



## Overview

This text is a retelling of a legend of the Te Arawa people. It tells the love story of Hinemoa and Tūtānekai. Tūtānekai lives on Mokoia Island, separated from Hinemoa by the waters of Lake Rotorua. Hinemoa's father does not want the two young people to be together and tries to stop them from meeting. But Hinemoa is determined and risks her life to swim across Lake Rotorua to be with Tūtānekai. "Hinemoa and Tūtānekai" 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).

This text provides opportunities for the students to make connections to their prior knowledge of legends to help them summarise and predict the main events and to make inferences.

This journal includes an article about Mokoia Island. "The Gulls of Mokoia Island" explains why the red-billed gull is considered sacred by the Te Arawa people.

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

## Text characteristics

Key text characteristics relating to the reading standard for after three years at school are shown in the boxes with a solid outline.

Many characters and events and more than one storyline, portraying contrasting points of view

Some unfamiliar contexts and settings. Shifts in time and/or place

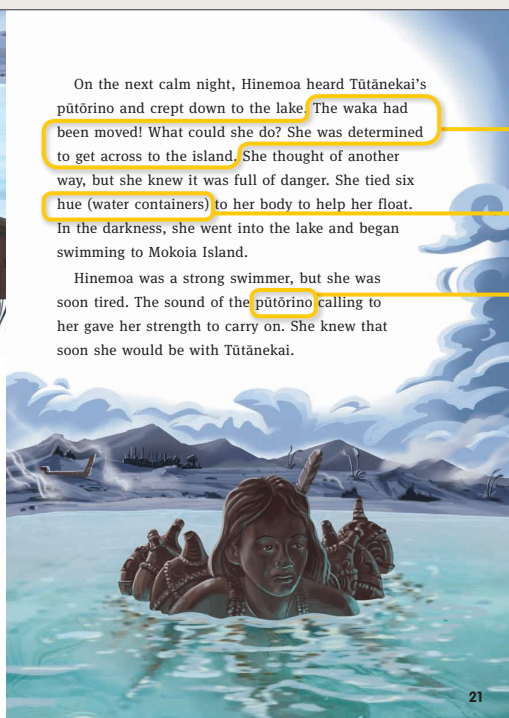
A mix of explicit and implicit content within the text and illustrations that requires students to make connections between ideas in the text and their prior knowledge to make simple inferences, for example, that the physical distance between Hinemoa's home and Mokoia Island is a huge barrier for Hinemoa to reach Tūtānekai



They met again many times, but Tūtānekai always had to return with his family across the water. Hinemoa and Tūtānekai wanted to be together, but Hinemoa's father, Umukaria, would not agree. He was an important chief, and he wanted to choose a husband for his daughter.

At last they worked out a way to be together. They agreed that on a calm night, Tūtānekai would play his pūtōrino (flute) and Hinemoa would paddle a waka over to Mokoia Island to join him. Hinemoa's father thought she might try to do this, so every night, he made his men drag the waka up the beach, away from the water's edge. He knew Hinemoa couldn't launch the waka by herself.

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On the next calm night, Hinemoa heard Tūtānekai's pūtōrino and crept down to the lake. The waka had been moved! What could she do? She was determined to get across to the island. She thought of another way, but she knew it was full of danger. She tied six hue (water containers) to her body to help her float.

In the darkness, she went into the lake and began swimming to Mokoia Island.

Hinemoa was a strong swimmer, but she was soon tired. The sound of the pūtōrino calling to her gave her strength to carry on. She knew that soon she would be with Tūtānekai.

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A variety of sentence structures, including complex sentences

Some unfamiliar words and phrases, including Māori words, the meaning of which is supported by the context or illustrations, or by bracketed definitions within the running text

**English (Reading)**

Level 2 –

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

Structure: Show some understanding of text structures.

**Social Sciences (Social Studies)**

Level 1 –

Understand how the past is important to people.

Understand how places in New Zealand are significant for individuals and groups.

**Suggested reading purpose**

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

- To understand that legends are important in sharing knowledge through generations
- To use clues in the text to describe what the characters are like

**Setting a learning goal**

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

**Select and adapt** from 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).

- The students make connections to their prior knowledge of traditional stories in order to form and test hypotheses about the events in the text.
- They summarise the main events in the text as they arise.
- They make inferences and share their ideas about why the characters behave as they do.
- They identify main ideas and form an opinion as to why this story is passed on by the people of Te Arawa.

**Text and language features****Vocabulary**

- The Māori words, including the names of characters (“Hinemoa”, “Tūtānekai”, “Umukaria”) and places (“Ōwhata”, “Rotorua”, “Mokoia”) and other nouns (“hui”, “pūtōrino”, “hue”, “waka”)
- The use of macrons to denote long vowels in the Māori words
- Some possibly unfamiliar English words, such as “launch”, “determined”, “containers”.

**Possible supporting strategies**

Monitor the students’ **word-solving** attempts by noticing their use of words from the text during discussion. You may need to explain the use of the macron to denote a long vowel sound.

Prompt them to remember the strategies they can use, often in combination, for example, when **decoding** the Māori words:

- use their knowledge of Māori vowel sounds to distinguish between “hui” and “hue”
- use their knowledge of the digraph “wh” to work out “Ōwhata”
- break words into smaller chunks (“U-mu-ka-ri-a”). Remind the students that they can use this strategy for the English words (“de-**ter**-mined”, “con-**tain**-ers”).

When supporting English language learners with breaking words into syllables, also show them which syllable is stressed (“de-**ter**-mined”, “con-**tain**-ers”). This is a significant part of saying and hearing words of more than one syllable in English.

Prompt the students to think about the context and look for definitions in the text, for example, the bracketed definitions of “pūtōrino” and “hue” to **clarify word meanings**.

Have English and Māori dictionaries available to confirm or clarify word meanings. To check English words, have other bilingual dictionaries, where appropriate, available for students who have a first language other than English.

**Text features**

- Knowledge of a legend
- The complex sequence of events on pages 22–23
- Compound sentences.

Help students to understand that a legend is a story that may or may not have happened but has been passed on from person-to-person because it has important meaning. You could refer to or reread the RTR version of “Māui and the Sun”.

Help students track the parallel storylines involving Hinemoa and Tūtānekai by using a graphic organiser. (See Reading and discussing the text.)

If necessary, model reading some of the compound sentences aloud, in particular the use of commas to support phrasing.

**Specific knowledge**

- Of legends and this legend in particular
- Of Lake Rotorua and Mokoia Island.

If you find that the students have little knowledge of legends, take time to read and enjoy examples from the library with the whole class. Ask students to share legends they know, including legends from their cultures. Give students who share a first language other than English the opportunity to discuss legends in this language.

The map of Lake Rotorua within the article “The Gulls of Sulphur Bay” and the article “The Gulls of Mokoia Island” both provide support for the concept of the island being in the middle of a large lake.

**Metacognition**

Effective readers are metacognitive. They are aware of the processes and strategies they draw on and are able to explain how they use these to successfully make meaning and think critically. Examples of metacognitive behaviours, or strategies teachers can use to promote metacognitive behaviours, are threaded through the notes and indicated by

**HOW YOU CAN SUPPORT YOUR STUDENTS TO BE METACOGNITIVE**

Ask questions: *How did you know that bit was wrong? Or: I noticed that you reread that bit when you got confused. How did rereading help you?*

Use prompts: *Think about what you can do to find help with the meaning of that word. Look at the rest of the sentence. How did it help you?*

Ask questions: *What did you learn from reading the legend? How do you feel about the character of Tūtānekai? Hinemoa? Umukaria? How did your opinions change during the reading? What made you change your opinion?*

## Introducing the text

- Tell the students you have a Māori legend called “Hinemoa and Tūtānekai” for them to read. Invite them to share their knowledge of this legend.
- Look through the story together, clarifying who the characters are and discussing the illustrations.
- Alternatively, you may choose to have the students listen to the audio version of the story before they read it for themselves. For English language learners, listening to this story several times before reading would provide a good introduction to reading the text. Before listening, discuss the illustrations and introduce, explain, and record key vocabulary, including the names of the characters.
- Clarify the setting in the early days of New Zealand. For students who have read “The Gulls of Sulphur Bay” or “The Gulls of Mokoia Island”, confirm that this story is set in and around Lake Rotorua.
- Draw out the idea that these are very old stories, passed on by word of mouth. They have been told over and over again because they are important, and some of the details change but the main ideas stay the same.
- Prompt the students to recall a myth or legend they know, such as *Māui and the Sun*. Discuss some of the common features, for example, a setting in a long-ago time and (sometimes, as in this instance) in a special place, a brave hero (male or female), one or more problems to be overcome, and a happy ending.
- Share the reading purpose and learning goal(s).

## Reading and discussing the text

Instructional strategies you can use to support the students to achieve the learning goals are in the right-hand column. **Select from and adapt** the suggestions below according to your students’ needs.

### What to look for, prompt, and support as the students work towards achieving their learning goal

#### Page 19

The students draw on information in the illustration and make connections to their knowledge of legends to clarify the setting in the distant past. When reading, they identify the geographical setting as being in Lake Rotorua.

The students identify information about the main characters and summarise the events so far.

#### Page 20

The students use the information about Umukaria, Hinemoa’s father, to make an inference about why he did not approve of Tūtānekai (for example, he didn’t want her to live far away; he wanted her to marry a chief’s son; he didn’t think Tūtānekai was good enough).

The students summarise the new events, identifying the problems in the legend and explaining Hinemoa and Tūtānekai’s plan.

With support, they make connections between the ideas that Mokoia Island is far away from Ōwhata, and the setting in the distant past (so no cellphones), to infer that the pūtōrino is an important part of the plan: Tūtānekai will use it as a signal when the water by Mokoia Island is calm and therefore safe for Hinemoa to make the trip.

The students hypothesise about what she will do when she discovers that her father has moved the waka.

### How you can support students to read, respond, and think critically

Prompt the students to discuss the illustration (a young woman in the foreground, the characters wearing traditional Māori clothing, men pulling a waka onto the shore; and an island in the background). You could show them the map of Lake Rotorua on page 15 of “The Gulls of Sulphur Bay”. Remind the students that this is a legend from long ago.

If necessary, support the students with the pronunciation of the Māori words and explain what a hui is.

*Tell me what you have found out about the characters.* Start a summary chart, headed up with the names of the two main characters, leaving space to add the name of Hinemoa’s father. Record the information that the students have identified (for example, Hinemoa is a beauty; she lives on the shores of the lake; Tūtānekai is a brave warrior; he lives on an island in the middle of the lake; he loves Hinemoa).

Allow plenty of time for the students to think about and discuss the information and implications on this page.

*Model your thinking: It seems sad that her father did not agree to let them marry. I wonder why he said no.* You could explain that as a chief, her father would have wanted his daughter to marry someone important and powerful.

*Let’s check what we have found out so far. We know that Hinemoa and Tūtānekea want to be together, and we thought there would be some sort of problem.* Have the students think, pair, and share about what the problem is and what Hinemoa and Tūtānekai are planning to do about it.

*Why is the pūtōrino an important part of the plan?* If necessary, prompt the students to notice key pieces of information: *Remember that Mokoia Island is a long way from where Hinemoa lives. Why will Tūtānekai play the pūtōrino on a calm night? Why not a stormy night? Who will hear the pūtōrino?*

How does Hinemoa’s father try to stop her?

Tell the students that as they continue to read, you want them to be thinking about what the characters are like and why they behave as they do. They will be filling in their own character charts after the reading.

## Page 21

The students make connections to their experiences of swimming to think about what the dangers for Hinemoa might be (for example, deep, cold, rough water; getting tired).

They explain what Hinemoa did to minimise the dangers of the trip (making sure the water was calm, attaching the six hue to herself).

The students evaluate Hinemoa's actions and make inferences about her character and her feelings for Tūtānekai (for example, determined, brave, a good thinker, a strong swimmer, in love).

## Page 22

With support, the students summarise the events in the story so far.

The students make an inference about why Hinemoa is behaving in this way.

*What did Hinemoa do to try and keep herself safe swimming across the lake?*  
Prompt the students to recall why it was important that it was a calm night.

*The writer explains that Hinemoa was determined to get across. How does this page show us what it means to be determined?*

*Why did the sound of the flute give her strength? What does this tell us about the way Hinemoa feels?*

Take some time to clarify the sequence of events. Ask the students to summarise where each character is and what they are doing, for example:

- Hinemoa (by a hot pool, hiding from the slave, speaking in a deep voice, smashing the hue)
- Tūtānekai's slave (getting water from the pool, doing what Hinemoa tells him to do)
- Tūtānekai (thinking Hinemoa isn't coming, "given up hope", asking his slave to get him some water from the hot pool).

Prompt the students to think critically: *I wonder why Hinemoa is using a deep voice and smashing the hue. How will this help her to meet Tūtānekai?*

*Why does Tūtānekai think the stranger is a man? How will this help Hinemoa?*  
Have the students read on to find out.

*Why did Hinemoa's father change his mind? Prompt the students to visualise how he would have felt back at Ōwhata when he realised she was gone and that she was trying to swim to Mokoia Island. What would that tell him about her feelings for Tūtānekai?* Have the students fill in the third column of the chart, adding what they know about the character of Umukaria.

## Page 23

The students notice the clue at the beginning of page 23 to confirm their inference about Hinemoa's behaviour (pretending to be a man). They use this clue to make a further inference about what Hinemoa's plan is (to get Tūtānekai to come to the pool).

The students make connections between what has happened in the story and how Umukaria feels about his daughter. They infer that because he changed his mind about Hinemoa and Tūtānekai he wanted her to be happy and that she would only be happy if she could be with Tūtānekai.

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

☑ The students identify some challenges in the text and explain how they worked (or tried to work) them out.

Revisit the reading purpose and learning goal(s).

☑ Ask questions: *What helped you when you had trouble tracking the events in this text? How did summarising the events at the end of each page (or using the summary chart) help you?*

## After reading

- Students can reread the article as they listen to the audio version. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Provide opportunities for the students to practise and consolidate their skills of summarising the main events in the text.
  - Work with a partner to identify and sketch four key events in the text and write a sentence about each one to say why it was important to the story.
- Provide opportunities for the students to make connections between clues in the text and illustrations to make inferences.
  - Make the character summary chart available for the students to refer to. Have the students work in pairs to find information from pages 20–23 to complete their own charts about the characters of Hinemoa, Tūtānekai and Umukaria.
- Provide opportunities for students to build their knowledge of Māori legends (or traditional Māori society).
  - Have a range of traditional stories available.
  - Depending on the particular interest or prior knowledge of your students, you could use this text as an introduction to study of other aspects of traditional Māori society such as taonga puoro (musical instruments), pōito (floats made from gourds), and whakapapa.
- Provide further opportunities for the students to identify main ideas in this story and across other texts.
  - The students explore the main ideas and offer an opinion as to why they think this story has been passed on from generation to generation.
  - See the Related texts section below for examples of texts you could use in a guided reading session.

## Related texts

Texts retelling Māori legends: "Māui and the Sun" (RTR, Purple), "The Story of Rona" (in *Night Is a Blanket*, RTR, Gold1), "The Story of Papa and Rangī" (*SJ 1.5.1994*)

Texts about a chief and his family: "Raukawa" (*SJ 1.2.1996*)

Texts about Rotorua: "The Gulls of Mokoia Island" (JJ 46), "The Gulls of Sulphur Bay" (JJ 46)