



# At the Marae



**Ready to Read** Phonics Plus

### Whānau Notes

Your child can read the story to you.

Help them with any words they don't know.

After reading, talk about the story, characters, and pictures.

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We are at the marae.  
“Shh! Stop the chat,”  
says Nat’s dad.



The karanga starts.



Nan steps up.

The kids step up too.

“No boots in the  
wharenuī,” says Nat.



“I need help, Miss Lee,”  
says Tāne.

“My boot is stuck.”



The kids are in  
the wharehenui.  
The koro speaks.  
The kids sing.  
Then we hongiri.



We stand for karakia.  
It is time for kai.





It is time to go home.  
It has been a good day  
at the marae.

## Focus points

- This book revises previously learned sounds. Use it as practice once all the letters and sounds have been taught.
- This book contains several kupu Māori | Māori words. Share these with the children and explain what they mean. Children may already be familiar with some, or all, of them.

## Before reading

This book provides children with the opportunity to practise reading the letters and sounds they are learning in meaningful connected text.

### Say each sound quickly

a\_e e\_e i\_e o\_e u\_e ee oo

### Blend the sounds together to read a word

steps boots need time home been

### High-frequency words

are good day no

## During reading

- Show the book to the children and read the title together. Make a connection between the title and the picture.
- The children read each page together using their decoding skills. Once the page is read, guide them to connect the meaning of the text with the illustration.
- If a child gets stuck while reading, help them blend the sounds together to read the word.
- Encourage children to look out for the high-frequency words when reading.

### Words to tell

starts help speaks

Remind children to sound out the letters they already know.

### Kupu Māori | Māori words

marae karanga wharenuī koro hongī karakia

Here, you could include children who speak te reo Māori as the language experts.

## Spelling

Use previously learned letters and sounds to help children spell and read words. If this word spells **boot**, can you spell **hoot**? Change **hoot** to **shoot**.

- boot → hoot → shoot → sheet
- time → tame → fame → frame

## Vocabulary

Tell the children the meaning of any new vocabulary:

- **chat**: talk in a friendly way
- **marae**: the open area in front of the wharenuī
- **karanga**: the welcome call onto a marae
- **wharenuī**: the main building of a marae where guests sleep
- **koro**: elderly man, grandfather
- **hongī**: to press noses in greeting
- **karakia**: to say a prayer

For pronunciation, see: <https://maoridictionary.co.nz>

## After reading

### Discussion questions

- What did Nat's dad ask everyone to do before the karanga?
- Why did Tāne need to take his boots off before he entered the wharenuī?
- What is a hongī?

### Story discussion

In the story, the class visits the marae. Talk about the tikanga, or protocols, around visiting the marae, for example, you might hear someone say "Tangohia ōu hū". (Take your shoes off.) Talk about how the children move to the wharekai (the dining hall) to eat. Encourage them to talk about their own experiences of visiting a marae.

### Fluency

Reread the story to build accuracy and fluency.

### Story retell

Ask the children to retell the story to a buddy.



**Rākau**  
Tree



**Māhuri**  
Sapling



**Tupu**  
Seedling

**Focus sounds**

**Revision**



**Kākano**  
Seed

