



## Overview

When the strawberries in the garden start to mysteriously disappear, Huia suggests a rāhui to make sure there will be enough berries to share on her mother's birthday.

This text 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).

While “Rāhui” has particular relevance to Māori students, this light-hearted story provides opportunities for all students to make connections to their understandings of cultural practices.

There is a PDF of this text and an audio version as an MP3 file at [www.juniorjournal.tki.org.nz](http://www.juniorjournal.tki.org.nz)

## Related texts

Mystery stories: “Taniwha Trouble” and “The Pet Day Problem” (JJ 40); “Something Strange Going On” (JJ 46); “Always Great, Never Late” (JJ 48); “I Spy” (JJ 50); “No Big Deal” (JJ 51); “Rātā me te Rākau” (JJ 57)

## Text characteristics

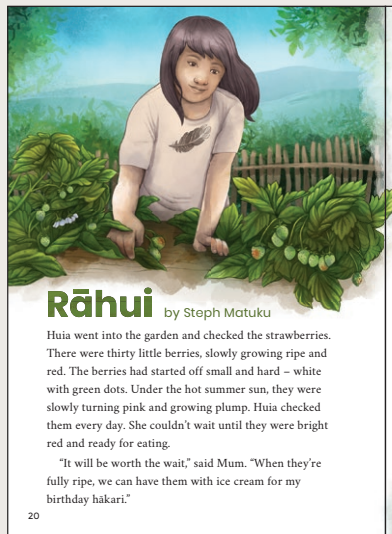
“Rāhui” includes the following text characteristics that help develop the reading behaviours expected at Purple.

A mix of explicit and implicit content within the text and illustrations that requires students to make connections between information in the story and their prior knowledge to make predictions and inferences

A variety of sentence structures, including complex sentences, requiring students to attend to punctuation and linking words and phrases (such as “until”, “But”, “who”, “if”, “as if”, “so” and indicators of time and place) to clarify the connections between ideas

Ideas and information organised in paragraphs

The concept of a rāhui, which may be unfamiliar to some students



But one morning, Huia carefully pulled back the leaves and counted the strawberries – twenty-nine. She counted again. Nope. Still twenty-nine.

“Did you eat one of the strawberries?” she asked her brother, Tama. “They’re supposed to be for Mum’s birthday!”

“No!” said Tama, but Huia thought she saw a hint of sticky red juice on his chin.

The next day, Huia counted the strawberries again. Twenty-eight!

“What?” she cried and counted again. But she’d counted wrong – there were actually only twenty-seven!

A sparrow was sitting on the fence. “Did you eat the strawberries, manu?” asked Huia.

But the sparrow just chirped and flew off into the bushes.



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

- the adverbs “slowly”, “fully”, “carefully”, “actually”, “finally”, “sternly”
- extended descriptive phrases (for example, “slowly growing ripe and red”, “Tama, who looked a bit cross”)
- the homophones “there” and “they’re”
- the possessive apostrophes in “Mum’s”, “mother’s”, “kiore’s”

Several characters and events and shifts in time

Frequent use of dialogue, some of which is unattributed, and a variety of alternatives to “said” (“asked”, “cried”, “growled”, “announced”)

Some vocabulary that may be unfamiliar, including descriptive language and words in te reo Māori (for example, “rāhui”, “ripe”, “plump”, “hākari”, “supposed”, “actually”, “manu”, “chirped”, “growled”, “kiore”, “compost bin”, “stared”, “listen”, “hui”, “perched”, “announced”, “sternly”, “delicious”, “agreement”, “poking”), the meaning of which is supported by the context, the sentence structure, and/or the illustrations

## Cross-curriculum links

### English (Reading)

Level 2 – Processes and strategies: Selects and reads texts for enjoyment and personal fulfilment.

### Social Sciences

Level 2 – Understand how cultural practices reflect and express people’s customs, traditions, and values.



The New Zealand Curriculum

## Suggested reading purposes

## Possible learning goals

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

- To find out what a rāhui is and why it’s important in this story
- To find out Huia’s problem and what she does about it

What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically” about texts?

The goals listed below link to *The Literacy Learning Progressions*. **Select from and adapt** them 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).

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

- **make connections** between their prior knowledge and information in the story to **make predictions and inferences**
- use key words and phrases and illustrations to track events and the connections between them (**summarise**)
- identify some ways the author has made this a mystery story (**analyse**)
- **monitor** their reading and, when something is unclear, take action to solve the problem, for example, by checking further sources of information, rereading a sentence, or looking for clues close by.



The Literacy Learning Progressions



Sounds and Words

## Introducing the text

Before introducing this story to your students, you could familiarise yourself with the pronunciation of any Māori vocabulary that is new to you by listening to the audio version.

A short video on the importance of introducing the text is available at <https://vimeo.com/142446572>

Use your knowledge of your students to ensure that your introduction to the text is effective in building or activating their prior knowledge and providing appropriate support for a successful first reading.

**Select from and adapt** the following suggestions.

For English language learners, before the whole group session, use the illustrations to generate discussion and introduce key vocabulary (in English and in their first language if possible). Use the page 20 illustration to introduce Huia and the idea of growing strawberries. Encourage the students to share their own experiences of strawberries, then read the title and explain what a rāhui is. Browse through the rest of the illustrations to introduce the other characters. Encourage the students to predict what the connection to a rāhui might be. You can find further information about features of texts that may need support at [The English Language Learning Progressions](#).

- Read the title (drawing attention to the use of the macron to denote a long, drawn-out vowel). Encourage the students to share what they know about rāhui. Clarify that a rāhui is a restriction on the use of something.
- Ask the students to use the illustrations on pages 20 and 21 to predict what the connection to a rāhui might be in this story. Expect their predictions to include ideas about the strawberries. Tell the students the characters’ names and, if necessary, prompt them to think about how the children (and the bird in the bottom illustration) might be connected to the rāhui.
- Together, set a reading purpose. Share the learning goal(s). The students could begin reading from this point or, if you think they might need more support, you could use the illustrations on pages 22–23 to introduce the other characters in the story, including the rat on the compost bin. Tell the students that the story includes some words in te reo Māori. You could review (or introduce) the words “manu” (bird) and “kiore” (rat).
- Give the students sticky notes to note words or ideas they might want to come back to or discuss after the reading. This is particularly important for English language learners, who are likely to encounter more vocabulary that they are unsure of than native English speakers would.

## Reading the text

Observe the students as they read the story by themselves, noting their confidence and perseverance. During the first reading, the focus is on students experiencing and enjoying the story rather than on totally accurate word-solving. At this level, much of the processing that students do is “inside their heads” and may not be obvious until the discussion after the reading. Intervene 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 the sorts of behaviours (developed over several readings) that will help students achieve their learning goal(s)*

#### The students use key words and illustrations to track events and the connections between them.

- On page 20, they use the illustration and key words to clarify the setting and context.
- On page 21, they notice the decreasing numbers that confirm the strawberries are disappearing.
- They note indicators of time to track what is happening from day to day.
- They use the dashes on pages 20–22 to track connections between ideas.

#### They make connections between their prior knowledge and information in the story to make predictions and inferences.

- They predict from the word “But” at the beginning of page 21 that there is going to be a problem.
- They use clues in the text and illustrations to make and review predictions about why the strawberries are disappearing.
- They make connections between the title and the disappearing strawberries to predict (or confirm their predictions from the introductory discussion) that a rāhui may be a way to try to solve the problem. They confirm this prediction when reading Huia’s last piece of dialogue on page 22.

- They make connections between the “hint of sticky, red juice” on Tama’s chin (page 21) and Mum’s question about whether everyone will listen (page 22) to infer that Tama may be taking the strawberries and to predict that he won’t like the idea of the rāhui (and confirm this on page 24).
- They predict whether the rāhui will work or not and read on to find out.
- They use clues in the text (including dialogue) and the illustrations to infer Huia’s feelings.

#### They demonstrate self-monitoring and problem solving.

- They use a range of strategies to solve unfamiliar words.
- They attend to punctuation to support intonation and phrasing, particularly in the sentences with extended descriptive phrases.
- They use the context of the conversation in paragraph three on page 22 (Huia asking Dad a question) to infer that Dad is speaking the unattributed dialogue.
- They mark words or phrases they are not sure of or that they want to come back to.

### Deliberate acts of teaching


*How you can support individual students (if needed)*

- Remind the students of strategies they can use for solving unfamiliar words (for example, thinking about what makes sense, looking for the biggest known part of a word, and applying their knowledge of letters, sounds, and word structure) and for clarifying meaning (rereading or reading on, referring to the illustrations, and/or thinking about the overall meaning of the sentence or paragraph). If necessary, provide specific support, for example, reassuring them about the pronunciation of Māori vocabulary.
- Prompt them to note things they are not sure of or that are of particular interest.

For English language learners, you could read aloud the sentences with dashes and the sentence with an ellipsis on pages 20 and 22 to model that they indicate a pause and that there is more information to come.

### Discussing and rereading the text

You can revisit this text several times, focusing on different aspects and providing opportunities for the students to build comprehension, vocabulary, and fluency. **Select from and adapt** the following suggestions according to your students’ needs and responses to the reading. Some of the suggestions overlap, and several can be explored further as after-reading activities.

 For some suggestions, you may find it helpful to project the PDF of the article so that you can zoom in on relevant sections.

- Remind the students of the reading purpose. Discuss what the rāhui was in the story. *What helped you to work it out?* If necessary, draw attention to phrases such as “called a hui”, “nodded in agreement”, and “time to lift the rāhui”, that support the meaning.
- Ask them to share their opinions about who the strawberry thief was and why they think so.
- Encourage the students to think critically:
  - *Why did Huia think the rāhui was a good idea? Do you agree?*
  - *What else could Huia have done?*
  - *Were there other possible reasons for the strawberries disappearing that are not mentioned in the story?*
  - *Why did Huia give the last two strawberries to manu and kiore?*

- Have the students reread the story, stopping to discuss points of interest, including aspects they have marked with their sticky notes. Use this as an opportunity to clarify the pronunciation and meaning of any te reo Māori the students are unsure of. You could also explore such features as:
  - how the author has made this into a mystery story (for example, by not saying who was taking the strawberries and using words and phrases such as “supposed to be”, “thought she saw a hint of”, and “seemed”) to keep the reader (and Huia) guessing. *How does the author make you think that it might be the bird (or the rat or Tama)?*
  - the clues in the text (including dialogue and the alternatives to “said”) and the illustrations about Huia’s feelings and what she is like as a person. Draw attention to the way the author reveals Huia’s thoughts through her own comments, exclamations, and questions (for example, “Nope. Still twenty-nine”, “What?”, “... oh no – twenty-six!”). Support the students to generate a list of adjectives (for example, excited, surprised, unsure, worried, suspicious, disappointed, annoyed, angry, determined, stern, delighted, generous). You could also compare Huia with Tama: *Why did he want to eat the strawberries? Why did she want to wait? What does this tell you about Tama?* (See also After reading.)
  - the descriptive words and phrases. You could:
    - have the students identify clues in the text and illustrations that help clarify the meaning of descriptive verbs such as “chirped”, “perched”, and “announced”. The students could also act them out.
    - discuss the use of the adverbs “slowly”, “fully”, “carefully”, “actually”, “finally”, and “sternly” to show *how* things happened.
    - draw attention to the descriptive phrases about the strawberries (“slowly growing ripe and red”, “small and hard”, “white with green dots”, “Under the hot summer sun”, “slowly turning pink and growing plump”, “bright red and ready for eating”, “fully ripe”, “even more delicious”) and the characters (“the kiore, who lived behind the compost bin”, “Tama, who looked a bit cross”).
  - how the students worked out (or tried to work out) unfamiliar words or phrases. You could draw attention to interesting or unusual word features, such as:
    - the homophones “they’re” and “there”. Clarify that “they’re” is a contraction of “they are”. (You could also mention “their” as a further example.)
    - the possessive apostrophe in “Mum’s”, “mother’s”, and “kiore’s”. Explain that although apostrophes are often used to show where letters are missing, they are also used to show when things belong to someone. Remind the students of the importance of reading the complete phrase or sentence to clarify meaning (“Mum’s birthday”, “your mother’s birthday”, “kiore’s whiskers”).

## After reading: Practice and reinforcement

After-reading tasks should arise from your monitoring of the students’ needs during the lesson and provide purposeful practice and reinforcement. Where possible, make links to other texts, including texts generated by the students, and to the wider literacy programme (for example, oral language, writing, handwriting, and word games and activities) and other curriculum areas. **Select from and adapt** these suggestions, according to the needs of your students.

For English language learners, *Supporting English Language Learners in Primary School (SELLIPS)* also has ideas for purposeful and relevant tasks.

- The students can reread the story as they listen to the audio version. Audio versions are particularly supportive for English language learners because, as well as clarifying pronunciation, they provide good models of the prosodic features of English, such as intonation, stress, and phrasing.
- Provide many opportunities for students to reread this story and to read other stories with similar themes or ideas (see Related texts).
- Support the students to find out more about the use of rāhui.
- To support inferring and build vocabulary, the students could:
  - draw a picture of Huia or Tama, and on one side of the picture, add words or phrases about what those characters do in the story, and to the other side, add their ideas about what they are like as people
  - add thought bubbles to the illustration on page 23 – one for each member of the family (either agreeing or disagreeing with the rāhui and the reasons why)
  - have the students select five adjectives about Huia’s feelings generated during the discussion of the story and record evidence in the text and illustrations that supports these inferences. Some possible examples are shown in the table.

| Huia’s feelings | Evidence  |
|-----------------|---|
| excited         | page 20 – Huia checked the strawberries every day and “couldn’t wait”.  |
| unsure          | page 21 – She asked Tama and the bird if they had eaten the berries.<br>She “thought she saw” juice on Tama’s chin.     |
| worried         | page 22 – “almost too scared to count”  |
| annoyed         | page 22 – “oh no – twenty-six!”<br>She growled at kiore and frowned.  |
| stern           | page 24 – She “announced” the problem and said they “need to agree”.<br>She looked at Tama “sternly” and stared at Dad. |

- Use the descriptive language as models and inspiration for writing. (This could be a whole-class activity.) During shared writing, use the descriptive words and phrases on page 20 to create a poem together about strawberries. Then have the students, working individually or in pairs, generate descriptive words and phrases about another fruit or favourite food and create their own poems.