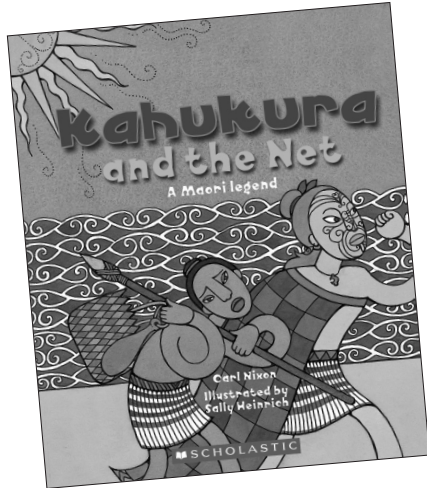


KAHUKURA AND THE NET

A MAORI LEGEND

Retold by Carl Nixon
Illustrated by Sally Heinrich



TEXT TYPE: Fiction: Narrative—Legend/Script
GUIDED READING LEVEL: N

SUMMARY: Kahukura, a Maori chief, is struggling to find a way to feed his people. He hears a mysterious voice which leads him and his noisy brother to the ground of the fishing elves. Kahukura, pretending to be an elf himself, tricks the elves into showing him their clever way of catching fish.

TEXT FEATURES

- script format
- scenes
- speaking roles
- staging in italics

VISUAL LITERACY

- supportive illustrations

TEXT SUPPORTS

- list of characters
- supportive illustrations
- explanatory note

POSSIBLE TEXT CHALLENGES

- asides to the audience
- literary devices and sensory language (use of metaphors, e.g., ‘His skin was pale like the sand on the beach below his village.’)
- humour (idiomatic expressions, e.g., ‘It is true that he is one sweet potato short of a basket full.’)
- use of adverbs/adverbial phrases (e.g., ‘in a ghostly manner,’ ‘call my name so strangely,’ ‘tie my knot loosely,’ ‘cunningly woven’)

FOCUS COMPREHENSION STRATEGY

- self-monitoring

FURTHER COMPREHENSION STRATEGY

- sequencing

ORAL LANGUAGE OPPORTUNITIES

- Think-Pair-Share strategy
- dramatization of the script (option 3 in Focused Rereading)

WORKING WITH WORDS

- language predictability: using background knowledge to work out the meaning of metaphors and idiomatic expressions
- language predictability: developing awareness of the purpose of adverbs and the variety of ways adverbs are used to convey meaning

ASSESSMENT OPPORTUNITIES

Observe each student’s ability to:

- self-monitor by self-questioning and by using fix-up strategies
- evaluate the legend by giving personal opinions
- use background knowledge to work out the meaning of metaphors
- sequence the events
- understand why adverbs are used

ASSESSMENT TOOLS

Select from the following:

- Self-monitoring Strategy Checklist
- Comprehension Strategies Anecdotal Record

First Session (pages 2–9)

BEFORE READING

Predicting

Activate and build prior knowledge

- Show the front cover and read it together. Discuss: *What is a legend?* A legend is a narrative that people tell as a true story. Sometimes the details are difficult to confirm, but usually the story names people and identifies locations. The person telling the story usually does not claim to be an eyewitness to the events, but heard it from someone who knows someone who heard it from someone who was really there. Legends often contain a moral or a lesson and are told to uphold the values of a community. They often involve supernatural or religious elements. Some famous legends are *King Arthur*, *Robin Hood*, *The Legend of Sleepy Hollow*, *King Midas* and *the Golden Touch*.
- Look at the cover and read the back blurb together. Discuss: *What will this legend be about? Who are the characters? What is the problem?*

Introduce supports and challenges

ESL NOTE: Make a list of challenging phrases on chart paper (e.g., ‘His skin was pale like the sand on the beach below his village.’). Review their meanings to ensure comprehension. Ask students to draw pictures of what they imagine when these expressions are read.

Text Features

- Through discussion, determine the students’ knowledge of the script format. Ensure they understand the difference between the direct speech and the staging directions. Discuss the purpose of writing the legend in this way (allows for the legend to be easily performed in front of an audience).
- Look at the cast of characters and read the explanatory note together. Point out New Zealand on a world map and explain that the Maori people were the first people to inhabit New Zealand. Make a connection to the Aboriginal and Inuit people in Canada. Visit <http://teacher.scholastic.com/zealand/maori/> for more information.

Making Connections: Text to World

Set a purpose for reading

Self-monitoring

- Tell students to read Scene One (up to page 9) to determine how to best read the script in order to make meaning. For example, you might say: *When readers read scripts, they read them differently than novels or other books. Figure out a way to read the first scene so that it makes sense to you. Also, think about what you do when you get confused and it doesn’t make sense. How do you get back on track?*

Provide for early finishers

- Ask any student who finishes reading early to jot down what's happening in each picture in order to check (self-monitor) that they have understood what they've read. They can discuss with another early finisher if there is time.

DURING READING

Monitor reading

- Students read the text independently.
- Have a student read a portion of the text aloud to you. Assist with word solving, vocabulary, and comprehension. Always provide a comprehension prompt that highlights the focus strategy (self-monitoring), e.g., *Did these stage directions make sense to you? Who is talking in this part? What's happening in this picture, and how do you know? Why is this in italics?*
- Give feedback to the student on successes and an area that may need attention.

Observe

- Make observations on your assessment tools. (See the *Self-monitoring Strategy Checklist* and the *Comprehension Strategies Anecdotal Record* in the *Grade 4 Literacy Support Guide*.)
- You may have a second student read or spend time observing other group members and providing them with comprehension prompts.
- Note any successful reading strategies you observe, e.g., students looking at the picture, students re-reading for understanding.

AFTER READING

Revisit the purpose for reading

- Revisit your purpose for reading and discuss how students read the script. What did they read first? Do they use different voices in their heads for the various characters? Did they check back on the 'Characters' page to get a visual of the speaker? Did they visualize the stage directions as if they were actually being acted on stage? How did the illustrations help to make sure they understood the text?

- Students may need to be reminded that our main goal as readers is to make sense of, or understand, the text. Discuss: *How do you know when you don't understand what you're reading?* If needed, prompt the discussion by modelling some ideas. For example: *Sometimes I'm reading and my mind wanders; I no longer have a picture in my mind. In this case, I know that I don't understand.* Another example: *Sometimes my reading gets interrupted, and I forget what the story is about; in this case, I know that I don't understand.* Another example: *Once I was reading, and I didn't realize who was talking; in this case, I knew that I didn't understand.*
- Ask: *What parts of the text were confusing for you?* Discuss the importance of checking to make sure students understand the text (self-monitoring). What can readers do when they get confused? (re-read the sentence, look at the picture, go back to the top of the page, read on to see if it begins to make sense)

Check on outstanding challenges

- Discuss and clarify the meaning of the metaphors and sensory language:
 - 'His skin was pale like the sand on the beach below his village.' (page 3)
 - 'His hair was touched with the colour of the rising sun.' (page 3)
 - 'Then it was you who called me with a voice like the wind.' (page 6)
- Discuss the sequence of events. *Tell me what happened? How did Scene One end?*

Note successful strategy use

- Explain a successful strategy that you observed, e.g., it's a good idea to visualize the actions as if actors are performing the script on stage.

Second Session (pages 10–23)

Analyzing

Text Features

BEFORE READING

Activate and build prior knowledge

- Ask students: *What do you know about Kahukura? What's happened so far in the text?*

Introduce supports and challenges

- Ponga, Kahukura's younger brother, is introduced in Scene Two. Explain how the author creates humour by using asides, e.g., from page 13, '(Aside) Sure. A mighty adventure until my back breaks under all this weight.' As a Think-Pair-Share activity, (see Oral Language Strategies

Sequencing

in the *Grade 4 Literacy Support Guide*) direct paired students to discuss other parts of the play they thought humorous.

Set a purpose for reading

- Tell students to read Scenes Two, Three, and Four to determine what happens to Kahukura and how the legend ends.

Provide for early finishers

- Ask early finishers to use the illustrations to jot down the sequence of events. They can discuss with another early finisher if there is time.

DURING READING

Monitor reading

- Students read the text independently.
- Have a student read a portion of the text aloud to you. Assist with word solving, vocabulary, and comprehension. Always provide a comprehension prompt that highlights a focus strategy (sequencing), e.g., *What's happening now? What part of the legend does this picture show?*
- Provide support to students in word solving and vocabulary. Are students using their previous experience with the first session's similes, metaphors, italicized words, etc., to help denote word meanings in the current session?

Observe

- You may have a second student read or spend time observing other group members and providing them with comprehension prompts. Be sure to ask students to provide evidence for their answers.

AFTER READING

ESL NOTE: Create a diorama of Kahukura's village using a cereal box. Have students work with a partner, using the diorama as a landscape to act out their favourite scene in the play.

Sequencing

Revisit the purpose for reading

- Revisit your purpose for reading and discuss the sequence of events. Review how Kahukura tricked the elves. Discuss the cleverness behind Kahukura's plan. Ask: *Why did the elves not recognize Kahukura? Why does Kahukura tie his knot loosely? Why do the elves leave the net behind?*

Check on outstanding challenges

- Discuss how the author adds humour to the legend (Ponga’s asides, his loud voice).
- Discuss and clarify the meaning of the following idiomatic expressions:
 - ‘Where do you go like a shadow in the middle of the night?’ (page 11)
 - ‘...one sweet potato short of a basket full’ (page 15)
 - ‘During the day they faded like mist back into the forests...’ (page 17)
- Discuss the importance of adverbs in the text. Sometimes, the adverbs appear in the dialogue, e.g., ‘Why do you call my name so strangely?’ (page 6) or ‘See how it is cunningly woven’ (page 23). Other times, the adverbs appear in the stage directions, e.g., ‘Angrily’ (page 8), ‘Loudly’ (page 10). Ask the students: *Why are the adverbs important to the text? How do the adverbs help us understand the text?*
- Have students brainstorm for various adverbs to complete the following two sentences from the story: ‘Why do you call my name so strangely?’ and ‘See how it is cunningly woven.’ Ask: *How else could Kahukura’s name be called?* For example: calmly, seriously, mysteriously, nervously, awkwardly, happily, melodically, and so on. Ask: *How else could the net be woven?* For example: patiently, carefully, quickly, gently, roughly, and so on. Have students replace the adverbs ‘strangely’ and ‘cunningly’ with new ones and demonstrate to the group (by speaking or dramatizing) how the meaning of the sentences change.

Note successful strategy use

- Explain a successful use of strategy you observed, e.g., *I liked how Cynthia inferred that ‘one sweet potato short of a basket full’ meant that Kahukura was losing his mind.*

FOCUSED REREADING

Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might select a Reader Response activity from the *Grade 4 Literacy Support Guide*.

Written

- Students reread Scene Four. Have students write a fifth scene in which Kahukura returns to the village and describes his adventures with the elves to the villagers. Encourage students to make sure that Kahukura explains how he tricked the elves and how he ‘knew’ they would leave the net behind (as he states in his last line of Scene Four).

Synthesizing

Inferring

- On pages 9 and 15, the Voice Chorus gives Kahukura clues to solve the village's problem of not being able to catch fish. Have students rewrite these clues to offer new ones to Kahukura. Ensure students give indirect clues that might help in solving the chief's predicament—direct answers are not what is needed. The students must use inferring strategies to create suitable clues.

Sequencing and Language Predictability

Artistic

- Students make puppets of the characters in the legend (using the BLM or their own ideas and artwork) and use the puppets to retell one of the scenes. In order to retell the legend with meaning, students must demonstrate an understanding of the adverbs: 'quietly,' 'loudly,' 'strangely,' 'ghostly,' 'angrily.'

Self-monitoring

Oral/dramatic

- Students work in pairs to act out Scenes Two and Three with Kahukura and Ponga. In their dramatization, ask students to create the humour that the author intended between the two characters. Students must self-monitor to make sure that they're getting the humour across to the audience and adjust their speaking/dramatization accordingly.

Create a puppet theatre

Name: _____

Cut out the characters below and put on your own puppet show. In your show, recreate one of the scenes from 'Kahukura and the Net.' Before you perform your scene, make sure you understand what is happening in it—in order to put on a good show you need to have strong knowledge of who the characters are, what they are saying, and the importance of your scene to the play as a whole. There is no narrator puppet, so choose who will narrate if needed.

Kahukura



Ponga



Elf 1



Elf 2



Elf 3



Villager 1



Villager 2



Elf chorus

