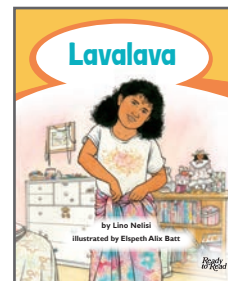


# Lavalava

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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. This teacher support material describes the opportunities within this text for students to build confidence as readers and to develop the skills and understandings they need before starting guided reading.

Shared reading provides students with opportunities to behave like readers and to engage in rich conversations about texts that they are initially not able to read themselves. The focus is on engagement, enjoyment, and making meaning. Shared reading involves multiple readings of a text, led by the teacher, with increasing interaction and participation by the students. After many shared reading sessions, the students become able to read, with increasing independence, the small versions of the big books.

You can listen to teachers talking about their experiences of shared reading at Shared reading.

## Overview

In this personal report, Sofi, a girl from Niue, talks about her family and when they wear lavalava.

While this book has particular significance for Pacific students and others familiar with lavalava, it provides opportunities for all students to make connections to their own experiences of family activities and/or wearing special clothing. The clear structure and high degree of repetition in this book make it particularly appropriate for students from school entry, helping them develop the skills and understanding they need before starting guided reading.

There is an audio version of the text as an MP3 file at [www.readytoread.tki.org.nz](http://www.readytoread.tki.org.nz)

## Curriculum links

English (Level 1): Selects and reads texts for enjoyment and personal fulfilment.

Social Sciences (Level 1 – Social studies): Understand how the cultures of people in New Zealand are expressed in their daily lives.

## Related texts

See page 4 of this teacher support material.

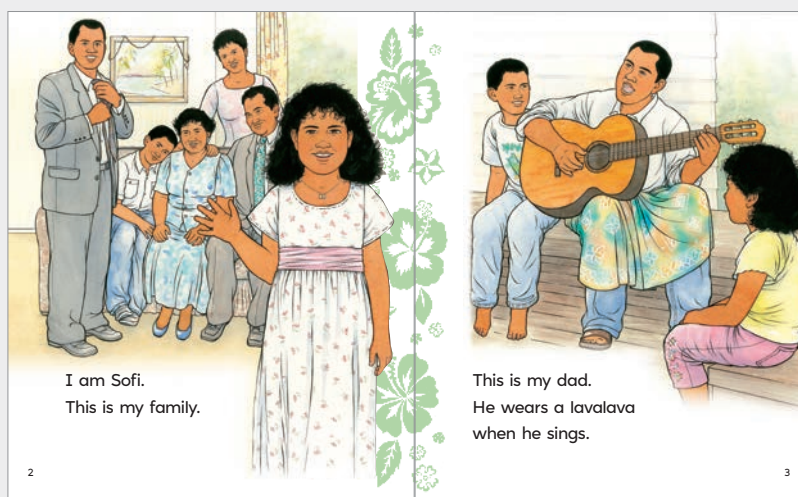
## Text characteristics

Unlike guided texts, shared reading texts are not levelled. *Lavalava* has the following features that help students to develop confidence and expertise as readers.

The structure of the text as a report (narrated in the first person) with an introduction, a series of main points, and a conclusion

The familiar contexts of special clothing and family settings to enable students to make connections to their own experiences

A mix of implicit content in text and illustrations that provides opportunities for students to make predictions and inferences



A repeated sentence structure that uses “when” to connect ideas

Many high-frequency words (“a”, “am”, “dad”, “for”, “He”, “I”, “in”, “is”, “mum”, “my”, “She”, “the”, “This”, “when”) to build word recognition and provide a scaffold for independent reading

Language and layout features that provide opportunities for students to build concepts about print and knowledge of letters, sounds, and words, for example:

- wide spaces between words to support one-to-one matching and several lines of text on every page for students to practise using a return sweep
- words with the same initial letters (“Sofi”, “sings”, “she”, “dad”, “dances”, “dog”, “for”, “family”, “my”, “mum”, “walk”, “wear”, “wears”, “when”)
- pronouns (“I”, “he”, “she”)
- interest words, including some words in vagahau Niue, that are strongly supported by the context, the sentence structure, and the illustrations, providing opportunities for students to build vocabulary and begin developing a processing system

## Reading purposes and learning goals

(What opportunities does this text provide for students to learn more about how to read, respond to, and think critically about texts?)

**Select from and adapt** the suggestions in this teacher support material according to your students' strengths, needs, and experiences – their culture, language, and identity (*The Literacy Learning Progressions*, page 7).

Each reading purpose is accompanied by learning goals. The learning goals are the sorts of behaviours that you want your students to demonstrate after multiple readings of this text and when reading other texts.

Often the first reading of a shared text will be with the whole class. The focus is on making meaning. The teacher leads the reading (with students invited to join in as they feel confident) so that they can focus on responding to the content and thinking about the theme or main idea. Deeper understanding of ideas and exploration of language and other text features can be developed over subsequent readings.

## Suggested purposes for the initial reading

(What can the students expect to find out or think about as a result of reading this text?)

To find out about lavalava

To find out what the girl (Sofi) has to tell us

### Possible learning goals

Over several readings, the students can:

- **make connections** to their prior knowledge and experiences
- **make predictions**
- identify when Sofi and her family wear lavalava (**summarise**)
- attend to the print as the teacher points to it and reads it aloud
- hear language patterns and the teacher's intonation as a support for joining in the reading.

## Introducing the book

- Before reading this book with your students, you could listen to the audio version to familiarise yourself with the pronunciation of any vagahau Niue words that are new to you.
- Show the cover and read the title and the names of the author and the illustrator. If necessary, clarify that the girl in the cover illustration is wearing a lavalava. Find out what the students know about

lavalava and, if possible, have a lavalava to show and discuss. Encourage them to predict where the girl is and why she might be wearing a lavalava.

- Remind the students of the title and then share the purpose for reading, for example: *I wonder what we will find out about lavalava in this book.*
- Turn to the title page and read the title and names again. Draw attention to the flower panel and prompt the students to notice that Sofi's lavalava also has flowers on it. Draw out the idea that flowers are a popular Pacific motif.

## Reading and discussing the book

Adapt the following suggestions according to your students' responses. Use a pointer to help them follow the text as you read aloud.

- Pages 2–3 – Discuss the illustrations before reading. Expect the students to notice that the illustrations show the same girl as on the cover (although she is not wearing a lavalava here). Draw out the idea that she is with her family. *Who is wearing a lavalava on this page (page 3)?* After reading these pages, remind the students of the purpose for reading by asking: *What has Sofi told us about lavalava so far?*
- Pages 4–7 – Continue to briefly discuss the illustrations before reading each page. Encourage the students to share connections to any similar experiences. After reading page 7, you could ask them to predict what they will find out on the last page. If necessary, prompt them to notice that Sofi hasn't mentioned her own lavalava yet.
- Page 8 – Have the students use the illustration to predict what Sofi will be telling them on this page: *When does Sofi wear **her** lavalava?*
- After reading page 8, remind the students of the reading purpose. *What has Sofi told us about her family and their lavalava?* Check back through the book to confirm their ideas. Either now or during a subsequent reading, you could create a summary chart with the names of Sofi's family and when they wear their lavalava.
- Reread the book together encouraging the students to join in as they feel confident.
- In between reading sessions, make the book and the audio version available for the students to reread and listen to.

## Subsequent readings

You can return to this book many times, building on the learning goals for the first reading, as well as exploring other reading purposes. Subsequent readings of the big book may be with a group of students who have similar learning needs rather than the whole class. **Select from and adapt** the suggestions below. Choose one of the suggestions for each session.

## Suggested reading purpose/s

To find out more about Sofi and her family

To think more about when and why people wear lavalava

## Learning goals

Over a number of sessions, the students can:

- find information that tells them when Sofi's family wear lavalava (**summarise**)
- identify and discuss how the illustrations provide more information
- **make connections** to their own experiences of family activities and/or wearing lavalava or other special clothing
- **make inferences** about Sofi and her family
- **identify main ideas** about lavalava.

As you reread the book, choose one of the suggestions below for each session.

- Support the students to identify key words and phrases. For example:
  - Support them to identify the family members on page 2 and then find them and their names on each page. They could draw their own families and add name labels.
  - As you read pages 3–7, slow down as you reach the last phrase for the students to come in with the last few words: “He wears a lavalava when he ...” The students could take turns to use the pointer to indicate the words. (Also draw attention to aspects such as using initial letters, one-to-one word matching, and the illustration to check their reading.)
  - Use questions to draw attention to the use of “when” to link ideas. For example: *When does Sofi's mum wear her lavalava ...? That's right, she wears it when she plays kilikiti.* You could write the two halves of each “when” sentence on cards and have the students match them up, referring to the book to check. Create opportunities to incorporate sentences using “when” into oral language activities and shared writing, for example, by providing sentence starters: I wear my helmet when ..., I feel happy when ..., My mum gets cross when ...

- Explore how the illustrator has added information for the reader. For example:
  - Sofi's hand on page 2 indicating that “This” refers to her family
  - the expressions on Sofi's face that show how she feels about her family
  - showing what lavalava look like
  - providing information about the different characters, settings, and activities. *Show me the page about Sofi's mum. How do you know this is the right page? What words help you? How does the picture help you?*
  - the flowers on every page that remind readers of the Pacific.
- Encourage the students to make connections between what this family does and what the students like to do with members of their family. The students could draw and (with support) write about family activities.
- Make connections to students' experiences of wearing lavalava or other special clothing. The discussion could centre around sports gear, dress-up costumes, favourite clothes, or clothes worn for special occasions, including those of various cultural or ethnic groups (see Related texts). Some students may know the names of similar items of clothing from other parts of the Pacific, such as sulu (Fiji), tupenu (Tonga), 'ie faitaga (Sāmoa), or puletafi/puletafi (Sāmoa and Tonga). Have the students draw a picture or use a photograph of themselves wearing special clothing, and support them to write a sentence using the text as a model, for example, “I wear my sunhat when I play outside”, “I wear my lavalava when I dance”, “I wear my black and white scarf when I watch the Warriors”, “I wear my best clothes when I go to church”, “I wear an abaya when it's Ramadan”.
- Support the students to use clues in the text and illustrations to make inferences about Sofi, for example, what she thinks about lavalava and her family. *What clues helped you?* Draw out the idea that Sofi thinks lavalava are special and wants to tell us about them.
- Support the students to make inferences about the main ideas about lavalava, drawing on their prior knowledge and clues in the text and the illustrations. For example: lavalava can be worn by both males and females; they can be worn for different purposes; they can be worn in different ways; they are comfortable; they have special patterns, often including flowers and other repeated motifs; they are bright and colourful.

## Suggested reading purpose

To read with phrasing and expression

This reading purpose can be returned to many times, with the students building up their confidence and independence. The students' shared reading or independent reading of the big or small book gives you opportunities to listen in and observe what they can do.

## Learning goals

Over a number of sessions, the students can draw on their developing reading vocabulary, their concepts about print, their knowledge of letter–sound relationships and sentence structure, and their growing familiarity with the text to read with appropriate phrasing and expression.

Choose one of the suggestions below for each session.

- Provide many opportunities for the students to reread the big book, using a pointer to practise reading left to right, the use of return sweep, and one-to-one word matching (matching written words to spoken words).
- The students can also develop phrasing, fluency, and expression while reading along with the audio file. This is particularly supportive for English language learners.
- Help build recognition of high-frequency words. *Show me the word "This". Can you find the word "This" on the next page? As part of your independent activities, provide word-matching games and copies of words for students to make with magnetic or cut-up letters.*
- Support the students to build and apply their knowledge of letter–sound relationships. For example:
  - *This word (run your finger under the word) says "my". Read the word again. Can you hear "m"? Here it is. Point clearly to the initial letter. Let's look at other words that start like that.*
  - Model your thinking and invite the students to join in as you demonstrate word solving.
    - *"This is my dad. He wears a lavalava when he ..." It could be "sits", but I can hear a "t" in sits, and I can't see a "t" in this word. I wonder if it could be "sings". I think it is because it makes sense and it looks right.*
    - *I wonder what this word ("dog") could be? Run your finger under the word. It starts like this. Say the sound "d". What could it be? Have the students use the illustration to check. Read the sentence with them and emphasise the initial "d" sound.*

- Have the students locate words that start with the same letter. *Can you see a word on this page that start with "w"? Can you find another word on this page that also starts with "w"?*
- Clarify the use of pronouns:
  - Draw attention to the pronoun "I" on page 2. *How do we know who "I" is on this page? Make connections to the students' use of "I" (or "me") when they are talking or writing about themselves, as Sofi is in this book.*
  - Reread page 3. *What word has the writer used instead of "my dad"? Explain (in language appropriate to the students) that pronouns can be used instead of people's names or descriptions (such as "my dad", "my mum"). Discuss the pronouns on other pages. Prompt the students to notice that males are referred to as "he" and females are referred to as "she". Create some sentences together to show how pronouns can replace nouns, for example, "My dad likes to sing / He likes to sing"; "My mum plays kilikiti / She plays kilikiti". Also draw attention to examples when reading other familiar shared books such as *Greedy Cat*, *Monster's Lunch*, and *T-shirts*.*

Explicit attention to the use of pronouns is particularly supportive for English language learners, as many find it challenging to track the relationship between characters and their related pronouns.

## Related texts

Shared books that are particularly suitable for students from school entry: *Big Machine Boogie*; *Bubbles*; *Dad's Snore*; *Fantail, Fantail*; *Greedy Cat*; *I'm the King of the Mountain*; *Monster's Lunch*; *T-shirts*; *Wētā Went Walking*; *What Does the Tide Bring In?*

Stories that feature family activities and/or special clothing: *Chinese New Year*, *Diwali*, *The Crocodile's Christmas Jandals*, *T-shirts* (shared); *Monster's Vest*, *T-shirts from Nana* (Red 1); *Late for the Race*, *The King's Shoes* (Red 3).



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Lavalava