



Overview

The article “Weaving Tukutuku” explains how tukutuku panels are made and the symbolism of some of the patterns, including the patterns that feature on our \$5 and \$10 banknotes. The poem “Tukutuku” explores the same ideas through vivid figurative language. Both texts provide opportunities for students who are familiar with tukutuku and te reo Māori to share their knowledge and experience.

The texts link to two other pieces in this *Junior Journal*, “Making Money” and “Take Note”, which both include information about the images on New Zealand banknotes.

“Weaving Tukutuku” and “Tukutuku” require students to “confidently use a range of processing and comprehension strategies to make meaning from and think critically about” text (from *The Literacy Learning Progressions*, page 14).

PDFs of these texts and audio versions as MP3 files are available at www.juniorjournal.tki.org.nz

Related texts

Texts with a focus on Māori customs and values: *Matariki Breakfast* (Ready to Read, shared); *Kapa Haka, Te Pēpi Hou* (Ready to Read, Turquoise); *Matariki* (Ready to Read, Gold); “Kahu Ora” (JJ 47); “Rongoā Maori” (JJ 48); “Pepeha”, “Tōku Pepeha” (JJ 53)

Poems that include figurative language (for example, metaphors, similes, or personification): *Sleep* (Ready to Read poem card); “Rain Game” (JJ 38); “Thunder” (JJ 44); “Uira” (JJ 45); “Tūi Returning to the City” (JJ 46); “Tūi” (JJ 49); “Kākanō” (JJ 50)

Text characteristics

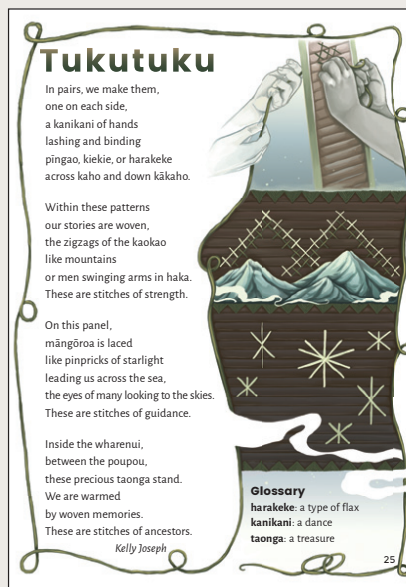
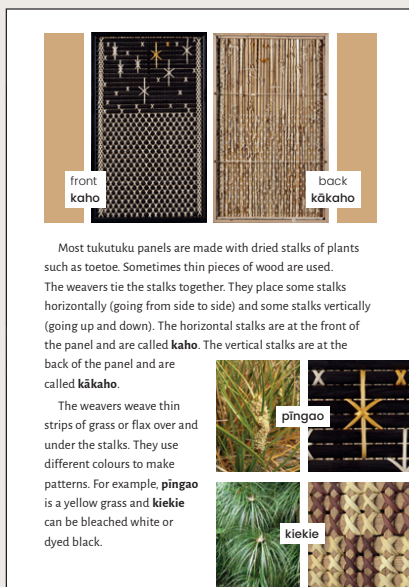
Key text characteristics relating to the reading standard for after three years at school, as they relate to this text, are shown below.

A mix of explicit and implicit content within text and visual language features that requires students to make connections between these and their prior knowledge to track information, identify main ideas, visualise, and make inferences

Visual language features such as labelled photographs, illustrations, bold print to indicate some key words that are explained in the text and/or illustrated, and a glossary (for the poem)

Some unfamiliar words and phrases, including subject-specific and descriptive vocabulary, some in te reo Māori, and figurative language (in the poem), the meanings of which are supported by the context, the sentence structure, the visual language features, and/or definitions

Contexts and ideas that may be unfamiliar to some students



Ideas and information organised in paragraphs (in the article) and in stanzas (in the poem)

A variety of sentence structures, including sentences with additional information in parentheses, so that students are required to notice and use linking words and phrases (for example, “Most”, “such as”, “Sometimes”, “They”, “to”, “For example”, “also”, “especially”, “known as”, “that”) and punctuation to clarify links between ideas

English (Reading)

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

Level 2 – Language features: Show some understanding of how language features are used for effect within, across, and beyond texts.

Social Sciences

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

The Arts

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

Select from and adapt the suggestions below according to your students' strengths, needs, and experiences – their culture, language, and identity (*Reading and Writing Standards for Years 1–8*, Knowledge of the Learner, page 6).

Possible reading purposes

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

- To find out about tukutuku
- To think about why tukutuku panels are special.

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?)

(for the article)

- The students **make connections** between the information in the text and the visual language features to track information and **identify main ideas**.
- They **make connections** between the text, the visual language features, and their prior knowledge to **visualise** what the author is describing.
- They **make connections** between the article and their own experiences to **make inferences** about why tukutuku are special.
- They **monitor** their reading, and when something is unclear, they take action to solve the problem, for example, by rereading a sentence or looking for clues close by.

(for the poem)

Over several shared readings:

- The students **make connections** between the language, the illustrations and their prior knowledge (including their knowledge from reading “Weaving Tukutuku”) to **visualise** what the author is describing.
- They **make inferences** about the **author's purpose and point of view**.
- They share their opinions about (**evaluate**) the impact of the poem.



Text and language features

Vocabulary

- Possibly unfamiliar te reo Māori words: “tukutuku”, “whareniui”, “poupou”, “toetoe”, “kaho”, “kākaho”, “pingao”, “kiekie”, “kaokao”, “māngōroa”
- Other words and phrases that may be unfamiliar (for example, “decorate”, “panels”, “weavers”, “horizontally”, “vertically”, “bleached white”, “died black”, “symbolises”, “warriors”, “strength”, “shelter”, “especially”, “traditional”, “patient”, “complete”), including noun phrases (for example, “tukutuku panels”, “Māori meeting houses”, “carved posts”, “coloured patterns”, “dried stalks of plants”, “horizontal stalks”, “vertical stalks”, “thin strips of grass or flax”, “kaokao pattern”, “māngōroa pattern”, “the group of stars known as the Milky Way”, “precious taonga”)

Text features

- The use of parentheses to indicate additional information

Possible supporting strategies

(Use these suggestions before, during, or after reading in response to students' needs.)

Prompt the students to remember the strategies they can use, often in combination, for example:

- when **decoding**:
 - using their knowledge of vowel sounds in te reo Māori and the use of macrons to indicate long vowel sounds
 - recognising word chunks or syllables within a word (“dec-or-ate”, “pou-pou”, “ho-ri-zon-tal-ly”, “ka-ho”, “sym-bol-i-ses”)
 - using context and sentence structure to confirm decoding attempts
- when **working out word meanings**:
 - using the context of the sentence and the paragraph
 - making connections to their prior knowledge
 - reading on to look for further information (including explanations or definitions in parentheses and looking at the next word or words to help clarify a noun phrase).

Have a dictionary available for students to confirm or clarify word meanings, but remind them that they can make a best attempt at a word and come back to it later.

Readers are able to use strategies for working out unfamiliar words only when they know most of the vocabulary in the text. For English language learners who need support with vocabulary, introduce and practise selected items before reading. See [ESOL Online: Vocabulary](#) for more suggestions.

- Select a sentence from the text that includes the use of parentheses and discuss the connections between the ideas inside and outside the parentheses. You could read the sentence aloud with and without the words in parentheses to clarify how the additional information supports the reader.



Metacognition

HOW YOU CAN SUPPORT YOUR STUDENTS TO BE METACOGNITIVE

Here are some ways you can build students' awareness of the processes and strategies they are using as they make meaning and think critically.

- *How did the labelled photographs help you to understand the information about how the tukutuku panels are made?*
- *What helped you to work out the meaning of "horizontally" and "vertically"?*

Introducing the article

- Use your knowledge of your students to ensure that your introduction is effective in activating their prior knowledge and providing appropriate support for their reading. Several alternative suggestions are provided. Note that the audio versions for both texts provide support for the pronunciation of te reo Māori vocabulary.
- Tell the students you have an article for them to read. Have them read the title and look at the photographs on pages 22 and 23. Encourage them to share what they know about tukutuku (including knowledge from reading "Take Note").
- To provide further support, you could have the students read and discuss page 22. As well as introducing key ideas, this provides practice in noticing and reading noun phrases ("tukutuku panels", "Māori meeting houses", "carved posts", "coloured patterns") and information in parentheses.
- Alternatively you could:
 - discuss Internet images of tukutuku (and poupou)
 - encourage students to share any knowledge of plants used in weaving tukutuku panels
 - encourage students to share any knowledge they have about weaving.
- Have the students look through the article, focusing on the visual features – in particular, the labels on the photographs on pages 23 and 24. Prompt the students to predict that the article will be about how the panels are made and what they stand for.
- Together decide on the reading purpose. Share the learning goal(s).
- Remind the students of strategies they can use to work out unfamiliar words (for example, looking for explanations in parentheses, referring to photographs, reading on, and looking for key words). Give them sticky notes to mark any aspects they are not sure about.

Reading and discussing the text

Suggestions for ways that you can support the students to achieve the learning goals are in the right-hand column of the table below. These suggestions may apply to the first or a subsequent reading. **Select from and adapt** them according to your students' needs. You can revisit this text several times to build comprehension and confidence with word-solving. The first section has suggestions for supporting students while they read the article "Weaving Tukutuku" as a guided text. The second section has suggestions for reading the poem "Tukutuku" as a shared text.

Student behaviours

Examples of what to look for and support as the students work towards achieving their learning goal(s). Much of the processing that students do at this level is "inside their heads" and may not be obvious until after they have read the text and you are discussing it as a group.

Deliberate acts of teaching


Examples of how you can support students as they work towards achieving their learning goal(s). Often this will involve individual students rather than the whole group.

Reading the article


- The students make connections between the information on page 22 and their prior knowledge to start thinking about some ways in which tukutuku are special.
- They make connections between information in the text and the visual language features to track and visualise the weaving process.
- The students demonstrate self-monitoring, for example:
 - on page 23, they reread the sentence and sentences close by and use the labelled photographs to clarify the meaning of words such as "horizontally", "vertically", "kaho", and "kākaho"
 - on page 24, they use the definition in parentheses to clarify the meaning of "symbolises" (They may refer to the definition when they come across the word again.)
 - they mark aspects they are unsure of.
- The students make connections to their knowledge of haka, mountains, and meeting houses to help them visualise why the "kaokao pattern" looks the way it does (and their knowledge of a starry night to help them visualise the "māngōroa pattern").
- The students revisit the idea of what is special about tukutuku panels in light of what else they have found out (for example, the work involved in producing the panels and the symbolism of the patterns).
- Remind the students of their purpose for reading. Prompt them to make connections between the ideas in the text and what they already know to help them think about why the panels are special.
- Prompt the students to use the labelled photographs and information in parentheses on page 23 to help track information.
- Remind the students to think about the strategies they can use when meaning is unclear and that they can use sticky notes to mark places that they want to come back to.
- Prompt the students to look for key words to help them connect new ideas to what they already know.
- As they finish reading, ask the students to think about their initial ideas about why tukutuku are special and any new ideas they have after reading the article.

Discussing the article after the first or subsequent readings

You can revisit this article several times, focusing on different aspects and providing opportunities for the students to build comprehension and confidence with word-solving. Several of the discussion points listed here also lead naturally into “After reading” activities.

 You may find it helpful to project the PDF of the text so that you can zoom in on relevant sections.

- The students share their initial responses to the article.
- The students refer to their sticky notes to identify aspects they want to clarify, including word meanings and pronunciation.
- With support, the students identify the purpose of each page and summarise the main points.
- They make connections between the main points in the article to think critically about why tukutuku panels are special.
- Remind the students about the purpose for reading and ask them to share what they have learned about tukutuku. Encourage students who are familiar with tukutuku and te reo Māori to share their knowledge and experience. Clarify that the “stories” the panels tell are about events from the past to the present that have special significance for iwi.
- Encourage the students to ask questions about aspects they are unsure of. Discuss ways of finding answers to any questions that are not answered in the article.
- Remind them of the importance of reading on (to the next word or to the end of the phrase or sentence) to help clarify meaning, particularly in regard to noun phrases. Provide support for the pronunciation of te reo Māori words, for example, by reviewing the vowel sounds and the use of macrons, drawing on expertise in the group, and/or listening to the audio version.
- Support the students in identifying the purpose of each page of the article (what each page is mostly about).

 You could use [Google Docs](#) to create a chart with a heading for each page.

<i>Why tukutuku panels are special</i>
<i>They are art. The patterns and colours tell stories. They decorate wharenuī. People work together to make them. They take a long time to make. They are made from natural things like grasses, flax, and stalks. Each pattern stands for something. The patterns show things from nature, like mountains and the stars.</i>

<i>What tukutuku panels are and how they are used</i>	<i>How the panels are made</i>	<i>What the panels symbolise</i>

Ask the students to identify the main points under each heading. You could do this as a whole group or the students could work in pairs on one section and then share their oral summary with the group. Discuss the summaries and add a final agreed version to the chart.

- Prompt the students to make connections between the main points across the article (as summarised on the chart) and think critically: *What does this article suggest about why tukutuku panels are special?* This could be completed as an “After reading” activity.

Reading and discussing the poem

Students can explore the ideas and language in this poem over several readings.


- The students listen and join in with the reading. They make connections between the language, the illustrations, and their prior knowledge, including knowledge from reading “Weaving Tukutuku”, to help visualise the ideas the author is describing.
- Over several readings, the students identify the main idea in each stanza. They make connections with the previous article and their prior knowledge to work out the literal meanings of words such as “lashing and binding”. They then think about the deeper meanings of metaphors such as “kanikani of hands”.
- The students make connections between their prior knowledge and the illustration and words in the third stanza (“leading us across the sea”, “guidance”) to infer this verse is about navigation by the stars.
- With support, the students identify the main idea of the whole poem.
- Encourage the students to follow the text and join in as you read the poem aloud. Prompt them to make connections between the ideas in the poem and the article to visualise what the author is saying.
- Ask the students to share their initial responses and then reread the poem together, stanza by stanza, identifying the focus of each stanza and making connections to the article to clarify ideas.
- As you read, draw out the idea that the author is joining ideas that don’t usually belong together (using figurative language, such as metaphors and similes) to create pictures for the reader. Support the students to think critically as you explore the figurative language. For example, in regard to the metaphor “kanikani of hands”, you could have the students brainstorm ideas about “dance” and then think about these ideas in relation to hands and to weaving tukutuku.
- In the third stanza, if necessary, explain the use of the stars for navigation. This is an aspect you and the students might like to explore further after the reading.
- Support the students to identify the main idea of tukutuku panels telling important stories (as shown in phrases such as “our stories are woven”, “stitches of strength”, “māngōroa is laced”, “stitches of guidance”, “woven memories”, “stitches of ancestors”).
- Ask the students what the poem suggests about the author’s purpose and point of view: *How do you think the author feels about tukutuku?*
- Ask them to share their ideas about the impact of the poem: *How did this poem help you to think about tukutuku in a new way? Add any ideas to the chart about “Why tukutuku are special”.*
- The students infer why the author has written the poem and what she wants the reader to think about tukutuku.
- The students read out examples of language they enjoyed in the poem and explain why they think they are effective. They share their opinions about the overall impact of the poem.

Supporting metacognition

With support, the students reflect on their learning.

- The students talk with a partner about words, phrases, or ideas they found challenging and how they worked them out (or tried to).
 - The students explain how they used the article to clarify their understanding, for example, making connections between the information about the māngōroa pattern on page 24 to help visualise the ideas in the third stanza.
- Remind the students of the reading purpose and learning goal(s).
- Ask the students to identify a challenge they had when reading and how they solved or attempted to solve it. Note examples that you might want to return to in a subsequent lesson.
 - *Tell me how the information in the article helped you understand the poem?*


After reading: Practice and reinforcement

- Provide further opportunities for students to reread these texts and others (see Related texts).
 - The students can reread the article and poem as they listen to the audio versions. Audio versions provide students with good models of pronunciation, intonation, and expression.
 - The students could research aspects of tukutuku patterns, for example, the plants that are used and how they are prepared, the weaving process, or the symbolism of the tukutuku patterns at their local marae.
- DIGITAL TOOLS**  The students could use a digital tool, such as [Google Docs](#), [Google Slides](#), [Prezi](#), or [Postermywall](#) to present their findings.
- Explore the concept of symbolism by discussing examples of things that “stand for” or “show” something else (for example, colours, animals, plants, familiar signs, and logos). *Why is a stop sign red? What might you put on a picture to show you love someone or something? What animal could you draw to stand for being brave?* You could expand this into a class activity and start a chart like the one below, with images and explanations, that the students can add to as they notice other examples.

These things symbolise (stand for or show) something else

*The kaokao pattern stands for the arms of a warrior doing a haka.
The colour red can stand for danger, like in a stop sign.
The stars on the New Zealand flag stand for the Southern Cross.
A picture of a heart stands for “love.”*

The students could design a symbol that means something to them, for example, a symbol that represents a favourite place or person. You could link this to the idea of a visual pepeha and/or to the use of sign language.

DIGITAL TOOLS  The students could use a digital tool, such as [Google Drawings](#) or [Postermywall](#) to create their symbols.

- Explore myths and legends about the stars, including the Milky Way. You could also link this to the Visual Arts, looking at ways the stars have featured in traditional art in other cultures.
- You and the students could find out more about the use of the stars for navigation in the olden days.
- The students could make their own glossary of topic-specific vocabulary from the article and poem, using the definitions and other supports for meaning within the texts.
- Have the students identify examples of figurative language from the poem that they particularly enjoyed and write about and/or draw their responses. You could build on this to create a class collection of favourite examples from this and other poems (see Related texts) that could be added to over time.