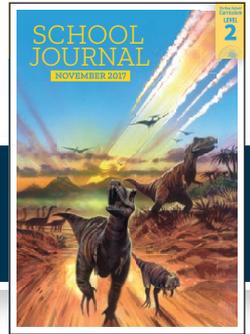


Celebrating Puanga at Ramanui

by Maakere Edwards and Kiwa Hammond

School Journal
Level 2, November 2017
Year 4



Overview

This TSM contains a wide range of information and suggestions for teachers to pick and choose from, depending on the needs of their students and their purpose for using the text. The materials provide many opportunities for revisiting the text.

This article describes how one Taranaki school celebrates the appearance of the star Puanga in the eastern sky – the signal for the start of the Māori New Year. In other parts of Aotearoa, people watch for Matariki, but that constellation is hard to see in the Taranaki region.

While the content will be particularly familiar for students who have a strong connection with Māori culture, all students will be able to make links to the experience of observing the night sky. Many students will recognise the similarities between what happens at Ramanui School to celebrate Puanga and Matariki celebrations elsewhere.

The article is written in short paragraphs, detailing the events at the school in chronological order. There are also three text boxes that provide additional information to clarify ideas: the first compares Puanga with Matariki, the second gives reasons for celebrating Puanga, and the third describes a time capsule that has been prepared for storage.

This article:

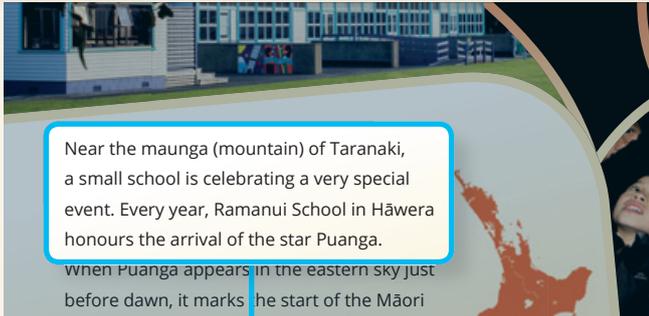
- provides a map to contextualise the setting
- describes events within the familiar environment of a school
- includes te reo Māori, for people, places, and things (some with translations)
- uses photographs to illustrate the events
- includes a mix of recount and explanation with additional information in text boxes.

A PDF of the text and an audio version as an MP3 file are available at www.schooljournal.tki.org.nz

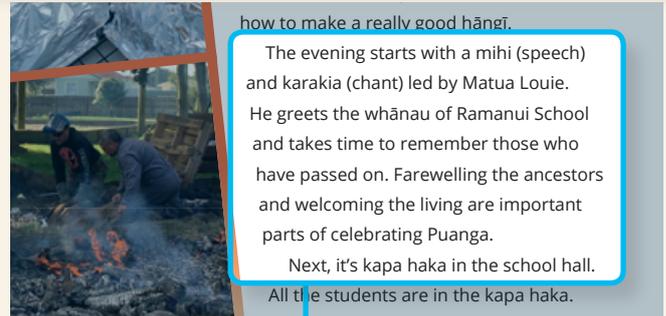
Texts related by theme

Matariki Breakfast Ready to Read 2017 (Shared book) | “**Tunç Tezel: Star Man**” SJ L2 May 2016 | “**Night Light**” SJ L2 May 2016 | “**The Sons of Ma’afu**” SJ L2 Oct 2015 | “**Playing Ki-o-Rahi**” SJ 2.3.2010 | “**Eye Spy**” Connected 3 2009

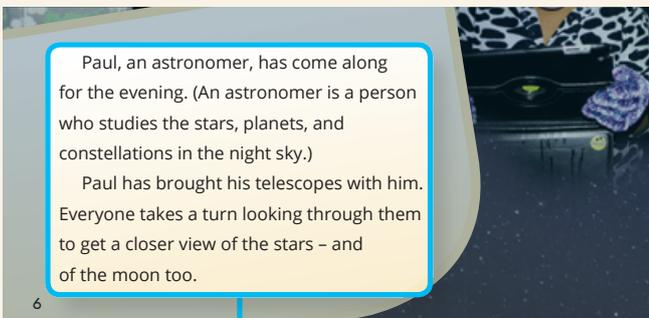
Text characteristics from the year 4 reading standard



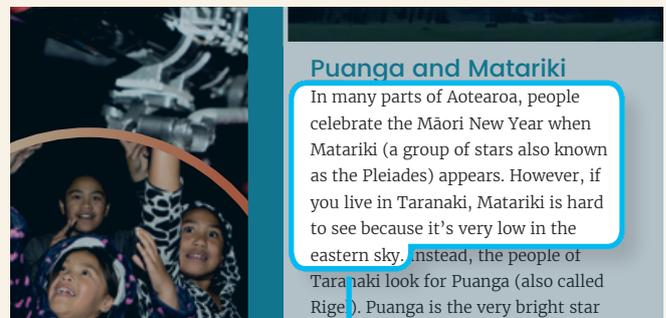
some abstract ideas that are clearly supported by concrete examples in the text or easily linked to the students' prior knowledge



a straightforward text structure, such as a structure that follows a recognisable and clear text form



some compound and complex sentences, which may consist of two or three clauses



some words and phrases that are ambiguous or unfamiliar to the students, the meaning of which is supported by the context or clarified by illustrations, and/or written explanations



Reading standard: by the end of year 4

VOCABULARY

Possible supporting strategies

- Scientific language: “Pleiades”, “Rigel”, “Orion’s Belt”, “astronomer”, “constellations”, “telescopes”
 - Many te reo Māori words, including place names (“Taranaki”, “Ramanui”, “Hāwera”, “Aotearoa”), stars (“Puanga”, “Matariki”, “Tautoru”), an exclamation (“Tau kē!”), and an event (“Puanga Kai Rau”)
 - Some te reo Māori translated in brackets: “Puanga (also called Rigel)”, “Tautoru (or Orion’s Belt)”, “maunga (mountain)”, “hākari (feast)”, “mihi (speech)”, “karakia (chant)”, “manu tukutuku (kites)”, “rama (lanterns)”, “pātaka (storehouses)”
 - Verbs with two meanings: “marks”, “put down”, “passed on”
 - Some unfamiliar vocabulary: “dawn”, “crops”, “harvested”, “time capsule”
- Remind students of strategies for working out unfamiliar vocabulary, such as looking at the context, using knowledge of word patterns and prefixes or suffixes, and making connections to prior knowledge.
 - Spend time familiarising yourself with any unfamiliar Māori words or expressions. Look up or ask others for help with any words that are unfamiliar to you. You could ask other people in your school community or iwi for support, or you could listen to the audio version of the story or to the online recording on the [Māori Dictionary](#).
 - Depending on the knowledge of your students, provide support for the pronunciation and meanings of te reo Māori terms, for example, “whānau”, “hāngi”, “kapa haka”, “Koro”, “Matua”, “kōwhai”, “marae”. (In some cases, students may know the terms when they are spoken, but they may not recognise the written versions.) Review the correct pronunciation of these words.
 - Draw students’ attention to the accompanying photographs and labelled diagrams to support understanding.
 - Create charts to display the vocabulary students are exploring. These can be added to over time. Adding a picture to each word will help English language learners (in the case of English words) and all students (in the case of te reo Māori words) to identify and remember the words.
 - The English Language Learning Progressions: Introduction*, pages 39–46, has useful information about learning vocabulary.
 - See also [ESOL Online, Vocabulary](#), for examples of other strategies to support students with vocabulary.

SPECIFIC KNOWLEDGE REQUIRED

Possible supporting strategies

- Some understanding of the way people celebrate Māori New Year/Matariki
 - Some knowledge of the stars in the night sky
 - Some understanding of the way Earth moves in relation to the sun, the moon, and the stars
 - Some understanding of the changing seasons
- Get students to share personal stories about celebrations (especially those relating to New Year) from their own cultures.
 - Use the illustration provided on page 3 to identify the specific stars mentioned and their place in the constellation of Orion. Provide sky maps and pictures of constellations for students to find out about other stars and constellations.
 -  Alternatively, students could explore the topic using the “Star Chart” [android](#) and [Apple](#) app.
 - Use a globe (or a ball) to demonstrate the movement of Earth to support understanding of why we can see the sun, moon, and stars at certain times, and not others.
 - Use websites and books to research and find background information on Matariki.
 -  [Te Ara](#), for example, provides information about the traditions and the significance of Matariki.

TEXT FEATURES AND STRUCTURE

Possible supporting strategies

- Short paragraphs that support the reader to deal with small amounts of information at a time
 - Clear, chronological sequence of events
 - Time connectives and adverbials that support readers to follow the events: “every year”, “when”, “this year”, “earlier in the day”, “the first time”, “the evening starts”, “next”, “now”, “at this time of the year”, “that night”, “next morning”, “before dawn”, “by then”
 - Text boxes
- Prompt students to compare differences between informational texts and fiction.
 - Draw attention to the sequence described in the text and the sequence of photographs. You could use a [text reconstruction activity](#) to reinforce the use of time connectives and adverbials. Photocopy the story and cut it up into separate paragraphs. (Don’t include the text boxes.) Have the students work in pairs to reconstruct the text in the correct sequence. They could draw a circle round the words and phrases that helped them to know the correct order and then check their finished work against the original story. As a group, discuss which words and phrases were helpful.
 - Lead a discussion about the purpose and effect of the words that tell us when something occurred.
 - Direct students to the subheadings in the text boxes and prompt a response. *Does this catch our attention? What do you think this text box will be about? What helped you work it out?*
 - Explain the purpose for the information in the text boxes and review whether the additional information is useful to support our understanding.



Sounds and Words

Possible curriculum contexts

ENGLISH (Reading)

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

– Structure: Show some understanding of text structures.

ENGLISH (Writing)

Level 2 – Ideas: Select, form, and express ideas on a range of topics.

– Structure: Organise texts, using a range of structures.

SOCIAL SCIENCES

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

Possible first reading purpose

- To find out what students at one school do to celebrate the Māori New Year.

Possible subsequent reading purposes

- To explore some of the traditions of Puanga and the Māori New Year
- To identify how the organisation of the text helps to convey information.

Possible writing purposes

- To write a factual recount of a celebratory event from your own school
- To explain what Puanga is and why it is celebrated
- To include visual features to support an informational text.



Instructional focus – Reading

English Level 2 – Ideas: Show some understanding of ideas within, across, and beyond texts; Structure: Show some understanding of text structures.

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

First reading

- Set the purpose for reading.
- Prompt the students to consider what they already know about Puanga and Matariki.
- Skim and scan the article, looking at the visual text features (photographs, map, and diagram).
- Explain that there are many te reo Māori words in the text – some will be familiar and some will be new.
- Support students to make connections with school or community events that they have experienced.
- Have students talk with a partner about their personal experience of seeing the night sky. Some constellations such as Orion (or The Pot) and the Southern Cross may be familiar to many.
- Direct the students to the paragraph breaks and remind them that these usually indicate new ideas.
- Remind students of the purpose of text boxes.

If the students require more scaffolding

- Model the skim and scan process, thinking aloud to respond to the text and ask questions. *I’m wondering why the writers have put the extra information separately.*
- Provide opportunities for students to discuss their prior knowledge of Puanga or Matariki with a partner to build on what they each know.
- Prompt recall of strategies to read unfamiliar words. *When we see words with capitals, we know that they could be the names of people or places. What other words would have a capital?*
- Ask questions and use the photographs to help the students identify where the events are taking place. *The photographs help to show what is going on. What sort of place are these people in? What tells you that?*
- Break the text into manageable chunks. *Read the next paragraph and then check in with your partner to see what you found out.*

Subsequent readings How you approach subsequent readings will depend on your reading purpose.

The teacher

Have the students reread the article and summarise it with a partner. Direct them to the structure of the paragraphs and the paragraph breaks. Use questions to support their understanding.

- *There are three sentences in this paragraph – are they all about the same thing?*

Direct the students to focus on the sequence of events, using the text and the photographs. Help them to identify the words and phrases that explain the sequence of events.

- *Look at the first paragraph on this page. It starts with “This year”. What other words tell us about the time frame?*
- *What words show the sequence in the following paragraph?*

Have the students write an appropriate caption for each photograph.

The teacher

Lead a discussion with the students around visual text, directing them to notice the colours, layout, and graphics used on each page.

Focus on one particular page and explain that information can be presented in different ways. Ask questions to support students to think critically about some of the design decisions that have been made.

- *Why do you think the photographs/map/diagram have been included?*
- *What is your eye first drawn to on the page?*
- *What other visual features do you notice?*
- *Is it helpful to have the information arranged like this? Why?*

Have students work with a buddy to identify visual features on another page.

The students:

- read and discuss the content of the paragraphs with a partner
- identify words that link ideas and show sequence (If the students are having difficulty identifying the connective words, you could use a text reconstruction activity like the one described in “Text and language challenges”, but sequencing the individual sentences instead of paragraphs.)
- think critically about the connections between ideas
- work with a partner to locate the key points and record them, using bullet points or numbers to indicate the sequence of events
- record a caption for each photo in the sequence, prompted by the visual and the written text.

DIGITAL TOOLS

 Students could use Google Docs to do this, using a table with spaces for the key points and adding images from the text and captions.

The students:

- identify and reflect on the visual features of the text and explain why they are effective
- think critically about the way the information is presented and the reasons for this
- discuss what additional information they can find out from the photographs, map, and diagram
- discuss the use of the text boxes to provide additional information
- work with a partner to identify specific features of the visual text.

Subsequent readings (cont.)

The teacher

Make links to the purpose of text boxes to provide additional information. Direct them to each one and use prompts and questioning to support their understanding.

- *What is the difference between Puanga and Matariki?*
- *Why would the celebration be known as Puanga Kai Rau?*
- *What is the purpose of a time capsule?*

Provide opportunities for students to respond in pairs.

METACOGNITION

- *You have recognised a similar celebration from your own experience. What was in the article that helped you to make a connection?*

The students:

- talk with a partner about the information in each text box, and refer to the main text as they make meaning of this additional information
- make connections between the text boxes and the main ideas.

GIVE FEEDBACK

- *You linked the extra information in the first text box with the events at this school to help you understand the reason for celebrating Puanga. Good noticing! It's easy to overlook text boxes, but looking at them and thinking about what the extra information means to the rest of the article is a very good strategy for increasing your comprehension.*



Reading standard: by the end of year 4



The Literacy Learning Progressions



Assessment Resource Banks

Instructional focus – Writing

English Level 2 – Ideas: Select, form, and express ideas on a range of topics; Structure: Organise texts, using a range of structures.

Text excerpts from “Celebrating Puanga at Ramanui”

Examples of text characteristics

Teacher (possible deliberate acts of teaching)

Page 4

Earlier in the day, a hāngī was put down. Everyone had a job. It's the first time the school has had a big hāngī for Puanga. Koro Bill is the “hāngī master” – he knows how to make a really good hāngī.

The evening starts with a mihi (speech) and karakia (chant) led by Matua Louie.

STRUCTURE OF A FACTUAL RECOUNT

When writers record an event or an incident in a recount, they usually retell what happened in chronological order.

Have the students identify the words that show time and sequence and discuss their effect on the reader.

Model how to plan a factual recount with a storyboard or a sequence of photographs.

DIGITAL TOOLS  Google Docs provides a digital storyboard template.

- We can draw a storyboard with six boxes to represent the main events.

Co-construct criteria with the students.

- We will need key words to remind us what was happening, and when.
- It will be useful to include a variety of time connectives on our plan.

Have students write their own factual accounts of something that they were involved in, choosing appropriate words and phrases to show the sequence of events. Then have them share their work with a partner and revise it as necessary.

For some English language learners, it might be helpful to develop a list of time connectives that they can refer to when writing. You may need to deliberately teach the meaning of each connective and model how it might be used in writing.

Page 3

Puanga and Matariki

In many parts of Aotearoa, people celebrate the Māori New Year when Matariki (a group of stars also known as the Pleiades) appears. However, if you live in Taranaki, Matariki is hard to see because it's very low in the eastern sky. Instead, the people of Taranaki look for Puanga (also called Rigel). Puanga is a very bright star that can be seen above three stars named Tautoru (or Orion's Belt).

USING CAUSAL CONNECTIVES IN EXPLANATIONS

Explanations answer the questions “how” or “why”. To explain a social phenomenon such as a celebration, writers generally state the reasons why it happens. They use causal connectives, such as “however”, “because”, and “instead”, to make the links between ideas more clear.

Lead discussion around the events in the text. Identify the various actions that people do to celebrate Puanga and why they do those actions.

Model how a writer states a reason using a causal connective.

- Many people celebrate because it has been a tradition for many years.

Have students work with a partner to identify the causal connectives in a section of the text. Create class lists of causal connectives that the students can use in their writing. Depending on their needs, you may need to explicitly teach the meaning of each word and model how it might be used.

They could then write their own explanation and have their partner peer review their writing to check that the use of causal connectives makes the meaning clear.

Page 2



Near the maunga (mountain) of Taranaki, a small school is celebrating a very special event. Every year, Ramanui School in Hāwera honours the arrival of the star Puanga. When Puanga appears in the eastern sky just before dawn, it marks the start of the Māori New Year in Taranaki.



PHOTOS, MAPS, AND VISUAL LANGUAGE FEATURES

Visual text such as diagrams, maps, and photographs can help illustrate and explain information.

Focus on the effect of the visual text and layout on the reader and model the thinking process a writer uses.

- How will I help the reader understand my explanation?
- I will need to match the sequence of the photographs with the sequence in the text. If they're not in the correct order they could confuse the reader.
- Will I need captions and labels for my photos and diagrams?
- The position on the page will show sequence. Where will I arrange the accompanying text when I write?

Have the students add visual text to their own writing to help clarify information.

DIGITAL TOOLS  If using Google Docs, they could add images to their digital storyboard.

METACOGNITION

- Do you find it easier to write your information in a text box or in a short paragraph? Why? How did you decide where to put your text boxes?

GIVE FEEDBACK

- I noticed that you went back and added labels to the diagram of the house to show which room was which. That made it much easier to follow where the events took place.