



The Learning Progression Frameworks describe significant signposts in reading and writing as students develop and apply their literacy knowledge and skills with increasing expertise from school entry to the end of year 10.

Overview

This TSM contains 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 material provides multiple opportunities for revisiting the text.

“Ngāti Kuri Proud” is a pakiwaitara – a traditional Māori story that explains natural phenomena or why something is the way it is. This pakiwaitara tells how Ngāti Kuri got their name. It is, in fact, three stories in one – three siblings each retell the story they have been given. Each story reflects the clever thinking, endurance, skills, and resourcefulness of the children’s ancestors. Guided by their grandmother, the children come to learn that all their stories are valid.

This story:

- affirms the place of Māori as tangata whenua and of Ngāti Kuri as people of Muriwhenua

- shows the importance of whakapapa and history to Māori identity and culture
- shows that history and genealogy are not always black and white and that different perspectives can coexist
- explains the importance of kuri and kurimoana to Māori
- provides opportunities to investigate the way of life of early Māori and Māori stories of migration
- provides opportunities for students to use prior knowledge, to make inferences, and to think critically.

A PDF of the text is available at www.schooljournal.tki.org.nz

Texts related by theme

“Kuri” SJ L2 Oct 2015 | “Baskets of Fire” SJ L2 Nov 2018 | “Tarakura of the Rangitaiki Plains” SJ L3 Sept 2012 | “Kōpūwai and the Clever Girl” SJ L3 May 2017 | “The Past Beneath Our Feet” SJ L3 May 2016 | “Kahu Ora” JJ 47 | “Pepeha” JJ 53 | “Tōku Pepeha” JJ 53

Text characteristics Opportunities for strengthening students’ reading behaviours

“I’ve heard them all before, my moko,” Nana said. “Each one is a part of who we are, so each one is right.”

Nana turned, studying the beach and the land. “Ngāti Kuri is a name of mana,” she said. “We are Ngāti Kaha, we are Ngāti Kuri, and we are Muriwhenua. We are connected to the kuri and the kurimoana. I am proud to be Ngāti Kuri.”

Temere, Heta, and Wiremu stood taller. “So are we, Nana,” Temere said. “Ngāti Kuri proud.”

some abstract ideas that are clearly supported by concrete examples, requiring students to make links to other parts of the text and to their prior knowledge

sinking, so Pōhurihanga and his people landed on the shore of some islands called Rangitahua. Pōhurihanga had a big fishing net for catching kurimoana – seals. He used his net and some seal skins to tie the waka together so that they could continue their journey to Aotearoa. Because of the seals, we became known as Ngāti Kuri.”

“Is that right?” Nana smiled.

“Āe,” Temere answered, raising her head.

some places where information and ideas are implicit, requiring students to make inferences based on information nearby in the text

were the ones who got tricked by the pretend whale.”

“No!” Heta growled.

“Yes,” Temere continued. “But that wasn’t how we got the name Ngāti Kuri. I’ve heard a different story.”

Nana bent over, picked up a long piece of seaweed, and stuffed it in her sack. She looked at Temere. “So how do you think we got the name?” she asked.

some compound and complex sentences, which may consist of two or three clauses, requiring students to carefully gather and track ideas as they read

Nana was a good gardener. Her three mokopuna – Heta, Temere, and Wiremu – had come to help, but they were too busy enjoying the beach.

Heta ran about waving a piece of driftwood. “Arhh!” he cried, flashing a pūkana. “Let’s build a whale.”

“A whale?” Temere frowned.

some words and phrases that are ambiguous or unfamiliar, requiring students to use the context, illustrations, and/or written explanations to gain meaning



Go to The Learning Progression Frameworks – Reading: “Making sense of text: vocabulary knowledge” and “Making sense of text: using knowledge of text structure and features” to find detailed illustrations showing you how students develop expertise and make progress in these aspects.

VOCABULARY

- A number of names of places and people in te reo Māori: “Heta”, “Temere”, “Wiremu”, “Ngāti Kurī”, “Maungapiko”, “Ngāti Kaha”, “Kurahaupō”, “Pohurihanga”, “Rangitahua”, “Ihutara”, “Houhora”, “Taihaupapa”, “Pārengarenga”, “Motu Whāngaikuri”, “Muriwhenua”
- Some additional terms in te reo Māori: “mokopuna”, “pūkana”, “pā”, “waka”, “tūpuna”, “kurīmoana”, “Āe”, “kurī”, “atua”, “mana”, “whāngai-hau”, “moko”
- Other challenging words and phrases, such as “driftwood”, “flashing”, “warriors”, “defences”, “dunes”, “beached”, “blubber”, “defeated”, “rolled her eyes”, “voyage”, “sacrifice”, “offering”, “connected”, “stood taller”
- Alternatives to “said”, such as “cried”, “frowned”, “declared”, “explained”, “tutted”, “growled”, “continued”, “smiled”
- Adverbs of time, including “A long time ago”, “one night”, “Then”, “When the sun came up”, “for a long time”, “When they got close”, “it was the battle of Maungapiko”, “Long ago”, “In those days”, “after that”

Possible supporting strategies

- Identify words or phrases that may be unfamiliar. Remind the students of strategies for working out unfamiliar vocabulary, such as looking at the context and thinking about the surrounding information, finding root words, using knowledge of word patterns and prefixes or suffixes, and making connections to prior knowledge.
- Familiarise yourself with the pronunciation and meaning of any te reo Māori vocabulary and names that are new to you. Where appropriate, you could use the knowledge of your students, other staff, or experts in your community, or you could consult Te Aka (the online Māori dictionary), use the te reo Māori curriculum guidelines, or listen to the audio version of the story.
- Provide the students with a list of the people and places named in the story. Discuss their pronunciation. Note the use of the macron to indicate a long vowel. Have the students practise saying the names so they are comfortable with them. Remind them that proper nouns have capital letters.
- Explain that the term “kurīmoana” for seals is specific to Ngāti Kurī.
- Create a visual poster to display in the classroom. For each of the te reo Māori words provide an image of the meaning. Students can refer to this when they are reading. This will be particularly helpful for new learners of English.
- Identify the adverbs of time, including some that reference ancient times. Share examples of family storytelling that would feature similar phrases.
- *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

- Understanding that Māori trace their ancestry back to the waka that came from Hawaiki and that this ancestry is integral to a person's identity
- Some familiarity with tikanga Māori, particularly the telling of pakiwaitara and the concept of whakapapa
- Understanding that ancestry runs back many generations and many centuries
- Understanding that in historical battles, one side would often lay siege to a pā (or other stronghold, such as a castle)
- Understanding that there could be many stories about how the iwi name came about and that they can coexist – there doesn't need to be one “correct” story
- Ability to visualise how people could be misled by a “whale” made from dog skins, fish, and sand
- Familiarity with the concept of a sacrifice
- Understanding that the title conveys an abstract idea – “Ngāti Kurī Proud”

Possible supporting strategies

- Tell the students that they are going to read a pakiwaitara – a traditional story that tells the history of hapū and iwi. Explain that a pakiwaitara helps people understand how they link with their tūpuna – their ancestors – and the place where they live. If necessary, explain the notion of whakapapa and that Māori can trace their ancestry all the way back to the beginnings of the universe.
- Allow time for the students to share with each other what they know about their own whakapapa or their own family names and what those show or suggest about their origins. Use this discussion to draw out a sense of the importance of naming to our identity.
- Activate the students' prior knowledge about their local iwi and the stories behind its name. If possible, visit a local marae to hear the stories or invite a kaumātua to visit the school. Highlight the people and the places that are part of the stories. Discuss the difference it makes to our feelings about a place to know the stories associated with it, especially when your whakapapa links you to the people named in the stories.
- Have the students locate the places named in the story on a map. They could also go online to research information about the ancestors named in the story.
- Students can share any other stories they know where people tricked another group of people by building a representation of some form of animal.
- Activate or build the students' knowledge of other cultural concepts covered in the story. Helpful sources of information include:
 - [the Muriwhenua tribes](#)
 - [the Kurahaupō Historic Area](#)
 - [canoe traditions](#)
 - [Ngāti Kurī website](#)
 - [a video celebrating Ngāti Kurī pride](#).

TEXT FEATURES AND STRUCTURE

- The retelling, in written form, of three pakiwaitara
- A narrative text divided into five short sections: an introduction, one section for each child's story, and the conclusion
- Competing information, with the three different stories about the origin of the Ngāti Kurī name
- Each of the three middle sections told by a different child
- Formulaic expressions, such as "A long time ago", "Long ago", "In those days"
- All dialogue attributed, but a variety of words used instead of "said"
- The text moving between the present (Nana and the children on the beach) and the distant past (the stories of Ngāti Kurī history)

Possible supporting strategies

- Build on the concept of pakiwaitara (see Specific knowledge required on page 2 of this TSM). Discuss a familiar story, preferably one that is local, or ask the students to share stories they know that explain how a group of people or a place got its name.
- This is an excellent opportunity for students from different cultures to share stories they have grown up with. Review the structure and features of these stories and compare the themes they convey.
- Explain that this story has three stories in one. Discuss the formulaic expressions that occur in many traditional tales, and with these in mind, have the students scan the story looking for clues that suggest where a new story is beginning.
- Discuss how the pictures help provide additional information to clarify and expand the text.



Sounds and Words

Possible curriculum contexts



The Literacy Learning Progressions: Meeting the Reading and Writing Demands of the Curriculum describe the literacy knowledge, skills, and attitudes that students need to draw on to meet the demands of the curriculum.

ENGLISH (Reading)

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

ENGLISH (Writing)

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

Level 2 – Language features: Use language features appropriately, showing some understanding of their effects.

SOCIAL SCIENCES

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

Level 2 – Understand how the status of Māori as tangata whenua is significant for communities in New Zealand.

Possible first reading purpose

- Find out how Ngāti Kurī got their name.

Possible subsequent reading purposes

- Explore the various stories about why the iwi is named Ngāti Kurī
- Find out how Nana settles a small disagreement.

Possible writing purposes

- Describe how your family/whānau or iwi got their name
- Retell a story told to you by someone older in your family/whānau
- Describe something that makes you proud of your family/whānau.



The New Zealand Curriculum



Go to The Learning Progression Frameworks – Reading: “Reading for literary experience” and “Making sense of text: reading critically” to find detailed illustrations showing how students develop expertise and make progress in these aspects.

First reading

- Remind the students of strategies that are particularly useful on a first reading, such as asking questions, making predictions, reading on, rereading, and making connections with their prior knowledge.
- Before the first reading, devote a separate session to exploring the ideas in the story and unpacking the vocabulary, particularly concepts about whakapapa and connection. It would also be helpful for the students to do some prior research about the places mentioned and for you to check that they are confident with pronunciation of te reo Māori words (see the Text and language challenges section on page 3 of this TSM).
- Share the purpose for reading with the students.
- Have the students read the title and first page together. Discuss the scene, and have the students predict why the writer gave the story this name.
- Allow the students to read on independently for enjoyment and to find out what happens. If necessary, prompt them to use the definitions they have created earlier to help their understanding (see the Vocabulary section on page 2 of this TSM).
- After the first reading, ask the students to discuss whether their predictions were confirmed.
- Ask them what they found out about how Ngāti Kuri got its name.

If the students require more scaffolding

- Chunk the text into three sections. Using a shared reading approach, support the students to understand what happens in each section.
- Working in pairs, have the students identify the adverbs of time in the first section. Discuss the use of a formulaic expression – “A long time ago” – to indicate the start of a traditional story. Check they understand that the main narrative takes place in the recent past but the pakiwaitara are stories from the distant past.
- Encourage the students to use the clues in the pictures, as well as in the text. *Heta is “flashing a pūkana”. What can we see him doing in the picture? When would people normally perform a pūkana?*
- Prompt the students to think about the character’s feelings. *“Temere frowned.” Why do you think she is frowning? What is going on in her head?*
- For information about the language function of recounting (which includes narrative texts) at different levels, see *Supporting English Language Learning in Primary Schools (SELLIPS): Years 3 and 4*, pages 15–19.

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

Where possible, have the students work in pairs to discuss the questions and prompts in this section.

The teacher

Discuss the relationship between Nana and her three mokopuna.

- *What do you notice about the two brothers and their sister? What is going on between them at the start of the story, and how does it change by the end? What does Nana do to help change the situation?*

Give the students sticky notes and have them use them to identify words and phrases that give clues for how the children feel about each other’s stories and how their feelings have changed by the end. Discuss how thoughts and feelings can be conveyed without the writer telling us directly.

- *Why does the writer tell us that Temere raised her head on page 30? What does that tell us about how Temere feels about her story?*
- *Are there clues in the pictures about how the children are feeling?*

Note: Identifying and recognising the meaning of the clues may be difficult for students from diverse cultural backgrounds because in their culture those clues may have a completely different meaning. If students struggle with this, it is best to provide an explicit explanation.

Focus on Nana and how she gently prompts each of her mokopuna to share their story. Encourage the students to respond personally, both to her method for resolving conflict and to her message that different stories can all be true.

- *Why did she do this? How did it affect the children? Do you think her way of dealing with the children’s rivalry might be helpful for us in our lives?*
- *Have another look at page 32. Do you agree with Nana? Can different stories all be right? Can you share some examples?*

METACOGNITION

- *We spent a lot of time on vocabulary before we began reading this story. How helpful was that? Have you learnt anything from this experience that you could use next time you read a story containing lots of te reo Māori?*
- *Has this story made you wonder about the name of our local iwi? What could we do to find out more?*

The students:

- reread the text and locate words and phrases that give clues to people’s thoughts and feelings
- integrate information from across the text to understand how Nana draws out the three stories and brings them together in one big idea at the end
- discuss and evaluate Nana’s technique for resolving conflict
- share their opinions about Nana’s message, making connections to personal experience and using examples in the text
- locate the dialogue and descriptions that show how Nana encourages the children to tell their stories
- make connections with their own experiences and share their opinions.

GIVE FEEDBACK

- *Thank you for reminding us of the story of the Trojan Horse. That was a great connection to another story where people played a trick to break a siege.*
- *I saw you using the pictures to support what you thought about how the children were feeling. That’s a good strategy for confirming what you read in a text.*



Instructional focus – Writing

English Level 2 – Ideas: Select, form, and express ideas on a range of topics. Language features: Use language features appropriately, showing some understanding of their effects.

Social Sciences Level 2: Understand how cultural practices reflect and express people’s customs, traditions, and values; Understand how the status of Māori as tangata whenua is significant for communities in New Zealand.



Go to The Learning Progression Frameworks – Writing: “Creating texts for literary purposes” and “Writing meaningful text: using knowledge of text structure and features” to find detailed illustrations showing you how students develop expertise and make progress in these aspects.

Text excerpts from “Ngāti Kurī Proud”

Examples of text characteristics

Teacher (possible deliberate acts of teaching)

Page 30

“Long ago, our ancestors came here on the waka *Kurahaupō*. The voyage to Aotearoa wasn’t easy. Our tūpuna had to be tough and strong to make it.

“Pōhurihanga was the captain of the waka. On the journey, *Kurahaupō* was damaged in a storm and started sinking, so Pōhurihanga and his people landed on the shore of some islands called Rangitahua.

RETELLING

The purpose of a retelling is to tell a known story in a fresh, new way. Retellings usually begin with background information about who was involved and when and where the event occurred. They are also typified by the use of verbs describing actions and events and by linking words indicating a sequence.

Revise the purposes of a retelling, relating them to the pakiwaitara the students have just read. Tell the students that they will now plan and write their own retelling, following a similar pattern. They might:

- retell the story of how their family/whānau or iwi got their name
- retell a story told to them by an older person in their family/whānau
- retell a traditional story from the local area.

Prompt them to think about the sources they could use, including their family, whānau, or people in the wider community.

DIGITAL TOOLS  The students could use a digital tool like [Popplet](#), [Mindmup](#), or [Google Drawings](#) to record their ideas and develop a plan.

Ask the students to think about and note down their reasons for writing and who their audience will be.

- *What makes your story important or interesting to you?*
- *What do you want your reader to understand or feel when reading your story?*
- *Are there techniques the writer used in “Ngāti Kurī Proud” that you could use in your story?*

English language learners would benefit from telling their story orally before they write. They could draw a storyboard, share the story orally, and then add text. Some students may benefit from using sentence scaffolds.

Page 27

“A long time ago, the warriors of Ngāti Kurī were attacking an enemy pā,” Heta explained.

SETTING THE TIME FRAME

Traditional stories frequently start by identifying the time frame, often in the distant past. This signals to readers that the story may be an old one that has been passed down through generations.

Recall how each new storyteller in “Ngāti Kurī Proud” sets the scene for the reader, including the use of formulaic expressions and the adverbs of time. Have the students review their stories, checking that they have clearly established the time and place.

They could swap their stories with their partner to check they convey a clear sense of the setting and what happened.

Page 32

Nana turned, studying the beach and the land. “Ngāti Kurī is a name of mana,” she said. “We are Ngāti Kaha, we are Ngāti Kurī, and we are Muriwhenua. We are connected to the kurī and the kurīmoana. I am proud to be Ngāti Kurī.”

Temere, Heta, and Wiremu stood taller. “So are we, Nana,” Temere said. “Ngāti Kurī proud.”

PURPOSE

Writers who retell stories that have been passed down through generations are giving their readers another way of learning about the past. By writing them down, writers keep the stories alive and help readers understand things about the present, such as how places were named.

Have the students revisit the intended purpose that they wrote down earlier.

- *Do you think you’ve achieved your purpose? What might you want to tweak in order to make it better?*

Encourage the students to share their stories with each other and discuss what they mean.

- *What have you learnt about your family/whānau, iwi, or community?*
- *How do you feel about this?*
- *Do you think you will want to learn some more of these stories? How will you do that?*

METACOGNITION

- *At first, you didn't feel that you had any family stories to share, but then I noticed that you started to recall more and more. Why do you think that happened?*
- *While we were writing the stories, you read your partner's story with a critical hat on because you were offering feedback to help each other improve. How was that different from when you read a story for enjoyment?*

GIVE FEEDBACK

- *Your opening sentence showed me we were going back a long way in time. The details you included helped me to understand a lot about the people, the place where they lived, and why it was so important for them to leave their home and migrate to New Zealand.*
- *Your first plan was very complicated. You cut it down, and that made your story simpler but more powerful. I can see that you have lots of stories left to tell – I'd love to read some more in the future!*

