Kōhine Pōtae Whero

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

He whakarāpopototanga

**He whakaari tēnei. He whakaari e whakaraupapa mai ana i ngā āhuatanga 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 rongo 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.

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| **Te momo reo tuhi**  Language style | * **He Tuhinga Whakangahau** (Writing to uplift and stimulate)   – **Te whakaari whakangahau** (An entertaining play) |
| **Ētahi āhuatanga o tēnei momo reo tuhi**  Features of this language style | * **Ngā kupu āhua** *(Adjectives)* Hei tauira:   – Tino **ohorere** 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** (Verbs)   Hei tauira:  – 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 kaua 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, mataku…**

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.