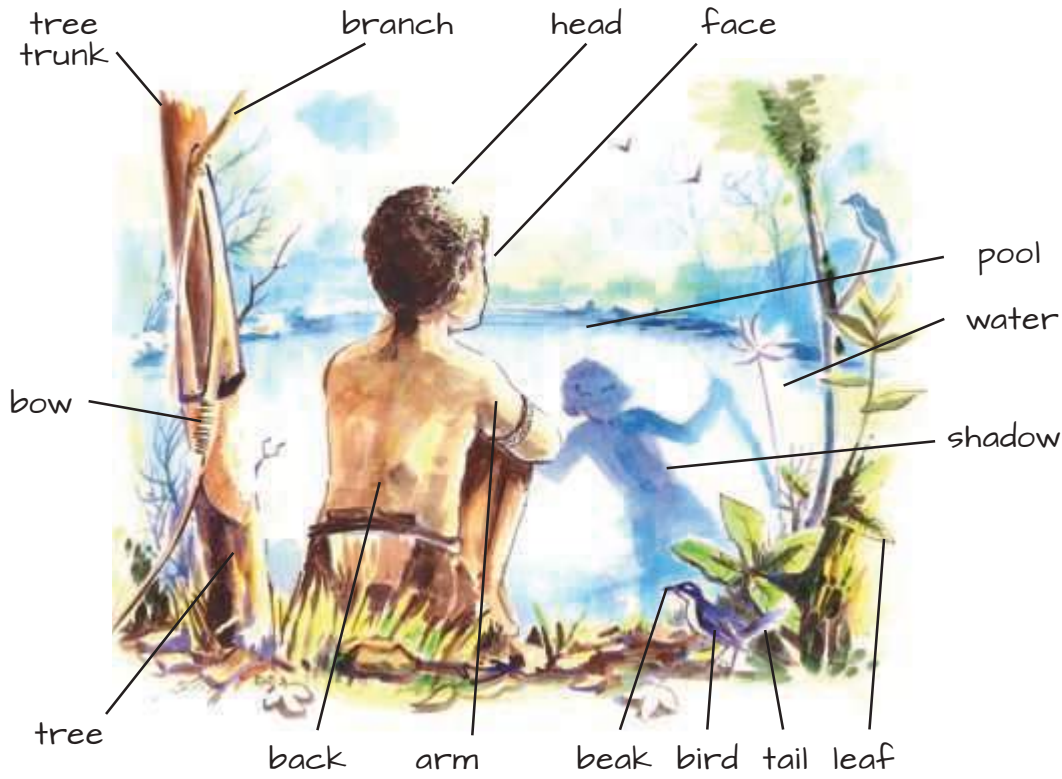


PWIM pictures
Picture Word Inductive Model (PWIM) is another highly engaging way of developing vocabulary. This is an activity that can be done with the whole class, a small group, or individually.

Select and copy a picture from the book. Have the students label the things that they can see in the picture (in as many languages as they can). They can discuss ideas with each other and do research in order to label as many things as possible. The students then give the picture a title and sort the words into groups of similar things. Now they can write about the picture using this vocabulary.



Activities for storytelling

Model good storytelling
Read stories regularly to your students. When reading stories, it is important to model best practice: be as dramatic as possible so that your students learn to recognise how tone, volume, and body language can create suspense, interest, and enjoyment.

Creating character profiles
Have students work with various items, e.g., masks, hats, pictures, and shoes, to help them generate ideas about characters. Afterwards, ask them in pairs or small groups to invent or re-invent a character from this book and to describe the character by including information, such as where they live, their age, what sort of family they have, and what they like to do in their spare time. For example, the sister in the story is 8 years old, has an older brother, and likes to play jokes on him.

Sound stories
A sound story uses sound effects to support the telling of a story. When using sound effects, discuss the story with the students and have them select sounds that add to the story. This is a natural way of integrating language learning with music. For example, scrunching up paper or swishing water around in a container to make the sound of splashing water when you or a student reads, “The boy dived into the water.”

Puppetry
This is useful for the shy or reluctant speaker or writer. Puppets are useful aids for presenting stories as they allow students to practise the structures and features of narrative, and to experiment with voice and volume. For example, the students can make finger or hand puppets of the boy, his sister, and her shadow, and retell the story using the puppets.

Drama
Through drama, give students opportunities to use language to entertain. You can organise drama through improvisation, role plays, or by using scripts. Use drama techniques such as **freeze frame**: ask students to create three still images using their bodies (with no movement) to show the beginning, middle, and end of the kastom story. Or ask students to create an image showing an emotional moment in the middle of an action in the story, for example, the moment when the boy dives into the water to look for the girl but cannot find her. Ask them to explain what is happening at that moment and how they feel. Alternatively, students can make a **human representation** of various shapes and their shadows. This can contribute to their understanding of how shadows are created.

Strategies for partner and small group work

Think-pair-share
This is a way for students to combine their thoughts and ideas to see things from different perspectives. Have students listen to a story and record their ideas individually. Then, they pair up with a partner to share their ideas. A pair can then team up with another pair to share again.

Partner conversations
After listening to a story, students in pairs (a) retell the story in sequence with as much detail as they can remember; (b) develop and tell (and write and draw) their own story that has a message or big idea.

Circle within a circle
Students sit in two circles, one circle inside the other, facing a partner. Students in the inside circle discuss with their partner (in the outside circle) what they have found out about a topic, character, and so on from this kastom story. For example, how shadows are produced. Students in the outside circle take notes and reflect on what they are hearing and share this with the inside circle and ask questions to clarify thinking.

Listening triads
Students work in groups of three, taking on the roles of speaker (or storyteller), questioner, and recorder. The speaker talks on a given topic (e.g., explains and shows the difference between opaque, transparent, and translucent objects) or retells the kastom story. The questioner asks questions in order to seek clarification. The recorder takes notes in preparation for giving feedback, e.g., “the speaker shared three very clear points, spoke at a good pace, but needs to speak louder for everyone to hear.”



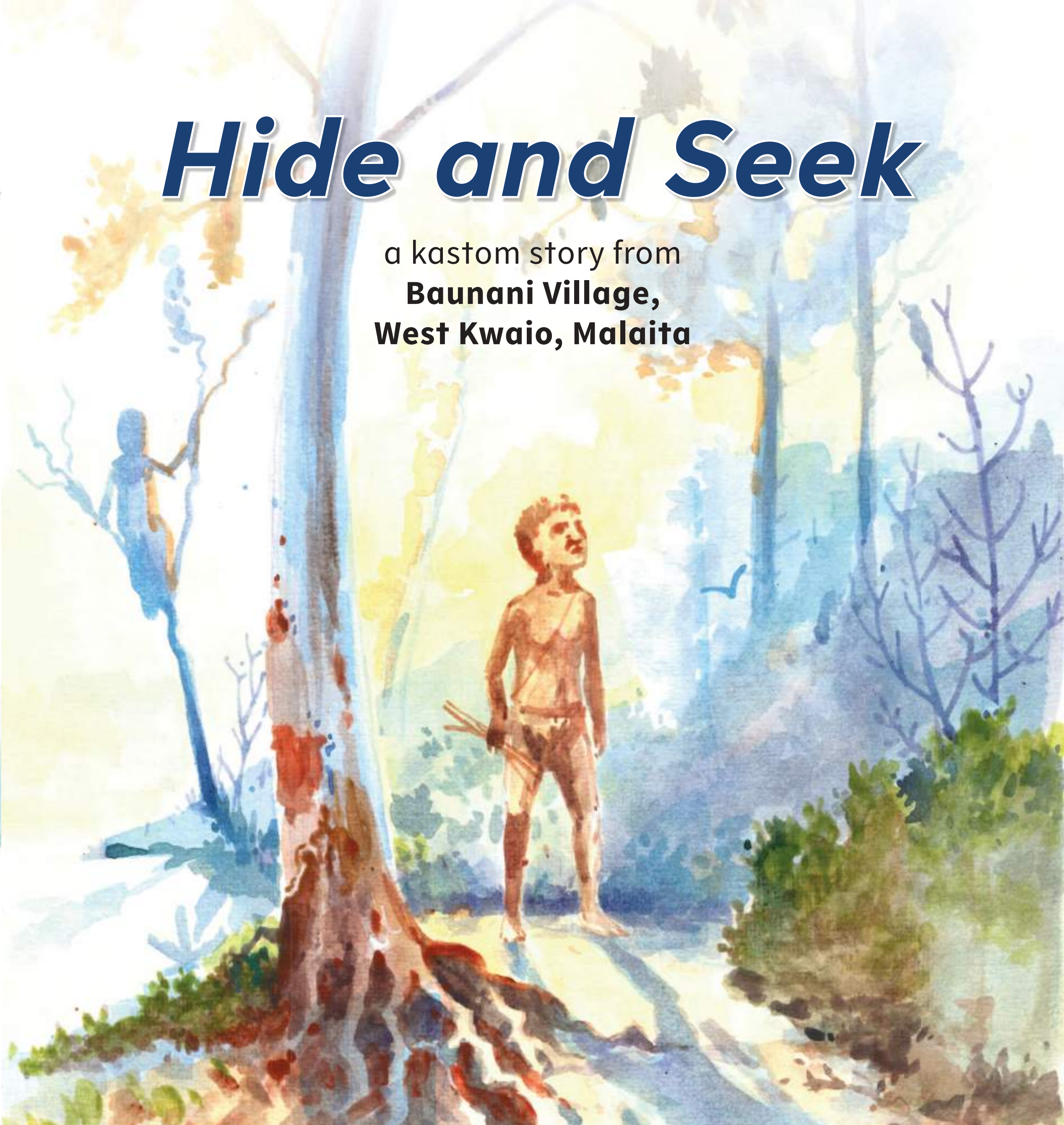
YEAR TWO

Pacific Literacy and
School Leadership Programme



Hide and Seek

a kastom story from
**Baunani Village,
West Kwaio, Malaita**



retold by
Roselyn Maneipuri

illustrations by
Richard Bibimauri

Teacher Guide for Using Kastom Stories and Storytelling to Teach Science

This guide has three main purposes:

- to help you to meet your students’ literacy needs
- to add to your Think-Talk-Read-Write strategies
- to help students connect kastom stories to science literacy.

SECTION 1: KASTOM STORIES

Kastom stories provide background knowledge that relates to the science syllabus. This cultural knowledge comes from the respective cultures throughout the Solomon Islands and is connected to the existing science syllabus through local experiences and understandings.

In the Solomon Islands, one purpose of stories is to convey a teaching point about something that is important and true for Solomon Islands people. Often, this teaching point is about people trying to make sense of their world or about how to live harmoniously in the world with people and all living things.

Your students might ask, “Is this story true?” According to our Solomon Islands cultures, there are two kinds of truth: the truth that we think (mind) and the truth that we feel (heart). Some kastom stories are heart stories and reflect the kind of truth that one feels rather than thinks.

SO WHY TEACH SCIENCE USING KASTOM STORIES?

Kastom stories:

- hook students’ attention
- nurture students’ desire to learn and excel in science
- affirm and value students’ own cultural identities
- value and recognise the cultural knowledge students bring to the classroom
- allow students to utilise their own experiential and cultural knowledge to better understand the science concepts you are teaching
- encourage students to consider and go into science professions
- give students a “mental organiser” – any information presented in a story form is easier to remember and understand than a random list of facts
- help students to move between the logical and creative – great for developing problem-solving skills in science
- provide a gentle and effective way to pass on lessons and values
- help to build bridges between people and the natural world (students will develop empathy for the animals and plants that share our world) and help students to empathise with people who are different from themselves.

Most kastom and contemporary stories follow a familiar pattern:

1. setting the scene
2. presenting a problem
3. resolving the problem.

This structure is similar to the process of scientific inquiry. Students:

1. are presented with a context
2. identify a problem
3. work out a solution.

Scientific skills – such as observing, predicting, and evaluating – can be promoted through storytelling. Students can *observe* what is happening in a story through the images, *predict* outcomes on the basis of existing knowledge, *evaluate* what has taken place from different perspectives, and *draw conclusions* from and about the events as a whole.

Kastom stories can provide an inspiring starting point for scientific investigations. A story can be used to introduce a science lesson or you may decide to use a story in the middle of the lesson.

SECTION 2: BEFORE AND AFTER READING

Before the students listen to and read the story:

1. Tell the students they are going to listen to a kastom story from the village of Baunani in West Kwaio, Malaita. Show the students (on a map) where this village is.
2. Discuss with the students the importance of reading and listening to kastom stories.
3. Ask the students to listen carefully to the story and to think about what the story might be teaching.

After the students listen to and read the story, have a discussion with them using one or more of the following questions:

- What does this story *mean* to you?
- What do you *think* it is about? What do you *feel* it is about? How does it make you feel?
- What might be the *message* or *big ideas* in this story?
- What can we learn from this story that helps us understand the *scientific* world?
- What does the story tell us about the *connection* between people and the natural world?
- What questions do you have about the story?
- What questions might a scientist ask about this story?
- Do you ever tell stories or listen to stories?
- Is there a story from your family or culture that is similar?

SECTION 3: LITERACY ACTIVITIES AND STRATEGIES

The following are some examples of activities and strategies you can use to help your students to express themselves fluently and grammatically, to increase their vocabulary, to improve their reading comprehension, and to write with meaning.

Activities to develop questioning

Give it a go

Propose a purpose for students to conduct an interview with respected community leaders, educators, parents, or other cultural experts. Students could ask about where their tribe comes from or what life was like when their grandparents were the students’ age, or find out about other kastom stories that help to explain scientific phenomena or concepts. Allow students to gather information through interviews and tok stori.

Hot-seating

Working in groups, a student takes on the role of an “expert” and answers questions from their peers about a particular scientific process. For example, students can ask questions about what makes shadows and why shadows change in size and shape.

To vary this activity, the whole class could question a volunteer student, or you might take on the role of the expert. The expert could also be any one of the characters in the kastom story – a student takes on the role of one of these characters and answers questions from his or her classmates about his or her character. For example, “How did you (the boy) feel when you dived into the water and couldn’t find the girl?”

Who am I?

Have one student sit at the front of the room. Give them a card with the name of something from the story on it (e.g., tree, pool, or bow). No other students see what’s on the card. All the students must then ask questions to identify the item from the story. Only yes or no responses are allowed. For example, “Are you alive?”, “Do you grow in the ground?”

Activities to support vocabulary development

Chain game

Chain game is the name given to the gradual expansion of a sentence. An example of how a chain writing activity is structured is outlined below.

1. Select a word related to the theme you are developing, e.g., *shadows*.
2. Ask the students to suggest words that describe shadows. (adjectives)
3. Then, ask what shadows do and add the words to the list. (verbs)
4. Combine the words to make sentences, e.g., *Dancing shadows jump*.
5. Next, ask the students to describe how shadows do what they do (adverbs). Now, combine as before to make different sentences, e.g., *Dancing shadows jump excitedly. Silent shadows stretch gracefully*.

6. Next, list where shadows do things and add these to the list (places) and combine as before to make different sentences, e.g., *Dancing shadows jump excitedly on the beach. Silent shadows stretch gracefully on the surface of the water*.

Adjectives	Theme	Verbs	Adverbs	Places
dancing	shadows	follow	quickly	on the
hiding		lay	closely	surface of
long		move	quietly	the water
short		jump	silently	in the
dark		stretch	gracefully	playground
quiet		dance	beautifully	on the field
silent		copy	steadily	in the bush
cheeky		crawl	excitedly	on the beach
				at home

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Hide and Seek

a kastom story from
**Baunani Village, West Kwaio,
Malaita**



retold by
Roselyn Maneipuri

illustrations by
Richard Bibimauri



One day, a boy was hunting
in the forest of West Malaita.
He shot at one bird after another,
but he always missed.
He was feeling very angry with himself.
Maybe a swim would help?
The boy walked down the stream
that flowed past his village,
until he came to a deep pool.





When he looked down into the water,
he was sure he could see a dark shape
at the bottom of the pool.

It looked like a girl.

Was she drowning?

The boy dived into the water
and looked for the drowning girl,
but he couldn't find her anywhere.



He climbed out, stood on the bank,
and waited for the water to clear.

Once the water was clear,
there she was again.

This time, she was waving her arm.



“Don’t worry! I’ll save you!” the boy shouted.
He dived back into the pool
and searched for the drowning girl a second time,
but still he couldn’t find her!

Once again, he climbed out of the pool.

What should he do?

Then he heard giggling
coming from above him.

He looked up into a big tree
that was growing above the pool.

There she was.

It was his sister!

She had been sitting
on a branch above him
the whole time!



Science in the story

When our elders tell us kastom stories,
sometimes they are helping us
to think about science.

They know about light and shadows.
They know that shadows change
in size and shape
as the sun moves across the sky.



Make a shadow

After dark tonight, find a place where there is no light.

You'll find that there aren't any shadows.

To make a shadow, you need light.



light source

object

shadow

When an object blocks the light, it makes a shadow.

A shadow experiment

To do this experiment, you will need:

- a light source
(a torch or candle)
- a dark room
- a glass
- yourself.



Light the candle or turn on the torch.
Hold the glass in front of the light source.
Look at the shadow of the glass.

Is there a shadow?

How dark is it?

Now stand in front of the light source
and look at your shadow.

How dark is it?

Try this experiment with other objects.

Objects that light can't pass through are called **opaque**.



Objects that light can pass through are called **transparent**.



Objects that only some light can pass through are called **translucent**.



Now do the experiment again.

This time, move the objects closer and further away from the light source.

What happens?

Then move the light source. What happens?

Sun shadows

The sun is a light source.

When sunlight hits an opaque object, the object makes a shadow.

When sunlight hits a transparent object, such as a window pane, it passes through and there isn't a shadow.



As the sun moves across the sky,
shadows move too.

Pick out a coconut palm near your school.
Just before school starts, scratch a line
in the ground where its shadow is.



Think about where the shadow will be
when school ends.

Scratch a second line there.



After school, see if you were right.