



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 is a humorous, entertaining story based on a true event. It provides examples of characterisation and dialogue as well as being a model for imaginative writing. This is a Pacific text. It provides a chance for Tokelauan and other Pacific students to see themselves and their culture reflected in the Journal.

A PDF of the text is available at [www.schooljournal.tki.org.nz](http://www.schooljournal.tki.org.nz).

## Themes

- Friendship
- Humour
- Fear

## Related texts

“Kupe and the Giant Wheke” SJ L2 May 2020 | “Monsters” SJ L2 May 2020 |  
“Awarua: The Taniwha of Porirua” SJ L2 May 2016 | “The Sons of Ma’afu” SJ L2 October 2015

## Strengthening reading behaviours (what to notice)

### Text structure and features

- Use of humour  
*She wants to teach you a lesson for taking Falepola’s clothes while he was swimming last week. The poor guy had to run home in his undies!*
- A time shift in the story  
*A few days later ...*
- Dialogue, some unattributed  
*“They could use a helicopter and carry it out in a sling, ni?”*  
*“Maybe they could build a big water slide.”*

### Requiring students to:

- explore how the author uses humour to engage and entertain, and to make inferences to fully appreciate the humour
- use the linking words, such as “It was dawn”, “On her way to school”, and “the evening air” to order the sequence of events
- use clues in the punctuation, what is said, and order of speaking to identify which character is talking.

### Vocabulary

A number of gagana Tokelau words and phrases, including names	magō (shark), Telehia, tautai (master fishermen), taumanu (a flock of feeding seabirds), taupulega (council of elders), Motuhaga, Te hē believe ni? (Can you believe it?), Ata, Meli, Nukunonu, Afinemata, Falepola (Listen to the audio version for support with pronunciation.)
Possibly unfamiliar words	dawn, sparkled, reef, lagoon, council of elders, surrounded, out of bounds, squid, tentacles, invade, jetty, tide, sling
Colloquialisms	Hey; That’s just nuts; Nah; Yeah, right; Harmless as

### Helpful prior knowledge (pre-reading and introducing the text)

- That Nukunonu is one of the islands of Tokelau and is an atoll with a lagoon ringed by a coral reef
- That a whale shark is a large creature but harmless to humans
- That Afinemata is a monster from folk stories in Tokelau
- Some stories, including this one, are based on real events.

## Possible reading and writing purposes

- Find out why the lagoon is closed
- Find out how the author describes the characters
- Identify and describe the main events in the story
- Identify what makes the story funny
- Explore how dialogue can be used to advance a story

See *Effective Literacy Practice in Years 1–4* for suggestions on using this text with your students ([Approaches to teaching reading](#)) and for information about teaching comprehension strategies ([Building comprehension](#) and [Text processing strategies](#)).

## Possible curriculum contexts

This text has links to level 2 of *The New Zealand Curriculum* in: [ENGLISH](#)    [SOCIAL SCIENCES](#)

## Understanding progress

The following aspects of progress are taken from the [Learning Progression Frameworks](#) and relate to the specific learning tasks below. See the LPFs for more about how students develop expertise and make progress in these aspects:

- Reading for literary experience
- Reading to organise ideas and information for learning
- Making sense of text: reading critically
- Using writing to think and organise for learning.

## Strengthening understanding through reading and writing

The *School Journal* provides rich texts that can be returned to many times. The following suggestions are based on the premise that rereading the text is a fundamental part of developing students' understanding and reading skills. **Select from and adapt** them according to your students' strengths, needs, and experiences.

Note: Most of these activities lend themselves to students working in pairs or small groups.

- Listen to and read along with the [audio version](#) of the text.
- Discuss what a magō is and why it's important to the story.
- Have the students share their favourite parts of the story. Encourage them to identify the parts they found funny and explain why.
- Review the suggestions that the girls come up with for what the shadow could be: *What makes some of the suggestions funny and other suggestions scary?* You could ask the students to share their own suggestions. Then ask them to reflect on which suggestions they liked the most and why.
- Ask the students to search for clues in the text that reveal where the story is set. Together, you could create a list of words that hint at the location, such as "lagoon", "tautai", "master fishermen", "taumanu", "reef", and "council of elders".
- Support the students to work out unfamiliar vocabulary by reviewing strategies such as clarifying the context, rereading and looking for clues, predicting and reading on to see if their predictions makes sense, and making links to their prior knowledge such as their knowledge of te reo Māori and words that are similar (for example, magō = shark in te reo Māori)
- Discuss the writer's use of third-person-limited narration, where the author sticks closely to one character to tell the story. Ask the students to find phrases that reveal how Telehia thinks and feels. Encourage them to consider how these details advance the story and also give insight into her character.
- Review the common features of dialogue, such as speech marks, exclamation marks, short sentences, questions, and colloquialisms. Discuss how the author progresses the story using dialogue. Ask the students to find examples of this in the text. Have them work with a partner, using their knowledge of dialogue punctuation and the characters to decide who is speaking in the unattributed dialogue on page 32. Ensure English language learners understand the meaning of the colloquial terms. Discuss when it is appropriate to use colloquialisms and when it isn't.
- Have the students discuss and agree on the critical plot points. Map these using a graphic organiser such as the **Story mountain** template provided. They could use the template to map out the critical points for their own writing.
- Use a PMI chart ( plus, minus, interesting) to evaluate ways that the shark could be released from the lagoon. The students could fill out PMI charts in pairs and then come together to vote on the best idea.
- Ask the students to find words and phrases in the story that show the passing of time. Brainstorm other words that the author might have used. Challenge the students to use some of these in a piece of writing that describes a sequence of events.

# “Magō!” Story mountain

