# Te Paihikara, nā Tīpene Watson

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| 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.**SummaryTe 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)
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| **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)
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### 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.

1. **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.

1. **Whakarōpūhia ngā ākonga. 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.

1. **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.

1. **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.