

# 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 i tēnei rauemi. Tēnā koutou. He mihi hoki ki ngā kura mā koutou te rauemi nei e whakamahia hei akiaki i ngā mahere ako hei whāngai i ā tātou nei tamariki ki te reo.

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**Ētita:** Rona Lawson

**Kaihoahoa:** Elton Gregory

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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](mailto:orders@thechair.minedu.govt.nz)

Tono mai rānei mā te Ipurangi [www.thechair.minedu.govt.nz](http://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 Hēnare, 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 a *Te Tautoko* i te huinga pukapuka a *He Kohikohinga*, ā, ka hāngai ki ngā ākonga kei ngā Tau 7–8. Nō Te Tai Tokerau ngā kaituhi o ngā tuhinga i roto i tēnei pukapuka. Hei konei, ka pānuhia ngā kōrero mō taua rohe me ngā kōrero o mua, o muri hoki.

The *Te Tautoko* series is a collection of historical and contemporary stories compiled to appeal to a rangatahi audience. It follows on from the *He Kohikohinga* series and is intended for students in Years 7–8. The authors of this issue all whakapapa to Te Tai Tokerau, and they share with us some of their stories from the past and present.

## **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
- tīpako i ngā pūkenga me te mātauranga e arotahitia ana me te tautohu i ngā rautaki ako hei whāngai i ēnei āhuatanga ki te ākonga.

The notes are designed to support teachers to:

- identify the appropriate links with *Te Marautanga o Aotearoa*
- identify the appropriate links to *Ngā Whanaketanga Rumaki Māori*
- identify possible ways in which to apply the text to school literacy programmes
- extend the context and application possibilities of the texts through learning activities
- identify possible learning strategies that reinforce the language skills and content knowledge within each story.

## 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, Tikanga ā-lwi, me te Hauora. 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, Tikanga ā-lwi, and Hauora learning areas in *Te Marautanga o Aotearoa*. Pouako should select learning areas and learning objectives appropriate for their students.

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.
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.
4	Hauora	Taiao	Ka whakataurite i ngā ture, i ngā tikanga rānei o te ao Pākehā, o te ao Māori, o hea ake rānei, e pā ana ki te mahi a te tangata i roto i te taiao.

## He Hononga ki *Ngā Whanaketanga Rūmaki 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 pūtaka 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 rima ngā kōrero o roto i te pukapuka *Te Tautoko 69*. 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 te kōrero. Ko te whāinga, kia āhei ngā ākonga ki te torotoro i te whānuitanga o ngā momo reo tuhi me ngā āhuatanga o tēnā, o tēnā momo tuhituhi.

There are five stories in the book *Te Tautoko 69*. The following pages provide a brief overview of each story, the language style, features of that language style, and some examples from the 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 Method

### He Whāinga Ako

#### Teaching Purposes

Kia tautoko i ngā ākonga ki te:

- whakawhānui i ō rātou mōhiotanga mō ētahi o ngā kōrero o Te Tai Tokerau
- tautohu i ngā momo āhuatanga reo o ngā kōrero mō te tangata
- whakawhanake i ō rātou pūkenga ki te tautohu i ngā take matua ka taka mai i tētahi kōrero taki me te tuhi i tā rātou ake kōrero taki
- whakawhānui i tō rātou ake puna kupu.

To support students to:

- develop their knowledge about some of the historical stories from Te Tai Tokerau
- be able to identify language features from biographies
- develop comprehension strategies to identify the main points of a biography and write their own biographies
- expand their current vocabulary knowledge base.

### He Horopaki Ako

#### Contexts for Learning

Ko ētahi momo horopaki ako ko:

- ngā kōrero ā-iwi o Te Tai Tokerau
- ngā kōrero mō tētahi tangata
- ngā hononga ki tētahi atu, ki ētahi atu rānei
- te whakamahi papakupu
- te whakawhānui i tō ake puna kupu.

Contexts for learning could include:

- stories from Te Tai Tokerau
- biographies
- relationships
- effective dictionary use
- vocabulary development.



## He Ngohe

### Learning Activities

Anei ētahi whakaaro mō ngā ngohe e pā ana ki ngā kōrero katoa o roto o *Te Tautoko* 69 tērā ka taea e te pouako te whakamahi me ngā ākonga kia tutuki ai ngā whāinga ako. Ka taea e te pouako te whakahāngai ēnei whakaaro ki ngā whāinga ako me ngā hiahia o ngā ākonga.

Here are some ideas for learning activities which may be used in connection with all the stories in *Te Tautoko* 69 that pouako can use to help achieve their teaching purposes. 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

Ka taea te whakamahi i te katoa o ēnei ngohe mō te pukapuka. Ko tā te pouako mahi 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 activities may be used for all of the stories in the book. Teachers should predict what aspects of the stories will challenge the students and know what the reading objectives are for the group or the student.

1. Ohia manomanotia me ngā ākonga o rātou mōhioatanga mō ngā kōrero nō Te Tai Tokerau, nō tō rātou ake iwi rānei. Ka mutu, matapakihia o rātou whakaaro ka wānanga mō ngā āhuetanga o Te Tai Tokerau, mō o rātou ake iwi rānei. Hei tauira: ngā kōrero o neherā, ngā momo mita, me ngā tāngata rongonui.

Work with the students to brainstorm what they already know about the stories from Te Tai Tokerau or information related to their own iwi. For example: myths and legends, dialectal difference, famous people.

2. Rapua he mahere o ngā iwi o Aotearoa, ka akiaki i ngā ākonga ki te kimi i ngā hapū i Te Tai Tokerau. Ākina rātou ki te rapu i ngā momo iwi puta noa i Aotearoa. Ka taea te tiki mahere mai i te paetukutuku o TAKOA, arā, [www.takoa.co.nz/iwi\\_maps.htm](http://www.takoa.co.nz/iwi_maps.htm)

Look at a map of the iwi of Aotearoa and encourage the students to locate and identify the hapū in Te Tai Tokerau. Encourage them to look at iwi within Aotearoa. A map can be found on the TAKOA website: [www.takoa.co.nz/iwi\\_maps.htm](http://www.takoa.co.nz/iwi_maps.htm)

3. Whakamārama atu ki ngā ākonga ngā āhuetanga o te tuhinga mō tētahi tangata. Whakamāramahia ētahi āhuetanga o tēnei momo reo tuhi. Hei tauira: te reo tohu wāmua, te reo raupapa, te reo tautoru, te kōrero whakawhiti, me ngā kupu mahi.

Talk to the students about biographies. Introduce some of the features of this language style and give them some examples. For example: past tense expressions, sequencing expressions, writing in the third-person, dialogue, and verbs.

# Ko Reitū rāua ko Reipae (wh. 2)

## nā Pita Tipene

### Hei whakarāpopoto

He kōrero tēnei e whakaatu ana i tētahi hononga i waenganui i Whangapē me Waikato. Ka tuhia ki te reo pohewa hei whakamārama i te aroha me te harawene. Kei roto nei, ka whakamāramahia ngā whakapapa o ngā wāhi i Te Tai Tokerau.

### Summary

This legend shows the links between Whangapē and Waikato. The text uses poetic language to express love, and jealousy. The text provides an explanation for some place names in Te Tai Tokerau.

<p><b>Te momo reo tuhi</b> Language style</p>	<ul style="list-style-type: none"> <li>• He Tuhinga Taki (<i>Recounts</i>) <ul style="list-style-type: none"> <li>– Te taki pohewa tuku iho (<i>Imaginative historical recount</i>)</li> </ul> </li> </ul>
<p><b>Ētahi āhuatanga o tēnei momo reo tuhi</b> Features of this language stylez</p>	<ul style="list-style-type: none"> <li>• Te reo tauroru (<i>Third-person</i>) Hei tauira: <ul style="list-style-type: none"> <li>– Ka haere te rangatira nei, ka haere, ā, ka tau atu ki ... (wh. 2)</li> <li>– I te pērā hoki ngā whakaaro o ngā māhanga nei ... (wh. 3)</li> <li>– Ko te tangata nei a Ueoneone, he korokē mātau. (wh. 3)</li> </ul> </li> <li>• Ngā kupu mahi (<i>Verbs</i>) Hei tauira: <ul style="list-style-type: none"> <li>– Ka whakaaro a Ueoneone ... (wh. 2)</li> <li>– Ka haere te rangatira ... (wh. 2)</li> <li>– ... ka kapakapa tonu atu tana manawa ... (wh. 3)</li> <li>– ... ka hoki ia ki te wā kāinga ... (wh. 5)</li> </ul> </li> <li>• Ngā kupu āhua (<i>Adjectives</i>) Hei tauira: <ul style="list-style-type: none"> <li>– He nanakia anō hoki te āhua o Ueoneone. (wh. 3)</li> <li>– ... he teitei, he mārō te tinana. (wh. 3)</li> <li>– ... he korokē mātau ki te whakatangi i te pūtōrino. (wh. 3)</li> </ul> </li> <li>• Te reo tohu wāmua (<i>Past tense expressions</i>) Hei tauira: <ul style="list-style-type: none"> <li>– I ngā rā o mua ... (wh. 2)</li> <li>– I mua noa atu hoki ... (wh. 2)</li> <li>– I neke mai ētahi iwi ... (wh. 2)</li> <li>– I te kitenga tuatahi ... (wh. 3)</li> </ul> </li> </ul>



## I te Ākongā e Pānui ana i te Pukapuka

### During Reading

1. He mahi takirua tēnei. Tuhia he whakarāpopototanga o te haerenga o Reitū rāua ko Reipae. Tuhia i te reo tauroru. Ka mutu rā, tāngia he mahere whenua e whakaatu ana i tō rātou haerenga.

This activity can be done in pairs. Write a brief summary of the journey of Reitū and Reipae. Write in the third-person. When this is done draw a map of their journey.

2. Rangahau ā-ipurangi ētahi kōrero o nehe mai i ngā iwi o ngā ākongā. Tuhia he whakarāpopototanga o ia kōrero, ka whakaatu ki te akomanga. Tautohua ngā kaupapa matua o ia kōrero. Whakaraupapa mai i ngā kōrero katoa me ngā kaupapa matua ōrite.

Do an internet search to find out information about legends from the tribal areas the students are from. Write a summary of the legends and share with the class. Write the key messages in the stories. Look across all stories shared and identify common themes.

3. Wānangahia ngā kupu ā-iwi nō te kōrero. Ohia manomanotia ētahi atu kupu ā-iwi, kōrero ā-iwi e mōhiotia ana e ngā ākongā.

Discuss the various dialectal words from within the text. Brainstorm other dialectal difference in words and structures the students are aware of.

4. Āta tirohia te tūtohi e whai ake nei. Whakamahia ngā kupu hou i roto i tētahi whakaari hei whakaatu ki tō rōpū ako.

Discuss the words below and use as many words as possible to create a short skit in groups to present to the class.

Te kupu mai i te kōrero (Te Tai Tokerau)	Kupu Taurite
kihakiha	whakahā whakaroto
haramai tētahi āhua!	ka mau kē te wehi!
manene	tauhou
korokē	tangata
koniahia	noho ki te taha o te ahi
tīhohe	ngāwari ngā whakaaro
mate kanehe	arohanui
hoi	heoi
parani	mahau
e korekore	kāore e kore
taimaha	taumaha
kīkī	kōrero
raki	whaiāipo
patere mai	puta mai

# Ko Mataroria Potiki Lyndon, he Rata (wh. 9)

## nā Pierre Lyndon

### Hei whakarāpopoto

He kōrero tēnei mō Mataroria Potiki Lyndon.

### Summary

This is a biography of Mataroria Potiki Lyndon.

<p><b>Te momo reo tuhi</b> Language style</p>	<ul style="list-style-type: none"> <li>• He Tuhinga Taki (<i>Recounts</i>) – Te taki whānui (<i>Factual recount</i>)</li> </ul>
<p><b>Ētahi āhuatanga o tēnei momo reo tuhi</b> Features of this language style</p>	<ul style="list-style-type: none"> <li>• Te reo raupapa (<i>Sequencing expressions</i>) Hei tauira: <ul style="list-style-type: none"> <li>– E <b>hara</b> te mahi rata i te mahi ngāwari, ... (wh. 13)</li> <li>– <b>Nui atu</b> i te \$100,000 te utu ... (wh. 13)</li> <li>– E <b>korekore</b> ā te wā, ka hoki a ... (wh. 13)</li> <li>– <b>Nā te mea</b> he tini ngā rata ... (wh. 13)</li> <li>– <b>Me kī</b>, ko te toa o Mataroria ... (wh. 14)</li> </ul> </li> <li>• Ngā kupu mahi (<i>Verbs</i>) Hei tauira: <ul style="list-style-type: none"> <li>– I <b>tupu</b> ake a Mataroria i Pipiwai ... (wh. 10)</li> <li>– E <b>mōhio</b> ana ia ki ngā hapū, ki ngā iwi ... (wh. 10)</li> <li>– Ka <b>hūnuku</b> te whānau o Mataroria ... (wh. 11)</li> <li>– He <b>kaha</b> anō nō tōna whānau ki te tautoko ... (wh. 14)</li> </ul> </li> </ul>

## I te Ākongā e Pānui ana i te Pukapuka

### During Reading

1. He mahi ā-rōpū tēnei. Pānuihia te kōrero mō Mataroria Potiki Lyndon. Tautohua ngā kaupapa matua i ngā wāhanga nei, arā, Te Tū Marae, Te Hākinakina, Te Mahi Rata, Nō Hea ngā Pūkenga o Mataroria? Whakaraupapahia ērā kōrero ki tā te tuhinga. Ka mutu tērā, me whakaatu ngā kōrero ki te akomanga.

This is a group exercise. Read the story and pick out main ideas under the key sections Te Tū Marae, Te Hākinakina, Te Mahi Rata, and Nō Hea ngā Pūkenga o Mataroria? Sequence these key sections according to the story and present these ideas to the class.

2. Tēnā rangahaua tētahi tangata rongonui. Waihangatia mai tāu kōrero e whakamahi ana i te anga o te tuhinga, i ngā momo kupu, me ngā kaupapa matua hoki. Ka whakaaturia e ngā ākongā te kōrero nei hei pukapuka, ā, ka whakamahi pikitia hoki. Ka pānuihia ki tētahi atu akomanga, ki tētahi kōhanga reo rānei.

Research an important person and write a biography using the format, vocabulary and structure within the text as an example. Students could present the information in a booklet or small book including images. These could then be read to students from another class or to a local kōhanga reo.

# Ko Sam Perrett, he Kaitākaro Rīki (wh. 15)

## nā Jordan Waiti

### Hei whakarāpopoto

He kōrero tēnei mō Sam Perrett.

### Summary

This is a biography of Sam Perrett.

<p><b>Te momo reo tuhi</b> Language style</p>	<ul style="list-style-type: none"> <li>• He Tuhinga Taki (<i>Recounts</i>)             <ul style="list-style-type: none"> <li>– Te Taki whānui (<i>Factual recount</i>)</li> </ul> </li> </ul>
<p><b>Ētahi āhuatanga o tēnei momo reo tuhi</b> Features of this language style</p>	<ul style="list-style-type: none"> <li>• Te reo tautoru (<i>Third-person</i>) Hei tauira:             <ul style="list-style-type: none"> <li>– Tekau <b>ōna</b> tau, i whiwhi ia i tētahi hāte ... (wh. 15)</li> <li>– ... ka akona e ia ngā pūkenga hei āwhina ... (wh. 16)</li> <li>– Kei te whai ake a Sam i <b>tōna</b> reo rangatira ... (wh. 18)</li> <li>– Ko <b>ana</b> whāinga mō te tau e heke mai nei ... (wh. 18)</li> <li>– <b>Ki</b> tā Sam, ki te kore <b>tōna</b> whānau ... (wh. 18)</li> </ul> </li> <li>• Ngā kupu mahi (<i>Verbs</i>) Hei tauira:             <ul style="list-style-type: none"> <li>– I <b>nuku</b> atu tōna whānau ki te Gold Coast o Ahitereiria ... (wh. 16)</li> <li>– ... ka <b>uru</b> hoki ia ki roto i te kapa o ... (wh. 16)</li> <li>– ... kua <b>uru</b> kē mai te whakaaro ki te <b>tākaro</b> mō te kapa Kiwi. (wh. 16)</li> <li>– I <b>tākaro</b> hoki ōna hoa Māori nō te kapa Kiwi ... (wh. 17)</li> <li>– Kei te <b>whai</b> ake a Sam i tōna reo rangatira ... (wh. 18)</li> </ul> </li> <li>• Te reo raupapa (<i>Sequencing expressions</i>) Hei tauira:             <ul style="list-style-type: none"> <li>– <b>Kua</b> uru kē mai te whakaaro ki te tākaro mō te kapa Kiwi. (wh. 16)</li> <li>– I <b>te tau 2004</b>, i whiwhi kirimana a Sam ... (wh. 17)</li> <li>– I <b>kōkūhuna</b> a Sam i te kapa Kiwi i <b>te tau 2007</b> ... (wh. 17)</li> </ul> </li> </ul>

## I te Ākonga e Pānui ana i te Pukapuka

### During Reading

1. Pānuihia te kōrero. Waihangatia mai he tuhinga aroā mā tō hoa. Whakaarohia kia 10 ngā pātai. Hei tauira:

- Nō hea a Sam?
- I tipu ake ia i hea?
- He aha ngā whāinga o Sam mō te tau e heke mai nei?
- E ai ki a Sam, he aha te tino take kua eke ia ki te taumata mō te tākaro rīki?

Ka oti i te tuhinga aroā, whakawhitihia ki tō hoa.

Waihangatia kia kotahi te tuhinga aroā mō te akomanga.

Read the text. Design a comprehension test for one of your friends. Think of 10 questions. For example:

- Where is Sam from?
- Where did Sam grow up?
- What is Sam aiming to achieve next year?
- What does Sam believe got him to where he is today?

When finished, students swap tests and mark each others responses. Create a single test from all questions for the class.

2. Tāngia he pikitia e kapi ana i ngā kōrero matua mō te tangata nei, a Sam.

Design a poster that shows all the key information about Sam.

3. He mahi ā-rōpū tēnei. Mā ngā ākonga e whakaraupapa te tūtohi e whai iho nei. Honotia mārika ngā wāhanga e toru.

Working in groups, students reorganise the table below in order. Match each column correctly.

### Tā te Pouako

Momo kupu	Whakamārama	Tauira
Kupu āhua	He kupu e whakaatu ana i te āhua o tētahi tangata, o tētahi mea rānei.	I whiwhi ia i tētahi hāte tauwhāinga Kiwi.
Kupu mahi	He kupu e whakaatu ana i te mahi a te tangata, a tētahi mea rānei.	Kei te maumahara ia i aua wā i te tākaro rātou i roto i te hukapapa.
Kupu honohono	He kupu e hono ana i tētahi rerenga ki tētahi.	Kāore ōna pūtu, ā, i mau tarau poto ia.
Kupu ingoa	He kupu e tautuhi ana i te ingoa o tētahi tangata, wāhi, aha kē atu.	I eke ngā Pīkaokao ki te taumata o te whiringa whāiti o te NRL.
Kupu kare ā-roto	He kupu e whakaatu ana i te wairua, i te pū o roto o tētahi tangata.	Kei te hiahia ia ki te āwhina i tōna whaiāipo ki āna mahi.

### Tā te ākonga

Momo kupu	Whakamārama	Tauira
Kupu āhua	He kupu e whakaatu ana i te wairua, i te pū o roto o tētahi tangata.	Kei te maumahara ia i aua wā i te tākaro rātou i roto i te hukapapa.
Kupu mahi	He kupu e whakaatu ana i te mahi a te tangata, a tētahi mea rānei.	I eke ngā Pīkaokao ki te taumata o te whiringa whāiti o te NRL.
Kupu ingoa	He kupu e tautuhi ana i te ingoa o tētahi tangata, wāhi, aha kē atu.	Kāore ōna pūtu, ā, i mau tarau poto ia.
Kupu honohono	He kupu e whakaatu ana i te āhua o tētahi tangata, o tētahi mea rānei.	I whiwhi ia i tētahi hāte tauwhāinga Kiwi.
Kupu kare ā-roto	He kupu e hono ana i tētahi rerenga ki tētahi.	Kei te hiahia ia ki te āwhina i tōna whaiāipo ki āna mahi.

# Whāia te Mātauranga! (wh. 19)

## nā Pita Tīpene

### Hei whakarāpopoto

He kōrero tēnei mō Maurice Tīpene, mō tōna whakatipuranga me āna mahi.

### Summary

This story about Maurice Tīpene, his unbringing, his lifestyle and his achievements.

<p><b>Te momo reo tuhi</b> Language style</p>	<ul style="list-style-type: none"> <li>• He Tuhinga Taki (<i>Recounts</i>) – Te Taki whānui (<i>Factual recount</i>)</li> </ul>
<p><b>Ētahi āhuatanga o tēnei momo reo tuhi</b> Features of this language style</p>	<ul style="list-style-type: none"> <li>• Ngā kupu mahi (<i>Verbs</i>) Hei tauira: – Ka pau ngā rākau nunui i te kani ... (wh. 20) – Ka kaha ki te āwhina i tōna matua ... (wh. 21) – I whiwhi hoki ia i tētahi karahipi ... (wh. 22)</li> <li>• Te reo tohu wāmua (<i>Past tense expressions</i>) Hei tauira: – Mai rā anō a Maurice Tīpene i ngākaunui ai ... (wh. 19) – I te taenga mai o te Pākehā ... (wh. 20)</li> <li>• Ngā kupu āhua (<i>Adjective</i>) Hei tauira: – He tamaiti ahuwheua ia ... (wh. 20) – He toa hoki tōna matua ki te whakatikatika i āna anō mīhini. (wh. 21)</li> </ul>

## I te Ākongā e Pānui ana i te Pukapuka

### During Reading

1. Pānuihia te kōrero. Whakaraupapahia ā-wā ngā kaupapa matua i te whakatipuranga o Maurice. Whakamahia ētahi o ngā kupu honohono hei kīnaki i tō tuhinga ā-wā.

Read the text. Create a timeline of important events in Maurices' life. Use some of the conjunction words when creating your timeline.

2. Wānangahia ngā kupu ā-iwi nō te kōrero. Ohia manomanotia ētahi atu kupu ā-iwi, kōrero ā-iwi e mōhiotia ana e ngā ākongā.

Discuss the various dialectal words from within the text. Brainstorm other dialectal difference in words and structures the students are aware of.

3. Āta tirohia te tūtohi e whai iho nei. Whakamahia tō pukapuka papakupu, tautohua he kupu taurite, he whakamāramatanga ōrite rānei ki tā ngā kupu i te tūtohi.

Discuss the words in the following chart (on the next page) and identify an additional word or explanation using available dictionaries.

Te kupu mai i te kōrero (Te Tai Tokerau)	Kupu taurite
pukepukerau	he maha ngā hiwi
kāpia	pia te wai o te kauri
koraha	he whenua wātea
pīhi	wāhanga iti maramara
whakarapa	honohono tāpiri
he haramai hoki	tino pai kei runga noa atu
ngoto	ū ka noho pūmau
ko tae kē	kua whiwhi kē kua riro kē
hoi	heoi engari
nahe	anake anahe
ngā wātakirihi	te papa kāinga tūrangaewae
te whakatatae	whakataetae
e tā ...	e ai ki a ...

## Kia Tau te Rangimārie (wh. 25)

nā Terry Fitzgibbon ngā kōrero,  
nā Pita Tipene i whakamāori

### Hei whakarāpopoto

He kōrero tēnei mō tētahi tama, ko Hēmi tōna ingoa. Ko te rā huritau o Hēmi. I te rāwekeweke a Hēmi i ngā kōpae waiata a tōna tuakana, a Riki. Ka tupu te totohe i waenganui i a rāua nā āna mahi. Kia kore ai a Hēmi e uru ki te hē, ka haere i te taha o ōna hoa ki te whakaheke ngaru. He pai te whakaheke ngaru ki a Hēmi. Heoi anō, i te mutunga ka tae atu a Riki me tētahi Ipod hei perehana mā Hēmi, ā, ka tau te rangimārie i waenganui i a rāua.

### Summary

This is a story about a young boy, Hēmi. It is his birthday. He's fiddling with the cds of his older brother, Riki. They have a dispute about it. So Hēmi doesn't get in to trouble he goes off surfing with his friends. Hēmi likes surfing. However, in the end Riki arrives with an Ipod present for Hēmi and they settle things between them.

<p><b>Te momo reo tuhi</b> Language style</p>	<ul style="list-style-type: none"> <li>• He Tuhinga Taki (<i>Recounts</i>) – Te taki whaiaro (<i>Personal recount</i>)</li> </ul>
<p><b>Ētahi āhuatanga o tēnei momo reo tuhi</b> Features of this language style</p>	<ul style="list-style-type: none"> <li>• Te reo whakaahua (<i>Descriptive language</i>) Hei tauira:             <ul style="list-style-type: none"> <li>– He raruraru te mutunga o tēnā kanohi pukuriri kei runga ake i a ia. (wh. 25)</li> <li>– Whērikotanga o te atatū. (wh. 28)</li> <li>– Nā te hauwhenua i wepu te nehutai mai i ngā hurutihi o ngā ngaru. (wh. 28)</li> <li>– ... ka kihakiha, ka hāwiniwini hoki i te makariri. (wh. 29)</li> </ul> </li> <li>• Ngā kupu mahi (<i>Verbs</i>) Hei tauira:             <ul style="list-style-type: none"> <li>– E rongo ana ō taringa, e Inanga? (wh. 25)</li> <li>– Ko mahue koe, e Māmā ... (wh. 26)</li> </ul> </li> <li>• Te whakawhiti kōrero (<i>Dialogue</i>) Hei tauira:             <ul style="list-style-type: none"> <li>– Ka puta te wero a Troy, “E hoa, i riro i a koe he whakatangitangi?” (wh. 27)</li> <li>– “Kāhore,” te whakautu a Hēmi. (wh. 27)</li> <li>– “I tata mau au i a Riki e tiro tiro ana i tana kohinga kōpaepae waiata. Nanakia anō, kīhai ia i kuru i a au.” (wh. 27)</li> <li>– “Mau i a Rik! Mau i a Rik!” te karanga a Troy rāua ko Luke. (wh. 27)</li> <li>– “E tūpuhi ana!” te karanga a Hēmi ... (wh. 28)</li> <li>– Ka tohua mai ia i ōna matimati e rua me te kī, “Kōia tēnā ko tō perehana mō tō huritau. Kua pai tāua, nē?” (wh. 32)</li> <li>– “E hanga pērā ana ki a koe i roto i ngā ngaru,” te whakahoki a Hēmi ... (wh. 32)</li> </ul> </li> </ul>

## I te Ākonga e Pānui ana i te Pukapuka

### During Reading

1. Ohia manomanotia ngā momo whanaungatanga i waenganui i ngā ākonga me ōna tuākana, ōna tungāne, ōna tuāhine, ōna tēina, ōna uri, me ōna hoa.

Brainstorm different types of relationships the students have with their brothers, sisters, cousins and/or friends.

2. Pānuihia te kōrero. Tuhia he whakaari mō te whanaungatanga i waenganui i a Hēmi rāua ko Riki. Ko ēhea ngā wāhanga e mātua whakamārama ana i tēnei whanaungatanga?

Read the story, then get the students to go and write a play about the relationships between Hēmi and Riki. What parts of the text best describe their relationships?

3. Pānuihia te kōrero. Tautohua kia rua ngā reo whakaahua. Tuhia ērā reo whakaahua ki tētahi tuhinga e whakamārama ana i te whanaungatanga i waenganui i te ākonga me tētahi o ōna whanaunga, ōna hoa rānei.

Read the story. Identify two descriptive language forms. Use the two language forms to describe the relationship between the student and another relative or a friend.

4. Āta tirohia te tūtohi e whai iho nei. Whakamahia tō pukapuka papakupu, tautohua he kupu taurite, he whakamāramatanga ōrite rānei ki tā ngā kupu i te tūtohi.

Discuss the words in the following chart below and identify an additional word or explanation using available dictionaries.

Te kupu mai i te kōrero (Te Tai Tokerau)	Kupu taurite
rāti iho	rere atu
riuroa	hōro
koromatua	kōnui
whatanga	wāhi pupuri taputapu
nanakia anō	waimārie rawa
matara	taratara
rikarika	riri
whērikotanga	kānapanapa
āmai	pukepuke o te moana
kōawaawa	pukupuku
ruarangi	pae
nehutai	rehutai
e tūpuhi ana!	e pukepuke ana!
tungou	tohu ā-māhunga
toropuke	puke
kiritai	hūtu kaukau
katakata	matimati
peia	panaia



kihakiha	whakahā whakaroto
hāwiniwini	wiriwiri
tiwaha	kōrapa
kanohi	karu
rorea	kukume o te tai
ripo	āwhiowhio
kōrure	huri kē
kōriparipa	rere
kapekape	tere
karetai	ngaru iti
terenga ake	putanga
hūmenge	rūkahu
hūiti	hūtu

## I Muri i te Pānui Pukapuka

### After Reading

Ka taea te whakamahi ēnei ngohe hei aromatawai, hei whakawhānui hoki i ngā pūkenga o ngā ākonga.  
Possible assessment and extension activities.

**1. Ākina ngā ākonga ki te matapaki i ngā pātai nei:**

- He aha ngā akoranga matua ka mau i a tātou mai i tēnei pukapuka?
- He aha ngā mea kua akona mō te tuhi kōrero mō te tangata?
- Tēnā, whakaaturia he kōrero mō tētahi tangata rongonui ki te akomanga. Whakamahia ngā kupu hou me ngā rerenga kōrero hou kua akona mai i te kōrero.

Get students to discuss the following questions:

- What are the main ideas we have learnt from reading this book?
- What have we learnt about writing biographies?
- Present a biography poster to the class of an important person. Make sure students use new vocabulary and structure learnt from the book.

**2. Me tautohu ngā tauira te reo raupapa i roto i te pukapuka, ka whakamārama atu ki ngā ākonga ka pēhea ēnei tauira e āwhina ai i te kaipānui ki te whai atu i te takanga mai o ngā mahi i roto i ngā kōrero. Hei tāpiri atu, me whakamārama atu mā te whakamahi i te maha atu o ngā momo tauira o te reo raupapa, ka pārekareka te kōrero.**

Identify the sequence expressions in the book and talk to the students about how they help the reader follow the sequence of events. You could also talk about how the use of a variety of sequence expressions makes writing sound more interesting.

## He hokinga whakamuri hei kōkiringa whakamua

### Ideas for reflecting in learning and planning next learning steps

1. Me rangahau ngā ākonga ētahi ōritenga, ētahi rerekētanga hoki i waenganui i ngā kōrero ā-iwi o Aotearoa. Kia whakaaro rātou ki ngā mea pēnei i ngā āhuratanga ā-reo, ā-kawa, ā-tikanga, me te kaupapa o te kōrero hoki.

Encourage students to research other similarities and differences between the tribal stories of New Zealand. They should think about similarities and differences in things such as language, kawa, tikanga, and the moral of the story.

2. Hoatu tētahi kōrero taki anō mai i tētahi atu pukapuka ki ngā ākonga, ka akiaki i a rātou ki te tautohu i ētahi o ngā āhuratanga reo o te kōrero taki i kitea i te pukapuka *Te Tautoko* 69.

Give students another biography text from another book and ask them to identify some examples of the language features of recount text that they found in the stories in *Te Tautoko* 69.

## Ngā Rauemi Tautoko

### Resources

#### Te Ipurangi

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

*This Is The Place – Ko Tēnei Te Wāhi*: (He kōrero mai i Te Tai Tokerau) [http://thisistheplace.org.nz/index.php?option=com\\_kttw&view=storydetails&story\\_id=269&Itemid=28](http://thisistheplace.org.nz/index.php?option=com_kttw&view=storydetails&story_id=269&Itemid=28)

*Te Ara* [www.teara.govt.nz](http://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.

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

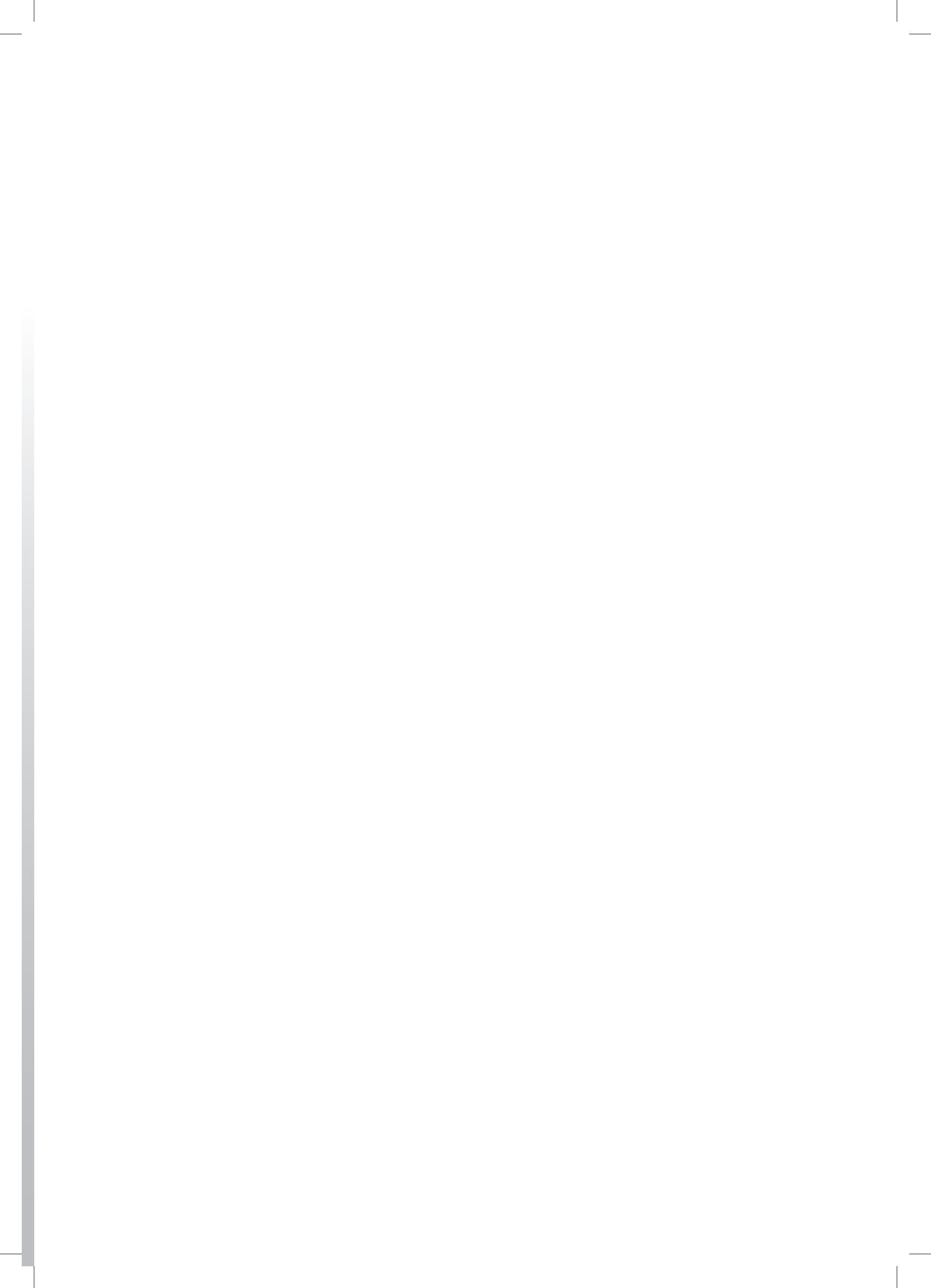
Ko ngā kōrero mō Te Taura Whiri i te Reo Māori me ngā kaupapa reo Māori o te wā.

*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.

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