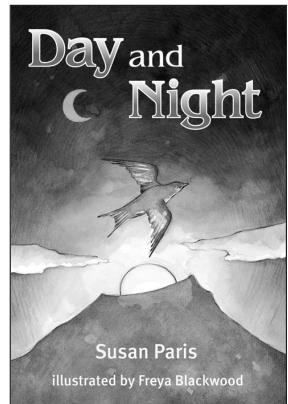


Day and Night

by Susan Paris
illustrated by Freya Blackwood



Book Summary

These two tales retell myths about the origin of day and night. In the first tale, Maui slows down the sun to make the days longer. In the second tale, Big Snake's daughter releases night so that her husband can sleep.

Features of the Book

- Myths from Hawaii and the Amazon
- Personification of the sun and the night
- Descriptive language – *the evening star; a blanket of cloud; the dawn star; pale morning light*
- Mythical concepts – *controlling the sun; capturing night; dividing night from day*

Purpose

Day and Night can be used to introduce and reinforce the following skills and understandings:

- S** recognising the features of myths;
- S** identifying a problem and predicting outcomes;
- S** considering the consequences of characters' actions;
- S** exploring antonyms;
- S** identifying cause and effect in a storyline;
- S** developing an argument based on information in the text;
- S** understanding that objects in the sky have patterns of movement.

Investigation Tools

- Digging Deeper – What Is a Day?, page 29
- Looking Closer – The Sun, pages 30–31
- Making Connections – Tales of the Sun, page 32

The Guided Reading Lesson

- S** Recognising the features of myths
- S** Identifying a problem and predicting outcomes
- S** Considering the consequences of characters' actions

Introducing the text

Write “light” and “dark” on the board. Discuss why we need light and dark and list the students’ ideas under each heading.

Explain to the students that they will be reading two myths about the problems with night and day. In both stories, people try to solve the problems by controlling the day or the night.

Discuss the features of a myth (third-person narrative, personification, mythical concepts, descriptive language, often an explanation of a natural event). Ask the students to think about these features when they are reading the stories. Read the titles of the stories on the contents page.

Reading and discussing the text

Ask the students to read to the end of page 6.

- *What is the problem in the story?*
- *What does it mean for the characters?*

Allow the students to share their ideas.

- *What is Maui going to do?*
- *Do you think it's a good idea? Why?/Why not?*
- *How do you think he will make the sun go slower?*

The students can now read to the end of the story.

When they have finished reading, discuss the consequences of Maui's actions.

- *Did Maui do the right thing? Why?/Why not?*
- *If you were Maui, what would you have done?*

Ask the students to read pages 15 and 16. As they read, ask them to identify the problem in this story and the effect it is having on people's lives.

When the students have finished reading, discuss possible solutions to the problem. Encourage the students to examine each solution carefully. Model sentence starters that they could use, such as “What if ...”, “Have you thought of ...”, and “But that solution doesn't ...”. As a result of this discussion, the students may want to revise their solutions.

The students can now read to the end of the story. When they have finished reading, discuss the actions of the characters and how they changed people's lives.

The last four pages of the text contain non-fiction information related to the stories. The students can read this now, or they can read it later as part of their independent reading.



Revisiting the Text

The activities below can be used immediately after the guided reading lesson, during later reading sessions as mini-lessons, or as independent activities.

S Exploring antonyms

Write the words “day” and “night” on the board. Explain to the students that words with an opposite meaning are called antonyms. Encourage the students to find other examples of antonyms in the text (short/long, slow/fast, light/dark, daytime/night-time).

S Identifying cause and effect in a storyline

Explain that events or actions cause other things to happen.

Draw a cause-and-effect chain on a chart like this: The sun was moving quickly. → The days were short. → Hina couldn't dry her tapa. → Hina was sad.

Ask the students questions about other cause-and-effect chains in the story. Add their ideas to the chart.

When you are confident that the students understand cause-and-effect relationships, encourage them to draw their own cause-and-effect chain for *How Night Came*.

S Understanding that objects in the sky have patterns of movement

Read page 29 together then ask the students to explain the pattern of day and night in their own words.

- *What would it be like if we never had day?*
- *What would it be like if it was always light?*

S Developing an argument based on information in the text

☞ The students can use the information in the text to complete the blackline master on page 67.