



Overview

This story has a strong theme of the value of rongoā Māori, traditional Māori medicine. It provides opportunities for students who are familiar with te reo and rongoā Māori to share their knowledge. Ana's mum is ill, and when Nan comes to visit, she decides that rongoā Māori is what Mum needs. Nan takes Ana into the bush with her to collect the plants she wants to use. Ana is fascinated by what Nan shows her, and Nan agrees to teach Ana more about traditional Māori medicine. After using rongoā Māori to treat an unexpected emergency, they return home to prepare the leaves of koromiko they have collected to treat Mum's illness.

The story includes information about the cultural practices associated with rongoā Māori. There is also a short article in the same journal with more information about the plants Nan uses.

This text requires the 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).

There is a pdf of the text and an audio version as an MP3 file at www.juniorjournal.tki.org.nz You may want to listen to the audio before the session if you need guidance with the pronunciation for some of the terms in te reo Māori.

Related texts

Texts with a focus on feelings and that have a strong Māori context: *Kapa Haka*, *Te Pēpi Hou* (both Ready to Read, Turquoise); “Kahu Ora” (JJ 47)

Texts with a focus on Māori cultural practices and/or legends: *Mauī and the Sun* (Ready to Read, Purple); “The Story of Rona” in *Night is a Blanket*, *Matariki* (both Ready to Read, Gold); “Uira” (JJ 45); “Hinemoa and Tūtānekai” (JJ 46)

Texts about trees or plants: “Pōhutukawa” (JJ 45)

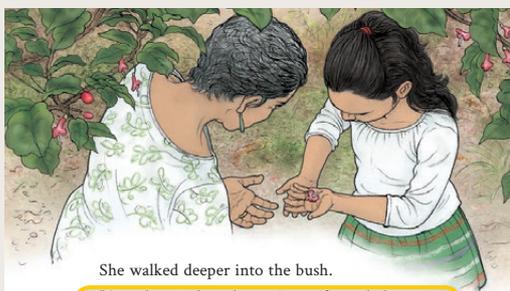
Text characteristics

Key text characteristics relating to the reading standard for after three years at school.

A mix of explicit and implicit content within the text and illustrations that requires the students to make connections between ideas and information in the story and their prior knowledge to make inferences, for example, about Ana's feelings and about the value of rongoā Māori to the characters

A variety of sentence structures, including complex sentences

Several characters and events and more than one storyline



She walked deeper into the bush.

“Over here is kawakawa. Lots of people know about this rongoā because it has so many uses, and you can find it all over Aotearoa. Your koro used to chew on the leaves when he had a toothache.”

She pointed to another tree. “And this is pūriri. It's good for all sorts of things – sore throats, sore muscles, sprains.” She carefully broke off a flower to show me. I held it in my hands gently, like it was a tiny, baby bird.

“Rongoā has to be treated with care. You can't just pick it and eat it – it could make you very sick. You have to learn the correct ways, the safe ways.”

I looked up at Nan. The pūriri flower in my hand felt like a special treasure.

“Oh look!” said Nan, her smile growing even bigger. “This is koromiko. This is what your mum needs. Lots of kaha in this medicine!”

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We walked further down the hill, carrying our rongoā in Nan's kete.

Mr Parry joined us halfway down. I noticed he was limping.

“What's wrong with your leg, Matua?” I asked.

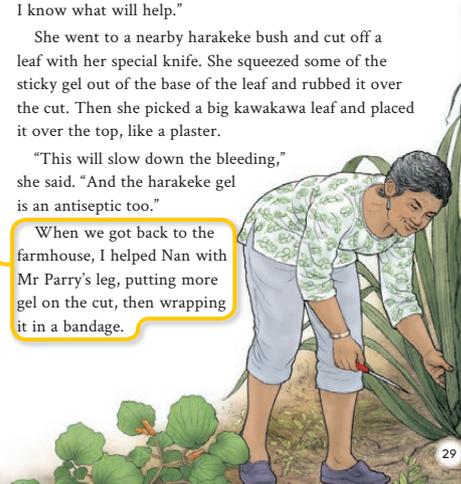
“Oh, it's nothing,” he said. “I just scratched it on a bit of barbed wire.”

“That's more than a scratch,” said Nan. “Hang on, I know what will help.”

She went to a nearby harakeke bush and cut off a leaf with her special knife. She squeezed some of the sticky gel out of the base of the leaf and rubbed it over the cut. Then she picked a big kawakawa leaf and placed it over the top, like a plaster.

“This will slow down the bleeding,” she said. “And the harakeke gel is an antiseptic too.”

When we got back to the farmhouse, I helped Nan with Mr Parry's leg, putting more gel on the cut, then wrapping it in a bandage.



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Some unfamiliar words and phrases, including some Māori words that may be unfamiliar in their written form, the meanings of which are not stated explicitly but are supported by the context and/or the illustrations

Frequent use of dialogue, some of which is not explicitly attributed

Ideas and information organised into paragraphs

English (Reading)

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

Social Studies

Level 2 – Understand how cultural practices reflect and express people's customs, traditions, and values.

Select from and adapt the suggestions below according to your students' strengths, needs, and experiences – their culture, language, and identity (*The New Zealand Curriculum 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 why rongoā Māori is important in this story.

Possible learning goals

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

- The students **identify and summarise** the information about rongoā Māori.
- They **make connections** between the events in the story and what they are learning about rongoā Māori in order to infer how Ana's feelings change.
- They **form and justify an opinion** about why rongoā Māori is important in this story.
- They use a range of strategies (for example, rereading a sentence or looking for clues close to the word) to clarify the meaning of unfamiliar words and ideas.

**Text and language features****Possible supporting strategies**

(These suggestions may be used before, during, or after reading in response to the students' needs.)

Vocabulary

- Māori words, including proper nouns, that may be unfamiliar to the students in their written form: “rongoā Māori”, “Āe”, “Tāne Māhuta”, “Papatūānuku”, “Ranginui”, “tupuna”, “kawakawa”, “Aotearoa”, “pūriri”, “koromiko”, “kete”, “Matua”, “harakeke”, “kaha”
- The use of macrons to denote long vowels in Māori words
- Other words and phrases that may be unfamiliar to the students or have more than one meaning: “24-hour bug”, “I reckon”, “medicine”, “chemist”, “edge of town”, “paddocks”, “native forest”, “eh?”, “ancestors”, “toothache”, “throat”, “muscles”, “sprains”, “barbed wire”, “antiseptic”, “hold you up”, “steep”

Readers are able to use strategies for working out unfamiliar words only when they know most of the vocabulary in a text. For students who need support with vocabulary, introduce and practise selected items before reading. See [ESOL Online: Vocabulary](#) for suggestions.

Support the students' **word-solving** attempts by prompting them to remember the strategies they know they can use, often in combination, for example:

- when **decoding**:
 - using their knowledge of vowel sounds in te reo Māori. If necessary, explain the use of the macron to indicate a long (drawn-out) vowel sound. Bilingual students may be able to model the pronunciation for other students. The audio version also provides support.
 - breaking words into syllables (“Tā-ne Mā-hu-ta”, “an-ces-tors”, “an-ti-sep-tic”) or recognising words or word chunks within longer words (“Papa” within “Papatūānuku”)
 - using their knowledge that letters and digraphs can have more than one sound (“chemist”, “toothche”, “medicine”, “ancestors”) or silent letters (“muscles”)
- when working out the **meaning of unfamiliar words and phrases**:
 - using the context of the sentence or paragraph and looking for clues in the illustrations.

Have dictionaries, including a bilingual dictionary, available for the students to use to confirm or clarify meanings, but remind the students that they can make a best attempt at a word's meaning and come back to it later.

Specific knowledge

- Knowledge of: “Tāne Māhuta”, “Papatūānuku”, and “Ranginui”
- Knowledge of healing plants
- Knowledge of medicine

Encourage the students to share what they know about “Tāne Māhuta”, “Papatūānuku”, and “Ranginui” and the relationship of these atua with the natural world.

Provide opportunities for students who share a first language other than English to explore the topic in this language before and after reading.

Encourage students to share what they know about illness and treatment, including treatment in other countries and cultures.

**Metacognition****HOW YOU CAN SUPPORT YOUR STUDENTS TO BE METACOGNITIVE**

Here are some ways you can build your students' awareness of the processes and strategies they are using as they make meaning and think critically. Examples of metacognitive behaviours are threaded through the notes and are indicated by **M**.

M What helped you work out what Nan meant when she said “Lots of kaha in this medicine”?

M I noticed you went back to where you had put one of your sticky notes. How did that help you?

Introducing the text

- Use your knowledge of your students to ensure that the introduction to the text is effective in activating their prior knowledge and providing appropriate support for a successful first reading.
- Spend time familiarising yourself with the Māori words that are new to you. Look up any words that you don't know or ask others for help. You could ask other people in your school community or local iwi for support. You can also listen to the audio version to hear the correct pronunciation of the Māori words.
- Read the title and, if necessary, explain what it means. Ask the students to read page 25 and think-pair-share what they have learned about the characters in the story, including the identity of the narrator. If necessary, direct them to the line: "Right, Ana," she said to me.
- Prompt the students to predict what might be the link to rongoā Māori. Ask them to share their own experiences or knowledge of rongoā Māori and of other types of medicine and where we might find such medicines.
- Depending on the knowledge of your students, provide accurate support for pronunciation and meanings of the Māori words in the story.
- Share the reading purpose and learning goal(s).
- You could provide the students with small sticky notes to mark places in the text that they are not sure about or want to remember and come back to.
- ESOL Online provides many ideas for providing support for English language learners before during and after reading. See [ESOL Online: Reading](#).

Reading and discussing the text

Suggestions for ways that you can support the students to achieve the learning goals are listed in the right-hand column of the table below. **Select from and adapt** the suggestions according to your students' needs. These suggestions may apply to the first or a subsequent reading of the text.

Give the students the opportunity to read the whole text by themselves before you gather them together as a group for discussion. Only intervene on the first reading if it's clear that a student needs help. There will be many opportunities to provide support with word-solving and comprehension on subsequent readings.

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 after they have read the text and you are discussing it as a group.

The first reading

- The students identify implicit and explicit information about rongoā Māori, including the cultural practices associated with gathering the plants. For example, on page 27, they infer from Nan's comment about the clever ancestors that the plants must be effective because people have been using them for a very long time.
- As they read, the students reflect on what they are learning about rongoā Māori and may mark some places in the text that are relevant and that they might want to revisit.
- The students make connections to their own experiences of the illnesses and complaints that Nan mentions (toothache, sore throats, sore muscles, and sprains) and identify the idea that rongoā Māori can be used to treat these illnesses.
- The students use a range of word-solving strategies. For example, on page 27, they may use the sentence structure ("your tūpuna", i.e., something that belongs to Ana) and the context to infer the meaning of "tūpuna", and they confirm it by noting Nan's reference to "our ancestors" in the following sentence.
- The students make connections between what they are learning about rongoā Māori and what Ana says and does to make inferences about how Ana's feelings about rongoā Māori are changing. For example, on page 26, they infer from Ana "wondering" why they didn't stop at the chemist that, at first, Ana doesn't know anything about rongoā Māori. The students notice the contrast between this page and Ana's response when Nan gives her the pūriri on page 28 ("The pūriri flower in my hand felt like a special treasure"). They infer that Ana thinks that the pūriri (and other plants) are special because these plants can help sick people. They notice her relief when Mum takes a sip of her koromiko drink.

Teacher behaviours

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

- Prompt the students to make connections to their knowledge or experience of karakia or prayers. If necessary, explain the significance of atua.
- Draw attention to Nan's comment about the ancestors and ask the students to think about what else the words are telling them.
- Prompt the students to look for the key sentence in the paragraph. *Look for a sentence that tells you what this paragraph is about.*
- Prompt the students to make connections to their own experiences of similar illnesses.
- Remind the students of the strategies they can use when they are not sure of the meaning, for example: *Think about how the other words in the sentence can help with meaning* (see also 'Possible supporting strategies' above).
- Begin a graphic organiser to support students to identify clues about how characters feel about rongoā Māori and to summarise their feelings after reading.

Character	Pages	Clue	How I think they feel

- If necessary, support the students to make connections. For example, model your thinking: *I wonder why Ana was worried when Nan didn't stop at the chemist?* or ask questions: *What are you noticing about Ana as she learns about the pūriri flower?*

Discussing the text after the first reading

(This story provides rich opportunities for discussion, so you may want to revisit it more than once.)

- The students reflect on their reading and refer to evidence to support their inferences about the story.
- The students summarise what they have learned about rongoā Māori.
- The students identify examples of how they made inferences about Ana's changing feelings about rongoā Māori.
- They form and justify an opinion about why rongoā Māori is important in this story.
- Remind the students of the reading purpose. Together, briefly review the events in the story.
- Clarify the meaning of any te reo Māori words and phrases from the story that the students are still unsure of.
- Allow plenty of time for the students to share what they have learned about rongoā Māori. Prompt them to refer to the text to support their ideas and to make connections to their own experiences of rongoā Māori or other healing plants. Remind the students that they can read the article on page 32 to find out more information about the plants mentioned in the story.
- *What did you notice about Ana's feelings in this story?* Ask the students to provide evidence for their conclusions.
- Refer to the graphic organiser and prompt the students to think critically: *Why is rongoā Māori important in this story?* Encourage the students to consider rongoā Māori from the point of view of several characters, for example, Nan, Ana, Mr Parry, and Mum. Add new ideas to the chart.

Supporting metacognition

With support, the students reflect on their learning. They revisit the reading purpose and learning goal(s).

M The students can give an example of something that happened to a character that helped them to think about why rongoā Māori is important in the story.

M The students identify some challenges in the text and how they worked them out (or tried to work them out); for example, making connections between the description of Nan putting the koromiko leaves in warm water, the illustration, and the statement “when the koromiko was ready, Mum took a big sip” to work out the meaning of “steep”.

Remind the students of the reading purpose and learning goal(s).

M *How did reading about Mr Parry and his sore leg help you to understand why rongoā Māori is important?*

M *What clues helped you work out the meaning of “steep”?*

After reading

- The students can reread the story as they listen to the audio version. As well as providing support with the pronunciation of the Māori vocabulary, the audio version also provides English language learners with good models of English pronunciation, intonation, and expression.
- Provide further opportunities for the students to reread and discuss this story as well as other related texts, including the article “Helpful Trees and Plants” in the same journal (and see ‘Related texts’ above).
- Have the students reread the story (and possibly “Helpful Trees and Plants” as well) to find specific information about the four plants. Ask them to fill in a table such as the one below:

Name of plant	What it can be used for
kawakawa	
pūriri	
koromiko	
harakeke	

- Focus on the author's use of similes to convey Ana's feelings on page 28. Encourage the students to practise writing descriptions, using the same pattern. For example, “The pūriri in my hand felt like a special treasure. The _____ in my _____ felt like a (adjective + noun). The prickle in my foot felt like a stinging needle.)
- Have the students work in pairs to fill in a chart about why rongoā Māori is important to each of the characters in the story. (if they have used a graphic organiser like the one in the Reading and discussing the text section, they could refer back to this.)

Name of character	Why rongoā Māori is important to this character
Ana	
Nan	
Mum	
Mr Parry	