



Overview

“Tōku Pepeha” follows on from the article “Pepeha” in this journal. The author, Pareraukawa Moore, is the daughter of Pātaka and Monique Moore, the authors of “Pepeha”, and in this article, she describes her own pepeha and what each element means to her. The theme of “connectedness” in both articles encourages readers to think about places and people that are important to them. The articles provide opportunities for students who are familiar with pepeha and te reo Māori to share their

knowledge and experiences. “Tōku Pepeha” includes a framework that students can use to create their own pepeha.

The text requires students to “confidently use a range of processing and comprehension strategies to make meaning from and think critically about” text (from *The Literacy Learning Progressions*, page 14).

A PDF of the text and an audio version as an MP3 file are available at www.juniorjournal.tki.org.nz

Related texts

Texts that focus on Māori tikanga: *Kapa Haka* (Ready to Read, Turquoise 2); *Matariki* (Ready to Read, Gold 2); “Kahu Ora” (JJ 47); “Rongoā Māori” (JJ 48); “Pepeha” (JJ 53)

Texts that demonstrate practices of other cultures (all from Ready to Read): *Diwali* (shared); *White Sunday in Sāmoa* (Turquoise 2); *A Quilt for Kiri* (Purple 2); *A Gift for Auntie Ngā* (Gold 1)

Texts about special places: “Tunnel Beach”, “The Road to Milford Sound” (JJ 34)

Articles that show children involved in formal speaking: “Fronting the Show” (JJ 41); “Dig In!” (JJ 52)

Texts that involve people working together: “A New Home for Mokokoko” (JJ 43); “Our Gifted Garden” (JJ 49); “The Green Team”, “Dig In!” (JJ 52)

Text characteristics

Key text characteristics relating to the reading standard for after three years at school, as they relate to this text, are shown in the boxes with the solid outlines. Other boxes indicate additional characteristics.

Some contexts and concepts that may be unfamiliar for some students

A mix of explicit and implicit content that requires students to make connections between information in the article and their prior knowledge in order to visualise elements of the pepeha and to identify main ideas

Visual language features such as headings (some in both Māori and English), photographs, a speech bubble, and Māori motifs, that are clearly linked to the body text

My pepeha tells you who I am. It is also a way of sharing my family history and my family tree so that I will never forget who I am and where I come from.

My tūpuna (my ancestors) arrived in Aotearoa on two waka called *Tainui* and *Takitimu*. We sing a song at my school called “*Tainui te waka*” – *Tainui* is my waka.

Every day, I see my mountain ranges, which are named *Tararua*. They look after me and make me feel safe because they are my home.

Awa, roto, and moana are important because they give us water, food, and life. In summer, we swim in my river, which is called the *Ōtaki* river. We also collect pipi from the sea, and we give thanks to *Tangaroa*, our god of the sea, for providing us with kai.

Subject-specific vocabulary, including te reo Māori, that may be unfamiliar for some students, the meaning of which is supported by translations (in parentheses), definitions, the context, the sentence structure, and/or visual language features

A variety of sentence structures, including complex sentences

Ideas and information organised in paragraphs

The close links between this article and “Pepeha”

English (Reading)

Level 2 – Ideas: Show some understanding of ideas within, across, and beyond texts.

Social Sciences

Level 2 – Social Studies:

- Understand how cultural practices reflect and express peoples' customs, traditions, and values.
- Understand how places influence people and people influence places.

Select from and adapt the suggestions below according to your students' strengths, needs, and experiences – their culture, language, and identity (*Reading and Writing Standards for Years 1–8, Knowledge of the Learner, page 6*).

Possible reading purposes

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

- To find out more about pepeha and think about why they are important

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?*)

Several goals are provided here to choose from and adapt over several readings.

- The students **make connections** between the text and the visual language features to locate and track information.
- They **identify the main ideas** about Pareraukawa's pepeha.
- They **make connections** between this text and the article “Pepeha” to clarify **main ideas**.
- They **make connections** between the **main ideas** and their own experiences.
- They **monitor** their reading, and when something is unclear, they take action to solve the problem, for example, by rereading a sentence or looking for clues close by.



Text and language features

Vocabulary

- Possibly unfamiliar te reo Māori words, including proper nouns: “tūpuna”, “Aotearoa”, “*Tainui*”, “*Takitimu*”, “Taranua”, “awa”, “roto”, “moana”, “Ōtaki”, “pipi”, “Tangaroa”, “whānau”, “hapū”, “iwi”, “whakapapa”, “Papatūānuku”, “Ngātokowaru”, “waiata”, “whenua”, “haka”, “kura”
- The use of macrons to denote long vowels in te reo Māori
- Other words or phrases that may be unfamiliar: “history”, “mountain ranges”, “providing”, “includes”, “buried”, “placenta”, “strengthen”, “create”.

Text features

- The use of the first person (“I”, “we”) by the author
- Words and phrases that link ideas within and between sentences (for example, “also”, “so that”, “which”, “and”, “because”, “for”, “But”, “When”, “then”, “who”, “This is”, “to”, “such as”, and the pronoun “They”).

Possible supporting strategies

(Use these suggestions before, during, or after reading in response to students' needs.)

Prompt the students to remember the strategies they can use, often in combination, for example:

- when **decoding**:
 - using their knowledge of vowel sounds in te reo Māori, including the use of the macron to indicate a long vowel sound
 - breaking words into syllables or chunks (“Tai-nui”, “Tang-a-roa”, “Pa-pa-tū-ā-nu-ku”, “pro-vid-ing”, “pla-cen-ta”).

Remind the students they can make a best attempt at a word and come back to it later.

- when **working out word meanings**:
 - looking for definitions in parentheses
 - using the context of the sentence and the paragraph
 - making connections to their prior knowledge, including knowledge gained from reading “Pepeha”
 - reading on to look for further information.

Depending on students' background knowledge, you may need to tell them the meanings of some words (for example, “placenta”).

See also “After reading” on page 4 of these notes.

Draw attention to the title and the author attribution on page 8. Clarify that Pareraukawa is talking about her own pepeha, while in the article “Pepeha”, the authors are talking about *all* pepeha.

Select a few sentences that link ideas, for example, “Every day, I see my mountain ranges, which are named Taranua. They look after me and make me feel safe because they are my home.” Read the extract together, discussing the links between the ideas (for example: *What word shows you that the second half of the first sentence is about the mountain ranges?*)

You can further explore the function of connecting words as you and the students construct sentences during shared writing.



Metacognition

HOW YOU CAN SUPPORT YOUR STUDENTS TO BE METACOGNITIVE

Here are some ways you can build students' awareness of the processes and strategies they are using as they make meaning and think critically.

- *What helped you to work out how to link the ideas in this sentence (or paragraph)?*
- *What helped you to understand how Pareraukawa feels connected to the environment?*

Introducing the text

- Use your knowledge of your students to ensure that your introduction to the text is effective in activating their prior knowledge and providing appropriate support for a successful first reading. The following suggestions assume that students will have read the article “Pepeha” first, so they will have some prior knowledge of the topic and vocabulary.

For English language learners, before reading the article with the rest of the group, use pages 4–5 of “Pepeha” to review the elements of a pepeha. Support the students to identify some of these elements in the page 9 illustration. Use the discussion as an opportunity to clarify and practise te reo Māori and English words for these images.

- Have the students read the title and the note about the author. Clarify that Pareraukawa is the girl in the photo (you could tell them that she is the daughter of the authors of “Pepeha”) and that she is talking about her own pepeha. Have the students share their knowledge of pepeha, including what they have

learned from reading the previous article. You could use a similar idea as that suggested for English language learners (above) to clarify the elements of a pepeha.

- Point out that the pepeha on the first page is written in te reo Māori, with an English translation below. You could read page 8 to the students or listen to the audio track of the pepeha together. Explain that when speaking te reo Māori, “ko” is used before people’s names.
- Encourage the students to make connections between the images on page 9, the pepeha they have just heard, and their prior knowledge to predict what Pareraukawa will talk about in the article. Have the students look through the rest of the article to test their predictions.
- Share the reading purpose and the learning goal(s). Point out that the meanings of words in te reo Māori are explained in the text, often in parentheses (as in the article “Pepeha”).
- You could provide the students with sticky notes to mark aspects they are not sure about or to jot down any questions they have so they can return to them later.

Reading and discussing the text

Suggestions for ways that you can support the students to achieve the learning goals are in the right-hand column of the table below.

Select from and adapt the suggestions according to your students’ needs. You can revisit this text several times to explore the ideas further. The suggestions below may apply to the first or a subsequent reading.

Student behaviours

Examples of what to look for and support as the students work towards achieving their learning goal(s). Much of the processing that students do at this level is “inside their heads” and may not be obvious until the discussion during or after the reading.

Deliberate acts of teaching

Examples of how you can support students as they work towards achieving their learning goal(s). Often this will involve individual students rather than the whole group.

The first reading

- As they read page 8, the students make connections to the images on page 9 and their prior knowledge of pepeha to track the meaning of the pepeha in te reo Māori.
- The students use sticky notes to record questions they have or ideas they want to discuss after the reading.
- Encourage the students to read the pepeha aloud. If necessary, provide support by using a shared reading approach.
- Reassure them that they can take their time and use the page 9 images and the English translation to support their tracking and understanding of the pepeha in te reo Māori. Remind them that capital letters within sentences usually indicate names.
- On pages 10 and 11, they make connections between key words such as “waka”, “mountain”, “awa”, and “river”; the surrounding text; and the images to track ideas about the significance of these elements.
- The students demonstrate self-monitoring and cross-checking. For example, on page 11, they use the information from the text and the photo to clarify the meaning of “Awa, roto, and moana”. They may also refer back to the “Pepeha” article, in particular pages 4 and 5.
- Prompt the students to look for connections between the visual features and key words to track ideas and information. Remind them they can also refer to the previous article.
- If necessary, draw attention to supports in the text for working out the meaning of te reo Māori words and phrases.
- The students identify the aspects of the pepeha on pages 10 and 11 and predict (by referring to the pepeha on page 8 or pages 4–5 of “Pepeha”) that they will read about family and marae on the following pages.
- Take some time to discuss the sorts of connections that are described here (to current family, to ancestors, and to the land).
- The students demonstrate self-monitoring and cross-checking. For example, on page 12, they reread the middle sentence in the third paragraph to clarify that the the pronoun “her” refers to “Papatūānuku (our Earth mother)”.
- Much of the information on page 13 may be new to some students. Remind them that they can use their sticky notes to mark sections they are not sure of. If necessary, clarify the pronunciation of Ngātōkōwaru and explain what a placenta is.
- On page 13, the students identify what Pareraukawa’s family do at the marae now (such as “waiata” and “learn about our history”), what has happened in the past (“married”, “buried my whenua”), and how these connect with “tūpuna” and “Papatūānuku” to infer what makes the marae a special place for her.
- As the students read pages 14 and 15, they make connections to their own experiences, for example, thinking about what they would say in their pepeha.
- Encourage the students to make connections to their own lives.

Discussing the text after the first or subsequent readings

- The students think critically and make connections to their own experiences as they explore the ideas in the article. They share the ideas and questions they have recorded on their sticky notes.
- The students identify the elements of Pareraukawa's pepeha and explain why they are important to her.
- They make connections with their own experiences as they construct a mind map, for example, they think about how their family came to New Zealand, about what the important landmarks are in their community, and about their own families.
- They discuss the theme of connections that runs through "Pepeha" and "Tōku Pepeha" and identify examples, such as, family relationships or connections with the river and the sea (page 11). The students could locate the geographical features Pareraukawa mentions on a map.
- The students refer to the framework on page 15 and share their own connections to people and places. They might need to find out more information from their family to create their pepeha.
- Use the students' ideas and questions as a basis for a deeper discussion of the article.
- Remind the students of the reading purpose. You could use an enlarged copy of pages 4–5 from "Pepeha" as a framework for the discussion.
- You could create a mind map with Pareraukawa in the centre and the aspects of her pepeha (as identified by the students) around her. Either as a group, or with the students working in pairs on one aspect per pair, refer to the text to identify why each aspect is important to her. Encourage the students to share their thinking and experiences to build understanding of new concepts, such as how maunga make Pareraukawa feel safe and why her family gives thanks to Tangaroa.
- Encourage the students to think critically: *What are some connections that you have noticed?*
- Encourage the students to use the ideas in the framework and pages 4–5 of "Pepeha" to support their thinking. Discuss what the students' local rivers, mountains, and marae would be and what people and places are special to them.

Supporting metacognition

With support, the students reflect on their learning.

- The students describe examples from Pareraukawa's pepeha that helped them think about their own connections to family and places.
- The students describe strategies such as looking for a translation, looking for a previous use of the word, referring to the illustrations, or using the context of the sentence.
- Remind the students of the reading purpose and learning goal(s).
- *How did the writer's explanation of her pepeha help you to think about your own pepeha?*
- *What did you do to work out word meanings?*

After reading: Practice and reinforcement

Many of these suggestions build on those in the teacher support material for "Pepeha".

- Provide further opportunities for students to reread "Pepeha" and "Tōku Pepeha" as well as other related texts. They can also reread the articles as they listen to the audio versions.
- Have the students work with a partner to choose two or three aspects from pages 4–5 and locate references to these aspects in "Tōku Pepeha". They could highlight examples on a printout of the text.
- Copy the page 9 image and have the students work in pairs to identify elements that Pareraukawa describes in her pepeha. Ask them to write a brief description (one or two sentences) about each element.
- The students could make their own mind maps, using the one developed in "Reading and discussing the text" as a model. These could be used to help students create their own pepeha (in written or visual form). The students could use the page 15 framework and choose the elements that are most important to them. (They could build on the activity suggested in "Pepeha": Have them work with a partner to choose one aspect of a pepeha from pages 4–5 and discuss what this means in their own life.) They would need to identify what they need to find out about their own family history (such as how their family came to New Zealand, important places in the life of their extended family, and the names of their grandparents). You could use the Ministry of Education publication *He Papahuia Toi Māori: Māori Visual Culture in Visual Arts Education Years 1–6* (Item number 32521) as a reference.
- Encourage the students to perform their pepeha in te reo Māori and/or in English. You could make a video of them sharing their pepeha as a gift for their family or as a resource for another class.
- The students could identify information from both "Pepeha" and "Tōku Pepeha" about why it's important to look after the natural environment and then create a poster to support that message.
- Have the students make a glossary of te reo Māori vocabulary and write a translation or definition of the words, using the information in both articles and/or their prior knowledge.
- The students could do further research about Māori gods and their association with the natural world.