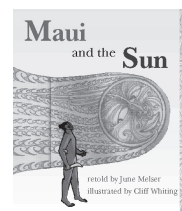


Maui and the Sun

retold by June Melser
illustrated by Cliff Whiting



Book Summary

This is a traditional legend from the Maori people of New Zealand. It explains how Maui and his brothers slow the sun's journey across the sky to make the days longer for eating, fishing, and hunting.

Features of the Book

- The use of paragraphs to break the text.
- The use of direct speech.
- The personification of the sun.
- The possessive apostrophes – “Maui’s” and “sun’s.”
- The distinctive narrative pattern of the story line that allows exploration of characters, plot, and setting.
- The frequent use of the contractive apostrophe – “can’t,” “don’t,” and “we’ll.”
- The word endings – “-ed,” “-ness,” and “-ly.”
- The additional information and map on the inside back cover.
- The stylized illustrations.

Purpose

Maui and the Sun can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** identifying the plot and characters within the story;
- S** recognising the features of different genres;
- S** recognising and reading a range of different word patterns, including word endings;
- S** writing using a variety of sentence patterns.

Introducing the text

Discuss other legends that the group knows about, for example, Paul Bunyan or Johnny Appleseed, and make sure that they are familiar with the conventions of this genre. Read the cover text together. Identify the character in the illustration as Maui.

- *Why is he looking at the sun like that?*
- *What do we do when the sun goes down?*

Reading the text

- S** Identifying the plot and characters within the story.
- S** Recognising the features of different genres.
- S** Recognising and reading a range of different word patterns, including word endings.

Pages 2 and 3 – Discuss the style of the illustrations of Maui and his brothers.

- *How can you tell the sun is going fast? Why is this a problem?*

Pages 4 and 5

- *How are Maui and his brothers making the ropes?*
- *Where did Maui and his brothers go to? What do you think they will do with the ropes?*

Pages 6 and 7

- *What has happened?*

Pages 8 and 9

- *Were they successful in catching the sun? What is the sun saying?*

Point to those words.

Pages 10 to 12 – These pages describe the results of Maui’s plan.

- *Did Maui’s plan work? How can you tell by looking at the illustrations?*


Children now read the book independently.

Revisiting the text

Ask the children to scan the story for the possessive apostrophes (“Maui’s” and “sun’s”) and the use of the contractive apostrophe (“can’t,” “don’t,” and “we’ll”).

Read through the text to locate a range of word endings, for example, “-ed,” “-ness,” and “-ly.” Identify the root word in each case.

Following Up

- S** Writing using a variety of sentence patterns.
-  Rewrite the story as a script, using direct speech for characters and narrative text for the narrator. Select characters and a narrator to dramatize the story.

B Complete the blackline master opposite.