

# Super Huhu

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Junior Journal 65

Level 2

Purple 2



The refresh of *The New Zealand Curriculum* is replacing the Learning Progression Frameworks and Literacy Learning Progressions by incorporating the learning for literacy and communication into the curriculum learning area progressions. To learn more about the refresh, visit [Refreshing The New Zealand Curriculum](#).

## Overview

This lively fantasy story invites readers to use their creativity and imagination. It focuses on five friends who, much to their surprise, have all recently developed superpowers. One afternoon, they inadvertently cause a “super” problem that they can only solve by using their new powers.

A PDF of this story is available at [www.juniorjournal.tki.org.nz](http://www.juniorjournal.tki.org.nz)

For information about related texts, see the introductory TSM “Exploring Movement”.

## Learning Progression Frameworks

- Making sense of text: using a processing system
- Making sense of text: using knowledge of text structure and features
- Making sense of text: vocabulary knowledge
- Reading for literary experience

## Curriculum links

- English
- Social sciences



The New Zealand Curriculum

## Key text features

“Super Huhu” includes the following characteristics that help ākonga to develop the reading behaviours expected at Purple and build their awareness of the features of narratives.

The structure of the text as a narrative with a beginning, a middle (a series of related events, including magical, fantasy events), and an end as well as literary elements (setting, plot, characters)

A mix of explicit and implicit content that requires ākonga to make predictions and inferences

Shifts in time both backwards and forwards, requiring ākonga to attend to punctuation and key words and phrases, including the verb tenses and indicators of time, to track events and clarify connections between ideas

Some vocabulary that may be unfamiliar (for example, “teleport”, “happened”, “appeared”, “hovered”, “disappeared”, “discovered”, “enormous breaths”, “control”, “practise”, “HUUUFFF”, “huhu grub”, “straight”, “swelled”, “hippopotamus”, “hurtled”, “concentration”, “field”, “flabby”, “spread”, “muffled voice”, “slithered”, “bounced”, “transformed”, “strength”, “completely”, “Phew”, “exclaimed”, “experience”, “warn”, “gently”, “confused”), requiring ākonga to apply their processing systems



Grace and her friends were up in the treehouse at Ata's place. Grace had put them there by using her superpower – she could teleport people. Grace's friends had superpowers, too.

So, how did they get superpowers? Well, last summer, a very strange thing had happened. Ata, Tomu, Zala, Grace, and Ji-ho had been playing outside when a ball of green light appeared in the sky. It hovered above them and then rose into the sky and disappeared.

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Over the next few weeks, the friends discovered they could do things other kids couldn't. Ata could hear things far away, Tomu could blow enormous breaths, Zala could make people forget things, Grace could teleport people, and Ji-ho got a huge surprise when he went swimming and discovered he could turn into a shark! At first, the friends weren't very good at using their superpowers. They needed to learn how to control them, so they went to the treehouse, where no one could see them, to practise.

Tomu was feeling grumpy. “What good are our superpowers anyway?” he grumbled. “What's useful about being able to do this?” He blew a big breath, “HUUUFFFF!”

At that exact moment, a huhu grub poked its head out of a hole in a nearby branch. Tomu's breath blew straight into its open mouth. Instantly, the grub swelled up to the size of a hippopotamus. The branch cracked, and the tree started to creak and sway ...

“Get that bug away from here!” shouted Ji-ho. “The tree's going to fall down!”

“OK, OK,” said Tomu. He took another big breath and blew. The giant grub flew out of the tree and hurtled through the air. “That's got rid of it,” he said.



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Language features that enable ākonga to apply and extend their vocabulary knowledge, for example:

- descriptive language:
  - figures of speech (“gather speed”, “into the distance”, “broke the surface”)
  - adverbs (“Instantly”, “crossly”, “tightly”, “completely”, “quickly”, “suddenly”, “gently”)
  - descriptive verbs (for example, “appeared”, “hovered”, “disappeared”, “hurtled”, “spread”, “flopped”, “slithered”, “dragged”, “bobbing”)
- the prefixes or suffixes in “teleport”, “disappeared”, “transformed”, “useful”

## Possible reading purposes

What can ākongā expect to find out or think about as a result of reading this text?

- To find out what “Super Huhu” is and why it’s important in this story
- To think about the characters and why they act as they do
- To think about what makes this story interesting to read.

## Possible learning goals

What opportunities does this text provide for ākongā to learn more about how to decode, make meaning, and think critically about texts?

This text provides opportunities for ākongā, over several readings, to:

- draw on phonics knowledge to **decode** words and use other sources of information such as context, sentence structure, and knowledge of morphology to check for meaning
- **make connections** between their prior knowledge and information in the story to **make predictions and inferences**
- use information in the text and illustrations to track (**summarise**) and visualise events
- identify and discuss elements of the story and how they add impact (**analyse**)
- **monitor** their reading and, when something is unclear, take action to solve the problem.

For English language learners whose progress and achievement is being tracked on the ELLP Pathway, this text also provides opportunities to focus on some of the learning goals for the Pathway Stage 2, including:

- predict what a text is about
- know the meanings of common prefixes (“teleport”, “disappeared”, “transformed”)
- read with fluency and understanding sentences with varied beginnings, embedded clauses, and different sentence forms, for example, questions, exclamations, direct and reported speech.



Sounds and Words

## Introducing the text

For English language learners, you could discuss the story before the whole-group session to build confidence with vocabulary and text features that may be unfamiliar. Use the title and the illustrations on pages 20–21 to generate a discussion about who, where, and what (in particular, the meaning of “super” and “huhu”). Use the illustrations on pages 22–23 (the “super-sized” grub and the huge breath that the boy is blowing) to draw out the idea that this story has fantasy elements. Encourage ākongā to share their inferences and predictions about the story. Use this discussion to highlight, feed in, record, and clarify key vocabulary (in English or in their first language). You can find further information about features of texts that may need support at [ELLP](#) or on the [ELLP Pathway](#).

- Use the title and the illustrations on pages 20 and 21 to speculate about who, what, and where. Ask ākongā to share what they know about huhu grubs and prompt them to notice the grub poking its head out of the branch on page 21. Encourage ākongā to think of questions about the story (for example, *What is a “super huhu”? How did the wheelchair get up to a treehouse?*)
- Read page 20 together to find the answers to some of their questions and introduce the idea of superpowers. Encourage ākongā to make connections to characters with superpowers in other stories or movies.
- Record any further questions and, together, set an initial reading purpose. (To find out ...)
- Give ākongā sticky notes to mark questions or ideas that arise as they read and to note aspects they want to come back to.

## Reading the story

Encourage ākongā to read the story by themselves, intervening only if needed. The focus of the first reading is to follow and enjoy the story and find information relevant to the initial reading purpose. (For examples of possible reading behaviours to look for and support, see the TSM for “Moving Your Body”.) Allow for several sessions to read and discuss the story, to investigate other reading purposes, and to explore ideas and language features more deeply.

TSM continues on page 3

## Deliberate acts of teaching

How you can support individual ākongā (if needed).

- Prompt ākongā to draw on their phonics knowledge and other word-solving strategies, for example:
  - when decoding:
    - » breaking words into chunks or syllables (“tele-port”, “dis-cover-ed”, “ap-pear-ed”, “e-nor-mous”, “grump-y”, “trans-formed”)
    - » recognising component words within compound words (“treehouse”, “superpower”, “anyway”, “nearby”, “everything”, “playground”)
    - » drawing on their knowledge of variations in the sounds of letters and letter combinations (“hovered”, “concentration”, “surface”, “building”)
    - » combining knowledge of word structure (recognising the root word in “hurtle-d” and “stare-d”) and using the sentence context to check meaning (“... flew out of the tree and hurtled through the air”, “She stared up at the school roof ...”)
  - when working out meanings of words and phrases:
    - » using the context of the sentence and the surrounding sentences
    - » using the illustrations, the unfolding meaning of the story, and their prior knowledge
    - » rereading and reading on to look for further information.
- Note anything you might want to follow up on later, perhaps as a mini-lesson or as an after-reading activity.

## Thinking, talking, rereading

You can revisit this story several times, providing opportunities for ākongā to build comprehension, vocabulary, and fluency. **Select from and adapt** the following suggestions.

- Encourage ākongā to share their responses to the story. Enjoy making connections to other superpower stories, including those in movies and on television.
- Remind ākongā of the initial reading purpose and have them briefly explain what the super huhu was and why it was important to the story.
- Have ākongā reread the story, stopping to discuss points of interest, including aspects they have marked with sticky notes. Encourage them to share predictions they made (or changed) as they discovered further information.
- Explore the descriptive language, for example:
  - the figures of speech (“gather speed”, “into the distance”, “broke the surface”). Reread the sentences where they occur to unpack what they mean. Explain that figures of speech are often more interesting ways of saying things.
  - the use of adverbs (“Instantly”, “crossly”, “tightly”, “completely”, “quickly”, “suddenly”, “gently”) to add further information and help the reader visualise what’s happening. Read the sentences where they appear with and without the adverbs to show how they add interest and detail.
  - dramatic verbs. Together, highlight examples from pages 20–21 on a printout of the text. (Examples might include “teleport”, “appeared”, “hovered”, “disappeared”, “grumbled”, “blew”, “swelled”, “cracked”, “creak”, “sway”, “shouted”, “flew”, “hurtled”.) Discuss their meanings and how they help build an exciting picture of what’s happening. Have ākongā work in pairs to highlight dramatic verbs on other pages (one page per pair). Display favourite examples on a chart as inspiration for writing and encourage ākongā to add more as they discover them in their wider reading.
- Explore some of the elements of a narrative (plot, characters, setting).
  - Identify the settings and key events that happened in each setting. If necessary, prompt ākongā to attend to verb tenses and indicators of time in the first three paragraphs to clarify the initial shifts in time.
  - Summarise what each character did (including the huhu grub and Ms Cronk). You could assign ākongā to work in pairs to track the actions of a specific character and then share their summary with the group. Alternatively, ākongā could work together to create a summary chart of the problems the children faced in the story and how they solved them. Encourage ākongā to use the summaries to debate which character was most important to the story. This is an open-ended activity with no correct answer, but the reasoning and rereading involved in the discussion helps to deepen comprehension and critical thinking.
  - Have ākongā look for clues to what the characters were like and how they were feeling at various times. *How did Tomu’s feelings change?* Encourage ākongā to consider the characters both as individuals and as part of a team.
  - Discuss how adding fantasy elements (in this case, the mysterious “ball of green light”, the superpowers, the inflated huhu grub) to stories can make them less predictable and more exciting.

### Building language knowledge

As ākongā reread and discuss the story, note opportunities for explicit instruction and to explore other language features in more detail. For example:

- how ākongā worked out new vocabulary (or tried to)
- the prefix “dis” meaning “not” in “disappeared” and “discovered”. Identify the root word and discuss how the meaning is reversed by adding “dis” as a prefix. Together, list other examples (such as dislike, disagree, disable, disinfect, distrust). Use a similar process to explore words with the prefix “trans” (in “transform”) meaning “across” or “crossing over” (transport, transfer, translate, transplant); “tele” (in “teleport”) meaning “far” or “at a distance” (television, telephone, telescope); or the suffix “ful” in “useful”.

- Ākongā could work in pairs to create a cartoon strip of four to six panels, showing key parts of the story with thought bubbles or speech bubbles in each panel. If they have read “Moving Pictures”, they could try out the drawing techniques to show movement. Alternatively, they could draw and write about a further adventure for the characters.
- They could write about which of the characters’ superpowers they would most want and why or write about a superpower they would choose and what they would do with it. Would they keep it secret from their families? Why or why not?
- Have ākongā identify examples of superpowers in this text and others, including those in cartoons or movies, and describe how the power is useful and also a possible drawback. Some examples are provided below.

Character	Story	Superpower	Plus	Minus
Ji-ho	Super Huhu	can transform into a shark	<ul style="list-style-type: none"> <li>• dragged huhu out to sea</li> <li>• can move fast in the sea</li> </ul>	<ul style="list-style-type: none"> <li>• can only use superpower when near water</li> <li>• might scare people when trying to help them</li> </ul>
Ata	Super Huhu	super hearing	<ul style="list-style-type: none"> <li>• can hear people calling for help</li> <li>• can hear other noises that might mean danger</li> </ul>	<ul style="list-style-type: none"> <li>• might hear too much (confusing and noisy)</li> </ul>
Maxi Muscles	The Competition (JJ 59)	strength	<ul style="list-style-type: none"> <li>• can smash things easily</li> </ul>	<ul style="list-style-type: none"> <li>• might stop him thinking of better ways to solve problems</li> </ul>

For English language learners, you could provide a cloze activity where ākongā work together to complete statements. Provide some sentence starters about familiar characters with superpowers, for example, “Zala can make ...”, “Ata can hear ...”, “Ji-ho discovered he could ...”, “Spiderman is special because ...”, “Mr Incredible can ...”, “Elsa wore gloves because ...”, “Matilda used her superpowers to ...”. If possible, include characters from the home cultures of ākongā.

For English language learners, [SELLIPS](#) and the [teaching strategies](#) section of [ESOL Online](#) also have ideas for purposeful and relevant tasks.