

The Learning Progression Frameworks (LPFs) 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

Annie is feeling envious of her siblings – they each have a special talent. (Kana is artistic, Juanita can sing, and rugby-playing Jackson has been made props manager for the upcoming talent quest.) The family says their talents must be inherited from their ancestors. Annie doesn't think she has any special talents. However, on the night of the talent quest, disaster looms when the power supply goes out. Annie steps in and saves the day through quick thinking and level-headedness. The family then remember an ancestor who had those same qualities.

This story allows Cook Island ākonga to see their culture reflected in the *School Journal*.

A PDF of the text is available at www.schooljournal.tki.org.nz

Themes

“Hidden Talent” connects to the theme of tūpuna. Other texts in this Journal (and the Level 3 and 4 journals for June 2022) also focus on this theme. This story is scaffolded for extra support and is designed to build knowledge and introduce the important ideas and vocabulary connected with the theme of tūpuna. On page 5 of this TSM, there is an overview of all the texts in this Journal, including a list of themes for each text.

The theme of tūpuna refers to ancestors and grandparents. In te ao Māori, tūpuna are an integral part of whakapapa, identity, and belonging. Among the texts that focus on tūpuna, we have included stories about ancestors born long ago whose legacy lives on – through their actions or the special characteristics in their descendants.

You could further explore the theme of tūpuna by using the resources in the ANZH resources online collection, such as [Tūhura Years 1–3](#) or [Tūhura Years 4–6](#) and [Connections across the Pacific](#), as well as watching [Episode 7: Moriori](#), which is part of RNZ's Aotearoa History Show.

Other themes that can be explored in this text include:

- Heritage
- Identity
- Values

Related texts

“**Ngāti Kurī Proud**” *School Journal* L2 Nov 2019 | “**Ancestors**” *School Journal* L3 Aug 2018 | “**The Show Went On**” *School Journal* L2 Nov 2017 | “**Pepeha**” *Junior Journal* 53

Strengthening reading behaviours (what to notice)

Text structure and features

- Third-person narrative told from the point of view of the main character
- Dialogue, including unattributed dialogue and inner thoughts

Requiring students to:

- use the context and clues in the text, particularly the descriptions and dialogue, to make inferences about how the main character is feeling, what she is thinking, and why she responded in the ways she did
- track the characters' dialogue, using punctuation, context, and meaning to determine who is speaking or thinking

Vocabulary

Possibly challenging words

umpteenth, homestead, Rarotonga, moped, lead chanter, 'ute, disqualified, props manager, tackled, umu, scenery, ukuleles, compere, wail, backing track, ariki, chipped in

Helpful prior knowledge (pre-reading and introducing the text)

- Some awareness of the key parts of putting on a talent quest or school show, for example, promotion, sound support, props, programme, scenery, and an MC to act as host.
- Some knowledge of important traditions in Rarotonga, including carving, the 'ute, umu, and the mana and attributes of an ariki (high chief). You could show pictures of the named items and discuss them with ākongā.

Possible reading and writing purposes

- To enjoy a story about a young person who discovers a hidden talent that connects her to her tupuna
- To identify attributes of tūpuna that are valued and shared
- To retell a story about the attributes of a tupuna or someone else you admire
- To describe the way you or a family member is similar to or different from a whanaunga (relative)

See *Effective Literacy Practice in Years 1–4* for suggestions on using this text with your students ([Approaches to teaching reading](#)) and for information about teaching comprehension strategies ([Building comprehension](#) and [Text processing strategies](#)).

Possible curriculum contexts

This text has links to level 2 of the *New Zealand Curriculum* in English and Health and PE.

Understanding progress

The following aspects of progress are taken from the [Learning Progression Frameworks](#) (LPFs) and relate to the specific learning tasks below. See the LPFs for more about how ākongā develop expertise and make progress in these aspects:

- Reading for literary experience
- Making sense of text: using knowledge of text structure and features
- Creating texts for literary purposes.

Strengthening understanding through reading and writing

After the first reading of “Hidden Talent”, select from the following suggestions and adapt them according to the strengths, needs, and experiences of your ākongā. Most of these activities lend themselves to ākongā working in pairs or small groups.

- **EXPLORE** the connection between the story and the theme of tūpuna by having ākongā discuss what a (hidden) talent is and whether our talents are inherited or are something we develop ourselves.
- **PROMPT DISCUSSION:** *Why did Annie feel that she didn't have any talents? Do you think the other people in the story thought this too? How did Annie's understanding of herself change? How did Annie feel about being compared with her tupuna Papa Mana?*
- **DISCUSS** the role of an ariki in Rarotongan culture and, if necessary, clarify that it is not a gender-specific role. Using [think, pair, share](#), ask ākongā to identify the attributes and qualities of an ariki. Draw out that an ariki would demonstrate humility, a concern for people's wellbeing, and an ability to help solve people's problems. Have ākongā identify any examples of these attributes in Annie's actions and thoughts. Ask them to give examples of people they know who demonstrate these attributes.
- **EXPLAIN** that the mana of an ariki comes from both their ancestors and their own actions and achievements. It can grow or diminish depending on what the ariki does. Working in pairs or small groups, have ākongā identify ways that they can display attributes of an ariki at school, at home, and in the community.
- **FIND** examples of dialogue in the text and have ākongā discuss how they can work out the speakers of unattributed dialogue, for example, by using the context and information in the text. Ākongā could annotate the text by adding arrows or using colour to connect the dialogue to the person speaking.
- **FOSTER CRITICAL LITERACY** by reading this [Interview with Maria Samuela | Christchurch City Council Libraries](#). *What clues in the interview tell you why the author wrote the story? What are the key messages of the story? Why did the author choose to convey these through a character like Annie? How successful is the writer in conveying her message?*
- **RETURN TO READ CLOSELY** and then discuss particular sections.
- **CHECK IN ON ĀKONGA UNDERSTANDINGS** by asking them to retell, paraphrase, or summarise parts of the story.

- **EXPLORE** how terms in Cook Island Māori are supported in the story. Provide a template for students to record Cook Island Māori words, such as how the word is used in a sentence (showing how it is supported), its definition (in their own words), and things they are still not sure about.
- **SHOW** ākonga an image or representation of one of your tūpuna and share a story you have been told about them. Ask ākonga to share with a partner a story they have heard about one of their tūpuna or someone that they have a special connection with. Discuss how stories about our tūpuna or other family members can help us to know where we are from or who we are.
- **WRITE**, using the “Reflecting on the story” template on page 4 of this TSM. Ākonga can describe the attributes of a tupuna (or someone they admire) and reflect on ways that they can embody these attributes in their own lives.
- **INTRODUCE** this whakataukī: Inā kei te mohio koe ko wai koe, i anga mai koe i hea, kei te mohio koe, kei te anga atu ki hea (If you know who you are and where you are from, then you will know where you are going). Ask ākonga to discuss their initial responses to this whakataukī and how it relates to the story.









If ākonga need extra support

- Check that ākonga understand the connection between the theme and the story, making connections to their own lives or other stories they’ve read or viewed. Have them think, pair, share their own talents prior to reading.
- Check that ākonga understand the context – the talent quest, family relationships, and Annie’s lack of confidence.
- Brainstorm the skills and tasks required when putting on a talent show or school production.
- Have ākonga highlight unfamiliar vocabulary and concepts, sentences they find tricky, or places where they were confused and discuss strategies for working them out such as using decoding skills, word knowledge, and context clues.
- Focus on particular parts of the text that show Annie’s actions and thoughts and ask ākonga to make inferences about how she was feeling, what she was thinking, and why she responded in the ways she did. They can then discuss these with a partner, explaining what helped them make the inferences. If necessary, provide speaking frames to scaffold ākonga to express their ideas.
- Have ākonga summarise what they have read and share how it helped them understand more about the theme.
- Share-read with ākonga where necessary and provide the audio for them to revisit the story as often as they need.
- Have ākonga read the text as a group, with each reader taking a role ([reader’s theatre](#)).

Reflecting on the text: "Hidden Talent"

The attributes of a tupuna or someone I admire	How I could model this attribute in my own life

Exploring a theme: The texts marked with a **T** share the theme of tūpuna.

		READING LEVEL	THEMES	CURRICULUM LINKS
	Hui Te Rangiora: The Navigator ARTICLE T DOWNLOAD AUDIO Recent research raises the possibility that early Māori explorer Hui Te Rangiora sailed into Antarctic waters and saw the continent of Antarctica in the seventh century. Stories of the voyages made by the tūpuna of Māori are part of the whakapapa of all iwi.	Year 4	Tūpuna Exploration	English Social Sciences: ANZH
	Hidden Talent STORY T DOWNLOAD AUDIO Annie thinks she doesn't have any special talents compared with her siblings. However, when things go wrong at the school talent quest, she steps up and her hidden abilities help avert a disaster.	Year 3	Tūpuna Family tree	English Health and PE
	Oriori ARTICLE Piki Kōtuku ORIORI T Oriori are sung to babies to pass on values and knowledge about te ao Māori through place names, whakapapa, and stories about the baby's whānau and tūpuna.	Year 4	Tūpuna Responsibility Whakapapa The future	English Te reo Māori Health and PE
	Māui at Mahitahi ARTICLE T This article explains in more detail the importance of the ancestor Māui to West Coast iwi Kāti Māhaki ki Makaawhio and to all Māori of Aotearoa.	Year 4	Tūpuna	English Social Sciences
	My Poppa STUDENT WRITING T A student from Puni School writes about why his poppa is special to him.	N/A	Tūpuna Grandparents	English
	Tō Mātou Wāhi - Our Place ARTICLE Fox Glacier Weheka School is a small, rural kura. At the front of the school is a large mural of the school's catchment area painted by the students. This article documents the process of creating the mural.	Year 4	Belonging	English Social Sciences Health and PE The Arts: Visual Arts
	Out of the Wild ARTICLE Many domestic animals are descended from wild ancestors. This text discusses how and why this process of domestication occurred, and looks at some common examples of domesticated animals, such as dogs and cats.	Year 4	Ancestors Change	English Science Social Sciences
	Best in Show STORY This is a humorous take on the way the genes of ancestors affect their descendants, based around the adventures of a pedigree dog.	Year 4	Identity Family tree	English