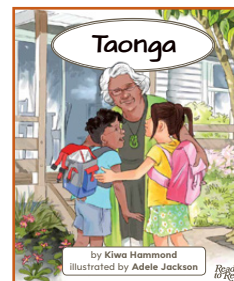


Taonga

by Kiwa Hammond
illustrated by Adele Jackson

This text is levelled at Orange 2.



Overview

When Mahi and her cousin Hani go to Nan's house after school, they tell her about their school project – to write about something that is a taonga to them. After talking with Nan, both children realise what they will write about. While this story has particular relevance to Māori students, many students will identify with the ideas of whānaungatanga (special family relationships) and taonga (a treasure or something that is special to a person).

Taonga provides opportunities for students to “flexibly use the sources of information in text, in combination with their prior knowledge, to make meaning and consider new ideas” and to “draw on a wider range of comprehension strategies to help them think more deeply about what they read” (The *Literacy Learning Progressions*, page 13).

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

Related texts

Other stories about Mahi: *Getting Ready for the Visitors* (Red 3), *Waiting for Rēwana Bread* (Blue 3), *Whai – String Games* (Green 3). This story also features Hani.)

Stories about special family relationships, particularly relationships with grandparents: *Nanny* (poem card); *Matariki Breakfast* (shared); *Grandpa's Birthday*, *Noisy House* (Blue 1); *Helping at the Marae* (Blue 2); *My Brother* (Green 1); *A Special Visit to Koro and Nanny*, *Two Homes* (Orange 1); *Kapa Haka*, *Te Pēpi Hou* (Turquoise 2)

Cross-curriculum links

English (level 1): Selects and reads texts for enjoyment and personal fulfilment

Health and Physical Education (level 1, Relationships): Explore and share ideas about relationships with other people

Text characteristics

Taonga has the following text features that help develop the reading behaviours expected of students reading at Orange.

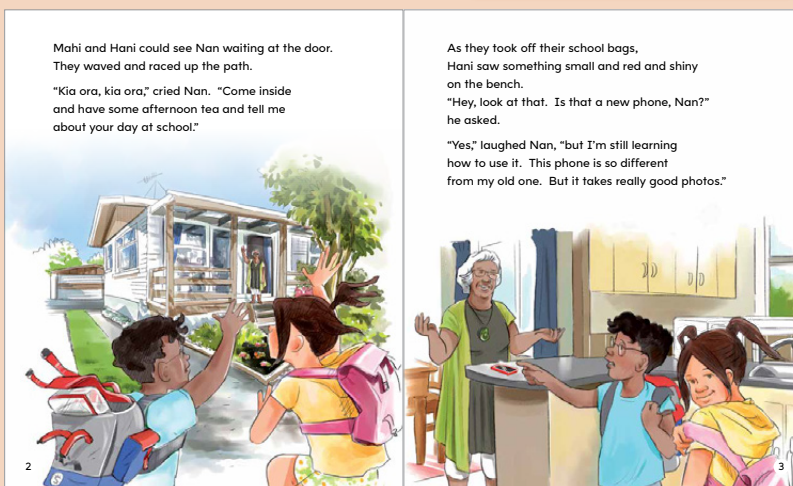
A familiar context and setting (going to a grandparent's house after school)

The underlying themes (main ideas) about taonga and whānaungatanga

A mix of explicit and implicit content that provides opportunities for students to make predictions and inferences

Illustrations that support the meaning and may suggest new ideas or viewpoints

Shifts in time, involving references to events that have happened in the past



Mahi and Hani could see Nan waiting at the door. They waved and raced up the path.
"Kia ora, kia ora," cried Nan. "Come inside and have some afternoon tea and tell me about your day at school."

As they took off their school bags, Hani saw something small and red and shiny on the bench.
"Hey, look at that. Is that a new phone, Nan?" he asked.
"Yes," laughed Nan, "but I'm still learning how to use it. This phone is so different from my old one. But it takes really good photos."

A variety of sentence structures so that students are required to attend to linking words (such as "As", "but", "This", "That", "If", "and then", "Now", "too") and punctuation as a guide to phrasing and meaning

Frequent use of dialogue and more than one character speaking on a page, requiring students to use speech marks, line spaces, and attributions to track who is speaking

Mostly familiar vocabulary, but also some new words and phrases, some in te reo Māori (for example, "Taonga", "Kia ora", "afternoon tea", "shiny", "learning", "favourite", "whole wide world", "rēwana bread", "special", "whānau", "pounamu", "precious treasure", "taku kuia", "sure", "Tino pai") and alternatives to "said" ("cried", "laughed", "exclaimed", "smiled", "replied") that are supported by the context, the sentence structure, and/or the illustrations

Vocabulary features that provide opportunities for students to build and apply their knowledge of letters, sounds, and words:

- noun phrases (for example, "new phone", "really good photos", "favourite thing", "whole wild world", "the pounamu hanging round her neck", "great idea")
- the silent initial letters in "whole", "know", "write"
- words with letters or letter combinations that can have more than one sound (for example, the "sh" sound in "sure", "special" and "precious"; the long vowel sound in "shiny")

Reading standard: After two years at school

The Literacy Learning Progressions

Suggested reading purpose

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

To think about the ideas of taonga in this story

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 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).

This text provides opportunities for students, over several readings, to:

- **make connections** between their own experiences and information in the story to **make predictions and inferences**
- identify the main events in the story (**summarise**)
- **think critically** about the **main ideas** and **make connections** to their own experiences
- **make meaning** by searching for and using multiple sources of information rather than one source
- **monitor** their reading and self-correct where necessary, for example, by rerunning text or checking further sources of information.

Introducing the story

- Before introducing this book to students, you can familiarise yourself with the pronunciation of any Māori words and phrases that are new to you by listening to the audio version.
- Use your knowledge of your students to ensure that the introduction to the story activates their prior knowledge and supports them for a successful first reading. A short video on the importance of introducing the text is available at <https://vimeo.com/142446572>

For English language learners, you could talk through the cover illustration and the first few pages before the whole-group session. Use this discussion to feed in and clarify key vocabulary (in English or in their first language).

You can find useful guidance about supporting English language learners at [ESOL Online](#)

- A few days before reading this book, add the previous stories about Mahi to the students’ browsing boxes for them to reread and enjoy, particularly *Whai – String Games*, which introduces Hani.
- Focus on the cover illustration. The students are likely to recognise Mahi and Hani. Ask them to predict who the third character is (if necessary, clarify that cousins may have the same grandmother) and where they might be. Encourage the students to make connections to any experiences of spending time with grandparents, or other relations, after school.
- Read the title and encourage the students to share their understandings of what taonga means. Perhaps show or tell the students something (or someone) that you think of as taonga. Prompt the students to make a connection between the title and the cover illustration. *What in this illustration might be precious to Mahi, Hani, or Nan?* As well as noticing the affection between the characters, some students may notice the pounamu round Nan’s neck. You could use this idea as a question to think about as they are reading. *I wonder what we will find out about taonga in this story...*
- Prompt the students to consider what the photo on the title page might have to do with taonga. Expect them to predict that the people in the photo are connected to Mahi, Hani, and Nan (part of their whānau). Draw attention to the pounamu in the photo. Expect some students to know that a pounamu is often considered a taonga. Some students may make a connection to the pounamu Nan is wearing in the cover illustration.
- Discuss what the characters are doing in the illustrations on pages 2 to 5. Draw out or feed in words that you think may need support (for example, “pounamu”, “rēwana bread”, “whānau”, “special”, “precious”, “kuia”).
- Remind the students of the focus on taonga. *What has Hani noticed on the bench* (on page 3)? *I wonder if the phone could be a taonga.* Expect the students to notice the connection on page 5 to the title page illustration.
- Share the reading purpose. Tell the students that there are several Māori words, and that you will talk about them more after they have read the story.

Monitoring the reading

- Observe the students as they read the story. Note their confidence and perseverance, their attempts to solve unknown words, and any instances of self-monitoring, cross-checking, and self-correction. Increasingly, the processing that students do at this level is “inside their heads” and may not be obvious until after they have read the text and you are rereading and discussing it as a group. Only intervene on the first reading if it’s clear that a student needs help. There will be opportunities to provide further support with word solving and comprehension on subsequent readings.

- If students are making errors without noticing, 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.
- Remember to base your prompts on what you know about the students' prior knowledge. For example, asking an English language learner if a word sounds right may not be useful if they are not familiar enough with English phonemes and vocabulary to know the answer. In this case, an explanation and further examples would be more effective, or simply telling them the word.
- These are some examples of possible student errors and teacher responses:

Text in book	Student reads	Teacher prompt
" Kia ora , kia ora ," cried Nan	No attempt, student looks at teacher for help.	<i>What can you see that will help you? Or (to provide more support): There are speech marks here. What might Nan be saying to the children? If necessary, articulate the first syllable and pause for the student to come in with the word.</i>
Hani saw something small and red and shiny on the bench.	Hani saw something small and red and shinny on the bench.	<i>Does that make sense? Read it again.</i>
my most favourite thing in the whole wide world	my most favourite thing in the world (the student stops and looks confused)	<i>That makes sense, but does it look right? Point to "whole" and explain that the "w" is silent. Try that again.</i>
things that are special to us	things that are sp- speck-il to us	<i>You've nearly worked that out. Remind the student that "c" can have different sounds. Think about what would make sense. If necessary, articulate the first syllable (spesh ...) and pause for the student to come in with the word.</i>
my very precious treasure	my very special treasure"	<i>That makes sense, but check the beginning of the word.</i>
my very precious treasure	my very pretty treasure	<i>That word starts like "pretty", but Nan is talking about her taonga, something that's very special to her, something that's very pre ____ (pause for the student to come in with the word).</i>

- Other prompts that you could use include:
 - *Are you sure?; Were you right?; You said ... can you find your mistake and fix it?; Look at the beginning of the word; What else could you check?; Say the first part, then the next part. Read the sentence again. Look for a part of the word that you know.*

- For further suggestions about ways to support students to self-monitor (to cross-check, confirm, and self-correct), see *Effective Literacy Practice in Years 1–4*, page 130.

Discussing and rereading the story

- You can reread this story several times, focusing on different aspects and providing opportunities for the students to build comprehension and fluency. Many of the discussion points listed here also lead naturally into "After reading" activities
- Encourage the students to share their responses to the ending. *What is Hani going to write about? How did his ideas change?*
- Remind the students of their purpose for reading. Go back through the book together, including the cover and title page, to draw out the ideas about taonga. Encourage them to think critically and make connections to their own relationships with whānau and their understandings about taonga. *What would you write about?* The students could also share their ideas about what Mahi and Hani will write about Nan.
- Have the students reread the story, stopping to discuss points of interest. You could explore such aspects as:
 - the pronunciation and meaning of any words in te reo Māori that are new to the students.
 - interesting features of the dialogue, such as the impact on meaning of the alternatives to "said" ("cried", "asked", "laughed", "exclaimed", "smiled", "replied"). Encourage the students to read sections of dialogue aloud, attending also to the use of punctuation such as question marks, exclamation marks, and the dash (on page 5) that support the meaning. Clarify aspects of the dialogue that may have confused English language learners, such as the meaning of the incomplete sentences within Nan's dialogue on pages 4 and 5 ("More favourite than your nan?" and "Apart from whānau?").
 - the words that describe taonga: "favourite", "special", "precious". Support the students to generate other synonyms (treasured, valuable, priceless, dear, important). Encourage English language learners to add words from their first languages.
 - the shift in time between the two sections of text on page 7 (between Mahi having the idea of taking photos and afterwards, when the photos have been taken).

- how the students worked out (or tried to work out) unfamiliar words or phrases, for example, by thinking about what looks right, makes sense, and sounds right; looking for the biggest known part of a word; reading on to the next word or to the end of the sentence; or rereading. You could discuss interesting (or tricky) word features, such as:
 - o letters or letter combinations that can have more than one sound, for example, the “sh” sound for “ci” in “special” and “precious” and at the beginning of “sure” and the silent initial letters in “whole”, “know”, and “write”. Support the students to list other familiar examples (who; knee, knot, knew; write, wrong, wriggled). Remind them to think about what sounds right and makes sense when they are working out unfamiliar words.
 - o the use of noun phrases (phrases that include descriptions) for example, “afternoon tea”, “new phone”, “really good photos”, “whole wide world”, “rēwana bread”, “favourite things”, “the pounamu hanging round her neck”, “precious treasure”, “tāku kuia”, “great idea”). Remind the students to read on to the next word or words to help clarify a noun phrase. (See also After reading.)
- Support summarising by having the students draw and write about four things that happened in the story. They could also draw and write about one thing that happened before the story started.
- Encourage the students to talk with their families about taonga. The students could bring their own taonga (or a photograph of it) to school and talk (or write) about why it’s precious to them.
- The students could pretend to be Mahi or Hani and write about Nan.
- The students could write about things they do with their own grandparents or other people who are special to them.
- Give pairs of students cards with the alternatives to “said” (“cried”, “asked”, “laughed”, “exclaimed”, “shouted”, “replied”, “smiled”, “whispered”) written on them. Ask the students to locate the examples on photocopies of pages 2, 3, 4, and 6. Have them read the dialogue aloud as it is in the story and then read it again using one of the alternatives. Discuss the impact on the meaning and how the dialogue sounds.
- Use an interactive cloze activity (a form of cloze activity where selected words are omitted) to build students’ confidence in reading noun phrases. The example below uses sentences from the story with parts of some noun phrases omitted for the students to complete.

After reading: practice and reinforcement

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

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

- Provide opportunities for students to reread this story and other related texts.
- The students can build their comprehension and fluency by rereading the story while listening to the audio version. Audio versions are particularly supportive for English language learners because, as well as clarifying pronunciation, they provide good models of the prosodic features of English, such as intonation and phrasing.

“Come inside and have some _____ tea and tell me about your day at school.”

As they took off their _____ bags, Hani saw something small and red and shiny on the bench.

“If I had a phone like that, it would be my most _____ thing in the whole _____ world!”

“Come and have something to eat,” she said. “I’ve made _____ bread.”

Mahi finished her afternoon tea. She looked at Nan’s _____ phone.

“This phone takes _____ photos!” said Hani.

Word list: (new, favourite, great, afternoon, rēwana, wide, school).