



## Overview

A boy and his koro enjoy a day fishing together. When the boy reels in the biggest fish he has ever caught, enough to feed the whole family for dinner, he proudly poses for the camera with his catch. Readers will share his surprise when Koro then tells him to release the fish. By explaining that it will go on to produce more in the future, Koro shares his values and traditions about sustainability with his moko.

This story uses Māori words and phrases that may be unfamiliar to some readers. It provides opportunities for some students to use context clues and/or the glossary to support their understanding and for others to share their cultural knowledge.

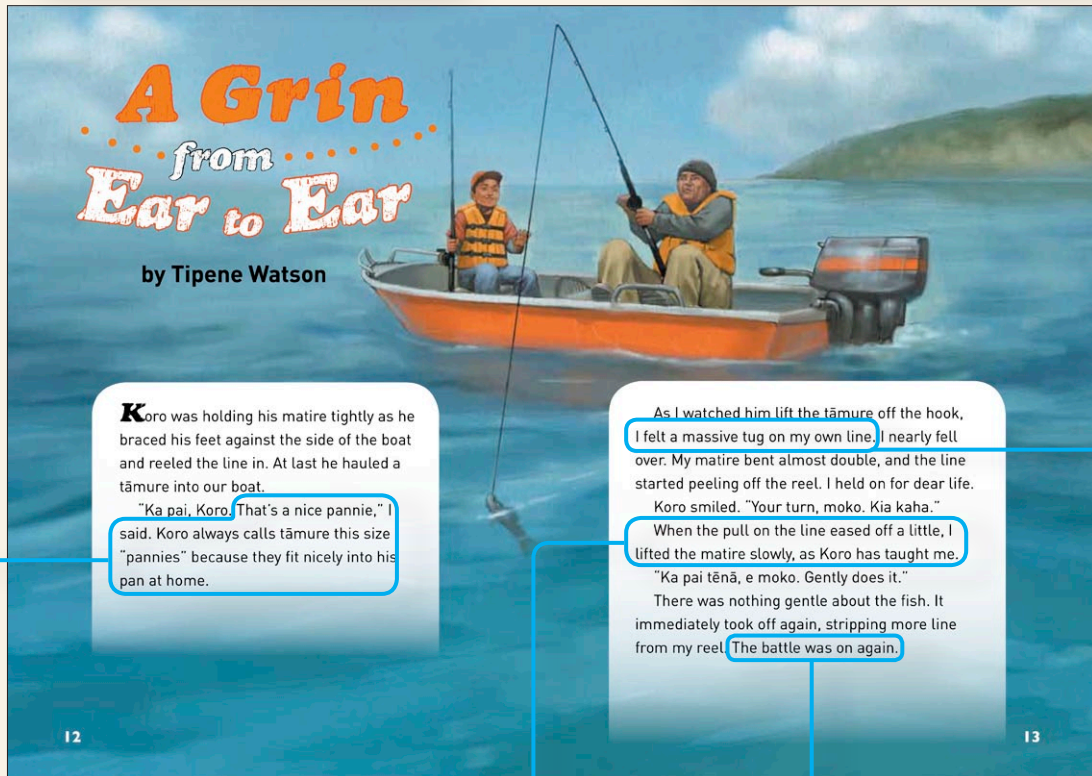
Texts related by theme

“Nanny’s Tokotoko” SJ 1.2.08 | “Going Fishing” SJ 1.1.08 |  
“A Name That Tells a Story” SJ 2.3.07

## Text characteristics from the year 4 reading standard

some words and phrases that are ambiguous or unfamiliar to the students, the meaning of which is supported by the context or clarified by photographs, illustrations, diagrams, and/or written explanations

some places where information and ideas are implicit and where students need to make inferences based on information that is easy to find because it is nearby in the text and there is little or no competing information



**K**oro was holding his matire tightly as he braced his feet against the side of the boat and reeled the line in. At last he hauled a tāmure into our boat.

“Ka pai, Koro. That’s a nice pannie,” I said. Koro always calls tāmure this size “pannies” because they fit nicely into his pan at home.

As I watched him lift the tāmure off the hook, I felt a massive tug on my own line. I nearly fell over. My matire bent almost double, and the line started peeling off the reel. I held on for dear life.

Koro smiled. “Your turn, moko. Kia kaha.” When the pull on the line eased off a little, I lifted the matire slowly, as Koro has taught me. “Ka pai tēnā, e moko. Gently does it.”

There was nothing gentle about the fish. It immediately took off again, stripping more line from my reel. The battle was on again.

some compound and complex sentences, which may consist of two or three clauses

figurative language, such as metaphors, similes, or personification

## SOCIAL SCIENCES (Social studies)

LEVEL 2 – Understand how cultural practices reflect and express people’s customs, traditions, and values.

## ENGLISH (Reading)

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

## ENGLISH (Writing)

LEVEL 2 – Ideas: Select, form, and express ideas on a range of topics.

## Possible reading purposes

- To find out what a grandfather teaches his grandson
- To explore an example of sustainability
- To identify the cultural practice demonstrated by the grandfather.

See [Instructional focus – Reading](#) for illustrations of some of these reading purposes.

## Possible writing purposes

- To write a memoir of a fishing experience
- To describe a practice students engage in that supports sustainability
- To innovate on a structure for writing direct speech
- To explain the practice of “catch and release” in fishing.

See [Instructional focus – Writing](#) for illustrations of some of these writing purposes.

# Text and language challenges

## VOCABULARY:

- Possible unfamiliar or content-specific words and phrases, including “braced”, “reeled”, “hauled”, “massive”, “tug”, “peeling”, “reel”, “eased off”, “stripping more line”, “aching”, “trickling”, “rose up”, “depths”, “scooped”, “clenched fists”, “proudly”, “tenderly”, “drooped”, “bait”, “fillets”
- The use of figurative language, including “bent almost double”, “held on for dear life”, “Gently does it”, “The battle was on”, “the fish of a lifetime”, “winning that battle”, “We’ll be swimming”, “a grin from ear to ear”, “hardly believe my ears”, “this tāmure is like a big plum tree”
- The colloquial term “pannie”
- The use of te reo Māori, supported by a glossary.

## Possible supporting strategies

Students who are not familiar with fishing will benefit from support through oral discussion before reading. Ask the students to share in pairs what they know or guess about fishing. Encourage students who share a first language other than English to discuss fishing in this language first. Then work as a whole group or class to share their knowledge and to build a vocabulary list of words associated with fishing. During discussion, refer to the illustration on pages 12–13 or to a labelled diagram of a fishing rod.

Discuss the title “A Grin from Ear to Ear”, prompting the students to work out what it means. Support the students to understand that this is a figurative rather than a literal meaning.

Tell the students the story contains Māori language that may be unfamiliar. Prompt them to use context clues, the glossary, and the prior knowledge of students familiar with te reo Māori to understand the words they may not know. If the use of a glossary is new to students, explicit teaching will be needed.

Identify the vocabulary that the students need support with to understand this text **and** the language that they are likely to encounter in many contexts. Focus vocabulary learning on the latter. Offer students guidance on which words are most important for them to learn (and which are very low frequency and not such a priority).

*The English Language Learning Progressions: Introduction*, pages 39–46, has some useful information about learning vocabulary. (More information, PDFs of the ELLP booklets, and support materials are available online at: <http://esolonline.tki.org.nz/ESOL-Online/Student-needs/The-English-Language-Learning-Progressions>)

## SPECIFIC KNOWLEDGE REQUIRED:

- Knowledge of fishing
- Experiences of learning from older people.

## Possible supporting strategies

Discuss the sights, sounds, and actions the students would expect from fishing in a boat. Students with fishing experience can support others to understand it. List relevant vocabulary under these three headings, possibly adding “equipment” as a fourth. If appropriate, use this as an extension of the discussion about fishing and the associated vocabulary lists (see above).

Have the students think, pair, and share something they have each learnt from someone else in their family. Link into how this continues traditional values and/or beliefs.

## TEXT FEATURES AND STRUCTURE:

- A glossary for some te reo Māori words
- The use of te reo Māori that is not included in the glossary
- The use of dialogue
- A fictional narrative told in the first person
- The figurative expression used for the title
- The simile “this tāmure is like a big plum tree”
- The opening sentence, which immediately engages the reader in the action.

## Possible supporting strategies

Support the students to predict the meaning of the Māori words. Have them refer to the glossary for the meaning of some of these words.

Support the students to identify who is speaking when this is not directly signalled. Prompt them to notice how direct speech is shown in the written text.

Read the title together. Discuss what is meant by “grin from ear to ear”. Refer to the illustration or experiences when students have “grinned from ear to ear”.

# Instructional focus – Reading

**Social sciences** (Social studies, level 2 – Understand how cultural practices reflect and express people’s customs, traditions, and values.)

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

## Text excerpts from “A Grin from Ear to Ear”

Koro was holding his matire tightly as he braced his feet against the side of the boat and reeled the line in.

Koro looked at me sternly. “E moko, this tāmure is like a big plum tree.”

I stared at Koro. “What do you mean?”

“The older a plum tree gets, the more fruit it gives us. It’s the same with this fish. If you let it go now, it’ll provide lots more tāmure for you to catch. You and your mokopuna. And you’ll still have your story to tell.”

“When I was your age, I caught a massive tāmure one day with my koro. It was almost as big as this one.”

“What happened?” I asked, but I knew the answer.

## Students (what they might do)

*Before reading, students make connections between the illustration and their prior knowledge of fishing.*

*While reading the first sentence, students locate unfamiliar vocabulary and make predictions about meaning. They cross-check their predictions by searching the picture to confirm their understanding or to re-predict.*

*Students question how the tāmure and the plum tree can be similar and then use Koro’s explanation to clarify his statement. Students make connections between the ideas shared by Koro and their own prior knowledge to infer the abstract idea of sustainability. They justify their inference with the phrases “it’ll provide lots more tāmure for you to catch. You and your mokopuna.”*

*Students evaluate the idea, gaining a deeper understanding of the actions and values of Koro.*

*Students make connections between the information about the experience of Koro when he was young and the boy’s experience. Using what they know about the actions of Koro from earlier in the text, and the clue that the boy already knows the answer, students predict that the same thing happened – Koro let his fish go.*

## METACOGNITION

- What strategies did you use to work out the meanings of unknown words? How well did they work?
- How did you use the glossary? Did you use the glossary less the further you read into the story? Why might that be?
- What helped you to understand why the boy needed to let the fish go?

## Teacher (possible deliberate acts of teaching)

**PROMPT** the students to make, cross-check, and confirm predictions.

- This text has some unfamiliar vocabulary. Remember that you can use clues in the picture to help you understand what you read.
- Identify any unfamiliar words. Then tell a partner what you think they mean.
- Who is Koro? What is a matire? What does “braced” mean? How did you know?
- What did you do when you came to these words? What helped you to work out what they mean?
- Let’s check the meaning of “matire” by using the glossary.

**PROMPT** the students to think, pair, and share, reflecting on the information conveyed in this section.

- How does Koro help his moko to understand that he needs to let the fish go?
- What does Koro think is important about fishing?
- What makes you say that?

Provide the term “sustainability” if it is unfamiliar to students. Discuss prior knowledge students have of sustainability and any sustainable practices that their families may implement.

**ASK QUESTIONS** to support the students’ understanding of the text.

- What happened when Koro caught his massive tāmure?
- What makes you say that? What clues did you use?
- How does the boy know the answer?
- How has the boy’s understanding of fishing changed during the story?
- Why do you think the author wrote this story?

**GIVE FEEDBACK**

- Looking at the illustration helped you to work out the meaning of the word “braced”. That is a good strategy to use to use with unknown words.
- You have used the glossary effectively to check the meanings of unknown words. When reading other texts, especially non-fiction texts, check to see whether they have a glossary.

Reading standard: by the end of year 4

The Literacy Learning Progressions

Assessment Resource Banks

# Instructional focus – Writing

**Social sciences** (Social studies, level 2 – Understand how cultural practices reflect and express people’s customs, traditions, and values.)

**English** (Level 2 – Ideas: Select, form, and express ideas on a range of topics.)

## Text excerpts from “A Grin from Ear to Ear”

“Kia tūpato, e moko,” said Koro. “We’ll be swimming soon if you keep that up.”

When the pull on the line eased off a little, I lifted the matire slowly, as Koro has taught me.

“Ka pai tēnā, e moko. Gently does it.”

There was nothing gentle about the fish.

## Examples of text characteristics

### ATTRIBUTED SPEECH

*Attributed speech states who is speaking as well as their words in speech marks.*

### UNATTRIBUTED SPEECH

*Unattributed speech is where the speaker is not directly stated. Readers need to infer who the speaker is, from their words and the context. Unattributed dialogue adds variety to a text.*

At last he hauled a tāmure into our boat ...

### DESCRIPTIVE VERBS

*The use of descriptive verbs can make writing clearer and more expressive. The use of “hauled” conveys the effort taken to pull in the tāmure and adds to the phrase “at last”.*

## Teacher

(possible deliberate acts of teaching)

**DIRECT** the students to identify examples of dialogue (both attributed and unattributed) in the text. Using a variety of examples, possibly highlighted or displayed, have the students work in pairs to examine the structures and identify any patterns.

**ASK QUESTIONS** to support the students’ understanding of the way the dialogue is structured.

- What do you notice about the way the dialogue is written?
- Who is speaking? How do you know who is speaking?
- Sometimes the author has implied who the speaker is by giving us a clue. What is the clue?
- What is the effect of presenting speech like this?

**PROMPT** the students to look at their writing and how they have used dialogue.

- Does all the dialogue need to be attributed?
- How can you show the reader who is speaking?
- When would you use unattributed speech? Why?

**EXPLAIN** to the students that descriptive verbs make their writing clearer and more interesting.

- Often writers use a more specific verb to add clarity. The word “pull” is a general term, but “haul” is a particular type of pulling – and therefore more expressive.

**MODEL** for the students. Take a sentence from the text and then write the same sentence with an alternative, less effective verb, for example, “At last he pulled a tāmure into our boat.”

- Let’s look at the effect of each sentence. What extra information do we get about what was happening because of the word “hauled”?
- As writers, we select language carefully to make our writing clear for the reader. Reread your writing and identify any part that needs to be clearer. How can changing the verbs add to your writing?

For students who need support with using more descriptive verbs, you could do pair and group work on some general verbs that are relevant to their reading and discussion. Write the general verbs in the middle of charts. Give a different chart to each pair and ask them to find more specific verbs and add them to the chart, along with example sentences for each verb. Tell them to prepare to illustrate and explain the differences in meaning to the rest of the class (through actions and/or pictures). Display the charts in the classroom and refer to them during future reading and writing.

### GIVE FEEDBACK

- Your dialogue has implied it is the mother speaking because it contains the word “son”. That is an effective way of showing who is speaking.
- Your use of the verb “launched” really gives me an understanding of how the cat jumped. It makes me think of the power of a rocket.

### METACOGNITION

- You had to select your language carefully. What helped you to choose what was important to be clear about for the reader?
- How did you use your prior knowledge of the people speaking to help you write the dialogue?
- What helped you to decide which parts of your writing needed to be recrafted?

 Writing standard: by the end of year 4

 The Literacy Learning Progressions