from the terrible giant.



Kuba hid behind a log and spoke in a loud voice into the bucket.

"I AM KUBA THE MIGHTY GIANT.
SHAKE WITH TERROR,
SHAKE WITH DREAD,
I'LL CRUSH YOUR BONES TO MAKE
MY BREAD."



Kuba's voice echoed back from deep in the cave.



"I AM KUBA THE MIGHTY GIANT.
SHAKE WITH TERROR,
SHAKE WITH DREAD,
I'LL CRUSH YOUR BONES TO MAKE
MY BREAD."



Kuba ran all the way home, followed by his sisters.

Text:	<i>Kuba the Giant</i>
Level:	Year 3
Message:	Being unkind can hurt you, too
Discussion focus:	Giants and why they are scary
Comprehension:	Other person's perspective/innovating the text; Cause and effect
Vocabulary focus:	Words to describe a giant
Letters and sounds:	<i>ea</i> as in <i>bread, dread</i>
Print focus:	Use of capitals for emphasis
Writing opportunity:	Rhymes to scare

ACTIVITIES	LANG.	SYLLABUS
<p>Day 1</p> <p><u>Modelled Reading</u></p> <p><u>Set the context: Talking with students</u></p> <p>Show the front cover and ask: <i>What is going on here?</i> Learners will probably come up with descriptions of small boy and a bucket, which will be correct. Point out the title of the book: <i>Kuba the giant: is this connected to the picture?</i> (not really). Explain that Kuba is the small boy and he is going to pretend to be a big giant. Ask: <i>How do you think using this bucket will make the boy sound like a giant? What would he be saying as a giant?</i> Let learners make suggestions: don't tell them if it is in the book, just listen to the suggestions. Encourage them to use a giant voice to say the words.</p> <p>Walk through the book to show the pictures. Ask learners to say what they see and how the boy, Kuba, is scaring his sisters. Stop at p. 12 and ask: <i>How might this book end?</i> Let learners make suggestions, but do not look at the pages. Introduce any words you think are new in English.</p>	V/P	3.4.1.1 3.3.2.1
<p><u>Read the story: Listening and watching</u></p> <p>Read the story in clear, expressive English. Use a big voice to read the rhyme.</p>	E	
<p><u>Review the story: Understanding the story</u></p> <p>Review the book with learners telling what happened page by page. Review the rhyme and try saying it in frightening ways: give individuals or groups a chance to say the words. Make sure the learners understand that Kuba heard his own voice echo-ing in the cave and this is why he was frightened: he tricked himself into being scared!</p>	V/P + E	3.4.2.3
<p><u>Responding to the story: Talking by the students</u></p> <p><i>What other ways could Kuba have scared people pretending to be a giant?</i> Discuss some ideas (called out from a tree so they would think he was very tall, used a funnel to make his voice big, made big footprints in the sand). Discuss why people are frightened of giants: remember <i>Kima the Giant</i> from Year 1 books. (Maybe borrow that book from Year 1 to compare)</p>	V/P + E	3.6.1.4 3.6.1.2
<p><u>Close Reading</u></p> <p>Use close reading to look at p. 2. Summarise: these pages are setting up the story: each sentence can hold a lot of information.</p>	E	3.4.2.5 3.4.3.4
<p><u>Focus on Vocabulary: words for giants</u></p> <p>Draw the outline of a giant on the board (use Kima as an example). Ask learners to suggest words and phrases that could describe giants and write these inside: <i>big, huge, mighty, loud, eat people, shout, eat animals, wreck houses</i>. Ask learners to put some of the words into sentences to describe giants: do this orally ONLY, do not write it on the board. Encourage lots of different ways of using words eg. <i>The mighty giant shouted that he would eat the people.</i></p> <p>Learners make the outline of the giant in their books and add words, like on the board. Now write their sentences underneath, using the words in the outline. Move around helping learners once they have started their sentences.</p>	E + V/P	3.4.3.2 3.8.1.5
<p>Day 2</p> <p><u>Shared Reading Revising the book</u></p> <p>Ask the learners to again retell the story orally, in their own words, by reference to the illustrations. Read the book to the learners, but ask them to be Kuba and read his words out like a giant (or groups of learners could take turns on different pages).</p>	E	3.2.1.3
<p><u>Close Reading</u></p> <p>Use close reading to look at p. 4. Summarise: this shows us the point where Kuba changes what he usually does to do something naughty.</p>	E	3.4.2.5

ACTIVITIES	LANG.	SYLLABUS						
<p><u>Focus on print: Capitals for emphasis</u></p> <p>Make sure learners have small copies of the book. Look at the rhyme that Kuba uses to scare his sisters on p. 5. Discuss why it is in capitals: this tells the reader to say the words with emphasis, like a shout. Take some examples of learners reading the capitals with big voices. Now imagine if it was in very small letters: how would it be read (very quietly).</p> <p>Write this sentence on the board, using the sizes shown here (big and small letters):</p> <p style="text-align: center;">“Look over there”, whispered Harry. “Oh no, IT’S A MONSTER!”</p> <p>With the class, practice saying this, with a small voice for small writing and a big voice for big writing. Learners could suggest some other sentences that use big voices and small voices (think about what might be said in small voices and what is said in big voices). You could write up a few ideas. Then let the learners write some of their own sentences in their books, or make posters of characters speaking.</p>	E + V/P	3.4.3.1 3.4.3.2						
<p>Day 3</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Make sure all learners can see a small copy. Read the book to the learners, asking for volunteers to contribute every second page. Everyone can read the rhyme together.</p>	E	3.2.1.3						
<p><u>Comprehension: Other person’s perspective/innovating the text</u></p> <p>Make sure learners have the small copies of the book. Focus on p. 6: here Elizabeth runs to Edith when she hears the sound of Kuba’s voice. <i>What do you think Elizabeth would have said to her sister, Edith, about what she heard?</i> Remind learners that they do not know it is Kuba, but think it is a giant. Act out the page to help learners decide on the words the sisters would use.</p> <p>Look at p. 8: <i>What would Elizabeth and Edith tell Ethel?</i> Act it out and think about the words. Encourage them to link to what had happened, where they were when it happened and how they felt. Do the same for p. 10 and then p. 12, remembering that they ran into the cave.</p> <p>With a partner or small group, encourage the learners to now read the book to each other, but on those pages to add what they think the sisters would be saying.</p>	E + V/P	3.6.2.8 3.9.1.8						
<p><u>Acting out the story: using extra text</u></p> <p>Follow on from the previous activity: the learners in a group, or as a class can act out the story. Even if one person in Kuba, more learners can read out the rhyme. Add in the words that the learners think the sisters used to make it into a better play.</p>	E + V/P	3.3.3.3						
<p>Day 4</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask groups of learners to take the responsibility for reading a page at a time. You read some of the pages in between.</p>	E	3.2.1.3						
<p><u>Comprehension: Cause and effect</u></p> <p>Write these sentences up on the board:</p> <table><tr><td><i>Kuba’s sisters teased him</i></td><td><i>Kuba finished his job quickly</i></td></tr><tr><td><i>Elizabeth was scared</i></td><td><i>Kuba hid behind a rock</i></td></tr><tr><td><i>The sister ran into a cave</i></td><td><i>Kuba ran home quickly</i></td></tr></table> <p>Ask learners to use the small books to find where the book shows these events. Make sure they are clear where each one occurs.</p> <p>Ask the learners: <i>What was the cause for each of these events on the board?</i> For example, why did Kuba’s sisters tease him? Learners should look in the books to find the answer (because he was little). Write <i>because</i> after each sentence above: eg. <i>Kuba’s sisters teased him because</i></p> <p>Learners can discuss ways of finishing the sentences, providing the cause at the end of the sentence. Once this has been discussed in groups, listen to sentences, then write sentences in exercise books. Learners do NOT have to have all the same answers, but you should walk around and check that they have the correct causes and help with sentencing.</p>	<i>Kuba’s sisters teased him</i>	<i>Kuba finished his job quickly</i>	<i>Elizabeth was scared</i>	<i>Kuba hid behind a rock</i>	<i>The sister ran into a cave</i>	<i>Kuba ran home quickly</i>	E + V/P	3.7.2.2 3.6.2.3
<i>Kuba’s sisters teased him</i>	<i>Kuba finished his job quickly</i>							
<i>Elizabeth was scared</i>	<i>Kuba hid behind a rock</i>							
<i>The sister ran into a cave</i>	<i>Kuba ran home quickly</i>							
<p><u>Focus on Letters and Sounds: ea as in bread</u></p> <p>Ask learners to say the rhyme that Kuba uses to scare his sisters. Look at the words <i>dread</i> and <i>bread</i>. Talk about how these words look like they should say <i>drEEed</i> and <i>brEEed</i>, but that <i>ea</i> makes the same sound as <i>e</i>. Another word is <i>read</i> when use like this: <i>I read a book</i>. (contrast this to <i>Can you read a book?</i>). These are the words that use this pattern: <i>bread, dread, instead, lead</i> (as in <i>lead pencil</i> or <i>lead weight on a fishing line</i>), <i>read, ready, steady, tread</i>. As the learners to suggest sentence that use 2 or more of these words: <i>Do not tread on the bread on the floor; Are you ready to go instead of me?</i></p> <p>Learners could write some of these sentences in their books: encourage them to spell these words correctly in their writing from now on.</p>	E + V/P	3.4.3.1						
<p>Day 5</p> <p><u>Independent Reading</u></p> <p>Learners read the book individually or with a partner</p>	E	3.4.2.4						

ACTIVITIES	LANG.	SYLLABUS						
<p><u>Shared Writing: rhymes to scare!</u></p> <p>Focus on the rhyme that Kuba uses. Look at the structure with the class:</p> <table><tr><td>I AM KUBA THE MIGHTY GIANT.</td><td>Introduces the giant, uses a word to say big</td></tr><tr><td>SHAKE WITH TERROR, SHAKE WITH DREAD,</td><td>What you will do (<i>shake</i>) and how (<i>with terror, with dread</i>)</td></tr><tr><td>I'LL CRUSH YOUR BONES TO MAKE MY BREAD.</td><td>Rhymes with 2nd line: what the giant will do</td></tr></table> <p>Use the same pattern to think about how a giant could scare people: make up a giant with the class, think about how it will make people feel and what it will do. Eg.</p> <p style="text-align: center;"><i>I AM FERO THE FIERCEST GIANT RUN TO THE MOUNTAINS, RUN TO THE SEA I'LL POUND YOUR BODY TO MAKE MY TEA</i></p> <p>Write up what you decide and say it like a giant. Illustrate as a poster with the giant. Perhaps your learners can make up their own rhymes and perform for the class. Make sure they have the features from Kuba's rhyme.</p>	I AM KUBA THE MIGHTY GIANT.	Introduces the giant, uses a word to say big	SHAKE WITH TERROR, SHAKE WITH DREAD,	What you will do (<i>shake</i>) and how (<i>with terror, with dread</i>)	I'LL CRUSH YOUR BONES TO MAKE MY BREAD.	Rhymes with 2 nd line: what the giant will do	<p>E + V/P</p>	<p>3.7.1.1 3.7.1.2 3.7.2.4 3.9.1.1</p>
I AM KUBA THE MIGHTY GIANT.	Introduces the giant, uses a word to say big							
SHAKE WITH TERROR, SHAKE WITH DREAD,	What you will do (<i>shake</i>) and how (<i>with terror, with dread</i>)							
I'LL CRUSH YOUR BONES TO MAKE MY BREAD.	Rhymes with 2 nd line: what the giant will do							

