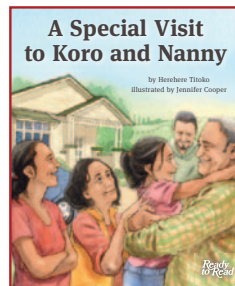


A Special Visit to Koro and Nanny

by Herehere Titoko
illustrated by Jennifer Cooper

This text is levelled at Orange 1.



Overview

In this narrative, Ani and her parents travel to the countryside to visit Koro and Nanny. Ani wakes up in the night and is frightened of the dark. Koro hears her calling out and comes to comfort her. He takes her outside to show her the stars and tells her they are kaitiaki – guardians to watch over her and keep her safe. This text lends itself to deeper discussion of the things that make us feel safe (in this book, whānau and the stars).

This book is underpinned by Māori cultural concepts, including tūrangawaewae (ancestral ties to a special place), kaitiaki (guardians within the natural world), and the transmission of knowledge from koro to mokopuna. (There is supporting information for teachers about kaitiaki inside the front cover.) This book gives students from diverse cultures rich opportunities to make connections to their own cultural understandings about families, important family places, and the natural world.

Text characteristics

The students are working towards the standard for after two years at school. Many of the characteristics of Turquoise texts are also in texts at earlier levels but in simpler forms. These characteristics are shown in the boxes with a solid outline. Other boxes show additional characteristics.

A Special Visit to Koro and Nanny 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 “draw on a wider range of comprehension strategies to think more deeply about what they read” (both from *The Literacy Learning Progressions*, page 13).

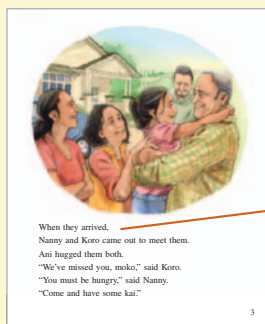
There is an audio version of the text on the *Readalong 2012: Ready to Read and Junior Journal 44 and 45 CD* as well as on an MP3 file at www.readytoread.tki.org.nz. If you need guidance with your pronunciation of the Māori vocabulary, you can listen to the audio.

Cross-curriculum links

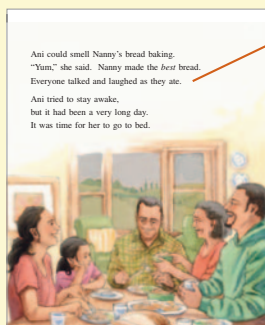
Health and physical education (level 1, relationships) – Explore and share ideas about relationships with other people.

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

The familiar contexts of visiting grandparents and of being afraid of the dark. Aspects likely to be familiar to some Māori students include: Nanny providing a meal for the visitors; the concept of tūrangawaewae, which is implicit in the idea of Ani and her parents going “back home” to visit Koro and Nanny; and the theme that Ani is looked after both by her whānau and the natural world (represented by the stars in this story). The concept of stars as kaitiaki may be outside the students’ prior knowledge but can easily be related to it



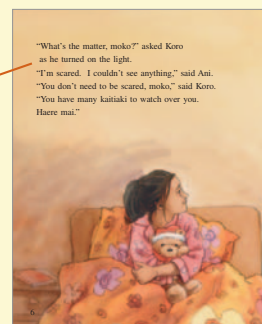
When they arrived,
Nanny and Koro came out to meet them.
Ani hugged them both.
“We’ve missed you, moko,” said Koro.
“You must be hungry,” said Nanny.
“Come and have some kai.”



Ani could smell Nanny’s bread baking.
“Yum,” she said. Nanny made the best bread.
Everyone talked and laughed as they ate.
Ani tried to stay awake,
but it had been a very long day.
It was time for her to go to bed.

Most content explicitly stated but also some implicit content that provides opportunities for students to make simple inferences (for example, about how the characters feel) and to evaluate why this visit is special

A variety of sentence structures, including compound sentences and a few complex sentences



“What’s the matter, moko?” asked Koro as he turned on the light.
“I’m scared. I couldn’t see anything,” said Ani.
“You don’t need to be scared, moko,” said Koro.
“You have many kaitiaki to watch over you. Haere mai.”

The Māori words (“Āe”, “Haere mai”, “kaitiaki”, “kai”, “Koro”, “moko”) used in contexts that allow students who are unfamiliar with the words to infer their meanings and the phrase “to watch over you”, which supports the meaning of “kaitiaki”

Mostly familiar words, but some new descriptive language and topic words that are supported by the context and/or by illustrations (for example, “ate”, “arrived”, “beautiful”, “best”, “carried”, “curtains”, “dark”, “drawers”, “hugged”, “laughed”, “matter”, “millions”, “opened”, “ready”, “scared”, “snuggled”, “sparkling”, “turned”, “wardrobe”, “watch over”, “woke”, “yawned”)

A suggested reading purpose

To find out how Koro helps Ani to change her feelings about the dark

Setting a learning goal

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

Select from and adapt the opportunities below to set your specific learning goal or goals. In addition to using the information you have gathered about your students from a range of reading assessments, be guided by their particular strengths, needs, and experiences – their culture, language, and identity (*Reading and Writing Standards for Years 1–8*, Knowledge of the learner, page 6).

The characteristics of this text provide opportunities for students to:

- make connections to their own experiences and cultures
- use information in the text and illustrations to make simple inferences
- draw on multiple sources of information, for example, grapho-phonetic information, known words, sentence structure, punctuation, context, and/or illustrations, to make meaning
- monitor their own reading and self-correct where necessary, for example, by rerunning text or checking further sources of information
- evaluate the ideas in the text.

Introducing the text

- Adapt how you introduce this text according to your knowledge of the students. This book has themes about relationships (with whānau and with the natural world) and about tūrangawaewae. Students who are familiar with the concepts of tūrangawaewae and kaitiaki may make connections to the themes on the first reading, but for other students, these themes will be more easily understood and thought about on subsequent readings.
- Show the cover and have the students read the title and look at the illustration.
- Briefly discuss family relationships and the names that the students might have for their grandparents.
- *What is this illustration showing us?* Expect the students to make inferences about who, where, and why and about the feelings of the whānau.
- Tell the students that Ani, the girl in the story, is afraid of the dark.

- Share the reading purpose.
- *I’m wondering why the visit to see Koro and Nanny was special.* If necessary, draw out the idea that “special” events don’t happen every day and might make people feel loved. Encourage the students to make predictions, then turn to the title page.
- *How can we tell that this is night-time?* If necessary, prompt the students to notice that Ani is wearing pyjamas. *I wonder what Koro and the girl are looking at.* Allow plenty of time for discussion about how this might relate to why Ani changes her feelings about the dark. You could record the students’ ideas to revisit later in the session. *Let’s read and find out.*
- For English language learners, you could also begin a list of key vocabulary for the reading during the discussions about the cover and title page. For these learners, you could use enlarged copies of the illustrations to make labels and notes, including notes about the characters’ feelings. If appropriate, you could also preview the illustrations from pages 2, 3, and 4 without the text and then discuss and note key vocabulary.
- Tell the students that there are Māori words in the text. The words are well supported by context, so don’t overwhelm the students by listing the words, some of which may be unfamiliar in their written form. You will be able to provide support as they read them in the text.
- Remind the students of the reading purpose.

Reading the text

Below are the sorts of behaviours you want your students to demonstrate as they read and discuss this text on the first or subsequent readings. These are shown in bold. The behaviours are followed by instructional strategies you can use to support students to demonstrate those behaviours. **Select from and adapt** the suggestions according to your students’ needs and experiences.

The students make connections to their own experiences of their culture, visiting whānau, and feelings about the dark.

They use information in the text and illustrations to make simple inferences about how Ani feels (about going back home, her Koro and Nanny, the dark, and what she learns about the stars).

The students draw on multiple sources of information to make meaning.

They evaluate the ideas in the text about why the visit is special.

- **Page 2** – Listen to the students read quietly to themselves. You may need to remind them how to pronounce “Ani”. If necessary, support them with solving “carried” by asking them about how Ani will take her bag to the car. Have the students reread the sentence and then cross-check with the illustration.
- *What information does this page give us?* (For example, it tells the reader that the girl in the story is called Ani and that Nanny and Koro live far away. The illustration shows that Ani and her family live in a city or town.)
- Prompt the students to think critically. *Why does it say that they were “going back home”?* Support them to infer that Nanny and Koro live where Mum or Dad comes from. Encourage students to briefly share any family experiences of “going back home”.
- **Page 3** – Draw attention to the shift in time. If necessary, confirm the word “kai”, which may not be familiar to students in its written form. Encourage the students to make connections to their own experiences of what happens when they visit their grandparents or other relatives.
- *What is this page telling us about how Ani feels? How do Nanny and Koro feel about Ani? How do you know?* Start a chart to track how Ani is feeling and the evidence for this in the text. A partly completed chart is shown below.

Page	How does Ani feel?	How do we know?
3	Very happy to see Nanny and Koro	She hugs them.
	Hungry?	Nanny thinks Ani will be hungry. She could be right because Ani has had a long drive and maybe she hasn't eaten for a while.

- **Page 4** – Encourage the students to study the illustration before reading and to make connections to their own experiences of special family meals. They may notice that Nanny has made rēwena bread.
- *Why has it been a long day?* Expect the students to make connections back to the information on page 2. *How is Ani feeling? How do you know?* Draw out the idea that Ani is enjoying the family being together and wants to stay up but she's too tired. Add the students' ideas to the chart.

Page	How does Ani feel?	How do we know?
3	Very happy to see Nanny and Koro	She hugs them.
	Hungry?	Nanny thinks Ani will be hungry. She could be right because Ani has had a long drive and maybe she hasn't eaten for a while.
4	Hungry and looking forward to eating Nanny's bread	She can smell Nanny's bread and she thinks it's yummy.
	Happy	Everyone talked and laughed.
	Very tired	Ani is finding it hard to stay awake. She's had a long drive.

- **Page 5** – Before they read, give the students time to explore the illustration and have them think, pair, and share about what has changed and how Ani is feeling.
- Encourage the students to visualise or share their own experiences of waking up in the dark in an unfamiliar place. *Why is Ani worried about not being able to see the wardrobe and drawers? I wonder what will happen.* Expect the students to predict that someone else will hear her. Update the chart.
- **Pages 6 and 7** – *What do you think Koro will say?* Listen to the students read. Notice how they manage the phrasing in the opening sentence, which again uses the conjunction “as”.
- If the word “kaitiaki” isn't in their oral vocabulary, support the students with its pronunciation. Support them in solving “Haere mai” by prompting them to draw on their Māori language knowledge.
- *What does Koro mean when he says Ani has many kaitiaki to watch over her?* Students with prior knowledge of kaitiaki may be able to predict the link to the stars. Others may infer that Koro is referring to whānau. Model your thinking. *I'm wondering where Koro will take Ani to show her the kaitiaki.* Students may make connections back to the title page. They may have varying ideas about the meaning of “watch over”, including those of protection and guardianship.
- **Page 8** – Listen to the students read the text. *How do you think Ani is feeling now? How do you know?*
- **Pages 10** – If necessary, model the pronunciation of “Āe” and clarify the meaning of “light your way”. Encourage the students to discuss their responses to the idea of the stars as kaitiaki and/or to share any beliefs they have about them. *How does Ani feel about this idea? How do you know?* Update the summary chart together.

- **Page 12** – Discuss how Ani is feeling now and the evidence in the text that supports the students’ thinking (the illustration, her reference to “my kaitiaki”, “she smiled”, she “snuggled”). Encourage the students to make connections to their own experiences.
- Together, review the reading purpose. Expect the students to explain what Koro did to help Ani change her feelings about the dark.
- Have the students evaluate the ideas in the text.
Do you think this was a special visit? Why/ or why not?

Monitoring during the reading

The students monitor their own reading and self-correct where necessary.

- You may have noticed students doing some self-monitoring during the first reading, but you can monitor more closely as the students reread the text quietly to themselves or to a partner. Observe their attention to print and their use of illustrations to search for further information. Note their ability to use the punctuation to track dialogue and to support phrasing and expression.
- When students make an error, wait till 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.
- Remind the students of ways they can solve words, for example, breaking words into shorter chunks (“ward-robe”, “cur-tains”), looking for parts of words that they know (“aw” as in “saw” in “drawers” and “yawned”), and rereading the sentence to check that their attempt makes sense.
- Draw attention to the students’ use of strategies by asking questions or giving feedback. For example, *How did you know that bit was wrong? Or: Well done. I noticed that you reread that bit when you got confused. How did rereading help you?*
- If students are making errors without noticing a problem, use appropriate prompts to draw their attention to the error. For example:
 - on page 2, if the student stops after “back home” at the end of line 4 and shows by their intonation that they have “inserted” a full stop, say: *You stopped there, but there is no full stop. Start the sentence again. Read till you get to the full stop.*
 - if the student has difficulty with “What’s” or “watch” on page 6, prompt them to read on so that they can use the context of the complete phrase (“What’s the matter”, “watch over you”) as a further source of information.

- Remember to base these types of 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.
- Create charts to remind the students about the strategies they could use when they read. Give feedback when you notice students adopting these new strategies.
- 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.

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.

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

- The students can build their comprehension and fluency by rereading the text while listening to the audio version on the CD or MP3 file. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Return to the text for a deeper discussion of aspects such as:
 - the concepts of kaitiaki and tūrangawaewae
 - stories the students know about the stars, including Matariki.
- If possible, invite parents, whānau, or kaumātua to the school to share their knowledge of kaitiaki and of features in the area that are seen as important to local iwi.
- Have the students add thought bubbles to photocopies of page 6 and two other pages (for example, 7, 8, and 12) to show what Ani and the other characters are thinking at these points in the story. Have the students share their pages.
- You could provide writing frames to support English language learners in constructing sentences for the thought bubbles. Decide on a couple of sentence structures the students could use and model these on enlarged thought bubbles on the whiteboard. Choose pages other than those suggested in the activity above to add thought bubbles to.

See the table below for examples of possible sentences to model and writing frames that the students could use. Model filling them in with different words and phrases. Use the writing frame to co-construct one or two more thought bubbles with the students and then have them complete their own. For some students, you may need to provide a word bank that they can use to fill in the writing frame.

Page	Character	Modelled sentence	Writing frame
3	Ani	I am happy to be here.	I am _____ to _____
5	Ani	I am scared of the dark.	I am _____ of / about _____

- Ask the students to write about a time when they visited their grandparents, or other whānau, and what made the visit special.
- Have the students talk with a partner about a place that's important to their family. You could follow this up by having the students draw and write about this special place. English language learners could write this in their first language. Have the students tell you what they can about what they have written, or you could get their writing translated if possible. It is beneficial for English language learners of this age to continue their literacy in their first language, to be able to make connections with the language and literacy knowledge they already have, and to see that their language and literacy knowledge is valued and valuable.
- Revisit the illustrations on pages 2 and 3. Prompt the students to think about the differences between the urban and rural settings. Then have the students look at page 8 and think about how the stars would look particularly bright because there isn't much other light from cars, streetlights, or other houses.
- Reread the text, focusing on the language the author has used to describe the starry sky (for example, "kaitiaki", "millions of stars", "sparkling", "beautiful"). Ask the students to draw a picture of a starry sky and write one or two sentences that describe it. During shared writing, you could use this text as motivation for writing poetry about the night sky.
- Have the students reread the text with a partner, focusing on reading the dialogue expressively.

Related texts

Texts that you could share with your students about the night sky include: *Night is a Blanket* and *Matariki* (both Gold)

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