

Mā te Pouako Pīpī Pānui

Ko Wai te Toa?
Kia Tūpato Marama!
Poutoti
Ōku Ringaringa

Tau 0–1

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

E hāngai ana te kohinga pukapuka o Pīpī Pānui ki ngā ākonga kei ngā Tau 0–1, kei te Taumata 1 anō o *Te Marautanga o Aotearoa*. He pukapuka ēnei hei whakaako i ngā pūkenga pānui. E hāngai ana ngā pukapuka o Pīpī Pānui ki te anga whakaako pānui o Ngā Kete Kōrero, mā ngā ākonga kei ngā taumata Harakeke E me Harakeke I ki te hunga e āhua mātau ana ki te pānui pukapuka kei ngā taumata Pīngao A, E, I, me O.

Pīpī Pānui is an instructional reading series designed to support Level 1 achievement objectives in *Te Marautanga o Aotearoa* for students in Years 0–1. The series is levelled according to the Ngā Kete Kōrero framework and ranges from emergent – Harakeke E and I – to early fluency – Pīngao A, E, I, and O.

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 ki ngā hōtaka reo matatini a te kura
- whakawhānui i ngā horopaki me ngā whakamahinga o ngā pukapuka mā ngā ākonga mā te whakatauiria i ētahi momo ngohe ako
- tīpako i ngā pūkenga reo me te mātauranga e arotahitia ana i roto i tēnā, i tēnā paki, me te tautohu i ētahi rautaki ako ka taea te whakamahi.

These Teacher Support Materials are designed to support teachers to:

- identify links with *Te Marautanga o Aotearoa*
- identify links to the National Standards Māori-Medium Setting
- align the text to school literacy programmes
- extend the context and uses of the text with examples of learning activities
- highlight learning strategies which support the focus skills and knowledge of each story.

He Hononga ki *Te Marautanga o Aotearoa*

Curriculum Links

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

Here are some links to the Te Reo Māori learning area of *Te Marautanga o Aotearoa*. Pouako should select learning areas and learning objectives appropriate for their students.

Te Taumata	Te Wāhanga Ako	Te Whenu	Te Whāinga Paetae
1 (He Pīpī)	Te Reo Māori	Ā-Waha (Āheinga Reo)	Ka whai tikanga āna kōrero, ahakoa te māmā.
1 (He Pīpī)	Te Reo Māori	Ā-Waha	Ka whakarongo, ka paparu,

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		(Rautaki Reo)	ka pupuri ki te hinengaro, ka pao hei rautaki ako reo.
1 (He Pīpī)	Te Reo Māori	Ā-Tā (Puna Reo)	Ka mārama e hono ana te kupu kua tuhia ki te whakahua o taua kupu.
1 (He Pīpī)	Te Reo Māori	Ā-Tinana (Rautaki Reo)	Ka mārama, ka whai i ngā tohutohu māmā.

He Hononga ki Ngā Whanaketanga Rumaki Māori

Links to the Māori-medium National Standards

Whanaketanga 1

Taha Pānui (ā-Tā)

E hāngai ana ki te ākongā kei te **Taumata 1** tonu o *Te Marautanga o Aotearoa* mō te pānui e hāngai ana ki *He Pakari*

Te Tino Wāhanga Reo	Ngā Whāinga
Āheinga Reo	Ka mārama atu, ka tautohu anō te ākongā i ngā pūtake o ngā tuinga kei te tīmatanga o te taumata Kiekie (KKa), kei te taumata tuatahi anō o te marautanga.

He Tirohanga Whānui me ngā Āhuatanga Reo

Overview of the Stories and their Language Features

E whā ngā pukapuka kua tohua mō tēnei rauemi, arā, *Ko Wai te Toa?*, *Kia Tūpato Marama!*, *Poutoti*, me *Ōku Ringaringa*. Kei te taumata Harakeke ngā pukapuka katoa. Kei ngā whārangi e whai ake nei, he paku whakamārama mō ia pukapuka. Kua tohua te momo reo tuhi, ōna āhuatanga, me ētahi tauira nō roto tonu i ia pukapuka. Ko te whāinga, kia āhei ngā ākonga ki te torotoro i te whānuitanga o ngā momo reo tuhi me ngā āhuatanga o tēnā momo tuhituhi, o tēnā momo tuhituhi.

I te taumata Harakeke, e rua ngā tino mahi hei tautoko i te ākonga e ako ana ki te pānui pukapuka. Tuatahi, ko te tautoko i tāna i ako ai i ngā āhuatanga (ā-tuhi, ā-tangi) o te arapū. Tuarua, ko te tautoko i tāna i ako ai i ngā kupu ka kitea e ia i ngā pukapuka.

There are four titles in this resource, they are *Ko Wai te Toa?*, *Kia Tūpato Marama!*, *Poutoti*, and *Ōku Ringaringa*. The following pages provide a brief overview of each story, the language style and its associated language features, with examples from each story. The intention is that students will begin to gain an understanding of the range of language styles and features.

At Harakeke level, students' literacy acquisition requires support in two main areas. Firstly, they need to learn the alphabet and alphabet concepts. Secondly, they require support to learn the vocabulary and structures associated with the text they are reading.

He Huarahi Ako

Teaching and Learning

He Whāinga Ako

Teaching Purposes

He tautoko i ngā ākonga ki te:

- arotahi, ki te hōpara, me te whakamātau i ētahi momo whakatakotoranga reo
- tautohu i ngā momo āhuatanga reo o ngā kōrero taki
- whakaharatau i ētahi rautaki pānui
- aro atu ki ētahi tikanga Māori.

To support students to:

- focus on and explore particular language structures
- identify some aspects of recount texts
- practise reading strategies
- focus on Māori practices.

He Horopaki Ako

Contexts for Learning

Ko ētahi momo horopaki ako ko:

- te tākaru kēmu māmā
- te korikori tinana
- te mahi ā-ringa, ā-karu
- te whai i ngā tohutohu māmā.

Contexts for learning could include:

- simple recreational games
- body movement
- hand and eye co-ordination
- following simple instructions.

I Mua i te Pānui Pukapuka

Before Reading

Whakaakona ngā kupu hou ki ngā ākonga i mua i tō hōatu i te pukapuka. Tākarohia te kēmu, mahia te korikori tinana, kia tino mārama ai ngā kupu hou i mua i te pānui i te pukapuka.

Ka taea te whakamahi i te katoa o ēnei pātai e whai ake nei mō ngā pukapuka e whā.

Teach the new vocabulary to the students before giving them the books. Play the games, or do the activities, so that students have a good understanding of any new vocabulary before they meet them in the text.

The discussion items below may be applied to all four students' books.

Te Matapaki

1. Tirohia te uhi o te pukapuka, ā, matapakihia ngā āhuatanga o roto, pērā i te taitara, ngā pikitia, te kaupapa, me te ingoa o te kaituhi.
2. Matapakihia ngā mea e mōhio kētia ana e ngā ākonga mō te kaupapa o te pukapuka.
3. Matapakihia ngā kiripuaki i roto i te pukapuka. Ko wai rātou? He aha ā rātou mahi?
4. Matapakihia ngā rerenga kōrero, ngā kīanga, me ngā kīwaha kei roto i te pukapuka.
5. Matapakihia ngā kupu hou kei roto i te pukapuka.

Discussion

1. Look at the cover of the book. Discuss the things the students can see there such as the title, the pictures, the topic, and the name of the author.
2. Discuss students' prior knowledge of the topic of the book.
3. Discuss the characters in the book. Who are they? What are they doing?
4. Discuss any language features that are in the book.
5. Discuss any unfamiliar words that may be in the book.

Ko Wai te Toa?

nā Rona Lawson

He Whakarāpopototanga Tokorua ngā tamariki e tākaro ana i tētahi momo mahi ā-ringa. Ka hē tētahi, ā, ka toa tētahi.	
Summary Two children are playing a simple hand game. One child makes a mistake and the other child wins.	
Te momo reo tuhi Language style	<ul style="list-style-type: none">• He Tuhinga Whakangahau (<i>Writing to uplift and stimulate</i>) — Te Whakaari Whakangahau (<i>An entertaining play</i>)
Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style	<ul style="list-style-type: none">• He tohutohu (<i>Instructions</i>) Hei tauira: — toro — piko

I te Ākonga e Pānui Ana

During Reading

Titiro ki te uhi o mua:

1. E aha ana rāua?
2. Titiro ki a rāua tahi. Ki ōu whakaaro, e pēhea ana ō rāua kare ā-roto?
3. Pānuitia mai te taitara o te pūrākau nei, ki ōu whakaaro, he aha te kaupapa o tēnei kōrero?
4. Ki ōu whakaaro, ko wai te toa?

Look at the cover of the book:

1. What are the characters doing?
2. Look at the characters' faces. How do you think they are feeling?
3. Read the title of the story. Are there any clues in the title that might help you to determine what this story might be about?
4. Who do you think the winner is?

Pānuitia ngā whārangi 2–5:

1. Matapakihia ngā kiripuaki i ngā whakaahua. E hia pea ō rāua tau?
2. E aha ana rāua? He aha i mahi pērā ai rāua me ō rāua matimati?
3. He pai tēnei kēmu ki te tokorua nei? Nā te aha koe i whakaaro pēnā ai?

Read pages 2–5:

1. Discuss the characters in the pictures. How old do you think they might be?
2. What are they doing? Why are they using their fingers like that?
3. Do they like playing this game? What makes you think so?

Pānuitia ngā whārangi 6–8:

1. Titiro ki te pikitia. He aha tāu e kite ana?
2. Ki ōu whakaaro, ko wai ka toa? He aha ai?
3. He tiwhiri anō i roto i ngā pikitia?
4. Me tākaro tātau ināiane. Ki ōu whakaaro ko wai ka toa?

Read pages 6–8:

1. Look at the picture. What can you see happening?
2. Who do you think will win? Why?

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3. Are there any clues in the pictures that help you to come to that conclusion?
4. Let's play! Who do you think will win?

I Muri i te Pānui Pukapuka

After Reading

Te Whakahihiko Hinengaro

Prompting Ideas

He ngohe ēnei e pā ana ki ngā kōrero i roto i ngā pukapuka katoa, arā, *Ko Wai te Toa?*, *Kia Tūpato Marama!*, *Poutoti*, me *Ōku Ringaringa*. Ka taea e te pouako ēnei te whakamahi kia tutuki ngā whāinga whakaako me ngā whāinga ako. Mā te pouako ēnei ngohe e whakahāngai ki ngā whāinga ako me ngā hiahia o ngā ākonga.

Ia rā waiatahia te waiata *Te Arapū Māori*. Hoatu he kāri arapū ki ngā tamariki, mā rātou e whakaraupapa ā-arapū mai. Hei āwhina, ka whai pea i te raupapa o tētahi arapū kua tuhia ki te papatuhituhi, kua whakairihia rānei ki te pakitara.

These are some ideas for learning which may be used in connection with the books *Ko Wai te Toa?*, *Kia Tūpato Marama!*, *Poutoti*, and *Ōku Ringaringa*, 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.

Practise the song *Te Arapū Māori*. Give the students a set of alphabet cards to sort into alphabetical order. To help them, they could follow the alphabet written on the board or have an alphabet frieze on the wall.

Anei ētahi mahi hei āwhina pea i ngā ākonga kia mārama haere ki ngā ariā o te pukapuka. Here are some activities which may help students learn the concepts in the book.

1. Tukuna ngā ākonga kia hanga i ētahi atu mahi ā-ringa e whakamārama ana i ngā kupu whakahau kua whakamahia i roto i te pukapuka nei, arā, ko te toro me te piko.
 2. Tuhia te kōrero o te pukapuka ki runga kāri. Hoatu ngā kāri ki ngā ākonga. Ko tā rātou mahi, he whakaraupapa i ngā kāri kia tika ai te raupapa o te kōrero.
 3. Tāruatia te kōrero me te pikitia ki runga kāri. Kutia, kia noho motuhake te kōrero me te pikitia. Ko tā te ākonga mahi, he hono i te kōrero ki te pikitia tika.
 4. Tukuna ngā ākonga kia tāia he pikitia mō tētahi wāhanga o te pukapuka, kātahi ka kōrero mō taua pikitia. Mā te kaiako te kōrero a te ākonga e tuhi ki runga i tana pikitia.
1. Allow students to create other games using the active verb commands toro and piko.
 2. Write the text on cards. Give the cards to the students. Students will sequence the sentences in the order that they appear in the text.
 3. Photocopy the text and pictures on to card. Cut these so that the text and pictures are separate. The students match up the correct text with the correct pictures.
 4. Get students to draw a picture about a part of the book, and then talk about their picture. The teacher then writes what the student has said on his/her picture.

Kia Tūpato Marama!

nā Rona Lawson

He Whakarāpopototanga Ka tākaro hītoko a Marama, he kaha ōna hoa ki te akiaki i a ia kia oti pai ai. Summary Marama is playing hopscotch, her friends are very encouraging while she is playing.	
Te momo reo tuhi Language style	<ul style="list-style-type: none">• He Tuhinga Whakangahau (<i>Writing to uplift and stimulate</i>) — Te Paki Whakangahau (<i>An entertaining narrative</i>)
Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style	<ul style="list-style-type: none">• He reo raupapa (<i>Expressions that order ideas or events in sequence</i>) Hei tauira:<ul style="list-style-type: none">— Kia mau.— Hītoko, Marama, hītoko!— Whiua, Marama, whiua!— Kohia, Marama, kohia!

I te Ākonga e Pānui Ana

During Reading

Titiro ki te uhi o mua:

1. Kei hea a Marama?
2. Kei te aha a Marama?
3. Pānuitia te taitara, ki ōu whakaaro he aha ngā kaupapa kei roto tonu i te pukapuka?

Look at the cover of the book:

1. Where is Marama?
2. What is Marama doing?
3. Read the title, what do you think will happen in the book?

Titiro ki ngā whārangi 2 me 3:

1. He aha te mahi a ngā tamariki i ngā whakaahua nei?
2. He aha ngā mea kei ō rātau ringaringa?
3. Ki ōu whakaaro, ko tēhea wā o te rā tēnei?
4. Ka pēhea koe e mōhio ai?

Look at pages 2 and 3:

1. What are the children doing in these pictures?
2. What do they have in their hands?
3. What time of the day could this be?
4. How do you know this?

Titiro ki ngā whārangi 4 me 5:

1. He aha te mahi a Marama i ngā whakaahua?
2. He aha te otinga mēnā kāore e taea e Marama te peke tawhiti?

Look at pages 4 and 5:

1. What is Marama doing in these pictures?
2. What might happen if Marama is unable to jump the distance?

Titiro ki ngā whārangi 6 me 7:

1. Ki ōu whakaaro, ka oti pai i a Marama tana kēmu hītoko?

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2. He aha koe i whakaaro pēnā ai?

Look at pages 6 and 7:

1. Do you think Marama will finish her hopscotch game successfully?
2. What makes you think so?

Titiro ki te whārangi 8:

1. Kua tika ōu whakaaro? I oti pēhea nei i a Marama tana kēmu?
2. He tīwhiri anō i te whakaahua hei tautoko i tō matapae?

Look at page 8:

1. Were you right? How did Marama finish her game?
2. Is there a clue in the picture that helped you come to that conclusion?

I Muri i te Pānui Pukapuka

After Reading

Te Whakahihiko Hinengaro

Prompting Ideas

He ngohe ēnei e pā ana ki ngā kōrero i roto i ngā pukapuka katoa, arā, *Ko Wai te Toa?*, *Kia Tūpato Marama!*, *Poutoti*, me *Ōku Ringaringa*. Ka taea e te pouako ēnei te whakamahi kia tutuki ngā whāinga whakaako me ngā whāinga ako. Mā te pouako ēnei ngohe e whakahāngai ki ngā whāinga ako me ngā hiahia o ngā ākongā.

Ia rā waiatahia te waiata *Te Arapū Māori*. Hoatu he kāri arapū ki ngā tamariki, mā rātou e whakaraupapa ā-arapū mai. Hei āwhina, ka whai pea i te raupapa o tētahi arapū kua tuhia ki te papatuhituhi, kua whakairihia rānei ki te pakitara.

These are some ideas for learning which may be used in connection with the books *Ko Wai te Toa?*, *Kia Tūpato Marama!*, *Poutoti*, and *Ōku Ringaringa*, 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.

Practise the song *Te Arapū Māori*. Give the students a set of alphabet cards to sort into alphabetical order. To help them, they could follow the alphabet written on the board or have an alphabet frieze on the wall.

Anei ētahi mahi hei āwhina i ngā ākongā kia mārama ai ki ngā ariā o te pukapuka.

Here are some activities which may help students learn the concepts in the book.

1. Tukuna ngā ākongā kia tākaro hītoko, engari me whakamahi e rātau ngā kupu reo raupapa. Mā ngā ākongā tonu te ingoa tonu o te hoa tākaro e whakamahi, arā, "Kia rite ..."
 2. Tuhi te kōrero o te pukapuka ki runga kāri. Hoatu ngā kāri ki ngā ākongā. Ko tā rātau mahi, he whakaraupapa i ngā kāri kia tika ai te raupapa o te kōrero.
 3. Tāruatia te kōrero me te pikitia ki runga kāri. Kutia, kia noho motuhake te kōrero me te whakaahua. Ko tā te ākongā mahi, he hono i te kōrero ki ngā whakaahua tika.
 4. Tukuna ngā ākongā kia tāia he pikitia mō tētahi wāhanga o te pukapuka, kātahi ka kōrero mō taua pikitia. Mā te kaiako te kōrero a te ākongā e tuhi ki runga i tana pikitia.
1. Allow students to play hopscotch, but they must use the sequential words in the book. Each child will replace the name in the book with their friends when playing. For example, "Kia rite ..."

2. Write the text on cards. Give the cards to the students. Students will put the sentences in the order that they appear in the text.
3. Photocopy the text and pictures on to card. Cut these so that the text and pictures are separate. The students match up the correct text with the correct pictures.
4. Get students to draw a picture about a part of the book, and then talk about their picture. The teacher then writes what the student has said on his/her picture.

Ōku Ringaringa

nā Rona Lawson

He Whakarāpopototanga Kei te whakawai ngā tamariki i ngā mahi ā-ringa mō te waiata.	
Summary These children are practising hand actions.	
Te momo reo tuhi Language style	<ul style="list-style-type: none">• He Tuhinga Tohutohu (<i>Instructions</i>) — Tohutohu mō te mahi i tētahi mahi (<i>Instructions for how to carry out a task.</i>)
Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style	<ul style="list-style-type: none">• He whakahau kupumahi (<i>Active verb commands</i>) Hei tauira: — Kia mau.• He whakahau kupumahi hāngū (<i>Passive verb commands</i>) Hei tauira: — Ringaringa e torona. — Ringaringa i whiua. — Ringaringa i piua.

I te Ākonga e Pānui Ana

During Reading

Titiro ki te uhi o mua:

1. Kei te aha ngā kiripuaki i tēnei whakaahua?
2. Pānuitia te taitara. He aha te hononga i waenganui i te taitara me te whakaahua?

Look at the cover of the book:

1. What are the characters on the cover doing?
2. Read the title. What do the title and the picture on the cover tell us about the book?

Titiro ki ngā whārangi 2–5:

1. He aha ngā mahi a ngā tamariki i ēnei whakaahua?
1. E hia ngā mahi ā-ringa i roto tonu i te pukapuka?

Look at pages 2–5:

1. What are the children doing in these pictures?
2. How many actions do you see in the book? action?

Titiro ki ngā whārangi 6 me 7:

1. He aha ngā mahi a ngā tamariki i roto i ngā whakaahua?
2. E pēhea ana te āhua o ngā tamariki ināianei?
3. Ki ōu whakaaro, he aha i pērā ai ō rātau āhua?

Look at pages 6 and 7:

1. What are the children doing in the pictures?
2. How do you think the children are feeling?
3. Why do you think they are feeling like this?

Titiro ki te whārangi 8:

1. Honoa te whakaahua tika ki te kupu tika.
2. He aha koe i whakaaro ai koinei te hononga tika?

Look at page 8:

1. Link the correct picture with the correct text.
2. Why do you think that this picture and text go together?

I Muri i te Pānui Pukapuka

After Reading

Te Whakahihiko Hinengaro

Prompting Ideas

He ngohe ēnei e pā ana ki ngā kōrero i roto i ngā pukapuka katoa, arā, *Ko Wai te Toa?*, *Kia Tūpato Marama!*, *Poutoti*, me *Ōku Ringaringa*. Ka taea e te pouako ēnei te whakamahi kia tutuki ngā whāinga whakaako me ngā whāinga ako. Mā te pouako ēnei ngohe e whakahāngai ki ngā whāinga ako me ngā hiahia o ngā ākonga.

Ia rā waiatahia te waiata *Te Arapū Māori*. Hoatu he kāri arapū ki ngā tamariki, mā rātou e whakaraupapa ā-arapū mai. Hei āwhina, ka whai pea i te raupapa o tētahi arapū kua tuhia ki te papatuhituhi, kua whakairihia rānei ki te pakitara.

These are some ideas for learning which may be used in connection with the books *Ko Wai te Toa?*, *Kia Tūpato Marama!*, *Poutoti*, and *Ōku Ringaringa*, 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.

Practise the song *Te Arapū Māori*. Give the students a set of alphabet cards to sort into alphabetical order. To help them, they could follow the alphabet written on the board or have an alphabet frieze on the wall.

Anei ētahi mahi hei āwhina i ngā ākonga kia mārama haere ki ngā ariā o te pukapuka.

Here are some activities which may help students learn the concepts in the book.

1. Whakaritea mai he wā i ia ata hei whakaharatau i ngā tohutohu mai i te pukapuka. Mahia kia mau rā anō i ngā ākonga ngā momo reo tuhi.
 2. Mahi takirua. Ka pānuitia mai anō te pukapuka mā te whakamahi i ngā karetao hei whakawai i ngā kōrero o te pukapuka.
 3. Tāruatia te kōrero me ngā whakaahua ki runga kāri. Kutia, kia noho motuhake te kōrero me te whakaahua. Ko tā te ākonga mahi, he hono i te kōrero tika ki te whakaahua tika.
 4. Ka tā pikitia ngā ākonga mō tētahi wāhanga o te pukapuka, kātahi ka kōrero mō taua pikitia. Mā te kaiako te kōrero a te ākonga e tuhi ki runga i tana pikitia.
1. Organise a time each morning to practise the actions from the book. Practise until they have learned all the language features.
 2. Work in pairs. Students re-read the text using puppets to practise the language used in the book.
 3. Photocopy the text and pictures on to card. Cut these so that the text and pictures are separate. Students match up the correct text with the correct pictures.
 4. Students draw a picture about a part of the book, and then talk about their picture. The teacher then writes what the student has said on his/her picture.

Poutoti

nā Rona Lawson

He Whakarāpopototanga

Mā te poutoti ka hīkoi haere ngā tamariki. Ka hīkoi whakamua, ka hīkoi whakatemaui.

Summary

The children are learning to use stilts to walk forwards and left.

Te momo reo tuhi

Language style

- He Tuhinga Tohutohu (*Instructions*)
 - Tohutohu mō te mahi i tētahi mahi (*Instructions for how to carry out a task.*)

Ētahi āhuatanga o tēnei momo reo tuhi

Features of this language style

- He hikumahi (*Adverb – a word that gives information about a verb.*)
Hei tauira:
 - Hīkoi **whakamua.**
 - Hīkoi **whakatemaui.**
- He whakahau kupumahi (*Active verb commands*)
Hei tauira:
 - **Hīkoi whakamua.**
 - **Hīkoi whakatemaui.**
 - **Timata.**

I te Ākongā e Pānui Ana

During Reading

Titiro ki te uhi o mua:

1. He aha ngā mea ka kitea e koe kei te pikitia i te uhi o mua?
2. Kei te aha ngā tamariki i roto i te pikitia?
3. He aha ngā mea kei ō rātau waewae?
4. I hangaia mai ki te aha?
5. Ko wai kua hīkoi mā runga poutoti?
6. Pānuitia te taitara. He aha te hononga i waenganui i te taitara me te pikitia?

Look at the cover of the book:

1. What can you see in the picture on the front cover?
2. What are the children in the picture doing?
3. What do they have on their feet?
4. What have they been made with?
5. Who of you have used stilts?
6. Read the title. What do the title and the picture on the cover tell us about the text?

Titiro ki ngā whārangi 2 me 3:

1. Ko wai kei ēnei pikitia?
2. Kei hea rātau?
3. E aha ana ngā tamariki?
4. E aha ana te kaiako?

Look at pages 2 and 3:

1. Who are in these pictures?

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2. Where are they?
3. What are the children doing?
4. What is the teacher doing?

Titiro ki ngā whārangi 4–7:

1. Ki ōu whakaaro, ka pēhea te hīkoi mā runga poutoti?
2. E hīkoi ana ngā tamariki ki hea?
3. Pēhea te tangi a ngā poutoti i ngā tamariki e hīkoi ana?
4. Whakahuatia mai ngā tangi a ngā poutoti, "Ka pī, ka pao! Ka pī, ka pao! Ka pī, ka pao!"

Look at pages 4–7:

1. What do you think it would be like to walk on stilts?
2. Where are the children walking to?
3. What sound would the stilts be making when the children are walking?
4. Say these words, "Ka pī, ka pao! Ka pī, ka pao! Ka pī, ka pao!"

Titiro ki te whārangi 8:

1. He aha ngā mea e kitea ana e koe?
2. He aha ā rātau nei mahi?
3. He aha ai?
4. He aha i whakaaro pēnā ai koe?

Look at page 8:

1. What can you see in the picture?
2. What are they doing?
3. Why?
4. What makes you think that?

I Muri i te Pānui Pukapuka

After Reading

Te Whakahihiko Hinengaro

Prompting Ideas

He ngohe ēnei e pā ana ki ngā kōrero i roto i ngā pukapuka katoa, arā, *Ko Wai te Toa?*, *Kia Tūpato Marama!*, *Poutoti*, me *Ōku Ringaringa*. Ka taea e te pouako ēnei te whakamahi kia tutuki ngā whāinga whakaako me ngā whāinga ako. Mā te pouako ēnei ngohe e whakahāngai ki ngā whāinga ako me ngā hiahia o ngā ākonga.

Ia rā waiatahia te waiata *Te Arapū Māori*. Hoatu he kāri arapū ki ngā tamariki, mā rātou e whakaraupapa ā-arapū mai. Hei āwhina, ka whai pea i te raupapa o tētahi arapū kua tuhia ki te papatuhituhi, kua whakairihia rānei ki te pakitara.

These are some ideas for learning which may be used in connection with the books *Ko Wai te Toa?*, *Kia Tūpato Marama!*, *Poutoti*, and *Ōku Ringaringa*, 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.

Practise the song *Te Arapū Māori*. Give the students a set of alphabet cards to sort into alphabetical order. To help them, they could follow the alphabet written on the board or have an alphabet frieze on the wall.

Anei ētahi mahi hei āwhina i ngā ākonga kia mārama haere ki ngā ariā o te pukapuka.

Here are some activities which may help students learn the concepts in the book.

1. Hangaia he poutoti ki te kēne. Mā ia ākonga āna poutoti e whakarākei. Kātahi ka whakaharatau i ngā ākonga kia hīkoi, kia kōrero i ngā kupu aronga.
2. Mahi ā-akomanga. Ka titoa mai he waiata e hāngai ana ki te kaupapa matua o te pukapuka. Ka whakaari mai i ngā mahinga ā-tinana nō roto mai i te pukapuka hei tautoko i te waiata.
 1. Make stilts from tin cans. Each student decorates his/her stilts. Students practise walking on the stilts, and using the directional vocabulary.
 2. Class activity. Compose a song related to the theme of the book. Perform all the actions or activities from the book to support the song.

Ngā Tohutoro

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