# He Pī Pītakataka, nā Pānia Tāhau-Hodges

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| 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 nekehanga tuatahi ko te **pouraka.** (wh. 25) – He māmā te **pae** ki a au! (wh. 26) |

### I te Ākonga e Pānui ana i te Pukapuka

#### ****During Reading****

1. **Pānuihia te pūrākau ki te akomanga. Hoatu he kape o te pūrākau ki ngā ākonga, engari kua mukua atu ētahi kupu, ētahi kōrero. Mā ngā ākonga e waihanga 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.

1. **Tohua ngā ākonga 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.

1. **Ōhia manomanotia ētahi whāinga mahi. Tohua ngā ākonga kia kōwhiri i tētahi o ngā whāinga i raro nei, ka whakahāngai ki tētahi o ā rātau mahi ako.**  
   **Hei tauira:**  
   **– 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.