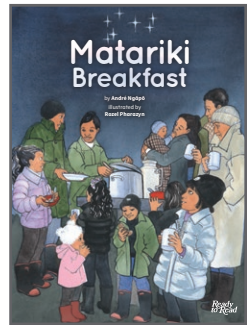


# Matariki Breakfast

by André Ngāpō  
illustrated by Rozel Pharazyn



## 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 for themselves. It encourages enthusiasm for reading, builds knowledge, strengthens comprehension, and fosters understanding of the features of a wide variety of texts (including narrative, poetry, and non-fiction).

Shared reading involves multiple readings of a text, led by the teacher, with increasing interaction and participation by students. After many shared reading sessions, students become able to read, with increasing independence, the small books that accompany the big books.

## Overview

*Matariki Breakfast* describes Kara's experience of celebrating Matariki (Māori New Year) with her whānau. It includes a retelling of a Tainui story about how the Matariki stars brought back Tama-nui-te-rā (the sun) after Māui and his brothers had caught him. *Matariki Breakfast* is underpinned by Māori cultural concepts, including tuakana-teina relationships, the transmission of knowledge through storytelling, and the celebration of Matariki. As well as speaking directly to Māori students,

this story provides opportunities for all students to make connections to their own cultural understandings about families and celebrations (particularly new year celebrations).

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

## Cross-curriculum links

Social sciences: (level 1, social studies) – Understand how the cultures of people in New Zealand are expressed in their daily lives; (level 2, social studies) – Understand how cultural practices reflect and express people's customs, traditions, and values.

## Related texts

- Texts about Matariki: *Matariki* (Gold); "Lanterns for Matariki" (SJ 1.3.05)
- Māui tales: *Māui and the Sun* (Ready to Read, Purple) and New Zealand picture books for example, by Ron Bacon, Peter Gossage, and Gavin Bishop
- Texts about cultural celebrations: *Diwali* (shared); *White Sunday in Sāmoa* (Turquoise)
- Stories about family celebrations: *Grandpa's Birthday* (Blue); *A Gift for Aunty Ngā* (Gold)

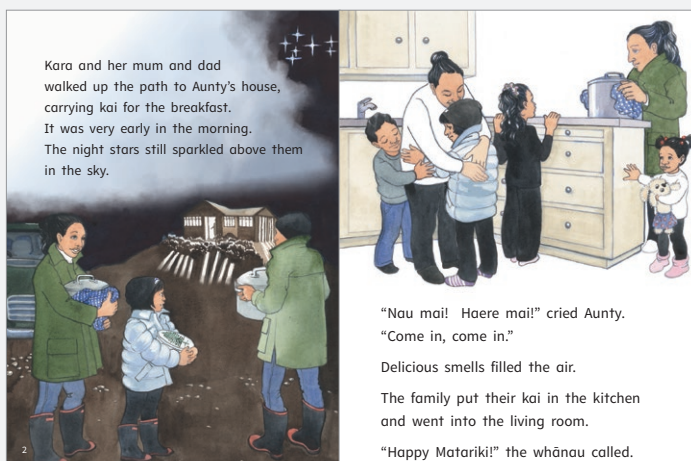
## Text characteristics

Unlike guided texts, shared reading texts are not levelled and may be used with a wide range of students. Many of the text characteristics of *Matariki Breakfast*, as described here, are similar to but more complex than those for guided reading.

Some settings and contexts that may be outside the students' prior knowledge but can easily be related to it

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

Shifts in time and place, including shifts from the real world to the world of myth and back again



A variety of sentence structures

A note about the author on the inside back cover

A mix of explicit and implicit content within text and illustrations that provides opportunities for students to make connections with their prior knowledge to make predictions and inferences

Several characters and events and more than one storyline

Words in te reo Māori (for example, "aroha", "Haere mai", "kai", "Kia ora", "Matariki", "Nau mai", "whānau", and characters' names), some of which are likely to be in a student's oral vocabulary but may be unfamiliar in their written form

Some unfamiliar words and phrases, including descriptive language (for example, "The night stars still sparkled", "Delicious smells", "returning home", "long journey", "so hurt", "hid away", "Winter was born", "warmth", "music", "heal", "out of hiding", "disappear", "celebrate and remember", "starry sky", "whispered"), the meaning of which is supported by the context, the sentence structure, and/or the illustrations

## 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 and when reading other texts.

Often the first reading of a shared text will be with the whole class. The focus is on making meaning. The teacher leads the reading (with students invited to join in as they feel confident) so they can focus on responding to the content and thinking about the theme or main idea. Deeper understanding of ideas and exploration of language and other text features can be developed over subsequent readings.

## Suggested purposes for the initial reading

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

To find out what happens at the Matariki breakfast

To think about why we celebrate Matariki

### Possible learning goals

During the first reading, the students can:

- **make connections** to their knowledge and experience of Matariki and family celebrations, including other new year celebrations to **make predictions** and track events
- use information in the text and illustrations to **make inferences** about why the whānau is having a Matariki breakfast
- **ask questions** about aspects they are not sure of
- **identify some main ideas** about Matariki.

## Introducing the story

- A few days before introducing this book, you could read and discuss the myth of “Māui and the Sun” with the students. You could also put a copy of the Ready to Read book *Māui and the Sun* into the browsing box of any groups reading at Purple or above.
- Read the title and the names of the author and illustrator. Find out what your students know about Matariki. If necessary, clarify that Matariki is the name for the Māori New Year and a group of stars (as shown in the illustration).

- Encourage the students to use their prior knowledge and the cover illustration (noting the setting, the characters, and what they are doing) to predict what a Matariki breakfast might be.
- Remind the students that stories are usually about one main character. Ask them to use the cover illustration to predict who the main character might be. Use the title page illustration to confirm (or change) their predictions.
- Share the purpose for reading.

## Reading and discussing the story

- Adapt the following suggestions according to the interests, prior knowledge, and experiences of your students. Try not to lose the momentum of the first reading by stopping too often. The students can build their understanding and explore the deeper themes of the myths and the wider significance of Matariki over several readings.
- Pages 2 and 3 – Use a pointer to track the print. As you read, make connections to the introductory discussion (about when, where, who, what). If necessary, clarify that these pages are showing events that are happening before those shown on the cover. Encourage the students to make connections to their own experiences of family celebrations and to review their earlier predictions (in light of the new information on these pages) of what a Matariki breakfast might be.
- Pages 4 and 5 – Expect the students to notice the contrast in the style of illustrations. Remind them that asking questions and wondering is a good way of thinking about a story.
- Have the students use the page 4 illustration to identify Koro and Wai. Stop at the end of page 4 to clarify the main point (that Wai is going to tell a story that will explain why the whānau are having a Matariki breakfast). Encourage them to share any questions they have (for example, why the Matariki stars have been on a long journey). Expect the students to predict that the page 5 illustration is from the story Wai is going to tell.
- After reading page 5, briefly review what the students know about the myth of Māui and the sun. *I wonder what this has to do with Matariki. Let’s read on to find out.*
- Pages 6 to 8 – As you read the rest of Wai’s story, prompt the students to use both the text and the illustrations to build ideas about what the world would have been like without the sun. *Why was it so important to get the sun back?*
- Page 7 – Matariki is referred to here as a star, a cousin, and the mother of the other six stars. (Some students may have heard a different version in which Matariki has six sisters. Remind them of Wai’s

mention of their iwi on page 5 and explain that there are often many versions of old tales.)

- Page 8 – Encourage the students to use the illustration to generate some ideas about what would happen to the land when the sun came back.
- Page 9 – Support the students to notice the shift back to the present day. Explain that the Matariki stars really do disappear from view and then reappear.
- Pages 10 and 11 – Support the students to notice the shift back to getting ready for the breakfast. *Have you ever done anything like this early in the morning?* Some students might make connections to the experience of going to a dawn parade on Anzac Day.
- Page 12 – *Why do you think Kara says “Happy Matariki” to the stars?* Read the note on the inside back cover. Draw out the idea that the author is writing about a story that is special to him, just like it is special to Kara.
- Remind the students of the first reading purpose. *What did the whānau do for their Matariki breakfast?* Encourage them to think critically: *Why did they have the breakfast at the lookout?* The students could draw and write about the Matariki breakfast and what they like about it.
- Encourage the students to share their own experiences of Matariki or other new year celebrations and discuss how they are the same as or different from Kara’s experiences in the story. You could make a chart showing which new year celebrations the families in your class participate in. You could include the time of the year, the things they do to celebrate, and the special things they remember. The students could draw and write about how they celebrate new year (or another special time).
- After further readings, you could explore the ideas in Wai’s Matariki story. Tell the students that the story of Tama-nui-te-rā (and “Māui and the Sun”) are myths: special stories that have been around for a long time and that explain why the world is as it is (for example, why we have night and day and summer and winter, and why the Matariki stars disappear from the sky). Explain, as mentioned above, that there are often several versions of myths. You could have the students paint a group picture and add labels to describe the world when the sun was hiding and when it came back.
- Make the audio version available for students to listen to and enjoy. Students can build their comprehension and fluency by rereading the text while listening to the audio version. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.

## Suggested purposes for subsequent readings

You can return to this text many times to build students’ understandings and explore different purposes.

Subsequent readings of the big book may be with a group of students who have similar learning needs rather than with the whole class. Note that there is some overlap in the following suggestions. **Select from and adapt** the following suggestions.

## Suggested reading purpose

To think more about how the Matariki breakfast is special for Kara and her whānau

## Learning goals

Over a number of sessions, the students can:

- **make connections** to their own experiences of family celebrations, including Matariki or other new year celebrations
- **identify** what Kara says and does in the story
- **make inferences** about (visualise) Kara’s feelings and why the Matariki breakfast is important to her
- **make connections** to their knowledge of traditional Māori stories (including myths) and similar stories from other cultures
- **identify** examples of aroha in the story (what the whānau members do to make the Matariki breakfast special).

Choose one of the suggestions below for each session.

- As you reread the story, have the students identify (in the text and illustrations) what Kara says and does, making connections to their own experiences to infer how she feels. For example, she brings food, hugs her aunty, enjoys the company of her whānau, asks for the Matariki story, comments on the story, takes part in the breakfast at the lookout, and whispers to the stars. Have the students think, pair, share their ideas about what has made the morning so special for Kara.
- Encourage the students to make connections to their experiences of stories associated with celebrations, for example, stories relating to Diwali, Eid, Chinese New Year, Christmas, or Easter. *Why do you think Kara wants Wai to tell the Matariki story? Has Kara heard the story before?* Make connections to the note on the inside back cover and the students’ own experiences of family members telling stories (not just myths) and of enjoying hearing the same stories over and over again.

- Draw the students' attention to Koro's mention of "aroha" on page 9 and discuss what aroha means. *How does Kara's whānau show aroha to one another?* Support the students in identifying examples. As a follow-up, the students could draw and write about the things they do to show aroha for their family.
- Reread page 10 and discuss how the whānau show their aroha to Matariki and her daughters by eating their breakfast with them. Draw out the idea that the Matariki breakfast is a way of showing that they remember what the stars did to bring back the sun.
- Create a word bank of all the words in the story that refer to light. Think of others that could be added, for example, "twinkle" or "glow". Make connections to the use of lights in other celebrations, such as Diwali, Chinese New Year, Christmas, and birthdays.
- Choose a key word or phrase (for example, "kai", "stars", "whānau", "Matariki story", "Tama-nui-te-rā", "winter", "warmth", "aroha", "celebrate") and ask the students to share their ideas about why it is important in the story. Provide support by sharing your own thinking first. Follow this up by having the students work in pairs to choose their own word or phrase they think is important in the story and explain why they think so.

## Suggested reading purposes

To explore some of the ways the illustrator has helped us understand and enjoy this story

To enjoy some of the ways the writer has used language in this story

## Learning goals

Over a number of sessions, the students can:

- **identify** and discuss how the illustrations help us understand the writer's ideas
- **explore** how the writer uses descriptive language to help us understand the ideas about Matariki and the Matariki breakfast
- **identify** some key words and discuss why they are important in the story.

Choose one of the suggestions below for each session.

- Ask the students to focus on the page 2 illustration. *What does this illustration tell you about the Matariki breakfast?* Prompt them to notice the dark sky, the stars, the characters wearing warm clothes and carrying food, and the light from the house. Read the text on page 2, noting how the illustrations interpret the words and add new ideas (for example, the warm clothes suggest the morning is cold; the gumboots suggest the ground is wet, possibly from early morning dew; and the lights of the house seem to "reach out" to the family in a welcoming way).

Repeat this activity with the page 3 illustration. Support the students to notice the change from being cold and dark outside to being warm and light inside. As you read on, encourage the students to look for further references in the text and illustrations, to dark and light or cold and warmth, both in relation to the Matariki myth (pages 6–9) and the Matariki breakfast (pages 10–11).