Te Aitanga a Te Moananui-a-Kiwa

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.

|  |  |
| --- | --- |
| **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 kupu mahi *(Verbs)* Hei tauira:   – Ki te **haere** a Tama ki te toa ... (wh. 25) – Ki te **tirotiro** 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 *(Past tense expressions)* Hei tauira: – **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** |  |  |  |  |  |
| **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.