# I Muri i te Pānui Pukapuka

#### **Ka taea te whakamahi ēnei ngohe hei aromatawai, hei whakawhānui hoki i ngā pūkenga o ngā ākonga.**

1. **Akiakihia ngā ākonga kia matapaki i ngā pātai nei:**
**– He aha ngā akoranga matua ka mau i a tātou mai i tēnei pukapuka?**
**– He aha ngā pātai i tuhia e koe i mua i tō pānui i te pukapuka nei?**
**– Kua whakautua ō pātai?**
**– Ki te kore, rapua he whakautu mā tētahi atu huarahi, arā, i te whare pukapuka, i te ipurangi, i ōu whanaunga rānei.**

**Possible assessment and extension activities.**
– The students discuss the following questions:
– What are the main ideas we have gained from reading this book?
– What were the questions you wrote before you read the book?
– Have your questions been answered? If not, try to find some answers in another way – try the library, the internet, or perhaps family members.

1. **Me tautohu te reo whakaahua o roto i te pukapuka, ka whakamārama atu ai ki ngā ākonga i te wāhi ki tēnei reo hei āwhina i te kaipānui ki te kite, ki te rongo i ngā whakaaro, i ngā kare ā-roto o te kaituhi. Hei tāpiri atu, me whakamārama atu mā te whakamahi i te maha atu o ngā momo tauira o te reo whakaahua, ka pārekareka ake te kōrero.**

Identify descriptive language in the book and talk to the students about how it helps the reader identify with the feelings of the writer. You could also talk about how the use of descriptive language makes writing sound more interesting.

#### He hokinga whakamuri hei kōkiringa whakamua

1. **Me pānui tēnei pūrākau whakamārama i mua i te aro atu o te akomanga ki te ako, ki te tākaro i tētahi kēmu mai i ngā rā o mua.**
**Kia whakaaro nui ki te āhua o te mahi tahi a ngā ākonga ki te whakatutuki i tētahi whāinga ā-rōpū.** **Mēnā e āhua hapa ana, e āhua ngoikore ana te mahi tahi, me whakapakari ake. Mēnā e kaha ana,** **ka whakarite kē pea ki te whai i tētahi kaupapa nui ake hei painga mō te hapori whānui. Hei tauira:**
**– He whakarite rā hokohoko mō te kura.**
**– He whakatō māra kai mā te kura, mā te hapori rānei.**

**Ideas for reflecting on learning and planning next learning steps**
Reflect on how students interacted with each other to gauge whether or not they are able to work co-operatively to achieve a shared goal. Plan to either strengthen this aspect if necessary, or to maximise on their exisiting strengths to benefit a school or community initiative. E.g:
– Planning an event for a school gala.
– Developing a school or community garden**.**

1. **Kia uiui ia ākonga i tētahi koroua, kuia rānei mō ngā āhuatanga o tētahi kēmu i tākaro ai ia i a ia e tamariki ana. Kātahi ka riro mā te kōrero ā-waha, mā te whakaaturanga ā-rorohiko rānei e whakaatu ēnei kōrero ki te akomanga.**

Ask students to interview either a koroua or kuia about a game they used to play as children. Then they present their information either as a speech or a computer-aided presentation.