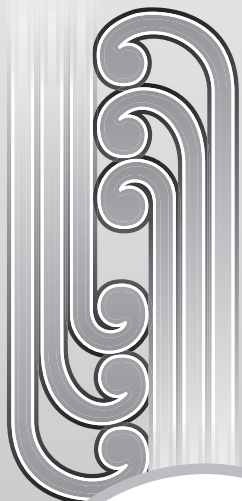




TE TĀHUHU O TE MĀTAURANGA
Ministry of Education

Mā te Pouako



Tau
7-8

He Mihi

Tēnei te mihi nā Te Tāhuhu o te Mātauranga me Te Pou Taki Kōrero ki ngā tāngata i hāpai tēnei rauemi, tēnā koutou. He mihi hoki ki ngā kura nā te mea mā koutou te rauemi nei e whakamahi hei hāpai i ngā mahere ako, hei whāngai hoki i ā tātou nei tamariki ki te reo.

Nā Sam Clark te pikitia kei te uhi, mana pupuri © Te Karauna 2011.

Ētita: Rona Lawson

Kaihoahoa: Phillip Paea

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Te Ratonga Kiritaki a Te Tāhuhu o te Mātauranga
Waea koreutu 0800 660 662
Waea whakaahua koreutu 0800 660 663
Īmēra: orders@thechair.minedu.govt.nz
Me tonu mai rānei mā te Ipurangi www.thechair.minedu.govt.nz

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I hangaia tēnei rauemi hei tautoko i
Te Marautanga o Aotearoa

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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 *Te Tautoko* he kohinga kōrero nō neherā, nō ēnei rangi tonu e hāngai ana ki te hunga rangatahi. Ka whai atu *Te Tautoko* i te huinga pukapuka a *He Kohikohinga*, ā, ka hāngai ki ngā ākonga i ngā tau 7–8. E hāngai ana tēnei putanga ki ngā mahi me ngā tākaro a te Māori o mua mai, o nāianei hoki, he kōrero mō tētahi kaihoahoa kākahu, otirā tōna whānau me tōna umanga pakihī, he whitinga whakangahau hoki mō te Pouākai me tētahi whakataukī rongonui e whai tikanga ana ki te ao o nāianei.

The *Te Tautoko* series is a collection of historical and contemporary stories compiled to appeal to a young audience. It follows on from the *He Kohikohinga* series and intended for students in years 7–8. This issue focuses on Māori participation in games and sports both past and present, a fashion designer and her family business, a poem about the Pouākai, and the application for today's world of a well known proverb.

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 horopakī me ngā whakamahinga o tēnei pukapuka mā te whakatauirā i ngā momo ngohe ako
- tīpako i ngā pūkenga me te mātauranga e arotahitia ana me te tautohu i ngā rautaki ako hei whāngai i ēnei āhuetanga ki te ākonga.

The Teacher Support Materials are designed to assist teachers to:

- identify appropriate links to *Te Marautanga o Aotearoa*
- identify appropriate links to *Ngā Whanaketanga Rumaki Māori*
- identify possible ways in which to apply the text to school literacy programmes
- extend the language and ideas in the text through learning activities
- highlight the skills and knowledge that is being focused on and identify possible learning strategies.

He Hononga ki Te Marautanga o Aotearoa

Curriculum links

Anei ētahi hononga ki Te Marautanga o Aotearoa, nō ngā wāhanga ako o Te Reo Māori, Hauora me te Tikanga ā-lwi. 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, Hauora and Tikanga-ā-lwi learning areas of Te Marautanga o Aotearoa. Pouako should select learning areas and learning objectives appropriate for their students and class programme.

Te Taumata	Te Wāhanga Ako	Te Whenu	Ngā Whāinga Paetae
3	Te Reo Māori	ā-Tā (Āheinga Reo)	Ka tautohu, ka tā i ngā tino āhuetanga o ngā momo reo tuhi, reo tā maha.
3	Tikanga ā-lwi	Te Ao Hurihuri	Ka whakamārama i te whakaawenga o ngā whakaaro me ngā mahi a te tangata i te oranga o ētahi atu i ngā wā o mua.
3	Hauora	Koiri (Whakamahinga Pūkenga Koiri)	Ka whai wāhi atu ki ngā tākaro whakataetae, tākaro pāhekoheko, me te whakaahua i ngā whanonga o te tangata ngākaunui ki te whakataetae.
4	Te Reo Māori	ā-Tā (Āheinga Reo)	Ka tīpako i ngā āhuetanga o ngā momo reo tuhi hei whakaniko i ngā tuhinga pono me ngā tuhinga auaha.
4	Te Reo Māori	ā-Tā (Rautaki Reo)	Ka whakamahi i ētahi rautaki rangahau mō te huhua o ngā take.

He Hononga ki Ngā Whanaketanga Rumaki Māori

Links to the Māori-medium National Standards

Whanaketanga 4: Taha Pānui (ā-Tā)

E hāngai ana ki te ākongā kua tutuki i a ia te **Taumata 4** o Te Marautanga o Aotearoa me te mahi ko ia anake.

Te Tino Wāhanga Reo	Ngā Whāinga
Āheinga Reo	Ka mārama atu, ka whakataurite anō te ākongā i ngā pūtake o ngā tuhinga kei te mutunga o te taumata Pīngao (KPo), kei te taumata tuawhā anō o te marautanga.
Rautaki Reo	Ka whakamahi, ka whakataurite anō te ākongā i ngā rautaki pānui e mārama ai ngā tuhinga kei te mutunga o te taumata Pīngao (KPo), kei te taumata tuawhā 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, *Te Tautoko 70*. Kei ngā whārangi e whai ake nei he whakamārama paku mō ia kōrero, ngā tikanga o te reo tuhi, ngā āhua o te reo tuhi, me ētahi tauira nō roto mai i aua kōrero. Ko te whāinga, kia mārama haere ai ngā ākonga ki te whānuitanga o ngā tikanga reo tuhi me ngā āhua huhua o tēnā tuhinga, o tēnā tuhinga.

There are six items in the book *Te Tautoko 70*. The following pages provide a brief overview of each item, the language style, features of the language style, and some examples from the item. The intention is that students will begin to gain an understanding of the range of language styles and their features.



He Huarahi Ako

Teaching Method

He Whāinga Ako

Teaching Purposes

Kia tautoko i ngā ākonga ki te:

- tautohu i ngā momo āhuatanga reo i ngā tuinga kē
- whakaoho mōhiotanga o mua
- arotake, te wetewete mai i ngā whakamārama o te tuinga
- whakawhānui ake i ngā pūkenga rangahau
- whakamahi kōrero mō tētahi kaupapa ake
- whakarei mōhiotanga, māramatanga me te whakamahi kupu mahi, kupu āhua, huarite, aha atu.

To support students to:

- identify and use the language features of recount texts
- activate background knowledge
- evaluate or decipher information from the text
- continue to develop research skills
- use information for a specific purpose
- enhance their knowledge, understanding and use of verbs, nouns, adjectives, rhyme and, so on.

He Horopaki Ako

Contexts for Learning

Anei ētahi horopaki ako ko:

- ngā kōrero o nehe
- ngā mahi me ngā tākaro a te Māori o mua mai, o nāiane hoki
- ngā pakihi hanga kākahu
- te whakawhānui kohinga whakataukī/whakatauākī.

Context for Learning could include:

- historical stories
- Māori participation in games and sports both past and present
- fashion design business
- expanding the use of proverbs.

He Ngohe

Learning Activities

Anei ētahi whakaaro hei ngohe akoako i ngā kōrero katoa o *Te Tautoko 70*, ā, he whakaaro hei mahi mā te pouako ki te whakatutuki i ngā hua o āna whakaakoranga. Ka taea rānei te huri aua whakaaro kia hāngai tika tonu ki ngā whāinga ako o te wā, ki ngā matea ako hoki o ngā ākonga.

Here are some ideas for learning activities which may be used in connection with all the stories in *Te Tautoko 70*. These ideas can be adapted as required to suit the learning objectives and needs of the students.



I Mua i te Pānui Pukapuka

Before Reading

1. Ohia manomanotia te pukapuka nei. Wānangahia, tuhia ngā mōhioanga o ngā ākonga mō ngā kaupapa ki runga pepa nui. Me tautohu ngā ākonga i tētahi ariā matua, kupu matua rānei. Ka whakarōpū ngā whakaaro ōrite. Mai i ngā whakaaro ka matapae ngā ākonga i ngā mōhioanga ka ako i te pukapuka nei me tā rātou e hiahia ana. Ka whakaupokotia pēnei, *'He aha tā tātou e hiahia ana ki te ako?'*

Discuss and write what the students already know about each topic on a large piece of paper. Ask students to record their responses, writing one key idea or keyword. Group the ideas or words into similar themes. Based on their discussions, have students predict what they think they will learn from the text and what they want to find out from the text. Name it *'He aha tā tātou e hiahia ana ki te ako?'*

2. Tuhia ki te pepa, *'Kua ako kētia e au'* ki tētahi taha, *'Kua ākona e au'* ki tētahi atu taha. I mua i te pānui, ka tuhia e ngā ākonga ō rātou mōhioanga mō te kaupapa ki te taha *'Kua mōhio kētia e au'*.

Write on a sheet of paper *'Kua ako kētia e au'* on one column and *'Kua ākona e au'* on the other column. Before reading, students write down what they know about the topic and, what they want to know in the *'Kua mōhio kētia e au'* column.

3. Kōrero mō ngā rotarota. Matapakina ngā momo āhuatanga reo, arā, te huarite, te whakatangata, te huahuatau, te orokati tārua, te oro puare tārua, te tāruaruatanga, te tātorutanga, te ororite kia kite ai mehemea e taea e rātou ngā āhuatanga reo nei te tautuhi.

Talk about poems. Discuss the features of these language styles: rhyme, personification, metaphor, alliteration, assonance, repetition, triplication, and onomatopoeia. Can the students identify any of these features?

4. Kōrero mō ngā tuhinga taki whānui. Whakaakona ēnei āhuatanga reo, arā, te reo tautoru, te reo wāmuā, te reo raupapa, ngā kupu mahi, me ngā kupu kōrero a tētahi.

Talk about factual recounts. Introduce the features of factual recounts: third person, past tense expressions, sequencing expressions, verbs, and quotations.

Te Rikēta o Ngāruawāhia (wh. 2-8)

nā Pumi Tūmai

He whakarāpopototanga

I tīmata mai te Rikēta o Ngāruawāhia i te tau 1896 ki ngā tahataha o te awa o Waikato, ki raro iho o te marae o Tūrangawaewae. Ko Mahuta te kīngi tuatoru i taua wā. Ko te kaupapa o te hui nei he whakakotahi i ngā uri o te waka o Tainui ki raro i te mana nui o te Kīngitanga. Nā Te Puaea Hērangi, he irāmutu nā Kīngi Mahuta, i āwhina ki te whakatū i tēnei kaupapa te rikēta.

Summary

The annual Regatta has been held at Ngāruawāhia since 1896 on the Waikato river below Tūrangawaewae marae. At that time, Mahuta was the third Māori king. The purpose for this event is to bring all the Tainui generations together under the Kīngitanga. The niece of Kīngi Mahuta, Te Puaea Hērangi supported the organisation of this regatta.

<p>Te momo reo tuhi Language style</p>	<ul style="list-style-type: none"> • He Tuhinga Taki (<i>Recounts</i>) <ul style="list-style-type: none"> - Te taki whaiaro (<i>Personal recount</i>)
<p>Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style</p>	<ul style="list-style-type: none"> • He reo tohu wāmua (<i>Past tense expressions</i>) Hei tauira: <ul style="list-style-type: none"> - I tīmata mai te Rikēta o Ngāruawāhia i te tau 1896 ... (wh. 2) - I te wā o nehe mā, he kōpapa kē ... (wh. 3) • He reo raupapa (<i>Sequencing expressions</i>) Hei tauira: <ul style="list-style-type: none"> - I te mutunga iho o te rā ... (wh. 4) - Ko te rā tuatoru te rā ka whakanuia te kaupapa, ... (wh. 5) - Tuatahi ko ngā karakia, tuarua ko te whakataui i ngā manuwahiri o Kīngi Tūheitia. (wh. 5) - Ka mutu, he whakangahau te mahi a ngā kaiwaiata rongonui o te ao Māori. (wh. 5) - Kātahi ka tīmata ngā rūruhi ki te karanga ki ngā waka tauā ... (wh. 7) • Ngā kupu ingoa (<i>Nouns</i>) Hei tauira: <ul style="list-style-type: none"> - I tīmata mai te Rikēta o Ngāruawāhia i te tau 1896 (wh. 2) - ... ki raro iho o te marae o Tūrangawaewae. (wh. 2) - Ko Mahuta te kīngi tuatoru i taua wā. (wh. 2) - He tino rawe ki te kite atu i ngā tamariki pīpī paopao ... (wh. 3) - ka tuwhera ngā mīhini korikori a ngā tamariki. (wh. 4)



I te Ākongā e Pānui ana i te Pukapuka

During Reading

1. Ohia manomanotia tētahi taiopenga ā-tau, tētahi hui ā-tau ā-iwi, ā-hapū, ā-hapori rānei. Whakamahia ēnei pātai:
 - He aha te pūtake o te hui?
 - He aha nei ngā mahi?
 - Ko wai i tae ake?
 - Ko wai ngā kaitautoko o te hui?
 - He aha ngā nekehanga kētanga i whai wāhi ai i roto i ngā tau mai i tōna tīmatanga?
 - Whakaraupapatia ngā whakaaro ki te tuhituhi kōrero e pā ana ki tētahi hui ā-tau, ka mutu, ka kauhautia tērā ki ōu hoa ako, kia eke ki te rima meneti te roa.

Discuss an annual, local event or an annual event within their iwi, hapū, or community. Use the following questions:

- What's the purpose of the event?
- What happens at the event?
- Who attends the event?
- Who supports or sponsors the event?
- What are any changes that may have taken place over the years since the event has been running?
- Sequence ideas and write a story about an event and present an oral speech up to five minutes long to the class.

2. He mahi ā-rōpū tēnei, kia 4–5 ākongā ki ia rōpū. Ka waihanga mai i tētahi hui, ka whakahaerehia e tō rātou kura, e te hāpori rānei. Whakaarohia ēnei pātai hei wānanga:
 - He aha te take o te hui mō te hunga taiopenga?
 - He aha ngā ture o te hui?
 - Ka pēhea te whakahaerehia?
 - Ko wai mā ngā manuhiri, ngā kaitautoko?
 - Whakaritea mai he whakaaturanga e whakamārama ana i ēnei pātai. Whakaurua mai tētahi wātaka hei whakaraupapa mai i ngā kaupapa matua me ngā āhua ake o roto i te hui.

Working in groups of 4–5, students invent an annual event that could be started at their school or in their community. Use the following questions to plan the event:

- What would the purpose of the event be?
- What would the requirements or rules be?
- How would it be organised?
- Who could attend?
- Prepare a presentation explaining these questions. It should include a timetable outlining the sequence of the main events or components of the event.

Ngā Toa Rīki o te Ao 2008 (wh. 9-15)

nā Pumi Tūmai

He whakarāpopototanga

He tuhinga tēnei mō te tau i toa ngā Kiwi o Niu Tirenī i te Kapu Nui o te ao i te tau 2008, i te taumāhekeheke Rīki o te Ao.

Nā te kapa Kangarū o Ahitereiria te reo pōwhiri ki ngā kapa rīki o te ao. Kotahi noa te kaupapa, he eke ki te taumata tiketike o te ao rīki!

Nō te tau 1954, hua ake ai te whakataetae nei, ā, koinei te tuangahuru mā toru o ngā whakataetae rīki mō te Kapu Nui o te Ao.

Summary

This text is about 2008, the year the New Zealand rugby league team won the World Rugby League tournament. The Australian Wallabies hosted the tournament. They had one objective, to win the competition.

This is the 13th World Rugby League tournament since 1954.

<p>Te momo reo tuhi Language style</p>	<ul style="list-style-type: none"> • He Tuhinga Taki (<i>Recounts</i>) <ul style="list-style-type: none"> – Te taki whānui (<i>Factual recount</i>)
<p>Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style</p>	<ul style="list-style-type: none"> • He reo tautoru (<i>Third person</i>) Hei tauira: <ul style="list-style-type: none"> – Nā te kapa Kangarū te reo pōwhiri ki ngā kapa rīki toa o te ao. (wh. 9) – Ahakoa whānau mai ai a Nathan ki Poihākena, ... (wh. 9) – Kāre i roa, ka hipa te kapa Kangarū i te rārangi piro, arā, e rua ngā piro i oti tere i a rātou. (wh. 12) – Mea rawa ake, ka riro mā te uri o Hamoa a Jeremy Smith hei huaki ngā tatau a te kapa Kiwi. (wh. 13) • He reo tohu wāmua (<i>Past tense expressions</i>) Hei tauira: <ul style="list-style-type: none"> – Nō te tau 1954, i hua ake ai te whakataetae nei, ... (wh. 9) – I kitea whānuitia te whakatūtū puehu o te haka a te kapa Kiwi ki ngā kanohi o te hoariri, ... (wh. 12) – I te rūma tīni kākahu a Stephen Kearney e whakahihiko ana i tāna kapa, ... (wh. 13) • Ngā kōrero a tētahi atu (<i>Quotation</i>) Hei tauira: <ul style="list-style-type: none"> – Ki tā te hunga pāho, “O ngā haka kua kitea ki te papa tākaro, kāore he ihi, he wana i kō atu, i kō mai i tā te kapa Kiwi i whakaatu ai.” (wh. 12) – Ki tā te kāpene o te kapa Kiwi a Nathan Cayless, “Mā pango, mā whero ka oti te mahi, ā, ehara taku toa i te toa takitahi, engari he toa takimano.” (wh. 15) – Hei tāna, “Ko tāku moemoeā nui ko te eke ki te Kapa Kiwi. ...” (wh. 15)



I te Ākonga e Pānui ana i te Pukapuka

During Reading

1. Kōwhirihia he kaitākaro nō te kapa Kiwi, he toa hākinakina rānei e kaingākaunui ana ki a koe. Ka tuhi he kōrero taki mō te tangata me āna mahi kua tutuki pai. Me tautohu i ngā whāinga a tērā toa whakatakotoria tae atu ki ngā hua o ērā whāinga māna. Mō te taha ki te tuhi, arotahi ki 'Ngā kōrero a tētahi atu.' Anei he pātai hei tautoko:
 - Ko wai tō tangata?
 - Nō hea ia?
 - He aha tana mahi hākinakina?
 - He aha āna whāinga?
 - I tutuki pai ērā whāinga?
 - Ko wai ngā tāngata i tautoko i a ia ki te whakatutuki i āna whāinga?
 - He aha ngā āhuatanga kua haukoti i āna whāinga?

Choose any of the Kiwi team members or another sportsperson. Write a biography about this person and their achievements. Identify the objectives of this sportsperson and describe the benefits he or she will gain by achieving the objectives. When writing, focus on the sportsperson's own words from public sources. Here are some questions to help:

- Who is the sportsperson?
 - Where is he/she from?
 - What sport does he/she play?
 - What are his/her objectives?
 - Has he/she achieved his/her objectives?
 - Who has supported him/her to achieve his/her objectives?
 - Were there any distractions in him/her achieving his/her objectives?
2. Mātakitaki i tētahi hōtaka kua pāoho kētia, ā, me mātakitaki rānei i tētahi atu akomanga e tākaro ana. Mā ngā ākonga e tuhituhi pitopito whakamāhuki mō te tākaro hei reo taki whānui mai i tō rātou tirohanga.

Show the class a pre-recorded game of sport on TV or go and watch another class play a game of sport. Ask the students to take notes of the events and action of the game. Using their notes, students then write a factual recount of the game from their perspective.

3. Me mahi takitahi, takirua rānei. Waihangahia he kahu hou mō te tīma Kiwi. Aro atu ki ngā whakaahua tīhate i te whārangi 10. Whakaaturia tāu tauira tīhate ki tētahi pepa rahi me ngā whakamāramatanga e pā ana ki ngā āhua o roto, ki āu kōwhiringa tae hoki.

Work individually or in pairs. Design a new uniform for the Kiwi team. Use the various teams' shirts represented in the tournament from the article on page 10. Present a full size, flat paper mock up of the design and explain the elements of the design and the choice of colour.

Pouākai (wh. 16-17)

nā Te Rau-o-te-Rangi Winterburn

He whakarāpopototanga

Kei roto i tēnei tuhinga e rua ngā wāhanga, ko te rota tuatahi, e pā ana ki te manu nui e kīia nei, ko te pouākai. Ko te tuarua, he whakatīpoka nā te kaituhi hei whakamārama i āna kōrero.

Summary

This text includes 2 elements: the first, a poem about the bird known as the pouākai (Haast's eagle); the second, some explanatory author's notes discussing each verse.

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>)
Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style	<ul style="list-style-type: none">• Ngā huarite (<i>Rhyme</i>) Hei tauira:<ul style="list-style-type: none">– Whakataetae ai me te kārearea Ko wai ka tae ki Rangiātea? (whiti. 2)– Te pikitanga o ngā manu nei. Ka puhi te hau, tā te kārearea “kei!” (whiti. 2)– Piki tonu rā ko te pouākai. Te ua, te hau tē aukati mai. (whiti. 3)– Tērā ia i tae ki a Rangi. Harawene noa tā te kārearea tangi! (whiti. 3)• He reo whakaahua (<i>Descriptive language</i>) Hei tauira:<ul style="list-style-type: none">– Te taniwha rere o onamata. Topa haere me he manutaki. Me matakana ngā kanohi! (whiti. 1)– Piki tonu rā ko te pouākai. Te ua, te hau tē aukati mai. (whiti. 3)– Harawene noa tā te kārearea tangi! (whiti. 3)

I te Ākonga e Pānui ana i te Pukapuka

During Reading

1. Kōwhirihia tētahi kararehe, manu rānei hei kaupapa tuhinga whiti whakangahau. Me whai huarite te rere o te tuhi, pērā ki tā te Pouākai. Kei te ākonga te tikanga, mehemea kia huarite i ia rārangi e rua, (pērā i te tauira) i ia tuarua, tuawhā rānei o ngā rārangi. Whakamahia te reo whakaahua mō te kararehe kua kōwhirihia.

Choose an animal or bird and write a poem about it. The poem should use a rhyming flow similar to that of the Pouākai poem. Students can choose to have every two lines rhyme (like the example), or else have every second and fourth line rhyme. Include descriptive language when describing the animal in the poem.



2. Ka whakaaturia ngā whiti whakangahau e ngā ākonga ki tētahi minenga.

Students perform their poem to an audience.

3. Tuhia mai he whakamāramatanga hei whakamōhio ai te kaipānui i te whakahiwatanga o ia whiti, i ngā whakamahinga o te reo, tae atu ki ētahi āhuatanga whakapapa o te koiora kua kōwhirihia.

Students write an explanation to inform the reader about the inspiration of each verse and their use of language, giving details of some of the whakapapa of their chosen creature.

4. Pānui tahi i te whiti whakangahau me te wāhanga 'he whakamāhuki'. Matapakina te whiti whakangahau nei mā ngā whakamāhuki tāpiri hei āwhina. Anei he pātai hei āwhina:
 - Kua rongo kōrero koe e pā ana ki tēnei manu? He aha ōu mōhiotanga?
 - He aha te take i tuhia e te kaituhi he kōrero mō tēnei mohoa?
 - He aha te tikanga a te kaituhi mō tēnei rerenga kōrero, "Me matakana ngā kanohi?"
 - He aha i whakataurite ai te kaituhi i te pouākai, ki te kārearea rānei, ki te kāhu rānei? He aha ngā ōritenga, ngā rerekētanga rānei o ērā manu? E ora tonu ana ētahi ināianei?
 - He akoranga e taea ai e te pouākai te whakaako mai ki te oranga o te tangata. He aha ngā werotanga me ngā painga kei roto i tēnei whiti whakangahau?

Get students to read the Pouākai poem and the explanation together. Discuss the poem, using the extra information provided in the notes. These questions may be helpful:

- Have you heard about this bird before? What do you know?
 - Why do you think the author wrote about this creature?
 - What does the author mean by the sentence "Me matakana ngā kanohi"?
 - Why do you think the author compares the pouākai and the kārearea or kāhu? What are their similarities and differences? Are there any at all?
 - Can the pouākai teach us anything about our own lives? What are the challenges and benefits from this poem?
5. Ka tautohu ngā ākonga i ngā kupu hou i tohua i ngā whakatīpoka a te kaituhi. Tuhia tētahi rerenga kōrero mō ia kupu hou [kei roto i te whiti whakangahau] hei whakaatu i tō māramatanga o te kupu.

Using the new words identified in the notes, ask students to write a sentence for each new word that shows their understanding of these words.

Kī o Rahi – He Tākaro nā Ngā Tīpuna (wh. 18-23)

nā Kānia Worsley

He whakarāpopototanga

He tuhinga tēnei mō te tākaro, Kī o Rahi. Ko te Kī o Rahi tētahi kēmu i tākaroia i mua mai i te taenga mai o tauwi ki Aotearoa. Ka whakamāramahia te mahi tautoko a te tangata kia ora ai te kēmu me ngā painga o te kēmu mā te tangata.

Summary

This text provides a brief history of the traditional game Kī o Rahi. Kī o Rahi was a game that was played before the arrival of Europeans to New Zealand. It explains how the people supported the sport and the benefits of it.

Te momo reo tuhi Language style	<ul style="list-style-type: none">• He Tuhinga Taki (<i>Recounts</i>)<ul style="list-style-type: none">– Te taki whānui (<i>Factual recount</i>)
Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style	<ul style="list-style-type: none">• Ngā kupu ingoa (<i>Nouns</i>) Hei tauira:<ul style="list-style-type: none">– He rerekē ngā tikanga tākaro o tēnā hapū, o tēnā iwi. (wh. 18)– Kitea ai te pūtake o te tākaro Kī o Rahi i roto i te pūrākau e pā ana ki a Rahi-tūtaka-hina rāua ko tōna hoa rangatira, ... (wh. 19)– E ai ki ngā kōrero tuku iho, i kāwhakina a Te Ara-kura-pakē-wai e ngā patupaiarehe, ... (wh. 19)– ... ka mutu ngā mahi a te rēhia pēnei i te tākaro Kī o Rahi i roto i ngā kura. (wh. 20)• Ngā kupu āhua (<i>Adjectives</i>) Hei tauira:<ul style="list-style-type: none">– ... ko ētahi a ngā tikanga Māori me ngā tākaro i āhua ngaro atu i te tirohanga kanohi. (wh. 20)– Ehara i te mea i ngaro rawa ki tua o te pae o hokinga ora mai, e kāo. (wh. 20)– Atu i te whakangahau me te whanaungatanga he mahi whakakoikoi i te hinengaro, he mahi whakapakari hoki i te tinana te Kī o Rahi. (wh. 23)• Ngā kupu mahi (<i>Verbs</i>) Hei tauira:<ul style="list-style-type: none">– Nō mua mai i te taenga mai o tauwi ki Aotearoa nei, ... (wh. 18)– Kei ngā kōrero mō te rapunga o Rahi i tōna wahine ... (wh. 19)– Ānō rā, kua uru atu ki ngā kura i tēnei whenua, ... (wh. 22)



I te Ākonga e Pānui ana i te Pukapuka

During Reading

1. Me mahi takitahi, takirua rānei. Rangahaua tētahi atu tākaro, hākinakina rānei o te ao Māori tawhito. Rapua ngā kōrero tuku iho o taua tākaro.

- Ka pēhea te tākaro?
- He aha ngā ture me ngā tikanga?
- He aha ngā taputapu?

Work individually or in pairs. Research another traditional Māori game or sport. Find out the history of the game.

- How do you play it?
- What are the rules?
- What equipment is required?

2. Rangahaua, pēhea nei te tākaro Kī o Rahi.

- Ka pēhea te tākaro?
- He aha ngā ture me ngā tikanga?
- He aha ngā taputapu?

Research, how to play Kī o Rahi.

- How do you play it?
- What are the rules?
- What equipment is required?

Tutina Pasene (wh. 24-29)

nā Kānia Worsley

He whakarāpopototanga

E kōrero ana tēnei tuhinga mō te tangata nei a Tutina Pasene. He uri ia nō ngā moutere o Rarotonga, o Alofi, o Niue, o Tahiti hoki. He kaiwhakahaere, he kaihanga tauira ia mō tana kamupene hanga kākahu.

Summary

This is a brief biography about Tutina Pasene. She descends from Rarotonga, Alofi, and Tahiti. She is a manager and designer in her own family designer clothing business.

Te momo reo tuhi Language style	<ul style="list-style-type: none">• He Tuhinga Taki (<i>Recounts</i>)<ul style="list-style-type: none">– Te taki whānui (<i>Factual recount</i>)
Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style	<ul style="list-style-type: none">• Te reo tautoru (<i>Third person</i>) Hei tauira:<ul style="list-style-type: none">– Mai rā anō, e kaingākau ana a Tutina Pasene ki te tuitui kākahu. (wh. 24)– Ko ngā tātai whakapapa o Tutina ka heke mai i ngā moutere o Rarotonga, ... (wh. 25)– Hei tāna, ka noho ko ngā āhuatanga maha o te wā me ngā āhuatanga tuku iho hei awe, hei kaupapa hoki mō āna mahi. (wh. 25)• He reo whakaahua (<i>Descriptive language</i>) Hei tauira:<ul style="list-style-type: none">– Ko tāna, he whakahonohono i ngā tikanga rangatahi me ngā tikanga tuku iho a ōna tīpuna. (wh. 25)– E ai ki a Tutina ka mahana tōna ngākau i tāna mahi tahi me āna tama. Kua roa ia e whakapau werawera ana ki te tuitui kākahu mō tōna whānau, ... (wh. 26)– Ko te hanga kākahu mō te hunga tāne tētahi wāhanga nui o te umanga hanga kākahu. (wh. 27)

I te Ākonga e Pānui ana i te Pukapuka

During Reading

1. Whakamahia tēnei tuhinga kōrero mō te tangata me ētahi atu e pērā ana i roto i ngā kohinga *Te Tautoko*. Whakamāramahia ngā ākonga ki ngā momo reo o te tuhinga taki whānui me te tuhinga mō te tangata. Matapakina ngā āhuatanga reo o tēnei momo tuhinga, kātahi ka rapu i ngā tauira o te reo tautoru me te reo whakaahua.

Using this biography and other biographies from the *Te Tautoko* series, introduce students to the language style of factual recounts and biographies. Discuss the language features of this genre and then find examples of third person and descriptive language.



2. Kōwhirihia tētahi pakeke o te whānau, he hoa pakeke rānei ka tuhituhi kōrero mōna.

Ask students to choose an older family member or older family friend and write a biography about that person's life.

3. Mā ngā ākonga tētahi kahu noa, tētahi kākahu rānei e waihanga mō rātou ake. Me ngana rātou ki te hono i ētahi āhuatanga whakapapa ki ētahi āhuatanga o ēnei rā, kia motuhake te tauira ka hangā. Me matua āhei ngā ākonga ki te whakamārama i te whakahiwaitanga o ā rātou tauira. Nā te aha ai i kōwhirihia te waihanga pērā ki tēnei kahu, ki tēnā kākahu rānei? Ki hea mau haere ai tērā? He aha tā rātou tapanga mō tō rātou mea?

Have students design a single item of clothing or an entire outfit that they would wear. They should try to incorporate elements of their whakapapa with modern day design elements to create a unique piece. Students must be able to explain the inspiration for their design. Why did they choose to design this particular item of clothing or outfit? Where would they wear it? What might they name their piece?

Te Reo Whakataukī (wh. 30-31)

He whakarāpopototanga

He tuhinga, ka wānanga i te whakataukī nei, *Rurea taitea kia tū ko taikākā anake*. Ka whakamāramahia, ka pēhea nei e hāngai ana ki te ao o nāianei.

Summary

This text discusses the proverb, *Rurea taitea, kia tū ko taikākā anake*. It explains how it relates to the present times.

Te momo reo tuhi Language style	<ul style="list-style-type: none"> • He Tuhinga Tūhono (<i>Writing to express collective identity</i>)
Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style	<ul style="list-style-type: none"> - Whakataukī (<i>Proverb</i>)

I te Ākongā e Pānui ana i te Pukapuka

During Reading

1. Tohua ngā ākongā kia rangahaua ētahi atu whakamāramatanga mō te whakataukī nei.

Have students research other explanations of the proverb.

2. Tohua ngā ākongā kia rapua tētahi whakataukī me āna māramatanga nō tō rātou ake rohe, tētahi atu rānei e kaingākaunui ana, kātahi ka whakairi ki roto i te akomanga.

Ask students to find a proverb and its explanation. They might choose a proverb from where they are from or simply choose one they like. Hang the proverbs in the classroom.

3. Matapakina tahi me ngā ākongā te takenga o ngā whakataukī, te āhua o te reo ka whakamahia, tae atu ki te wā tika o te whakamahi.

Discuss with students what proverbs are used for, the type of language used, and when they are used.

I Muri i te Pānui Pukapuka

After Reading

He ngohe aromatawai, he ngohe whakawhānuitanga ēnei.

Possible assessment and extension activities.

1. Ka arotake ngā ākonga i ā rātou rārangi mōhio me te matapaki i ā rātou akoranga hou i muri i te pānui i tēnei pukapuka.

Students review their list and discuss what they now know after reading the material.

2. Tirohia te pātai tuarua i te wāhanga 'I Mua i te Pānui Pukapuka' ('kua ākona e au'). I muri i te pānui pukapuka ka whakakīki ngā ākonga i te pou tuarua e pā ana ki ā rātou akoranga. Ka mutu te whakakīki i te whārangi, ka matapakina ngā oritenga me ngā rerekētanga.

After reading, the students fill in the second column with what they have learnt. See question 2 from Before Reading ('kua ākona e au'). Students will fill in the sheet and discuss what the similarities and differences are.

3. Me matapaki tahi ngā ākonga i ngā arotahinga e whai ake nei mō ētahi momo reo e toru e tauira mai ana i *Te Tautoko 70*:
 - He aha ngā tino āhua o te momo reo i ako ai tātou?
 - Homai kia rima ngā tauira mō ētahi o ngā āhua.
 - Whakaatu mai he tuhinga e taunaki ana i tō mōhio me tō mārama ki tērā momo reo. E tika ana kia āhei ngā ākonga ki te tautohu i ngā āhua o te reo kei roto i ā rātou ake tuhinga.

Ask students to discuss the following question and instructions regarding any of the three language styles presented in *Te Tautoko 70*:

- What are the main features of the language style that we have learnt about?
- Give me five examples of some of the features.
- Produce a piece of writing that reflects your knowledge and understanding of this language style. (Students should be able to identify the language features they have included in their piece.)

He hokinga whakamuri hei kōkiringa whakamua

Ideas for reflecting in learning and planning next learning steps

1. Hoatu tētahi atu kōrero taki nō pukapuka kē ki ngā ākonga, ka akiaki rātou ki te tautohu i ētahi āhuatanga reo o taua kōrero taki i kitea i te pukapuka *Te Tautoko 70*.

Give students another recount text from another book and ask them to identify some examples of the language features of recount text that they found in the articles in *Te Tautoko 70*.

2. Hoatu ētahi atu whiti whakangahau nō pukapuka kē ki ngā ākonga, ka akiaki rātou ki te tautohu i ētahi āhuatanga reo o taua whiti whakangahau i akohia i te pukapuka *Te Tautoko 70*.

Give students some other poetry from another book and ask them to identify some examples of the language features of recount text that they learnt from the poem in *Te Tautoko 70*.

3. Rangahaua ētahi pakihi, ētahi hinonga rānei ā te Māori hei whakaatu tuhinga taki whānui e pā ana ki aua rōpū whakariterite me ngā tāngata nō rātou aua rōpū rā.

Research other Māori owned businesses or enterprises and produce recount texts about these organisations and the people who own them.



Ngā Tohutoro

References

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Ngā Rauemi

Resources

Ngā Pukapuka

Brown, H. (2008). *Ngā Taonga Tākaro: Māori Sports and Games*. Auckland: Raupō

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

Te Ipurangi

He Pātaka Kupu www.korero.maori.nz/home.html

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

Mā tēnei hoki e māmā ai te rapu i ngā kupu taurite.

Te Ara www.teara.govt.nz

He puna mōhiohio e mau nei i ngā pitopito kōrero, i ngā tāhuhu kōrero, i ngā whakaahua, i ngā kiriata hoki e pā ana ki Aotearoa.

History of Māori Enterprise

www.teara.govt.nz/en/te-maori-i-te-ohanga-maori-in-the-economy/3

www.teara.govt.nz/en/nga-umanga-maori-business-enterprise/1

Te Taura Whiri i te Reo Māori www.tetaurawhiri.govt.nz

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

Te Ao Hou <http://teaohou.natlib.govt.nz/journals/teaohou/index.html>

Ko ngā moheni tawhito o Te Ao Hou. He nui ngā tuhituhinga reo Māori, ngā mihi, ngā poroporoaki, ngā pūrākau, ngā take tōrangapū, me ngā kaupapa maha e pā ana ki te ao Māori.



TE TĀHUHU O TE MĀTAURANGA
Ministry of Education

Te Kāwanatanga o Aotearoa

