# Paku

**He whakarāpopoto**

During a walk up a mountain a family discovers an orphaned baby kea. It would not survive by itself. They decide to take the kea with them and contact Te Papa Atawhai for help.

**He whatu pānui**

**Hei tautoko i te kaipānui**

* This story shows students what they can do if they come across an injured native bird.
* The story identifies the weasel as a threat to native birds.

**Kia mataara!**

* The story encourages the students in taking on a caring role in preserving our living taonga. The kea would have died. Should the family have intervened?

**He kete kupu**

Ensure that your students are familiar with the words in this 'He kete kupu' and are able to use them confidently.

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| **whakarērea**  | abandoned  |
| **wetekina**  | untie  |
| **poipoi**  | embrace, protect, hold  |
| **tapaina**  | give a name  |
| **hakinohi**  | nosy parker  |
| **tūkino**  | damage  |

Hei wānanga i te reo

**Āpitihanga 1 – Ngā āheinga reo**

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| **Aroha**  | Ka pupū ake te aroha i a au  |
| **Pōuri**  | He āhua pōuri i roto i ...  |

**Āpitihanga 2 – Ngā ariā o te reo**

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| Ngā hongonga  |
| Te weu **ki**  | ka hoki **ki** te  | 1w  |
| Te pūriro **tō**  | I **tō** mātau  | 3w  |

**Āpitihanga 3 – Te wetewete i te reo**

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| Kōeke 1  |
| Te kūmua **whaka-**  | **whakarērea, whakamārama**  |
| Ngā kupu whakahono  | **Nā reira**  |
| Ngā pūmahi  | **Ka, kua, i**  |
| Ngā kupu āhua  | **pōuri**  |
| Kōeke 2  |
| Ngā pūriro  | **Tō mātou**  |

**Āpitihanga 4 – Ngā rārangi kupu**

**Kōeke 1–3**

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| **āhua**  | he **āhua** pōuri  |
| **aroha**  | Ka **aroha**.  |
| **hari**  | Me **hari** tātou ...  |
| **herea**  | ... i **herea** i tōna hope  |
| **kōhimuhimu**  | ... i **kōhimuhimu** mai ...  |
| **maunga**  | ... i runga i te **maunga** ...  |
| **mutu**  | ka **mutu**, ka ...  |
| **nāna**  | **Nāna** mātou i ...  |
| **ohorere**  | ... ka **ohorere** au...  |
| **paku**  | Nā te **paku** o tōna ...  |

**Hei whakaihihi**

* In groups get the students to list all the names of the birds they know. Divide the list into native and introduced birds.
* What is an orphan – pani? Have you ever come across an orphaned animal? What did you do?
* What is the best way to help a sparrow flying in a classroom?
* List introduced pests.
* What does a kea look like? Draw one.
* A kea is a type of parrot. What are the characteristics of a parrot?

**After reading the story:**

* What is the role of Te Papa Atawhai?
Invite a kaimahi from Te Papa Atawhai to talk to the class.

**Hei whakatā**

* Read an extract from the story. The students check if any tohutō are missing as you read. They highlight the ones you have missed.
* Make a list of synonyms for 'paku'.
* In pairs the students ask each other questions about the story.

**Hei wānanga**

* Divide the class into two groups. Conduct a debate on the topic, 'When you come across an orphaned wild animal should you leave it or try to save it?'
* In pairs students write down ideas on how to eradicate pests such as weasels. Each pair can then present their ideas for discussion.

**Hei mahi kē atu**

* The students write a report for Te Papa Atawhai about the kea.

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| **Te pūrongo mō Te Papa Atawhai**  |
| Momo manu:  |
| Whakarōpūtia:* Kei te aha?
 |
| Whakaaturanga:* He aha te āhuatanga? (te rahi, āhua, ngā tae)
* Nō hea?
 |
| Ngā mea pai:  |

**He whakapuaki māramatanga**

1. I hea te whānau i te wā i kite ai rātou i te kea?
2. Ki te whakarērea te pīpī kea, ka aha?
3. Ko 'Paku' te ingoa o te kea. He aha i tapaina pērā ai?
4. Nā wai a Paku i tiaki?
5. Ka haere a Paku ki te whare kararehe. Kōrerotia ētahi huapai me ētahi huakino o ngā whare karaehe.