# Ehara Tēnei i te Kēmu Noa Iho, nā Jordan Waiti

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| He whakarāpopototanga **Kei te whakarite a Hoani rāua ko Hinepai ki te tākaro rīki. E haere ana te whānau ki te mātaki i a rāua e tākaro ana. Kei te tākaro tō rāua kapa Aihe, ki te kapa Tohorā. Ko tētahi moemoeā o ngā tokorua nei, kia uru rawa rāua ki te Kapa Kiwi kia pakeke ake nei rāua.** Summary Hoani and Hinepai are preparing to play rugby league.The family is off to watch them play. Team Aihe play against team Tohorā. One aspiration they have is to play for the Kiwi team when they grow older. | |
| **Te momo reo tuhi** Language style | * He Tuhinga Taki (Recounts)  – Te taki whaiaro (Personal recount) |
| **Ētahi āhuatanga o tēnei momo reo tuhi** Features of this language style | * Te whakawhiti kōrero (Dialogue) Hei tauira: – **"Kia kamakama, tīkina ō kōrua ārai-waha,”** te karanga a Māmā. (wh. 2) – **“Kei ā māua pēke e Mā,”** te whakahoki a Hinepai. (wh. 2) – **“A tēnā, hoake tātou”** te kī a Māmā. (wh. 2) –**“Whanaia te pōro,”** te karanga a tētahi o ngā mātua. (wh. 4) – **“Whāia, whāia te tāhae rā e Hine.”** (wh. 4) – **“Rutua e Hine,”** te umere a Pāpā. (wh. 4) – **“Uuuuuu, Hinepai. Kino kē koe ki te oma. Mahue ana au ki muri,”** tā Hoani. (wh. 6) –**“Kei te whakarite noa mō te kapa Kiwi,”** te whakahoki a Hinepai. (wh. 6) * Ngā kīwaha (Idioms) Hei tauira: – “A tēnā, **hoake** tātou” (wh. 2) – **Āna**, kua tae mai te tīma Tohorā. (wh. 3) – “**Aii**, kua piro ngā Tohorā” (wh. 4) – **Parahutihuti** ana a Hinepai (wh. 5) – **Kino kē** koe ki te oma. (wh. 6) |

## I te Ākonga e Pānui ana i te Pukapuka

### **During Reading**

1. **Hoatu ki ngā ākonga tētahi kōrero kua ūkuia ngā tohu tuhituhi katoa o roto. Mā te ākonga e whakauru ngā tohu tuhituhi tika, pēnei i te tohu kōrero, i te ira piko, i te aha atu, ki ngā wāhi tika.**

Provide students with text from which the punctuation has been removed. Students will enter the correct punctuation, e.g, speech marks, commas, etc.

1. **Kimihia tētahi kupu matua, tētahi kupu hou, tētahi kupu pai rānei ki a koe mai i te tuhinga, kātahi ka tuhi i tētahi ruri e hāngai ana ki te kaupapa o te kōrero, ā, ina tuituia ētahi o ngā pū o roto (hei tauira, te pū tuatahi pea o ia rārangi o te ruri) ka puta ake taua kupu i kōwhiria rā e koe.**

Identify one of the key words, or a new or interesting word to you, within the text then use it as the basis for an acrostic poem that relates to the topic of the story.

1. **Ōhia manomanotia ngā mahi hākinakina a ngā ākonga. Kātahi ka mahi takitoru ngā ākonga ki te tuhi, ki te hanga whakaari, ka whakaatu atu ai ki te akomanga.**

Brainstorm the recreational or sports activities the students are involved in. Working in groups of three, write a short play and perform it for the class.

1. **Tuhia he whakarāpopototanga o te paki. Whakamahia kia toru ngā kīwaha mai i te paki i roto i tō whakarāpopototanga.**

Write a summary of the story using three idioms from the story.