



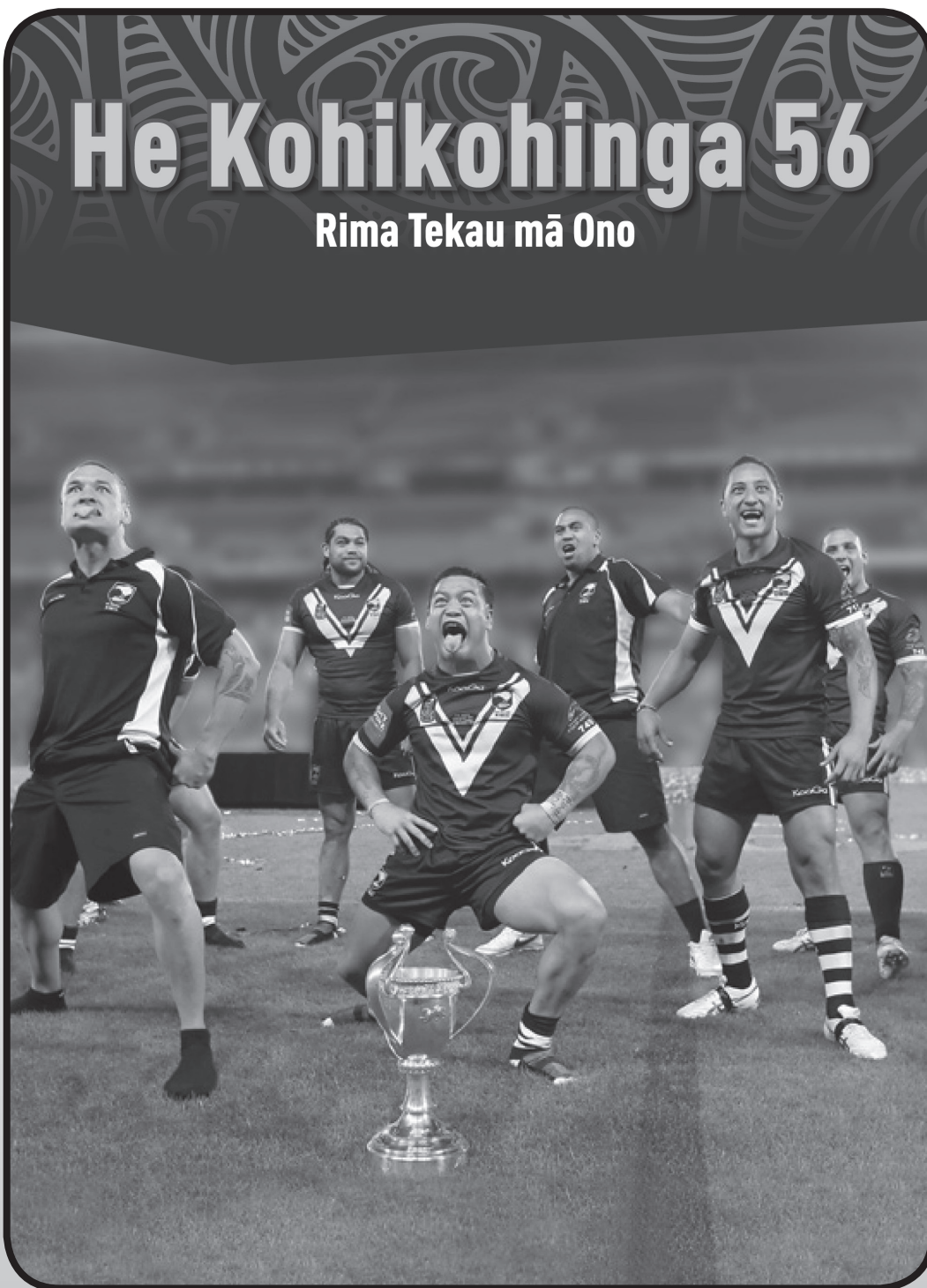
TE TĀHUHU O TE MĀTAURANGA

Ministry of Education

Mā te Pouako

He Kohikohinga 56

Rima Tekau mā Ono



Tau
4-6

He Mihi

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

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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 *He Kohikohinga*, he kohinga kōrero nō neherā, nō ēnei rangi tonu anō, mā te hunga tamariki. E hāngai ana *He Kohikohinga* ki ngā ākonga kei ngā tau 4–6. Ko te arotahinga o tēnei putanga, ko ētahi mahi hākinakina.

He Kohikohinga series is a collection of contemporary stories compiled to appeal to students in years 4–6. This issue focuses on stories about particular sports and physical activities.

Te Whāinga o Tēnei Pukapuka

Purpose

He mea waihangā 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 ngā hōtaka reo matatini a te kura
- whakawhānui i ngā horopaki me ngā whakamahinga o tēnei pukapuka, mā te whakatauirā i ngā momo ngohe ako
- tīpako i ētahi rautaki ako hei taunaki i ngā pūkenga reo me te mātauranga e arotahitia ana i roto i tēnā, i tēnā paki.

The notes are designed to support 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 context and application possibilities of the text 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, ki ngā wāhanga ako o Te Reo Māori me te Haoura. Mā te pouako tonu e whiriwhiri ko ēhea ngā wāhanga ako me ngā whāinga paetae hei whakaako māna.

Here are some links to the Reo Māori and Hauora learning areas of Te Marautanga o Aotearoa. Pouako should select learning areas and learning objectives appropriate for their students.

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 mārama 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 ākongā kua tutuki i a ia te **Taumata 3** o Te Marautanga o Aotearoa me te mahi ko ia anake.

Te Tino Wāhanga Reo	Ngā Whāinga
Puna Reo	Ka mārama atu, ka tātari anō te ākongā i ngā āhuatanga reo me ngā whakatakoto i roto i ngā tuhinga kei waenga o te taumata Pīngao [KPe], kei te taumata tuatoru anō o te marautanga.
Rautaki Reo	Ka tātari, ka whakamahi anō te ākongā i ētahi rautaki pānui e mārama ai ia ki ngā tuhinga kei waenga o te taumata Pīngao [KPe], kei te taumata tuatoru anō o te marautanga.



He Tirohanga Whānui me ngā Āhuatanga Reo

Overview of Stories and their Language Features

E whā ngā kōrero o roto i te pukapuka *He Kohikohinga 56*. Kei ngā whārangi e whai ake nei he paku whakamārama mō ia kōrero. Kua tohua te momo reo tuhi, ōna āhuatanga, me ētahi taurira nō roto tonu i te pukapuka. 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 four stories in the book *He Kohikohinga 56*. The following pages provide a brief overview of each story, the language style, features of the language style, and some examples from the story. The intention is that students will begin to understand the range of language styles and their features.

He Huarahi Ako

Teaching Method

He Whāinga Ako

Teaching Purposes

He tautoko i ngā ākonga ki te:

- whakawhānui i tō rātou mōhio ki ētahi hākinakina
- tautohu i ngā momo āhuatanga reo o ngā kōrero
- whakawhanake i tō rātou pūkenga tautohu i ngā take matua o tētahi kōrero ka tākina, me te whakaraupapa tika mai i aua take
- whakawhānui i tō rātou mōhio ki ngā rautaki pānui pukapuka, kia taea ai e rātou te whakahonohono, te patapatai, te kohika me te tautohu i te take a te kaituhi.

To support students to:

- develop their knowledge about various sports
- identify the language features of various texts
- develop comprehension strategies to identify the main points of a recount text and to put them in sequential order
- develop comprehension strategies to make connections, ask questions, infer, and identify the author's purpose and point of view.

He Horopaki Ako

Contexts for Learning

Ko ētahi momo horopaki ako ko:

- ngā momo hākinakina
- ngā momo mahi ngahau
- te hauora
- te mahi tahi
- te whakaputa whakaaro whaiaro.

Contexts for Learning could include:

- sports
- recreational activities
- health
- working together
- expressing personal opinions.

He Ngohe

Learning Activities

Anei he whakaaro mō ētahi ngohe e hāngai ana ki ngā kōrero katoa o roto o *He Kohikohinga 56*. 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 which may be used in connection with all the stories in *He Kohikohinga 56*. 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 te katoa o ēnei ngohe mō ngā kōrero katoa o te pukapuka. Ko tā te pouako mahi, he matapae i ngā uauatanga kei mua i ngā ākongā i mua i tā rātou pānui, ā, me mōhio hoki te pouako he aha ngā whāinga o te pānui pukapuka mā te rōpū, mā te ākongā rānei.

These activities may be used for 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.

- Matapakia te taitara o te kōrero.

Tohua ngā ākongā kia whakarite whāinga ake mā rātou. Hei tauira: hei te mutunga o tēnei kōrero ka taea e au te hanga tuinga taki whaiaro mō tētahi āhuatanga i wero, i whakamataku rānei i ahau.

Introduce the story by discussing the title.

Instruct students to set a goal. For example: by the end of this story I will be able to write a personal recount describing something challenging/scary I have experienced.

- Kimihia ngā kōrero mō ngā kēmu me ngā mahi ngahau i ngā rā o mua

Hei tauira:

- Te mahi whai
www.tki.org.nz/r/hpe/exploring_te_ao_kori/stringgames/index_e.php
- Te mau rākau
www.tki.org.nz/r/hpe/exploring_te_ao_kori/stickgames/index_e.php
- Ngā momo mahi ngahau o mua
www.maori-in-oz.com/index.php?option=com_content&task=view&id=246&Itemid=118

Find out information about traditional games used for play and for learning.

For example:

- String games
www.tki.org.nz/r/hpe/exploring_te_ao_kori/stringgames/index_e.php
- Stick games
www.tki.org.nz/r/hpe/exploring_te_ao_kori/stickgames/index_e.php
- Traditional Māori games in general
www.maori-in-oz.com/index.php?option=com_content&task=view&id=246&Itemid=118

- Kimihia ngā kōrero mō ngā mahi a ngā tūpuna Māori i ngā rā o mua

Hei tauira:

- Te pikinga a Tāwhaki ki ngā rangi tūhāhā

Find out about traditional stories that related to Māori ancestors in the past.

For example:

- Tāwhaki climbing to the heavens.

Ehara Tēnei i te Kēmu Noa Iho (wh. 2)

nā Jordan Waiti

He whakarāpopototanga

Kei te whakarite a Hoani rāua ko Hinepai ki te tākaro rīki. E haere ana te whānau ki te mātaki i a rāua e tākaro ana. Kei te tākaro tō rāua kapa Aihe, ki te kapa Tohorā. Ko tētahi moemoeā o ngā tokorua nei, kia uru rawa rāua ki te Kapa Kiwi kia pakeke ake nei rāua.

Summary

Hoani and Hinepai are preparing to play rugby league. The family is off to watch them play. Team Aihe play against team Tohorā. One aspiration they have is to play for the Kiwi team when they grow older.

Te momo reo tuhi

Language style

- He Tuhinga Taki (*Recounts*)
 - Te taki whaiaro (*Personal recount*)

Ētahi āhuatanga o tēnei momo reo tuhi

Features of this language style

- Te whakawhiti kōrero (*Dialogue*)
Hei tauira:
 - “**Kia kamakama, tīkina ō kōrua ārai-waha,**” te karanga a Māmā. (wh. 2)
 - “**Kei ā māua pēke e Mā,**” te whakahoki a Hinepai. (wh. 2)
 - “**A tēnā, hoake tātou**” te kī a Māmā. (wh. 2)
 - “**Whanaia te pōro,**” te karanga a tētahi o ngā mātua. (wh. 4)
 - “**Whāia, whāia te tāhae rā e Hine.**” (wh. 4)
 - “**Rutua e Hine,**” te umere a Pāpā. (wh. 4)
 - “**Uuuuuu, Hinepai. Kino kē koe ki te oma. Mahue ana au ki muri,**” tā Hoani. (wh. 6)
 - “**Kei te whakarite noa mō te kapa Kiwi,**” te whakahoki a Hinepai. (wh. 6)
- Ngā kīwaha (*Idioms*)
Hei tauira:
 - “**A tēnā, hoake tātou**” (wh. 2)
 - **Āna,** kua tae mai te tīma Tohorā. (wh. 3)
 - “**Aii,** kua piro ngā Tohorā” (wh. 4)
 - **Parahutihuti** ana a Hinepai (wh. 5)
 - **Kino kē** koe ki te oma. (wh. 6)

I te Ākonga e Pānui ana i te Pukapuka

During Reading

1. Hoatu ki ngā ākonga tētahi kōrero kua ūkuia ngā tohu tuhituhi katoa o roto. Mā te ākonga e whakauru ngā tohu tuhituhi tika, pēnei i te tohu kōrero, i te ira piko, i te aha atu, ki ngā wāhi tika.

Provide students with text from which the punctuation has been removed. Students will enter the correct punctuation, e.g. speech marks, commas, etc.

2. Kimihia tētahi kupu matua, tētahi kupu hou, tētahi kupu pai rānei ki a koe mai i te tuhinga, kātahi ka tuhi i tētahi ruri e hāngai ana ki te kaupapa o te kōrero, ā, ina tuituia ētahi o ngā pū o roto (hei tauira, te pū tuatahi pea o ia rārangi o te ruri) ka puta ake taua kupu i kōwhiria rā e koe.

Identify one of the key words, or a new or interesting word to you, within the text then use it as the basis for an acrostic poem that relates to the topic of the story.

3. Ōhia manomanotia ngā mahi hākinakina a ngā ākonga. Kātahi ka mahi takitoru ngā ākonga ki te tuhi, ki te hanga whakaari, ka whakaatu atu ai ki te akomanga.

Brainstorm the recreational or sports activities the students are involved in. Working in groups of three, write a short play and perform it for the class.

4. Tuhia he whakarāpopototanga o te paki. Whakamahia kia toru ngā kīwaha mai i te paki i roto i tō whakarāpopototanga.

Write a summary of the story using three idioms from the story.

Tākaro Rīki (wh. 8)

nā Jordan Waiti

He whakarāpopototanga

He whakamārama tēnei tuhinga i ngā tikanga o te tākaro rīki, pēnei i ngā tūnga o ngā kaitākaro, ngā mahi a ngā kaitākaro, ngā whiwhinga me ngā āhuratanga haumaruru o te tākaro.

Summary

This text explains and describes the rules on how to play rugby league: such as, players' roles and responsibilities, tries and safety aspects of the sport.

Te momo reo tuhi

Language style

- Te Tuhinga Taki (*Recounts*)
 - Te taki whānui (*Factual recounts*)

Ētahi āhuratanga o tēnei momo reo tuhi

Features of this language style

- Te reo-ā-kaupapa (*Words and expressions specific to an area of knowledge; technical language*)
Hei tauira:
 - **Whana whakaū** (wh. 11)
 - **Karo tītaha** (wh. 12)
 - **Topapū** (wh. 16)
 - **Kaitikape/Tūtei** (wh. 17)
- Ngā reo ine (*Expressions of measurement*)
Hei tauira:
 - **E rua** ngā tīma, ā, **tekau mā toru** ngā kaitākaro ki ia tīma. (wh. 9)
 - Whana taka. **Kotahi** te whiwhinga. (wh. 10)
 - Piro. **E whā** ngā whiwhinga. (wh. 10)
 - Whana whakaū. **E rua** ngā whiwhinga. (wh. 11)
 - **E rima** noa iho ngā huinga rutu ki ia kapa e kawē whakamua ana i te pōro. (wh. 14)

I te Ākongā e Pānui ana i te Pukapuka

During Reading

1. Tohua ngā ākongā kia ako i ngā ingoa me ngā tūnga rīki kei te whārangi 8-9. Tāruatia te tūtohi i raro iho nei, ka hoatu ai ki ngā ākongā. Ko tā rātou, he hono i te kupu Māori tika ki te kupu Pākehā tika mō ia tūnga.


Ask students to learn the names and positions on the league field from pages 8-9 of the students book. Copy the chart on page 12 of these notes and hand it out to the students. Ask them to match the correct Māori word to the correct English word for each position.

Mā te Pouako

Kupu Ingarihi	Kupu Māori
Prop	Poumua
Halfback	Poutoko
Five-eighth	Topatahi
Dummy half	Tūtei
Second row	Kaparua
Loose forward/Lock	Kaiwhītiki
Right centre	Topapū
Right wing	Paehau matau
Fullback	Poumuri
Left centre	Toparua
Left wing	Paehau mauī
Hooker	Kaitikape

Mā te Ākonga

Kupu Ingarihi	Kupu Māori
Prop	Topatahi
Halfback	Paehau matau
Five-eighth	Tūtei
Dummy half	Poumua
Second row	Toparua
Loose forward/Lock	Kaiwhītiki
Right centre	Kaitikape
Right wing	Poutoko
Fullback	Paehau mauī
Left centre	Topapū
Left wing	Poumuri
Hooker	Kaparua

- 
2. Whiriwhiria tētahi o ngā tūnga tākaro o te rīki, tētahi kupu hou rānei o roto i te kōrero, kātahi ka tuhi i tētahi ruri e hāngai ana ki te rīki, ki te hākinakina rānei, ā, ina tuituia ētahi o ngā pū o roto (hei tauira, te pū tuatahi pea o ia rārangi o te ruri) ka puta ake taua tūnga/kupu i kōwhiria rā e koe.

Identify one of the positions in the league team, or a new word within the text, and use it as the basis for an acrostic poem about league.

3. Ka whakaraupapa mai ngā ākonga i ngā āhuatanga o te tākaro rīki, i raro i ngā kaupapa matua ka whakahuatia i te tuhinga. Hei tauira:
- Engari he aha kē tēnei mea te rīki?
 - He aha ngā momo whiwhinga e taea ana?
 - Ka pēhea tā te kaitākaro kawē whakamua i te pōro?
 - Me pēhea te aukati i te kaikawe pōro?
 - He aha ngā whakatūpatotanga?
 - Pēhea te rīki ināianeī?
 - He aha ngā tohu o te kaitākaro toa?

Students list and explain the main points from within the article, like:

- What is league?
- What is the scoring system?
- How does a player carry the ball forward?
- How do you stop a player who has the ball?
- What play is not allowed?
- What is contemporary league like?
- What are the characteristics of a champion player?

Te Paihikara (wh. 18)

nā Tīpene Watson

He whakarāpopototanga

He reta ōpaki tēnei ka tuhia e Te Mana ki ōna mātua, mō tana mahi kāinga. Ko te reta nei e kōrero ana mō tētahi taonga whakahirahira, me te hua o tērā taonga. Ka whakaraupapahia e Te Mana ngā painga o te taonga mōna me te katoa o te whānau.

Summary

Te Mana writes an informal letter to his parents as part of his homework assignment. In his letter, he outlines the subject of his letter, which is a gift, and the benefits of that gift for him and his family.

Te momo reo tuhi

Language style

- He Tuhinga Mihi (*Writing to acknowledge*)
 - Te mihi ki te taiao (*An acknowledgement to the natural world*)

Ētahi āhuatanga o tēnei momo reo tuhi

Features of this language


- Te reo mihi (*Language of greeting*)
Hei tauira:
 - **Tēnā kōrua, e ōku mātua** (wh.18)
 - **Tēnei taku mihi ki a kōrua** (wh.22)
- Te reo raupapa (*Expressions that order ideas or events in sequence*)
Hei tauira:
 - **Tuatahi**, e mōhio ana kōrua ... (wh. 19)
 - **Tuarua**, kia whakaaro tātou ... (wh. 20)
 - **Tuatoru**, kia eke paihikara au ki te kura, ... (wh. 20)
 - **Tuawhā**, kei roto a Manaaki i tōku akomanga. (wh. 21)
- Te reo tautahi (*First person*)
Hei tauira:
 - Ko **taku** tuhituhi ... (wh. 19)
 - ... **taku** taonga whakahirahira, arā, **taku** paihikara. (wh. 19)
 - ... kua tekau tau **tōku** pakeke. (wh. 19)
 - ... te harihari i a **au** ki te kura ia rā, me te tiki anō i a **au** i ngā ahiahi. (wh. 19)

I te Ākonga e Pānui ana i te Pukapuka

During Reading

1. Ōhia manomanotia ngā āhuatanga e hiahia ana ngā tamariki kia uru mai ki tō rātou akomanga – he whakapaipai pea, he rawa hou, he taonga hou, he aha atu rānei.

Generate discussion on decorations the students would like to see in their classroom.

- 
2. Tuhia ngā whakaaro i ōhia manomanotia ki runga i te papatuhituhi. Tīpakohia kia kotahi, kia rua, kia toru rānei o ngā āhuatanga ka tuhia.

Write up all the ideas, then select 1–3 items.

3. Whakarōpūhia ngā ākongā. Mā ia rōpū e tuhi ngā hua o ērā āhuatanga mō te akomanga.

Ask the students to work in groups and write up the benefits of having such equipment or items in their class.

4. Ōhia manomanotia ngā tangata tika me tuku reta atu ki a rātou e pā ana ki tēnei kaupapa.

Brainstorm possible people they could send their letters to.

5. Whakaarohia ētahi atu huarahi e taea ai tēnei kaupapa te kōkiri, atu i te tuhi reta.

Discuss other ways of approaching this, instead of letters.

He Pī Pītakataka (wh. 23)

nā Pānia Tāhau-Hodges

He whakarāpopototanga

Ko tēnei tuhinga he pakiwaituhi mō te kaha o Hana ki te whakapakari i āna mahi Pī pītakataka. Nā tōna kaha, ka tutuki pai tana whakamātautau tuatahi.

Summary

This is a comic strip about Hana and her perseverance and hard work to ensure she passed her gymnastic exam.

Te momo reo tuhi

Language style

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

Ētahi āhuatanga o tēnei momo reo tuhi

Features of this language style

- Ngā kīwaha (*Idioms*)

Hei tauira:

 - **E hika!** (wh. 26)
 - **Ka taka te wā ...** (wh.27)
 - **Tau kē koe,** e Hana! (wh. 27)
 - **Kāti te kōrero teka,** Pāpā! (wh. 27)
 - **Kei runga noa atu koe,** e Hana! (wh. 29)
 - **Ka wani kē koe,** e hine! (wh. 32)
- Ngā kupu ingoa (*Nouns*)

Hei tauira:

 - E haere ana au ki te **pītakataka!** (wh. 23)
 - Anei he **āporo** māu. (wh. 23)
 - Ko te nekehangā tuatahi ko te **pouraka.** (wh. 25)
 - He māmā te **pae** ki a au! (wh. 26)

I te Ākongā e Pānui ana i te Pukapuka


During Reading

1. Pānuihia te pūrākau ki te akomanga. Hoatu he kape o te pūrākau ki ngā ākongā, engari kua mukua atu ētahi kupu, ētahi kōrero. Mā ngā ākongā e waihangā mai ā rātou ake kōrero hei whakakī i aua wāhi e wātea ana, ā, ka pānui atu i ngā kōrero hou ki te akomanga.

Read the story to the class. Provide each student with a copy of the story with some of the text removed. Ask students to put in their own text and share their new story with the class.

2. Tohua ngā ākongā kia kimihia ngā kīwaha katoa i te pūrākau. Ka tuhia e rātou ia kīwaha ki tētahi rerenga kōrero hei whakaatu i tō rātou māramatanga ki taua kīwaha.

Instruct the students to find all the idioms in the story. For each idiom, ask them to write a sentence to show its use in context.

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3. Ōhia manomanotia ētahi whāinga mahi. Tohua ngā ākongā kia kōwhiri i tētahi o ngā whāinga i raro nei, ka whakahāngai ki tētahi o ā rātau mahi ako.

Hei taurira:

- *Hei te mutunga o tēnei pūrākau, ka taea e au te rangahau, te waihanga, te whakaatu hoki i tētahi whakaaturanga ā-hiko e whakamārama ana i tētahi kēmu ...*
- *Hei te mutunga o tēnei pūrākau, ka taea e au te rangahau, te waihanga, te whakaatu hoki i tētahi tūtohi e whakaahua ana i tētahi kēmu.*
- *Hei te mutunga o tēnei pūrākau, ka taea e au te whakaako i tētahi kēmu ki ētahi atu.*

Brainstorm some task objectives. Students write down or personalise one of the following goals.

For example:

- *By the end of this story, I will be able to research, design, and share an electronic presentation explaining a game.*
- *By the end of this story, I will be able to research, design, and present a wall chart explaining a game.*
- *By the end of this story, I will be able to teach a game to others.*

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. Akiakihia ngā ākonga kia matapaki i ngā pātai nei:
 - He aha ngā akoranga matua ka mau i a tātou mai i tēnei pukapuka?
 - He aha ngā pātai i tuhia e koe i mua i tō pānui i te pukapuka nei? Kua whakautua ō pātai? Ki te kore, rapua he whakautu mā tētahi atu huarahi, arā, i te whare pukapuka, i te ipurangi, i ōu whanaunga rānei.

The students discuss the following questions:

- What are the main ideas we have gained from reading this book?
 - What were the questions you wrote before you read the book? Have your questions been answered? If not, try to find some answers in another way – try the library, the internet, or perhaps family members.
2. Me tautohu te reo whakaahua o roto i te pukapuka, ka whakamārama atu ai ki ngā ākonga i te wāhi ki tēnei reo hei āwhina i te kaipānui ki te kite, ki te rongo i ngā whakaaro, i ngā kare ā-roto o te kaituhi. Hei tāpiri atu, me whakamārama atu mā te whakamahi i te maha atu o ngā momo tauira o te reo whakaahua, ka pārekareka ake te kōrero.

Identify descriptive language in the book and talk to the students about how it helps the reader identify with the feelings of the writer. You could also talk about how the use of descriptive language makes writing sound more interesting.

He hokinga whakamuri hei kōkiringa whakamua

Ideas for reflecting on learning and planning next learning steps

1. Me pānui tēnei pūrākau whakamārama i mua i te aro atu o te akomanga ki te ako, ki te tākaro i tētahi kēmu mai i ngā rā o mua.

Kia whakaaro nui ki te āhua o te mahi tahi a ngā ākonga ki te whakatutuki i tētahi whāinga ā-rōpū. Mēnā e āhua hapa ana, e āhua ngoikore ana te mahi tahi, me whakapakari ake. Mēnā e kaha ana, ka whakarite kē pea ki te whai i tētahi kaupapa nui ake hei painga mō te hapori whānui. Hei tauira:

- He whakarite rā hokohoko mō te kura.
- He whakatō māra kai mā te kura, mā te hapori rānei.

Reflect on how students interacted with each other to gauge whether or not they are able to work co-operatively to achieve a shared goal. Plan to either strengthen this aspect if necessary, or to maximise on their existing strengths to benefit a school or community initiative. E.g:

- Planning an event for a school gala
- Developing a school or community garden.

2. Kia uiui ia ākonga i tētahi koroua, kuia rānei mō ngā āhuatanga o tētahi kēmu i tākaro ai ia i a ia e tamariki ana. Kātahi ka riro mā te kōrero ā-waha, mā te whakaaturanga ā-rorohiko rānei e whakaatu ēnei kōrero ki te akomanga.

Ask students to interview either a koroua or kuia about a game they used to play as children. Then they present their information either as a speech or a computer-aided presentation.



Ngā Rauemi Tautoko

Resources

Te Ipurangi

He Pātaka Kupu www.korero.maori.nz

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

New Zealand History <http://history-nz.org/kiorahi.html>

Rangatahi tū rangatira www.r2r.org.nz/

Ngā Pukapuka

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Ngā Tohutoro

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