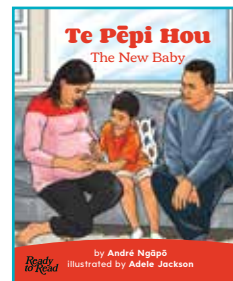


Te Pēpi Hou (The New Baby)

by André Ngāpō
illustrated by Adele Jackson

This text is levelled at Turquoise 2.



Overview

Kāhu is nervous about a new baby coming. He misses Mum when she goes to the hospital and is not happy about having to spend so much time on his own when the baby first comes home. Then one day, the baby smiles at Kāhu, and his feelings about Āio change.

This text has particular relevance to Māori students, but many students will identify with Kāhu who has been an only child but is about to become a big brother. *Te Pēpi Hou* reinforces the concepts of “tuakana” (older sibling or cousin) and “teina” (younger sibling or cousin of the same gender). It includes some Māori words that will be in the oral vocabulary of most readers and are well supported by the context, sentence structure, and illustrations.

This text supports the development of a self-extending reading processing system. The text requires students to “flexibly use the sources of information in the text, in combination with their prior knowledge, to make

meaning and consider new ideas” and “draw on a wider range of comprehension strategies to think more deeply about what they read” (both from *The Literacy Learning Progressions*, page 13).

There is an audio version of the text as an MP3 file at readytoread.tki.org.nz

Cross-curriculum links

Health and physical education (level 1, relationships) – Explore and share ideas about relationships with other people.

Related texts

Texts that feature relationships between siblings: *My Brother* (Green 1); *One at a Time* (Orange 1)

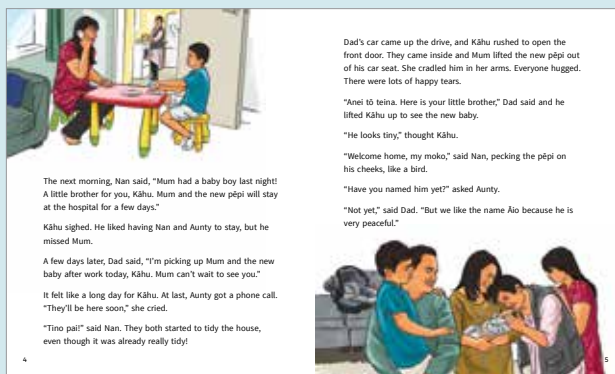
Texts relating to taha Māori: *A Special Visit to Koro and Nanny* (Orange 1); *Kapa Haka* (Turquoise 2)

Text characteristics

The students are working at the standard for after two years at school. The characteristics of Turquoise texts are shown in boxes with a solid outline. Other boxes show additional characteristics.

Frequent use of dialogue and more than one character speaking on a page, requiring students to use speech marks and attributions to track who is speaking and to make meaning

A mix of explicit and implicit content that provides opportunities for students to make inferences, in particular, about Kāhu's feelings



A variety of sentence structures, including compound sentences and a few complex sentences, for example, sentences with adverbial phrases such as, “The next morning”, “last night”, “for a few days”

The clear narrative structure: introduction, problem, series of events, and resolution (a turning point and a happy ending)

Some contexts and settings that may be outside the students' prior knowledge but can be easily related to it

Illustrations that support the meaning and may suggest new ideas or viewpoints

Mostly familiar words, but some less familiar words and descriptive language that are supported by the context and/or by the illustrations (for example, “pretty cool”, “sighed”, “cradled”, “happy tears”, “though”, “thought”, “cuddled”, “cooed”, “look like a natural”)

The inclusion of Māori words and phrases, some of which will be familiar to students in their spoken form (for example, “Tino pai”, “puku”, “pēpi”, “moko”, “tuakana”) and some that may be less familiar but are well supported in the text (for example, “Te Pēpi Hou – The New Baby”; “Anei tō teina. Here is your little brother”; “... we like the name Āio because he is very peaceful”). Note that there is information about vocabulary inside the front cover of the book.

Reading standard: After two years at school

The Literacy Learning Progressions

Suggested reading purpose

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

To find out what happens and how Kāhu feels when a new baby is born into his family

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?)

The behaviours listed below link to *The Literacy Learning Progressions*. **Select from and adapt** them to set your specific learning goal. Be guided by your students’ particular needs and experiences – their culture, language, and identity. (*Reading and Writing Standards for years 1–8*, Knowledge of the learner, page 6).

This text provides opportunities for students to:

- make connections between their own experiences and information in the story to form and test hypotheses and make inferences about Kāhu’s response to a new baby in the family
- identify (summarise) what happens in the story and how Kāhu’s feelings change
- draw on multiple sources of information to make meaning
- monitor their reading and self-correct, using behaviours such as rereading or checking further sources of information.

Introducing the text

Use your knowledge of your students to ensure that the introduction to the text activates their prior knowledge and provides appropriate support for a successful first reading.

- English language learners will need support with the vocabulary, both to read the text successfully and to accelerate their acquisition of English vocabulary. For these learners, provide a focus on vocabulary (along with other aspects of language learning) before, during, and after reading. *The English Language Learning Progressions*, Introduction, pages 39–46 has useful information about vocabulary learning. [ESOL Online, Vocabulary](#) has strategies for supporting vocabulary learning.
- Draw the students’ attention to the title, shown in both Māori and English. Clarify they have the same meaning.

- Use the cover illustration to introduce the family members and to show that Mum is going to have a baby. Discuss what it is like when a new baby comes into the family. Draw out the idea that there are many good things about this, but there are also other things that can be challenging. If possible, allow students who have a first language other than English to explore this topic in that language.
- For English language learners, select 6–8 words or phrases that you know are unfamiliar to them, for example, “getting ready”, “hospital”, “excited”, “cry all the time”, “share Mum and Dad”, “pretty cool”. Tell them they are going to read a story about a family that is going to have a new baby and that you have some words that are important to the story. Give pairs the words or phrases written on cards and other cards with images, simple definitions, and/or simple translations. Have them match the words and definitions. See *The English Language Learning Progressions*, Introduction, pages 39–46 for more information about supporting vocabulary.
- Discuss the title page illustration and encourage the students to make inferences about how Kāhu is feeling. Have them think, pair, share why he might be feeling like this.
- Use the illustrations on page 2 and 3 to establish the presence of Nan and Aunty Ruby and why they are there.
- Tell the students that the story has some Māori words, some of which they are likely to know already. If necessary, support the students with the pronunciation of less familiar vocabulary, for example, “teina”, “Anei tō teina”, “Āio”, and “tuakana”. Tell them “Āio” is a name. (The audio version provides a model of correct pronunciation.) Remind them that, like any other word they are not sure of, they can try to work out the meaning by looking at the word, thinking about the meaning of the sentence, looking at the picture, and thinking about what makes sense.
- Share the reading purpose and learning goal/s.

Reading the text

- Have the students read the text by themselves before you discuss it as a group. Ask them to focus on finding out what happens when the new baby comes. Expect them to use their own experiences of new babies and the events in the story to form and test hypotheses about what will happen. For example, on page 2 when they read Kāhu's questions, expect them to predict he's feeling nervous and confirm their predictions as they read on page 3 that he liked it better when he was the pēpi. You will be able to check for evidence of students using this behaviour in the discussion after the reading.
- The students will mostly read silently but may quietly verbalise at points of difficulty. Only intervene on the first reading if it's clear that a student needs help. There will be many opportunities to provide further support with word solving and comprehension on subsequent readings.
- As students finish reading, they can quietly reread the story and review their predictions until everyone has finished.
- Reinforce the students' attempts to problem-solve, whether they are successful or not, by asking questions or giving feedback, for example: *How did you know that bit was wrong? Great noticing.* Or: *When you reread that and fixed it, how did you know it was right?*
- If a student makes an error without noticing a problem, wait until the end of the sentence or the page before intervening, unless they stop reading. Waiting gives them the opportunity to notice the error and fix it. For example:

Text in book	Student reads	Teacher prompt
"Tino pai, Kāhu," said Aunty. "You look like a natural all right."	"Tino pai, Kāhu," said Aunty. "You look like a nat ... ure ... al all right."	Prompt the student to attend to fluency to support meaning. <i>You almost got that word right. Read the sentence again and read that word quickly and see if it sounds right and makes sense.</i>
Kāhu sighed. He liked having Nan and Aunty to stay, but he missed Mum.	Kāhu said . He liked having Nan and Aunty to stay, but he missed Mum.	<i>Try that again and think about what would look right and make sense. Does the next sentence help?</i> If necessary, prompt the student to notice there are no speech marks.

- For further suggestions to support students to self-monitor (to cross-check, confirm, and self-correct), see *Effective Literacy Practice in Years 1 to 4*, page 130.

Discussing the text

- You can revisit this text several times to explore and discuss its ideas. Select from the suggestions below according to your reading purpose and learning goals.
- After the first reading, remind the students of the reading purpose and ask them to tell you what happened in the story (summarise). Lead this into a discussion of Kāhu's feelings. If necessary, provide support by getting the students to look for evidence of a particular event or reread to answer a specific question. For example: *What told you on page 2 that Kāhu wasn't happy? What did he mean by "he didn't think it was cool" (at the bottom of page 3)?* Or: on page 4: *Why did it feel like a long day for Kāhu?*

You could use a graphic organiser like the one below. Fill in some rows together, then have the students work in pairs (either now or as an after-reading activity) to complete it, encouraging them to refer back to the text. With English language learners, you could have them read two pages at a time and then think, pair, share their understandings. You can make the task easier by having students copy phrases and sentences directly from the book rather than summarising and paraphrasing.

Page	What happened?	How did Kāhu feel?	How we know
2-3	Dad was getting ready to take Mum to hospital. Nan and Aunty Ruby had come to look after Kāhu.	Kāhu didn't feel excited. Kāhu felt jealous.	The story says he didn't feel excited. Kāhu didn't think it was cool ... he liked it better before when Mum and Dad said that he was their pēpi.

- Prompt the students to think critically. *Why did Kāhu change his mind about the new baby?* If necessary, direct them to reread page 7. *What did the baby do? What did Mum say and do?* Encourage them to think beyond the text, for example, come back to Kāhu's four questions on page 2 and have them think, pair, share how he might answer his own questions at the end of the story.
- Focus on the Māori words. Reread the sentences together, modelling the pronunciation and clarifying the meanings of the words and phrases as necessary. Prompt the students to notice clues in the text. For example, the meaning of the sentence "Anei tō teina" on page 5 is supported by the following sentence "Here is your little brother," Dad said."
- Review and discuss the "teina-tuakana" references and support the students' understanding by getting them to share their experiences of how brothers and sisters look after younger siblings.

After reading: practice and reinforcement

After-reading tasks should arise from your monitoring of the students during the lesson and should provide purposeful practice and reinforcement. Where possible, make links to other reading texts, including texts generated from language experience and shared writing, texts from the wider literacy programme (oral language, writing, handwriting, word games and activities), and texts from other curriculum areas.

Select from and adapt these suggestions, according to the needs of your students.

- Provide many opportunities for the students to reread this text and to read other stories with similar themes (see Related texts). This also helps to extend their comprehension.
- Look for opportunities to listen in, for example, as the students reread the text aloud, quietly to themselves, or to a partner. You may also use this time to do a quick running record with a student to provide more information on something you have noticed.
- The students can build their comprehension and fluency by rereading the text while listening to the audio version. As well as providing support with the pronunciation of the Māori vocabulary, the audio version also provides English language learners with good models of pronunciation, intonation, and expression.
- Reinforce the strategy of summarising by having the students work in pairs to construct a timeline. Provide a simple framework, as shown below, for the students to sketch a picture and write one important idea for each shift in time. Encourage them to refer to the summary chart (see Discussing the text) and the book. You could encourage students who know languages other than English to add words and concepts from their languages.

Use sentence frames or sentence starters to support English language learners in constructing sentences. See [ESOL Online, Writing](#) for information about these and other strategies to support English language learners in their writing. Alternatively, you could provide key sentences for students to arrange in sequence.

- Have the students work in pairs to write how Kāhu might answer his questions from page 2 (see Discussing the text).
- Extend the students' understanding of the teina-tuakana concept by using the earlier discussion and their prior experiences to write three ways they could help younger siblings, cousins, or friends.
- In response to what you have observed of the students' reading behaviours, you could plan a mini-lesson to support word-solving. Remind them of the strategies they can use, often in combination, for example:
 - breaking words into chunks or syllables (“hos-pi-tal”, “tu-a-ka-na”)
 - recognising words or word chunks in longer words (“ex-cited”, “wel-come”, “peace-ful”, “care-ful”, “proud-est”)
 - looking for similarities to other known words (“sighed”/“high”).

Timeline: Te Pēpi Hou	At the beginning	The next day	A few days later	A few days later	One morning	That night
Picture						
Sentence						



New Zealand Government

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