

# A New Zealand Book Trip

In collaboration with the Hell Reading Challenge 2023



# ABOUT THIS RESOURCE

The HELL Reading Challenge is a well-established programme that has been hugely successful in getting kids reading and enjoying the pleasures of stories with the reward of free HELL pizza. This year you'll find some new curriculum based activities alongside our pizza wheels, to showcase a range of New Zealand authors. The pizza wheels will continue the same as previous years.

**To find out more about how the HELL Reading Challenge works, download the 2023 HELL Reading Challenge manual here:**

**<http://nzbookawards.nz/Images/Assets/44753/1/Hell Reading Challenge How to Manual 2023.pdf>**

For any book read the child will receive a stamp on their pizza wheel, but we hope that by highlighting some great New Zealand books we will encourage our tamariki to read more New Zealand based content. So come along on a book trip around New Zealand, we hope you enjoy what Aotearoa has to offer!

## AIM

The aim of this resource is to use shared reading to introduce students to a variety of New Zealand authors and genres. The intent of the unit is to expose students to a variety of different texts encouraging them to recognise and reflect on their purpose. It aims to encourage students to be able to read and identify how writing is shaped for different purposes and draw on their own personal experience.

Each resource can be used as an individual shared reading lesson or as part of a unit of study on New Zealand authors. We hope that this is a great starting point in bringing more New Zealand content into your classroom.



# UNIT OVERVIEW: LEVEL 3

## ENGLISH ACHIEVEMENT OBJECTIVES:

### Listening, reading and viewing

#### Processes and strategies

##### Students will:

Integrate sources of information, processes and strategies with developing confidence to identify, form, and express ideas.

#### Purposes and audience

Show a developing understanding of how texts are shaped for different purposes and audiences.

##### Ideas

Show a developing understanding of ideas within, across, and beyond texts.

##### Language Features

Show a developing understanding of how language features are used for effect within and across texts.

##### Structure

Show a developing understanding of text structures.

### Speaking, writing and presenting

#### Processes and strategies

##### Students will:

Integrate sources of information, processes and strategies with developing confidence to identify, form and express ideas.

#### Purposes and audiences

Show a developing understanding of how to shape texts for different purposes and audiences.

##### Language features

Use language features appropriately, showing a developing understanding of their effects.

##### Structure

Organise texts using a range of appropriate structures.

## KEY COMPETENCIES

- Thinking
- Relating to others
- Using language, symbols, and texts
- Participating and contributing

## Links to other curriculum areas

Te Aho Arataki Marau mō te Ako i Te Reo Māori

Taumata 2

### Achievement objectives:

Present or perform kōrero pūrākau, whakatauki, pepehā, or waiata, making effective use of visual language features.



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## RESOURCES

*Aotearoa: The New Zealand Story* by Gavin Bishop.  
Published by Penguin Random House (2017)

*Koro* by Gavin Bishop. Published by Gecko Press (2021)

*Kōwhai and the Giants* by Kate Parker.  
Published by Little Love an imprint of Mary Egan Publishing (2021)

*Mihi* by Gavin Bishop.  
Published by Gecko Press (2020)

*Mophead* by Selina Tusitala Marsh.  
Published by Auckland University Press (2019)

*Roar Squeak Purr: A New Zealand Treasury of Animal Poems*  
edited by Paula Green, illustrated by Jenny Cooper.  
Published by Penguin Random House (2022)

*The Greatest Haka Festival on Earth* by Pania Tahau-Hodges,  
illustrated by Story Hemi-Morehouse.  
Published by Huia Publishers (2021)

## REFERENCES

The New Zealand Curriculum

Pepeha.co.nz

Reomaori.co.nz

[www.literacyonline.tki.org.nz](http://www.literacyonline.tki.org.nz)

[www.read-nz.org/writers-files](http://www.read-nz.org/writers-files)

## ASSESSMENTS

Assessment could include both formative and summative assessments aligned with your wider literacy programme.



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# RESOURCE ONE: RECOUNT

## SUGGESTED LEARNING OUTCOMES

Students will be able to recognise specific vocabulary used to develop an idea in a story.

Students will be able to write their own recount with reference to a family experience.

Students will be able to establish connections between a story and their own personal experiences.

### ***The Greatest Haka Festival on Earth* by Pania Tahau-Hodges, illustrated by Story Hemi-Morehouse.**

Also published in te reo Māori as *Te Matatini* (2021)

*The Greatest Haka Festival on Earth* is a recount about a family's trip to Te Matatini – a significant event on the Kapa Haka calendar in Aotearoa. Its themes include family connections, celebration of cultural identity and learning from your elders. The book is a great example of recount writing, drawing on personal experiences to tell the story of a family's aroha for one another and the pride they have in their culture. This book will invoke memories for students, of their own family trips or celebrations. Below are some questions to help think about the purpose of a recount and the themes within the story.

Start the story by asking your students what they think the story will be about.

- ➔ What is kapa haka? Can anybody share an experience they may have had?
- ➔ Look at the illustration on the front cover – what can you see? Chilly bins, packed lunch, poncho, sunglasses, gumboots and jandals.
- ➔ Where might this story be set? How do you know?
- ➔ If you were off to a music festival what might you take?

On page 4 discuss the things that Nan loves. What do you think is meant by the term 'haka freak'? Is there somebody in your family who has a hobby or craft they are really passionate about?

Page 11, "The day before the competition starts we go to the pōhiri to see all our favourite kapa haka stars". What do you think a pōhiri is? Have you been involved in one?

The family arrive at the venue and searches for a spot to set up – what do you think is meant by a 'Matatini sweet spot'? Share your answer with somebody next to you.

Read page 13. Can the students identify the simile, "And I mean sprint! Like you're chasing down the ice cream truck"? Why do writers use similes? What effects do they have on writing?

"Trying to sleep the night before the competition is almost impossible". Why do you think the family couldn't sleep? What kind of emotions might they be feeling?

As the festival starts the 'crowd erupts'. Can you think of another way to describe this?

At the Matatini Festival it feels cool to be Māori. Can you think of a time you felt really proud of your cultural background?

Once you have finished the story discuss the features of a recount, for example writing in order of how the events happened. Ask "what kind of language features make the story interesting and build a picture in your head?". Discuss the use of similes as previously mentioned and talk about metaphors such as "my heart soars".

At the back of the book there is a glossary. Read through the glossary with the students and discuss whether their predictions were correct. Take a moment to look at the definition for kapa haka. Ask the students to think of ways to help remember stories of things that are important to you and your family.

Discuss the theme of family connection and how this is evident throughout the story with Nan and her mokopuna. What kind of relationship do you think they had with their Nan?

### **Follow up – recommended response**

Write a recount of your own about an experience special to you. Have you travelled somewhere with your family for a special event? Include what, when, where, how and why?

Include language features such as metaphors and simile to build a picture in your reader's mind.

# RESOURCE TWO: POEM

## SUGGESTED LEARNING OUTCOMES

Students will be able to recognise some of the deeper features used in poetry.

Students will be able to plan and draft their own poem.

Students will be able to select vocabulary and language features to suit the purpose of their own writing.

***Roar, Squeak, Purr: A New Zealand Treasury of Animal Poems.* Edited by Paula Green, illustrated by Jenny Cooper**

*Roar Squeak Purr* is a marvellous menagerie of animal poems by New Zealand's best writers. It shows students the fun that you can have with poems and acts as an excellent inspiration for poetry. The poems in the book describe the animals one might encounter on a trip around Aotearoa.

Introduce the anthology of poems to the students by reading the introduction on page 5.

- Ask the students: Why do people write poems? Encourage the students to acknowledge that poems entertain.
- Ask them what they think Paula Green means when she writes 'poems can do anything, there are no rules. Poetry is play'.
- Discuss how poetic license gives poets the freedom to divert from the punctuation and grammar rules that we adhere to when we write a sentence or paragraph. Explain how poets can use the punctuation they like to give effect and lay their poems out in a creative format. Read 'Black Swans at Blueskin Bay' on page 36 – this is a good example of a writer's play on a creative layout and unusual use of punctuation.

Explain to the students that we are going to be looking carefully at poems to identify the deeper features used by writers to try to create a picture with words. What features do they use to do this?

**Over a number of lessons, introduce the deeper features of:**

- Similes – Using comparison to describe something.
- Metaphors – Comparison, when something is described as something.
- Personification – Giving a non-human thing the characteristics of a human.
- Alliteration – Using words together that start with the same sound.
- Onomatopoeia – Using words that sound like the thing they are describing.
- Assonance – Words used close together that have the same medial sound, vowel or consonant.

Over a number of lessons introduce poems which act as good examples for the above features.

**Some good examples are suggested below:**

- Hoiho, page 12 – Alliteration and onomatopoeia.
- Charlie, page 51 – Simile and metaphors.
- Sea Creatures page 27 – personification.
- The Panda, page 151 – personification
- WWhich is Which? page 153 – Assonance.

### Suggested follow up activity

Once the students have a good understanding of the deeper features used in poetry, have the students choose an animal from one of the following categories in the book – water, land and air. Write a poem about an animal and include one or two of the language features identified when reading the poems as inspiration.



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# RESOURCE THREE: AUTHOR STUDY

## SUGGESTED LEARNING OUTCOME

Students will be able to research and present information about a New Zealand author.

We continue our trip around New Zealand with a look at some of our most accomplished authors, from Joy Cowley in Featherston to Gavin Bishop in Christchurch. From writers such as Katherine Mansfield to present day examples, New Zealand stands tall in its literary achievements.

### Suggested learning idea

You can find videos of author readings and Q&A sessions that have taken place as part of HELL's Great NZ Book Trip on the NZ Book Awards for Children and Young Adults YouTube channel. Watch a video of a New Zealand author reading their book and talk about the motivation for their current work.

<https://youtube.com/playlist?list=PLGkTRYrKJo3SChS7yc9rRaE108WNM0kwR>

In small groups students will discuss their favourite New Zealand books, making a list of authors whose work they admire.

Independently they will research their author; below you will find links to a variety of New Zealand authors' websites. Students will then collect and present information under the following headings:

Name:

Birthdate:

Personal life:

Career:

Interesting facts:

Great books they have written:

### Websites about New Zealand authors

[www.brianfalkner.co.nz](http://www.brianfalkner.co.nz)

[www.gavinbishop.com](http://www.gavinbishop.com)

[www.joycowley.com](http://www.joycowley.com)

[www.donovanbixley.com](http://www.donovanbixley.com)

[www.ruthpaul.co.nz](http://www.ruthpaul.co.nz)

[www.tkroxborough.com](http://www.tkroxborough.com)

Read NZ Te Pou Muramura Writers' Files are another useful source of information about Aotearoa New Zealand's writers: [www.read-nz.org/writers-files](http://www.read-nz.org/writers-files)



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# RESOURCE FOUR: PEPEHA

## SUGGESTED LEARNING OUTCOMES

Students will be able to recognise the structure of a Pepeha.

Students will be able to create their own Pepeha.

Students will be able to establish relationships between people and places.

As we travel around our country, we meet people and their whānau who are connected to different parts of our land. Gavin Bishop's book *Mihi* is a simple introduction to the structure of a Mihi or Pepeha. A Pepeha is a way of introducing yourself in te reo Māori describing your identity and history. It is a story of who you are and the people and places you are connected to.

Gavin Bishop's book introduces us to the language and structure of Mihi through Te Ao Māori with accompanying illustrations. His follow up book *Koro* follows the same character as they take us through a day with their Koro. Both stories show the connection between young and old with the emphasis on the sharing of food and stories, an integral part of life in New Zealand.

### Suggested learning experiences

Use the books *Mihi* and *Koro* as an introduction for students to write their own Mihi or Pepeha.

Discuss the language in the books, for example; Tōku maunga – my mountain and how this will relate to the students' personal heritage. Watch Gavin Bishop present his own Pepeha on the link below:

<https://youtu.be/ZqA0XE0zGUw>

For further information on how to write your own Pepeha there are excellent resources at [www.pepeha.co.nz](http://www.pepeha.co.nz) and [www.Reomaori.co.nz](http://www.Reomaori.co.nz). The following information from TKI acts as a great starting point for introduction of Pepeha with your students. <https://nzcurriculum.tki.org.nz/Curriculum-resources/National-events-and-the-NZC/Te-Wiki-o-te-Reo-Maori>



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# RESOURCE FIVE: FACT FILE

## SUGGESTED LEARNING OUTCOMES

Students will be able to identify key events in the history of Aotearoa.

Students will determine key information from non-fiction texts and summarise the facts.

### ***Aotearoa: The New Zealand Story* by Gavin Bishop**

Explore the important moments from our past in this non-fiction text by celebrated author Gavin Bishop. This book is full of New Zealand history and lesser known facts students will enjoy finding out about.

#### **Before you start, ask the students:**

- ➔ What does the cover tell you that this book may be about?
- ➔ What important events do you know from the history of Aotearoa?

As you read the story use these questions as a guide to discuss different topics in the book.

You may like to read the book or pick out different pages of interest.

#### **Close reading questions:**

- An asteroid made a large hole in earth about 5 million years ago, how large was it? (p.2)
- Why did brave explorers set off to find a new home? (p.4)
- Kupe visited Aotearoa around AD 950, who suggested it be called Aotearoa? (p.5)
- What helped sailors cross Te Moana-nui-a-Kiwa? (p.6)
- Can you name some birds native to New Zealand? (pp.8-9)
- Who gave the mountains of Aotearoa their names? (p.11)
- What caused the fighting amongst the tribes? (p.12)
- Who was the early Pākehā explorer to draw maps of the New Zealand coastline? (p.15)
- What did Bishop Jean Baptiste Pompallier arrive to do? (p.17)
- Which tribe first traded for muskets? (p.18)
- Name two diseases that killed thousands of Māori during the 1800s? (p.19)
- What year was the Treaty of Waitangi signed? (p.20)
- How many times did Hone Heke cut down the flagpole in Russell and why did he do this? (p.22)
- During which years did the New Zealand Wars take place? (p.23)
- Who got the right to vote in 1993? (p.25)
- In what year did the first car come to New Zealand?

(p.26)

- How many New Zealand soldiers fought at Gallipoli? (p.28)
- Name three industries that flourished in Aotearoa? (p.30)
- Name three architects mentioned in the book and what did they do for the design of New Zealand homes? (pp.32-33)
- From 1937-1967 what was supplied to schools? (p.35)
- What countries made up the Allied Powers? (p.36)
- Where were the children from, who came by ship in 1940. Why did they come to New Zealand in 1920? (p.39)
- Where were Pineapple Chunks (Lumps) first made in New Zealand? (p.40)
- What was Tāmati Waka Nene's cloak made from? (p.42)
- What sport did Colin Meads play? (p.44)
- There are many national parks in New Zealand, How many are there? (p.46)
- What does Gore claim to be? (p.49)
- What sank in the entrance to Wellington Harbour in 1968? (p.51)
- What is the name of the first published Māori novelist? (p.53)
- Who was Robert Muldoon? (p.53)
- The Waitangi Tribunal was established in 1975, what was its purpose? (p.56)
- What animals were introduced to Aotearoa that now eat native vegetation? (p.59)
- How many species of native lizards are there? (p.60)

### **Suggested follow up activity**

In pairs students will choose a part of the book they would like to create a fact file around – this information could then be shared with the wider class.

Use the attached fact file sheet to collate the information collected from the text. They may even like to include a time line to show the important parts from their section. As a class, plot a timeline using all the events from the students' fact files.

# RESOURCE SIX: AUTOBIOGRAPHY

## SUGGESTED LEARNING OUTCOMES

Students will be able to identify the main ideas from a non-fiction text.

Student will be able to plan their own autobiographical writing and write events in chronological order.

### **Mophead by Selina Tusitala Marsh**

Dr Selina Tusitala Marsh is an Auckland-based Pacific poet and scholar of Samoan, Tuvaluan, English, Scottish and French descent. In 2019 Selina wrote her memoir taking us through the special moments in her life. Selina tells the story with humour and conveys her message that difference can make a difference.

Start by introducing Selina's work to the students and telling them that you are going to be reading an autobiographical piece of writing.

Ask the students if they know what this means and tell them that it is a piece of writing where somebody tells their own story. It is usual for the writer to write in chronological order, in order of when things took place.

Take time to look at the front cover and talk about the author. Read the dedication on the first page. "For those who stick out" – what do you think this means?

Now turn to the back cover and read a bit about Selina - explain that this is her story.

Start reading the story, and use the following questions to provoke discussion as you read it. You might ask students to share their answers with the whole class or with a partner.

- Where is Selina from?
- Where are her parents from?
- How do you think it made Selina feel when kids called Selina Mophead?

### **Once the students have shared their thoughts around this, discuss what racism is.**

- When a person is treated badly because of their race or skin colour and other physical features. When they are treated unfairly because of where they come from and what they look like, and not who they are as a person.
- Ask the students to identify what racist attitudes Selina was exposed to, eg. Name calling - Fuzzy Wuzzy and Golly Wog.

### **Other follow up questions**

- In the story the Poet Sam Hunt 's visit affects Selina's view of herself, how so?
- What is a head girl?
- Did Selina do well at school and university? How do you know?
- Who was her inspiration?
- Who did Selina meet and perform to?
- What was Selina's response when people asked her to tie her hair back?
- Discuss the significance of a Tokotoko and how Poet Laureates from Aotearoa receive one.
- What do you think the Tokotoko reminded Selina of?
- What are the messages in Selina's book?

### **Follow up activity**

We all have a story to tell. What important events could you share in your own autobiography? Look at the accompanying planning sheet for writing your own autobiography.

- Where were you born?
- What is your cultural background?
- Do you have any distinguishing features? Who do you think you get these from?
- Sam Hunt encouraged Selina to embrace her differences. Can you think of somebody who inspires you?

Once the students have completed their planning sheet they can use this to guide the writing of their own autobiography. Reflect back on Selina's work and how she started her story with something that would grab the audience's attention. Remind the students of the importance of writing your story in chronological order.

For further information about Selina Tusitala Marsh, watch the interview with Selina on HELL's Great NZ Book Trip on the NZ Book Awards for Children and Young Adults YouTube channel.

# RESOURCE SEVEN: BOOK REVIEW

## SUGGESTED LEARNING OUTCOMES

Students will be able to identify the main idea or theme of a story.

Students will be able to think critically about a text and express their own thoughts and opinions about it.

Have a selection of New Zealand books available to read and discuss with peers. Use the template to review their books and share what they might like to encourage their peers to read. Students will then present their information summarising and recommending what they have read.

### Suggested reading from Aotearoa

*#Tumeke!* by Michael Petherick. Published by Massey University Press (2019)

*Atua: Māori Gods and Heroes* by Gavin Bishop. Published by Penguin Random House (2021)

*Amorangi and Millie's Trip Through Time* by Lauren Keenan. Published by Huia Publishers (2022)

*Aotearoa: The New Zealand Story* by Gavin Bishop. Published by Penguin Random House (2017)

*Charlie Tangaroa and the Creature from the Sea* by TK (Tania) Roxborough. Published by Huia Publishers (2020); also published in te reo Māori as *Tiare Tangaroa me te Taipō Moana* (2022)

*Kia Kaha: A Storybook of Māori Who Changed the World* by Stacey Morrison and Jeremy Sherlock. Published by Penguin Random House (2021)

*Mophead* by Selina Tusitala Marsh. Published by Auckland University Press (2019)

*My New Zealand Story: Dawn Raid* by Pauline (Vaeluaga) Smith. Published by Scholastic NZ (2018)

*Rona Moon – Ko Rona Māhina* by Tim Tipene, illustrated by Theresa Reihana. Published by Oratia Books (2020)

*Spark Hunter* by Sonya Wilson. Published by The Cuba Press (2021)

*Te Tiriti o Waitangi / The Treaty of Waitangi* by Ross Calman and Mark Derby, illustrated by Toby Morris, translated by Piripi Walker. Published by Lift Education (2019) (bilingual English/te reo Māori)

*The Adventures of Tupaia* by Courtney Sina Meredith, illustrated by Mat Tait. Published by Allen & Unwin (2019)

*The Eight Gifts of Te Wheke* by Steph Matuku, illustrated by Laya Mutton-Rogers. Published by Huia Publishers (2021); also published in te reo Māori as *Ngā Taonga e Waru mā Te Wheke* (2022)

*The Greatest Haka Festival on Earth* by Pania Tahau-Hodges, illustrated by Story Hemi-Morehouse. Published by Huia Publishers (2021); also published in te reo Māori as *Mokopuna Matatini* (2021)

*The Inkberg Enigma* by Jonathan King. Published by Gecko Press (2020)

*The Memory Thief* by Leonie Agnew. Published by Penguin Random House (2021)

*The Stolen Stars of Matariki* by Miriama Kamo, illustrated by Zak Waipara. Published by Scholastic NZ (2018); also published in te reo Māori as *Ngā Whetū Matariki i Whānakotia!* (2018)

*The Thunderbolt Pony* by Stacy Gregg. Published by HarperCollins (2017)



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# RESOURCE EIGHT: STORYBOARD

## SUGGESTED LEARNING OUTCOME

Students will be able to summarise the main parts of a story.

### *Kōwhai and the Giants* by Kate Parker

As we travel around Aotearoa we become aware of the beauty of our natural environment.

*Kōwhai and the Giants* is a story set in the great forests of Aotearoa. It tells the story of the destruction of our forests following human habitation.

The forests of Aotearoa were rich with birds and tree life. This book tells the story of the arrival of people to our land, first the Māori and then the European settlers. After the arrival of the settlers many forests were cleared destroying the native habitats of many birds.

*Kōwhai and the Giants* is a beautifully written and illustrated story with a strong message.

### Suggested learning experience

Begin reading the story to the students, reflecting on the main character Kōwhai.

Use the following questions to discuss the meaning behind the story:

- What were the giants of the forest?
- What do you think the giant's breath was?
- Can you name some of the unique native birds you can see?
- Who were the first visitors?
- Who came next? Who did they bring and how did their ravenous hunger affect the native species?
- What did the settlers do?
- Why did the birdsong fade?
- What did the giants want Kōwhai to do?

### Recommended reading response

Discuss the illustrations in the story. Draw attention to the description about how the artwork was created on the first page. How do the pictures help to tell the story? What detail do they include?

Make a storyboard to show the main parts of the story. Brainstorm the main parts of the story.

Where is the story set?

Describe the hero.

What was the problem in the story?

What conflict arose in the story?

Was there a resolution in the story?

Divide the story up into parts and present it on a storyboard.



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