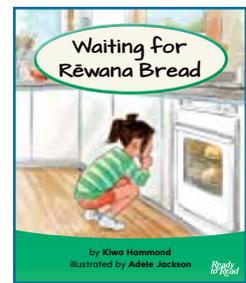


# Waiting for Rēwana Bread

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This text is levelled at Blue 3.



## Overview

While Mahi is at Aunty's house, she learns to make rēwana bread. She finds out that making the bread is a big job and involves a lot of waiting. This story captures the respect that Aunty and Mahi have for the breadmaking process, which is an integral part of tikanga. *Waiting for Rēwana Bread* has particular relevance to Māori students, but many students will identify with the context of helping with food preparation or being taught a special skill by a family member.

You can show your students a video clip about making rēwana bread at <http://goo.gl/Xjlz8D>

This text supports the development of a self-extending reading process. It requires students to “apply their reading processing strategies” and to “monitor their reading, searching for and using multiple sources of information in order to confirm or self-correct” (*The Literacy Learning Progressions*, page 10).

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

## Cross-curriculum links

Social Sciences (level 1, Social Studies) – Understand how the cultures of people in New Zealand are expressed in their daily lives.

Science (level 1 and 2, Properties and changes of matter) – Observe, describe, and compare physical and chemical properties of common materials and changes that occur when materials are mixed, heated, or cooled.

## Related texts

- Stories about Mahi and Aunty: *Getting Ready for the Visitors* (Red 3)
- Stories about helping others or working together: *Simi Helps* (Yellow 3); *Grandpa's Birthday* (Blue 1); *My Brother* (Green 1); *Mum's New Job* (Green 2)
- Texts about baking: “Pat-a-Cake” (poem card); *Bread* (shared, in development); *The Little Red Hen* (traditional tale)

## Text characteristics

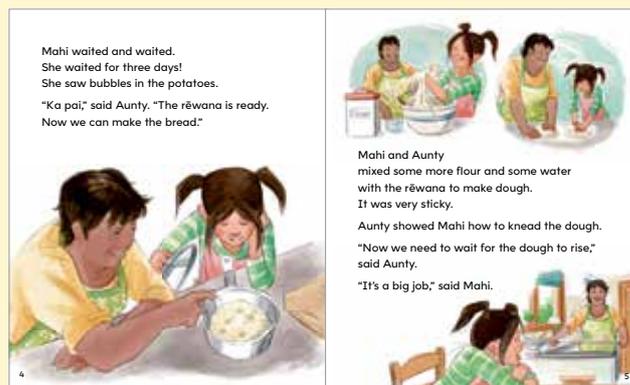
The students are working towards the standard for after one year at school. Many characteristics of Green texts are also in texts at earlier levels but in simpler forms. These characteristics, as they relate to this text, are shown in the boxes with a solid outline. Other boxes indicate additional characteristics.

The familiar setting (at home) and the context of making bread, which may be unfamiliar

Most content explicitly stated but also some implicit content that provides opportunities for students to make inferences (for example, that making rēwana bread is a long process)

Illustrations that support the text and extend the meaning but may not exactly match the words

Sentences that run over more than one line but do not split phrases, and several lines of text on every page



Dialogue between easily identified speakers

A range of punctuation, including speech marks, commas, exclamation marks, an ellipsis, and italics to support phrasing and meaning

Many high-frequency words

Topic words and interest words that are strongly supported by the context, the sentence structure, or the illustrations (for example, “bread”, “dough”, “flour”, “knead”, “mashed”, “mixed”, “oven”, “potatoes”, “rēwana”, “rise”, “sticky”, “sugar”)

Words that begin with a variety of digraphs and consonant blends (for example, “bread”, “flour”, “smell”, “start”, “sticky”, “three”), words that end with “y” as an “ee” sound (“Aunty”, “ready”, “sticky”), and a range of verb forms (for example, “cooked”, “cooking”, “make”, “making”, “need”, “showed”, “smell”, “smiled”, “wait”, “waited”, “waiting”) that provide opportunities for students to build and apply their knowledge of letters, sounds, and words

## Suggested reading purpose

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

We are reading this story to find out what happens when Mahi and Aunty make rēwana bread.

## 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 behaviours listed below link to *The Literacy Learning Progressions*. **Select from and adapt** them to set your specific learning goal. Be guided by your students’ particular needs and experiences – their culture, language, and identity (*Reading and Writing Standards for years 1–8*, Knowledge of the learner, page 6).

This text provides opportunities for students to:

- make connections between their own experiences and information in the story to make inferences
- identify the main events in the story
- make meaning by searching for and using multiple sources of information rather than one source
- monitor their reading and self-correct where necessary, for example, by rerunning text, checking the illustrations, or checking further sources of information.

## Introducing the story

- Use your knowledge of your students to ensure that the introduction to the story activates their prior knowledge and supports them for a successful first reading. This story uses vocabulary and language structures (for example, “At last”, “bread”, “could”, “Ka pai”, “need”, “Now”, “ready”, “smiled”, “showed”, “wait”, “waited”) that students are likely to be familiar with from previous reading and writing.
- Build the students’ knowledge by arranging for the group (or class) to make bread, watch a video clip, and/or read the shared book *Bread*. During the accompanying discussion, feed in words and phrases, such as “flour”, “sugar”, “mixing”, “knead”, “waiting for the dough to rise”, and “oven”, that they will meet in the story.
- Use the cover illustration to establish the setting and context. If necessary, remind the students of Mahi’s name. *Why is Mahi peering into the oven?*

- Read the title. Note that the audio version provides a model of the pronunciation of “rēwana”. Encourage the students to share any experiences they have of bread making, particularly making rēwana bread, or baking (including any experiences they may have had as a group).
- On the title page, clarify that this is Aunty with Mahi. Make connections to the students’ prior knowledge of breadmaking to work out that they are kneading the bread dough. Share the purpose for reading.
- Browse through the illustrations on pages 2–5, briefly discussing what is happening and making connections to what the students know about the process of making bread. Model your thinking. *I wonder if Mahi has made rēwana bread before ...* (The students will be able to find this out when they read.) Continue to draw out (or feed in) new vocabulary and language structures, in particular, the words relating to bread making. For example:
  - draw attention to the potatoes in the page 2 illustration. Model your thinking: *I wonder why they need potatoes*. Some students may know the connection to making rēwana bread. If not, this is a question they can think about as they read
  - discuss the potato masher on page 3, the bubbles in the potatoes on page 4, and the illustrations of the sticky dough and kneading on page 5. Remind the students that the bread dough needs to rise. Every so often, mention the concept of “waiting”, as signalled in the title, to reinforce the idea that there are many steps and a lot of time involved in making bread.
- Remind the students of the purpose for reading.

## Monitoring the reading

- Observe closely as the students read the story quietly to themselves. Note their confidence and perseverance with challenges, their attempts to solve unknown words, and any instances of self-monitoring, cross-checking, and self-correction. Provide support to individual students as necessary. For example, you may need to reassure students about:
  - the initial “sh” sound for sugar
  - the sound of “ough” in dough
  - the silent “k” for knead.

- If a student makes an error without noticing, wait until the end of the sentence or the page before intervening, unless they stop reading. Waiting gives them the opportunity to notice the error and fix it. Use appropriate prompts to draw their attention to the error. For example:

Text in book	Student reads	Teacher prompt
Aunty mashed them up with some flour and a little bit of sugar.	Aunty <b>mixed the ...</b> them up with some flour and a little bit of sugar.	Acknowledge the self-correction (of “them”) and then prompt the student to fix the remaining error. <i>That’s nearly right. Check this word. Does it look right to you?</i> If necessary: <i>You know this sound (pointing to the “sh” in “mashed”).</i>
She saw bubbles in the potatoes.	She <b>was</b> bubbles ... in the potatoes.	Prompt the student to integrate all sources of information. <i>That doesn’t make sense. Read that sentence again and check that it sounds right, looks right, and makes sense.</i>
Mahi and Aunty mixed some more flour and some water with the rēwana to make dough.	Mahi and Aunty <b>made</b> some more flour and some water with the rēwana to make dough.	Prompt the student to self-monitor. <i>You made a mistake in this sentence. Check it and read it again.</i>

- Other prompts that you could use include: *Are you sure?; Were you right?; Does that sound right and look right to you?; You said \_\_\_\_, does that make sense?; Try that again; If the word was \_\_\_\_, what would you expect to see?; What else could you check?*
- Remember to base these prompts on what you know about the students’ prior knowledge. For example, asking an English language learner if a word or sentence sounds right may not be useful if they are not familiar enough with English phonemes and vocabulary, or syntax. In this case, an explanation and further examples would be more effective.
- Reinforce students’ attempts to problem-solve, whether they are successful or not, for example, *You worked out “smell” by looking at the parts in the word, and then rereading the sentence. Good checking!*
- For further suggestions about ways to support students to self-monitor (to cross-check, confirm, and self-correct), see *Effective Literacy Practice in Years 1–4*, page 130.

## Discussing the story after the first reading

- Remind the students of the reading purpose. *What did they do to make the bread?* Record the students’ ideas on a summary chart. Discuss anything the students aren’t sure of, for example, what it means to “knead the dough” and for the dough to “rise”.
- Encourage them to think critically. *On page 5, Mahi says the bread-making process is “a big job”. Is she right?* Expect the students to infer from the text and illustrations that there are many steps involved in making bread and that each step involves waiting.
- Have the students reread the story, stopping to discuss points of interest. You can revisit the story over several lessons, exploring such features as:
  - the names of the tools and ingredients involved, including words not in the text such as “potato masher” and “oven mitts”
  - the actions associated with bread making (for example, “cooked”, “mashed”, “mixed”, “knead”, “bubbles”, “smell”, “waited”). The students could act out some of these verbs to clarify the meaning
  - the times that Mahi had to wait and the clues about this in the story, for example, the frequent references to waiting, the words “Now” and “ready”, the phrases “for three days” and “At last”, Mahi’s body language, and the sequences of pictures on pages 5 and 7
  - the initial “sh” sound for “sugar”, the silent letters in “knead”, and “dough”, and/or the sound of the “y” ending in “Aunty”, “ready”, and “sticky”
  - the dialogue, especially when there is more than one speaker on a page, and how to keep track
  - the longer sentences running over two or three lines on pages 3 and 5. Model the appropriate phrasing and intonation.

## After reading: practice and reinforcement

After-reading tasks should arise from your monitoring of the students' needs during the lesson and should provide purposeful practice and reinforcement. Where possible, make links to other reading texts, including texts generated from language experience and shared writing, and to the wider literacy programme (oral language, writing, handwriting, alphabet and word games and activities) and other curriculum areas.

**Select from and adapt** these suggestions, according to the needs of your students.

- Ask the students to reread the story to a partner. Listen in, noting their ability to self-monitor and to use punctuation to support phrasing and expression. You could use this time to take a quick running record with a student to provide more information on an aspect you have noticed.
- The students can build up their comprehension and fluency by rereading the text while listening to the audio version. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Provide opportunities to reread this book and other stories with similar themes (see Related texts).
- Have the students draw and write about two of the times that Mahi waited, making it clear what she was waiting for. Alternatively, they could write about a time when they had to wait for something special to happen.
- Arrange for the students to make bread, if they haven't already done so. Take photos of the process, and use it as the basis for language experience writing (and reading).
- To support summarising, have the students work in pairs to draw and write about four steps in the bread-making process and put them in sequence. They can refer to the story and the summary chart. Alternatively, they could re-sequence a cut-up list of the steps. Pages 14–18 of *Supporting English Language Learning in Primary School: A Guide for Teachers of Years 1 and 2* provides some useful guidance on supporting English language learners with recounting. Download a copy at ESOL Online, Supporting English Language Learning in Primary School ([SELLIPS](#)).

- Focus on any of the initial consonant blends or digraphs that the students are unsure of, for example, the silent initial letter in “knead”. List other examples of words with a silent initial “k” (“knee”, “knew”, “know”).
- Explore word structure using the verbs in the story. Write some of the verbs ending in “ed” and “ing” and ask the students to identify the root words. Then practise building new words by adding “s”, “ed”, or “ing”. Discuss the need to remove the “e” from “make” and “smile” when adding “ing”. Explain that some verbs can't have “ed” added, and prompt the students to draw on their knowledge of spoken language to recognise “made” as the past tense form of “make” (and “came” for “come”). English language learners may need extra support and practice with this activity.

Give the students copies of a table with some of the verbs written on it and have them work in pairs to complete it.

Root word	-ing	-ed	-s
	waiting		
come			
help			
	making		
		smiled	
start			
		mashed	
		mixed	
knead			
		showed	
smell			

- Have word games available that encourage students to sort words by common characteristics, such as initial consonant blends, inflected endings (“ed”, “ing”), endings in “y” as an “ee” sound, or those belonging to the same word family (“wait”, “waited”, “waits”, “waiting”), as described in the previous task.