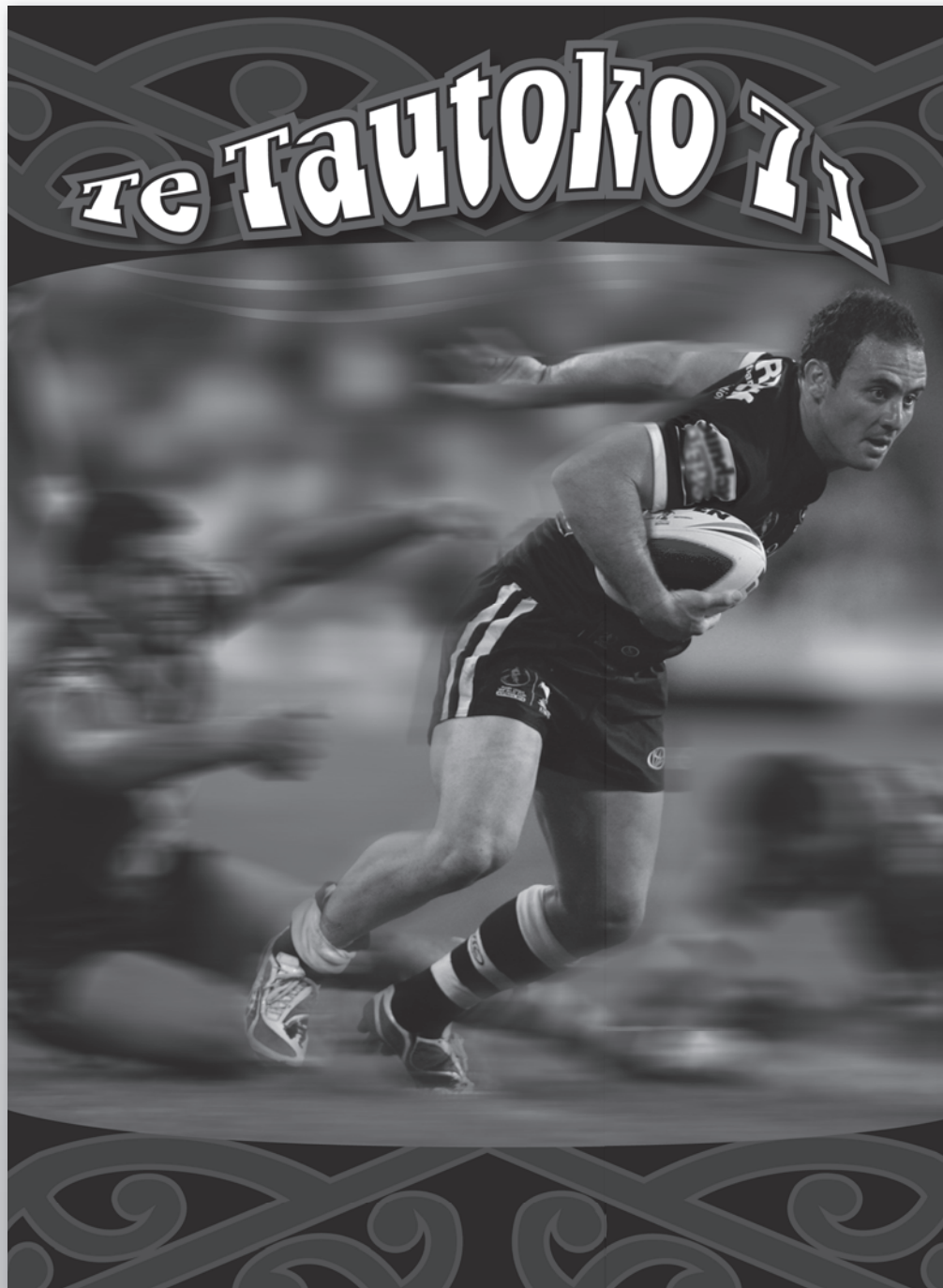


Mā te Pouako



Tau
7-8

He Mihi

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I hangaia tēnei rauemi hei tautoko i
Te Marautanga o Aotearoa

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**“Ko te reo Māori te kākahu o te whakaaro,
te huarahi i te ao tūroa.”
nā Tā Hēmi Hēnare, 1984**

He Kupu Whakataki Introduction

Ko te huinga pukapuka a *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 kei ngā tau 7–8. E hāngai ana tēnei putanga ki ngā tāngata me ō rātou ake haepapa.

The *Te Tautoko* series is a collection of historical and contemporary stories compiled to appeal to a rangatahi audience. It follows on from the *He Kohikohinga* series and is intended for students in years 7–8. This issue focuses on responsibility to oneself and to others.

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 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 ki ngā ākonga.

The Teacher Support Materials are designed to assist teachers to:

- identify the links to *Te Marautanga o Aotearoa*
- identify the links to the Māori-medium National Standards
- identify possible ways in which to apply the text to school literacy programmes
- extend the context and application possibilities of the text through learning activities
- identify the skills and knowledge being focussed on and to identify possible learning strategies that may be appropriate for their students.



He Hononga ki *Te Marautanga o Aotearoa* Curriculum Links

Anei ētahi hononga ki *Te Marautanga o Aotearoa*, nō ngā wāhanga ako o Te Reo Māori, Hauora, me Tikanga ā-lwi. Mā te pouako tonu e whiriwhiri ko ēhea ngā wāhanga ako me ngā whāinga paetae hei whakaako māna.

Here are some links to the Te Reo Māori, Hauora, and Tikanga-ā-lwi learning areas of *Te Marautanga o Aotearoa*. Pouako should select learning areas and objectives that are appropriate for their students and their class programmes.

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	Tikanga ā-lwi	Te Ao Hurihuri	Ka whakamārama i te whakaawenga o ngā whakaaro me ngā mahi a te tangata i te oranga o ētahi atu i ngā wā o mua.
4	Hauora	Koiri (Whakamahinga Pūkenga Koiri)	Ka whai wāhi atu me te whakaputa māramatanga ki ngā mahi ngātahi i roto i ngā mahi koiri, ā-iwi, ā-hapori hoki.
4	Te Reo Māori	ā-Tā (Āheinga Reo)	Ka tīpako i ngā āhuetanga o ngā momo reo tuhi hei whakaniko i ngā tuhinga pono me ngā tuhinga auaha.
4	Te Reo Māori	ā-Tā (Rautaki Reo)	Ka whakamahi i ētahi rautaki rangahau mō te huhua o ngā take.

He Hononga ki *Ngā Whanaketanga Rumaki Māori* Links to the Māori-medium National Standards

Whanaketanga 4 Taha Pānui

E hāngai ana ki te ākongā kua tutuki i a ia te Taumata 4 o *Ngā Whanaketanga Rumaki Māori* me te mahi ko ia anake.

Te Tino Wāhanga Reo	Ngā Whāinga
Āheinga Reo	Ka mārama atu, ka whakataurite anō te ākongā i ngā pūtake o ngā tuhinga kei te mutunga o te taumata Pīngao (KPo), kei te taumata tuawhā anō o te marautanga.
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 rima ngā kōrero o roto i te pukapuka *Te Tautoko 71*. Kei ngā whārangi e whai ake nei he paku whakamārama mō ia kōrero, ngā tikanga o te reo tuhi, ngā āhuatanga o te reo tuhi, me ētahi taurira nō roto mai i aua kōrero. Ko te whāinga, kia mārama haere ngā ākonga ki te whānuitanga o ngā tikanga reo tuhi me ngā āhuatanga huhua o tēnā tuhinga, o tēnā tuhinga.

There are five stories in the journal *Te Tautoko 71*. The following pages provide a brief overview of each story, the language style used in each story, the features of the language style used, and examples are given from each story. The intention is that students will gain an understanding of a range of language styles and their features.

He Huarahi Ako

Teaching Method

He Whāinga Ako

Teaching Purposes

Kia tautoko i ngā ākonga ki te:

- tautohu i ngā momo āhuatanga reo i ngā tuhinga taki
- whakaoho mōhiotanga o mua
- arotake i te tuhinga
- whakawhānui ake i ngā pūkenga rangahau
- whakamahi tuhinga mō tētahi kaupapa motuhake.

To support students to:

- identify and use the language features of recount texts
- draw on previous learning
- analyse the text
- continue to develop research skills
- use writing for a specific purpose.

He Horopaki Ako

Contexts for Learning

Anei ētahi horopaki ako, ko:

- te mahi ā-whānau
- te mahi tāpoi
- ngā tāngata taketake
- ngā kōrero mō tētahi tangata
- te whakamahi i te whārangi ipurangi Rapuara
- te whakawhānui i ngā puna kupu.

Contexts for learning could include:

- whānau working together
- tourism
- indigenous peoples
- biographies
- using the Rapuara website
- expanding vocabulary.

He Ngohe

Learning Activities

Anei ētahi ngohe e pā ana ki ngā kōrero katoa o roto o *Te Tautoko 71* tērā ka taea e te pouako te whakamahi me ngā ākonga kia tutuki ai ngā whāinga ako. Ka taea e te pouako te whakahāngai i ēnei ki ngā whāinga ako me ngā hiahia o ngā ākonga.

Here are some ideas for learning activities for the stories in *Te Tautoko 71* that teachers may use to achieve their teaching objectives. These can be adapted to suit the learning objectives and needs of the students.

I Mua i te Pānui Pukapuka Before Reading

1. Ohia manomanotia te pukapuka. Wānangahia, kātahi ka tuhi i ngā mōhiotanga o ngā ākonga mō ngā kaupapa ki runga pepa nui. Me tautohu ngā ākonga i tētahi ariā matua, i tētahi kupu matua rānei. Ka whakarōpū i ngā whakaaro ōrite, kātahi ka matapae ngā ākonga i ngā mōhiotanga tērā pea ka ako i te pukapuka nei me tā rātou e hiahia ana kia ako. Ka whakaupokotia pēnei, “He aha tā tātou e hiahia ana ki te ako?” “Kua ako kētia e au” ki tētahi taha, “Kua ākonga e au” ki tētahi atu taha. I mua i te pānui, ka tuhia e ngā ākonga ō rātou mōhiotanga mō te kaupapa ki te taha “Kua ako kētia e au”.

Brainstorm about the book. Discuss and write what the students already know about the topics on a large sheet of paper. Students write one key idea or word. Group the ideas or words into similar themes. Using their discussions and ideas students predict what they think they will learn from the text and what they want to find out. Name it “He aha tā tātou e hiahia ana ki te ako?” “Kua ako kētia e au” on one column and “Kua ākonga e au” on the other. Before reading, students write down what they know about the topic in the “Kua ako kētia e au” column.

2. Whakamāramahia ētahi tikanga haurongo, ka whakaatu i ētahi tauira (tirohia ngā whārangi o tēnei pukapuka). Hei tauira, te reo tohu wāmua, te reo raupapa, te reo tautoru, te reo tautahi, me ngā kupumahi.

Explain the features of a biography, the language style and give them some examples (see the pages of this book). For example, markers of past tense, sequencing expressions, third person, first person point of view, and verbs.

3. Tirohia he mahere whenua o Amerika kia kite i ngā wāhi noho o mua o ngā tāngata taketake. (Tirohia www.mce.k12tn.net/indians/navigation/native_american_territories.htm)

Look at a map of America to identify the places indigenous peoples inhabited in the past. (See www.mce.k12tn.net/indians/navigation/native_american_territories.htm)

Kaiārahi Keakea (wh. 2-11)

nā Nuki Tākao

Hei whakarāpopoto

Ka tae atu a Keakea ki te moutere o Kāpiti, ā, i a ia e noho ana ki reira, ka tuhi i tana rātaka. Ahakoa tekau mā rua noa iho ōna tau, he koi ia ki ngā mahi kaiārahi tūruhi.

Ko Whaea Minnie te tino kaiārahi i te moutere o Kāpiti, engari nā tētahi aituā waka kāore ia i tae ki Kāpiti. Kua riro mā Keakea ngā tūruhi e ārahi i tēnei wā.

Summary

Keakea arrives on Kāpiti Island, and while she is there she writes in her diary. Although she is only twelve, she is a good tourist guide.

Whaea Minnie is the main guide on the island but when an accident occurs on the mainland she is unable to make it to the island. So, it is left to Keakea to guide the tourists this time.

<p>Te momo reo tuhi Language style</p>	<ul style="list-style-type: none"> • He Tuhinga Taki (<i>Recounts</i>) <ul style="list-style-type: none"> – Te taki whaiaro (<i>Personal recount</i>)
<p>Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style</p>	<ul style="list-style-type: none"> • He reo whakaahua (<i>Descriptive language</i>) Hei tauira: <ul style="list-style-type: none"> – E marino ana te moana. (wh. 3) – He hau angiangi e puhipuhi mai ana i te raki. (wh. 3) – Kei te tahatai a Whaea Amo e tū ana, ko tana tokotoko tāwhaowhao ki te ringa. (wh. 3) • He reo tohu wāmua (<i>Past tense expressions</i>) Hei tauira: <ul style="list-style-type: none"> – I ngā tau 1800 i noho a Ngāti Toa ... (wh. 4) – I taua wā hoki, he tino wāhi a Kāpiti ... (wh. 4) – I te tau 1998 i mutu tā rātou patu i ngā ngeru, ... (wh. 4) • He kupumahi (<i>Verbs</i>) Hei tauira: <ul style="list-style-type: none"> – Kua tata oti i a Whaea Amo āna kōrero ... (wh. 7) – Kua titiro kē ngā manuhiri ki ngā huruhuru ... (wh. 7) – Kua whakarongo rātou ki ngā tangi ... (wh. 7) – E rongo ana a Keakea i te werawera ... (wh. 7) – I mīharo katoa ngā manuhiri ki te kite i te kiwi. (wh. 9)

I te Ākongā e Pānui ana i te Pukapuka

During Reading

1. Ohia manomanotia tētahi manu, kararehe, ngārara rānei o tō rohe e mōhiohia whānuitia ana e te hāpori. Pātaihia ēnei pātai:

- Nō hea taua manu/kararehe/ngārara?
- He aha āna mahi?
- Whakamāramatia mai tōna āhua?
- Kei hea tōna wāhi noho?
- Kei hea ētahi atu wāhi e noho ai taua manu/kararehe/ngārara?
- He aha āna kai?

Whakautua aua pātai, ka tuhi mai i tāu ake kōrero mō taua manu/kararehe/ngārara. Hangaia tāu tuhinga hei pānui whakamārama.

Brainstorm about a bird, animal, or insect that is renowned within your community. Ask the following questions:

- Where is the bird/animal/insect from?
- What does it do?
- What does it look like?
- Where does it live?
- Where else can it be found?
- What does it eat?

When the questions are answered, write your own description of the bird/animal/insect. Present your information as a poster or brochure.

- 2.** He mahi ā-rōpū tēnei, kia takiwhā, kia takirima rānei ki ia rōpū. Ka whakarite mai ngā ākongā i tētahi haerenga mā ngā manuhiri, mā ngā tūruhi rānei. Mā tō rātou kura, mā tō rātou hapori rānei e whakahaere. Wānangahia ēnei pātai e whai ake nei:

- He aha te take o te hui?
- He aha ngā whakahaerenga o te hui?
- He aha ngā whakaritenga mō te hui?
- Ko wai mā ngā manuhiri, ngā kaitautoko?
- He aha ētahi āhuatanga ka kitea?
- Kei a wai ngā mōhiotio hei whakaatu ki a rātou?
- Hangaia mai he whakaaturanga e whakamārama ana i ngā whakaritenga. Ka whakaraupapa mai i ngā kaupapa matua mā tētahi wātaka.

Work in small groups of four or five students to plan an event for visitors or tourists. The event can be run by the school or their community. Use the following questions to plan the event:

- What would the purpose of the event be?
- What would the requirements be?
- How would it be organised?
- Who could attend?
- What would they be able to see?
- Who would have the information to share about the things they plan to see?
- Prepare a presentation explaining these things that need to be done. Include a timetable outlining the sequence of the main events or components of the event.

- 3.** Pānuhia te kōrero. Tuhia ētahi pātai aromatawai mō ngā kaupapa matua o te tuhinga, kia 10 neke atu rānei ngā pātai. Anei ētahi pātai hei tauira pea:

- He aha ngā hiahia a Keakea mō ngā tau e heke mai nei?
- E ai ki te pāpā o Keakea, he aha te tino take kua eke ia ki te taumata hei ārahi tūruhi?
- E pēhea ana te āhua o te wai i te taenga mai o ngā manuhiri?
- He aha te ingoa o te waka?
- I kite ai rātou i tētahi Kiwi?
- He aha ngā mea me maumahara ina kite koe i te kiwi?

Hoatu ō pātai ki tō hoa, māna e whakautu, kātahi ka whakawhitihia kia maakahia e ngā hoa. Mā te pouako e waihangatia mai kia kotahi te tuhinga aroā mō te akomanga katoa rānei.

Read the text. Design a comprehension test, include at least 10 questions. Here are some examples you may want to use:

- What is Keakea aiming to achieve in the future?
- What does her father believe got her to where she is today with her guide work?
- What was the water like when the tourists arrived?
- What is the name of the boat?
- Did they see a kiwi?
- What are the things to remember when you see a kiwi?

When finished get the students to swap tests and mark their responses from their peers. Alternatively the teacher could create a single test from all the questions for the class.

Te Pō Whakangahau (wh. 12–17)

nā Te Rau-o-te-Rangi Winterburn

Hei whakarāpopoto

He whakaari tēnei. He kōrero mō te haerenga o ngā kiripuaki, a Hākui rāua ko Ritchie, ki te whare pikitia i te tāone. Ko Maire te mātāmua o te whānau, māna e tiaki ōna tungāne. Engari, he whakaaro kē tā Maire rāua ko Dan kia karangahia he pō whakangahau ki tō rātou kāinga i te wā e ngaro ana ō rāua mātua. Engari rā, i te hokinga mai o ngā mātua ka kōhete i ngā tamariki.

Summary

This is a play. It is a story about Hākui and Ritchie going to the movies for the night. Maire, the eldest child, is left to care for her brothers. Maire and Dan decide to organise a party while their parents are away. When their parents return they are told off.

<p>Te momo reo tuhi Language style</p>	<ul style="list-style-type: none"> • He Tuhinga Whakangahau (<i>Writing to stimulate the mind and uplift the spirit</i>) <ul style="list-style-type: none"> – He whakaari whakangahau (<i>An entertaining play</i>)
<p>Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style</p>	<ul style="list-style-type: none"> • He kīwaha (<i>Idioms</i>) Hei tauira: <ul style="list-style-type: none"> – E hika! (wh. 13) – Auē! (wh. 14) – E hika mā! (wh. 16) – Āna! (wh. 16) • He kupumahi (<i>Verbs</i>) Hei tauira: <ul style="list-style-type: none"> – Kia areare mai ō koutou taringa! (wh. 13) – Tēnā, haere mai! (wh. 14) – E puta i tōku whare INĀIANE! (wh. 16)

I te Ākonga e Pānui ana i te Pukapuka

During Reading

1. Mā ngā ākonga te whakaari e pānui, kātahi ka whakautua ēnei pātai:
 - Ko wai ngā kiripuaki?
 - Ki ōu whakaaro, kei hea tēnei whānau e noho ana?
 - Ki ōu whakaaro, nā wai te hē?
 - Ki ōu whakaaro he aha ngā kare ā-roto a Tāwhai i te wā o te whakangahau?

Students read the play carefully, then answer the following questions:

- Who are the characters?
- Where do you think the family live?
- Who do you think did the wrong thing?
- How do you think Tāwhai felt when they had a party?

2. Ka noho takirima ngā ākonga kia pānui ā-waha i te whakaari. Ka matapae ngā ākonga takiono ka aha te ia o te kōrero whai muri i te whakapai i te whare.

In groups of five, students read aloud and act out the play. They then predict what the next scene would be and what the conversation would include following on from the children cleaning up.

3. Tonoa ki ngā ākonga kia tirohia te pikitia kei te whārangi 15. Tonoa rātou kia tuhi i tētahi kupumahi, tētahi kupu āhua, me tētahi kupu ingoa kua toko ake i ō rātou whakaaro i te tirohanga tuatahi ki te whakaahua. Mā ēnei kupu ka titoa e rātou tētahi rerenga kōrero kia tekau-mā-rima, iti ake rānei, ngā kupu. Mā te ākonga tāna ake tuhinga e pānui ki tētahi atu, me te whakamārama atu te take i kōwhiria ai e ia aua kupu.

Ask students to look at the picture on page 15. Direct them to write one verb, one adjective, and one noun from their immediate reaction after seeing the image. Using these words they then write a sentence relating to the picture of no more than fifteen words. Get the students to read their sentence to another person and explain why they selected their words.

Rapuara - Whāia Tōu Ara Umanga (wh. 18–20)

nā Mana Rapuara Aotearoa

He whakarāpopototanga

Ko te kaupapa o tēnei pānui he whakaatu ki ngā ākonga ētahi o ngā rauemi o Rapuara hei āwhina i a rātou ki te whakatakoto i ā rātou ake ara umanga.

Summary

This text identifies the Rapuara resource and is intended to help students to choose career pathways.

<p>Te momo reo tuhi Language style</p>	<ul style="list-style-type: none"> • He Tuhinga Whakaahua (<i>Descriptions</i>) <ul style="list-style-type: none"> - He whakaahua whānui (<i>General description</i>)
<p>Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style</p>	<ul style="list-style-type: none"> • Ngā kupu tūpou (<i>Personal pronouns</i>) Hei tauira: <ul style="list-style-type: none"> - hei āwhina i a koutou ki te whakatakoto i tō koutou ake ara umanga ... (wh. 18) - ...he aha ō koutou wawata umanga? [wh. 18] - Ko tā koutou tino mahi i tēnei wā, ko te whakamātau ... (wh. 20) • He reo tohu wāmua (<i>Past tense expressions</i>) Hei tauira: <ul style="list-style-type: none"> - I konei ka kitea he rauemi hei āwhina ... (wh. 19) - Kua whakamāoritia hoki te nuinga ... (wh. 20) • Ngā kupumahi (<i>Verbs</i>) Hei tauira: <ul style="list-style-type: none"> - He maha ngā tūmomo ara hei whai mā koutou. [wh. 18] - He maha ngā rauemi a Rapuara hei āwhina i a koutou ... (wh. 18) - ...mā tētahi o ā mātou tohunga umanga koutou e ārahi ki te huarahi tika. (wh. 19)

I te Ākonga e Pānui ana i te Pukapuka

During Reading

1. Mahi takitahi, takirua rānei. Rangahaua te mahi a tētahi tangata e ngākaunui ana ki a koe. Me rapu i ngā momo āhuatanga o taua mahi me te ara ka whāia e taua tangata kia whiwhi i taua mahi.

- Kua whiwhi tohu mātauranga ia?
- Nā te aha ia i whai ai i taua mahi?
- He aha tana mahi tuatahi, tuarua ...?
- He aha te utu e hāngai ana ki taua mahi?
- Ki ōu whakaaro, he aha ngā mea tino pai o taua mahi?

Work individually or in pairs. Research the career path of a person whose job you are interested in. Identify the attributes of that work and what the person did in their pursuit of that career.

- Does he or she have a qualification?
- Why did he or she follow that career?
- What other positions has that person held?
- What is the salary for such a position?
- What do you think are the best parts of that job?

2. Tirohia te paetukutuku www.careers.govt.nz ka pāwhiria te “CareerQuest”. Mā tēnei whārangi ipurangi e whakatō ētahi whakaaro hei āwhina i te ākongia ki te whiriwhiri ara umanga māna.

Go to the website www.careers.govt.nz and click on “CareerQuest”. This site is intended to assist the students in selecting a career pathway.

3. Haere ki te whārangi ipurangi www.careers.govt.nz
- Rangahaua ngā ara umanga rerekē, pērā i te tākuta, te rōia, te aha rānei.
 - Tuhia ngā tūmomo kaupae kia eke ki te mahi e hiahia nei e koe.
 - Tirohia ngā karahipi.

Go to the website www.careers.govt.nz

- Research the various career options.
- Write down the various things you need to achieve in order to be able to embark on your selected career pathway.
- Look at the scholarships.

Lance Hōhaia (wh. 21–26) nā Jordan Waiti

He whakarāpopototanga

He tuhinga tēnei mō Lance Hōhaia. Kei roto hoki ētahi kōrero mō tōna whakatipuranga, ōna whakaaro mō te māhi ā-whānau, āna tūnga i roto i te kapa rīki, me āna ake hiahia mō ngā tau e heke mai nei.

Summary

This text is a biography of Lance Hōhaia. It includes information about his upbringing, his belief in the importance of the team, his various positions within the league team and his future aspirations.

<p>Te momo reo tuhi Language style</p>	<ul style="list-style-type: none"> • He Tuhinga Taki (<i>Recounts</i>) <ul style="list-style-type: none"> – He Taki whānui (<i>Factual recount</i>)
<p>Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style</p>	<ul style="list-style-type: none"> • He reo tautoru (<i>Third-person voice</i>) Hei tauira: <ul style="list-style-type: none"> – He kaitākaro hoki tōna pāpā rāua ko tōna tuakana mō te karapu nei i mua i a ia. (wh. 22) – I tēnei wā ka mōhio a Lance kei te hiahia a ia ki te tākaro mō te kapa Kiwi. (wh. 23) – He mea nui ki a ia te tautoko a tōna whānau i a ia, ... (wh. 25) • He reo tohu wāmua (<i>Past tense expressions</i>) Hei tauira: <ul style="list-style-type: none"> – I tipu ake a Lance i te tāone o Rāhui Pōkeka. (wh. 22) – I Rāhui Pōkeka, i tākaro a Lance ... (wh. 22) – “I ēnei pō ka kitea te mana, te kaha, ... (wh. 22) – I tōna urunga ki ēnei kapa, i kite ia i ngā hua pai ... (wh. 23) • Ngā kōrero a tētahi atu (<i>Quotation</i>) Hei tauira: <ul style="list-style-type: none"> – Ko tāna, “I ēnei pō ka kitea te mana, te kaha, te whakakotahitanga, me te whanaungatanga o te karapu o Taniwharau.” (wh. 22) – E ai ki a Lance, “Mēnā kei roto koe i te kapa mā rātou koe e manaaki, e tautoko anō hoki, ā, mēnā ka ringa raupā koe, ka tutuki i a koe ōu wawata.” (wh. 23) – Ko tā Lance ... ko te nuinga o ngā raruraru kei tō roro noa iho. Ki te whakakore koe i aua raruraru, ā, kia pūmau ki ōu ake pūkenga, kei a koe te ao. [wh. 26]

I te Ākonga e Pānui ana i te Pukapuka

During Reading

1. Kōwhiria tētahi kaitākaro nō te kapa Kiwi e ngākaunui ana ki a koe. Tuhia tētahi kōrero taki mō te tangata me āna mahi kua tutuki pai. Anei ētahi pātai hei tautoko:
 - Nō hea ia?
 - He aha āna whāinga?
 - I tutuki pai ērā whāinga?
 - Ko wai ngā tāngata i tautoko i a ia ki te whakatutuki i āna whāinga?
 - He aha āna tino whāinga mō ngā rā kei te heke mai?

Choose a member of the Kiwi league team that you like. Write a biography about that person and their achievements. Here are some questions to help:

- Where is he from?
- What are his objectives?
- Has he achieved his objectives?
- Who has supported him to achieve his objectives?
- What does he want to achieve in the future?

2. Mātakitakitia tētahi hōtaka kua paoho kētia, me mātakitaki rānei i tētahi atu akomanga e tākaro ana. Mā ngā ākonga e tuhi he kōrero pono mō te tākaro. Mā te whakamahi i aua tuhinga, mā ngā ākonga ā rātou ake taki whānui e tuhi mō taua tākaro.

Get the class to watch a pre-recorded game of sport on TV or go and watch another class play a game of sport. Get the students to take notes about the events of the game. Using their notes, students then write a factual recount about the game from their perspective.

3. Me mahi takitahi, takirua rānei. Hoahoatia mai he kahu hou mō te tīma Kiwi. Tuhia mai me te whakaatu mai i runga i tētahi pepa rahi he tauira o te kahu me ngā whakamārama pū mō ngā tohu me ngā tae kua whakamahia.

Work individually or in pairs. Design a new uniform for the Kiwi team. Present a full size flat paper mock up of the design and explain the elements of the design and the choice of colour.

He Taiwhenua Pūmau – Te Noho i te Taiwhenua o Yurok, i Karapōnia ki te Raki (wh. 27–32)

nā Reweti Wiki, nā Kania Worsley i whakamāori

He whakarāpopototanga

E kōrero ana tēnei tuhinga mō Reweti me tōna whānau e noho ana i Rek-woi, i Karapōnia ki te Raki, me ā rātou kitenga i ngā āhuatanga o ngā iwi taketake i reira me te whakapapa.

Summary

This story is about the life of Reweti and his family in Rek-woi, in North California. He discusses the indigenous American Indians, and talks about the importance of genealogy.

Te momo reo tuhi Language style	<ul style="list-style-type: none"> • He Tuhinga Taki (<i>Recounts</i>) – He taki whānui (<i>Factual recount</i>)
Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style	<ul style="list-style-type: none"> • He kupu ingoa (<i>Nouns</i>) Hei tauira: – ... he iwi mau huruhuru manu, he iwi eke hōiho, he iwi noho ki rō tīpī ... (wh. 27) – ... mehemea kāore rātou i te whai kaupoai, i te whai buffalo kē rātou. (wh. 27) – ... ētahi atu o ngā kai reka o kai reka o te rohe, pērā i te huo-ki me ngā huapēre ... (wh. 31) • He reo whakaahua (<i>Descriptive language</i>) Hei tauira: – He uri whakaheke a Geneva nō te iwi Yurok ... (wh. 28) – Ko Rek-woi te ingoa o tēnei takiwā, e pātata ana ki te wahapū ... (wh. 28) – He panekoti pai rawa mō ngā wāhine, he momo tīpare huruhuru mō ngā tāne. (wh. 29)

I te Ākongā e Pānui ana i te Pukapuka

During Reading

1. Wānangahia ngā kupu i raro iho, ka whakamahi i ngā kupu i roto i tētahi tuhinga.

Discuss the words below and use as many as possible within a story; remember to use the structure from within the text as an example.

te kupu Māori	te kupu Yurok
Te iwi o te awa	Pu-lik-la
Kia ora	Aiy-yu-kwee
Ko Reweti tōku ingoa	Nek-now Reweti
Nō Aotearoa ahau	Aotearoa me-wa me-chok
Kei Rek-woi ahau e noho ana	Rek-woi ok

2. Kōwhiria tētahi tangata nō tāwāhi ka tuhituhi kōrero mōna.

Choose a person from another country and write about that person's life.

3. Tonoa ngā ākongā kia tirohia te pikitia kei te whārangi 30. Tonoa rātou kia tuhi i tētahi kupumahi, tētahi kupu āhua, me tētahi kupu ingoa kua toko ake i ō rātou whakaaro i te tirohanga tuatahi ki te pikitia. Mā ēnei kupu ka titoa e rātou tētahi rerenga kōrero kia tekau-mā-rima, iti ake rānei, ngā kupu. Mā te ākongā tāna ake tuhinga e pānui ki tētahi hoa me te whakamārama atu i te take i kōwhiria ai e ia aua kupu.

Ask students to look at the picture on page 30. Direct them to write one verb, one adjective, and one noun from their immediate reaction on seeing the image. Using these words they then write a sentence relating to the picture of no more than fifteen words. Get the students to read their sentence to another person and explain why they selected their words.

4. Mā ngā ākonga e rangahau tētahi o ngā iwi taketake o te ao. Mā ia ākonga e tuhi he kōrero mō tērā iwi. Kohia ngā kōrero, kātahi ka waihanga i tētahi whakaaturanga ā-rorohiko, i tētahi pukapuka rānei hei taonga mō te whare pukapuka o te kura.

Ask students to go and research an indigenous people from somewhere else in the world. Create a profile on that culture. Collate all findings and create a computerised presentation or a book for the school library.

I Muri i te Pānui Pukapuka After Reading

Ka taea te whakamahi ēnei ngohe hei aromatawai, hei whakawhānui hoki i ngā pūkenga a ngā ākonga.

Possible assessment and extension activities.

1. Ka arotake ngā ākonga i tō rātou mōhiotanga. Ka wānanga i tō rātou mōhiotanga i muri i te pānui i tēnei pukapuka.

Students review their list and discuss what they now know after reading the journal.

2. Hei muri o te pānuitanga me whakakīkī ngā ākonga i te wāhanga tuarua ki te pepa rahi. Tirohia te pātai 2 i te wāhanga "I Mua i te Pānui Pukapuka" ("*kua ākonga e au*"). Ka wānanga ngā ākonga i ngā ōritenga me ngā rerekētanga.

After reading the students fill in the second column with what they have learned. See question 2 from "Before Reading" ("*kua ākonga e au*"). Students will fill in sheet and discuss what the similarities and differences are.

3. Me wānanga tahi ngā ākonga i ngā patapatai e whai ake nei mō ngā momo reo e toru e whakaaturia mai ana i *Te Tautoko* 71:
 - He aha nei ngā tino āhua o te momo reo nei i ako ai tātou?
 - Homai kia rima ngā tauira mō aua momo reo.
 - Tuhia mai tētahi kōrero e taunaki ana i ēnei momo reo. Mā ngā ākonga tonu e tautohu ngā momo reo i tāna tuhinga.

Get students to discuss the following questions regarding any of the three language styles presented in *Te Tautoko* 71:

- What are the main features of the language style that we have learned about?
- Give five examples of those features.
- Produce a piece of writing that reflects your knowledge and understanding of these language styles. Students should be able to identify the language features they have included in their writing.

He hokinga whakamuri hei kōkiringa whakamua

Ideas for reflecting in learning and planning next learning steps

1. Hoatu tētahi kōrero taki anō nō pukapuka kē ki ngā ākonga, ka akiaki i a rātou ki te tautohu i ētahi o ngā tikanga reo o te kōrero taki e ōrite ana ki ērā i kitea e rātou i *Te Tautoko* 71.

Give students another recount text from another book and ask them to identify some examples of the language features of recount text that are the same as those that they found in the stories in *Te Tautoko* 71.

2. Hoatu ētahi tuhinga mō te tangata mai i ētahi atu pukapuka ki ngā ākonga, ka akiaki i a rātou ki te tautohu i ētahi o ngā tikanga reo o te tuhinga tangata i akona e rātou mai i te pukapuka *Te Tautoko* 71.

Give students some other biographies from another book and ask them to identify some examples of the language features that they learned from the biography in *Te Tautoko* 71.

3. Rangahaua ētahi iwi taketake i te ao whānui, ā, tautohua ngā rerekētanga me ngā āhuatanga ōrite ki a Ngāi Māori.

Research other indigenous peoples and identify the similarities and differences between them and Māori.

Ngā Tohutoro

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Ngā Rauemi

Resources

Te Ipurangi

He Pātaka Kupu 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 Ara www.teara.govt.nz
He puna mōhiohio e mau nei i ngā pitopito kōrero, i ngā tāhuhu kōrero, i ngā whakaahua, i ngā kiriata hoki e pā ana ki Aotearoa.

History of Māori Enterprise
www.teara.govt.nz/en/te-maori-i-te-ohanga-maori-in-the-economy/3
www.teara.govt.nz/en/nga-umanga-maori-business-enterprise/1

Te Taura Whiri i te Reo Māori www.tetaurawhiri.govt.nz
Ko ngā kōrero mō Te Taura Whiri i te Reo Māori me ngā kaupapa reo Māori o te wā.

Te Ao Hou <http://teaohou.natlib.govt.nz/journals/teaohou/index.html>
Ko ngā moheni tawhito o Te Ao Hou. He nui ngā tuhituhinga reo Māori, ngā mihi, ngā poroporoaki, ngā pūrākau, ngā take tōrangapū, me ngā kaupapa maha e pā ana ki te ao Māori.



Te Kawanatanga o [Aotearoa](http://www.govt.nz)



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