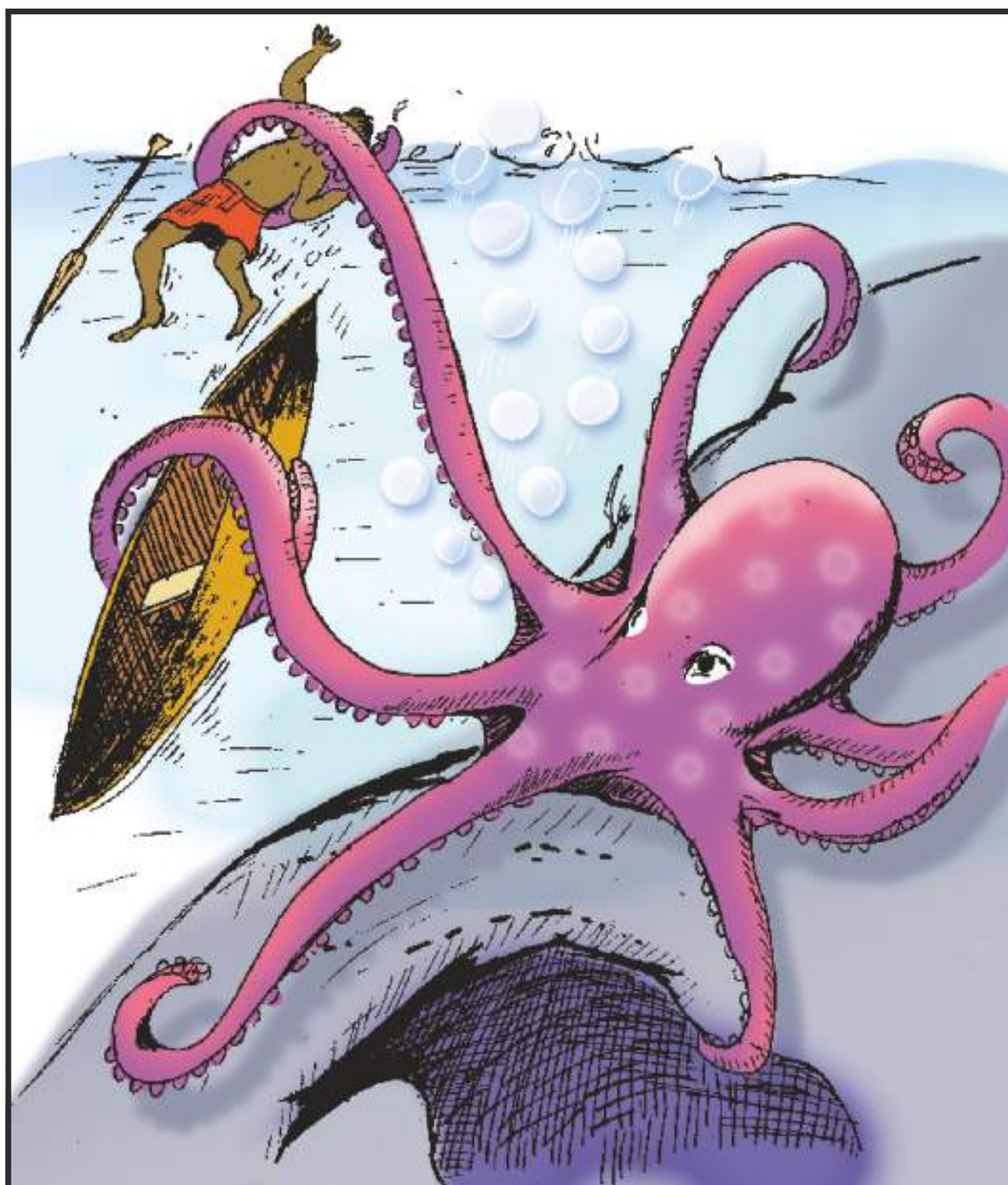


Gugutapongi



By Linda Puia
Pictures by Clyde Misite'e

Nguzu Nguzu Reading Books

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Gugutapongi



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Once upon a time a giant octopus lived in Lake Tegano on Rennell Island. The people called it Gugutapongi.



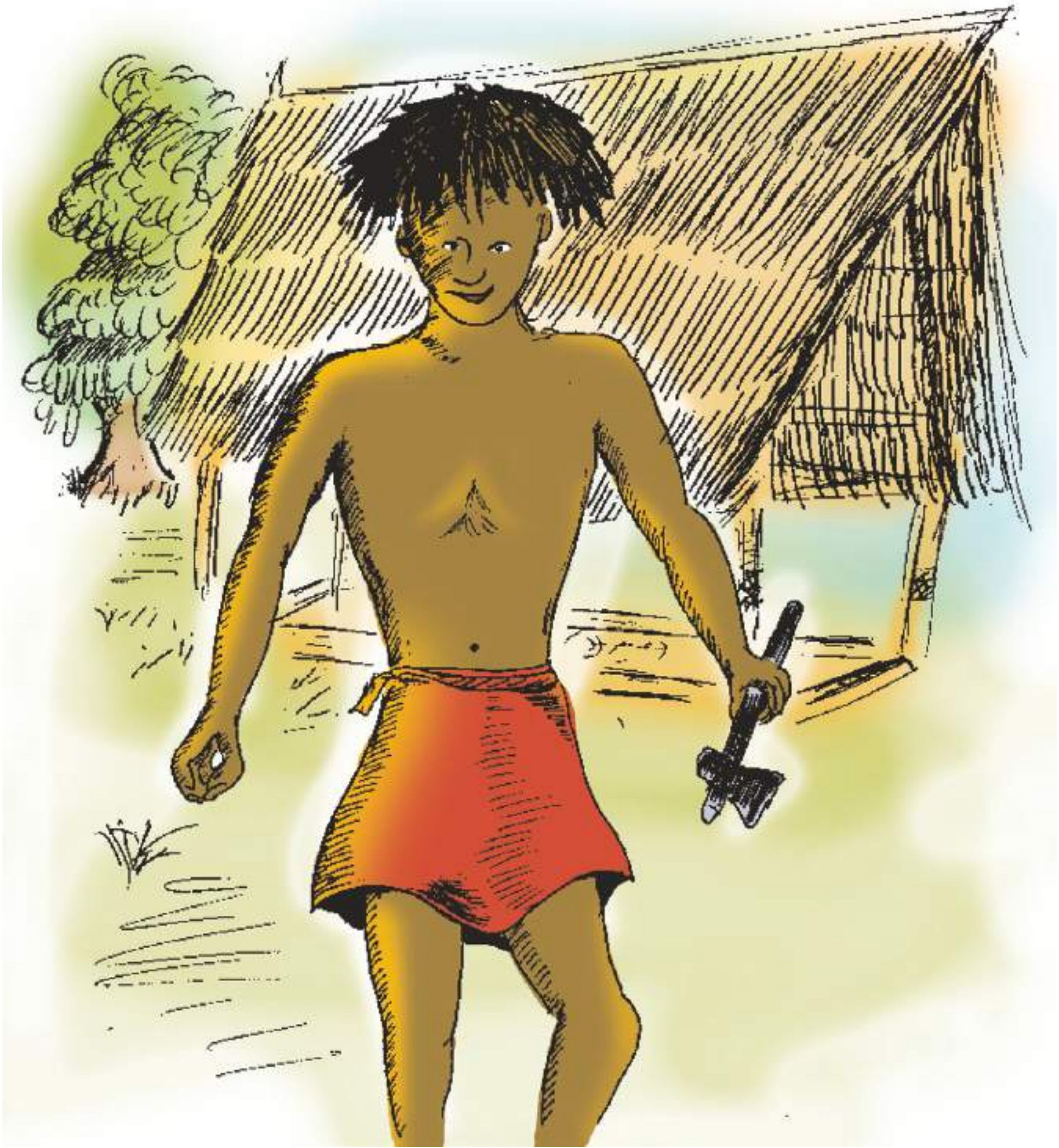
Gugutapongi lived deep in an underwater cave. When it heard a canoe passing above, Gugutapongi would blow big bubbles into the water. The water would surge and foam as if it was boiling. This was a frightening sight.



Next Gugutapongi would slide out of its secret cave. A long tentacle would rise out of the foaming water and drag the canoe down to the jaws of Gugutapongi. The fishermen and the canoe would be gone.



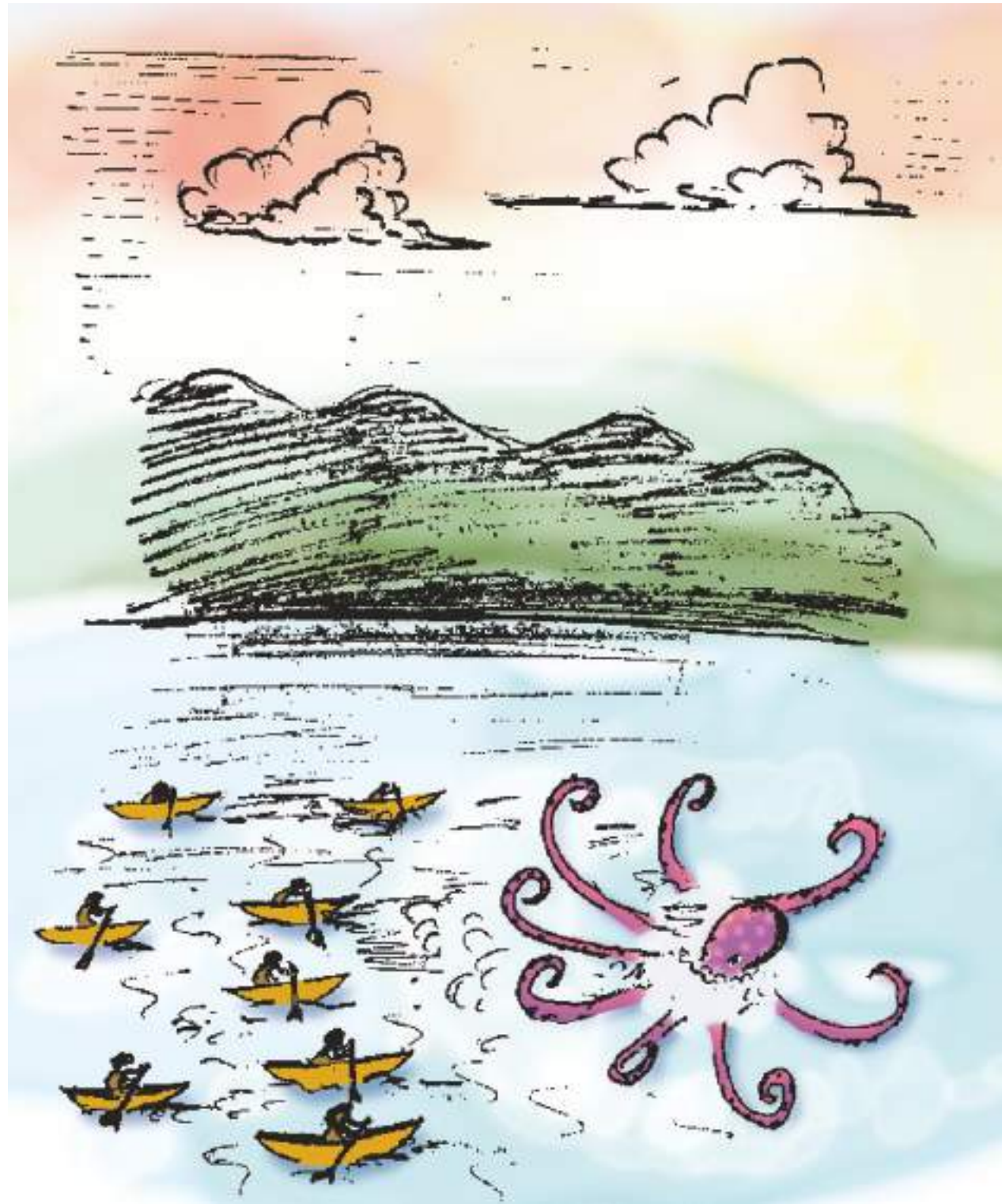
Everyone became so scared of Gugutapongi that they stopped fishing on the lake.



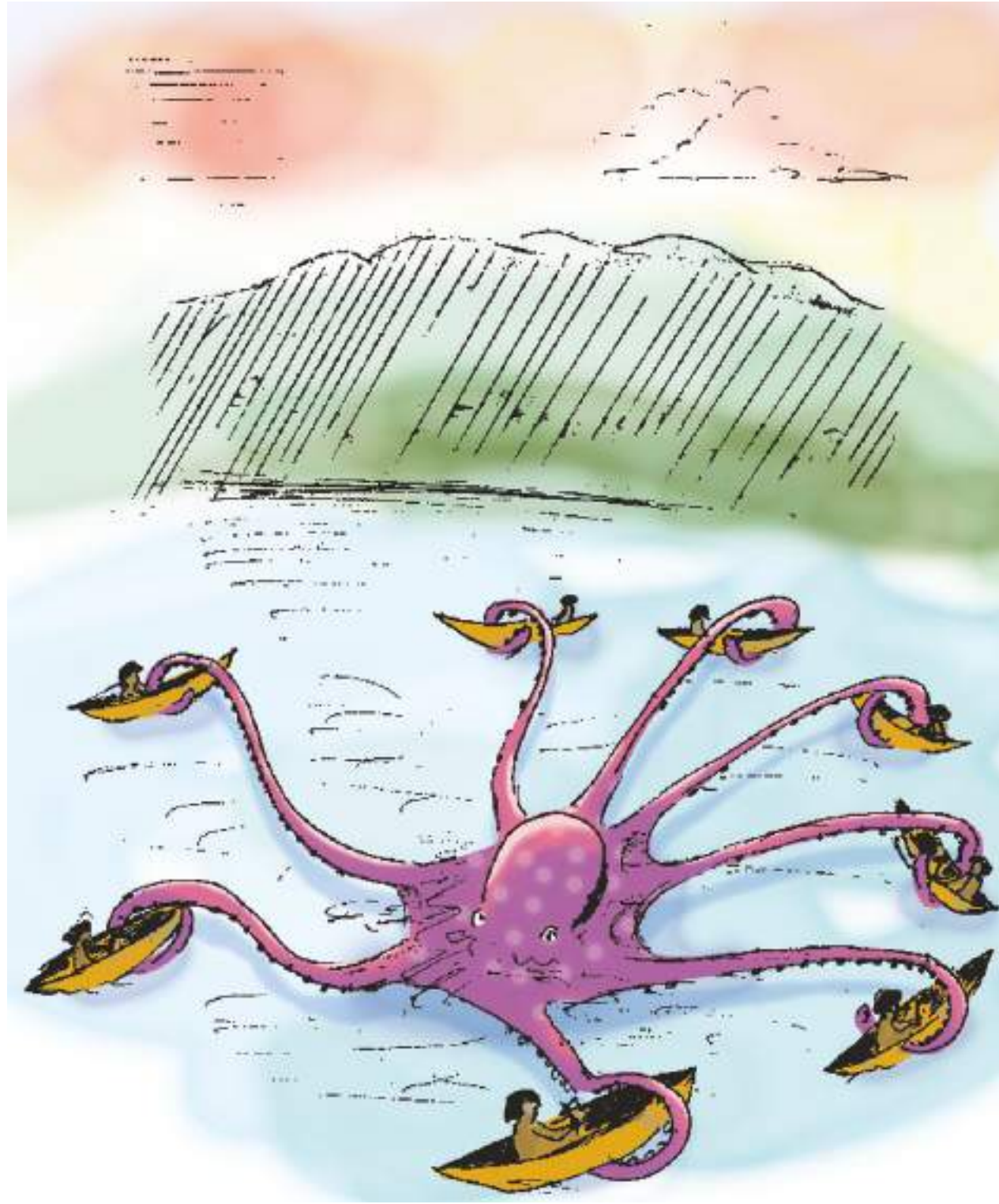
Only Moa was not afraid. Moa was the eldest in his family. He had seven brothers. He decided to face the mighty Gugutapongi.



One day Moa told each of his seven brothers to put their axes into their canoes and follow him out onto Lake Tegano. They were experts in the canoes and their paddles splashed in the water as the eight canoes moved swiftly across the lake.

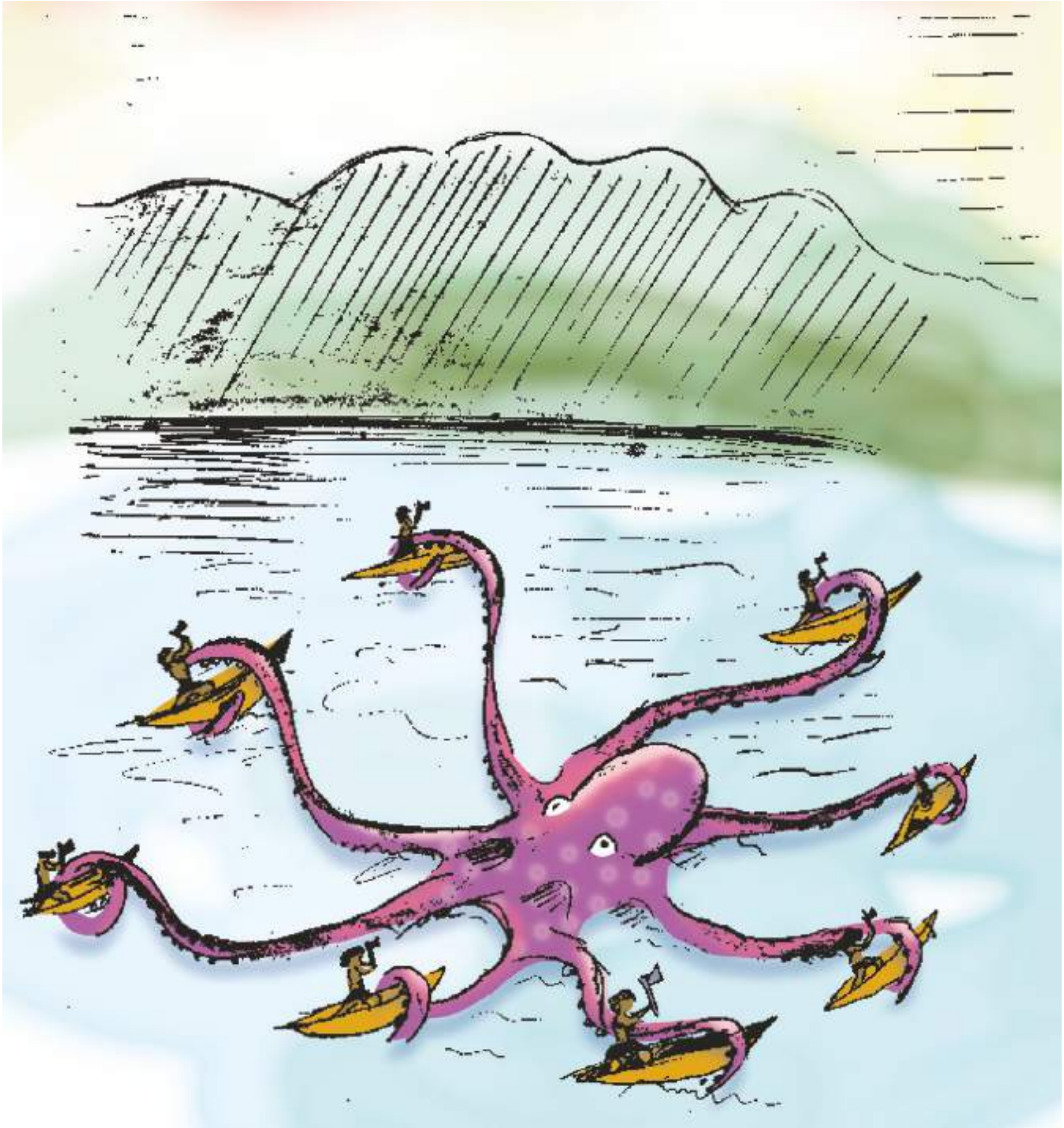


Suddenly the surface of the lake began to boil and froth. Moa and his brothers continued paddling toward Gugutapongi. The water foamed and the waves crashed against the canoes as eight huge tentacles rose out of the lake. The brave brothers moved forward in their eight canoes.

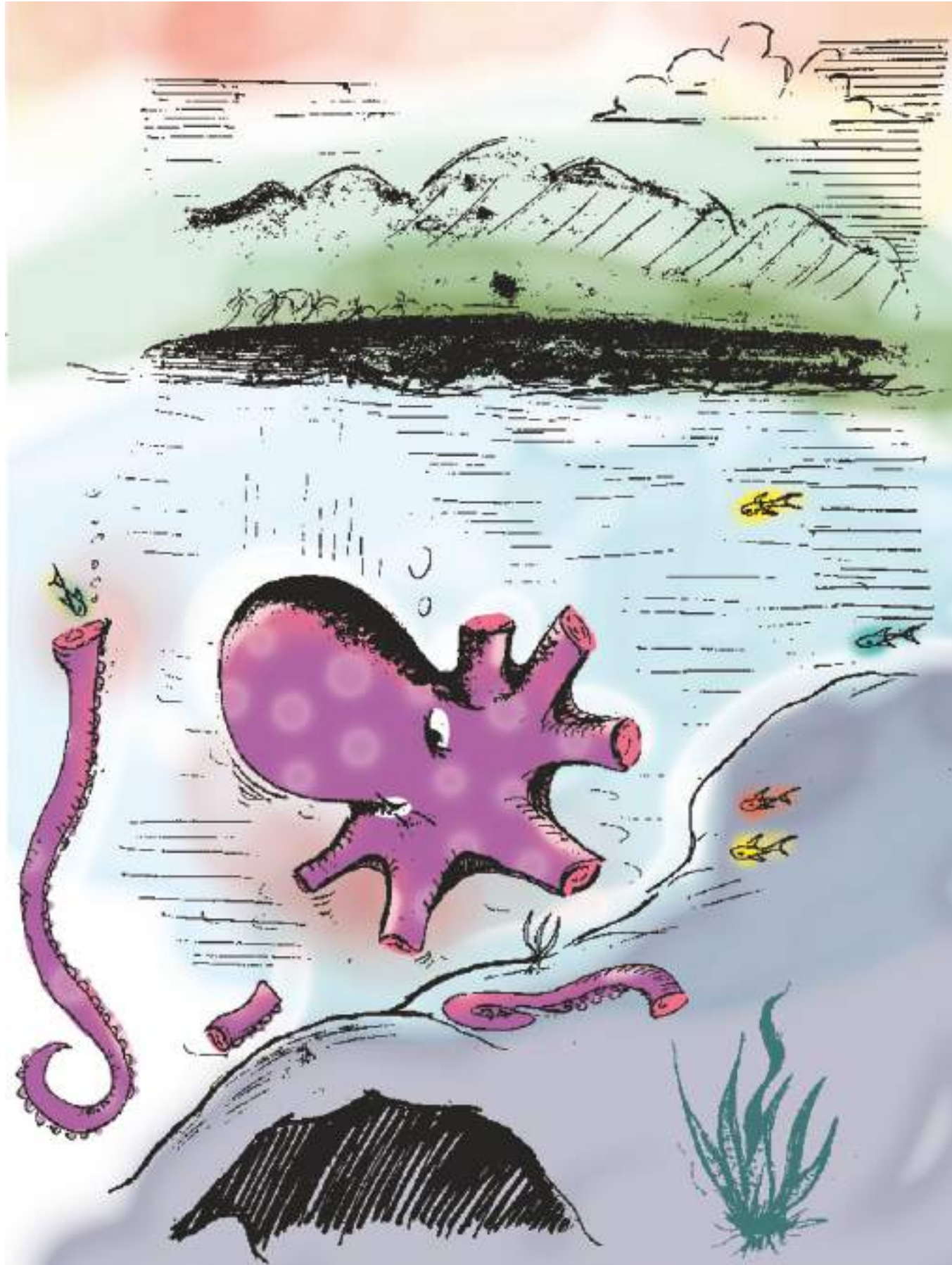


The tentacles moved like snakes across the water. Moa and his brothers sat and waited while the eight tentacles grabbed their eight canoes.

"Now!" shouted Moa.



The eight brothers grabbed their eight axes and swung them at the eight tentacles of Gugutapongi. Chop! Chop! Chop!



They chopped off the eight tentacles. Gugutapongi's body could no longer stay afloat in the water and his body sank slowly into the lake, never to be seen again. The eight brothers shouted in triumph and delight.



When Moa and his seven brothers returned to their village they told everyone what they had done. Everyone in the village was happy that they could use the lake without fear of Gugutapongi. They thanked the eight brothers. There was feasting and dancing for eight days and eight nights.

Text:	<i>Gugutapongi</i>
Level:	Year 3
Message:	A good team that works together can achieve its goals
Discussion focus:	Dangerous animals that live in the sea
Comprehension:	Cloze passage; reading descriptions
Vocabulary focus:	Water words
Letters and sounds:	Soft and hard <i>g</i> sound, <i>ng</i>
Writing opportunity:	Describe a fictional sea monster

ACTIVITIES	LANG.	SYLLABUS
Day 1 Modelled Reading <u>Set the context: Talking with Learners</u> Look at the cover of the book, <i>Gugutapongi</i> . Explain: <i>This is a custom story about a giant octopus, from Lake Tegano on Rennell Island.</i> Discuss how the name Gugutapongi might be said in different places and in different languages, and agree on a pronunciation using the hard <i>g</i> sound. Look at the front cover and identify what the octopus is doing: discuss whether this is suggesting that Gugutapongi is a good character or a bad character. <i>What sort of things might a giant octopus be able to do?</i> Let the learners come up with a range of things that the octopus would do that was bad. Walk through the book, showing the pictures and asking the learners to identify what is happening, who is involved, what might happen next. Don't read the story, but let learners predict. Introduce any words you think are new in English.	V/P	3.4.2.5 3.4.1.1 3.3.2.1
<u>Read the story: Listening and watching</u> Read the story in clear, expressive English. Pay special attention to the water words in the story.	E	
<u>Review the story: Understanding the story</u> Go through each page again and ask learners to explain what is happening in each picture. Make sure the learners understand that the story is about how a brave man planned to kill an octopus, and also how happy and relieved they were once the octopus was killed.	V/P + E	3.4.2.5
<u>Responding to the story: Talking by the learners</u> Ask the learners: <i>What things were the villagers not able to do whilst there was a giant octopus in the water? What things would they be able to go back to after the octopus is gone?</i>	V/P + E	3.3.2.3
Close Reading Use close reading to look at pages 2 - 3. Summarise: These pages set the orientation for the story, telling us the <i>Who? What? Where? Why?</i> For the whole story (not the <i>How?</i>)	E	3.4.2.3
Focus on Vocabulary: words relating to water Write the word <i>water</i> on the board. Make sure learners have the small copies of the books so that they can do a word hunt to find all the words that relate to water in the book: <i>lake, underwater cave, big bubbles, surge, foam, boiling, foaming, splashed, surface, froth, waves, sank.</i> Do NOT tell them these words, let them find them and say why they are related to water. Write the words on the board as a class. As you do this, keep together the words that describe the water (<i>lake, big bubbles</i> etc) and the words that describe how water acts (<i>splashed, boiling, frothed</i> etc) and circle different categories of words. Make sure the learners understand the words. Explain or show the meaning of the words. Help the learners to make sentences with 2 or more of the words, trying to use the words from the different categories: <i>The sea was boiling and bubbling as the octopus raised its giant head above the waves.</i> Encourage the learners to add other water-related words. When learners have practiced and heard some sentences, they can write some in their books. Move around and assist with the correct sentencing.	E + V/P	3.4.3.2 3.8.1.8
Day 2 Shared Reading: Revising the book Ask the learners to again retell the story orally, in their own words, by reference to the illustrations. Read the book together with learners contributing any <i>water</i> words identified from yesterday, especially the descriptive words <i>bubble, surge</i> and <i>foam</i> on p. 3.	E + V/P	3.3.2.1
Close Reading Use close reading to look at pages 7-8. Summarise: this is where the resolution is developing so look at how the characters and the octopus are described.	E	3.4.2.3

ACTIVITIES	LANG.	SYLLABUS								
<p>Focus on Letters and Sounds: hard <i>g</i>, soft <i>g</i> and <i>ng</i></p> <p>Turn to pages 2 -3 of the book. Point to the words <i>giant</i>, <i>Tegano</i> and <i>Gugutapongi</i> and ask learners to repeat the pronunciation after you. Ask the learners to identify the sounds that <i>g</i> is making in these words: a soft sound as in <i>giant</i>, the hard <i>g</i> in <i>Tegano</i> and the first 2 <i>g</i> in <i>Gugutapongi</i> and when <i>g</i> comes after <i>n</i> it is an almost silent sound.</p> <p>Learners search for the letter <i>g</i> in the book (<i>passing</i>, <i>big</i>, <i>surge</i>, <i>boiling</i>, <i>long</i>, <i>foaming</i>, <i>drag</i>, <i>fishing</i>) and write them in their exercise books in three lists representing the different sounds: <i>soft</i>, <i>hard</i>, <i>ng</i>. Learners add to the list from other books and reading materials in the room.</p>	E + V/P	3.4.3.1								
<p>Day 3</p> <p>Shared reading: Revisiting the story</p> <p>Read the book together, asking volunteers to read each second page.</p>	E	3.4.2.4								
<p>Comprehension: cloze passage</p> <p>Preparation: Write the following cloze passage up on a large piece of paper so all the learners can see it.</p> <p><i>Gugutapongi was a giant octopus who made the villagers feel _____. He lived in a _____ under the water and waited until people were _____. Then he dragged canoes _____ with his long tentacles. Only Moa and his _____ were not afraid to fight Gugutapongi. They made sure his tentacles could not harm them by _____. There had to be eight brothers so that _____. In the end, the villagers could feel _____ because Gugutapongi was destroyed!</i></p> <p>The activity: Explain to the learners that this activity is not looking for just one word in each gap: sometimes they will need to put in a few words. They will find the ideas in the book, but will have to think about how to say it. Put the passage up and only read out the words that are there....you could use <i>blank</i> or <i>something</i> when you come to a space. Ask the learners to be thinking about the missing parts when you read it out.</p> <p>Work with a partner first to talk about what would go in the spaces: let them talk and discuss. Then take some examples from around the class. The learner should show you in the book where that section is and why they chose those words. Encourage others to say it a different way.</p> <p>When they learners have done the talking, let them write it with their parts added. Make sure they fill it in AS THEY WRITE. Do NOT write it with the spaces and return later to fill in the spaces: this is not thinking about the meaning! They should complete the whole sentence before starting the next sentence.</p>	E + V/P	3.4.3.9 3.7.1.3								
<p>Guided writing: use of numbers</p> <p>Tell the learners that there is one number that is used a lot in the book, and you would like them to find out how many times it is used. Learners work in pairs to find the number (<i>eight</i>), and to make a list of where it is used in the book (e.g. page 10 has <i>eight brothers</i>, <i>eight axes</i> and <i>eight tentacles</i>). Can they think of other stories that use numbers? (Bible stories often use 3, so do fairy tales; <i>Kima the Giant</i> from Year 1 uses numbers 1 – 5; many nursery songs use 5 or 3).</p> <p>Challenge the learners in pairs to write a funny story with numbers: <i>One boy was walking along the road when he saw two monkeys. They were eating three bananas. “Hey, give me a banana”, said the boy. “Only if you give us fours dollars”, said the monkeys. The boy gave five big laughs and walked six kilometres till he got home.</i></p> <p>OR <i>Five hairy dogs live in five little leaf huts. They have five big bowls to eat five mighty meals. They are five happy dogs.</i></p>	E + V/P	3.9.1.1 3.9.1.6								
<p>Day 4</p> <p>Shared reading: Revisiting the story</p> <p>Ask groups of learners to read a page from the book: take turns in reading the story together.</p>	E	3.4.2.4								
<p>Comprehension: Description of Gugutapongi</p> <p>Make sure the learners have small copies of the books.</p> <p>Ask learners to go through the book, finding words that describe Gugutapongi.</p> <p>Now write these up on the board:</p> <table><tr><td><i>mean and nasty</i></td><td><i>pleasant</i></td><td><i>tiny</i></td><td><i>still alive</i></td></tr><tr><td><i>happy</i></td><td><i>scary</i></td><td><i>powerful</i></td><td><i>memorable</i></td></tr></table> <p>Ask the learners to write decide if these words are true or false when thinking about Gugutapongi. If true, where does it tell us that? (it doesn't have to be the exact words, but just show us that meaning). If false, why is it false? Where does it tell us the opposite? What words tell us the opposite? Talk about this with the learners so they understand that the answers must be shown in the book, even if it uses different words.</p> <p>They could now choose 2 TRUE words and 2 FALSE words and write these words in their books. Next to each one they say why it is true or false.</p> <p>Note: this is an important comprehension skill to be able to see inferred and evaluative information!</p>	<i>mean and nasty</i>	<i>pleasant</i>	<i>tiny</i>	<i>still alive</i>	<i>happy</i>	<i>scary</i>	<i>powerful</i>	<i>memorable</i>	E + V/P	3.4.1.5
<i>mean and nasty</i>	<i>pleasant</i>	<i>tiny</i>	<i>still alive</i>							
<i>happy</i>	<i>scary</i>	<i>powerful</i>	<i>memorable</i>							

ACTIVITIES	LANG.	SYLLABUS
<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
<p><u>Guided Writing: Description of a monster</u></p> <p>Review the descriptions of Gugutapongi from the comprehension exercise yesterday. Tell the class that they are going to create their own scary monster today. Review the things we know about Gugutapongi (<i>what he is, what his name is, where he lives, what he does that is scary and what he does to people</i>). Ask learners to think of an example of other scary monsters (eg. huge crocodile; big, black shark; angry bird) and discuss it with a partner. The partner should ask questions: <i>What does it look like? How big is it? What does it do to scare people? Where does it live? What sound does it make?</i></p> <p>Learners could draw a picture of this monster doing its bad work! Around the picture, they write the description of their own scary monster. Walk around and help learners with their sentences. When they are completed, learners share their writing with their partners. Make a book of scary monsters for the classroom library.</p>	E + V/P	3.7.1.3 3.8.1.2

