

# He Whakatauki mō te Takurua

# He Whakatauki mō te Kōanga

## He whakatauki

Illustrated by Ellie May Logan

### Overview

Throughout the journal are eight illustrated proverbs – 4 relating to winter and 4 to spring. The illustrations provide the reader with visual strong clues to help decipher the meaning of each.

#### These proverbs:

- are commonly used and contain some information that will be familiar to students and some that is new
- talk about relationships between people and the environment
- contain tikanga and information about traditional activities and practice e.g. seasonal planting and harvest
- are examples of figurative language
- contain specific vocabulary relating to Matariki, and the seasons Winter and Spring
- links to the Pūtaiao, Tikanga ā-lwi and Te Reo Māori learning areas.

#### Other resources

Matariki Huinga Whetū – Hine Takurua 2, 2015 pages 12–13.

Te Mātahi o te Tau – Hine Takurua 2, 2015 pages 4–11.

Te Huihui o Matariki – Hine Takurua 2, 2015 pages 16–25.

Te Kōwhai me te Tūi – Hine Takurua 2, 2015 pages 28–29.

Hine Takurua rāua ko Hine Raumati – Hine Raumati 1, 2015 pages 4–7.

Te Whānau a Tamanui Te Rā – Learning Media Limited, 2001.

Te Whānau Marama – Learning Media Limited, 2001.

Tūhoe legends surrounding the creation of star constellations, Waka Huia TVNZ 31 July 2011: Part One – [https://www.youtube.com/watch?v=bN5Wo0\\_E9j4](https://www.youtube.com/watch?v=bN5Wo0_E9j4) (focus on Matariki from 13 minutes onwards)

Tūhoe legends surrounding the creation of star constellations, Waka Huia TVNZ 31 July 2011: Part Two – <https://www.youtube.com/watch?v=y28vECsIAB4>



### Links to the learning areas

#### Tikanga ā-lwi

Te Whakaritenga Pāpori me te Ahurea

Ka whakamārama i ngā āhuatanga ahurea me ngā tuku ihotanga o tōna ake iwi, me ā ētahi atu iwi hoki.

Te Ao Hurihuri

Ka whakamārama i ngā take me ngā huarahi e whakaaro nuitia ai e te tangata i ngā wā o mua.

Te Wāhi me te Taiao

Ka whakaahua i te whakaawenga o ngā mahi a te tangata i te wāhi me te taiao, me te whakaawenga o te wāhi me te taiao i ngā mahi a te tangata.

#### Pūtaiao

Te Ao Turoa

Ranginui – Ka whakawhitiwhiti whakaaro mō Tamanuiterā me te Marama, me ngā pānga ki a Papatūānuku.

#### Ngā Toi

Toi Ataata

Ka whakawhanake, ka whakamahi i runga i te haumaruru, i te auaha hoki, ka whai whakaaro, ka kite:

- i ōna ariā me ōna pūkenga;
- i ngā taputapu me ngā rawa;
- i ngā tūmomo hua, tohu me ngā tauira huhua.

#### Te Reo Māori

Ā-Waha

Ka whakawhitiwhiti kōrero, ka whakaraupapa kōrero hei whakatutuki kaupapa

Ka mārama ia ki ngā reo ā-puta e pā ana ki ētahi kaupapa motuhake.

Ā-Tā

Ka tautohu, ka tā i ngā āhuatanga ake o ētahi momo reo tuhi me ngā reo ataata.

Ka whakamahi rautaki rapu māramatanga mō ngā tuhinga me ngā reo ataata e tauhou ana ki a ia.

Ka pānui wahangū i ētahi wā.

Ka mārama haere ki te āhua o te kōwae me te hua o te whakamahi tohu tuhituhi i roto i ngā tuhinga.

Ā-Tinana

Ka hāngai te āhua o tōna reo me tōna tinana ki tāna i kī ai.

## Text features

Indicating some text features from the year 3–4 reading progressions.

Use of figurative language.

Illustrations that strongly support the text and act as visual clues in comprehension.

Some abstract ideas, which are supported by the illustrations.

Information that is implicit, where students need to make inferences based on what they know already or what they can find out by researching.



## Vocabulary Challenges

### Vocabulary

The use of figurative language:

- Matariki tāpuapua.
- Matariki ahunga nui.
- Ka kitea a Matariki, ka maoka ko te hinu.
- Ka rere ngā purapura a Matariki.
- Me he korokoro tūi.
- Ka hua kūmarahou, ka whakatō kūmara.
- He kōanga tangata tahi, he ngahuru puta noa.
- He ua kōwhai.

Possibly unfamiliar or challenging words and phrases:

- Tāpuapua
- Ahunga
- Maoka
- “Me he ...”

### Possible supporting strategies

- Before reading find out what whakataukī students know already and what they know generally about them e.g. they are a form of figurative language.
- Before introducing the whakataukī, identify words that may be unfamiliar. Clarify or explain the meaning of these words.
- Refer students to the pictures for visual clues in helping to decipher the whakataukī.
- As a class or in small groups use the words and pictures to decode the meaning – share ideas.

## Knowledge Challenges

### Specific knowledge required

- Some knowledge of winter and spring and associated seasonal activities e.g. winter is a time for rest, little grows in the cold winter months; spring is when the earth warms and things begin to grow again.
- Some knowledge of Matariki and its influence on Māori culture e.g. Matariki and winter are synonymous; traditionally a time to gather together and farewell the year that has past, and welcome the new year.

### Possible supporting strategies

- Discuss winter and summer – make a “winter” and a “spring” list of things you do in each season.
- Brainstorm as a class or in small groups what you know about kōwhai, kūmara, kūmarahou or tūi and make links to the whakataukī.
- Make connections with Matariki and New Year.

## Text and Language Challenges

### Text features and structures

- Whakataukī – examples of a traditional form of figurative language.
- Visual features – illustrations that strongly support the text.
- A glossary at the end of the journal that explain each whakataukī.

### Possible supporting strategies

- After reading the whakataukī, students draw their own interpretations of the whakataukī.
- In small groups choose one of the whakataukī and use it to create a short presentation that helps explain its meaning or shows how it is used.
- After reading the whakataukī ask the students to retell it in their own words.
- In small groups work together to come up with some new whakataukī – use traditional and contemporary ideas.
- Remind students to use the illustrations as visual clues.
- Discuss the meaning of the whakataukī and identify situations when each one could be used e.g. at a concert about an amazing singer, “Me he korokoro tūi.”

# Te Huihui o Matariki

## He pakiwaitara

Written by Anahera Bowen  
Illustrated by Grace Gilbert

## Overview

*Te Huihui o Matariki* is a pakiwaitara. Told through a young girl, Māreikura, it tells of the annual Matariki celebrations held at her kura. The story recounts the day's events – gathering before dawn as a whānau; farewelling the past year and welcoming the new; returning to kura for a hākari and participating in fun activities as a whānau. *Te Huihui o Matariki* includes traditional knowledge and tikanga, and seasonal activities, that relate to Matariki.

### This text:

- contains information about Matariki that will be familiar to students and some that is new
- recounts Matariki celebrations from a child's perspective
- contains specific vocabulary relating to Matariki, and both formal and informal language
- includes tikanga Māori and traditional practices relating to Matariki
- uses a variety of sentences beginnings
- includes a glossary of possibly unfamiliar words
- links to the Pūtaiao, Tikanga ā-lwi and Te Reo Māori learning areas.

### Other resources

Matariki Huinga Whetū – Hine Takurua 2, 2015 pages 12–13.

Te Mātahi o te Tau – Hine Takurua 2, 2015 pages 4–11.

He Whakataukī mō te Takurua – Hine Takurua 2, 2015 pages 2–3, 14–15.

Hine Takurua rāua ko Hine Raumati – Hine Raumati 1, 2015 pages 4–7.

Te Whānau a Tamanui Te Rā – Learning Media Limited, 2001.

Te Whānau Marama – Learning Media Limited, 2001.

Tūhoe legends surrounding the creation of star constellations, Waka Huia TVNZ 31 July 2011: Part One – [https://www.youtube.com/watch?v=bN5Wo0\\_E9j4](https://www.youtube.com/watch?v=bN5Wo0_E9j4) (focus on Matariki from 13 minutes onwards)

Tūhoe legends surrounding the creation of star constellations, Waka Huia TVNZ 31 July 2011: Part Two – <https://www.youtube.com/watch?v=y28vECslAB4>



## Links to the learning areas

### Tikanga ā-lwi

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### Pūtaiao

Te Ao Turoa

Ranginui – Ka whakawhitiwhiti whakaaro mō Tamanuiterā me te Marama, me ngā pānga ki a Papatūānuku.

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Ā-Waha

Ka whakawhitiwhiti kōrero, ka whakaraupapa kōrero hei whakatutuki kaupapa

Ka mārāma ia ki ngā reo ā-puta e pā ana ki ētahi kaupapa motuhake.

Ā-Tā

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Ka whakamahi rautaki rapu mārāmatanga mō ngā tuhinga me ngā reo ataata e tauhou ana ki a ia.

Ka pānui wahangū i ētahi wā.

Ka mārāma haere ki te āhua o te kōwae me te hua o te whakamahi tohu tuhituhi i roto i ngā tuhinga.

Ā-Tinana

Ka hāngai te āhua o tōna reo me tōna tinana ki tāna i kī ai.

## Text features

Indicating some text features from the year 3–4 reading progressions.

### A variety of sentence beginnings:

*Mōhio ana koe ...; Kia raua atu ...; Kātahi te hīkaka ....*

### Some use of dialogue and speech:

*“E oho e te tau, kua hipa i te rima karaka, me wehe tātou ākuanei”*

*Ka huri au i taku moenga mahana, ka amuamu atu, “Tino moata kia oho ake Māmā, hiahia moe tonu au.”*

### A sequential storyline and a straightforward text structure.

Illustrations that extend meaning but match text less closely.



# Te Huihui o Matariki

Nā Anahera Bowen i tuhi  
Nā Grace Gilbert ngā whakaahua

“E oho e te tau, kua hipa i te rima karaka, me wehe tātou ākuanei”

Ka huri au i taku moenga mahana, ka amuamu atu, “Tino moata kia oho ake Māmā, hiahia moe tonu au.”

“Kia kaha Māreikura!” ko tā Māmā. “Matike! Matike! Mōhio ana koe koinei tā tātou mahi ia tau, ia tau kia kitea te ahunga mai o Matariki.”

Matariki ... Āe rā! Te hāngi me ngā purini **mamaoa** i whakaritea e mātou i te kura inanahi. Kia raua atu ki ngā umu **ngāwhā**, kia maoa mai hei parakuihi. Te harakeke i kohia, te peita me ngā parāehe, me ngā ukulele i rārangitia mō ngā akoako i tēnei rā. He rawe ki ahau te ako tahi me ōku mātua, ōku tuākana, ōku whanaunga hoki ki te kura. He wā hākoako tēnei mō mātou katoa!

Kātahi te hīkaka ka tipu mai ki roto i ahau, ka tere puta au i te moenga. Tekau meneti i muri mai kei te motokā ahau, he rama kei tētahi ringa, he kamuputu kei tērā atu.

## Text features

Indicating some text features from the year 3–4 reading progressions.

Some compound and complex sentences, which may consist of two or three clauses:  
*Ka piki ki runga i te puke, he rite te rārangi rama motokā ki tētahi neke muramura nunui e ngōki haere ana.*

Lesser-known words highlighted and found in a simple glossary.

A range of punctuation.



Kei konei mātou i te Pipiri, i te 5.30 i te ata, e taraiwa ake ana i te hiwi. Ka piki ki runga i te puke, he rite te rārangi rama motokā ki tētahi neke muramura nunui e ngōki haere ana.

Tokomaha ngā whānau kua tae kē mai. Ētahi kua tākaia ki rō paraikete, ētahi atu kua noho piripiri runga paraikete i te papa. I au e puta ana i te waka, ka rongo i te reo tiwaha a ētahi tamariki, “Kia tūpato! Kei tū koe ki te tūtae kau nā!”

“Iiiiiuuuuuu ... tūreiti!”

“Haria mai tō rama kia kite pai au i te papa!”

Ka menemene au ki a au anō, nā te mea ko au hoki tērā i ngā tau ki muri. Nā reira, kua ako au ... he kamuputu, he rama.

Ka piri tata atu mātou katoa ki te wāhi ka tū tahi ia tau. Kua mōhio hoki mātou katoa me ngū. Ka tau haere te mauri o te iwi.

Ka kitea te **wheriko** o te huihui o Matariki i tēnei tau? I ētahi wā ka huna a Matariki i a mātou, i ētahi atu tau ka mārara rawa te kite atu. Kua ngū mātou i a mātou e tiro **manako** atu ana ki te rāwhiti.

## Text features

Indicating some text features from the year 3–4 reading progressions.

Use of figurative language:

“E taku **mōtoi kahurangi** ...; “Nau mai Matariki ahunga nui, Matariki **putunga** kai e ....

A variety of characters.

Information that is implicit, where students need to make inferences based on information that is easy to find i.e. nearby in text.

Some abstract ideas which are clearly supported by concrete examples in the text or easily linked to the students’ prior knowledge.



Kātahi te ngū o te **ata hāpara** ka werohia e te reo karanga. Ko te reo o Nanny Here ka poroporoaki i ngā mate o te tau kua pahure ake nei. Ko tōna hoa rangatira tētahi.

“Haere rā e Pā. Haere mā ō pae maunga ki a rātou mā kei te pukenga nui o **Tāwauwau** e ...”

Ā, ko te karanga tangi o Aunty Lil mō tana mokopuna i mate i te tuinga motokā i ngā marama tata nei.

Kātahi anō au ka rongō i ōku roimata e heke haere ana i ōku pāpāringa. Ka pupū ake te aroha i roto i ahau, mōna, mō rātou.

Kua tio ōku waewae. Ka ngana au ki te neke i ōku matimati engari kua toka i roto i ōku kamuputu! Heoi, mōhio tonu au ko te wā karakia ināiane, kia tukuna te tau kua hipa ki te haere. Kei ōku pāpā te karakia poroporoaki i te tau. Kātahi, ka rere ki te rangi te reo karanga whakamutunga.

“E taku **mōtoi kahurangi**, hotuhotu tonu ana te manawa, haehae tonu ana te ngākau mōu kua wehe atu i a mātou e ...”

Kua tuohu ō mātou mähunga. Ka hoki ōku mahara. Maumahara tonu au i te mokopuna a Aunty Lil. E whā tau noa tōna pakeke.

“Nau mai Matariki ahunga nui, Matariki **putunga** kai e ... Ko koe rā te **mātahi** o te tau, tīaho mai rā ...”

Ā, i mua tata i tā Tamanuiterā toro atu i ōna matimati hihī ki te rangi, ka rewa ake a Matariki i te pae. Ananā! He tau **huanga** nui te tau hou nei – kei te kānapanapa mārāma mai a Matariki.

## Vocabulary Challenges

### Vocabulary

Possibly unfamiliar words:

- ata hāpara
- huanga
- mamaoa
- manako
- māngaro
- mātahi
- mōtoi kahurangi
- ngāwhā
- putunga
- Tāwauwau
- whakawaiwai
- wheriko

Some challenging phrases and idiom:

- “Koia kei a koe ...”
- “... Haere mā ō pae maunga ki a rātou mā kei te pukenga nui o Tāwauwau e ...”
- “Ākene pea i kite ia ...”
- “Hikaka katoa au ...”

Some use of figurative language:

- “... pūkenga nui o Tāwauwau e.”
- “E taku mōtoi kahurangi, ...”
- “Ā, i mua tata i tā Tamanuiterā toro atu i ōna matimati hīhī ki te rangi, ...”
- “Mitimiti matimati ana me te māngaro o ngā kai!”

Some use of the passive voice:

- “... kei te whakatangihia e tētahi rōpū.”

### Possible supporting strategies

- Before reading find out what students know already about Matariki – the stars, the New Year, the celebrations (traditional and contemporary).
- Before reading, identify words that may be unfamiliar and clarify or explain the meanings.
- Use strategies of rereading and using clues in the sentences before and after an unknown word to gain meaning.
- Use sentence structure, picture cues, and context to help decode unfamiliar words.
- Identify places where the passive voice is used, and ask students to find other examples.
- Refer students to the glossary and other dictionaries extend meaning.

## Knowledge Challenges

### Specific knowledge required

- Some familiarity with the Matariki and its traditions.
- Some prior knowledge of events or festivals that are celebrated in their, or the wider, community.

### Possible supporting strategies

- Discuss Matariki – What is Matariki? What time of year is Matariki? What does your kura do to celebrate Matariki? What are some other things you know about Matariki?
- Make connections with Matariki and New Year. Why do we celebrate “New Year” in Kohitātea? Why do Māori celebrate New Year in Pipiri?
- Discuss other festivals or special dates that are celebrated during the year. In what ways do people celebrate these special occasions? What do other cultures do?

## Text and Language Challenges

### Text features and structures

- A fictional recount.
- A sequenced storyline that includes Māori knowledge, tikanga and values.
- Visual features – illustrations that support the text.
- The use of traditional forms such as karanga and karakia e.g. “Haere rā e Pā. Haere mā ō pae maunga ki a rātou mā kei te pukenga nui o Tāwauwau e ...”
- Several longer and more complex sentences e.g. “Kātahi anō au ka rongō i te tangi o te pūmoana, ā, kotahi atu mātou ki te whakakapi i tō mātou rā miharo mā te karakia me te waiata.”
- Some abstract ideas e.g. “Ananā! He tau huanga nui te tau hou nei – kei te kānapanapa mārāma mai a Matariki.”
- A glossary, at the end of the journal, of words that are highlighted in the body of the text.

### Possible supporting strategies

- Read the story aloud as a class. Remind the students that this story is a fictional recount i.e. that it retells a sequence of events.
- After reading the story ask the story to retell the story in their own words.
- Ask the students to list the main settings and events in the story.
- Remind students to use the illustrations as visual clues.
- Discuss the meaning of figurative language in context e.g. the karanga and karakia at the dawn gathering.
- Ask students to recount a Matariki or New Year event they have been to.



# Te Mātahi o te Tau

## He pūrākau whakamārama

Written by Nuki Tākao  
Illustrated by Ellie May Logan

### Overview

*Te Mātahi o te Tau* is a pūrākau whakamārama. This type of traditional story explains something in the natural world or universe, and has been passed down through generations – mostly in oral form. The language of this story reflects those traditions.

*Te Mātahi o te Tau* is a pūrākau that explains how the star cluster Matariki was formed. It includes whakapapa and tikanga Māori, which are typical features of this type of text.

#### This text:

- contains information that will be familiar to students and some that is new
- contains specific vocabulary relating to Matariki and other celestial bodies
- refers to the importance of celestial knowledge in the daily life of our ancestors
- has a variety of characters and is set in the natural world i.e. the sky, space
- includes illustrations that may extend meaning
- links to the Pūtaiao, Tikanga ā-Iwi and Te Reo Māori learning areas.

#### Other resources

Te Takanga a Tamanuiterā – Hine Raumati 1, 2015 pages 8–9.

Hine Takurua rāua ko Hine Raumati – Hine Raumati 1, 2015 pages 4–7.

Te Whānau a Tamanui Te Rā – Learning Media Limited, 2001.

Te Whānau Marama – Learning Media Limited, 2001.

Tūhoe legends surrounding the creation of star constellations, Waka Huia TVNZ 31 July 2011: Part One – [https://www.youtube.com/watch?v=bN5Wo0\\_E9j4](https://www.youtube.com/watch?v=bN5Wo0_E9j4) (focus on Matariki from 13 minutes onwards)

Tūhoe legends surrounding the creation of star constellations, Waka Huia TVNZ 31 July 2011: Part Two – <https://www.youtube.com/watch?v=y28vECsIAB4>



### Links to the learning areas

#### Tikanga ā-Iwi

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#### Pūtaiao

Te Ao Turoa

Ranginui – Ka whakawhitiwhiti whakaaro mō Tamanuiterā me te Marama, me ngā pānga ki a Papatūānuku.

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Ka whakawhitiwhiti kōrero, ka whakaraupapa kōrero hei whakatutuki kaupapa

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Ā-Tinana

Ka hāngai te āhua o tōna reo me tōna tinana ki tāna i kī ai.

## Text features

Indicating some text features from the year 3–4 reading progressions.

Use of figurative language:

*Tiwhatiwha te pō! Tiwhatiwha te ao!  
Mā Te Whānau Mārama  
e whakapaipai i te poho o Rangī.  
Mā Te Whānau Mārama anō e  
whakaahuru i te aroaro o Papa.*

Some compound and complex sentences, which may consist of two or three clauses:  
*Nā reira te mātāmua o te whānau i whai atu i tōna pāpā a Ranginui ki ngā rangi tūhāhā.*

Information that is implicit, where students need to make inferences based on information that is easy to find i.e. nearby in text:

*He porowhita ahi nui rawa kia mahana ai te whenua. He poi tīaho kia mārama ai te rangi i te pō. He manomano ngā whetū kia arahina ai te iwi i ā rātou mahi katoa. Anā, ko Te Whānau Mārama!*

Lesser-known words highlighted and found in a simple glossary.

A variety of characters.

A range of punctuation.



Nā Nuki Tākao i tuhi  
Nā Ellie-May Logan ngā whakaahua

**Tiwhatiwha** te pō! Tiwhatiwha te ao!

Ka noho a Urutengangana i te pōuritanga. Kua whakawehea ōna mātua a Ranginui rāua ko Papatūānuku e tana teina a Tāne. Ā, kua whai wāhi ā rāua tamariki i roto i te ao hou – i waenganui i te rangi me te whenua. Nā reira te mātāmua o te whānau i whai atu i tōna pāpā a Ranginui ki ngā rangi tūhāhā.

Ka roa rawa a Urutengangana e whakaaroaro ana. Me pēhea ia e whakatau ai i te āio ki te rangi me te whenua? Kātahi anō ia ka whakaaro. Me puta mai Te Whānau Mārama ki te ao! Mā Te Whānau Mārama e whakapaipai i te poho o Rangī. Mā Te Whānau Mārama anō e whakaahuru i te aroaro o Papa.

He porowhita ahi nui rawa kia mahana ai te whenua. He poi tīaho kia mārama ai te rangi i te pō. He manomano ngā whetū kia arahina ai te iwi i ā rātou mahi katoa. Anā, ko Te Whānau Mārama!

## Text features

Indicating some text features from the year 3–4 reading progressions.

A variety of sentence beginnings:

*Heoi anō, ...; Kātahi anō a Uru ka moe ...; Nā tōna whānautanga ...; E ai ki....*

Some use of dialogue and speech:

*“E hine, me poroporoaki tātou i te tau kua mate, kia pōwhiri i te tau hou kua ora. Ka ara ake koe i te Pipiri. Haere ake nei, ko koe e tohu ana i te **mātahi** o te tau!”*

Some abstract ideas which are clearly supported by concrete examples in the text or easily linked to the students’ prior knowledge:

*“E hine, me poroporoaki tātou i te tau kua mate, kia pōwhiri i te tau hou kua ora. Ka ara ake koe i te Pipiri. Haere ake nei, ko koe e tohu ana i te **mātahi** o te tau!”*

A sequential storyline and a straightforward text structure.

Illustrations that extend meaning but match text less closely

Higher frequency of interest, topic related words



Heoi anō, ka moe a Urutengangana i a Hineteāhuru. Ko ia tērā hei whakaahuru i ā rāua tamariki a Tamanuiterā rāua ko Marama. Kātahi anō a Uru ka moe i a Hinetūrama. Ko te māhanga o Hineteāhuru, hei whaea mō ngā tini whetū o te rangi.

Ka nui te aroha o Urutengangana ki āna tamariki katoa. Engari ko Matariki tonu tōna ngākau. Nā tōna whānautanga mai i mōhio pū a Uru he puhī a Matariki. E ai ki tōna pāpā, ahakoa he iti ōna karu, ka kitea e Matariki ngā mea katoa – tae noa ki ngā āhuatanga kāore anō kia **tūpono** mai! E kīia ana e te iwi, he **matakite** a Matariki.



I tipu a Matariki hei wahine ātaahua rawa. He maha hoki ōna **pūmanawa**. Ka arohaina nuitia ia e tōna iwi. Nā reira ka mea a Uru, “E hine, me poroporoaki tātou i te tau kua mate, kia pōwhiri i te tau hou kua ora. Ka ara ake koe i te Pipiri. Haere ake nei, ko koe e tohu ana i te **mātahi** o te tau!”

## Vocabulary Challenges

### Vocabulary

Possibly unfamiliar words:

- aroaro
- kōhititanga
- mātahi
- matakite
- mōnehunehu
- paki
- pūmanawa
- pūrei
- tiwhatiwha
- tūhāhā
- tūpono
- whiroki

Some challenging phrases and idiom:

- “Haere ake nei ...”
- “Ka taka te wā ...”
- “Engari ko Matariki tonu tōna ngākau.”
- “Me ko te pūrei o Matariki ...”

Some use of figurative language:

- “Tiwhatiwha te pō! Tiwhatiwha te ao!”
- “... e hīia ake ana a Tamanuiterā i te paerangi e Matariki.”
- “Mā te whānau mārama e whakapaipai i te poho o Rangi.”
- “He poi tīaho kia mārama ai te rangi i te pō.”

Some use of the passive voice:

- “... ka kitea e Matariki ngā mea katoa ...”
- “E kīia ana e te iwi, he matakite ...”
- “Ka arohaina nuitia ia e tōna iwi.”
- “... e hīia ake ana a Tamanuiterā i te paerangi e Matariki.”

### Possible supporting strategies

- Use sentence structure, picture cues, and context to help decode unfamiliar words.
- Before reading, select words that may be unfamiliar. Clarify or explain the meaning of these words.
- Use the illustrations or other images, video or audio clips to support understanding of new vocabulary.
- Suggest students refer to the glossary and use other dictionaries extend meaning.
- Use strategies of rereading and using clues in the sentences before and after an unknown word to gain meaning.
- Identify places where the passive voice is used, and ask students to find other examples.

## Knowledge Challenges

### Specific knowledge required

- Before reading find out what students know already about atua Māori, and Māori cosmology, in particular the separation of Ranginui and Papatūānuku by their children.
- Some familiarity with the telling of pūrākau, particularly when delivered orally.
- Some understanding of the importance of whakapapa.
- Familiarity with stories that explain natural phenomena.

### Possible supporting strategies

- As a class brainstorm what students know about Māori cosmology and space e.g. Ranginui and Papatūānuku; Te Whānau Mārama; Tamanuiterā; te Marama, and the stars and planets.
- Read the pūrākau aloud with appropriate phrasing and expression.
- Have the students retell the pūrākau to the class to familiarise themselves with the oral form.
- Identify the characters in the pūrākau and how they relate to each other. Draw a whakapapa chart that includes all the characters. (There may be other related whakapapa that you could share with students to extend their understanding.)
- Read other pūrākau about Te Whānau Mārama and discuss e.g. Hine Takurua rāua ko Hine Raumati; Māui me Tamanuiterā.
- Watch the Waka Huia programme on the internet about Tūhoe traditions relating to cosmology and different constellations.
- Provide information and activities prior to reading the story about Māori gods and goddesses, in particular those that live in the heavens – Te Whānau Mārama.
- Make connections between prior knowledge and new information in the text e.g. their own whakapapa and that of Te Whānau Mārama; Hine Takurua; winter; Matariki celebrations.

## Text and Language Challenges

### Text features and structures

- The retelling, in written form, of a pūrākau that explains natural phenomena.
- The use of metaphor, describing the sun as “he porowhita ahi nui rawa” or the moon as “he poi tīaho”.
- Visual features – illustrations that support the text and personify the deities and elements.
- Several compound and complex sentences e.g., “E ai ki tōna pāpā, ahakoa he iti ōna karu, ka kitea e Matariki ngā mea katoa – tae noa ki ngā āhuetanga kāore anō kia tūpono mai!” And “Me ko te paki o Matariki – e tū wehewehe ana, e kānapanapa ana ngā whetū – he tau pai te tau!”
- A glossary at the end of the journal, of words that are highlighted in the body of the text.
- Some abstract ideas e.g. “E ai ki tōna pāpā, ahakoa he iti ōna karu, ka kitea e Matariki ngā mea katoa – tae noa ki ngā āhuetanga kāore anō kia tūpono mai! E kīia ana e te iwi, he matakite a Matariki.”

### Possible supporting strategies

- Identify some examples of metaphor and discuss their meaning.
- Remind students to use the illustrations as visual clues.
- Discuss the meaning of figurative language in context.
- Identify paragraphs in a text and discuss the function of the topic sentence in a paragraph.
- Read the pūrākau aloud, as a class. Summarise the story using important information from the beginning, middle and end of the text.
- After reading the story, students could draw a character from the story showing some of their key attributes.