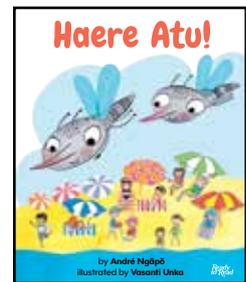


# Haere Atu!

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## Shared reading

Shared reading provides students with opportunities to behave like readers and to engage in rich conversations about texts that they are initially not able to read themselves. The focus is on engagement, enjoyment, and comprehension. Shared reading involves multiple readings of a text, led by the teacher, with increasing interaction and participation by the students. After many shared reading sessions, the students become able to read the small-book versions of the big books, with increasing independence and fluency.

## Overview

In this lively humorous story, lots of people are enjoying themselves at the beach when two hungry sandflies, Namu and Sandy, arrive looking for lunch. The sandflies are

delighted to see so much exposed skin but not surprisingly, the beachgoers don't want to be eaten! The hilarious dialogue between the sandflies, the dramatic response from those being attacked, the rhyming descriptive phrases, and the repeated refrain from the victims create a highly engaging story. The text is enhanced by some Māori vocabulary, the meaning of which is strongly supported by the context.

There is an audio version of the text as an MP3 file at [www.readytoread.tki.org.nz](http://www.readytoread.tki.org.nz)

## Cross-curriculum links

Science: Living World (level 1 and 2, life processes) – Recognise that all living things have certain requirements so they can stay alive.

## Text characteristics

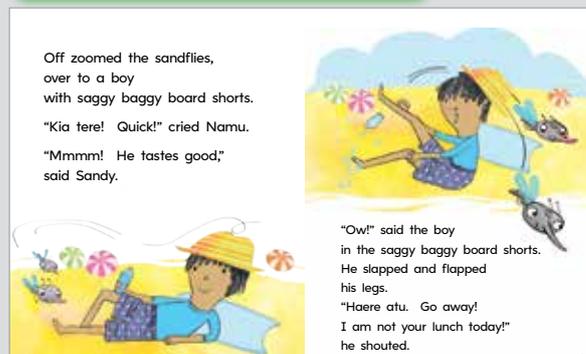
Key text characteristics as described in the reading standards for after one year at school are shown in the boxes with a solid outline. Other boxes show additional characteristics.

The familiar context and setting of a day at the beach

Many sentences that run over more than one line but do not split phrases, supporting return sweep and phrasing

Humorous, dynamic illustrations that support and extend the meaning but may not exactly match the words, and visual language features such as the curving lines to show movement

Most content explicitly stated but also some implicit content that provides opportunities for students to form and test hypotheses and make simple inferences



A range of punctuation, including speech marks, commas, exclamation marks, and an ellipsis (on page 11) to support phrasing, intonation, and meaning

Dialogue between easily identified speakers

The colloquial phrases relating to food, for example, "dig in", "Slurp, slurp", "Delicious", "He tastes good"

Many high-frequency words as a scaffold for independent reading attempts

The clear narrative structure

The strong support for the Māori vocabulary (which is always followed by an English translation)

The engaging descriptive language, including the rhyming adjectives (for example, "floppy sloppy sunhat", "saggy baggy board shorts"), the repeated refrain ("Haere atu. Go away! I am not your lunch today!"), the dynamic verbs, and the expressions and exclamations (for example, "Mmmm. Delicious!", "Yum!", "Ow!", "Slurp, slurp"), that provide opportunities to extend students' vocabulary and awareness of language use and encourage links to writing

Interest words (for example, "arms", "beach", "beach bag", "board shorts", "legs", "lunch", "man", "sandflies", "sunhat", "skin", "T-shirt", "woman") including a wide range of verbs ("cried", "flew", "fly", "jumped", "laughed", "reached", "shouted", "slapped", "zoomed"), and some adjectives and adverbs that are likely to be in a reader's oral vocabulary and that are strongly supported by the context, the sentence structure, and/or the illustrations

## Related texts

Humorous texts about contrasting points of view:  
*Dragons! Dragons! Dragons!*, *Greedy Cat*,  
*Monster's Lunch* (shared)

## Reading purposes and learning goals

*(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 suggestions in this teacher support material 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).

Each reading purpose is accompanied by learning goals. The learning goals are the sorts of behaviours that you want your students to demonstrate after multiple readings of this text.

Often the first reading of a shared text will be with the whole class, with students joining in as they feel confident. The focus is on making meaning – the teacher leads the reading so that the students can concentrate on responding to the storyline and thinking critically about the theme or main idea. Exploration of word-level features should be left for subsequent readings.

English language learners who are just beginning to learn English will benefit from some language work before you read the shared text with the whole group. For example, encourage them to look at the cover illustration and talk about it in their first language. Provide selected English words and phrases orally and in writing (using labels), for example, “sunhat”, “board shorts”, “beach”, “sandflies”. Then give the students cards or paper with the words and pictures illustrating them. Support them to match the words and pictures. Introduce the term “Go away!”

## A suggested purpose for the initial reading

To find out what happens when the sandflies go to the beach

## Possible learning goals

During the first reading, the students can:

- make connections to similar experiences to make predictions and inferences about the characters
- notice some ways the print and illustrations work together to build meaning
- summarise the events
- start noticing language patterns and the teacher's intonation as a support for joining in the reading.

## Introducing the text

- Discuss the cover illustration. Confirm the insects are sandflies and prompt the students to share any relevant knowledge and experiences. *What happens when sandflies are around? What can you do about it?*
- Read the title and prompt the students to use the illustration and the earlier discussion to infer what it means. Read the names of the author and illustrator.
- Share the reading purpose.
- Turn to the title page and reread the title.
- Discuss the expressions on the sandflies' faces and have the students predict why these sandflies might be feeling excited. (Note that although it's not mentioned in the story, Namu and Sandy are female. Only female sandflies ingest blood.)
- Explain there are some Māori words in the story that they might not know, but as they listen, the story will help them work out what they mean.
- Remind them of the reading purpose.

## Reading and discussing the text

- Ensure the students follow the text as you read aloud, using a pointer to help them track the words.
- **Pages 2 and 3** – Review the illustration to confirm the setting and the characters. Stop at the end of page 2 and check they have understood that Namu and Sandy are sandflies, and they are looking for lunch. *Why does Namu think the skin is lovely? What are they going to “dig into”?*
- **Pages 4 and 5** – After reading, have the students share their reactions and review their earlier predictions. *What will the sandflies do next?* Clarify the purpose of the movement lines in the illustrations.
- **Pages 6 to 9** – Enjoy the students' discovery of the repeated pattern of events. As they begin to predict and enjoy the language, they may join in with the reading. At the end of page 9, discuss the sandflies' problem. *Have the sandflies been able to get any lunch yet? Why not? I wonder what they'll try next?*
- **Pages 10 to 11** – Enjoy the students' responses to the change in the language pattern. Pause at the end of page 11 to discuss the woman's reaction. *Why hasn't she jumped up? What is she going to do?*
- **Page 12** – Before reading, encourage the students to view the illustration and infer what the woman has done to the sandflies. *Is that what you thought she would do?* Encourage them to predict what the sandflies will do now.

- Remind the students of the reading purpose. Ask them to retell what happened and compare it with their predictions. *Did anything happen that you didn't expect?*
- Reread the story, asking the students to listen for verbs (the words that tell them what the characters are doing). List some examples, then revisit the text to explore the words further, for example:

## Suggested purposes for subsequent readings

You can return to this text many times with a different purpose. Subsequent readings of the big book may be with a group of students who have similar learning needs rather than with the whole class. **Select from and adapt** the following suggestions.

## Suggested reading purpose

To notice and enjoy the ways the writer has used language in this story

## Learning goals

Over a number of sessions, the students can:

- identify and explore the use of rhyming words and phrases
- identify and discuss the words that describe the characters' actions (verbs and adverbs)
- identify how the story has helped them understand the Māori words.

Choose one of the suggestions below for each session.

- Ask the students to listen for the rhymes as you reread the story. Encourage them to join in. Explore the sounds and meanings of the rhymes, for example:
  - Explore pairs of rhyming adjectives. Reread the phrase “floppy sloppy sunhat” on page 4, emphasising the rhyming words. *What do you notice about these two words? What word rhymes with “floppy” (or “sloppy”)?* Enjoy exploring the other pairs of rhyming adjectives. The students could choose one of the pairs and draw a picture of themselves with a caption. For example, “Look at my spotty dotty sunhat.”
  - Focus on the repeated refrain, “Haere atu. Go away! I am not your lunch today.” Turn to page 5. *What did the girl say to the sandflies? Why did she say that?* Read the refrain together with gusto. Ask them to identify the rhyming words. Write the words “away” and “today” and draw attention to the “ay” rime. *What parts of these words look the same?* Support the students to generate more rhyming words by substituting initial letters.
- On page 2, reread the first paragraph. *What did the sandflies do? Show me how your hands can “zoom”. How does the picture show us they are zooming?* You may want to include prepositions with “zoom” (“zoomed around”, “zoomed over”). Enjoy acting out the verbs together. Repeat this with some of the other verbs, either now or during subsequent readings. For example, on page 5, have the students identify the verbs that show what the girl did (“jumped”, “slapped”, “shouted”). You could also discuss what the verbs tell them about how the girl is feeling.
- The students could act out the verbs or use them to play Simon Says. This would be particularly supportive for English language learners.
- Display a list of the verbs with their meanings (in pictures) for students to refer to when they are reading and writing. You could make up sentences together or provide sentence frames. For example:  
The \_\_\_\_\_ zoomed around \_\_\_\_\_ .  
They zoomed over \_\_\_\_\_ .  
Off they zoomed to \_\_\_\_\_ .
- Discuss how the students worked out the meaning of the words in Māori. For example, on page 5: *What helped you work out what “Haere atu” means?* Point out that the words are repeated in English so that as well as using the context and what they already know to work out the words, there is another way of checking the meaning. Make a chart of the word pairs that the students could add to. Encourage the students to say their own sentences in different class situations, for example, “Titiro! Look at my picture.” Encourage students who have a first language other than English to share how you say “go away”, or “haere atu”, in their language.

(continued on page 4)

## Suggested reading purpose

To think about the beginning, the middle, and the end of this story

### Learning goals

Over a number of sessions, the students can:

- make connections to their knowledge of story structure
- summarise the events in the story
- identify the beginning, the middle, and the end.

Choose one of the suggestions below for each session.

- Prompt the students to make connections to a familiar story with a similar structure, such as the shared book *Dragons! Dragons! Dragons!*, and discuss what happens at the beginning, middle, and end. Identify that there is a problem, several attempts to fix it, and the ending when a solution is found.
- Reread *Haere Atu!* Ask the students to retell the story, referring to the book as required. Note their ability to explain what happened to the sandflies at the end (because this is not actually stated in the text.) Now tell the students you want them to think about the beginning, middle, and end. *What happens at the beginning? What was the sandflies' problem? What happened in the middle of the story? What did the sandflies do? What did the people do?* Draw out the idea that, just like in *Dragons! Dragons! Dragons!*, a lot of things happened in the middle of the story. Discuss the ending, drawing out the idea that, unlike *Dragons! Dragons! Dragons!*, it wasn't a happy ending for the sandflies!

The students could use a chart like the one below to summarise the story using a simple "drawing and sentence" format. Allow more space for the middle section of the story.

Alternatively, have the students draw a picture and write a sentence about one of the events and paste it in the appropriate place on the story chart. Students who are more confident with writing could draw and write about three or four events in the story and place them in sequence.

At the beginning of the story	In the middle of the story	At the end of the story
The sandflies' problem was ...	The sandflies tried ...	At the end, the woman ...



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## Suggested reading purpose

To read with fluency and expression

### Learning goals

Over a number of sessions, the students can:

- draw on their developing reading vocabulary, their knowledge of the story and storybook language, and on specific word meanings and punctuation, to read with appropriate phrasing, intonation, and expression.

This reading purpose can be returned to many times, with the students building up their confidence and independence. Your modelling of fluent, expressive reading will be a major support for achieving this learning goal. The students can also build up their Māori pronunciation, and their comprehension and fluency, by reading the text while listening to the MP3 file.

Choose one of the suggestions below for each session.

- Reread the story, modelling the dialogue and the use of punctuation to support phrasing and expression.
- Reread the story, and divide the group into two, with one group reading the sandflies' dialogue and the other group reading the people's dialogue, while you read the narration.
- Provide many opportunities for beginning readers to reread the big book, using a pointer to practise reading left to right and the use of a return sweep.
- English language learners may benefit from opportunities to listen and practise with the MP3 file. They could listen to short sections and then listen again to help them practise their pronunciation and intonation. Offer the students guidance on particular sounds (for example, "t", "d", "k", "l", consonant endings in general, and consonant clusters) or intonation patterns that are causing problems for them. Provide feedback to support them to improve their pronunciation and intonation.
- Ask individual students to locate high-frequency words in the story. *Can you find "the"? Can you find another one?* During shared writing sessions, provide opportunities to reinforce these activities, for example, *Spell the word "the"*.

# Haere Atu!