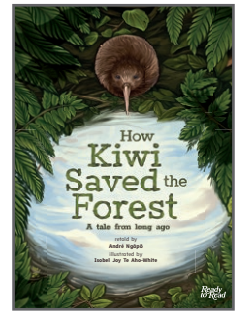


How Kiwi Saved the Forest

A tale from long ago



retold by André Ngāpō
illustrated by Isobel Joy Te Aho-White

Shared reading

Shared reading provides students with opportunities to behave like readers and to engage in rich conversations about texts that they are initially not able to read for themselves. It encourages enthusiasm for reading, builds knowledge, strengthens comprehension, and fosters understanding of the features of a wide variety of texts, including narrative, poetry, and non-fiction.

Shared reading involves multiple readings of a text, led by the teacher, with increasing interaction and participation by students. After many shared reading sessions, students become increasingly independent in reading the small books that accompany the big books.

Overview

This tale is set at a time in the mythical past when Kiwi can fly, but when the trees of the forest are dying. When Tāne-hokahoka (guardian of the birds) and Tāne-mahuta

(guardian of the trees) ask each bird to come and live on the forest floor and eat the insects that are destroying the trees, only Kiwi is prepared to give up his life in the sky. (This story is part of a longer tale that describes the consequences for some birds of not agreeing to help.)

How Kiwi Saved the Forest is underpinned by the Māori cultural concept of kaitiaki (guardianship) and the importance of caring for the natural world.

There is an audio version of the text as an MP3 file at www.readytoread.tki.org.nz

Related texts

This tale has connections to a wide range of related texts. Examples are listed at the end of this teacher support material.

Text characteristics

Unlike guided texts, shared reading texts are not levelled and may be used with a wide range of students.

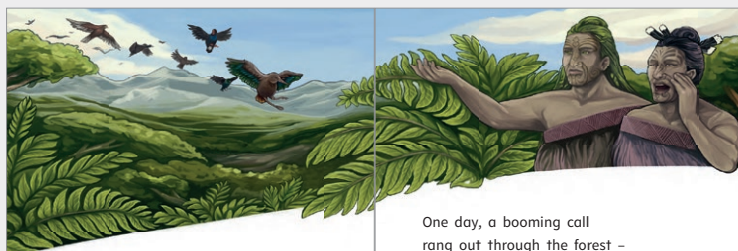
Features typical of a traditional tale, (the setting in the distant past, talking animals, supernatural or magical events, a clear “hero” character, a central problem and several attempts to solve it)

A mix of explicit and implicit content that provides opportunities for students to make connections between the story and their prior knowledge to make predictions and inferences

A clear narrative structure, with a distinct beginning, middle, and end

Some settings and contexts that might be outside the students’ prior knowledge but can be easily related to it

A variety of sentence structures including some with literary phrasing (for example, “Long, long ago”, “Brightest of all was Kiwi”, “I call on you”, “so you may eat”) so that students are required to notice and use linking words and punctuation as a guide to phrasing and meaning



2
Long, long ago, in Aotearoa, things were not as they are now. The skies were filled with birds swooping and soaring above the trees. Brightest of all was Kiwi, with his rainbow wings and his long, thin legs. Oh, how Kiwi loved to fly.

3
One day, a booming call rang out through the forest – “Haere mai. Haere mai!” It was the call of Tāne-hokahoka, guardian of the birds. Kiwi and the other birds flew down to the forest floor. There stood Tāne-hokahoka with his brother, Tāne-mahuta, guardian of the trees.

Several characters and events and shifts in time and place

Te reo Māori (for example, “Aotearoa”, “Tāne-hokahoka”, “Tāne-mahuta”, “Tūi”, “Kāo”, “Kiwi”, “Āe”) some of which may be in students’ oral vocabulary but may be unfamiliar in their written form

Illustrations that support the meaning and may suggest new ideas or viewpoints

Some unfamiliar vocabulary, including descriptive language (for example, “swooping”, “soaring”, “rainbow wings”, “booming call”, “guardian”, “squawked”, “damp, dark forest floor”, “deep, sad breath”, “fade”, “grow dull”, “heart sank”, “most loved”) the meaning of which is supported by the context, the sentence structure, and/or the illustrations

Reading purposes and learning goals

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

Select from and adapt the suggestions in this teacher support material 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).

Each reading purpose is accompanied by learning goals. The learning goals are the sorts of behaviours that you want your students to demonstrate after multiple readings of this text and when reading other texts.

Often the first reading of a shared text will be with the whole class. The focus is on making meaning. The teacher leads the reading (with students invited to join in as they feel confident) so that they can focus on responding to the content and thinking about the theme or main idea. Deeper understanding of ideas and exploration of language and other text features can be developed over subsequent readings.

A suggested purpose for the initial reading

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

To find out how Kiwi saved the forest

Possible learning goals

During the first reading, the students can:

- **make connections** between the story and their prior knowledge to **make predictions** and **inferences**
- **ask questions** about aspects they are not sure of and think about possible answers
- **make connections** between the text and the illustrations to build meaning and track events
- share their initial responses to the story (**evaluate**).

Introducing the story

Before introducing this story to students, you could listen to the audio version, to familiarise yourself with the pronunciation of any words that may be new to you.

Select from and adapt the suggestions below.

- Read the title and subtitle and the names of the author and illustrator. Explain that this is a story that has been around for a long time and has been told many times. (If necessary, explain that the word is “tale”, (not “tail”). Encourage students who are familiar with this tale to share what they know.
- Support the students to infer from the title that the illustration is of Kiwi. You may need to clarify that his legs aren’t showing because of the perspective of

the illustration. Draw attention to the foliage around Kiwi to establish that he is in the forest. Encourage the students to predict or wonder (ask questions about) why a forest might need to be saved (why it might be in danger). Ask the students to share what they know about kiwi (for example, what they look like, that they can’t fly, what they eat, where they live). Model your thinking: *I wonder how Kiwi could save a forest ...*

- On the title page, support the students to realise that this is also an illustration of Kiwi. Encourage them to ask questions, for example, about why Kiwi looks so different here. *I wonder if this has anything to do with how he saved the forest. Let’s read and find out.*

Reading and discussing the story

- Adapt the following suggestions according to the responses of your students. Try not to lose the momentum of the first reading by stopping too often. The students can build their understanding over several readings.
- Pages 2 and 3 – Use the illustrations to clarify the setting. Support the students in recognising Kiwi (as he is shown in the title page). Discuss who the characters on page 3 might be.
- Use a pointer to track the print as you read. Enjoy the students’ responses as they discover why Kiwi looks so different here and in the title page illustration.) After reading page 3, discuss the roles of Tāne-hokahoka and Tāne-mahuta as “guardians”. Encourage the students to make connections between the information on these pages and the title of the book to predict why the gods might be calling the birds.
- Pages 4 and 5 – Before reading, allow time for the students to enjoy identifying some of the birds in the illustration, and to use the illustrations to review their predictions from page 3. The solemn faces of the gods suggest there is a big problem. After reading these pages, discuss the problem and why the birds were “shocked and silent”. If necessary, clarify what “damp” means. *How will they solve the problem if none of the birds wants to live on the forest floor?* At this point, some students may begin to realise (predict) where the story might be heading.
- Pages 6 and 7 – Remind the students to think about their predictions (or questions) as you read. If necessary, support them to infer that “Kāo” means “No”. *Is this what you thought would happen? What will the gods do now?* Some students may notice that, like Kiwi, Tūi and Pūkeko look different from how they look now (Tūi does not have white feathers on his throat, and Pūkeko does not have long thin legs). This is an aspect you can explore further after reading.
- Pages 8 and 9 – Have the students use the illustrations to predict what is going to happen next, then read on to find out. Encourage them to think critically: *Why did Kiwi take “a deep, sad breath”?*

- Pages 10 to 12 – To maintain the emotional momentum of the story, read to the end without stopping.
- Encourage the students to share their responses to the story. *How do you feel about the ending? Do you think Kiwi made a good decision? Is there anything you would change?* The students could draw or paint their favourite part of the story.
- Make the audio version available for students to listen to and enjoy. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.

Beginning	Middle	End
Long, long ago, the skies were filled with birds flying above the forests.	The gods called the birds and told them that the trees were dying. They asked the birds, one by one, to come and live on the forest floor and save the trees, but all of them except Kiwi said no.	Kiwi came to live on the damp, dark forest floor. He ate the insects and saved the trees.

Suggested purposes for subsequent readings

You can return to this tale many times to build students' understandings and explore different purposes. Subsequent readings of the big book may be with a group of students who have similar learning needs rather than with the whole class. Note that there is some overlap in the following suggestions. **Select from and adapt** them according to your students' responses and interests.

Suggested reading purpose

To think more about the ideas in this story

To think about what makes this story enjoyable to read

Learning goals

Over a number of sessions, the students can:

- identify the main characters and events (**summarise**)
- **make inferences** about the characters
- form an opinion about Kiwi (**evaluate**)
- **discuss main ideas**
- explore (**analyse**) how the writer and illustrator help the reader to understand and enjoy the story.

Choose one of the suggestions below for each rereading.

- Together, create a summary sentence for each page or double-page spread. Record the summaries on cards. Have the students work in pairs to match the summary cards with copies of illustrations from the story and arrange them in the correct sequence. The discussion between the students provides opportunities to clarify their ideas about the events and the characters.
- Support the students in identifying the beginning, middle, and end of the story. You could create a summary chart (as shown here) or story map and have the students draw pictures and place them in the appropriate sections. Draw out the idea that a lot of different things happen in the middle of stories, in this case, several attempts to solve the problem.

- Encourage the students to make inferences about the birds (including Kiwi) using clues in the text and illustrations. Draw out the idea that Kiwi was like all the other birds at the beginning of the story (enjoying "swooping and soaring" in the skies) but that he became more and more different from them, both in his feelings and his appearance. The students could draw or paint before and after pictures of Kiwi and add descriptive phrases from the story, as well as ideas from the illustrations and their own ideas. Alternatively, they could add two thought bubbles to a picture of Kiwi when he is making his difficult decision. Provide the students with sentence frameworks for the thought bubbles:

I should come and live in the damp, dark forest because ...

I don't want to come and live in the forest because ...

- Discuss what the text and illustrations suggest about Tāne-hokahoka and Tāne-mahuta. Draw attention to their formal dialogue, which makes them seem wise and powerful. Enjoy the students' discovery of the detail in the illustrations (for example, the huia feathers that Tāne-hokahoka has in his hair and the green hair for Tāne-mahuta). Support the students in brainstorming words that describe them (for example, huge, powerful, booming voices, caring, awe-inspiring, patient, wise).
- Encourage the students to think critically: *What character does the author want you to like best? What makes you think that?* You could introduce and explore the idea of Kiwi as a "hero". Make connections to the students' knowledge of heroes in other tales (for example, Jack in "Jack and the Beanstalk", the mouse in *The Lion and the Mouse*, the third pig in "The Three Little Pigs", Weka in *Did You Shake Your Tail Feathers?*). *What makes them heroes?* For example, they are brave, they solve problems, and they help others. In the case of Kiwi, he also makes a difficult decision and thinks about others before himself. *Do you agree with the author that Kiwi became "the most loved of the birds"?*

- Provide opportunities to explore bird characters in other stories. For example:
 - You could read the students the longer version of this story, which shows what happened to Tūi and Pūkeko (and, in some versions, to other birds as well) and why they look different now from the way they did long ago.
 - Enjoy reading and discussing other stories with birds as main characters (for example, in *Did You Shake Your Tail Feathers?*, and the JJ 55 play “Stop Thief!”)
- Encourage the students to think critically: *What are some of the big ideas for us to think about in this story? What messages does this story have about being brave and making difficult decisions? About caring for nature? Why was it important to save the trees?* Encourage the students to make connections to what they know about the concept of kaitiaki (guardianship).
- Discuss the way the writer has used “storytelling language”, to make the story sound good to read aloud. Prompt the students to notice literary phrases, such as “Long, long ago”, “things were not as they are now”, “Brightest of all was Kiwi”, “so you may eat”, and descriptive phrases such as “long, thin legs”, “booming call”, “damp, dark forest floor”, “feathers so blue”, “deep, sad breath”, “strong, sturdy legs”, “brave Kiwi”, “most loved”. Encourage the students to read along with you and to read the story “like storytellers”. Model how to read the longer sentences that have several phrases separated by commas (for example, “There stood Tāne-hokahoka with his brother, Tāne-mahuta, guardian of the trees”) and how to use intonation and pace for dramatic impact.
- Explore word meanings. This tale is rich in descriptive vocabulary you can enjoy and explore over several readings. Read favourite sentences together and discuss how words and phrases such as “swooping and soaring”, “rainbow wings”, “rang out”, “squawked”, “shocked and silent”, “afraid”, “filled with joy”, “fade”, “grow dull”, “heart sank”, “dark of the night” (and other examples listed previously) help the reader build a picture of the characters and events. Support the students to use the illustrations and context to help clarify the meanings. They could also act them out. *What would it feel like to be a bird “swooping and soaring” above the trees? Show me how you would look if you were “shocked and silent”*. Look for opportunities to incorporate some of the words and phrases into shared writing and encourage the students to use them in their own writing.
- Use the book as a stepping off point to reading other traditional tales and stories, poems, and non-fiction texts. Some Ready to Read and *Junior Journal* examples are listed below.

Related texts

- Stories about New Zealand birds: *Fantail, Fantail* (shared); *Did You Shake Your Tail Feathers?* (Purple 2); “Ring Ring” (JJ 49); “Kāhu and Hōkioi” (JJ 51); “Stop Thief” (a play, JJ 55); and poems: “Endangered Bird” (JJ 29), “Hoiho” (JJ 43), “Tūi Returning to the City” (JJ 46), “Tūi” (JJ 49)
- Non-fiction: *Camouflage, New Zealand Birds* (shared); *Blue Eggs* (Gold 1); “Our Treasure Island” (JJ 37); “Tākapu” (JJ 45); *The Gulls of Sulphur Bay*, “The Gulls of Mokoia Island” (JJ 46); “Haast’s Eagle” (JJ 51)
- Other stories with birds as main characters: *Purr-fect!* (Yellow 3); *Crow Tales* (Blue 1); *I Want to Fly* (Blue 2); *The Little Red Hen* (Green 1); “Scaredy Crow” (JJ 42)
- Māori myths and traditional tales: *Maui and the Sun* (Purple 2); “Hinemoa and Tūtānekai” (JJ 46); “Kāhu and Hōkioi” (JJ 51); “Rātā me te Rākau” (JJ 57)
- Other traditional tales or animal stories: *The Ant and the Grasshoppers* (shared), *Rat and Octopus* (Orange 2); *The Lion and the Mouse* (Purple 1).