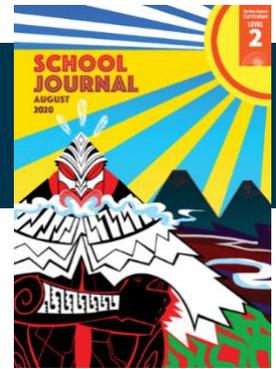


Come and Meet the Water Whānau

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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 poem links to “Our Blue Planet” in SJ L2 Nov 2019, showing how a topic can be approached in various ways in different genres. The poem takes the form of an invitation, with a series of headings and lists of single words or two words relating to those headings.

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

Themes

- Environment
- Water
- Sustainability
- Enjoying nature

Related texts

“Our Blue Planet” SJ L2 Nov 2019 | “Plastic Planet” SJ L2 Nov 2018 | “Ōtautahi Octopoem” SJ L2 Nov 2014 | “Water Worries” SJ L3 April 2012 | “Testing the Waters” Connected L3 2017

Strengthening reading behaviours (what to notice)

Text structure and features

- Implied information and abstract ideas
Remember: To protect and care for our water whanau
- Connections between the text and the illustration (All the items in the poem can be found in the illustration, for example, melting moments.)
- Structure/layout of the poem
*Activities: Water play
Water recycling
Water balloons*

Requiring students to:

- use prior knowledge about poetry and about water to make the link between the items in the poem all being related to water and the abstract idea that we need to “look after” and “protect” water if we want to continue enjoying the activities and other things it provides
- use the illustration to support and complement their understanding of the items listed in the poem
- make connections between the title, the headings, the lists, and the common factors in the lists to help understand the theme.

Vocabulary

Some unusual or obscure terms, especially among the activities

Flippers, Thermals, Melting moments, Snow angels, Snowflake cut-outs, Rain painting, Rain spells, sculptures, Moana-nui-a-Kiwa

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

- That poems can have various structures
- Knowledge of water and water-based activities
- That water can be liquid, solid, or vapour and can change between those states
- That invitations and posters or advertisements for events have particular formats
- Moana-nui-a-Kiwa: the Pacific Ocean
- Māori have used rivers and streams for many different purposes, including cleaning and drinking.

Possible reading and writing purposes

- Read and enjoy a poem about water
- Identify the writer's purpose
- Identify the pattern and structure of the poem and explore the writer's choices of language

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](#) [SCIENCE](#)

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
- Making sense of text: using knowledge of text structure and features
- Writing meaningful text: using knowledge of text structure and features
- 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.

- Ask the students to share and compare what they enjoyed about the poem, including the illustration.
- Explore the poet's purpose. Have the students consider what the poem tells us, what it makes us think about, and why the poet has written it like this. Encourage them to make connections to the text by comparing the poet's experiences with their own. For example, *What does the poem remind you of?*, *What do you eat when you're around water?*, *What activities do you do?*, *Do the older members of your whānau do the same things as you?*, *What can you work out about the poet's age or interests from the poem?*
- Discuss the vocabulary used in the poem. Check that your English language learners understand the meaning of each word, particularly the more "Kiwi" terms and the food items. Draw the students' attention to the use of compound words, collocations, and hyphenated words. Explore how the poem's structure – the invitation format and headings – organises and links words and ideas. The students could use the **Word association** template on page 3 of this TSM to build their own associations from a theme, such as the bush, the beach, or church. They could then categorise these associations to organise their thinking, just as the poem does.
- Have the students identify how the different "activities" are grouped (according to water, snow, rain, and ice). Ask them to think of more activities that fit under each subgroup. Together, make a list of activities you can do with water, snow, rain, and ice.
- Discuss how the author's choice of words might change if they lived in a different country. For example, in Sāmoa, "whānau" might change to "aiga", or "lavalava" might be added to the "Bring" list. The students could adapt the poem to their cultural background.
- Have the students work in pairs to read the poem to each other. Then discuss how the layout of the poem affects the meaning and the way it is read. Some students might like to record themselves and share.
- Discuss the poem's imagery. Have the students draw the images they associate with different phrases, such as "water travelling day and night", "melting moments", and "coconut ice". Ask them to think of other foods that reference water that could be included in the poem, for example, iceberg lettuce.
- Have the students examine the illustration and consider how it supports the ideas in the poem. *How does it help you to understand the poem? How does it add interest?*
- Explore the meaning of the poem's title. Prompt the students to notice the repetition of "water whānau" in the last line. Discuss what this phrase refers to and why the poet is reminding us to protect and care for it.
- Have the students write their own poem using "Come and Meet the Water Whānau" as a model. They could think of other words that could be added to these subheadings or they could use the same format to write about a different topic, for example, family gatherings or celebrations or the topic they used for the Word Association template.

“Come and Meet the Water Whānau” Word association

