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 rongo 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 āhuatanga 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.