

Mā te Pouako

He Purapura

Te Hanga Poi Poto
Taku Poi e
Kei te Tākaro Whai a Nani
Ka Hanga Poi a Ani

Tau 1–4

Ngā Ihirangi

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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

E hāngai ana te kohinga pukapuka o He Purapura ki ngā ākonga kei ngā tau 1–4, kei ngā taumata 1–2 o *Te Marautanga o Aotearoa* anō hoki. He pukapuka ēnei hei whakaako i ngā pūkenga pānui. E hāngai ana ngā pukapuka nei ki te anga whakaako pānui o Ngā Kete Kōrero, mai i te hunga ako kei ngā taumata Harakeke E me I, ki te hunga e āhua mātau ana ki te pānui pukapuka, kei ngā taumata Pīngao A, E, I, me O.

He Purapura is a series made up of single titles in te reo Māori which supports the achievement objectives as stated in *Te Mātauranga o Aotearoa* for students in years 1–4 and levels 1–2. The He Purapura series is one of a number series of instructional literacy materials. The series is graded according to the Ngā Kete Kōrero Framework at the emergent – Harakeke E and I – and the early fluency – Pīngao A, E, I, and O – stages.

Te Whāinga o Tēnei Pukapuka

Purpose

He mea waihanga tēnei pukapuka 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 o te putanga nei ki tā te kura hōtaka reo matatini
- whakawhānui i ngā horopaki, me ngā whakamahinga o tēnei pukapuka mā te whakatauiria i ngā momo ngohe ako
- tautohu i ngā rautaki ako hei taunaki pea i ngā pūkenga reo, me te mātauranga o roto i ia pukapuka.

The Teacher Support Materials are designed to:

- identify links to *Te Marautanga o Aotearoa*
- identify links to the National Standards Māori-medium Settings
- 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

Koinei ētahi hononga ki Te Marautanga o Aotearoa, nō ngā wāhanga ako o Te Reo Māori me te Hangarau. Mā te pouako tonu e whiriwhiri ko ēhea ngā wāhanga ako me ngā whāinga paetae hei whakaako māna.

Here are some links to the Te Reo Māori and Hangarau learning areas in Te Marautanga o Aotearoa. Pouako should select which learning areas and learning objectives to teach.

Te Taumata	Te Wāhanga Ako	Te Whenu	Ngā Whāinga Paetae
1	Te Reo Māori He Pakari	ā-Tā Āheinga Reo	Ka tautohu, ka tā i ētahi momo reo tuhi me ngā reo ataata.
1	Hangarau	Ngā Āhukatanga o te Hangarau	Ka tūhura i tō rātou ao, ka titiro ki: <ul style="list-style-type: none"> ngā whakaponu me ngā uara o te tangata; te whakamahi i ngā rawa o te taiao o mua, o nāiane hoki.
2	Te Reo Māori	ā-Tā Āheinga Reo	Ka tautohu, ka tā i ngā āhukatanga ake o ētahi momo reo tuhi me ngā reo ataata.
2	Hangarau	Ngā Āhukatanga o te Hangarau	Ka whakawhitiwhiti kōrero mō te hononga o te tangata me te taiao, arā: <ul style="list-style-type: none"> ka whakamārama i ngā uara e whakamahia ana e te tangata; ka whakamārama i ngā tikanga o te whakamahi rawa.

He Hononga ki Ngā Whanaketanga Rumaki Māori

Links to the Māori-medium National Standards

Whanaketanga 1

Taha Pānui (ā-Tā)

E hāngai ana ki te ākongā kua tutuki i a ia te **Taumata 1** o Te Marautanga o Aotearoa me te mahi ko ia anake.

Te Tino Wāhanga Reo	Ngā Whāinga
Āheinga Reo	Ka mārama atu, ka tautohu anō te ākongā i ngā pūtaka o ngā tuhinga kei te tīmatanga o te taumata Kiekie (KKa), kei te taumata tuatahi anō o te marautanga.
Puna Reo	Ka mārama atu, ka tautohu anō te ākongā i ngā āhukatanga reo me ngā whakatakoto i roto i ngā tuhinga kei te tīmatanga o te taumata Kiekie (KKa), kei te taumata tuatahi anō o te marautanga.

He Tirohanga Whānui me ngā Āhuatanga Reo

Overview of the Stories and their Language Features

E whā ngā pukapuka i tohua mō tēnei rauemi, arā, *Te Hanga Poi Poto*, *Taku Poi E*, *Kei te Tākaro Whai a Nani*, me *Ka Hanga Poi a Ani*. Kei te taumata kiekie ngā pukapuka katoa. Kei ngā whārangi e whai ake nei, he paku whakamārama mō ia kōrero. Kua tohua te momo reo tuhi, ngā āhuatanga tuhi, me ētahi taura mai i ia pukapuka. Ko te whāinga, kia taea e ngā ākonga te torotoro i te whānuitanga o ngā momo reo tuhi me ngā āhuatanga o tēnā momo tuhituhi, o tēnā momo tuhituhi.

There are four titles in this resource, *Te Hanga Poi Poto*, *Taku Poi E*, *Kei te Tākaro Whai a Nani*, and *Ka Hanga Poi a Ani*. The following pages provide a brief overview of each story, the language style, features of that language style, and some examples from each story. The intention is that students will begin to gain an understanding of the range of language styles and their features.

He Huarahi Ako

Teaching and Learning

He Whāinga Ako

Teaching Purposes

Kia tautoko i ngā ākonga ki te:

- arotahi ki te hōpara me te whakamātau i ngā momo whakatakotoranga me ngā kīanga maha
- tautohu i ngā momo āhuatanga reo
- aro ki te hiratanga o te whakapapa ki te tamaiti.

To support students to:

- focus on, and explore particular language structures
- identify different language styles
- focus on the importance of identity to the child.

He Horopaki Ako

Contexts for Learning

Ko ētahi momo horopaki ako ko:

- ngā momo whakangahau
- ētahi tikanga o mua
- te hanga poi
- ngā kōrero tuku iho.

Contexts for learning could include:

- leisure activities
- traditional customs
- making poi
- history that has been handed down verbally.

I Mua i te Pānui Pukapuka

Before Reading

Ka taea te whakamahi te katoa o ēnei pātai mō ngā pukapuka e whā kei tēnei rauemi. Ko te mahi a te pouako he matapae i ngā uauatanga kei mua i ngā ākonga i mua i tā rātou pānui, ā, me mōhio hoki te pouako he aha ngā whāinga o te pānui pukapuka mō te rōpū, mō te ākonga rānei.

These questions may be used for all four books in this resource. Teachers should predict what aspects of the story will challenge the students, and know what the reading objectives are for the group or for the individual student.

Te Matapaki

Discussion

1. Tirohia te pukapuka, ā, matapakihia ngā āhuetanga o roto, pērā i te tapanga, ngā whakaahua, te ingoa o te kaituhi, me te kaupapa.
 2. Matapakihia ngā mea e mōhio ana ngā ākonga mō te kaupapa o te pukapuka.
 3. Matapakihia ngā kiripuaki kei roto i te pukapuka. Ko wai rātou? He aha ā rātou mahi?
 4. Matapaetia ngā kōrero kei roto i te pukapuka.
 5. Tautohua ngā kupu hou nō roto i te pukapuka, kātahi ka whakamahia ki te rerenga kōrero.
-
1. Look carefully at the book and discuss the information it provides such as the title, pictures, the authors name, and what the subject might be.
 2. Discuss what the students know about the topic of the book.
 3. Discuss the characters in the book. Who are they? What are they doing?
 4. Predict what the story might be about.
 5. Identify the new vocabulary from the book, then use those new words in a sentence.

Te Hanga Poi Poto

nā Oho Kaa

Hei Whakarāpopoto

He tuhinga tohutohu tēnei. E mahi tahi ana tētahi tokorua ki te hanga i tētahi poi poto. Kua whakatakotoria ngā rauemi, me ngā tohutohu hei whai mā te kaipānui. Hei te otinga, kua whakaaturia e te tamaiti tana poi poto.

Summary

This is an instructional text that shows a pair working together to make a short poi. The resources and instructions are set out for the reader to follow. By the end, the young boy is able to demonstrate using his poi.

Te momo reo tuhi Language style	<ul style="list-style-type: none">• He Tuhinga Tohutohu (<i>Instructional text</i>)<ul style="list-style-type: none">– He tohutohu mō te mahi i tētahi mahi (<i>Instructions for how to carry out a task</i>)
Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style	<ul style="list-style-type: none">• Te reo ine (<i>Expressions of measurement</i>) Hei tauira:<ul style="list-style-type: none">– He wūru, kia toru ngā kano (wh. 2)• Te whakahau kupumahi hāngū (<i>Passive verb commands</i>) Hei tauira:<ul style="list-style-type: none">– Herea tō whiringa kia mau. (wh. 5)– Kohia te whakapuru ki roto i tō kapu ringa. (wh. 6)– Kutia kia ōrite te takoto o te kirihou i runga ake i te toena. (wh. 11)

I te Ākonga e Pānui ana i te Pukapuka

During Reading

1. Ākina ngā ākonga kia tautohu i ngā whakahau kupumahi hāngū. Matapaki he aha te mahi o ngā kupu kei raro nei ki te rerenga kōrero:
 - Herea (wh. 5)
 - Kohia (wh. 6)
 - Herea (wh. 7)
 - Herea (wh. 10)
 - Kutia (wh. 11).

Ākina ngā ākonga kia whakamahi i ngā whakahau kupumahi hāngū i ngā rōpū ako. Tukuna ia ākonga kia tuhi kia 10 ngā rerenga kōrero e whakamahi ana i ēnei kupu.

Ask students to point out the passive verb commands. Discuss what the words below do to the sentence:

- Herea (wh. 5)
- Kohia (wh. 6)
- Herea (wh. 7)
- Herea (wh. 10)
- Kutia (wh. 11).

Encourage students to practise using the various passive verb commands in groups. Have each student write 10 sentences using these words.

2. Tatauria e hia ngā tohutohu katoa kei roto i te pukapuka. Kātahi ka matapakihia, mēnā kua tangohia tētahi o ngā tohutohu, ka taea tonu e rātou te hanga poi.

Count how many instructions there are in the book. Then discuss if it would still be possible for the students to construct the poi if one instruction was deleted.

3. Tonoa ngā ākonga kia tuhi mai i ā rātou ake tohutohu ki te hanga mai i tētahi mea.

Ask the students to write their own instructions to make something.

I Muri i te Pānui Pukapuka

After Reading

1. Ohia manomanotia ngā tohutohu mō te mahi hanawiti. Āta whakaarohia ngā kai ka hiahia mā roto. Ka tuhi i ngā tohutohu ki te mahi mai i te hanawiti.

Brainstorm the instructions to make a sandwich. Carefully think about the items needed. Write the instructions to make the sandwich.

2. Tuhia he tūtohi e whakaatu ana i ngā āhua tika mō te whakamahi i ngā kupumahi hāngū me ōna kupu ake.

Write up a chart showing the correct use of various passive verb commands and their base words.

3. Rangahaua ētahi kōrero e pā ana ki te hanga poi o nehe. Āta whakaarohia ngā taputapu me ngā rauemi i whakamahia e ngā tīpuna hei hanga poi.

Research some facts regarding traditional poi making practices. Carefully think of the materials and resources that were used by our ancestors to make poi.

Taku Poi e

nā Juanita Teepa

He Whakarāpopoto He tuhinga whakaahua tēnei e whakaatu ana i ētahi kupu mō te poi me āna mahi ā-ringa. Tokotoru ngā kōtiro e whakaatu ana i ngā momo mahi a te poi, arā, ko te tangi, te rere, me te tū o te kaiwhakaari. Summary This is a descriptive story, describing words and movements associated with using a poi. There are three girls demonstrating poi use and movement including things such as sound, rhythm, and the stance of the performer.	
Te momo reo tuhi Language style	<ul style="list-style-type: none">• He Tuhinga Whakaahua (<i>Descriptions</i>)<ul style="list-style-type: none">- He tuhinga whānui (<i>General descriptions</i>)
Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style	<ul style="list-style-type: none">• He kupu āhua (<i>Adjectives</i>) Hei tauira:<ul style="list-style-type: none">- Poi porotiti ... (wh. 7)- Poi pakopako, poi pakepake. (wh. 8)• He kupumahi (<i>Verbs</i>) Hei tauira:<ul style="list-style-type: none">- Tamariki mā, kia rite! (wh. 2)- Tukua tō poi kia rere! (wh. 3)- Tākirikiri, rere runga hau e. (wh. 6)• He reo ā-kaupapa (<i>Words and expressions that are specific to an area of knowledge</i>) Hei tauira:<ul style="list-style-type: none">- E rere e poi, whakarunga, whakararo. (wh. 4)- E rere e poi, takawiri, takahuri. (wh. 5)

I te Ākongā e Pānui ana i te Pukapuka

During Reading

1. Matapakihia he aha te manawataki. Pātai atu mēnā kei te rongo rātou i te manawataki e puta mai ana i ngā kōrero. Āta pānuihia anō ngā kōrero kia rongo ai rātou.

Discuss what rhythm is. Ask whether they can hear any rhythm from the text. Read the text again so that they can hear it.

2. Mahi takirua. Tirohia ngā kupu ā-kaupapa e whakaahua ana i te āhua o te poi me tōna rerenga. Tuhia ētahi o ēnei kupu, ā, matapakihia.

Work in pairs. Look at the specific topic language that describes the characteristics of the poi and its movements. Write some of these words and discuss them.

3. Me mahi takirua. Hangaia tētahi tūtohi e whakaatu ana i ngā kupumahi me ngā kupu āhua nō roto i te tuhinga kia matapakihia te whakamahi i ēnei kupu.

Working in pairs students construct a chart that displays verbs and adjectives from the text so that they can discuss the different uses of these words.

I Muri i te Pānui Pukapuka

After Reading

1. Matapakihia he aha tētahi tākaro e pai ana ki ngā ākonga. Ākina rātou kia tāngia tētahi pikitia e whakaatu ana i taua mahi. Mā te āta titiro ki te pikitia, tērā pea ka whakaarohia ētahi kupumahi me ētahi kupuāhua e whakaahua ana i ngā āhuatanga kei roto i taua pikitia.

Discuss a favourite game or activity with your students. Encourage them to draw a picture that shows details of that activity. From their picture, they should be able to think of verbs and adjectives that describe what is happening in their picture.

2. Mahi ā-rōpū. Ka waiata mai i te waiata kei muri i te pukapuka. Mā te kaiako tētahi rangi e hanga.

Group work. Sing the song at the back of the book. The teacher will make up a tune.

3. Mahi ā-rōpū – kia rima ngā ākonga ki ia rōpū. Ka waihanga mai ngā rōpū i ētahi nekehanga me ā rātou poi. Ka whakamahia anō ētahi o ngā kupu nō roto i te pukapuka. Ka whakaatu ki te akomanga.

Group work – about five students per group. Each group will create some actions with their poi. They should use some of the words from the story. Then they present the actions they have devised to the class.

Kei te Tākaro Whai a Nani

nā Juanita Teepa

Hei Whakarāpopoto

Kei waho a Nani e tiaki ana i wāna mokopuna. E mahi whai ana a Nani. Ka titiro wāna mokopuna, arā, ko Pita rāua ko Rewi, ki a ia e mahi whai ana. Ka hiahia hoki rāua ki te mahi whai. Ka ako ngā mokopuna ki te mahi whai i a rāua e noho ana i te taha o tō rāua kuia.

Summary

Nanny is outside looking after her grandchildren. Nanny is playing a string game as her grandchildren, Pita and Rewi, watch her play her game. They, too, want learn the string game. They learn the art of string games while they sit with their grandmother.

Te momo reo tuhi

Language style

- He Tuhinga Taki (*Recount*)
 - He taki whaiaro (*Personal recount*)

Ētahi āhuatanga o tēnei momo reo tuhi

Features of this language style

- Whakawhiti kōrero (*Dialogue*)
Hei tauria:
 - “Nani, kei te aha koe?” te pātai a Pita. (wh. 3)
 - “E Rewi, anei he aho māu. Me mātaki mai koe i a au,” te whakahoki a Nani. (wh. 5)
- He kupumahi (*Verbs*)
Hei tauria:
 - “**Whiria** kia pēnei...” (wh. 6)
 - “Ai ... i ... i, **mahia** mai anō...” (wh. 7)
 - “E Nani, ka **kukume** pēnei?” (wh. 9)

I te Ākonga e Pānui ana i te Pukapuka

During Reading

1. Tirohia te whārangi 2. Pātai atu, "Ko tēhea te mātāmua o ngā tama nei?" "Ka pēhea nei tātou e mōhio ana ki tērā?"

Read page 2. Ask, "Which boy is the oldest?" "How do we know that?"

2. Pānuihia ngā whārangi 3, 5, 6, 7, 8, me te 9. Matapakihia ngā kōrero whakawhitiwhiti. Tautohua ngā tohu o te kōrero whakawhiti. Me mahi takiwhā ki te pānui i te kōrero; ko tētahi te kaikōrero matua, ko tētahi ko Nani, ko tētahi ko Rewi, ko tētahi ko Pita.

Read pages 3, 5, 6, 7, 8, and 9. Discuss what dialogue is. Show the students what speech marks are. In groups of four read the story; one person will be the narrator, one will be Nani, one will be Rewi, and one will be Pita.

3. Pānuihia te whārangi 10. Ākina ngā ākonga kia tuhi kōrero mō tētahi mahi e taea ana e rātou te mahi ā-rōpū. Mā rātou e tuhi ētahi kupuāhua e whakamārama ana i ō rātou kare ā-roto i a rātou e mahi ana i taua mahi.

Read page 10. Get the students to write about a favourite activity that they can play as a group. Get the students to write some adjectives about how they feel when they are partaking in their favourite activity.

I Muri i te Pānui Pukapuka

After Reading

1. Ākina ngā ākonga kia whai i ngā tohutohu o tētahi kēmu whai.

Encourage students to follow instructions that tell them how to play a string game.

2. Me mahi takirua kia whakaatu i tētahi mahi whai hou ki tētahi atu ākonga.

Work in pairs and show another student how to play a new string game.

Ka Hanga Poi a Ani

nā Herehere Titoko

He Whakarāpopoto E tū ana a Ani i te kapa haka o tōna kura. Ka pātai atu a Ani ki tōna māmā ka pēhea te hanga poi. Ka whakaaturia e tōna māmā te hanga poi. Ahakoa te nui o ngā mahi, ka tutuki i a Ani tana poi te hanga. Summary Ani will be performing in her school haka group. She asks her mother how to make a poi. Ani's mother teaches her how to make a poi. Even though it's a big job, Ani completes her poi.	
Te momo reo tuhi Language style	<ul style="list-style-type: none">• He Tuhinga Taki (<i>Recount</i>)<ul style="list-style-type: none">- He taki whānui (<i>Factual recount</i>)
Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style	<ul style="list-style-type: none">• He reo raupapa (<i>Sequencing expressions</i>) Hei tauira:<ul style="list-style-type: none">- “Ko te mahi tuatahi me haere...” (wh. 4)- “Taihoa rā, tuarua, me wetewete...” (wh. 7)• He kupumahi (<i>Verbs</i>) Hei tauira:<ul style="list-style-type: none">- tapahia (wh. 6)- wetewete (wh. 7)- hāpine (wh. 7)

I te Ākonga e Pānui ana i te Pukapuka

During Reading

1. Tonoa ngā ākonga kia tautohu i ngā kupumahi o roto i te pukapuka nei. Ākina ngā ākonga kia tuhi kia 10 ngā rerenga kōrero e whakamahi ana i ētahi o ngā kupu i raro nei:
 - tū (wh. 2)
 - pātai (wh. 3)
 - hanga (wh. 3)
 - haere (wh. 4)
 - karakia (wh. 4)
 - tapahi (wh. 5)
 - mate (wh. 6)
 - wetewete (wh. 7)
 - hāpine (wh. 7)
 - whakamaroke (wh. 8)
 - kōmuru (wh. 9)
 - whiri (wh. 10)
 - here (wh. 11).

Get the students to identify the verbs in the text. Get the students to write 10 sentences using some of the verbs below:

- tū (wh. 2)
- pātai (wh. 3)
- hanga (wh. 3)
- haere (wh. 4)
- karakia (wh. 4)
- tapahi (wh. 5)
- mate (wh. 6)

- wetewete (wh. 7)
- hāpine (wh. 7)
- whakamaroke (wh. 8)
- kōmuru (wh. 9)
- whiri (wh. 10)
- here (wh. 11).

2. Ohia manomanotia ngā tikanga ka whakamahia i te wā e tapahi harakeke ana. Tautohua ngā tikanga kei roto i te kōrero ka whāia e ngā tokorua.

Brainstorm the tikanga when cutting flax. Identify which tikanga the pair follow in the story.

I Muri i te Pānui Pukapuka

After Reading

1. Me mahi takirua. Ka tāruatia te pukapuka ki runga kāri. Ko tētahi ākonga kei te whakaraupapa i ngā rerenga kōrero kia ōrite ki tā te pukapuka, ko tētahi ka whai i ngā tohutohu a tōna hoa ka whakatika i tōna hoa i ngā wā ka hapa.

Work in pairs. Copy the pages of the book on to cards. One student puts the sentences in the order they think they should go in according to the book. The other person will read the book and correct their friend as required.

2. Mahi ā-rōpū. Ka ākona ngā ākonga he karakia i mua i te tapahi i te harakeke.

Group work. Student learn a karakia before cutting some flax.

3. Mahi ā-rōpū. Ka haere ngā ākonga ki te pā harakeke, ka tautohu ai i ngā wāhanga o te pā harakeke.

Group work. Get the students to visit a flax plantation and identify the parts of the flax bush.

Ngā Tohutoro

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