



## Overview

*Home: Stories from New New Zealanders* tells the stories of four Avondale Intermediate students who moved to New Zealand from overseas. Interviewed by their teacher, Kate Paris, the students share memories of what life was like in the countries where they were born (South Africa, Sāmoa, Pakistan, and Kenya), and they discuss what it's been like adjusting to life in New Zealand. The article explores the issues in a simple and accessible way, incorporating clear narration with students' quotes and striking photography.

This is a rich text that you can revisit many times for different purposes.

## Key competencies

Key competencies explored through this story include: thinking, managing self, relating to others, and participating and contributing.

## Themes and ideas

Themes and ideas explored in this story include:

- home and migration and how they shape individuals and communities
- the difficulties of undergoing big life changes
- cultural difference
- the importance of relationships and family ties
- societal problems, such as war, violence, racism, and poverty.

A PDF of the text and an audio version as an MP3 file are available at [www.schooljournal.tki.org.nz](http://www.schooljournal.tki.org.nz)

**Texts related by theme** “New New Zealanders” SJ L3 November 2017 | “My Name Is Rez” SJ L3 November 2017 | “Being Kiwi” SJ 4.2.10 | “The Polish Refugee Children” SJ L2 November 2016

## Text characteristics from the year 4 reading standard

We have retained the links to the National Standards while a new assessment and reporting system is being developed. For more information on assessing and reporting in the post-National Standards era, see: <http://assessment.tki.org.nz/Assessment-and-reporting-guide>

**A BIG MOVE**

**When I was nine, my family moved from a small town in the South Island to a small town in the North Island.**

As our ferry headed out to sea, Dad told me to wave goodbye. He said that I wouldn't see the South Island again for a long time. That's when it sunk in: this wasn't just another holiday. I knew the North Island well. My favourite aunts and uncles lived there – my grandparents too. But I grew up in the South Island. It was my home.

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

English before he arrived. This made going to school and reading books especially hard. The friendliness of his teachers and classmates made a big difference. “They treated me well. I walked into my new classroom, and there were students playing and laughing – and my new teacher taught me to play with them.”

*“They treated me well. I walked into my new classroom, and there were students playing and laughing – and my new teacher taught me to play with them.”*

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

## Text characteristics from the year 6 reading standard

Now I'm a teacher in Auckland. Every year, my school welcomes students who have moved much further than I did. I've always wondered what it must be like to leave your home and move to a faraway country. How did those students manage such an enormous change?

Abstract ideas, in greater numbers than in previous years, accompanied by concrete examples in the text that help support the students' understanding

Illustrations, photographs, text boxes, diagrams, maps, charts, and graphs that clarify or extend the text and may require some interpretation

Reading standard: by the end of year 4

Reading standard: by the end of year 6

## Making meaning: Supports and challenges

Possible supporting strategies should be implemented at the appropriate time during the reading or lesson.

### VOCABULARY:

- Possibly unfamiliar words and topic-specific vocabulary, including “ferry”, “university”, “violence”, “racism”, “opportunities”, “environment”, “dough”, “refugee”, “siblings”, “native language”, “Resettlement”, “adjust”, “neighbourhood”, “similarities”, “messenger”, “adopt”, “encountered”, “decorated”, “influenced”, “especially”
- Non-English words and names: “Ane”, “braai”, “koeksisters”, “Mohibullah”, “Urdu”, “taro”, “Barkhadle”, “Eid al-Fitr”, “Ramadan”
- Place names: “Cape Town”, “South Africa”, “Pakistan”, “Māngere”, “Aleisa”, “Sāmoa”, “Kenya”, “Tiria”, “Sierra Leone”
- Colloquial words and phrases: “it sunk in”, “a lot to like”, “nana”, “heaps of trouble”
- Adverbs of time: “When I was nine”, “Now”, “in 2017”, “every Wednesday”, “on Saturdays”, “On her first day”, “Every day”, “Then”, “soon”, “more than seven hundred years ago”, “Since then”
- Collocations: “headed out”, “sunk in”, “better chance”, “in danger”, “settle in”, “marks the end”, “looks forward to”.

### Possible supporting strategies

Identify vocabulary and ideas that may be challenging for the students. Encourage them to recall the strategies they can use to solve word problems, such as:

- reading back, clarifying the context, and reading on to see if the meaning becomes clear
- looking for base words, recognisable chunks, or word families.

Preview and discuss the non-English words and the names of the students. Practise saying them out loud, using the guide on the inside front cover to support correct pronunciation. There may be students who are familiar with the words who could help.

Review the place names and match them to the countries on the map. Have a world atlas or an Internet-based map at hand to identify the places more specifically.



Students can search for countries on [Google Earth](#).

They can zoom in or use Street View to see what the countries look like up close.

Have the students work in pairs to complete sentence reconstruction tasks. This involves sequencing words to reconstruct a sentence from the text. In particular, select groups of words that include adverbs of time.

Explain that a collocation is a group of words that are often said together. *You can remember what collocation means by looking at the word. “Co” means “together” and “location” means “place”. You find these words in the same place. How might learning collocations help people when learning a new language?*

Before and after the reading, discuss the colloquial language. English language learners may benefit from exploring and comparing words with similar meanings in their first languages.

Use the audio recording to support students before, during, or after reading.

*The English Language Progressions: Introduction*, pages 39–46, has some useful information about learning vocabulary.

See also [ESOL Online, Vocabulary](#), for examples of other strategies to support students with vocabulary.

### SPECIFIC KNOWLEDGE REQUIRED:

- Some awareness of the diverse cultures that make up New Zealand and the continued flow of immigrants and refugees
- Some understanding of why people might choose to uproot themselves from their homes and make a new life somewhere else
- Some understanding of how people can support each other through significant changes
- Some experience of reading articles and interviews
- Some familiarity with texts that incorporate shifts in time to provide background information.

### Possible supporting strategies

Share stories of making a major move, either between homes or to a new school. Invite any students who have personal experiences of moving to New Zealand to share why they came here and what they found. Explain how drawing on your prior knowledge and experiences helps you when reading. Continue to make these connections before, during, and after reading.

Facilitate a more general discussion on the topic of immigration. *Immigration is currently a hot topic in New Zealand. Lots of people have strong opinions that they talk about privately and in the media. What do people see as the advantages and disadvantages of immigration – for individuals and for New Zealand?*

(Note: Immigration can be a sensitive topic so take care when encouraging students to share personal stories or opinions.)



## TEXT FEATURES AND STRUCTURE:

- An introduction
- A series of interviews covering similar themes and ideas from different perspectives
- Names used as headings
- A pronunciation guide
- The combination of reported and direct speech
- The use of colour to denote separate sections
- A glossary
- Shifts in tense
- Acronyms and abbreviations: “MRRC”, “Eid”
- Rhetorical questions: “How did those students manage such an enormous change?” “How could you help the new New Zealanders you meet?”
- Simple, compound, and complex sentences
- Block quotes
- En dashes: “– my grandparents, too”, “– and the environment is very beautiful”, “– a kind of barbecue”, “– cultures he hadn’t encountered in Pakistan”, “– except that it was hot!”, “– a holy month”
- Photographs
- A map.

## Possible supporting strategies

Read the “hook” with the students. Discuss how it sets up the reader and engages interest.

Scan the article to give the students a sense of its structure. Prompt them to notice how the design is used to signal the four main sections.

Reflect on how the author has reported the students’ experiences and perspectives. Check that your students understand the difference between reported and direct speech. You could use a newspaper or magazine article to demonstrate the difference between narration and direct quotation. Discuss why the writer has combined these approaches and why some of the direct quotes have been turned into block quotes.



Newspaper and magazine articles can be sourced from the internet and projected onto a screen for the students to view and discuss.

Use text reconstruction tasks, where students sequence sentences into a paragraph or sequence paragraphs into a whole text, to help students notice changes in tense and adverbs of time. Select a section of text from *Home* that includes the features you are focusing on. Copy the selected text and muddle up the sentences or paragraphs for each student. Ask the students to cut out each sentence or paragraph separately and rearrange them to recreate the text. The students can then share with a partner and check back with the original text to see how successful they were.

Focus on one of the interviews. Identify its structure and examine how adverbs are used to indicate shifts in time. Consider using the adverbs to create a timeline.

Review the use of the en dash. If the students haven’t encountered it before, prompt them to infer its purpose and then discuss it together.

Prompt the students to look closely at the photographs and explain how they work with the text to make meaning.

## Possible curriculum contexts

### ENGLISH (Listening, Reading, and Viewing)

Level 3 – Ideas: Show a developing understanding of ideas within, across, and beyond texts.

Level 3 – Structure: Show a developing understanding of text structures.

### ENGLISH (Speaking, Writing, and Presenting)

Level 3 – Structure: Organise texts, using a range of appropriate structures.

### SOCIAL SCIENCES (Social Studies)

Level 3: Understand how the movement of people affects cultural diversity and interaction in New Zealand.

Level 3: Understand how people view and use places differently.

### Possible inquiry questions

- What does home mean to me?
- What would it feel like to move thousands of kilometres to a new home?
- How could I help people who have moved from overseas to feel more at home in New Zealand?

### Possible reading purposes

- To find out what it’s like to move to a new country
- To consider why people leave their countries of birth to settle in a new country
- To find out about the challenges and opportunities new immigrants face in New Zealand
- To identify how people can help new immigrants transition to life in New Zealand.

### Possible writing purposes

- To describe what it’s like moving to a new country, city, or school
- To interview a classmate who has moved to New Zealand from another country
- To list the reasons why people move to a different country
- To explain why and how people should help new New Zealanders.



## Instructional focus – Reading

Use this text to develop the students' metacognition. At all stages, encourage the students to vocalise their ideas and thought processes, supporting each other to justify their ideas with reasoning.

### Introducing the text: Paving the way for successful readers

#### Before reading

- Introduce *Home: Stories from New Zealanders*. Explain that a teacher wrote this article based on interviews she conducted with four students who moved to New Zealand from overseas. Discuss the concept of “home”.
- Have the students think, pair, and share what it might feel like to move a long way from home.
- Use a group discussion to draw out background knowledge about the themes and ideas listed on page 1 of these notes.
- Play “Listen-Up” to develop fluency in word–sound correspondences and to identify the main ideas in the text. Prepare a list of words (ten at most) from a short section of text (about 200–250 words). Have the students write the list in a column and then read the text a little slower than normal. Ask the students to tick each word every time they hear it. At the end of the reading, have the students count the number of ticks for each word. This will help them identify the main ideas. For example, for page 5, the words selected might be “South Africa”, “New Zealand”, “friends”, “family”, “home”, “violence”, “racism”, “challenges”, “opportunities”, and “cook”.
- Prompt the students to record their questions about this text. *What would you have asked the interviewed students?*
- Ask the students what they know about the structure and purpose of a non-fiction article and, as a result, what they might expect to encounter. Draw attention to the direct quotations and how this contrasts with the indirect reporting of speech.
- Introduce the non-English words and names, paying attention to both meaning and pronunciation.
- Provide context for the students by previewing the map.
- Consider a separate lesson prior to the reading to address the supports and challenges described in page 2 of these notes.

#### First reading

- Share a clear purpose for reading. *We are reading to find out about ...*
  - Point out the markers of time and show the students how to keep track of the changes.
  - Share-read the introduction. Focus on the statement “It was my home” and the rhetorical question “How did those students manage such an enormous change?” *What does home mean to you? What do you think the answer to the question might be?*
-  You may find it helpful to project the PDF of the text on a screen so that you can zoom in on relevant sections.
- Some students may find the amount of text on each page a little daunting. These students could silently read the text in chunked sections and discuss what they're reading with a partner or with the whole group (think, pair, share). Suggested chunks: pages 4–5, 6–7, 8–9, 10–11, 12.
  - Use this time to listen in to student discussions and evaluate how well the students are reading and understanding the text.

#### If the students require more scaffolding

Remind the students of strategies that are particularly useful on a first reading, such as reading on, clarifying context, rereading, and making connections with their prior knowledge. Use some of the following approaches, depending on students' needs:

- Check that the students understand the format as a series of narrated interviews that are held together by an introduction and conclusion. Check that they understand the writer's relationship to the interviewed students.
- Model reader responses to the first rhetorical question. *I know a lot of people who have moved to New Zealand from overseas. I've always wondered what it must be like. I'm looking forward to finding out about these people's experiences and how they coped.*
- Read Ane's story together. Encourage the students to create a story-book graphic organiser to identify the key elements.
- Use thinking aloud to prompt critical thinking. *I wonder why life in South Africa was so tough.*
- Check that the students understand the differences between past, present, and future tense. Explain that each tense can have some variations. Focus on page 3. *There are a lot of changes in tense on this page. Can you identify where they are? Why does the writer have to keep switching tense?* Have the students repeat this activity in pairs so that you can be sure they have understood.
- Explain to the students that while the full pages of text may look daunting, the text itself is actually quite simple. Help them to build confidence by share-reading a page.

## Subsequent readings

Use subsequent readings to focus on particular themes and ideas. Support the students, through modelling, thinking aloud, prompting, and explaining, to link and synthesise ideas across the text in order to interpret those ideas and the text's themes. See suggestions for possible reading purposes on page 3.

- Prompt the students to identify what it's like to move to a new country by noticing the repetitive structure across the four spreads. *What are some headings we could use to summarise the main information about Ane, Mohibullah, Diana, and Barkhadle's experiences of moving to New Zealand?* If some students have already done this for Ane's story, have them share the key elements they identified (for example, Reason for migration, Challenges, Supports, Culture, Feelings). Support the students to evaluate the headings and use them to create a graphic organiser that compares the experiences of the four interviewees. You could model this, using one of the interviewees as an example, and the students could complete the task as a jigsaw activity.
- Invite comparisons about the interviewees' motivations for coming to New Zealand.
  - *What is similar about their reasons for coming to New Zealand? What is different?*
  - *What challenges have they encountered?*
  - *What has helped them to adjust to life in New Zealand?*
  - *Can you see some common threads? Based on this, can you make a general statement about why people come to live in New Zealand and how they manage when they get here?*
- Play "Hot seat", where each student takes a turn sitting on a chair in the centre of the group and pretends to be one of the children from the article. All the other students take turns asking appropriate questions. To make the game more challenging, they could roll a dice with a different question marker written on each side (who, what, where, when, why, how) and then ask a question starting with the marker they rolled.
- Discuss the key words and phrases and clarify their meanings. *Diana says that people in New Zealand "spend money on things they don't need". What do you think she means? What does it suggest about life in Sāmoa?*
- Help students to follow the main points in each section by highlighting the adverbs of time. Discuss their purpose. *Why do you think there are so many adverbs of time in this article? How do they help us keep track of the students' stories? What would happen to our understanding if we didn't have these markers? Scaffold the students to notice the changes in tense that go with the changes in time.*
- Focus on the different cultural practices. Facilitate a discussion about the cultural practices people bring with them and their impact on New Zealand.
  - *What are some of the customs and traditions that these four students continue to practise? Why do you think they do that?*
  - *How do you think these students are affecting the people around them? What might they have to offer their new communities? What other clues do you get about this?*
- Facilitate a brainstorm about different ways people could help immigrants assimilate to life in New Zealand, drawing from examples in the text.

## Monitoring the impact of teaching

As the students read and discuss the text, take particular note of the following:

- Can they identify and discuss the main themes of the text?
- Can they use strategies independently for:
  - working out unknown vocabulary?
  - making sense of ideas when meaning has broken down?
  - making connections to their personal experiences?
- With support, can the students link ideas and information across the text?
- Do the students transfer skills and knowledge from your modelling to their reading?
- Do the students use evidence from the text to explain their responses?

## Providing feedback and supporting metacognition

Provide explicit feedback and support the students to develop their metacognition. Both strategies support students' growing independence and confidence as proficient readers. An example of each is provided below.

### Providing feedback

*I noticed that you and your buddy spent time discussing what you know about refugees. You used your prior knowledge from the news and from your own experiences to understand why Mohibullah has such mixed feelings and why he wishes more people knew about Pakistan's history. Using your prior knowledge and experiences is an important strategy for engaging with a text's deeper meaning.*

### Supporting metacognition

*Look at the questions you recorded when we began reading this text. Did you find the answers to your questions? Show us the parts of the article where you found the answers. How did asking questions help you to better understand the article?*

*This article touches on a lot of important and difficult issues, like racism, the effects of war, and the experience of being a refugee. Has this article affected your thinking or feelings about any of these issues? What has changed and why?*

## Suggestions for writing instruction

Students may choose to:

- select one of the rhetorical questions (on pages 3 and 12) and write an explanation that draws on the article and their personal experiences
- list the reasons why people move to a new country and the challenges this creates
- interview a classmate about a time they went through a significant life change and then use the article as a model for writing about that experience (Some English language learners may need explicit teaching about asking questions. Prompt them on the use of question markers [who, what, where, when, why, and how] and challenge them to ask a question starting with each marker. "Hot seat" is a good activity to practise asking questions.)
- recount a personal experience of a significant life change in which they explain what the challenges were and how they overcame them
- create a poster communicating different ways that people could welcome new New Zealanders into their schools or communities
- follow up their questions from the reading and use their findings to write a report, for example, about the violence in South Africa or the concept that New Zealand is rich
- review each other's writing, checking that they have correctly used adverbs of time and changes in tense to help their reader track events. (Providing a checklist for students to review a peer's writing can be a helpful scaffold.)



Students could use [Google Docs](#) to easily share their work with peers and teachers and make edits.

Scaffold the students to build on their writing strengths, giving stronger support where needed and reducing it as the students become confident. Help them to see the connections between their reading strategies and writing strategies (for example, implying as writer and inferring as a reader). It might also be helpful to revisit the particular features of the text that the author has used. Allow plenty of time (with agreed targets) for the students to think about, plan, rework, and polish their writing.



Writing standard: by the end of year 6



The Literacy Learning Progressions



Assessment Resource Banks