

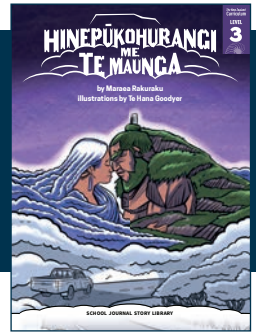
School Journal Story Library

Level 3

School Journal Story Library is a targeted series that supplements other instructional series texts. It provides additional scaffolds and supports for teachers to use to accelerate students' literacy learning.

Hinepūkohurangi me Te Maunga

by Maraea Rakuraku
Readability level: year 4



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 comic by Ngāi Tūhoe writer Maraea Rakuraku explores the pūrākau of Hinepūkohurangi and Te Maunga from a contemporary perspective. Pōtiki is travelling home with his dad, fresh from reciting his pepeha at school. As he reads a comic retelling the pūrākau of how Hinepūkohurangi fell in love with Te Maunga, he comes to see his surroundings and his pepeha in a new light. The comic shifts between the two narratives – the car ride and the pūrākau comic – creating a layered, meditative story that touches on place, belonging, whakapapa, and the power of storytelling.

This is a rich text that you can revisit many times for different purposes.

Key competencies

Key competencies explored through this story include relating to others and using language, symbols, and texts.

Themes and ideas

Themes and ideas in this story include:

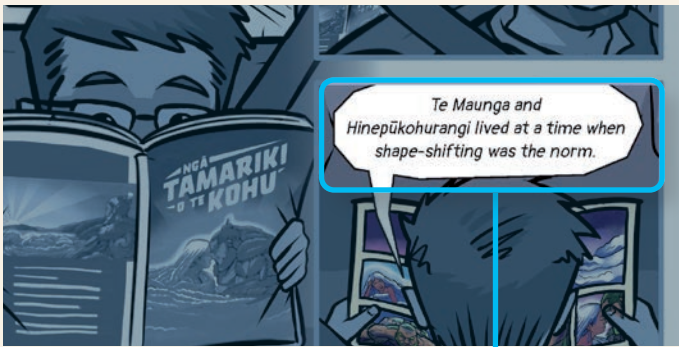
- whakapapa (genealogy and lineage)
- tūrangawaewae (place where one has the right to stand)
- whanaungatanga (relationships and family connections).

A PDF of the text and an audio version as an MP3 file are available at www.schooljournalstorylibrary.tki.org.nz

Texts related by theme

The Bittern, SJSL L3 2012 | *Keeping Our Stories Alive*, SJSL L3, 2020 | “The Story of Taranaki”, SJ L2, August 2020 | “Kupe and the Giant Wheke”, SJ L2 May 2020 | “Pepeha”, JJ 53 | “Toku Pepeha – My Pepeha”, JJ 53

Text characteristics Opportunities for strengthening students' reading behaviours



Abstract ideas, requiring students to use contextual information and literary and vocabulary knowledge to understand the transformation between god and human forms



Sentence fragments, requiring students to hold two voices in their heads as they follow the dialogue between the father and son, building an understanding of what each is trying to say



Two interweaving narratives often jumping from the car journey to the comic and back again, requiring students to use textual and visual clues to move between them



Adverbial phrases of time, requiring students to hold the lead sentence in their heads and understand how these phrases relate back several frames to the lead sentence

Making meaning: Supports and challenges

Possible supporting strategies should be implemented at the appropriate time during the reading or lesson.



Go to the Learning Progression Frameworks – Reading: “Making sense of text: vocabulary knowledge” and “Making sense of text: using knowledge of text structure and features” to find detailed illustrations showing how students develop expertise and make progress in these aspects.

SPECIFIC KNOWLEDGE REQUIRED:

- Some familiarity with pūrākau (mythological stories) and pepeha
- Understanding of the concept of a shape-shifter
- Some familiarity with the geographical features of Te Urewera
- Some understanding of the concepts of tūrangawaewae, whakapapa, and whanaungatanga
- Some understanding that, in Aotearoa New Zealand, the stories of tangata whenua hold a special status.

Possible supporting strategies

Prompt the students to make connections with other pūrākau they know. Some students may be familiar with the animated series *Pūrākau* on Māori Television. They may enjoy sharing and discussing one of the animations with the group.

Ask students to think, pair, and share their experiences with pepeha. If necessary, explain that it is a way to introduce yourself that is based on whakapapa (lineage, descent). People recite their pepeha to establish who they are and where they are from.

English language learners may need support from their peers or from pre-reading one of the *Junior Journal* articles on pepeha (see Texts related by theme, page 1).

Have the students think, pair, and share what they know about shape-shifting. Prompt them to make connections to other media, such as books, comics, video games, films, or television.

You can find background information and images in the Te Ara story on Ngāi Tūhoe. For a richer understanding of Tūhoetanga and some of the important themes in this story, see the New Zealand Geographic photo story “Who are Tūhoe?”

Some students may make connections to the name “Pōtiki”, understanding that Pōtiki was the child born from the union of Hinepūkohurangi and Maungapohatu and is one of the ancestors of the Tūhoe people. The Te Ara story “Te Ao Mārama – the natural world” explains the interconnectedness this illustrates between tangata whenua and the natural world.

Te Takanga o Te Wā and Māori History in the New Zealand Curriculum offer many suggestions for exploring and responding to the themes of whakapapa, tūrangawaewae, and whanaungatanga.

The knowledge and expertise of students and members of your school community who whakapapa to your local rohe could add immeasurably to what you and your students take from this story. *Who are the mana whenua in your area? What are their affiliations?* There are suggestions on how to approach this in some of the resources previously mentioned.

VOCABULARY:

- Māori words and phrases: “I ngā wā ō mua”, “Pēhea e tama?”, “kauhau”, “Āe”, “pepeha”, “Awa”, “Maunga”, “Ko Maungapōhatu te maunga”, “Waka”, “Hoihoi”, “He kererū”, “he wheke”, “Tēnā koe, ko Hinepūkohurangi ahau”, “Taihoa”, “Ātaahua”, “aua”, “kohu”, “koro”, “Ngā tamariki o te kohu”
- The names of people, gods, places, and waka: “Te Urewera”, “Tāneatua”, “Te Waimana”, “Pōtiki”, “Hinepūkohurangi”, “Maungapōhatu”, “Uenuku”, “Ruatāhuna”, “Ōnini”, “Mātaatua”, “Tauranga”
- Colloquial phrases: “No big deal. Easy as”, “hang out”, “not so much”, “I’m outta here”, “Kinda”.

Possible supporting strategies

Discuss the story’s use of te reo Māori. Point out the glossary on the inside front cover. You could use the audio recording or the knowledge of your students, other staff, or experts in your community to provide accurate pronunciation and additional support for meaning. Te Aka Māori Dictionary also provides examples of words and phrases in context and audio of how they are pronounced.

Remind the students of how to use the context to work out unfamiliar vocabulary. Prompt them to notice in-text translations (such as “I ngā wā ō mua, back in the day”), contextual clues (such as “Āe.” “No big deal. Easy as.”), and illustrations.

With the frequent use of Māori vocabulary and colloquial language, this text could be challenging for some English language learners. To help the students to remember who the Māori names refer to, provide them with a simple graphic organiser. Have them add all the Māori names into separate boxes and then add a simple drawing to illustrate who the name refers to. English language learners could add a simple definition in their own words and a translation in their first language. This prompt can be used by students in subsequent readings.

Encourage the students to practise using some of the te reo sentence constructions, such as “Pehea ...?” or “Tēnā koe, ko ... ahau”. Make a wall chart for students to record te reo Māori that they would like to include in their everyday speech and writing. For further support, they can go to the New Zealand History website, which provides a list of one hundred Māori words that every New Zealander should know with accompanying audio support.

Remind the students that proper nouns have capital letters. Discuss the importance of pronouncing names correctly and support students to familiarise themselves with the names in this text.

Provide direct, explicit teaching of the meaning of any unknown colloquial terms to support English language learners. Create opportunities for the students to reuse the new expressions. For example, they could play simple matching games where they match the colloquial phrase or contraction with its full meaning.

The English Language Learning Progressions: Introduction, pages 39–46, has some useful information about learning vocabulary.

See also *ESOL Online, Vocabulary*, for examples of other strategies to support students with vocabulary.

Making meaning: Supports and challenges CONTINUED

TEXT FEATURES AND STRUCTURE:

- A comic containing two strands: a contemporary story in which a boy and his father discuss his pepeha and make connections to the landscape they are driving through and a traditional pūrākau telling how the gods Hinepūkohurangi and Te Maunga met and created the people of Tūhoe
- Connections between the two narrative strands, including how the pūrākau informs Pōtiki's growing understanding of his pepeha and his surroundings
- The illustrations that convey the landscape of Tūhoe and Te Urewera
- The use of visual and written signals to distinguish between the two narrative strands, for example, the pūrākau in colour and the contemporary story in black and white
- The use of explanatory captions and speech bubbles that work with the illustrations to tell the story
- Some sentence fragments, for example, "No big deal. Easy as".

Possible supporting strategies

Ask the students to share their experiences of reading comics and graphic novels. If the students are unfamiliar with comics, provide some examples. Refer to the "Reading Comics" TSM for information about the features and meta-language of comics. List the main features for later reference.

Check that the students know to read a comic from side to side in a zigzag fashion.

Explain that this text includes a comic within a comic. The two narratives are separate but connected. One takes place long ago and the other in the present day. *How has the illustrator shown us which is which?*

Make sure the students understand that the story is told from frame to frame and that readers need to fill in what takes place in-between the frames.

Model by thinking aloud how to make meaning from visual texts. *Pōtiki loves his comics – look at how engrossed he is. His dad is trying to get his attention, but he keeps ignoring him. Pōtiki looks fed up!*

Pull out some of the sentence fragments and discuss their purpose (either for emphasis or to mimic the characters' speech, particularly in questions). *When Dad says "Awa? Maunga? Waka?" what is he asking? How does Pōtiki answer? Turn to a partner and try using full sentences to have the same conversation. How does it sound? Is this how you would speak to someone in your whānau?*



Sounds and Words

Possible curriculum contexts

ENGLISH (Reading):

Level 3 – Ideas: Show a developing understanding of ideas within, across, and beyond texts.

ENGLISH (Reading):

Level 3 – Processes and strategies: Students will integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas.

ENGLISH (Reading):

Level 3 – Structure: Show a developing understanding of text structures.

HEALTH AND PHYSICAL EDUCATION:

Level 3 – Relationships with Other People: Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses.

Possible reading purposes

- Enjoy a story that interweaves a conversation between a father and son with the pūrākau of Hinepūkohurangi and Te Maunga
- Understand how a pepeha and a pūrākau are linked
- Identify the literary features of a comic

Possible writing purposes

- Write and present their pepeha
- Interview mana whenua about a local pūrākau and make it into a comic
- Retell the pūrākau as a written narrative

The Literacy Learning Progressions: Meeting the Reading and Writing Demands of the Curriculum describe the literacy-related knowledge, skills and attitudes that students need to draw on in order to meet the demands of the curriculum.



The Writing Hub



The Literacy Learning Progressions

Instructional focus – Reading

Use this text to develop the students' metacognition. At all stages, encourage the students to vocalise their ideas and thought processes, supporting each other to justify their ideas with reasoning.



Go to the Learning Progression Frameworks – Reading: “Reading for literary experience”, “Making sense of text: using knowledge of text structure and features”, and “Reading to organise ideas and information for learning” to find detailed illustrations showing how students develop expertise and make progress in these aspects.

Introducing the text: Paving the way for successful readers

Before reading

- Introduce the text and share the purpose for reading.
- Discuss the concept of *tūrangawaewae* (a place where one has the right to stand, where we feel empowered and connected). Provide an example of a place from your own life where you feel a strong sense of belonging and empowerment. Invite the students to share their own.
- Prompt the students to look closely at the illustrations on page 2 to get a sense of the environment. *What can you tell about this place, just from looking at these pictures?* If you or any of your students are Tūhoe or have connections to Te Urewera, encourage them to share what they know.
- Explain that there are two narratives in this story: one set in the past that has been passed down through generations and one set in the present. Have the students skim the text to identify which frames are associated with each narrative. List the visual features that enable the reader to differentiate between them. It may be helpful for some students to use sticky notes to keep the two narratives distinct.
- Invite the students to predict what might link the two stories. Record their predictions so they can be reviewed later. If your students struggle with this, you may need to prompt them or model your prediction and then ask them to work in pairs to make their own.

First reading

- Have the students read page 3. Ask questions to check that they understand the context, have begun to get a sense of the characters, and are comfortable tracking the two narratives.
- Have the students read the rest of the story. Some students may be able to read the whole text independently. Others may benefit from share-reading some or all of the text with you.
- Some students may need to silently read the text in chunked sections and discuss it with a partner or with the whole group (think, pair, share). Suggested chunks: pages 2–3, 4–5, 6–8, 9–12, 13–16.
- Where necessary, prompt students to summarise what is happening with a partner, using the text as evidence.
- Use this time to listen in to student discussions and monitor how well they understand the text.
- If you are unsure about a particular student's understanding, ask them to quietly read you a few lines and have a brief discussion. This may be a good opportunity to provide specific feedback and prompt the student to tell you about a strategy they have used.
- After the reading, compare the students' earlier predictions with what they found.

If students struggle with the text

Remind students of strategies that are particularly useful for checking or confirming their understanding on a first reading, such as rereading, looking for clues, reading on, asking questions, and making connections with their prior knowledge. Use some of the following approaches, depending on your students' needs:

- Use group discussion around the themes and ideas listed on page 1 of these notes to draw out concepts that relate to the story.
- Check that the students can see how the illustrator has conveyed the concept of shape-shifting. You could break the word down to help them understand this abstract concept.
- Prompt the students to make connections as they read, both within the text and to their own lives. If necessary, prompt the students by asking questions. *Take a look at the final three frames at the bottom of page 5. What is Pōtiki trying to do? How do you know? How do you think he is feeling? What can you tell from the way he looks?*
- Point out that when we get to the main body of the pūrākau (pages 8–12), there is just enough information for us to work out what Te Maunga and Hinepūkōhurangi are thinking and feeling. *Look at Te Maunga's face when he sees Hinepūkōhurangi in the form of early morning mist. "Ātaahua" he says. "Beautiful." But look at the change when he sees who it is. How do you suppose Hinepūkōhurangi feels? How can you tell?*
- Check that your English language learners can identify and name the various emotions. Gestures and expressions can mean something completely different in another culture, so provide explicit explanations as necessary.
- Discuss the change that happens on pages 13–14 where Pōtiki makes the connection between the pūrākau and his pepeha. *How is this shown in the illustrations? Remember how we noticed that the stories from the past and the present were shown in different ways? What has happened here?*

Subsequent readings

Use subsequent readings to focus on particular themes and ideas described in the text. Support the students through modelling, thinking aloud, prompting, and explaining to link and integrate ideas. See suggestions for possible reading purposes on page 3.

- Prompt the students to notice that there are not many words in this story. Remind them that when reading a comic, the pictures are just as important as the text, so they need to take their time and closely analyse the illustrations as they read.
- Use a **story-map** graphic organiser to identify and record the sequence of events. They could do this in pairs, with one student responsible for retelling the pūrākau and the other responsible for retelling the car ride.
- Revisit the way the author uses dialogue between the father and son to interweave the pūrākau and the pepeha. In particular, focus on how she uses incomplete sentences to add more detail to the original complete sentences.
- Discuss the concepts of whakapapa (genealogy, descent) and whanaungatanga (family connection). Ask the students to find examples of where these concepts are explored or represented in the text.
- Discuss how many of the words and phrases in te reo relate to the natural world, reflecting the whakapapa relationships that lie between Pōtiki's whānau and Te Maunga and Hinepūkohurangi. Māori traditionally introduce themselves with a pepeha naming their mountain, river, and waka.
- Point out Hinepūkohurangi's statement, "This is Ōnini" and Pōtiki's follow-up question, "Dad, is Ōnini a real place?" *Why do you think he wants to check?* Explain, or invite others with knowledge of Tūhoetanga to explain, that in Tūhoe traditions, the union between Te Maunga and Hinepūkohurangi took place at Ōnini. This led to the birth of Pōtiki, who was the father of Ngā Pōtiki, the original iwi in the Ruatāhuna region. *How does this information about whakapapa help you to connect the two narratives?*
- Prompt the students to compare how Pōtiki feels about his pepeha at the start of the story with how he feels about it at the end.
- Discuss the rereading strategies that Pōtiki uses to regain the storyline when he encounters unfamiliar vocabulary or is interrupted by his dad.
- Discuss how, as readers, we use the visual information in the text and our ability to put ourselves in the character's shoes to make inferences about their thoughts and feelings. Have the students select a portion of the text for a **Say-it** activity that helps them to make these inferences.
- Point out that the illustrator had a very tricky job. He had to tell two stories in one and show mystical concepts like shape-shifting. *How well did he succeed? What are some other ways he might have approached this task?*
- Help the students make connections to their own lives and communities. *Pōtiki and his dad know that when they want to answer important questions, they can ask Nanny and Koro. Who are the people with answers in our communities? What might we ask them?*

Monitoring the impact of teaching

As the students read and discuss the text, take particular note of the following:

- Can the students identify and discuss the main themes of the story?
- Can they independently use strategies for:
 - working out unknown vocabulary?
 - making sense of ideas when meaning has broken down?
 - making connections to their personal experiences?
- With support, can the students link ideas and information across the text?
- Do the students transfer skills and knowledge from your modelling to their reading?
- Do the students use evidence from the text to explain their responses?

Providing feedback and supporting metacognition

Provide explicit feedback and support the students to develop their metacognition. Both strategies support students' growing independence and confidence as proficient readers. An example of each is provided below.

Providing feedback

By sharing your own pepeha and explaining what it means, you helped us all to understand the messages in this story.

I noticed that you talked with your buddy about words you didn't quite understand. This is what Pōtiki does in the story! It's good to see that working things out together has become a habit for you.

Supporting metacognition

How did the layout and design help you to understand the different strands of this story? What made it easier? What made it harder?


Has this story got you thinking more about the places and people you feel connected to? Are there questions and ideas that you would like to look at more closely?

Suggestions for writing instruction



Go to the [Learning Progressions Frameworks – Writing](#): “Creating texts for literary purposes”, “Creating texts to influence others”, “Creating texts to communicate current knowledge and understanding”, and “Writing meaningful text: using knowledge of text structure and features” to find detailed illustrations showing how students develop expertise and make progress in these aspects.

Students may choose to:

- write and then recite their pepeha, explaining the stories that sit behind it. They might do so using the [Pepeha website \(https://pepeha.nz/\)](https://pepeha.nz/) or this [template](#) from Otago University.
-  use an app such as [Slowmation](#) or [Toontastic](#) to create an animated version of Hinepūkohurangi me Te Maunga.
- interview mana whenua to find out about local pūrākau. With their permission, recreate the pūrākau in a form that incorporates the written word and then gift it back. For example, they might write a waiata, make a comic (possibly using one of the templates on [Google slides](#)), create an interactive map using one of the tools suggested on [Mapme](#), or annotate a photograph of a special place explaining what makes it so important.
- write a persuasive letter to Māori Television asking them to include the pūrākau of Hinepūkohurangi me Te Maunga in their series and explaining why other children might like to see it.
- retell the pūrākau as a narrative text, using the comic illustrations to help describe the setting and characters. Before writing, have students retell the story orally using the illustrations as a prompt.

Scaffold the students to build on their writing strengths, giving stronger support where needed and reducing it as the students become confident using and developing the strategies themselves. Help them to see the connections between their reading and writing strategies (for example, implying as a writer and inferring as a reader). Also, it might be helpful to revisit the particular features that the author has used. Allow plenty of time (with agreed targets) for the students to think about, plan, rework, and polish their writing.



The Literacy Learning Progressions



Assessment Resource Banks