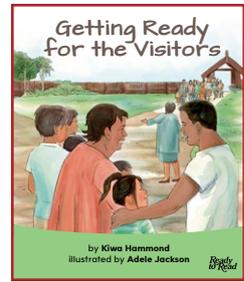


Getting Ready for the Visitors

by Kiwa Hammond
illustrated by Adele Jackson

This text is levelled at Red 3.



Overview

When Dad tells Mahi they need to get the marae ready for visitors, Mahi happily volunteers. She helps prepare the food, set the tables, and make the beds for the visitors.

Getting Ready for the Visitors has particular relevance to Māori students. It is underpinned by Māori cultural concepts, including tūrangawaewae (ancestral ties to a special place) and marae protocol (preparing kai, preparing the whareniui for sleeping, the pōwhiri). Many students will have similar experiences of preparing their homes for visitors and/or being called onto a marae.

This text supports the development of a self-extending reading processing system by helping students “make meaning of text by applying their increasing ability to attend to print detail and their growing knowledge of sentence structures and also by using their expanding vocabulary and the illustrations” (*The Literacy Learning Progressions*, page 10).

There is an audio version of the text as an MP3 file at www.readytoread.tki.org.nz

Cross-curriculum links

Social sciences (level 1, social studies) – Understand how the cultures of people in New Zealand are expressed in their daily lives.

Social sciences (level 1, social studies) – Understand that people have different roles and responsibilities as part of their participation in groups.

Health and physical education (level 1, identity, sensitivity, and respect) – Demonstrate respect through sharing and co-operation in groups.

Related texts

- Texts about helping others: *Lost* (shared); *Grandma's Vase*, *My Book* (Red 1); *Locked Out*, *Mrs Brown's Garden*, *The Lost Hat* (Red 2); *In the Bush* (Red 3); *Painting the Fence* (Yellow 1); *A Friend for Mateo*, *Walking to School* (Yellow 2); *Simi Helps* (Yellow 3)
- Texts about getting ready: *Late for the Race* (Red 3); *Are You Ready, Rosie?*, *Tahi, Rua, Toru, Whā* (Yellow 1)
- Texts with particular cultural relevance: *Dawn Parade*, *Diwali* (shared)

Text characteristics

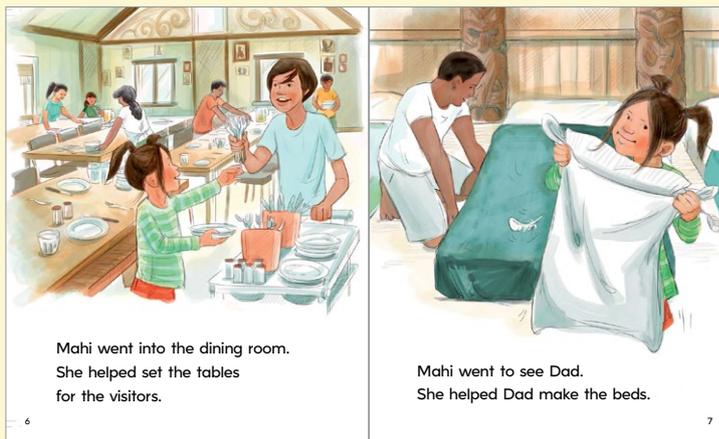
The students are working towards the standard for after one year at school. Many of the characteristics of Green texts are also in texts at earlier levels but in simpler forms. These characteristics, as they relate to this text, are shown in the boxes below.

Most content explicitly stated but also some implicit content that provides opportunities for students to make predictions and inferences, for example, that the marae is a familiar and important part of Mahi's life

The marae setting (which may be unfamiliar for some students) and the familiar context of preparing for visitors

Dialogue between easily identified speakers

A range of punctuation, including full stops, commas, speech marks, a question mark, and an exclamation mark, to support phrasing and meaning



Mahi went into the dining room.
She helped set the tables
for the visitors.

Mahi went to see Dad.
She helped Dad make the beds.

Many high-frequency words, several of which (“are”, “Dad”, “for”, “Here”, “said”, “see”, “to”, “we”, “went”, “you”) are repeated

Topic words and interest words including te reo Māori (“Aunty”, “beds”, “bread”, “dining room”, “helper”, “Ka pai”, “Kia ora”, “plates”, “ready”, “tables”, “today”, “visitors”) and common verbs (“coming”, “get”, “getting”, “help”, “helped”, “make”, “put”, “set”) that are likely to be in the reader's oral vocabulary and are strongly supported by the context, the sentence structure, and the illustrations

Illustrations that support and extend the meaning but may not exactly match the words (for example on page 6, the extra detail about how Mahi is helping to set the tables)

Sentences that run over more than one line but do not split phrases (supporting phrasing) and three or four lines of text on most pages

Suggested reading purpose

(What can the students expect to find out or think about as a result of reading this text?)

We are reading this story to find out how Mahi helps to get the marae ready for the visitors.

Possible learning goals

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically” about texts?)

The behaviours listed below link to *The Literacy Learning Progressions*. **Select from and adapt** them to set your specific learning goal. Be guided by your students’ particular needs and experiences – their culture, language, and identity (*Reading and Writing Standards for years 1–8*, Knowledge of the Learner, page 6).

This text provides opportunities for students to:

- make connections to their own knowledge and experiences in order to make predictions and inferences
- make meaning by drawing on more than one source of information, for example, meaning (context and illustrations), structure (sentence structure and word order), and visual information (including grapho-phonetic information and punctuation)
- read groups of words together in phrases and gain control over using return sweep with multiple lines of text
- summarise the main points in the story (what Mahi does to help get things ready for the visitors)
- notice some errors in their reading and take action to self-correct.

Introducing the story

- Use your knowledge of your students to ensure that the introduction to the text activates their prior knowledge and supports them for a successful first reading. This story uses vocabulary and language structures (for example, “bread”, “for”, “get”, “good”, “help”, “helped”, “Here are”, “into”, “put”, “She”, “We are”, “went”, “Yes”, “You are”) that students are likely to be familiar with from previous reading and writing. Students are also likely to be familiar with the oral forms of the Māori phrases (“Kia ora” and “Ka pai”) but may not know them in their written form.
- Students who have not visited a marae, would benefit from being shown a video clip of a marae, perhaps including a pōwhiri, before attempting to read the text.

- If necessary, to support students with the concept of “setting the table”, have a table in the classroom with plates, cups, and cutlery and provide opportunities for the students to practise setting it up and talking about the process.
- Use the cover illustration to clarify the marae setting and the context of visitors arriving. Encourage students who are familiar with attending pōwhiri at marae to share their knowledge of how the kaikaranga (caller) is calling a karanga (a ceremonial call to the manuhiri – the visitors). Read the title together and clarify that this book is about what happened before the visitors arrived.
- Discuss what the students know about getting ready for visitors (in any context). Use the title page illustration to introduce the concept of making beds and to introduce the main characters, Dad and Mahi, and the idea that Mahi is helping. Share the reading purpose.
- Browse the illustrations together and discuss what the characters are doing to get ready, and in particular, how Mahi is helping. Rephrase the students’ responses or use prompts to feed in or elicit vocabulary and new language structures (for example, “Aunty”, “dining room”, “Ka pai”, “Kia ora”, “make the beds”, “set the tables”). Use the characters’ names and the Māori phrases often.
 - On page 5, to support “Ka pai”, you could say: *Aunty looks pleased with Mahi’s help. What might she say? Ka ...*
- Remind the students of the purpose for reading.

Monitoring the reading

- Observe closely as the students read the text quietly to themselves, noting their ability to read the high-frequency words, how they attempt unknown words, their phrasing, their attention to basic punctuation, and any instances of self-monitoring and self-correction. Provide support for individual students as necessary. For example:
 - page 2 – If a student has trouble getting started, draw their attention to the speech marks. *What is Dad saying to Mahi?*
 - page 3 – If necessary, remind them of Aunty’s name.
- If a student makes an error without noticing a problem, wait until the end of the sentence or page before intervening, unless they stop reading. Waiting gives them the opportunity to notice the error and fix it themselves.

- Use appropriate prompts to draw their attention to the error. For example:

Text	Student reads	Teacher prompt
“Can I help you?” said Mahi.	“I can help you,” said Mahi.	<i>Are you sure? Look at the question mark. Read it again.</i>
She helped set the tables for the visitors.	She helped set the table for the visitors.	<i>The table? Check the end of the word.</i>
She helped Dad make the beds.	She helped Dad make the tables .	<i>Does that make sense? Try that again.</i>

- Other prompts you can use to encourage monitoring include: *You said ... Did that make sense?; Does it look right?; Were you right?; This word starts like ...; This word looks like ...; Look at the beginning/end of the word.*
- Reinforce attempts to problem-solve whether a student is successful or not, for example: *You went back and tried that again. That was good reading.*
- For further suggestions about ways to support students to self-monitor (to cross-check, confirm, and self-correct), see *Effective Literacy Practice in Years 1 to 4*, page 130.
- As the students finish reading, they can quietly reread the story until everyone has finished.

Discussing the text after the first reading

- Remind the students of the reading purpose and ask them to identify (summarise) how Mahi has helped. You could record their responses on a summary chart. Encourage the students to share their own experiences. *Is this what you do to get ready for visitors?*
- Have the students reread the text, stopping for discussion at points of interest. You could draw attention to a feature such as:
 - the speech marks to indicate dialogue (have the students practise making the dialogue “sound like talking”);
 - the phrases on pages 5, 6, and 7 that describe what Mahi did;
 - the inflected endings in the words (“coming”, “getting”, “helped”, “helper”);
 - the Māori phrases;
 - the pronoun “She”. On page 6, support the students to clarify that “She” (in line 2) refers to Mahi. See if they can work this out without your help on page 7.

After reading: practice and reinforcement

After-reading tasks should arise from monitoring the students’ needs during the lesson and should provide purposeful practice and reinforcement. Where possible, links should be made to other reading texts, including texts generated from language experience and shared writing, to the wider literacy programme (oral language, writing, handwriting, alphabet and word games and activities), and to other curriculum areas.

Select from and adapt these suggestions, according to the needs of your students.

- Ask the students to reread the text to a partner. Listen in, providing feedback and noting their ability to use punctuation to support phrasing and expression. You may also use this time to do a quick running record with a student to provide more information on an aspect you have noticed.
- The students can build their comprehension and fluency by rereading the text while listening to the audio version. As well as providing support for the pronunciation of Māori phrases, the audio version also provides English language learners with a good model of pronunciation, intonation, and expression.
- Provide many opportunities for students to reread this text and to read other stories with similar themes (see Related texts).
- You could show a short video clip of a pōwhiri to show students what happens when visitors are called onto a marae.
- Reinforce summarising by having students draw and write about (in sequence) three things Mahi helped with. They could refer to the summary chart from the discussion.
- Reinforce the concepts and vocabulary of “getting ready” by encouraging students to role-play what Mahi did.
- Innovate on the question-and-answer sentences on page 4. You could provide a simple frame: “Can I ____?” “Yes,” said _____. “You can ____.”
- Have the students draw and write about something they do to get ready for visitors or to help at home. They could use the question-and-answer framework above.
- Make a list of phrases in the languages of the students to match “Kia ora” and “Ka pai”.
- Have word games and activities available that reinforce automatic recognition of high-frequency words, for example, matching games and making words with magnetic letters. Provide bilingual word games and activities where appropriate.