

# **Mā te Pouako He Kohikohinga 58**

Tau 4–6

# Ngā Ihirangi

## He Kupu Whakataki

*Introduction*

## Te Whāinga o Tēnei Rauemi

*Purpose*

## He Hononga ki Te Marautanga o Aotearoa

*Curriculum Links*

## He Hononga ki Ngā Whanaketanga Rumaki Māori

*Links to National Standards for Māori-medium Education*

## He Tirohanga Whānui me ngā Āhuratanga Reo

*Overview of Stories and their Language Features*

## He Huarahi Ako

*Teaching and Learning*

## I Mua i te Pānui Pukapuka

*Before Reading*

## Ngā Tangi o te Taiao

## Te Tangi a Hinepūtehue

## E, Ko Hinepūtehue

## Ka raru a Pēpepe i a Hineraukatauri

## He Waiata mō te Pūtōrino

## Ko Hinemoa rāua ko Tūtānekai

## I Muri i te Pānui Pukapuka

*After Reading*

## Ngā Tohutoro

*References*

***Ko te reo Māori te kākahu o te whakaaro,  
te huarahi i te ao tūroa.***  
nā Tā Hēmi Henare, 1984

## **He Kupu Whakataki**

### *Introduction*

Ko te huinga pukapuka He Kohikohinga he kohinga kōrero nō neherā, nō ēnei rangi tonu e hāngai ana ki te hunga tamariki kei ngā tau 4–6. Ko te arotahinga o tēnei putanga ko ngā Taonga Pūoro.

He Kohikohinga series is a collection of traditional and contemporary stories intended for children in years 4–6. This issue focuses on Taonga Pūoro.

## **Te Whāinga o Tēnei Rauemi**

### *Purpose*

He mea waihanga tēnei rauemi hei tautoko i ngā pouako ki te:

- tautohu hononga ki *Te Marautanga o Aotearoa*
- tautohu hononga ki Ngā Whanaketanga Rumaki Māori
- whakahāngai i ngā kōrero ki ngā hōtaka reo matatini a te kura
- whakawhānui i ngā horopaki me ngā whakamahinga o tēnei pukapuka mā te whakatauiria i ētahi momo ngohe ako
- tīpako i ētahi rautaki ako hei taunaki i ngā pūkenga reo me te mātauranga e arotahitia ana i roto i tēnā paki, i tēnā paki.

This resource is intended to assist teachers to:

- identify links to *Te Marautanga o Aotearoa*
- identify links to the Māori-medium national standards
- align the text to school literacy programmes
- extend the context and uses of the text with examples of learning activities
- highlight learning strategies which support the focus skills and knowledge of each story.

# He Hononga ki Te Marautanga o Aotearoa

## Curriculum Links

Anei ētahi hononga ki ngā wāhanga ako o Te Reo Māori, me te Hauora nō *Te Marautanga o Aotearoa*. He hononga anō ki ētahi atu wāhanga ako engari mā te pouako tonu e whiriwhiri ko ēhea ngā wāhanga ako me ngā whāinga paetae hei whakaako māna.

Here are some links to Te Reo Māori and Hauora learning areas of *Te Marautanga o Aotearoa*. Links can also be made to other learning areas, but teachers should select which learning areas and achievement objectives to teach.

Te Taumata	Te Wāhanga Ako	Te Whenu	Te Whāinga Paetae
Taumata 3	Te Reo Māori	ā-Tinana (Āheinga Reo)	Ka mārama ki te reo ā-Tinana ahakoa he ōpaki, he ōkawa rānei te horopaki.
Taumata 3	Te Reo Māori	ā-Tā (Puna Reo)	Ka marāma ki ētahi kupu ake o tētahi kaupapa motuhake.
Taumata 3	Te Reo Māori	ā-Tā (Rautaki Reo)	Ka whakamahi i ētahi rautaki rangahau.
Taumata 3	Te Reo Māori	ā-Tinana (Rautaki Reo)	Ka hāngai te reo ā-waha, ā-tinana ki te kaupapa o te kōrero.
Taumata 3	Hauora	Koiri (Akoranga Koiri)	Ka whakawhānui i ngā pūmanawa koiri e pārekareka ana ki a ia, me te whakaaroaro ki ngā painga o aua mahi mōna.

## He Hononga ki Ngā Whanaketanga Rumaki Māori

### Links to the National Standards for Māori-medium Education

#### Whanaketanga 3

#### Taha Pānui (ā-Tā)

E hāngai ana ki te ākongā kua tutuki i a ia te **Taumata 3** o *Te Marautanga o Aotearoa* me te mahi ko ia anake.

Te Tino Wāhanga Reo	Ngā Whāinga
Āheinga Reo	Ka mārama atu, ka tātari anō te ākongā i ngā pūtake o ngā tuhinga kei waenga o te taumata Pīngao (KPe), kei te taumata tuatoru anō o te marautanga.
Rautaki Reo	Ka tātari, ka whakamahi anō te ākongā i ētahi rautaki pānui e mārama ai ia ki ngā tuhinga kei waenga o te taumata Pīngao (KPe), kei te taumata tuatoru anō o te marautanga.

# He Tirohanga Whānui me ngā Āhuatanga Reo

*Overview of Stories and their Language Features*

E ono ngā kōrero o roto i te pukapuka *He Kohikohinga 58*. Kei ngā whārangi e whai ake nei he paku whakamārama mō ia kōrero. Kua tohua te momo reo tuhi, ōna āhuatanga, me ētahi taura nō roto tonu i ia kōrero. Ko te whāinga, kia āhei ngā ākonga ki te torotoro i te whānuitanga o ngā momo reo tuhi me ngā āhuatanga o tēnā momo tuhituhi, o tēnā momo tuhituhi.

There are six stories in the journal *He Kohikohinga 58*. The following pages provide a brief overview of each story. They point out the language style, features of that style, and some examples from the story. The intention is that students are able to explore the range of writing styles and the features of each style.

# He Huarahi Ako

*Teaching and Learning*

## He Whāinga Ako

*Teaching Purposes*

Kia tautoko i ngā ākonga ki te:

- whakawhanake i ō rātau mōhiotanga e pā ana ki te ao pūoro
- tautohu i ngā momo āhuatanga reo o ngā tuhinga taki
- whakawhanake i ō rātau pūkenga ki te tautohu i ngā take matua o tētahi pūrākau me te whakaraupapa tika mai i aua take
- whakawhānui rautaki whakamārama kia taea ai te hono, te pātai, te whakatau, me te tautohu i te pūtake me te whakaaro o te kaituhi.

To support students to:

- develop their knowledge about music
- identify language features of explanatory narratives
- develop their skills in identifying the main points of a story and putting them in sequential order
- develop comprehension strategies to make connections, to ask questions, to infer, and to identify the author's purpose and point of view.

## He Horopaki Ako

*Contexts for Learning*

Anei ētahi whakaaro mō ngā horopaki ako ka taea:

- ngā taonga pūoro a te Māori
- ngā taonga pūoro o tāwāhi
- ngā tuhinga rotarota
- te mahi tahi
- te whakaputa whakaaro whaiaro.

Contexts for learning could include:

- Māori musical instruments
- instruments from other countries
- writing rotarota
- working together
- expressing personal opinions.

Accessed from Mā te Pouako

<http://matepouako.tki.org.nz>

© New Zealand Ministry of Education 2012.

Teachers in New Zealand may copy and adapt these notes for non-commercial educational purposes

# I Mua i te Pānui Pukapuka

*Before Reading*

1. Matapakihia te taitara o te kōrero.  
Tohua ngā ākongā kia whakarite whāinga mā rātou ake. Hei tauira:  
*Hei te mutunga o tēnei kōrero, ka taea e au te hanga tuhinga taki whaiaro mō tētahi kaupapa taonga pūoro ka rangahau ahau.*

Discuss the title of the story.

Instruct students to set goals for themselves. For example:

*By the end of this story, I will be able to write a personal recount about musical instruments I have researched.*

2. Rangahaua ngā kōrero mō ngā taonga o nehe i whakatangihia e ngā tīpuna.  
Hei tauira:  
*Taonga Pūoro*  
<http://www.radionz.co.nz/concert/audiofeatures/hearapuoro>  
*Ngā ingoa o ngā taonga Pūoro*  
[http://www.tahaa.co.nz/index.php?option=com\\_content&view=article&id=15&Itemid=30](http://www.tahaa.co.nz/index.php?option=com_content&view=article&id=15&Itemid=30)  
*Te wehenga o Ranginui rāua ko Papatūānuku*  
<http://www.teara.govt.nz/en/maori-creation-traditions/1/3>

Research stories about traditional instruments played by our tīpuna.

For example:

*Māori instruments*

<http://www.radionz.co.nz/concert/audiofeatures/hearapuoro>

*Names of the instruments*

[http://www.tahaa.co.nz/index.php?option=com\\_content&view=article&id=15&Itemid=30](http://www.tahaa.co.nz/index.php?option=com_content&view=article&id=15&Itemid=30)

*The separation of Ranginui and Papatūānuku*

<http://www.teara.govt.nz/en/maori-creation-traditions/1/3>

## Ngā Tangi o te Taiao (wh. 2–3)

nā Rāniera Ranga rāua ko Te Urikore Biddle-Ranga

### He whakarāpopoto

Ko tēnei kōrero ka tīmata mai i te ao. Mai i reira ka puta ko ngā oro o ngā manu, o ngā ngārara, o ngā rākau hoki, ā, tae noa mai ki te tihe tuatahi o te tangata.

### Summary

The story recounts the beginning of the world. From there comes the sounds of manu, insects, and trees, up until the first breath of people.

### Te momo reo tuhi

#### Language style

- He Tuhinga Pūrākau Whakamārama (*Origin narrative*)
  - Te Pūrākau whakamārama (*A narrative that explains the origin of aspects of our world*)

### Ētahi āhuatanga o tēnei momo reo tuhi

#### Features of this language style

- Te reo whakaahua (*Descriptive language*)  
Hei tauria:
  - **I te tīmatanga ko te pū,  
ko te more,  
ko te weu,  
ko te aka,  
ko te rea,  
ko te wao nui.**

## I te Ākongā e Pānui ana i te Pukapuka

### *During Reading*

### He Ngohe

#### *Learning Activities*

Anei he whakaaro mō ētahi ngohe e hāngai ana ki ngā kōrero katoa o roto o *He Kohikohinga 58*. Ka taea e te pouako ēnei te whakamahi kia tutuki ai ngā whāinga whakaako me ngā whāinga ako. Ka taea anō e ia te rāwekeweke ēnei whakaaro kia hāngai ake ki ngā whāinga ako me ngā hiahia o ngā ākongā.

Here are some ideas for learning activities aligned with all the stories in *He Kohikohinga 58*. Pouako can use these to help achieve their teaching and learning objectives. These ideas can be adapted to align with the learning objectives and needs of the students.

1. Tāruatia te kōrero. Ūkuia ētahi o ngā tohu tuhituhi i te kōrero, ā, hoatu ki ngā ākongā. Mā te ākongā e whakauru ngā tohu tuhituhi e tika ana.

Photocopy the story. Remove some of the punctuation and give to the students. Students will enter the correct punctuation.

2. Kimihia ētahi kupu matua, tētahi kupu hou, tētahi kupu pai ki a koe rānei mai i te kōrero. Kātahi ka tuhi i tētahi rotarota e hāngai ana ki te kaupapa o te kōrero.

Identify some key words, a new word, or word you like in the text. Then write a poem related to the topic of the story.



## Te Tangi a Hinepūtehue (wh. 4–8)

nā Rāniera Ranga rāua ko Te Urikore Biddle-Ranga

### He whakarāpopototanga

Ko tēnei tuhinga e kōrero ana mō te riri o Tāwhirimātea i te wā i wehe a Tāne i ō rātau mātua. Ko Hinepūtehue te tamāhine a Tāne rāua ko Hinerauāmoa. I tōna rongō i te kino me te riri e rēre haere ana i ngā hau, kātahi ka puritia e Hinepūtehue te hau ki roto i ōna hue kia ringihia ki te aroha. Kātahi ka huri ēnei hau, ka puta atu ko te reo o te maungārongo.

### Summary

This story talks about the anger Tāwhirimātea felt when Tāne separated their parents. Hinepūtehue was the daughter of Tāne and Hinerauāmoa. When she heard of the ill will and the rage flying in the wind, Hinepūtehue captured the wind in her gourds of love. Then the wind was transformed into peaceful sounds.

### Te momo reo tuhi

Language style

- He Tuhinga Pūrākau Whakamārama (*Origin narrative*)
  - Te Pūrākau whakamārama (*A narrative that explains the origin of aspects of our world*)

### Ētahi āhuatanga o tēnei momo reo tuhi

Features of this language style

- Te reo whakaahua (*Descriptive language*)  
Hei tauira:
  - ... **kia wehea ōna mātua.** (wh. 4)
  - ... **hei tuanui mō te ao** ... (wh. 5)
  - ... **hei oneone, hei whenua.** (wh. 5)
  - **Pupuhi ake ana ngā pāpāringa o Tāwhirimātea** ... (wh. 6)
  - ... **ka kapohia atu ngā hau** ... (wh. 7)

## I te Ākongā e Pānui ana i te Pukapuka

*During Reading*

### He Ngohe

*Learning Activities*

Anei he whakaaro mō ētahi ngohe e hāngai ana ki ngā kōrero katoa o roto o *He Kohikohinga 58*. Ka taea e te pouako ēnei te whakamahi kia tutuki ai ngā whāinga whakaako me ngā whāinga ako. Ka taea anō e ia te rāwekeweke ēnei whakaaro kia hāngai ake ki ngā whāinga ako me ngā hiahia o ngā ākongā.

Here are some ideas for learning activities aligned with all the stories in *He Kohikohinga 58*. Pouako can use these to help achieve their teaching and learning objectives. These ideas can be adapted to align with the learning objectives and needs of the students.

1. Whakamāramahia ngā āhuatanga o ia atua. Ka matapaki ngā ākongā ko ēhea ngā atua e mōhiotia ana e rātou. Mā te pouako e whakamahi te kauwhata hei tautoko i a rātou.

Explain to the students the characteristics of each atua. Students can discuss which atua they are familiar with. The teacher can help them using the chart below.

Accessed from Mā te Pouako

<http://matepouako.tki.org.nz>

© New Zealand Ministry of Education 2012.

Teachers in New Zealand may copy and adapt these notes for non-commercial educational purposes

Io	Ko Io te tīmatanga me te mutunga o ngā mea katoa.
Ranginui	Ko Ranginui te atua o ngā rangi me te kaitiaki o āna mokopuna maha, arā, ko ngā aorangi, ngā whetū me te marama.
Papatūānuku	Ko Papatūānuku te whenua e noho nei te tangata. Ko ia hoki te whaea o ngā mea katoa.
Tāne	Ko Tāne te kaitiaki o te ngahere, ngā manu, ngā ngārara, arā atu. Ko ia hoki te kairapu i ngā kete o te wānanga, ā, i wehe ia i a Ranginui rāua ko Papatūānuku.
Tāwhirimātea	Ko ia te atua o ngā hau me ngā pae huarere.
Rongomātāne	Ko ia te atua o te whakatō kai, te atua o te hauhake. Ko ia hoki tētahi o ngā atua o te maungārongo.
Haumietiketike	Ko ia te atua o te rongoā me ngā momo otaota.
Tangaroa	Ko ia te atua o ngā ika.
Rūaumoko	Ko ia te atua o ngā rū, me ngā puia.
Tūmatauenga	Ko ia te atua o te pakanga me ngā riri pakanga.
Hinerauāmoa	Ko ia tētahi o ngā tamaiti a Tangotango – nō te whānau whetū. Ko ia hoki te whaea o Hinepūtehue.
Hinepūtehue	Ko ia te kaitiaki o te hue.

2. Tautohutia tētahi atua Māori mai i te tuhinga, kātahi ka tuhi i tētahi rotarota pangakupu e hāngai ana ki āna mahi.

Identify one of the atua in the text, then write an acrostic poem about their role.

3. Whakaraupapahia me te whakamārama i ngā kaupapa matua nō roto i te tuhinga, hei tauira, te mahi a ia atua, tōna wāhi, tōna āhuatanga ka kawea.

List and explain the main points in the story, for example, what each atua does, their territory, and attributes.

## E, Ko Hinepūtehue (wh. 9–11)

nā Rāniera Ranga rāua ko Te Urikore Biddle-Ranga

<b>He whakarāpopototanga</b> Ko tēnei waiata mō te hue. Ko Hinepūtehue te kaitiaki, ko ia hoki te kaiwhakarite i te nguha o te riri. Ko te reo ka puta mai i te hue he reo onamata, he tangi aroha, he reo o te maungārongo. Summary This song is about the hue. Hinepūtehue is the guardian, the one who arranged the calming of rage. The sound from the guord is ancient, full of love, and brings peace and calm.	
<b>Te momo reo tuhi</b> Language style	<ul style="list-style-type: none"><li>• He Tuhinga Whakangahau (<i>Writing to uplift and stimulate</i>)<ul style="list-style-type: none"><li>– He paki whakangahau (<i>An entertaining narrative</i>)</li></ul></li></ul>
<b>Ētahi āhuatanga o tēnei momo reo tuhi</b> Features of this language style	<ul style="list-style-type: none"><li>• He huarite (<i>Rhyme</i>) Hei tauira:<ul style="list-style-type: none"><li>– He tamaiti nā / Tānemahuta / He tamaiti nā / Hinerauāmoa (wh. 9)</li><li>– He reo onamata / He tangi aroha (wh. 11)</li></ul></li></ul>

## I te Ākonga e Pānui ana i te Pukapuka

*During Reading*

### He Ngohe

*Learning Activities*

Anei he whakaaro mō ētahi ngohe e hāngai ana ki ngā kōrero katoa o roto o *He Kohikohinga 58*. Ka taea e te pouako ēnei te whakamahi kia tutuki ai ngā whāinga whakaako me ngā whāinga ako. Ka taea anō e ia te rāwekeweke ēnei whakaaro kia hāngai ake ki ngā whāinga ako me ngā hiahia o ngā ākonga.

Here are some ideas for learning activities aligned with all the stories in *He Kohikohinga 58*. Pouako can use these to help achieve their teaching and learning objectives. These ideas can be adapted to align with the learning objectives and needs of the students.

1. Mahi takiwhā. Ākina ngā ākonga kia hanga i tētahi rangi me ētahi mahi ā-ringa mō te waiata.

Work in groups of four. Encourage students to create a tune and actions for the song.

2. Rangahaua te hue, kātahi ka whakaingoatia ngā wāhanga o te hue.

Research the gourd, then name the parts of the gourd.

3. Rangahaua te whakapapa o tētahi taongo pūoro Māori. Whakaaturia āu mahi rangahau ki te akomanga.

Research the whakapapa of a Māori musical instrument. Present your research to the class.

Accessed from Mā te Pouako

<http://matepouako.tki.org.nz>

© New Zealand Ministry of Education 2012.

Teachers in New Zealand may copy and adapt these notes for non-commercial educational purposes

## Ka Raru a Pēpepe i a Hineraukatauri (wh. 12–21)

nā Rāniera Ranga rāua ko Te Urikore Biddle-Ranga

### He whakarāpopoto

He kōrero tēnei mō te ahunga mai o te pūtōrino. I te rēre haere noa iho a Pēpepe, kātahi ka kite ia i tētahi tūngoungou, ka puta mai a Hineraukatauri. Kāore e roa ka ohore a Pēpepe i te mea ko ia te kai a Hineraukatauri. Nā konei i ahu mai ngā reo o te pūtōrino, arā, te reo tāne me te reo wahine. E ai ki ētahi, ka rangona ake hoki te reo o te tamaiti.

### Summary

This is a story of the origin of the pūtōrino. Pēpepe is flying about, then sees a chrysalis, and Hineraukatauri emerges. Not long after Pēpepe is surprised to find he is being eaten by Hineraukatauri. From this comes the sounds of the pūtōrino, that is the male and female voices. According to some, a child's voice is also heard.

### Te momo reo tuhi

Language style

- He Tuhinga Pūrākau Whakamārama (*Origin narrative*)
  - Te Pūrākau whakamārama (*A narrative that explains the origin of aspects of our world*)

### Te momo reo tuhi

Language style

- He Kupu tāruarua (*Reduplicated word*)  
Hei tauira:
  - ... e tangi **hotuhotu** ana. (wh. 12)
  - Ka **nukunuku**, ka **oreore** haere te **tūngoungou**. (wh. 14)
  - **Ohorere** katoa a **Pēpepe** ... (wh. 16)

## I te Ākonga e Pānuī ana i te Pukapuka

*During Reading*

### He Ngohe

*Learning Activities*

Anei he whakaaro mō tētahi ngohe e hāngai ana ki ngā kōrero katoa o roto o *He Kohikohinga 58*. Ka taea e te pouako tēnei te whakamahi kia tutuki ai ngā whāinga whakaako me ngā whāinga ako. Ka taea anō e ia te rāwekeweke ēnei whakaaro kia hāngai ake ki ngā whāinga ako me ngā hiahia o ngā ākonga.

Here are some ideas for a learning activity aligned with all the stories in *He Kohikohinga 58*. Pouako can use this to help achieve their teaching and learning objectives. These ideas can be adapted to align with the learning objectives and needs of the students.

1. Tāruatia te kōrero. Ūkuia ētahi o ngā tohu tuhituhi i te kōrero, ā, hoatu ki ngā ākonga. Mā te ākonga e whakauru ngā tohu tuhituhi e tika ana.

Photocopy the story. Remove some of the punctuation and give to the students. Students will enter the correct punctuation.

Accessed from Mā te Pouako

<http://matepouako.tki.org.nz>

© New Zealand Ministry of Education 2012.

Teachers in New Zealand may copy and adapt these notes for non-commercial educational purposes

## He Waiata mō te Pūtōrino (wh. 22–23)

nā Rāniera Ranga rāua ko Te Urikore Biddle-Ranga

<b>He whakarāpopototanga</b> He waiata tēnei mō ngā reo ka puta mai i te pūtōrino.  Summary This is a song about the sounds that the pūtōrino makes.	
<b>Te momo reo tuhi</b>  Language style	<ul style="list-style-type: none"><li>• He Tuhinga Whakangahau (<i>Writing to uplift and stimulate</i>)<ul style="list-style-type: none"><li>– Te Paki whakangahau (<i>An entertaining narrative</i>)</li></ul></li></ul>
<b>Ētahi āhuatanga o tēnei momo reo tuhi</b>  Features of this language style	<ul style="list-style-type: none"><li>• He Reo Whakaahua (<i>Descriptive language</i>) Hei tauira:<ul style="list-style-type: none"><li>– <b>Pūhia e te hau angiangi</b> (wh. 22)</li><li>– <b>He tangi hotuhotu</b> (wh. 22)</li><li>– <b>Tangi kau te mapu</b> (wh. 23)</li></ul></li></ul>

## I te Ākongā e Pānui ana i te Pukapuka

*During Reading*

### He Ngohe

*Learning Activities*

Anei he whakaaro mō ētahi ngohe e hāngai ana ki ngā kōrero katoa o roto o *He Kohikohinga 58*. Ka taea e te pouako ēnei te whakamahi kia tutuki ai ngā whāinga whakaako me ngā whāinga ako. Ka taea anō e ia te rāwekeweke ēnei whakaaro kia hāngai ake ki ngā whāinga ako me ngā hiahia o ngā ākongā.

Here are some ideas for learning activities aligned with all the stories in *He Kohikohinga 58*. Pouako can use these to help achieve their teaching and learning objectives. These ideas can be adapted to align with the learning objectives and needs of the students.

1. Mahi ā-rōpū. Mā ia rōpū e āta wetewete ō rātou ake whakaaro mō te tuhinga nei, kātahi ka whakamārama ki rōpū kē.

Group exercise. Each group analyses their thoughts about this writing, then explains these to another group.

2. Ohia manomanotia he whakamutunga anō. Kōrero ki ētahi atu ākongā mō tāu ake whakamutunga.

Brainstorm another ending. Discuss with other students your own ending.

## Ko Hinemoa rāua ko Tūtānekai (wh. 24–32)

*nā Rāniera Ranga rāua ko Te Urikore Biddle-Ranga*

<b>He whakarāpopotanga</b> He pūrākau rongonui tēnei mō ngā tīpuna nei mō Hinemoa rāua ko Tūtānekai, nō te rohe o Te Arawa.  Summary This is a famous story about the ancestors Hinemoa and Tūtānekai, from the Te Arawa district.	
<b>Te momo reo tuhi</b>  Language style	<ul style="list-style-type: none"><li>• He Tuhinga Taki (<i>Recount</i>)<ul style="list-style-type: none"><li>– He taki pohewa tuku iho (<i>Imaginative historical recount</i>)</li></ul></li></ul>
<b>Ētahi āhuatanga o tēnei momo reo tuhi</b>  Features of this language style	<ul style="list-style-type: none"><li>• He reo raupapa (<i>Expressions that order ideas or events in sequence</i>) Hei tauira:<ul style="list-style-type: none"><li>– <b>I te ao, i te pō</b> ... (wh. 26)</li><li>– <b>Nō reira</b>, ka ... (wh. 27)</li><li>– <b>Kātahi</b> ... (wh. 27)</li><li>– <b>Oho ake ana</b> ... (wh. 28)</li></ul></li></ul>

## I te Ākonga e Pānui ana i te Pukapuka

*During Reading*

### He Ngohe

*Learning Activities*

Anei he whakaaro mō ētahi ngohe e hāngai ana ki ngā kōrero katoa o roto o *He Kohikohinga 58*. Ka taea e te pouako ēnei te whakamahi kia tutuki ai ngā whāinga whakaako me ngā whāinga ako. Ka taea anō e ia te rāwekeweke ēnei whakaaro kia hāngai ake ki ngā whāinga ako me ngā hiahia o ngā ākonga.

Here are some ideas for learning activities aligned with all the stories in *He Kohikohinga 58*. Pouako can use these to help achieve their teaching and learning objectives. These ideas can be adapted to align with the learning objectives and needs of the students.

1. Mahi ā-rōpū. Tautohutia ngā take nui kei roto i te tuhinga nei.

Group exercise. Identify the main ideas in this piece of writing.

2. Tohua ngā ākonga kia whakarite i tētahi whāinga ake e hāngai ana ki te kōrero. Hei tauira: Hei te mutunga o tēnei kōrero ka taea e au te rangahau, te waihanga, te kauhau hoki i tētahi whakaaturanga ā-rorohiko mō Hinemoa rāua ko Tūtānekai

Students set a goal related to the story. For example:

*By the end of this story I will be able to research, design, and present a computer-assisted presentation about Hinemoa and Tūtānekai.*

## I Muri i te Pānui Pukapuka

*After Reading*

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

*Possible assessment and extension activities.*

1. Ākina ngā ākonga kia matapaki i ngā pātai nei:
  - He aha ngā akoranga matua kua mau i a tātau mai i tēnei pukapuka?
  - Kua whakautua āu pātai mō ngā taonga pūoro? Ki te kore, rapua he whakautu mā tētahi atu huarahi, arā, i te whare pukapuka, i te ipurangi, i ō whanaunga rānei.

Encourage students to discuss the following questions:

- What are the main ideas we have learnt from this book?
- Have your questions about taonga pūoro been answered? If not, find some answers in another way, that is, from the library, the internet, or ask your relations.

## He Hokinga Whakamuri hei Kōkiringa Whakamua

*Ideas for Reflecting on Learning and Planning Next Learning Steps*

1. Kia uia e ia tamaiti tētahi kuia, koroua, pakeke rānei o tō rātou whānau, mō tētahi waiata, tētahi taonga pūoro i whakamahia, i a rātou e taitamariki ana. Kātahi ka whakaatu i tētahi pārongo mā te kauhau, mā te whakaaturanga hiko rānei.

Each student interviews their koroua, kuia, or an adult about a song and a musical instrument they used to sing or play as children. Then they present a report or a computer-assisted presentation.

# Ngā Rauemi

*Resources*

## **Te Ipurangi**

He Pātaka Kupu ([www.korero.maori.nz/home](http://www.korero.maori.nz/home))

Ko te Ī-papakupu kei roto katoa i te reo Māori.

Te Taura Whiri i te Reo Māori ([www.tetaurawhiri.govt.nz](http://www.tetaurawhiri.govt.nz))

Ko ngā kōrero mō Te Taura Whiri i te Reo Māori me ngā kaupapa reo Māori o te wā.

## **Ngā Pukapuka**

Ngata, H. M. (1993). *English–Māori Dictionary*. Te Whanganui-a-Tara: Te Pou Taki Kōrero.

Te Taura Whiri i te Reo Māori (2008). *He Pātaka Kupu: Te Kai a te Rangatira*. Te Whanganui-a-Tara: Raupō.

Williams, H. W. (1971). *Dictionary of the Māori Language*. Te Whanganui-a-Tara: Government Print.



# Ngā Tohutoro

## References

Berryman, M., Rewiti M., O'Brien K., Langdon Y., and Glynn, T. (2001). *Kia Puāwai ai te Reo*. Wellington: SES.

Cameron, S. (2009). *Teaching Reading Comprehension Strategies*. North Shore: Pearson.

Goulton, F., Lediard, S., Butts, F., Karatea, M., and Te Whāiti, W. (2008). *He Kura Tuhituhi me He Manu Taketake: Te Pukapuka Aratohu mā te Kaiako*. Te Papa-i-oea: Aronui Ltd.

Gray, A., Murphy, H., Nohotima, P., Rau, C., and Walker, P. (2008). *Hei Korowai Tuatahi mō te Marautanga Reo Māori*. Wellington: Haemata Ltd.

Hunia, M. (2006). *Te Kete Kupu: He Aratohu mā ngā Kaiako*. Wellington: Huia.

Hunia, M. (2008). *Te Kupu Pai ki Ōu Taringa – Kapohia: He aratohu ako kupu mā ngā kaiako*. Wellington: Huia.

Rau, C. and Milroy, W. (2008). *Pānui Arahanga*. Ngāruawāhia: Kia Ata Mai Educational Trust.

Te Tāhuhu o te Mātauranga (2008). *He Manu Tuhituhi*. Te Papa-i-oea: Aronui Ltd.

# He Mihi

Tēnei te mihi a Te Tāhuhu o te Mātauranga me Te Pou Taki Kōrero ki ngā kura, ki ngā kaiako, ki ngā ākonga hoki e ako ana i tō tātau nei reo rangatira.

**Ētita:** Te Pou Taki Kōrero

I whakaputaina tēnei rauemi i te tau 2012  
mō Te Tāhuhu o te Mātauranga e  
Te Pou Taki Kōrero Whāiti,  
Pouaka 3293, Te Whanganui-a-Tara, Aotearoa.  
[www.learningmedia.co.nz](http://www.learningmedia.co.nz)

Mana pupuri © Te Karauna 2012  
Pūmau te mana.

ISBN 978 0 7903 4208 5  
Nama take: 34208  
ISSN 1170-2370  
Nama take o ngā pukapuka mā te ākonga: 34157