Kia Tau te Aroha o te Ao. Hī!

He whakarāpopototanga

**Ko tēnei kōrero i ara mai i te rū nui i pā atu ki te whenua o Ōtautahi. I te wā e moe tonu ana te whānau o Hana, i rū te whenua, ā, ka whakaoho ake a Hana i tōna whānau, ka huihui ai ki te tāwharau o te kūaha. Ahakoa i tau ngā nukunuku a Rūaumoko, i te anipā tonu te tamāhine a Hana. Nā tōna kaha anipā, ka titoa he haka e whakamārama ana i ngā āhuatanga i pā atu ki a ia, ā, nā tēnei i tau ai ia.**

**nā Hana O’Regan rāua ko Manuhaea Mamaru-O’Regan**

Summary

This story focusses on the Christchurch earthquake. While Hana and her family were sleeping the earthquake struck and Hana wakes up the family and they huddle together under the safety of the doorway. Even though the earthquake ceases Hana’s daughter is still apprehensive, and because of this she composes a haka to express her feelings.

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| --- | --- |
| **Te momo reo tuhi**  Language style | * He Tuhinga Taki Whakamārama *(Explanatory narrative)* – Te paki whakamārama pohewa *(A narrative, which has been conceived and composed by the writer, that explains a feature of the natural world)* |
| **Ētahi āhuatanga o tēnei momo reo tuhi**  Features of this language style | * He reo tautahi (First person)   Hei tauira:   – Tokorima **mātou** i tō **mātou** whare. (wh. 2)  – Ko Hana **tōku** ikoa ... (wh. 2) – Kotahi atu **ōku** whakaaro ki **āku** tamariki ... (wh. 3) – ka umere atu **ahau** ki tō rāua pāpā ... (wh. 3) * He reo whakaahua (Descriptive language)  Hei tauira:   **– I katia hoki te hiko nā reira i te whāwhā haere ahau i taku ara i te pōuriuritaka o te pō. (wh. 4)  – I te kāueue te whare me he paraikete e kapakapa ana i te hau. (wh. 4) – I tērā wā tonu i te whakaaro ahau tērā pea ka tae mai tētahi parawhenua mea, arā, he karu tipua, ā, kai te taha moana mātou e noho ana ...** (wh. 5) |

I te Ākonga e Pānui ana i te Pukapuka

During Reading

**1. Hoatu te kōrero ki ngā ākonga, ā, kua ūkuia ngā tohu tuhituhi. Mā te ākonga e whakauru ngā tohu tuhituhi tika. Hei tauira: te tohu kōrero, ira piko, arā atu.**

Provide students with the text where the punctuation has been removed from the text beforehand. Students will enter the correct punctuation. For example: speech marks, commas etc

**2. Tautohua kia 10 ngā kupu ā-iwi nō Ngāi Tahu i te kōrero. Ka tuhi i ngā kupu taurite e whakamahia ana e ngā ākonga.**

Identify 10 words from Ngāi Tahu dialect in the story. Write similar words that the students use.

**3. Tautohua kia rima ngā rerenga reo whakaahua i te kōrero. Ka tuhi ngā ākonga he whakamāramatanga mō ia rerenga i ō rātou ake reo.**

Identify 5 descriptive language sentences from the story. Students write their own explanation for each sentence.

**4. Wānangahia ngā kupu hou i te tūtohi e whai ake nei. Whakamahia ngā kupu hou i roto i tētahi whakaari ka whakaatu ki tō rōpū ako.**

Discuss the words in the chart below. Use as many new words as possible to create a short skit in groups to present to the class.

Mā te ākonga

|  |  |
| --- | --- |
| **Kupu kē** | **Te Reo o Ngāi Tahu** |
| anga (o te kūaha) | aka |
| engari, heoi | ekari |
| pāpā, matua | hākoro |
| māmā, whaea | hākui |
| ingoa | ikoa |
| ngā | kā |
| ngana | Kana |
| ngaru nui, tai āniwhaniwha | karu tipua |
| ngāueue, e rū ana, e oreore ana | Kāueue |
| Putanga | Putaka |
| moenga, he wāhi moe | Rara |
| reo irirangi | reo iriraki |
| Mahuru, Hepetema | Rima |
| rongo, te mahi a te taringa | Rook |
| Runga | Ruka |
| Taenga | Taeka |
| Tangi | Taki |
| Tīmatanga | Tīmataka |
| Whakarongo | whakaroko |