



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 in “Kākahu Pekepeke” for students to develop the behaviours expected of students reading at Gold.

## Overview

This report describes taonga at Ōtūmoetai School, focusing on a very special whakairo (carving). It explains why the whakairo is a taonga to the school and the wider community. As well as speaking directly to Māori students, this story provides opportunities for all students to make connections to their own understandings about taonga, the arts, and cultural practices.

“Kākahu Pekepeke” requires students to “confidently use a range of processing and comprehension strategies to make meaning from and think critically about” texts (*The Literacy Learning Progressions*, page 14).

There is a PDF of this text and an audio version as an MP3 file at [www.juniorjournal.tki.org.nz](http://www.juniorjournal.tki.org.nz)

## Related texts

Texts that explore the idea of taonga: *Taonga* (RTR Orange); “Kākano” (a poem, JJ 50)

Texts that feature Māori arts or cultural practices: *Kapa Haka*, *Te Pēpi Hou* (RTR Turquoise); *Matariki* (RTR Gold); “Kahu Ora” (JJ 47); “Rongoā Māori” (JJ 49); “Pepeha”, “Tōku Pepeha – My Pepeha” (JJ 53); “Tukutuku” (a poem), “Weaving Tukutuku” (JJ 55); “Rua and Te Manu” (in this journal); “Whakairo Rākau” (a poem), “Kōrero of the Waka” (SJ L2 Nov 2020)

Texts that explore ideas about symbolism and metaphor: “Weaving Tukutuku” (JJ 55) and the poems “Thunder” (JJ 44), “Uira” (JJ 45), “Kākano” (JJ 50), “Tukutuku” (JJ 55)

## Text characteristics

“Kākahu Pekepeke” includes the following features that help students develop the reading behaviours expected at Gold and build knowledge of the features of non-fiction.

A mix of explicit and implicit content, including ideas that may be new, that requires students to make connections to prior knowledge to track information, make inferences, and identify main ideas

The underlying themes (main ideas) about taonga

The structure of the text as a report with an introduction, a series of main points, and a conclusion

Visual language features including headings, a text box, quotations in speech bubbles, captions, and a map

Ideas and information organised in paragraphs and a variety of sentence structures requiring students to attend to punctuation, linking words, and phrases (such as “that”, “which”, “and”, “so”, “If”, “because”, “too”, “also”, and indicators of time and place) to clarify links between ideas

Language features typical of non-fiction:

- precise descriptive language including extended noun phrases
- definitions, including some in parentheses
- headings and changes in verb tense to indicate shifts in time between the past and the present



### Telling a story

The carving tells the story of three local springs that were very important to the iwi living around them. Long ago, the people of Ngāi Tamarāwaho drank from the first spring, bathed in the second spring, and washed their clothes in the third spring.

Sometimes the third spring would have less water, so the clothes would have to be washed in one of the other springs. People said that the way the clothes were moved between the springs reminded them of the way cloaks are moved between Māori families when someone dies.

This idea gave the carving its name. A kākahu is a cloak, and pekepeke means to move from one person or place to another.



Des Tata, a Kaumātua of Ngāi Tamarāwaho



### Bringing comfort

Des Tata says that when somebody dies, people bring cloaks that have been passed between their families for many years. The cloaks bring comfort to the family that is grieving. If another person dies, the cloaks move again, bringing comfort to the new grieving family.

Vocabulary, including some in te reo Māori, that may be unfamiliar (for example, “Kākahu Pekepeke”, “taonga”, “treasures”, “waiata”, “respected”, “whakairo”, “presented”, “local springs”, “bathed”, “cloaks”, “kaumātua”, “comfort”, “grieving”, “flow”, “creek”, “Intermediate”, “College”, “ceremony”, “greeting”, “giving birth”, “carved panels”, “ancestors”, “area”, “prow”, “original”, “murals”) and some proper nouns, requiring students to use their processing systems

## Cross-curriculum links

### English (Reading)

Level 2 – Processes and strategies: Selects and reads texts for enjoyment and personal fulfilment.

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

### 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.

### The Arts

Levels 1 and 2 – Communicating and Interpreting: Share the ideas, feelings, and stories communicated by their own and others' objects and images.



The New Zealand Curriculum

## Suggested reading purposes

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

- To find out about Kākahu Pekepeke and why it is a taonga for Ōtūmoetai School
- To think about why the springs are important in this article
- To think about what makes something a taonga

## Possible learning goals

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

The goals listed below link to the descriptions of reading behaviours in *The Literacy Learning Progressions* and the *Learning Progression Frameworks*. **Select from and adapt** them according to your students' strengths, needs, and experiences – their culture, language, and identity (*The Literacy Learning Progressions*, page 7).

This text provides opportunities for students, over several readings, to:

- use text and visual language features to identify and track information and ideas (**summarise**)
- **make connections** between information in the article and their prior knowledge to make inferences
- **identify and discuss main ideas** about Kākahu Pekepeke and taonga
- **monitor** their reading and, when something is unclear, take action to solve the problem, for example, by checking further sources of information, rereading, and/or reading on.



Sounds and Words



The Literacy Learning Progressions

## Introducing the article

Use your knowledge of your students to ensure that your introduction builds or activates their prior knowledge and provides appropriate support for a successful first reading. A short video on the importance of introducing the text is available at <https://vimeo.com/142446572>

Several options are provided below for you to **select from and adapt**.

- Before introducing this book, you can familiarise yourself with the pronunciation of any te reo Māori words and phrases that are new to you by listening to the audio version.

For English language learners, you could browse through the article with them, discussing the photographs and headings to introduce key vocabulary (in English and in their first language if possible). Encourage the students to share any experiences they have of carvings, including knowledge from reading and discussing “Rua and Te Manu”. You can find further information about features of texts that may need support at [ELLP](#).

- Use the photograph on page 27 to generate discussion about the article (what, where, who). Expect the students to predict that the carving will be a focus and support them to make connections to carvings in their own school or local community.

- Have the students read page 27 to check their ideas. Discuss the examples of taonga on page 27 and encourage the students to share their own understandings and experiences. You could perhaps show or tell them something (or someone) that you think of as taonga. Prompt the students to think about why the carving might be a taonga for the school.
- Browse through the article together, prompting the students to use the headings, photographs, and captions to predict what they will find out in each section. Use the discussion as an opportunity to provide support for topic vocabulary that may be new (for example, “springs”, “kaumātua”, “cloaks”, “Ngai Tamarāwaho”).
- On page 30, draw attention to the references to the springs and the creek (in the heading, the map, and the photo). If necessary, clarify the difference between a spring and a creek (a spring is water that flows out from under the ground while a creek runs above the ground). Prompt the students to consider what connections the springs might have to the carving. Explain that they will find this out when they read the article for themselves.
- Together, set a reading purpose. Share the learning goal(s). Give the students sticky notes to mark aspects they might want to return to or discuss later.

## Reading the article

For the first reading, encourage the students to read the article by themselves, intervening only if it's clear a student needs help. Much of the processing that they do at this level is "inside their heads" and may not be obvious until the discussion afterwards. There will be many opportunities to provide support with word solving and comprehension on subsequent readings.

### Student behaviours

*Examples of the sorts of behaviours (often overlapping and developed over several readings) that will help students achieve their learning goal(s).*

#### The students use text and visual language features to identify and track information and ideas.

- They use the headings as a guide to what they will find out in each section.
- On page 28, they track the references to the springs to find out why the springs were important in the past.
- They notice the definitions of "kākahu" and "pekepeke" and make connections to the idea of cloaks being passed between people. They use the information on page 29 to build their understanding of the cultural practice of passing cloaks to others at times of loss.
- On pages 30–31, they make connections between the headings and the use of present-tense verbs to clarify the change of focus to the present day.
- They make connections between the information in the body text and the map to clarify that the springs flow into the creek (and the creek runs between the schools).

#### They make connections between information in the article and their prior knowledge to make inferences.

- They make connections to their own experiences of taonga to build their understanding of why the carving is a taonga to the school.

- On page 28, they use the information about how people used the springs in the past and the ideas they had about them to infer why they are important in the local community and why the carver has chosen to "tell their story".
- They make connections between the information on pages 28 and 32 to infer that the school's taonga all have an important connection with the history of the school and the local community.

#### The students demonstrate self-monitoring and problem solving.

- They use a range of strategies to solve unfamiliar words, for example:
  - they break words into chunks or syllables
  - they use their awareness that letters or letter clusters can have more than one sound to solve words such as "bathed", "grieving", "intermediate", "ceremony", "ancestors", "College", "area", "original"
  - they use the definitions in parentheses to clarify word meanings.
- They note aspects that they want to come back to and discuss later.

### Deliberate acts of teaching

*How you can support individual students (if needed).*

- Explain that when reading non-fiction, they may need to read more slowly, reread parts, and check aspects such as the photographs, the text box, or the map to build their understanding.
- Remind the students of strategies they can use for word solving (for example, looking for the biggest known word chunk and applying their knowledge of letters, sounds, and word structure in te reo Māori as well as English) and for clarifying meaning (rereading or reading on, referring to the photographs and other visual language features, and noticing definitions in parentheses). Provide specific support as necessary, for example, with the names.

### Discussing and rereading the article

This article includes several interrelated ideas (about the springs, the carving, the school, and the concept of taonga). You can revisit it more than once, providing opportunities for the students to build their understanding. **Select from and adapt** the following suggestions according to your students' needs and responses to the reading. Some of the suggestions overlap and several can be explored further as after-reading activities.

 For some suggestions, you may find it helpful to project the PDF of the story so that you can zoom in on relevant sections.

- Remind the students of the reading purpose. Together, identify information in the text and photographs about the carving. *What is Kākahu Pekepeke? What ideas did the carver want to show? How has he tried to show those ideas?* Draw out the idea that the carver has used shapes and symbols to convey ideas rather than creating an actual picture of people using the springs. (See also After reading.)
- Explore the theme of taonga. You could build the students' understanding by viewing the start of RMTV Episode 2a: "Kōrero Juniors". Encourage the students to think critically, drawing on their own experience of school or family taonga.
  - *What makes something a taonga?*
  - *What makes this carving a taonga for the school and the local community?*
  - *Why might the items described on page 32 also be taonga?* (Note that the people of Ngāi Tamarāwaho are a hapū of the Ngāti Ranginui iwi, whose ancestors came to Aotearoa in the Tākitimu waka.)
  - *What are the taonga of our school?*

- Have the students reread the article, stopping to discuss points of interest including aspects they have marked with sticky notes. You could draw attention to:
  - the structure of the report: the introduction, which describes the carving as a taonga, followed by sections that explore why it's a taonga, and the conclusion that refers to other taonga at the school. Write the title and headings on a chart and support the students to identify clues in the text and visual language features (including the headings themselves) that help to clarify what each section is mostly about.
  - the information in the photograph and map on page 30. Discuss the conventions of using dots and lines to denote places and features on maps. (The students could explore maps further as an after-reading activity.)
  - any questions the students have that are not answered in the article. Discuss ways of finding answers and provide opportunities to follow up.
  - any words in te reo Māori that the students are unsure of. (Several of the words are likely to be in the students' oral vocabulary but may be less familiar in their printed form.) Review the vowel sounds and the use of macrons, drawing on expertise in the group. You could also listen to the audio version of the text.
  - information in the text and photographs, including definitions in parentheses, that supports the meanings of topic vocabulary (for example, "local", "springs", "kākahu", "cloak", "pekepeke", "comfort", "grieving", "creek", "prow", "murals"). You could also demonstrate the use of a dictionary to check word meanings.
  - the use of extended noun phrases to help readers understand and visualise information. Demonstrate how they provide more precise detail, for example, not just "a waiata" but "a waiata that has been sung by their whānau for many years". (Further examples are listed in the table below.) Remind the students of the importance of reading on to the end of a noun phrase to make sure they get the full meaning. Reinforce this by modelling the use of extended noun phrases during shared writing.

First part of the noun phrase	Extra detail
cloaks	that have been passed between their families for many years
carved panels	telling the story of the Tākitimu waka that brought the ancestors of Ngāi Tamarāwaho to the area
an oak tree	planted by the original principal 125 years ago
murals	showing the first small classroom

- Note any aspects you might want to follow up on later, perhaps as a mini-lesson or as an after-reading activity.

## After reading: Practice and reinforcement

After-reading tasks should arise from your monitoring of the students' needs during the lesson and provide purposeful practice and reinforcement. Where possible, make links to other texts, including texts generated by the students, and to the wider literacy programme (for example, oral language, writing, handwriting, and word games and activities) and other curriculum areas. **Select from and adapt** these suggestions, according to the needs of your students.

For English language learners, [SELLIPS](#) and [ELIP](#) also have ideas for purposeful and relevant tasks.

- Provide many opportunities for students to reread this article and other related texts.
- The students can build their comprehension and fluency by rereading the article as they listen to the audio version.
- Audio versions are particularly supportive for English language learners because, as well as clarifying pronunciation, they provide good models of the prosodic features of English, such as intonation and phrasing.
- Encourage the students to talk with their families about taonga. The students could bring a photograph of a family or personal taonga to school and talk (or write) about why it's precious to them, how it links to their past, and how they look after it.
- Have the students work in pairs to choose three taonga mentioned in the article and explain why they are taonga for Ōtūmoetai School.
- The students might photograph school taonga. They could include themselves in the image and add their own speech bubbles (as on pages 30–31) explaining what it is, how it was made, and its importance to the school or community.
- The students could use Google Slides for this activity.
- Support the students to research aspects of whakairo, for example, by viewing Rarangi Matihiko "Kōrero Juniors" (which explores the idea of whakairo telling stories) or viewing a video clip showing the carving process. You could invite a local carver to talk to the students, or they might investigate the features of the carving patterns at their local marae. They could refer to the Arts Online [Whakairo poster](#) to explore the meaning of some of the symbols.
- Encourage the students to create their own carving using play dough or modelling clay. Alternatively, they could use an app such as [SculptGL](#) to create a digital carving.
- Have the students work in pairs to create a glossary for some of the topic vocabulary, including words in te reo Māori, drawing on information in the article and their prior knowledge.
- The students could work in pairs to identify features, such as waterways, schools, churches, railway lines, and parks, on a large-scale map of the local area.