

# **Mā te Pouako Te Tautoko 72**

Tau 7–8

# Ngā Ihirangi

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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 Te Tautoko he kohinga kōrero nō neherā, nō ēnei rangi tonu e hāngai ana ki te hunga rangatahi. Ka whai atu a Te Tautoko i te huinga pukapuka a He Kohikohinga, ā, ka hāngai ki ngā ākonga i ngā tau 7–8. E hāngai ana tēnei putanga ki ngā mahi a te whare tapere, me ngā āhuatanga e pā ana ki te pōtaka me ōna tikanga.

The Tautoko series is a collection of traditional and contemporary stories intended for a rangatahi audience. Te Tautoko follows on from He Kohikohinga series, and is intended for students in years 7–8. The theme of this issue is te whare tapere, with a focus on pōtaka and their customary uses.

# Te Whāinga o Tēnei Pukapuka

## *Purpose*

He mea waihanga tēnei rauemi hei tautoko i ngā pouako ki te:

- tautohu i ngā hononga ki *Te Marautanga o Aotearoa*
- tautohu i ngā hononga ki Ngā Whanaketanga Rumaki Māori
- whakahāngai i ngā kōrero o te putanga nei ki tā te kura hōtaka reo matatini
- whakawhānui i ngā horopaki me ngā whakamahinga o tēnei pukapuka mā te whakatauiria i ngā momo ngohe ako
- tīpako i ngā pūkenga me te mātauranga e arotahitia ana me te tautohu i ngā rautaki ako hei whāngai i ēnei āhuatanga ki te ākonga.

This resource is intended to assist teachers to:

- identify links to *Te Marautanga o Aotearoa*
- identify links to the Māori-medium national standards
- align the text to school literacy programmes
- extend the context and uses of the text with examples of learning activities
- highlight the focus skills and knowledge and identify teaching strategies to teach these to the students.

## He Hononga ki Te Marautanga o Aotearoa

### Curriculum Links

Anei ētahi hononga ki ngā wāhanga ako o Te Reo Māori, me Ngā Toi o *Te Marautanga o Aotearoa*. Mā te pouako tonu e whiriwhiri ko ēhea ngā wāhanga ako me ngā whāinga paetae hei whakaako māna.

Here are some links to Te Reo Māori, and Ngā Toi learning areas of *Te Marautanga o Aotearoa*. Pouako should select learning areas and achievement objectives appropriate for their class programme.

Te Taumata	Te Wāhanga Ako	Te Whenu	Ngā Whāinga Paetae
3	Te Reo Māori	ā-Tā (Āheinga reo)	Ka tautohu, ka tā i ngā tino āhuetanga o ngā momo reo tuhi, reo tā maha.
3	Ngā Toi	Ngā Mahi a te Rēhia	Ka tūhura, ka whakamahi, ka whakaatu, ka whakaputa i ētahi tūmomo nekehanga o ngā horopaki.
4	Te Reo Māori	ā-Tā (Rautaki reo)	Ka whakamahi i ētahi rautaki rangahau mō te huhua o ngā take.
4	Ngā Toi	Ngā Mahi a te Rēhia (Te Tūhura)	Ka tūhura, ka whakaatu i ngā tukanga; i ngā tūmomo mahi.

# He Hononga ki Ngā Whanaketanga Rumaki Māori

*Links to the Māori-medium National Standards*

## Whanaketanga 3

### 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 pūtake o ngā tuhinga kei waenga o te taumata Pīngao (KPe), kei te taumata tuatoru anō o te marautanga.

## Whanaketanga 4

### Taha Tuhituhi (ā-Tā)

E hāngai ana ki te ākongā kua tutuki i a ia te **Taumata 4** o *Te Marautanga o Aotearoa* me te mahi ko ia anake.

Te Tino Wāhanga Reo	Ngā Whāinga
Rautaki Reo	Ka mārama atu, ka whakamahi anō te ākongā i ngā rautaki āhua huhua kua tohua i te taumata tuawhā o te marautanga, hei whakaputa i ōna whakaaro i roto i āna tuhinga.

## Whanaketanga 4

### Taha Pānui (ā-Tā)

E hāngai ana ki te ākongā kua tutuki i a ia te **Taumata 4** o *Te Marautanga o Aotearoa* me te mahi ko ia anake.

Te Tino Wāhanga Reo	Ngā Whāinga
Rautaki Reo	Ka whakamahi, ka whakataurite anō te ākongā i ngā rautaki pānui e mārama ai ngā tuhinga kei te mutunga o te taumata Pīngao (KPo), kei te taumata tuawhā anō o te marautanga.

# He Tirohanga Whānui me ngā Āhuatanga Reo

*Overview of Stories and their Language Features*

E whā ngā kōrero o roto i te pukapuka, *Te Tautoko 72*. Kei ngā whārangi e whai ake nei he paku whakamārama mō ia kōrero, ngā tikanga o te reo tuhi, ngā āhua o te reo tuhi, me ētahi tauira nō roto mai i aua kōrero. Ko te whāinga, kia mārama haere ai ngā ākonga ki te whānuitanga o ngā tikanga reo tuhi me ngā āhua huhua o tēnā tuhinga, o tēnā tuhinga.

There are four stories in the journal *Te Tautoko 72*. 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 writing styles and the features of each style.

# He Huarahi Ako

*Teaching and Learning*

## He Whāinga Ako

*Teaching Purposes*

Hei tautoko i ngā ākonga ki te:

- tautohu i ngā momo āhuetanga reo i ngā tuhinga taki me ngā tuhinga whakaahua
- whakaoho mōhiotanga o mua
- whakawhānui ake i ngā pūkenga rangahau
- whakamahi kōrero mō tētahi kaupapa ake
- whakawhanake i ngā pūkenga tuhinga tohutohu.

To support students to:

- identify and use the language features of recount texts and descriptive texts
- utilise their background knowledge
- continue to develop research skills
- use information for a specific purpose
- develop their instructional writing skills.

## He Horopaki Ako

*Contexts for Learning*

Anei ētahi horopaki ako ko:

- te mahi tahi
- ngā mahi me ngā tikanga a te whare tapere
- ngā tāngata rongonui
- ngā tikanga ā-rohe, ngā kōrero ā-rohe
- te whakawhānui i ngā puna kupu.

Contexts for learning could include:

- collaboration
- games and traditions of te whare tapere
- renowned people
- local customs and stories
- vocabulary extension.



# I Mua i te Pānui Pukapuka

## *Before Reading*

1. Ohia manomanotia tēnei mea te pōtaka. Tuhia ngā kōrero a ngā ākonga ki runga pepa nui. Me tautohu ngā ākonga i tētahi ariā matua, kupu matua rānei. Whakarōpūhia ngā whakaaro ōrite. Mai i ēnei kōrero ka matapae ngā ākonga i ngā mōhiotanga ka ako mai i te pukapuka nei.

Brainstorm pōtaka. Write what the students say on a large piece of paper. Students can identify one key idea or key word. Group similar ideas. Students can use these to predict what they think they will learn from the text.

2. Whakamārama atu ki ngā ākonga te kaupapa o te whare tapere, me ōna āhuatanga maha. Whakamāramahia ētahi āhuatanga o ēnei momo reo tuhi, ka whakaatu i ētahi tauira: te reo tohu wāmua, te reo tautahi, me ngā kupumahi.

Explain to the students what te whare tapere is, and its many aspects. Introduce them to some of the features of these writing styles, and give examples: past tense expressions, first-person voice, and verbs.

## He Tākaro Kare Pōtaka (wh. 2–7)

nā Wiremu Kaa

### He whakarāpopototanga

I ngā tau o te Pakanga Tuarua, ka whakaaro ngā pakeke o Te Whānau a Kahu i te rohe o Matakaoa, ki te whakatū i tētahi whakataetae ngahau hei whakakoakoa i te wairua o te haukāinga. He wā pōuri hoki i heke mai i roto i ngā mamae kino i pakaru mai i ngā pakanga o te whawhai nui. Nā te huhua o ngā tangi mō ngā whanaunga i hinga i tawhitinui, me te rite tonu o te tau o te pūeru pōuri ki waenganui i te whānau, i waihangatia tēnei whakataetae.

### Summary

During the Second World War, the elders of Te Whānau a Kahu, in the Matakaoa district, decided to hold a competition to cheer the spirits of the local community. Sorrow had descended as the tragic events in the great battles became known. Mourning for relatives who had fallen far away had caused a cloak of sorrow to lie on local families, so this competition was planned.

### Te momo reo tuhi

#### Language style

- He Tuhinga Taki (*Recounts*)
  - Te taki whānui (*Factual recount*)

### Ētahi āhuatanga o tēnei momo reo tuhi

#### Features of this language style

- He Reo tohu i te mahi a tētahi atu (Third-person voice)  
Hei tauira:
  - Ka whakaaro **ngā pakeke o te Whānau a Kahu** ... (wh. 2)
  - **E ai ki a Rērē** he tino pai āna potaka ... (wh. 3)
  - He tino toa **aua kōtiro** ki te kare ... (wh. 5)
- He Reo tohu wāmua (*Past tense expressions*)  
Hei tauira:
  - **I ngā tau o te Pakanga Tuarua** ... (wh. 2)
  - **I tū** te hui whakahaere i taua whakataetae ... (wh. 4)
  - **I whakatūria** e ngā rohe ... (wh. 4)
- Ngā Kupumahi (*Verbs*)  
Hei tauira:
  - Ko ētahi i **haere** ki rō ngahere ... (wh. 3)
  - Ko ētahi i **takahi** atu ki te taha moana ... (wh. 3)
  - Nā Henare Karapata i **hanga** ētahi momo ... (wh. 3)
  - Ka **whiua** kia **rere** hīrorirori haere ... (wh. 6)

## I te Ākongā e Pānui ana i te Pukapuka

During Reading

1. Ohia manomanotia tētahi mahi, kēmu, tākaro rānei o tōu rohe. Whakamahia ēnei pātai:  
I ahu mai te mahi, kēmu, tākaro i hea?  
He aha ngā ture hei tākaro?  
Ngā wāhi tākaro?  
Kei hea ētahi atu wāhi e pai ana te mahi i te kēmu?  
Rangahaua ngā whakautu, kātahi ka tuhia he pānui whakamārama mō te kēmu.

Brainstorm an activity, game, or sport played in your community. Ask the following questions:

Where is the activity/game/sport from?

What are the rules of the game?

Where is it played?

Where else would it be good to play the game?

Research the answers, then write a brochure about the game.

2. He mahi ā-rōpū tēnei, kia 4–5 ki ia rōpū. Waihangatia mai he whakataetae. Mā ia rōpū e whakahaere te whakataetae. Whakaarohia ēnei pātai hei wānanga:  
He aha te whakataetae?  
He aha ngā ture o te whakataetae?  
Ko wai mā ngā rōpū whakataetae?

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Me pēhea te whakarite tangata hei kaiwhakawā?  
Whakaritea mai he whakaaturanga e whakamārama ana i ngā pātai.

Work in groups of 4–5. Plan a competition. Each group runs a competition. Consider these questions:

What is the competition?

What are the rules of the competition?

Who are the competing groups?

How are the judges selected?

Prepare a presentation explaining these questions.

3. Pānuihia te kōrero. Whakaarohia ētahi pātai mō ngā kaupapa matua o te tuinga. Hei tauira: He aha i whakatūria ai tēnei whakataetae? E ai ki a Rērē, he aha te tino take o āna pōtaka? Nā te aha i whakatūria ai te whakataetae? Ko wai te rōpū tāne i tū ki ngā whakataetae? Ka tīkina atu ngā rawa hei hanga i ngā pōtaka mai i hea? Ko wai i whakaaro tuatahi kia hangaia tēnei whakataetae?

Read the text. Think of some questions about the main ideas in the text. For example: Why was this competition held? According to Rērē, what was the main feature of his pōtaka? What was the purpose of the competition? Who was the male group in the competition? Where were the materials to make pōtaka gathered? Who originally thought of having this competition?

## Te Pōtaka a te Whare Tapere (wh. 8–15)

nā Stephanie Tibble

### He whakarāpopototanga

He tirohanga ki ngā āhuatanga o te pōtaka, mai i tōna hanganga tae noa ki tōna huri haere. He paku tirohanga anō ki te pūrākau o Tinirau rāua ko Kae; nā rātau ngā mahi katoa a te whare tapere i hanga, pēnei i te whakatangitangi pūoro me te tā pōtaka.

### Summary

A look into aspects of pōtaka, from how they are made to how they are spun. There is a brief summary of the story of Tinirau and Kae and those responsible for the origins of the whare tapere, including playing music and the spinning of pōtaka.

### Te momo reo tuhi

#### Language style

- He Tuhinga Whakaahua (*Descriptions*)
  - He Whakaahua Whānui (*General description*)

### Ētahi āhuatanga o tēnei momo reo tuhi

#### Features of this language style

- Ngā kupu ingoa (*Nouns*)  
Hei tauira:
  - ngā **waiata** (wh. 10)
  - Ngā Momo **Pōtaka** (wh.11)
  - Ngā **Pōtaka Whero-rua** (wh. 13)
  - te **Pōtaka Tā** (wh. 14)
- Ngā kupumahi (*Verbs*)  
Hei tauira:
  - Ka **whakataetaengia** ngā pōtaka (wh. 12)
  - i **hangaia** te nuinga o ngā pōtaka (wh. 13)
  - ka **wiriwiri**, ka totitoti te mea nei (wh. 15)

## I te Ākongā e Pānui ana i te Pukapuka

### During Reading

1. Mā ngā ākongā e āta pānui, kātahi ka whakautua ēnei pātai:  
He aha te rerekētanga o ngā momo pōtaka?  
Ki ōu whakaaro, he aha ngā rawa hei hanga mai i ēnei pōtaka?  
Ki ōu whakaaro, ko tēhea te momo pōtaka he tino tere te huri?  
Tuhia ngā kupumahi e whakaahuatia te huringa o te pōtaka?

Students read the article carefully, and then answer these questions:

What are the differences between the types of pōtaka?

What materials do you think pōtaka can be made from?

Which type of pōtaka do you think would be the fastest?

Write down the verbs which express the way the pōtaka spins.

2. He mahi ā-rōpū tēnei, kia 4–5 ki ia rōpū. Āta whakaarohia ngā mahi hei hanga i tētahi pōtaka. Hangaia mai he pōtaka. Titiro ki ōna āhuatanga katoa me tōna huringa. Whakarāpopotohia ngā mahi kia tuhi i tētahi tuhinga whakaahua mō ā rātau mahi.

This is a group activity with 4–5 per group. Think about how you would make a pōtaka. Build one for the group. See what it looks like and how it turns. Summarise the activity and write a description of their activity.

3. Tirohia te pikitia kei te whārangi 11. Tuhia tētahi kupumahi, tētahi kupu āhua, me tētahi kupu ingoa kua toko ake i ō rātau whakaaro. Titoa he rerenga kōrero kia 15, iti iho rānei, ngā kupu. Mā

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te ākongā tāna ake tuhinga e pānui ki tētahi atu, me te whakamārama atu i te take i kōwhiria ai e ia aua kupu.

Look at the images on page 11. Write a verb, an adjective and a noun which reflect their first impressions. Write a sentence of up to 15 words. The students read their sentences to others, and explain the reasons why they chose their words.

## Ngā Tūmomo Pōtaka Tākiri (wh. 16–21)

nā Stephanie Tibble

<b>He whakarāpopototanga</b> Ko te kaupapa o tēnei tuhinga he whakaahua, he whakamārama i ngā tūmomo pōtaka tākiri.	
Summary This text describes and explains the types of pōtaka tākiri.	
<b>Te momo reo tuhi</b> Language style	<ul style="list-style-type: none"><li>• He Tuhinga Whakaahua (<i>Descriptions</i>)<ul style="list-style-type: none"><li>- He Whakaahua Whānui (<i>General description</i>)</li></ul></li></ul>
<b>Ētahi āhuatanga o tēnei momo reo tuhi</b> Features of this language style	<ul style="list-style-type: none"><li>• He Kupu āhua (<i>Adjectives</i>) Hei tauira:<ul style="list-style-type: none"><li>- ... he <b>nui</b> āna whakamahinga. (wh. 16)</li><li>- ... me te maha atu o ngā momo rākau <b>mārō</b>. (wh. 18)</li><li>- ... he rite te tamutamu o te pōtaka ki te tangi <b>ngunguru</b> a ngā wāhine. (wh. 19)</li></ul></li><li>• Ngā Kupumahi (<i>Verbs</i>) Hei tauira:<ul style="list-style-type: none"><li>- ... ka <b>rangona</b> tētahi ngunguru. (wh. 16)</li><li>- ... i <b>tapaina</b> ētahi pōtaka ki te ingoa tipuna. (wh. 17)</li><li>- I <b>whakaarohia</b> ētahi, i <b>whakarākeia</b> ētahi ... (wh. 17)</li></ul></li></ul>

## I te Ākongā e Pānui ana i te Pukapuka

*During Reading*

1. Mahi takirua. Rangahaua tētahi pōtaka tākiri. Tuhia he tuhinga whakaahua e whakamārama ana i āna mahi. Whakamahia ēnei patai:  
He aha te kupu mō tēnei momo pōtaka?  
Te āhua o te pōtaka tākiri?  
He aha ngā rauemi hai hanga i taua pōtaka tākiri?  
He aha ngā mahi pai o te pōtaka ki a koe?

Work in pairs. Research one pōtaka tākiri. Write a description explaining its use.

Use the following questions:

What is the name of this type of pōtaka?

What do pōtaka tākiri look like?

What are pōtaka tākiri made of?

What aspects of pōtaka do you like?

2. Hangaia tētahi whakaaturanga ā-rorohiko hei whakaahua i ngā kōrero kua rangahaua e ngā rōpū, e te tauira kotahi rānei, e pā ana ki te pōtaka tākiri me āna tūāhuatanga.

Create a Powerpoint presentation to display research information from a group, or an individual, about pōtaka tākiri and their attributes.

## Valentine Irwin: Kaitā Pōtaka (wh. 22–32)

nā Stephanie Tibble

### He whakarāpopototanga

He uiuinga tēnei ki a Valentine Irwin. Kei roto hoki ētahi kōrero mō tōna whakapakeketanga, ōna whakaaro mō tāna māhi, ōna pūkenga hoki i roto i te mahi tā pōtaka.

### Summary

This is an interview with Valentine Irwin. It includes stories of when he was growing up, his thoughts about his work, and his skills in tā pōtaka.

### 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

- He Reo tautahi (*First person*)  
Hei tauira:
  - I tipu ake **au** ki Te Wairoa ... (wh. 23)
  - E ono, e whitu tau rānei **taku** pakeke ... (wh. 23)
  - I whānau mai **au** i te tau 1950 ... (wh. 23)
- He Reo tohu wāmua (*Past tense expressions*)  
Hei tauira:
  - **Nōnahea** koe i tīmata ai ki te tā pōtaka? (wh. 23)
  - **Ka** pūhuki te moka o te koeko ... (wh. 25)
  - **I taua wā** i roto au i tētahi whare ... (wh. 29)
- He Kupumahi (*Verbs*)  
Hei tauira:
  - ko tā mātau mahi he **reihī** i ā mātau pōtaka ... (wh. 23)
  - he māmā noa iho te **kawe** ki hea noa nei (wh. 24)
  - ka taea te **hanga** pōtaka ... (wh. 25)

## I te Ākongā e Pānui ana i te Pukapuka

*During Reading*

1. Kōwhiria tētahi tangata e rata ana ki a koe. Tuhia tētahi kōrero taki mō te tangata me āna mahi kua tutuki pai. Anei ētahi pātai hei tautoko:

Ko wai te tangata?

Nō hea ia?

He aha tana mahi?

He aha ōna whāinga?

I tutuki pai ērā whāinga?

Ko wai ngā tāngata i tautoko i a ia ki te whakatutuki i ōna whāinga?

He aha ōna tino hiahia mō ngā rā kei te heke mai?

Choose a person who inspires you. Write a biography of this person and their achievements.

Here are some questions to assist:

Who is the person?

Where are they from?

What do they do?

What are their goals?

Have they achieved those goals?

Who has supported them to achieve their goals?

What are their wishes for the future?

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2. Waihanga mai tētahi rārangi pātai hei uiui i tētahi tangata. Āta whakaarohia ngā pātai. Uia taua tangata, ā, whakaaturia āu kitenga ki te akomanga.

Create a questionnaire to interview a person. Prepare the questions carefully. Interview the person and present your findings to the class.



## I Muri i te Pānui Pukapuka

*After Reading*

Ka taea te whakamahi tēnei ngohe hei aromatawai, hei whakawhānui hoki i ngā pūkenga o ngā ākonga.

*Possible assessment and extension activities.*

1. Ka wānanga, ka arotake ngā ākonga i te kōrero whai muri i te pānui i tēnei pukapuka.

Students discuss and review the story after they have read this book.

2. Rangahaua tētahi pōtaka. Kātahi tuhia tētahi pānui whakamārama, e tautohu ana i ngā kaupapa matua:

I ahu mai te pōtaka i hea?

Tōna āhuetanga

Te whakamahi i te pōtaka

Ka pēhea te hanga i te pōtaka?

Research a pōtaka. Then create a pamphlet highlighting key elements such as;  
Where did the potaka originate from?

Its features

How to use pōtaka

How are pōtaka made?

## He Hokinga Whakamuri hei Kōkiringa Whakamua

*Ideas for Reflecting on Learning and Planning Next Learning Steps*

1. Hoatu tētahi kōrero taki ki ngā ākonga, ākina rātou ki te tautohu i ētahi o ngā āhuetanga i kitea.

Give students another recount text and encourage them to identify some of the features.

2. Rangahaua ngā pōtaka nō ētahi iwi taketake i te ao whānui. Kōrerohia ngā tikanga rerekē, me ngā āhuetanga ōrite ki a ngāi Māori.

Research pōtaka of an indigenous group. Talk about the similarities and differences between theirs and those of Māori.

# Ngā Rauemi

*Resources*

## **Te Ipurangi**

He Pātaka Kupu ([www.korero.maori.nz/home.html](http://www.korero.maori.nz/home.html))  
Ko te Ī-papakupu kei roto katoa i te reo Māori.  
Mā tēnei hoki e māmā ai te rapu i ngā kupu taurite.

Te Kete Ipurangi (<http://health.tki.org.nz/Key-collections/Exploring-te-ao-kori/Learning-experiences/Games-and-pastimes/Top-spinner>)  
He tirohanga ki te mahi tā pōtaka e whakaaturia ana e tētahi tangata.

Te Ara ([www.teara.govt.nz](http://www.teara.govt.nz))  
He puna mōhiohio e pupuri nei i ngā pitopito kōrero, ngā tāhuhu kōrero, ngā whakaahua, ngā kiriata hoki e pā ana ki Aotearoa.

Te Taura Whiri i te Reo Māori ([www.tetaurawhiri.govt.nz](http://www.tetaurawhiri.govt.nz))  
Ko ngā kōrero mō Te Taura Whiri i te Reo Māori me ngā kaupapa reo Māori o te wā.

# Ngā Tohutoro

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# He Mihi

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