



## Revision of Comprehension Strategies

---

(Term 4 2020)

### Non-Fiction Text – Waka Tapu (Explorers Of the Sunrise, School Journal Story Library , Level 4)

Explain that sometimes the students might have chosen a non-fiction (factual) book to read over summer. When we read non-fiction books, we can still use the same strategies that we use to help us understand fiction books – i.e. reread; ask questions; make connections; predict; & summarizing. We also use our knowledge of text structure and features to help us understand what we read.

#### Revise Structure of Expository Texts (Non-Fiction)

Expository texts are texts that do not tell a story. They may describe an event, person or thing, present a time sequence for a factual event, or give a logical set of directions or steps, make an argument or attempt to persuade (Dymock & Nicholson, 2012).

There are two main types of expository text: texts that are **sequential** (affected by time) and texts that are **descriptive**.

Knowing the type of text and its characteristics can help us to understand it better.

Waka Tapu is an example of an expository text that is sequential.

#### Introduce ‘Waka Tapu’

*Today we are going to read an article called ‘Waka Tapu’. This is a factual text which recounts a recent voyage from New Zealand to Rapanui (Easter Island) and back, using traditional navigation methods. The article has maps, illustrations, and photographs which are linked to the text and help improve our understanding. There are some new words and phrases included in the text (turn to page 2 ‘voyagers’. These are in bold text and this tells us that we can find the meaning of these words in the glossary which is at the end. Show Glossary and highlight ‘voyagers’ (people who go on a long journey).*

## Activating prior knowledge/making connections

Discuss title, *Waka Tapu* and ask students if they know what a *Waka* is; have they seen one? what did it look like? Compare the photo on page 2 with the *waka* they have seen – are they the same/different? How are they the same/different?

Discuss the meaning of *Tapu* (sacred); ask for ideas about why the article may be called *Waka Tapu*

Show students the link <https://www.sciencelearn.org.nz/resources/619-the-waka-tapu-voyage> highlight the purpose of the journey; display large map of journey (e.g. map on page 3), see if students can find islands where they are from on the map e.g. Cook Islands, Tonga, Samoa, Fiji, Niue etc. Also draw attention to the red line in the middle – discuss what the equator is – ask students what they know about the equator; explain imaginary line half way between North and South poles; hotter than the poles because it is closer to the sun; the sun's rays hit the earth's surface at a higher angle at the equator; the ocean will be warmer also

Discuss long journeys – ask students if they have been on a long journey; where did they go? How did they get there; ask students what we call a person who drives a car/flies a plane/drives a train, build a word list. Does anyone know what we call the person who guides a plane or a ship so that it goes in the right direction? Introduce the word navigator; ask them how the driver/pilot etc knew how to get to where they went on their long journey – what did they use? Discuss modern navigation techniques e.g. maps, GPS etc. Ask students how they think people who lived many hundreds of years ago managed to travel long distances when they did not have computers etc. Discuss traditional navigation using stars, sun, changes in ocean currents, bird movements. Would it be easy/hard to go on a long journey using these methods? Why? What could make it hard/dangerous?

## Page 2

Read the title and first paragraph aloud...” *Waka Tapu*.” Think aloud asking questions e.g. *I wonder what it means to be a master waka-builder? A waka builder must be someone who builds waka but what is a master waka-builder? (asking questions)*. Get ideas from the students. Finish reading page 2. *So the journey took 10 months. Look at the distance on the map and make comparisons with the time it takes to fly to the islands. That is a really long time to be in a waka with a lot of people. Ask students how they would feel being in a waka for so long.*

## Page 3

Read the first paragraph aloud, **modelling your thinking** as you read, “*I think ancient navigators were very special people and must have been really valued by others in the tribe because not only were they smart enough to guide the waka to where they wanted to go but also they did it day and night and didn't get much sleep.*” (**making inferences**). *That paragraph tells me that ancient navigators used the sun, stars, and the ocean swells to get to their destination. I'm not really sure how ocean swells help them get to the right place, but I will keep reading and later I can check on Google or ask someone to explain it to me.*

Read the first sentence of paragraph 2 aloud. *So, it was fun on the waka but not when it was stormy.* Ask students why it would not be fun in stormy weather; *has anyone been on a boat when the weather was bad? What did it feel like? What might happen in a storm?* Read the second sentence and emphasize 'wet weather gear'. **Think aloud**...*so the wet weather gear kept them dry, but they still got cold. I think that wet weather gear might be like a raincoat which keeps clothes underneath dry but it doesn't really keep you warm.* Continue reading paragraph 2. *When it is stormy it was hard to navigate because the clouds covered the stars. It says the crew 'lowered the sails until the clouds went away' I wonder why they did that? Ask students what does it mean to lower the sails? What happens when the sails are down? What might happen if they did not lower the sails and they kept moving during the storm? Why might the navigator be quite pleased if they had to lower the sails? (gets some rest) (making inferences)*

#### Page 4

Read the first sentence and draw attention to sailing north. Refer to the map and indicate the direction the waka are travelling in; say, *we know that as we get closer to the equator the weather gets warmer and the ocean is also warmer.* **Model thinking**, *I wonder what sea spray is? I know what the sea is, and I know what it means to spray something like spraying fly spray. So, what might sea spray be? Get ideas from students. Perhaps it is like the splash of the sea water they feel as the waka move through the water.*

Continue reading and highlight on the map where their first stop is, Tubuai (Austral Islands). Ask students *how they would feel sitting in a waka that could fit into their classroom for 43 days with no way of getting off. What would it feel like to stand on the ground again after being on the waka for so long? What is the first thing you think the voyagers would want to do when they got off (making predictions and inferences).*

Highlight on the map their next stop, Mangareva (Gambier Islands).

#### Page 5

Draw attention to the photo at the top of the page and read the caption aloud, *Moai (statues) on Rapanui. Okay so this is a photo of Rapanui. I can tell from this photo that there are statues or Maoi there.* Read the first sentence, *'The last leg of the voyage to Rapanui was a big test for the navigator,' 'the last leg' sounds a bit strange, I'm not really sure what it means but I know that Rapanui is the place they were sailing to and they had stopped at Tubuai and Mangareva on the way, so perhaps the last leg means the last part of the journey before they get to the place they want to go to.*

Continue reading the paragraph and **model working out an unknown word** by breaking it into syllables e.g. 'hor/i/zon'. *I can see that word is in bold so I can look in the glossary to find out what it means.* Go to the glossary and read the definition, *'horizon is the line where the sea and the sky seem to meet'.* **Model asking questions**, *'I wonder why being below the horizon made it tricky for the navigator to find Rapanui? and How could birds and ocean swells help the navigator find the island? Ask students for ideas. Finish reading the paragraph. Summarize, so it took ninety days, but the waka eventually got to*

Rapanui. They had a 4-week rest before sailing home. Why do you think they would need a rest? Think about a long journey you have been on; how did you feel when you arrived? Get student suggestions. What might they do during the 4 weeks? (**making predictions**)

Draw attention to the photo and caption on the bottom of page 5. Ask students who the people on the beach might be? What do you think the waka is doing? Where are they? Talk about the 2 instruments putatara and pukaea, *what are these for?*

Read the final paragraph aloud... *Okay now I understand the putatara and pukaea are instruments used to welcome the waka and voyagers' home. Model using the glossary to check the meaning of nautical miles. After reading the last sentence, Model thinking aloud... It says that they completed a historic journey, I wonder why it is historic. Ask students for ideas. I think it really shows that the Polynesian voyagers from long ago were amazing navigators because they travelled such long distances to far off places.*

Summarize the main ideas from the article e.g. I have learned that in 2012 two waka sailed to Rapanui and followed the same path that Polynesian voyagers took many hundreds of years ago. They used traditional navigation methods such as using the stars, the sun, birds, and ocean swells to guide them to where they wanted to go. It was an historic journey because it showed that it was possible to sail to faraway places by using the stars and their environment.

### **Additional Information**

<https://manoa.hawaii.edu/exploringourfluidearth/physical/navigation-and-transportation/wayfinding-and-navigation>

<http://www.wakatapu.com>

South Seas Adventure, Te Karaka 48, page 14

Scholastic Reading Comprehension Strategies

Explorers of the Sunrise, Jeff Evans & Damon Salesa, School Journal Story Library Level 4, 2014.

Teaching Reading Comprehension: the what, the how, the why, Dymock & Nicholson, 2012, NZCER Press.