

Mā te Pouako He Kohikohinga 59

Tau 4–6

Ngā Ihirangi

He Kupu Whakataki

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**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 ngā pukapuka mā ngā ākonga 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 teacher support material is designed to support 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 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 Māori-medium National Standards

Whanaketanga 3

Taha Pānui (ā-Tā)

E hāngai ana ki te ākonga 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 ākonga 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 ākonga 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 the Stories and their Language Features

E ono ngā kōrero o roto i te pukapuka *He Kohikohinga 59*. Kei ngā whārangi e whai ake nei he paku whakamārama mō ia kōrero. Kua tohua te momo reo tuhi, ōna āhuatanga, me ētahi tauira 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 59*. 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 mōhioanga e pā ana ki te orokohanga o ngā mōmō taonga pūoro
- tautohu i ngā momo āhuratanga reo o ngā tuinga 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 the origins of types of taonga pūoro
- 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 ko:

- te whakapapa o ngā taonga pūoro
- ngā taonga pūoro o te Māori
- ngā taonga pūoro nō tāwāhi
- ngā momo waiata.

Contexts for learning could include:

- the whakapapa of taonga pūoro
- Māori musical instruments
- instruments from other countries
- types of songs.

I Mua i te Pānui Pukapuka

Before Reading

1. Ohia manomanotia ngā mōhioanga o ngā ākonga e pā ana ki ngā taonga pūoro. Whakarōpūhia ngā āhuatanga o te taonga pūoro ka tautohutia e ngā ākonga e hāngai ana ki ia taonga pūoro.

Brainstorm what students know about tāonga pūoro. Group the attributes of taonga pūoro which students have identified for each individual musical instrument.

2. Whakaaturia te kōrero mā te matapaki i te taitara. Me tuhi ngā ākonga i tētahi whāinga. Hei tauira: Hei te mutunga o tēnei kōrero ka taea e au te hanga tuhinga taki whaiaro mō tētahi taonga pūoro.

Introduce the story by discussing the title. Students write a goal. For example: *By the end of this story, I will be able to write a recount describing a musical instrument.*

3. Whakamāramahia ētahi āhuatanga o te tuhinga taki ki ngā ākonga, ā, ka whakaatu i ētahi tauira o ēnei āhuatanga ki a rātau. Hei tauira: te reo raupapa, te reo tautahi, me ngā kupumahi.

Explain attributes of recount texts to the students, and give them some examples of these. For example: sequencing expressions, first person point of view, and verbs.

Te Tīmatanga o te Oro (wh. 2–3)

nā Raniera Ranga rāua ko Te Urikore Biddle-Ranga

He whakarāpopoto E kōrero ana tēnei tuhinga mō te whakapapa o te orokohanga o te oro. Summary This text tells the whakapapa of the origins of sound.	
Te momo reo tuhi Language style	<ul style="list-style-type: none">• He Tuhinga Tūhono (<i>Writing to express collective identity</i>)<ul style="list-style-type: none">- Te Paki Tūhono (<i>Narrative explaining collective identity</i>)
Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style	<ul style="list-style-type: none">• Te reo whakaahua (<i>Descriptive language</i>) Hei tauira:<ul style="list-style-type: none">- I te tīmatanga ko Io. Mai i a Io, ka puta ko ngā pō. Ko te pō nui, Ko te pō roa, Ko te pō uriuri, Ko te pō kerekere, Ko te pō whāwhā, Ko te pō tahuri atu, Ko te pō tahuri mai.

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 59*. 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 59*. 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. Ranghaua te orokohanga o ngā taonga pūoro. Kātahi ka mahi takitoru ngā ākongā ki te tuhi whakaari e hāngai ana ki te orokohanga o ngā taonga pūoro, ā, ka whakaatu ki te akomanga.

Research the origins of taonga pūoro. Then students work in groups of three to write a play about the origins of taonga pūoro, and present it to the class.

2. Rangahaua kia toru ngā taonga pūoro. Ka tuhi i tētahi pānui whakamārama e tautohutia ai ngā ariā matua o ngā taonga e toru. Anei ētahi o ngā momo taonga pūoro:
 - Taonga whakarakuraku

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- Taonga tētere
- Pahū pātangitangi

Research three musical instruments. Write an information brochure outlining the main ideas about the three instruments. Here are some musical instruments:

- Guitar
- Trumpet
- Percussion

Hītori – Te Whakahauora i ngā Taonga Pūoro (wh. 4–9)

nā Raniera Ranga rūa ko Te Urikore Biddle-Ranga

He whakarāpopototanga Ko tēnei tuhinga e tuku mihi ki ērā tohunga kua whakapau kaha ki te whakaora i ngā mātauranga o te taonga pūoro. He wāhanga hoki e kōrero ana mō ngā atua Māori me tā rātau mahi i te ao pūoro. Summary This story acknowledges the contribution of the experts in the revitalisation of knowledge of taonga pūoro. It also talks about atua Māori and their involvement in sounds.	
Te momo reo tuhi Language style	<ul style="list-style-type: none">• He Tuhinga Taki (<i>Recounts</i>)<ul style="list-style-type: none">– He taki pohewa tuku iho (<i>Imaginative historical recount</i>)
Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style	<ul style="list-style-type: none">• Te reo tohu wāmua (<i>Past tense expressions</i>) Hei tauira:<ul style="list-style-type: none">- I te taenga mai o Tauiwī... (wh. 4)- I ngā wā i te whakarite ngā hōia... (wh. 5)- I ngā tau whitu-tekau... (wh. 6)

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 59*. 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 59*. 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. Rangahau ā-ipurangi i tētahi tangata rongonui mahi taonga pūoro Māori. Tuhia he whakarāpopototanga o tēnei. Tautohutia ngā kaupapa matua mai i te rangahau. Whakaraupapahia mai ngā kōrero katoa me ngā kaupapa matua, ka whakaatu ki te akomanga.

Research on the internet a well known person who works with Māori musical instruments. Write a summary of this. Identify the main ideas from the research. Sequence all the information and the main ideas, and present to the class.

2. Hangaia mai he rārangi wā e tautohu ana i ngā ariā matua mō te hītori o ngā taonga pūoro Māori.

Make a timeline highlighting the main points in the history of Māori musical instruments.

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Tangata Rongonui – Hirini Melbourne (wh. 10 –17)

nā Raniera Ranga rāua ko Te Urikore Biddle-Ranga

He whakarāpopototanga Ko tēnei wāhanga e kōrero ana mō Hirini Melbourne me āna mahi whakaawe i ngā taonga pūoro Māori. Summary This section is about Hirini Melbourne and his work involving Māori musical instruments.	
Te momo reo tuhi Language style	<ul style="list-style-type: none">• He Tuhinga Mihi (<i>Writing to acknowledge</i>)<ul style="list-style-type: none">– He mihi ki te hunga mate (<i>An acknowledgement of someone who has passed away</i>)
Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style	<ul style="list-style-type: none">• He reo whakamihi (<i>Expressions of acknowledgement</i>) Hei tauira:<ul style="list-style-type: none">– Ko Hirini Melbourne tētahi o ngā tohunga whakaora i ngā tangi o te ao hurihuri i roto i ngā taonga pūoro. (wh. 11)– He tangata i whawhai mō te orange tonutanga o ngā reo katoa o te ao Māori. (wh. 11)

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 59*. 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 59*. 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. Tāngia tētahi pikitia e whakaaturia ai ngā kōrero matua e hāngai ana ki a Hirini Melbourne.

Draw a picture that shows the key information about Hirini Melbourne.

2. Rangahaua tētahi kaitito, kaiwaiata rānei nō te ao pūoro, kātahi ka hanga pānui kōrero mōna ake.

Research a composer or singer from the music world, then make a poster about them.

3. Āta pānuhia ngā reta. Kātahi tuhia tāu ake reta ki tētahi kaiwaiata Māori e kaingākau ana koe.

Read the letters carefully. Then write your own letter to a Māori musician who you like.

Waiata mō te Whakahauora i ngā Taonga Pūoro (wh. 18 –19)

nā Rāniera Ranga rāua ko Te Urikore Biddle-Ranga

He whakarāpopoto He waiata tēnei e whakamārama ana i te whakahauora o ngā taonga pūoro Māori.	
Summary This is a song explaining the revitalisation of Māori musical instruments.	
Te momo reo tuhi Language style	<ul style="list-style-type: none">• He Tuhinga Whakangahau (<i>Writing to uplift and stimulate</i>)<ul style="list-style-type: none">– Te whiti whakangahau (<i>An entertaining poem</i>)
Te momo reo tuhi Language style	<ul style="list-style-type: none">• He Tātorutanga (<i>Triple pattern</i>) Hei tauira:<ul style="list-style-type: none">– E Rangi, e Papa– E Hineraukatauri– E Hinepūtehue

I te Ākongā e Pānui 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 59*. 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 ākongā.

Here are some ideas for a learning activity aligned with all the stories in *He Kohikohinga 59*. 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. Mahi takirua. Tuhia tētahi whakarāpopototanga o te waiata, kātahi whakawhitia atu mō te tuhinga o tō hoa.

Work in pairs. Write a summary of the waiata, then swap with your friend.

He Rotarota Poroporoaki ki a Hirini Melbourne (wh. 20–21)

nā Jessie Sam

He whakarāpopototanga He tuhinga whakamaumaharatanga tēnei mō Hirini Melbourne. Summary This writing is a memorial to Hirini Melbourne.	
Te momo reo tuhi Language style	<ul style="list-style-type: none">• He Tuhinga Mihi (<i>Writing to acknowledge</i>)<ul style="list-style-type: none">– He mihi ki te hunga mate (<i>An acknowledgement of someone who has passed away</i>)
Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style	<ul style="list-style-type: none">• He kupu huahuatau (<i>Metaphors</i>) Hei tauira:<ul style="list-style-type: none">- Kei taku kōmutu taramea I ripo nei tō kakara ki te motu Kei taku kōkō tangiwai...- Takoto mai rā, e Hī, i tō kiri rākau...

I te Ākongā e Pānui 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* 59. 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 ākongā.

Here are some ideas for a learning activity aligned with all the stories in *He Kohikohinga* 59. 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. Mahi ā-rōpū. Tuhia ētahi rotarota e hāngai ana ki tētahi kaitito, kaiwhakaari rānei, e tuku atu ana i tētahi mihi mō tōna mahi i te ao pūoro.

Work in groups. Write a rotarota about a composer or performer, acknowledging their work in the world of music.

Ngā Momo Taonga Pūoro (wh. 22–32) nā Raniera Ranga rāua ko Te Urikore Biddle Ranga

He whakarāpopototanga

He tuhinga e whakamārama ana i ngā āhuatanga o ngā taonga pūoro e iwa.

Summary

This text explains the attributes of nine musical instruments.

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 59*. 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 59*. 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. Whakamāramatia atu ngā momo taonga pūoro ki ngā ākonga. Tāruatia ngā whārangi 22–32, ka tohua ngā ākonga kia whakahono i ngā taonga pūoro ki te tuhinga.

Explain the types of taonga pūoro to the students. Photocopy pages 22–32, and instruct the students to match taonga pūoro to the text.

2. Rangahaua tētahi taonga pūoro. Ka whakamārama atu ki te akomanga i āu kitenga.

Research a musical instrument. Explain your findings to the class.

I Muri i te Pānui Pukapuka

After Reading

Ka taea e te pouako te whakamahi 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 e koe āu pātai mō ngā taonga pūoro? Ki te kore, rapua tētahi 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.

2. Tautohutia ngā tauria o te reo whakaahua i roto i te pukapuka, ka whakamārama atu ki ngā ākonga ka pēhea te reo whakaahua e āwhina ai i te kaipānui ki te whai i te whakaaro o te kaituhi.

Identify examples of descriptive writing in the book, and explain to students how descriptive writing helps readers follow the writer's thoughts.

He Hokinga Whakamuri hei Kōkiringa Whakamua

Ideas for Reflecting on Learning and Planning Next Learning Steps

1. Ākina ngā ākonga kia rangahau i tētahi taonga pūoro mai i Aotearoa, me tāwāhi hoki.

Encourage students to research a taonga pūoro from Aotearoa, and also overseas.

2. Me uiui e ia ākonga tētahi pakeke mō te āhua o te taonga pūoro i a rātau e tipu ake ana, i tētahi pūrākau e hāngai ana ki ngā taonga pūoro rānei. Kātahi ka whakaatu mai i te pārongo mā te kauhau, mā te whakaaturanga ā-rorohiko rānei.

Each student interviews an adult about types of musical instruments when they were growing up, or a pūrākau about musical instruments. Then present a report, or a computer-assisted presentation.

3. Whakamahia ngā tuhinga mai i ngā whārangi 14–16 hei tautoko i tāu mahere ako ka whakahāngai ki te paerewa paetae AS91086. E arotahi ana tēnei paerewa paetae ki tētahi kaituhi, kaiwhakatangi pūoro rānei.

Use the letters on pages 14–16 to support your teaching plans aligned with achievement standard AS91086. This standard focuses on a writer or musical performer.

Ngā Rauemi

Resources

Te Ipurangi

Taonga Pūoro

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

Taonga Pūoro

http://www.tahaa.co.nz/index.php?option=com_content&view=article&id=15&Itemid=30

Te wehenga o Ranginui rāua ko Papatuānuku

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

Ngā Pukapuka

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Ngā Tohutoro

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