

That's the Way

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Overview

This dramatic narrative describes Animoe's exciting experience of achieving her goal of playing in her mother's kirikiti team. The text draws out the friendly, lively nature of island cricket and of Animoe's parents' pride in her performance. It's available in five Pacific languages in the Tupu series, and audio versions in both English and Niuean are on *Tupu CD Two*, item 10625. There is another story about Animoe in *Junior Journal 24* and an article about kirikiti in *School Journal*, Part 1 Number 4, 1996.

Suggested purposes

This text supports the comprehension strategies of making connections, inferring, forming hypotheses, and analysing and synthesising. The story is a useful model of how to add depth to writing about personal experiences.

Text features

(Focus on only one or two per session)

- the first-person narrator
- the vivid descriptive language, including lively verbs and adverbs
- the portrayal of Animoe's feelings
- the dramatic tension on page 10, building up to Animoe's big moment
- the inclusion of dialogue
- the use of alternatives for "said"
- the inclusion of Niuean words
- the glossary and pronunciation guide on the inside front cover
- the information about kirikiti in the text and illustrations and the reference to further information on the inside back cover
- the ellipses on page 11 to indicate time passing while Animoe is making her five runs
- the silent letters in "high", "island", "light", "walked", "whistle", "whole", "would", "wrapped"
- the "ied" ending in "carried" and "tried"
- the double consonant before "ed" in "clapped", "nodded", "wrapped"
- the homophones "there" and "They're"; "your" and "you're".

Possible challenges

- the Niuean words (The vowel sounds in Niuean are the same as in Māori.)
- the irregular past-tense verbs “spun” and “swung”
- the plural noun “women”
- the decoding of “island” and “searched”
- the meaning of “smartly”.

Introducing the text

Show the children the cover of the book and encourage them to share their experiences of kirikiti or island cricket. You may need to feed in information. You could read them the article “I Wish We Could Play It Again” in *School Journal*, Part 1 Number 4, 1996 and/or make links with the children’s experiences of seeing or playing any type of cricket. Discuss the shape of the bat, who is playing, what they’re wearing, and why. Include the word “lāvalava” in the discussion. Ask what the title of the book may have to do with the story. *Does anyone ever say “That’s the way!” to you?*

During the reading

Read the names of the author and the illustrator.

Ask the children to read the text silently, pausing at various points for discussion or to clarify any difficulties. They may need support with the Niuean words. Ask the children to think about who is telling the story.

Page 2 – *Why do they need to take lunch?* Draw out the idea that kirikiti is a fun, social event for both players and their families. Note that on this page and page 10, an English translation follows the Niuean words.

Page 3 – *Who is Animoe? How does she feel about kirikiti? What part tells you that? What do you think might happen?*

Page 5 – *How does Animoe feel? Why isn’t she allowed to play? Have you ever felt like that? Who is telling the story?*

Page 6 – Check that the children understand that “women” is the plural form of “woman”. You may need to model the correct pronunciation. *What did the women do when someone was out?* Reassure the children about the silent “s” in “island”. Encourage the children to predict the meaning of the Niuean words and then show them the glossary on the inside front cover. Read the Niuean words again and practise the clapping.

Page 7 – *What will happen next?*

Pages 8 and 9 – *Were you right? How is Animoe feeling now? How do you know?*

Page 10 – *Show me how you would sit up “smartly”. What did the referee tell her to do? Why did her hands feel slippery?* Draw attention to Animoe’s look of concentration in the illustration. *What is she thinking?*

Page 11 – You may need to explain the meaning of the verbs “swung” and “spun”. If necessary, support the children in their decoding of “searching” by prompting them about the sound of “ear” in the words “early”, “earth”, or “heard”. Encourage them to read the Niuean words aloud – they may then be more likely to notice the similarity to

counting in Māori and to draw on what they already know.

Page 12 – Discuss how the characters are feeling. *How do you know?* Note that Animoe’s feelings are conveyed through the illustration rather than the written text. *How did this story make you feel? What part did you think was most exciting?*

After the reading

(Choose only one or two per session.)

Listen in while the children reread the text with a partner, observing the strategies they use to manage the challenges in the text. Support them with the Niuean words as necessary.

Focus on the style of the writing. *What has the author done to make this text so exciting?* You could focus on just one feature or on a combination of features.

- Together, find examples of sentences using lively verbs. Talk about their effect, for example, the impact of using three verbs in one sentence on page 6 (“cheered, clapped, and whistled”); the choice of “raced” on page 8 to show how keen Animoe is to play; or the large number of verbs on page 11, creating a feeling of pace and action.
- You could focus on how the author makes page 10 so dramatic (the choice of verbs, the adverb “smartly”, the imperative language from the referee, the focus on Animoe’s feelings in the text and the illustration). *How do you know how Animoe is feeling on this page?* Talk about how this all changes on page 11, which is full of action (more verbs!) and triumph.
- List the words used as alternatives to “said” (“called”, “counted”, “laughed”, “smiled”). Talk about how these words add interest and tell the reader more about how the person spoke. Start a class collection of alternatives to “said” and encourage the children to use them in their writing.
- Locate the adverbs in the text. *Why did Mum quickly wrap her lāvalava round her waist? Show me what it looks like to march smartly.* You could ask the children to march “slowly” or “stiffly” to highlight the difference that adverbs can make to a verb. Start a class collection of adverbs.
- *Who is telling this story? How do you know?* Talk about the difference between an author and a narrator. Ask the children to think about how the story might have been different if Mum or Dad had been telling it. Draw out the idea that having Animoe tell the story helps readers feel closer to what’s happening because she’s more like them.
- Talk about why the author has included dialogue. For example, on pages 3 and 5, the conversations give information and a clue to what might happen, and on page 12, Dad’s comment shows how he’s feeling.

Review what the children have found out about kirikiti from this text. Discuss the similarities to and differences from cricket.

Focus on the social aspects of kirikiti as shown in the text and illustrations.

Encourage the children to share their own experiences of kirikiti, of family outings to other sports, or of family picnics.

Practise the Niuean counting on page 11. Compare these with the numbers one to five in Māori.

Have the children identify the root words in “carried” and “tried” and review the spelling rule for adding “ed” to words ending in “y”.

Write the verbs “clapped”, “nodded”, and “wrapped” on the whiteboard and have the children identify the root words. Draw out the idea that the root words all have short vowel sounds. Talk about the need to double the final consonant before adding “ed” or “ing” to words that have a short vowel before the final consonant.

Read the sentences that have the homophones “there” (page 4) and “They’re” (page 7) in them. Discuss what each word means in its context. Explain that homophones sound alike but are spelled differently. Repeat the activity with “your” (page 3) and “you’re” (page 5).

Talk about the silent “s” in the word “island”. Remind the children that many words in English have silent letters and can be tricky to spell. Write other examples from the text on the whiteboard and have the children identify the silent letters.

Suggestions for further tasks

Read “Dance, Animoe!” in *Junior Journal 24*.

Read (or reread) the article “I Wish We Could Play It Again” in *School Journal*, Part 1 Number 4, 1996.

Make the Tupu versions of the text available for the children to take home or invite speakers of the various languages to read the books to the children.

Write the next part of the story.

Encourage the children to use some of the text features, such as lively verbs, dialogue, or alternatives to “said”, in their own writing.

Invite an expert on kirikiti to share their experiences and/or teach the class how to play.

Create a thought bubble for the illustrations of Animoe on pages 10 or 12.