



Overview

This Ngāi Tahu myth explains the disappearance of Hōkioi (a giant bird of prey). When Kāhu, the hawk, knows he is in danger of being eaten by Hōkioi, he tricks Hōkioi into a competition to see who can fly the highest. Hōkioi is so intent on winning, he flies higher and higher and is never seen again. This text provides opportunities for students who are familiar with te reo Māori and with myths to share their knowledge and ideas. This myth is best read after “Haast’s Eagle”, a short article in the same journal. Scientists believe the Haast’s eagle and the hōkioi were the same bird.

“Kāhu and Hōkioi” requires students to “confidently use a range of processing and comprehension strategies to make meaning from and think critically about” text (from *The Literacy Learning Progressions*, page 14).

There is a PDF of the text and an audio version as an MP3 file at www.juniorjournal.tki.org.nz

Related texts

Māori myths and legends: *Maui and the Sun* (Ready to Read, Purple); “Hinemoa and Tūtānekai” (JJ 46)

Texts about a smaller creature outwitting a bigger, more powerful one: *Maui and the Sun*, “The Competition” in *Two Tiger Tales*, and *Giant Soup* (Ready to Read, Purple)

Stories that feature birds: *Did You Shake Your Tail Feathers?* (Ready to Read, Purple); “Ring! Ring!” (JJ 49); and the poems “E Kō E Kō” in *Night Is a Blanket* (Ready to Read, Gold); “Hoiho” (JJ 43); “Tūi Returning to the City” (JJ 46); “Tūi” (JJ 49)

Non-fiction texts about birds: “Our Treasure Island” (JJ 37); “Tākapu” (JJ 45); “The Gulls of Sulphur Bay” and “The Gulls of Mokoia Island” (JJ 46); “Haast’s Eagle” (JJ 51)

Text characteristics

Key text characteristics relating to the reading standard for after three years at school are shown in the boxes below.

A mix of explicit and implicit content within text and illustrations that requires students to make connections between ideas in the text and their prior knowledge to form and test hypotheses and make inferences, for example, about the personalities of the characters and how this will affect their actions

The mythical context and the setting in the distant past

Shifts in time and place and more than one storyline, requiring students to track two sets of events

A literary, storytelling style with some unfamiliar words and phrases (some in te reo Māori), including subject-specific and descriptive language, the meaning of which is supported by the context, the sentence structure, or the illustrations

Ideas and information organised in paragraphs

Frequent use of dialogue, some of which is not explicitly attributed, and more than one character speaking on a page

A variety of sentence structures, including complex sentences, so that students are required to notice and use linking words, phrases, and punctuation to clarify the links between ideas

English (Reading)

Level 2 – Ideas: Show some understanding of ideas within, across, and beyond texts.

Level 2 – Language features: Show some understanding of how language features are used for effect within and across texts.

Social Sciences

Level 1 – Social Studies: Understand how the past is important to people.

Select from and adapt the suggestions below according to your students' strengths, needs, and experiences – their culture, language, and identity (*Reading and Writing Standards for years 1–8*, Knowledge of the Learner, page 6).

Possible reading purposes

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

- To find out what happens to Kāhu and Hōkioi in this myth
- To think about the purpose of this story as a myth

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 students **make connections** between the implicit and explicit information in the story and what they know about stories and myths to **make inferences** about the characters and **form and test hypotheses** about what they will do.
- They search for key words and phrases in order to **visualise and track** what is happening in the story.
- They **summarise** the events and form an opinion about the purpose of this myth.
- They **monitor** their reading, and when something is unclear, they take action to solve the problem, for example, rereading a sentence or looking for clues close by.



Text and language features

Possible supporting strategies

(These suggestions may be used before, during, or after reading in response to students' needs.)

Vocabulary

- Te reo Māori words that may be unfamiliar in their written form: “Aotearoa”, “Auē”, “Hōkioi”, “Kāhu”, “kiore”, “Mātātā”, “moa”, “tamariki”, “Tāne”, “tōtara”
- Many descriptive words and phrases (for example, “the flash of their colourful feathers”, “very fierce”, “swoosh”, “sharp talons”, “perch”, “powerful eyes”, “swooped”, “terrified”) including similes and metaphors (“a crest on his head like a crown”, “the tamariki of Tāne”, “his feathers were a cloak of many colours”) and onomatopoeia (Hūūū)
- Some words with more than one meaning (“spring”, “rose”).

Readers are able to use strategies for working out unfamiliar words only when they know most of the vocabulary in the text. For English language learners who need support with vocabulary, introduce and practise selected items before reading. See [ESOL Online: Vocabulary](#) for suggestions.

Prompt the students to remember the strategies they can use, often in combination, for example:

- when **decoding**:
 - remembering that a macron indicates a long vowel sound in Māori words
 - breaking words up into chunks or syllables (“col-our-ful”, “sun-set”, “ta-ma-ri-ki”, “ter-ri-fied”, “pre-tend-ed”)
 - drawing on knowledge of vowel digraphs (swoosh, cloak, caught) and/or similarities to known words (“saw” or “lawn” to work out “dawn”; “best”, “rest”, “test” to confirm “crest”)
- when **working out word meanings**:
 - using the context of the sentence and paragraph
 - using the illustrations, the unfolding meaning of the story, and their prior knowledge
 - reading on for further information.

You can use the audio version (preferably after the first reading so that the students have had the opportunity to attempt this for themselves) as a model for the pronunciation of “Hūūū” and to reinforce the idea of this as onomatopoeia, representing the call of the giant bird.

Have a dictionary available for students to confirm or clarify word meanings, but remind them that they can make a best attempt at a word and come back to it later. Have bilingual dictionaries available, where appropriate.

Text features

- A footnote on page 12 that provides supporting information.

If necessary, draw the students' attention to the asterisk to indicate the link to the footnote.



Metacognition

HOW YOU CAN SUPPORT YOUR STUDENTS TO BE METACOGNITIVE

Here are some ways you can build students' awareness of the processes and strategies they are using as they make meaning and think critically.

- *What helped you work out what “birds ruled Aotearoa” meant?*
- *As you read the first page, what helped you to build a picture of Hōkioi as king of the birds?*

Introducing the text

- Before using this text with students, familiarise yourself with any te reo Māori vocabulary that is new to you. You can listen to the audio version at www.juniorjournal.tki.org.nz
- Use your knowledge of your students to ensure that the introduction to the text is effective in activating their prior knowledge and providing appropriate support for a successful first reading. The following suggestions assume that the students have read “Haast’s Eagle”.
- Tell the students that they are about to read a retelling of a Māori myth. If necessary, let them know that myths are traditional stories that explain why the world is as it is.
- Refer to a myth the students know well, such as *Maui and the Sun*, and draw attention to its special features: a setting in the distant past, characters who are special in some way (not always human, sometimes with super powers), and an important problem to be solved. If you have students from other cultures, encourage them to share what they know of similar myths and legends from their home countries.
- Read the title and encourage students who are familiar with te reo Māori to help clarify the pronunciation.
- To clarify the setting and familiarise the students with the storytelling style, ask them to read page 10. Discuss the setting and what they have found out about Hōkioi. Have the students think, pair, share their hypotheses (or predictions) about who Kāhu might be and what role he will play in the story. Prompt them to make connections between the title, the page 11 illustration, the earlier discussion of the features of myths, and the description of Hōkioi.
- Share the reading purpose and the learning goal(s).

Reading and discussing the text

Suggestions for ways that you can support the students to achieve the learning goals are in the right-hand column of the table below.

Select from and adapt the suggestions according to your students’ needs. These suggestions may apply to the first or a subsequent reading.

Encourage the students to read the text by themselves, intervening only if it’s clear a student needs help. There will be many opportunities to provide support with word-solving and comprehension on subsequent readings.

Student behaviours

Examples of what to look for and support as the students work towards achieving their learning goal(s). Note that much of the processing that students do at this level is “inside their heads” and may not be obvious until after they have read the text and you are discussing it as a group.

Deliberate acts of teaching

Examples of how you can support students as they work towards achieving their learning goal(s). Often this will involve individual students rather than the whole group.

The first reading

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| <ul style="list-style-type: none">• The students use the descriptive language to visualise what the characters are like. For example, they build a picture of Hōkioi by connecting words and phrases across pages 10 and 11 (“giant bird ... very fierce ... sharp talons ... strong grip ... powerful eyes ... swoop down”) as a big, strong, fierce hunter. | <ul style="list-style-type: none">• Prompt the students to look for words and phrases in the text that will help them visualise what the characters are like.• Support English language learners to use context clues to help them figure out the meanings of unfamiliar words. For example, on page 10, point out the sentence “He had a crest on his head like a crown ...” Tell students that they can guess the meaning of “crest” because the author says that it was “on his [the bird’s] head” and was “like a crown”. |
| <ul style="list-style-type: none">• On page 11, the students make connections to their understanding of myths and the reference to being “brave – and clever” to review their hypotheses about Kāhu as the hero of the story. | <ul style="list-style-type: none">• Prompt the students to use previous information and their knowledge of narrative structure and myths to predict what will happen next. Draw their attention to the significance of the last sentence on page 11: <i>I wonder how being brave and clever will help Kāhu.</i> |
| <ul style="list-style-type: none">• The students demonstrate evidence of self-monitoring and correcting. For example, in the last paragraph on page 11, they are unsure of the meaning of “Auē!”. They notice the exclamation mark and reread the previous sentence to check their thinking. On page 12, they infer from Kāhu’s dialogue that Mātātā is a bird that can’t fly very high, and they confirm this by reading the footnote. | <ul style="list-style-type: none">• Remind the students of the strategies they can use when the meaning is unclear.• If necessary, prompt them to make the connection between the information in the footnote and the text by drawing their attention to the asterisk after “Mātātā”. |
| <ul style="list-style-type: none">• As they read pages 12 and 13, the students notice clues in what Kāhu is thinking and saying and infer that he is trying to trick Hōkioi (confirming their earlier hypothesis). They predict from the responses from Hōkioi and the descriptive vocabulary (“very proud”, “very angry”) how Hōkioi will respond, and they test their predictions as they read on. | <ul style="list-style-type: none">• Encourage the students to notice the clues that suggest what Kāhu is trying to do. |
| <ul style="list-style-type: none">• On page 13, when the storyline splits, the students track what each of the main characters is doing as Kāhu notices the fire and Hōkioi keeps on flying higher. | <ul style="list-style-type: none">• You could stop at the end of page 13 and let the students share what they’ve noticed about the plot complication on this page and to observe how they are tracking the story. Encourage them to predict what will happen next. |
| <ul style="list-style-type: none">• The students read to the end of the story and review their hypotheses. | <ul style="list-style-type: none">• Together, enjoy practising the cry of Hōkioi on page 15. |

Discussing the text after the first reading

- The students recall the main events of the story, in particular, how Kāhu managed to escape from Hōkioi.
- They think critically about the link between the story and the real-life disappearance of the hōkioi. They identify features such as the long-ago setting, Hōkioi as an almost magical character (like the sun in the Maui myth), the problem for Kāhu to solve, and Kāhu as a clever and brave hero.
- The students think, pair, share their inferences about the two characters, using evidence from the text to support their ideas.
- Refer to the reading purpose and have the students retell events in the story. Encourage them to share their ideas about the fate of Hōkioi.
- Ask the students to consider the purpose of the story as a myth. *What is the story trying to explain?* Prompt them to recall the features of myths from the introductory discussion about *Maui and the Sun* and to make connections to the article “Haast’s Eagle”.
- Ask them to share what they found out about Hōkioi and Kāhu as characters. *What was it about Hōkioi that made it possible for Kāhu to trick him?*

Supporting metacognition

With support, the students reflect on their learning. They revisit the reading purpose and learning goal(s).

- The students give an example of how their discussion about tricky or clever heroes in myths helped them to understand Kāhu’s behaviour.
- The students work in pairs to discuss how they kept track of the story, for example, by rereading, visualising the events, looking for the characters’ names, and tracking the pronoun “he”.

Remind the students of the reading purpose and learning goal(s).

- *How did knowing about myths help you understand the story?*
- *What helped you to track what each character was doing on page 13?*

After reading: Practice and reinforcement

- The students can reread the story as they listen to the audio version. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- The students could video themselves retelling the story, then show their video to a buddy from the group and discuss whether they have included the main ideas. They could refer to the text to locate evidence to support the discussion.
- Provide further opportunities for students to reread this text as well as other texts with similar themes, characters, or topics (see Related texts).
- Encourage the students to identify and compare trickster characters (like Kāhu) in other stories, for example, Jason in *Giant Soup*, Maui in *Maui and the Sun*, or the frog in “The Competition” in *Two Tiger Tales*. Students could create a Venn diagram to compare characters from different stories.
- The students could act out the story using finger puppets or cardboard figures of Kāhu and Hōkioi.
- Have the students construct a story map for each of the two main characters. They will need to devise their own ending for Hōkioi.
- Have the students highlight words, phrases, and sentences on a printout of the text that describe the main characters. Collect some favourite examples on a chart that the students can refer to when they are writing.
- The students could draw Kāhu and Hōkioi and add their own descriptive labels, as well as using words and phrases from the text. You could extend this activity by having them describe the characters from other stories about birds, in particular, *Did You Shake Your Tail Feathers?* Alternatively, ask the students to describe Kāhu and Hōkioi in one word and then go back to the text to find evidence to support their opinions.
- Have the students explore how suffixes can affect the meaning of adjectives, for example, by substituting “less” for “ful” in the words “colourful” and “powerful”. Find and explore other examples, such as the words “fearsome” and “fearless” in *Did You Shake Your Tail Feathers?* Start a chart and have the students add other words as they come across them in their own reading or when you are reading aloud to the class.