

Mā te Pouako



Tau
4-6

He Mihi

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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 the stories about particular sports and physical activities.

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 ngā hōtaka reo matatini a te kura
- whakawhānui i ngā horopaki, me ngā whakamahinga o tēnei pukapuka mā te whakatauiria 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.

Teacher Support Materials are designed to assist teachers to:

- identify the appropriate links to *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 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 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 and Hauora learning areas of *Te Marautanga o Aotearoa* links. 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 4 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
Āheinga Reo	Ka mārama atu, ka tātari anō te ākongā i ngā pūtaka o ngā tuhinga kei waenga o te taumata Pīngao [KPe], kei te taumata tuatoru anō o te marautanga.
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 ono ngā kōrero o roto i te pukapuka *He Kohikohinga 57*. 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 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 six stories in the book *He Kohikohinga 57*. 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 gain an understanding of 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:

- tautohu i ngā momo āhuatanga reo o ngā kōrero taki
- whakawhanake i ō 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 patapatai, te kohika me te tautohu i te take a te kaituhi.

To support students to:

- identify language features of recount 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, to infer, and to identify the authors purpose and point of view.

He Horopaki Ako

Contexts for Learning

Ko ētahi momo horopaki ako ko:

- Rūaumoko
- te mahi whakaari
- te Zumba™
- te retireti hukapapa
- ngā Mahi a te Rēhia.

Context could include:

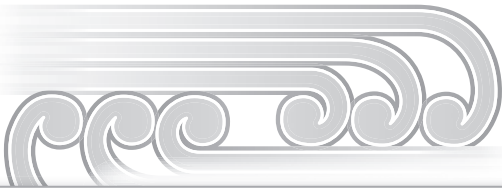
- Rūaumoko and earthquakes
- plays
- Zumba™
- skiing
- performing arts.

He Ngohe

Activities

Anei he whakaaro mō ētahi ngohe akoako e hāngai ana ki ngā kōrero katoa o roto o *He Kohikohinga* 57. 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* 57 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 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.

1. 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 tuhi haurongo mō te tangata me ngā momo pātai hei whakamahi.

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 biography and know what questions I would need to ask the interviewee.

2. Kimihia ngā kōrero e hāngai ana ki a Rūaumoko hei urupare i tētahi take mōrearea, ā-rohe, ā-whenua rānei. Hei tauira:

- Te Rū i Ahuriri 1931
- Te Rū i Hīri 2010
- Te Rū i Ōtautahi 2011

Find out information about Earthquakes in response to a local or global event. For example:

- Napier Earthquake 1931
- Chile Earthquake 2010
- Christchurch Earthquake 2011

3. Kimihia ngā kōrero e hāngai ana ki ngā momo kanikani. Hei tauira:

- Zumba™
- hip hop
- ballroom
- tap.

Find out information about various dance styles. For example:

- Zumba™
- hip hop
- ballroom
- tap.



Kia Tau te Aroha o te Ao. Hī! (wh. 2–7)

nā Hana O'Regan rāua ko Manuhaea Mamaru-O'Regan

He whakarāpopototanga

Ko tēnei kōrero i ara mai i te rū nui i pā atu ki te whenua o Ōtautahi. I te wā e moe tonu ana te whānau o Hana, i rū te whenua, ā, ka whakaoho ake a Hana i tōna whānau, ka huihui ai ki te tāwharau o te kūaha. Ahakoa i tau ngā nukunuku a Rūaumoko, i te anipā tonu te tamāhine a Hana. Nā tōna kaha anipā, ka titoa he haka e whakamārama ana i ngā āhuatanga i pā atu ki a ia, ā, nā tēnei i tau ai ia.

Summary

This story focusses on the Christchurch earthquake. While Hana and her family were sleeping the earthquake struck and Hana wakes up the family and they huddle together under the safety of the doorway. Even though the earthquake ceases Hana's daughter is still apprehensive, and because of this she composes a haka to express her feelings.

Te momo reo tuhi Language style	<ul style="list-style-type: none">• He Tuhinga Taki Whakamārama (<i>Explanatory narrative</i>)<ul style="list-style-type: none">– Te paki whakamārama pohewa (<i>A narrative, which has been conceived and composed by the writer, that explains a feature of the natural world</i>)
Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style	<ul style="list-style-type: none">• He reo tautahi (<i>First person</i>) Hei tauira:<ul style="list-style-type: none">– Tokorima mātou i tō mātou whare. (wh. 2)– Ko Hana tōku ikoa ... (wh. 2)– Kotahi atu ōku whakaaro ki āku tamariki ... (wh. 3)– ka umere atu ahau ki tō rāua pāpā ... (wh. 3)• He reo whakaahua (<i>Descriptive language</i>) Hei tauira:<ul style="list-style-type: none">– I katia hoki te hiko nā reira i te whāwhā haere ahau i taku ara i te pōuriuritaka o te pō. (wh. 4)– I te kāueue te whare me he paraikete e kapakapa ana i te hau. (wh. 4)– I tērā wā tonu i te whakaaro ahau tērā pea ka tae mai tētahi parawhenua mea, arā, he karu tipua, ā, kai te taha moana mātou e noho ana ... (wh. 5)

I te Ākongā e Pānui ana i te Pukapuka

During Reading

1. Hoatu te kōrero ki ngā ākongā, ā, kua ūkuia ngā tohu tuhituhi. Mā te ākongā e whakauru ngā tohu tuhituhi tika. Hei tauira: te tohu kōrero, ira piko, arā atu.

Provide students with the text where the punctuation has been removed from the text beforehand. Students will enter the correct punctuation. For example: speech marks, commas etc.



2. Tautohua kia 10 ngā kupu ā-iwi nō Ngāi Tahu i te kōrero. Ka tuhi i ngā kupu taurite e whakamahia ana e ngā ākonga.

Identify 10 words from Ngāi Tahu dialect in the story. Write similar words that the students use.

3. Tautohua kia rima ngā rerenga reo whakaahua i te kōrero. Ka tuhi ngā ākonga he whakamāramatanga mō ia rerenga i ō rātou ake reo.

Identify 5 descriptive language sentences from the story. Students write their own explanation for each sentence.

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

Discuss the words in the chart below. Use as many new words as possible to create a short skit in groups to present to the class.

Mā te ākonga

Kupu kē	Te Reo o Ngāi Tahu
anga (o te kūaha)	aka
engari, heoi	ekari
pāpā, matua	hākoro
māmā, whaea	hākui
ingoa	ikoa
ngā	kā
ngana	kana
ngaru nui, tai āniwhaniwha	karu tipua
ngāueue, e rū ana, e oreore ana	kāueue
putanga	putaka
moenga, he wāhi moe	rara
reo irirangi	reo iriraki
Mahuru, Hepetema	Rima
rongo, te mahi a te taringa	roko
runga	ruka
taenga	taeka
tangi	taki
tīmatanga	tīmataka
whakarongo	whakaroko



Kōhine Pōtae Whero (wh. 8–9)

nā Rātūroa Vercoe, Tau 4, Te Kura o Pāharakeke, Heretaunga.

He whakarāpopototanga

He whakaari tēnei. He whakaari e whakaraupapa mai ana i ngā āhuetanga i pā atu ki te whānau o Kōhine Pōtae Whero. I te haere atu ia ki te kāinga o tōna kuia e māuiui ana, engari ka rongu te wūruhi, ka tae wawe atu ki te kāinga o te kuia. Ka mahi tinihanga te wūruhi ki te kuia rāua ko Kōhine Pōtae Whero. Engari i te mutunga iho, nā te pāpā o Kōhine Pōtae Whero rāua ko te kuia i whakaora, ā, ka ora rātou katoa.

Summary

This is a play. It's a sequence of events related to the family of Kōhine Pōtae Whero. She was on her way to her sick grandmother's house but the wolf got word of it and arrived early to the grandmother's house. The wolf tricked Kōhine Pōtae Whero and her grandmother. In the end the father of Kōhine Pōtae Whero comes to the rescue, and they all survive.

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 whakaari whakangahau (<i>An entertaining play</i>)
Ētahi āhuetanga o tēnei momo reo tuhi Features of this language style	<ul style="list-style-type: none">• Ngā kupu āhua (<i>Adjectives</i>) Hei tauira:<ul style="list-style-type: none">– Tino ohore a Kōhine Pōtae Whero ki te kite i tētahi ihu roa, i ētahi karu nunui, i ētahi taringa roroa me ētahi niho koi ... (wh. 9)• Ngā kupu mahi (<i>Verbs</i>) Hei tauira:<ul style="list-style-type: none">– I kitea a Kōhine Pōtae Whero (wh. 8)– Kei te mōhio au kei whea ētahi putiputi (wh. 8)– Ka hutihuti putiputi (wh. 8)

I te Ākonga e Pānui ana i te Pukapuka

During Reading

1. Tohua tētahi rōpū ākonga kia whakaatu, kia whakaari i ētahi kare ā-roto (kia kua e kōrero, e whakamahi kupu rānei). Mā te mātaki i te reo ā-tinana ka whiriwhiria e ērā atu ākonga he aha te kare ā-roto e whakaaturia mai ana. Hei tauira: *pōuri, harikoa, hīkaka, matakū ...*

Introduce feelings by having a group of students 'act' various emotions without using words. The rest of the class guesses what they are. For example: *sad, happy, excited, scared ...*



2. Tohua ngā ākonga kia whakarite whāinga whaiaro mā rātou. Hei tauira:
 - Hei te mutunga o tēnei kaupapa, ka taea e au te tuhi whakaari.
 - Hei te mutunga o tēnei kaupapa, ka taea e au te tū hei kiripuaki i roto i tētahi whakaari.

Instruct students to set a goal. For example:

- By the end of the lesson I will be able to write a play.
- By the end of the unit I will be able to play the role of a character.

3. He mahi ā-rōpū tēnei – mā ia rōpū e tuhi tā rātou ake whakamutunga mō te whakaari. Ka whakaaturia tēnei ki te akomanga.

In groups students will re-write the end of the play. Each group will then present to the class.

4. He mahi ā-rōpū tēnei – ka tautohu ngā rōpū i tētahi pakiwaitara e ngākaunuitia ana e rātou. Ka tuhia ngā kupu kōrero e rite ana, kātahi ka whakaaria ki te akomanga.

In groups, students will write a play – students will identify a story they all like. Using that story they will turn it into a play and present it to the class.



Ruihapounamu Ruwhiu – Kaitohutohu Zumba™ (wh. 16–17)

nā Ruihapounamu Ruwhiu

He whakarāpopototanga

He momo tuhinga taki tēnei mō te wahine nei, mō Ruihapounamu Ruwhiu. Nō Te Whānau-a-Apanui a Ruiha, engari kei Rotorua tōna kāinga noho. He kaitohutohu ia mō tēnei kanikani, te Zumba™. Ka whakamāramatia mai te orokotanga, te tikanga, ngā painga me ētahi atu āhuatanga o te Zumba™.

Summary

This is an interview with Ruihapounamu Ruwhiu. She is from Te Whānau-a-Apanui tribal region but living in Rotorua. She is an instructor for Zumba™. She explains where the dance originated from, how to do it, the outcomes and also the challenges of the dance.

Te momo reo tuhi Language style	<ul style="list-style-type: none">• He Tuhinga Taki (<i>Recounts</i>)<ul style="list-style-type: none">– He taki whaiaro (<i>Personal recount</i>)
Ētahi āhuatanga o tēnei momo reo tuhi Features of this language	<ul style="list-style-type: none">• Ngā kupu mahi (<i>Verbs</i>) Hei tauira:<ul style="list-style-type: none">– Ko te kori me te tere ētahi o ngā tikanga ... (wh. 11)– ... he whakapiki i te hauora o te tangata. (wh. 13)– Ka ora haere te taha tinana, ka whai atu ... (wh. 13)• He reo tautahi (<i>First person</i>) Hei tauira:<ul style="list-style-type: none">– I pakeke mai ahau i te takiwā ... (wh. 10)– ... i tūpono atu ai ki taku karaehe Zumba™ tuatahi ... (wh. 10)– Ko au tonu tētahi, ... (wh. 13)• He reo tūhono i te take me te pānga (<i>Expressions of cause and effect</i>) Hei tauira:<ul style="list-style-type: none">– Nā taku kaingākau ki tēnei momo kanikani ka aro nui au ki te whai kia mau i a au te tiwhikete hei kaitohutohu Zumba™. (wh. 10)– Nā reira ia ka tango i tana rīpene e mau mai rā ngā waiata kanikani ake o tōna ūkaipō, arā, he waiata nō ngā whenua maha o Te Tonga o Amerika.– Nā konā i whānau ai te kaupapa nei, te Zumba™. (wh. 11)



I te Ākonga e Pānui ana i te Pukapuka

During Reading

1. Hoatu te kōrero ki ngā ākonga. Me whakarāpopoto rātou i te tuinga i raro i ngā kaupapa matua e whai iho nei, arā:
 - Nō hea koe?
 - Nōnahea koe i tīmata ai ki te ako i te korikori Zumba™?
 - He aha te whakamārama mō te kupu Zumba™?
 - Nō hea te mahi nei?
 - He aha ngā tikanga/āhuatanga o te mahi nei?
 - He aha ngā painga?
 - He aha ngā uauatanga?
 - I a koe e tamariki ana, i mōhio koe ka whai koe i tēnei mahi?
 - Me aha te tangata e hiahia ana ki te whai i tēnei mahi?

Provide students with a copy of the text. Ask the students to summarise the main points under each of the following headings:

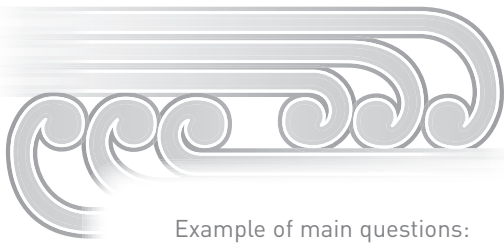
- Where are you from?
 - When did you start learning about Zumba™?
 - What is the meaning of the word Zumba™?
 - Where is this from?
 - What does it mean?
 - What are the benefits?
 - What are the difficulties?
 - When you were younger did you know this was what you wanted to do?
 - How does someone get involved in Zumba™?
2. Ohia manomanotia ētahi tāngata nō te ao kanikani. Ka rangahautia ā-rōpū ngā kōrero mō tētahi tangata me tōna momo kanikani me te whai haere i ngā pātai matua nō roto mai i te kōrero nei. Ka whakaaturia ngā kōrero rangahau ki te akomanga hei pānui whakaahua, ā, ka whakaakona atu hoki kia rua ngā nekehanga.

Hei tauira o ngā pātai matua:

- Nō hea koe?
- Nōnahea koe i tīmata ai ki te ako i tēnei momo kanikani?
- He aha te whakamārama mō tēnei kanikani?
- Nō hea te kanikani nei?
- He aha ngā tikanga/āhuatanga o te mahi nei?
- He aha ngā painga?
- He aha ngā uauatanga?
- I a koe e tamariki ana, i mōhio koe ka whai koe i tēnei mahi?
- Me aha te tangata e hiahia ana ki te whai i tēnei mahi?

Brainstorm various people in the dance arena. In groups, students research a person and their interest in dance. Students will use the main questions from the story for research purposes.

- Students will present to the class a poster on the dance and teach the class at least two new dance moves.



Example of main questions:

- Where are you from?
- When did you start learning about your dance?
- What is the meaning of the dance?
- Where is this dance form from?
- What are the conventions of this dance?
- What are the benefits?
- What are the difficulties?
- When you were younger did you know this was what you wanted to do or were interested in?
- How does someone get involved in this dance form?



Te Retireti ki Runga i a Koro Ruapehu (wh. 16–23)

nā ngā tamariki o Te Kura Kaupapa Māori o Ngāti Rangi

He whakarāpopototanga

He tuhinga taki tēnei mō te haere a Te Kura Kaupapa Māori o Ngāti Rangi ki tō rātou nei tupuna maunga, ki a Ruapehu. He tuhinga e whakaatu ana i te hononga o ngā ākongā ki tō rātou wā kāinga, taha tinana, taha wairua, me ngā kōrero a ngā tūpuna o tērā takiwā.

Summary

This story is about a trip Te Kura Kaupapa Māori o Ngāti Rangi took to their ancestral mountain Ruapehu. It describes the relationship the students have physically and spiritually to the area and historical stories from that place.

Te momo reo tuhi Language style	<ul style="list-style-type: none">• He Tuhinga Taki (<i>Recounts</i>)<ul style="list-style-type: none">– He taki whaiaro (<i>Personal recount</i>)
Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style	<ul style="list-style-type: none">• He reo tapa (<i>Naming language</i>) Hei tauira:<ul style="list-style-type: none">– Matua te pō, matua te ao, ka puta ko Rangituhia, Rangiteauria, me Uenuku Manawawiri.– Ko Ruapehu te maunga.– Ko Ngā Turi o Murimotu te maunga tapu.– Ko Whangaehu me Mangawhero ngā awa.– Ko Ngāti Rangi te iwi. (wh. 16)• Ngā kupu āhua (<i>Adjectives</i>) Hei tauira:<ul style="list-style-type: none">– Tino hiakai, tino hiainu, tino ngenge hoki mātau. (wh. 22)– He harikoa, he ohore hoki te ngākau, ... (wh. 22)• Ngā kupu ingoa (<i>Nouns</i>) Hei tauira:<ul style="list-style-type: none">– ... tō mātau tupuna maunga, a Ruapehu. (wh. 17)– ... tae atu ki Rangitāiki. (wh. 19)– ... ki te Papa Retireti o Tūroa. (wh. 19)– He āniwaniwa haurua a Tūnuiārangi. (wh. 20)



I te Ākonga e Pānui ana i te Pukapuka

During Reading

1. Matapakia, tautohua ngā momo mahi a ngā ākonga o roto i te kōrero. Mahia he wātaka e whakaraupapa ana, e whakamārama ana i tō rātou haerenga.

Generate discussion and identify the students' activities from the story. Put in order a timeline explaining the class activities.

2. Tuhia he rātaka mō tētahi haerenga mā tōu ake akomanga.

Write a timetable for a class trip.

3. Rangahaua tētahi tūmomo mahi i roto i te hukapapa. Waihangatia mai he pānui whakaahua e whakamārama ana i taua hākinakina.

Hei tauira:

- Retireti, papa retireti, retireti whakaheke maunga.

Research a winter sport activity. Create a poster explaining the sport you have chosen.

For example:

- Skiing, snowboarding, extreme skiing.

4. Whakarōpūngia ngā ākonga. Kōrerotia ngā wā kāinga o ngā ākonga. Ka tautohu ngā ākonga i ngā mahi hākinakina ka kawea i aua rohe.

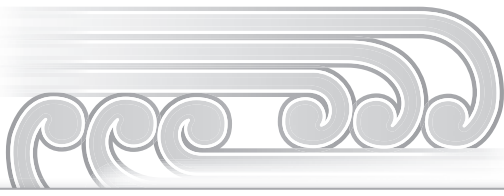
Hei tauira:

- Hīkoikoi, waka ama, whakaheke ngaru, reti hukapapa.

Group work. Discuss where each student is from. Students will identify the recreational activities that are carried out in each area.

For example:

- Tramping, waka ama, surfing, skiing.



Te Aitanga a Te Moananui-a-Kiwa (wh. 24–31)

nā Pānia Tāhau-Hodges

He whakarāpopototanga

He tuhinga tēnei mō tētahi tama e hīkaka ana ki te whakauru ki ngā momo kapa katoa. He tama e kaikā ana ki te torotoro haere i tōna ao, Māori mai, Hāmoa mai, Kuki Airani mai. Ahakoa ka hanumi i a ia ngā mahi a tēnā iwi, a tēnā iwi i ētahi wā, i te mutunga, nā āna mahi whakaharatau, ka tau tana tū i te konohete.

Summary

This story is about a young boy who is eager to perform in all the school performance groups. He is keen to explore the performing world from Kapa haka to Samoan and Cook Island groups. Even though he confuses himself in his practices, in the end with much perseverance he has a good outcome at the concert.

<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"> – He 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"> • Ngā kupu mahi (<i>Verbs</i>) Hei tauira: <ul style="list-style-type: none"> – Ki te haere a Tama ki te toa ... (wh. 25) – Ki te tiro tiro a Kanimā Tangi ... (wh. 25) – ka kitea a Tama kei tēnā ... (wh. 25) – Ka uru atu a Tama ki te kapa ... (wh. 26) – Ka ako ia ki te haka. (wh. 27) • He reo tohu wāmua (<i>Past tense expressions</i>) Hei tauira: <ul style="list-style-type: none"> – I tētahi rā, ka tae mai ... (wh. 26) – I ia rā, i ia pō, ka hoki ... (wh. 27) – I ētahi wā, ka raru ... (wh. 28) – I te mutunga o te pō, ka puta ... (wh. 31)

I te Ākonga e Pānui ana i te Pukapuka

During Reading

1. Pānuitia anō te tuhinga. Waihangatia mai he rātaka mahi mā Tama mō taua wiki. Whakamahia te tūtohi e whai iho nei.

Read the story again. Design a work schedule for Tama for the week. Use the table below to help design a timetable for Tama for that week.



Mā te ākonga

	Rāhina	Rātū	Rāapa	Rāpare	Rāmere
8.00 am	Parakuihi				
9.00 am–3.00 pm	Kura				
3.30 pm					
4.30 pm					
5.30 pm					
6.30 pm					
7.30 pm					

2. Ka waihanga mai ia ākonga i tāna ake rātaka mō te wiki. Whakamahia te tauira o te tūtohi i runga ake nei hei ārahi. Kia oti mai, ka whakaaturia ki te akomanga.

Each student will design a work schedule for the week. Use the sample table above to help design a timetable. Students will present to the class.

3. Tohua ngā ākonga kia whakahāngai i tētahi o ēnei whāinga ki ā rātou mahi:
- Hei te mutunga o tēnei kōwae ako, ka taea e au te rangahau, te waihanga, te whakaatu hoki i tētahi mahi ngahau, i tētahi tākaro rānei.
 - Hei te mutunga o tēnei kōwae ako, ka taea e au te whakaako i tētahi mahi ngahau, tētahi tākaro rānei ki ētahi atu.

Instruct students to personalise one of the following goals:

- By the end of this unit I will be able to research, design and present a different performance.
- By the end of this unit I will be able to describe a type of performance.



Te Reo Whakataukī (wh. 32)

He whakarāpopototanga

He kōrero tēnei e whakamārama ana i te whakataukī, 'I hea koe i te tangihanga o te pīpīwharauoa?'

Summary

This is a discussion on the proverb, 'I hea koe i te tangihanga o te pīpīwharauoa?'

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 Ākonga e Pānui ana i te Pukapuka

During Reading

1. Tohua ngā ākonga kia rapua ētahi atu whakamārama mō te whakataukī nei.

Have students research other interpretations of the proverb.

2. Tohua ia ākonga kia rangahau i tētahi whakataukī o tōna ake iwi, tētahi rānei e pai ana ki a ia. Ka whakairia ngā whakamārama ki roto i te akomanga.

Instruct students to find a proverb from their area, or one that they like, and hang it in the class.

3. Ohio manomanotia ngā whakamārama, ngā kaupapa, me ngā āhuatanga o ngā momo whakataukī.

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

4. Tuhia he ruri e whakaatu ana i te kaupapa, i te whāinga o tēnei mea, te whakataukī, ā, ina tuituia ētahi o ngā pū o roto (hei tauira, te pū tuatahi pea o ia rārangi o te ruri), ko te kupu 'whakataukī' tonu ka puta ake.

Write an acrostic poem using the word 'whakataukī', describing their purpose and intent.



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 ō whanaunga rānei.

Get students to discuss the following questions:

- What are the main ideas we have learnt from reading this book?
- What were the questions you wrote before you read the book? Have your questions been answered? If not, try and find some answers in another way, try the library, the internet, or perhaps ask family.

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 rongō 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. Me tautohu ngā tauira o te reo whakaahua i roto i te pukapuka, ka whakamārama atu ki ngā ākonga ka pēhea tēnei reo e āwhina ai i te kaipānui ki te whai atu i te whakaaro 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 te kōrero.

Identify the descriptive text 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 more interesting.

He hokinga whakamuri hei kōkiringa whakamua

Ideas for reflecting on learning and planning next learning steps

1. 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 i tētahi kaupapa whakanui i a Matariki.
 - He waihanga waitohu mō te kura.

Reflect on how students interacted with each other to gauge whether or not they were able to work co-operatively to achieve a shared purpose. Plan to either strengthen this aspect if necessary or to maximise their strength to achieve a greater goal to benefit a school or community initiative. For example:

- Planning for Matariki celebrations.
- Developing a school logo.

2. Ka uiui ia ākonga i tōna koroua, i tōna kuia rānei mō ngā āhuetanga o te whakataukī. Kātahi ka riro mā te kōrero ā-waha, mā te whakaaturanga ā-rorohiko rānei e whakaatu ēnei kōrero ki te akomanga.

Students will interview koroua or kuia about proverbs. They will present their information either as a speech or a computerised presentation.



Ngā Tohutoro

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Ngā Rauemi

Resources

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Te Ipurangi

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Nau mai www.naumaiplace.com/page/24-resource-links+personal-research+whakatauki-whakatauaki

Te Ao Hou <http://teaohou.natlib.govt.nz/journals/teaohou/issue/Mao54TeA/c4.html>

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

Ngā Rōpū Whakahaere

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