



TE TAUTOKO 74 Mā te Pouako

HE ARATOHU MŌ TE WHAKAAKO RAUTAKI PĀNUI



NGĀ RAUTAKI O ROTO:

- Te whakaū māramatanga
Meaning making
- Te matapae
Predicting
- Te ariā matua
Main idea
- Te pānui kapokapo
Scanning
- Te whakarāpopoto
Summarising
- Te kōtuitui
Synthesising

TE REO MATATINI –
PĀNUI TAUMATA 3–4





HE MIHI

He mihi tēnei ki a Stephanie Tibble nāna ngā ngohe o roto i tēnei pukapuka i waihanga. He rauemi tēnei hei āwhina i ngā pouako, hei wero hoki i te hinengaro o ngā ākonga kei ngā kura me ērā atu whakaakoranga reo Māori puta noa i te motu.



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He Kupu Whakataki

Introduction



HOW DO I USE THIS BOOK?

This book is designed to be used in conjunction with the Māori-medium teacher's guide *Literacy Learning Progressions/He Ara Ako i te Reo Matatini* (Ministry of Education, 2011). It breaks down some of the literacy ideas in *Te Marautanga o Aotearoa* and provides lesson ideas that will help your ākonga get the most out of the articles in *Te Tautoko 74 – Te Pī*.

Another resource that will assist you is *Te Reo Matatini: Tau 5–8, A Literacy Handbook for Māori Medium Teachers* (Ministry of Education, 2013). Chapter 5, Mā te pānui ka ako/Reading to learn (pp. 56–83) will support you in promoting the 'love of reading' within your classroom. It is also recommended that you pre-read the articles in *Te Tautoko 74 – Te Pī* to help identify and select relevant text for the reading level of each ākonga (p. 60).

WHAT IS TE TAUTOKO 74 – TE PĪ ABOUT?

Te Tautoko 74 – Te Pī contains information about native and introduced bees, how bees communicate, the role of worker bees and the queen bee, the life cycle of a bee and the threats to bees in New Zealand. There are two articles about the medicinal properties of mānuka honey and its popularity around the world. One article describes a successful Māori honey-producing business. The journal ends with a short, fun poem that incorporates information about bees that can be found throughout the book.

A **brief overview of each article** is in the **Ngā Ngohe Pānui** section of this book.



Ngā Āhuatanga Reo

Language Features



WHAT LANGUAGE FEATURES ARE IN *TE TAUTOKO 74 – TE PĪ*?

Ngā āhuatanga reo, or language features, is a generic term for **the aspects of language that have been used by the writer to get their message across**. An understanding of various language features and how they influence meaning is an important part of being a good reader.

At junior primary level, this may include understanding the parts of speech such as kupu mahi, kupu āhua and kupu ingoa, or basic punctuation such as full stops and speech marks. At senior primary level, ākonga are becoming familiar with more complex features, such as the use of diagrams and tables, varied sentence structures, topic-specific language and the use of subheadings to indicate the topic of a particular section of text.

Selections of **ngā āhuatanga reo** have been **identified for each article** in the **Ngā Ngohe Pānui** section of this book. Some are repeated and provide the opportunity for pouako to continue to focus on particular features over a range of articles in *Te Tautoko 74 – Te Pī*. Further explanation of ngā āhuatanga reo for each genre of writing can be found in *He Kura Tuhituhi me He Manu Taketake: Te Pukapuka Aratohu mā te Kaiako* (Ministry of Education, 2008).

WHAT TEXT TYPES ARE IN *TE TAUTOKO 74 – TE PĪ*?

Te Tautoko 74 – Te Pī consists of three genres of writing: **tuhinga taki whānui** (factual recounts), **tuhinga takenga pūtaiao** (writing to explain from a scientific viewpoint) and one **tuhinga whiti whakangahau** (poem).

The **tuhinga taki whānui** are:

- *Te Kamupene Kaitiaki Pī o Whakaari* nā Tuihana Pook
- *Te Mahi Whakahirahira a te Pī* nā Ratu Tibble
- *Te Miere Mānuka* nā Ratu Tibble
- *He Meka Miere Mānuka* nā Manu Te Awa
- *Ngā Mea Kino e Patu nei i te Pī* nā Manu Te Awa.

The **tuhinga takenga pūtaiao** are:

- *Te Pī* nā Manu Te Awa
- *Te Pūnaha Whakapāpātanga o te Pī Miere* nā Waldo Houia.

The **tuhinga whiti whakangahau** is *Te Pī* nā Kawata Teepa.

Ngā Āhuatanga o te Kaipānui

Characteristics of the Reader



WHAT DO GOOD READERS DO?

Ākonga ability to understand a text is influenced by a number of factors including language proficiency, prior experience, and familiarity with the vocabulary and language structures presented in books. While many readers in senior primary Māori-medium classrooms may be good decoders and have an understanding of the purpose of particular types of texts, their **comprehension** of what they read can require **ongoing support**.

Good readers use a variety of **strategies** to gain meaning from what they read. These strategies have been identified by literacy researchers and **can be taught** to ākonga to improve their ability to gain meaning from a text.

A comprehensive list of **rautaki reo** and their learning indicators is included at each progression level in *He Ara Ako i te Reo Matatini/Literacy Learning Progressions* and also in *Te Reo Matatini: Tau 5–8, A Literacy Handbook for Māori Medium Teachers* (pp. 64–82). These rautaki reo may be **considered in the context of a lesson structure**, with specific rautaki reo being useful **before reading**, others **during reading** and some **after reading** a text:

I mua i te wā pānui:

- **Te whakaū māramatanga** Meaning making
- **Te matapae** Predicting
- **Te pānui kapokapo** Scanning
- **Te whakaahua ā-hinengaro** Imaging.

I te wā pānui:

- **Te whakaū māramatanga** Meaning making
- **Te aroturuki** Monitoring
- **Te matatau** Fluency
- **Te ariā matua** Main idea
- **Te pānui ripiripi** Skimming
- **Te hīkaro** Inferring.

I muri i te wā pānui:

- **Te ariā matua** Main idea
- **Te whakarāpopoto** Summarising
- **Te arotake** Evaluating
- **Te kōtuitui** Synthesising.

WHAT READING BEHAVIOURS CAN I EXPECT?

He Ara Ako i te Reo Matatini/Literacy Learning Progressions and *Te Marautanga o Aotearoa* describe the kinds of characteristics we can expect of ākonga working at the various levels of the marautanga. Ākonga in Tau 7–8 can generally be expected to be achieving at Taumata 3–4 of *Te Marautanga o Aotearoa*. Characteristics of the ākonga as a reader have been included here from both documents for pouako and kura literacy leaders to **consider** and **discuss**.

He Ara Ako i te Reo Matatini Literacy Learning Progressions

During the eighth year at school – Characteristics of the reader

Students at this stage have developed a multi-strategy approach to identify unknown words and comprehend complex texts such as subject-specific textbooks, novels, and essays. They are able to use a variety of comprehension strategies in order to gain full meaning of texts. They use knowledge of topic, grammar, text structure, and language features to help comprehend new vocabulary, ideas, and information in a text. They can discuss the purpose and the intended audience for a text. They draw on evidence from their own knowledge and experience to challenge or question the assumptions, ideas, and information in a text. (p. 74)

Te Marautanga o Aotearoa Te Reo Māori, Ngā Āhuatanga o Te Ākonga

Taumata 3

Kua māia ki te kōrero ki ngā tāngata katoa, ki ngā kaiako, ngā hoa, ngā mātua.
Ka whakamahi i te reo kia hāngai ki te hunga whakarongo me te kaupapa.
Ka whakamahi i te reo hei whakahoki whakaaro. Kua waia haere ki ngā momo tuhinga.
Kua mōhio hoki he hua ka puta ki a ia i te tuhituhi. (wh. 31)

Taumata 4

He whānui tōna reo kōrero – ka taea te tautohetohe, te tuku pātai, te whakaputa i ngā kare ā-roto, te kōrero whakanene. He hāngai tana kōrero ki te kaupapa, ki te wheako rānei o te wā. He rawe āna tuhinga, ā, kua mōhio haere ki ētahi momo tuhinga pērā i te pūrongo, te paki, te whakamārama, te whakaputa whakaaro.
Kua whakamātau ki te pānui i ngā momo tuhinga maha nā te rahi haere o te puna pūkenga pānui. (wh. 32)

LITERACY DISCUSSION STARTERS

- *How are these characteristics typical of ākonga in our kura?*
- *How can we provide better opportunities for ākonga to experience a range of texts?*
- *He aha ngā painga ki ā tātou ākonga o te pānui pukapuka?*
- *Ko wai ngā tino kaipānui i taku akomanga? He aha ō rātou pūkenga pānui?*

Ngā Ara Whakaako

Teaching and Planning



WHAT TEACHING APPROACH SHOULD I USE?

While guided reading and independent reading may be the most common approaches in senior primary classrooms, **shared reading** at this level can also provide the teacher with the **opportunity to model the reading process**, as well as particular reading and comprehension strategies. Reading material may be **shared using appropriate digital technology**, allowing pouako to highlight specific language features, use online dictionaries in real time and record audio for fluency support. Consider the table below in determining which approach will best suit the learning needs of your ākonga.

Approach	Purpose	Level of text	Who reads?	Benefits
Pānui tahi Shared reading	Pouako models reading behaviours. Focus on comprehension, fluency, decoding. Highlight specific language features and conventions. Reading for enjoyment.	All levels	Pouako All together	Pouako able to model specific reading behaviours and discuss language features. Non-threatening. Engaging.
Pānui arahanga Guided reading	Guide ākonga through specific reading challenges. Ākonga receive support to practise unknown reading behaviours and strategies. Reading for a specific purpose identified by pouako.	Instructional	Ākonga	Able to focus on specific reading behaviours and language features.
Pānui takitahi Independent reading	Ākonga read independently, practising known behaviours and strategies. Reading for enjoyment or to find information.	Easy	Ākonga	Promotes ākonga as readers – independent engagement. Allows for independent processing and practice of reading behaviours.

PLANNING FOR TE TAUTOKO 74 – TE PĪ

Te Marautanga o Aotearoa identifies three pūkenga reo/linguistic competencies for teaching and learning in the Te Reo Māori learning area: āheinga reo (language function), puna reo (language knowledge) and rautaki reo (language strategies). These three pūkenga reo/linguistic competencies provide the broad framework for the literacy stages in *He Ara Ako i te Reo Matatini/Literacy Learning Progressions*.

The following table identifies possible learning and teaching foci for the articles in *Te Tautoko 74 – Te Pī* and aligns them with the activities in the **Ngā Ngohe Pānui** section of this book. Refer to *He Ara Ako i te Reo Matatini/Literacy Learning Progressions* for specific learning indicators for each pūkenga reo/linguistic competency.

Article	Possible learning and teaching foci	
<i>Te Pī</i> nā Manu Te Awa	Momo tuhinga	Tuhinga takenga pūtaiao
	Āhuatanga reo	Reo ā-kaupapa, kupu taurite, kupu ā-iwi, upoko tuarua, atahanga
	Rautaki reo	Te pānui kapokapo
<i>Te Pūnaha Whakapāpātanga o te Pī Mīere</i> nā Waldo Houia	Momo tuhinga	Tuhinga takenga pūtaiao
	Āhuatanga reo	Reo ā-kaupapa, reo raupapa, upoko tuarua, atahanga
	Rautaki reo	Te whakaū māramatanga (ako kupu)
<i>Te Mīere Mānuka</i> nā Ratu Tibble <i>He Meka Mīere Mānuka</i> nā Manu Te Awa	Momo tuhinga	Tuhinga taki whānui
	Āhuatanga reo	Kupu pūtaiao, kupu tauhou, kōrero tauhou, hoahoa, reo ā-kaupapa
	Rautaki reo	Te whakarāpopoto
<i>Te Kamupene Kaitiaki Pī o Whakaari</i> nā Tuihana Pook	Momo tuhinga	Tuhinga taki whānui
	Āhuatanga reo	Kupu tāruarua, kupu whakamārama, reo raupapa, pouaka whakamōhio
	Rautaki reo	Te whakaū māramatanga (tuku pātai)
<i>Ngā Mea Kino e Patu nei i te Pī</i> nā Manu Te Awa	Momo tuhinga	Tuhinga taki whānui
	Āhuatanga reo	Kōwae kōrero, ira matā, atahanga, reo ā-kaupapa
	Rautaki reo	Te kōtuitui
<i>Te Mahi Whakahirahira a te Pī</i> nā Ratu Tibble	Momo tuhinga	Tuhinga taki whānui
	Āhuatanga reo	Kupu whakawhiti, meka tau, whakapākehātanga
	Rautaki reo	Te matapae, te ariā matua (kupu matua)

Pouako may wish to consider the various **deliberate acts of teaching** when **planning** for the teaching of rautaki reo, including:

- Prompting
- Giving feedback (feedforward)
- Modelling
- Discussing
- Questioning
- Telling
- Explaining
- Thinking aloud.

Some of these deliberate acts of teaching are explained at <http://literacyonline.tki.org.nz/Literacy-Online/Teacher-needs/Pedagogy/Deliberate-acts-of-teaching>

WHAT ABOUT ASSESSMENT?

A typical Māori-medium classroom at senior primary level may consist of ākonga with a wide range of literacy learning and teaching needs.

Given these diverse needs, literacy backgrounds and learning styles it is important to collate high quality data from a range of formal and informal evidence sources and activities. The following statements and strategies may be useful when considering assessment.

Effective literacy assessment:

- is focused on what ākonga *can* do
- is regular and integral to programme planning and organisation
- uses a range of quality data from a range of quality evidence sources
- lets ākonga know where they are at and where they are going
- is moderated when appropriate by colleagues
- is shared when appropriate with peers, colleagues and whānau
- provides a guide to next steps for ākonga, pouako and whānau.

This may be achieved by:

- having good relationships
- having regular learning and teaching conversations
- formal assessments
- observations
- self and peer assessments
- reflections
- narrative assessments (reading reviews, learning journals, reading logs)
- collaborative conversations (pouako–pouako; ākonga–pouako; pouako–whānau–ākonga; pouako–whānau)
- regular learning notations (pouako, ākonga, whānau).

The **tairongo** approach to aromatawai (Ministry of Education, 2014) promotes the use of all the senses to ascertain the learning needs and aspirations of ākonga. The six tairongo dimensions in relation to aromatawai are listed below for consideration and discussion by pouako and literacy leaders:

1. Āta titiro – Careful and deliberate observing
2. Āta whakarongo – Careful and deliberate listening
3. Āta hī – Careful and deliberate insightfulness
4. Whakamātauahia – To cause an understanding of a situation
5. Te whāwhā atu – To make and understand connections in a range of ways
6. Whakamanahia te tairongo wairua – To give credit to intuition.

(*Rukuhia, Rarangahia – Aromatawai*. Ministry of Education Position Paper. Te Tāhuhu o te Mātauranga, 2014, pp. 16–17)

TE TAUTOKO 74



NGĀ NGOHE PĀNUI
READING ACTIVITIES



Te Pī

nā Manu Te Awa



HE WHAKARĀPOPOTOTANGA

He whakamārama mō ngā tūmomo pī māori me ngā pī rāwaho. Ka whakaahuatia hoki te āhua o ngā pī me te pī huauri. E whakaahuatia ana te oranga o te pī mā te hoahoa.

NGĀ ĀHUATANGA REO TUHINGA TAKENGA PŪTAIAO

Reo ā-kaupapa

Subject-specific words – Ngā kupu e hāngai ana ki tētahi kaupapa. Kua taikahatia, kua whakapākehātia hoki ngā kupu ā-kaupapa hei āwhina i te kaupānui.

Kupu taurite

Synonyms – He momo kupu e rite ana, he tata rite rānei te whakamārama ki tētahi atu. Kua whakamahia hei whāngai i te reo, hei whakamārama hoki i te kaupapa.

Kupu ā-iwi

Regional dialect – pātū = pakitara. He kupu nō tētahi iwi ake, nō te iwi pea o te kaituhi.

Te Pī Rorohū

I kawea mai ēnei pī i Ingarangi ki te rui hae ki runga i te **koroua whero** kia taea ai te whakatupu kākano. Nā te roa o te arero o te pī rorohū, ka taea e ia te toro atu ki roto i te putiputi o te koroua. Ka whakamahia ēnei pī ki te rui hae ki runga i ngā tupu rō whare **karaihe/whakatupu** me ngā wāhi whakatupu huarākau. Ko ngā **pī huauri** me ngā **pī kaimahi** anahe e wero ana.

He pī noho ki tōna kotahi te pī rorohū. Ka hangaia ō rātou kōhanga i roto i ngā kōhanga o ētahi atu kararehe, pērā i te rua rāpeti, rua kiore rānei. Ka kitea ētahi i roto i ngā **pātū** o te whare, i raro i te papa hoki.



pī rorohū
bumblebee

koroua whero
red clover

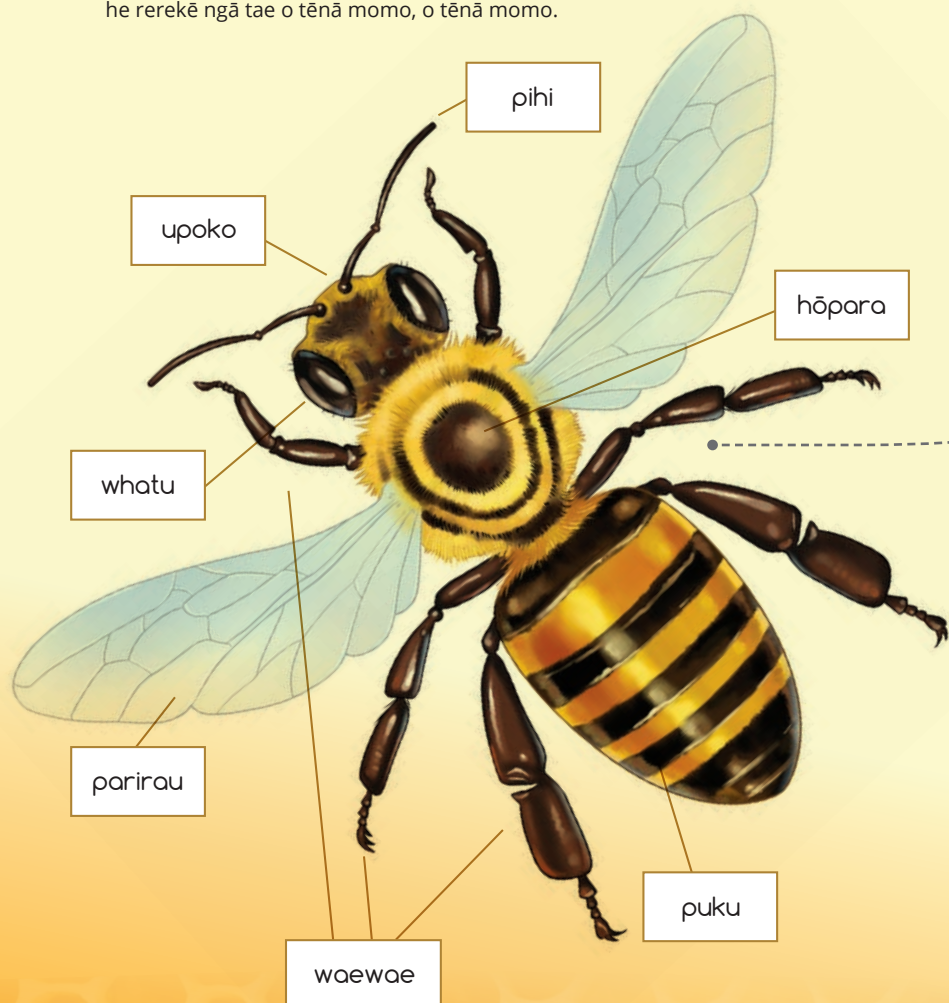
pī huauri
queen bee

pī kaimahi
worker bee



Te Āhua o te Pī

Ko te nuinga o ngā pī e noho nei i Aotearoa e uhia ana e te huruhuru engari he rerekē ngā tae o tēnā momo, o tēnā momo.



Upoko tuarua

Subheadings – He kīanga e tohu ana i te kaupapa o ngā kōrero i tētahi wāhanga o te kōrero.

Atahanga

Images – He pikitia, he hoahoa rānei e whakaahua ana i tētahi āhuatanga i roto i te kōrero.

MĀ TE POUAKO – He Ara Whakaako

Learning Sequence



TE PĪ NĀ MANU TE AWA

Whāinga ako

Specific learning intention

Kei te ako au ki te kimi tere i ngā kōrero i roto i tētahi tuhinga.

Rautaki reo

Reading strategy

Te pānui kapokapo

Scanning

AROTAHĪ

Focus

Introduce specific learning intention to ākonga.

Watch the following video clip: <http://www.sciencekids.co.nz/videos/animals/bees.html>.

This video clip is in English.

Discuss the topic-specific words ākonga heard in the video. What words about bees do they know in Māori? Record words so all ākonga can refer to them, for example: *pī*, *mīere*, *wero*, *mānuka* and *kuīni*.

WHAKAAKORANGA

Learning and teaching

Discuss the title and cover of the journal *Te Tautoko 74 – Te Pī*.

Ask ākonga to predict what topic-specific words and information they expect to find in the article *Te Pī* by Manu Te Awa (p. 2).

Record any new words ākonga identify on the group list created above.

Tell ākonga scanning is a strategy that they can use to find specific information quickly.

Explain the Wharewhare activity on page 13.

Give ākonga two minutes to scan the text and write the names of nine types of bees from the article in the nine sections of the beehive image. As each ākonga finishes they call 'Wharewhare'. Ākonga record their time in the space provided.

WHAKAAROARO

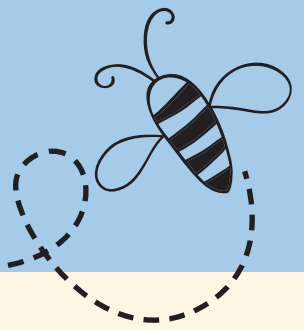
Reflection

Reflect on the following questions as a group:

- *E hia ngā kupu i kitea? He aha i uaua ai/i ngāwari ai rānei tēnei tūmahī?*
- *He aha te take o ngā upoko tuarua? He aha te take kua whakapākehātia ētahi kupu?*
- *He aha te painga o te pānui kapokapo?*
- *He aha ētahi whakatūpatotanga mō tēnei rautaki reo?*

Wharewhare Pī

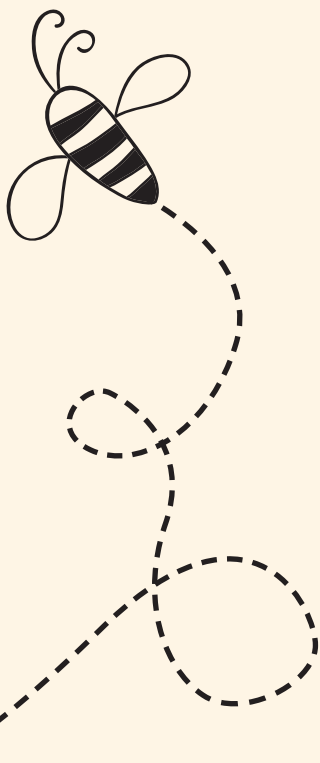
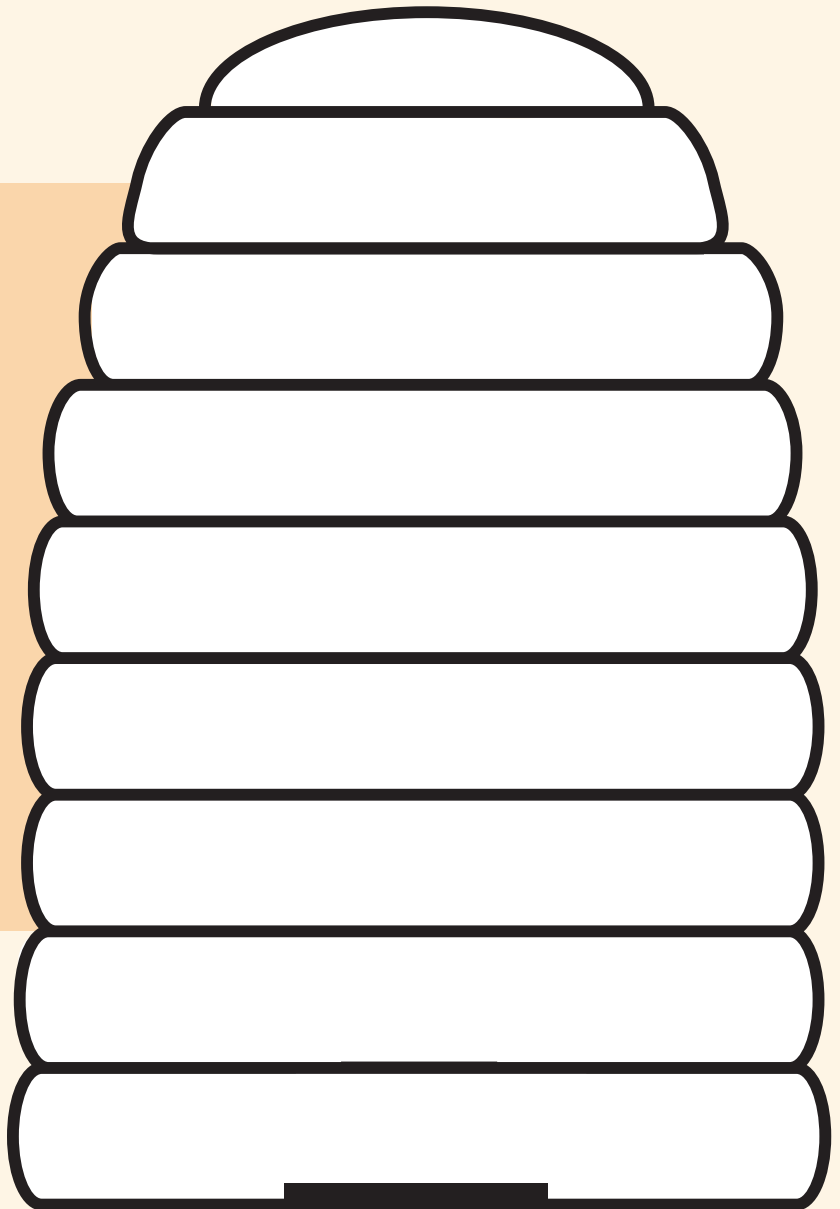
MĀ TE ĀKONGA



WĀ OTI:

HEI WHAKAAROARO

- He aha i uaua ai/i ngāwari ai rānei tēnei tūmahi?
- He aha te take o ngā upoko tuarua? He aha te take kua whakapākehātia ētahi kupu?
- He aha te painga o te pānui kapokapo?
- He aha ētahi whakatūpatotanga mō tēnei rautaki reo?



TE PĀNUI KAPOKAPO

Tuhia mai tō whakamārama mō tēnei rautaki reo.

Te Pūnaha Whakapāpātanga o te Pī Miere

nā Waldo Houia



HE WHAKARĀPOPOTOTANGA

He whakamārama mō ngā momo korikori a te pī e whakaahua ana i te wāhi kei reira te pūtake kai. E toru ngā momo kanikani, arā, ko te korikori porowhita, te korikori toronaihi me te korikori ā-waero.

NGĀ ĀHUATANGA REO TUHINGA TAKENGA PŪTAIAO



TE PŪNAHA WHAKAPĀPĀTANGA O TE PĪ MIERE

NĀ WALDO HOUIA

Kei te nuinga o ngā kararehe, o ngā ngārara hoki, he **pūnaha whakapāpātanga**. He tino pūnaha whakapāpātanga tō te pī miere, ko te reo pūnaha he mea rerekē noa atu ki ētahi atu ngārara.

Na, ka rere te pī ki te kimi **waihonga**, kai kē rānei, hei mahi miere. I **tōna kitenga, ka** hoki atu ki te **kōhanga pī**, ā, ka tīmatahia e ia he momo korikori hei whakamōhio atu kei whea te pūtake o te kai.

Nā, ko ngā korikori o ngā pī e tohu ana i ngā karere maha i te korikori kotahi, e āhua pēnei tonu ana i te reo o te tangata. Ko te rerekētanga ka whakapāpā anake ki te mahi miere, kāore he auahatanga o kō atu.

E toru ngā momo taura korikori whakamahia ai e te pī hei whakaatu atu i te tawhiti, i te aronga me te kounga o te pūtake kai.

Reo ā-kaupapa

Subject-specific words – Ngā kupu e hāngai ana ki tētahi kaupapa. Kua taikahatia, kua whakapākehātia hoki ngā kupu ā-kaupapa hei āwhina i te kaipānui.

Reo raupapa

Sequencing language – 'I tōna kitenga, ka ...' He kīanga e tohu ana i tētahi mahi ka whai muri mai.

pūnaha whakapāpātanga
communication system

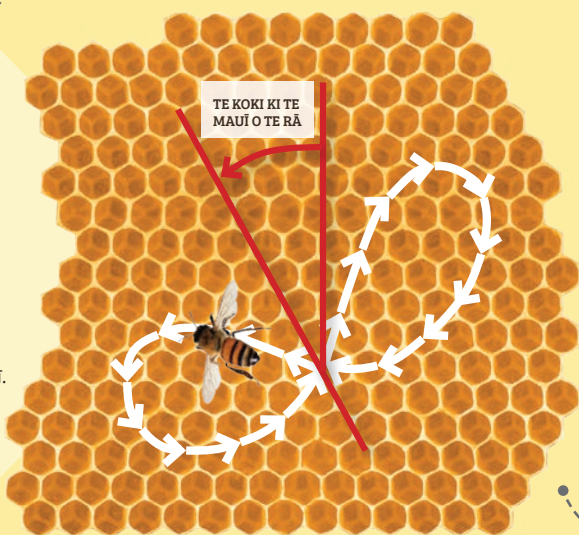
waihonga
nectar

kōhanga pī
beehive



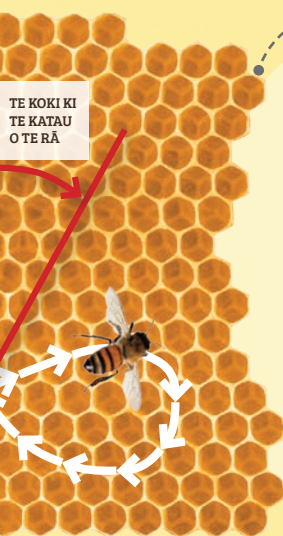
TE KORIKORI POROWHITA

Ko te korikori tuatahi ko te **korikori porowhita**. E whakaatu ana te korikori porowhita he tino tata (iti iho i te 50 mita) te pūtake kai ki te kōhanga pī.



Upoko tuarua

Subheadings –
He kīanga e tohu ana i te kaupapa o ngā kōrero i tētahi wāhanga o te kōrero.



TE KORIKORI TORONAIHI

E whakaatu ana te **korikori toronaihi** e 50 ki te 150 mita te tawhiti atu o te pūtake kai i te kōhanga pī.

Atahanga

Images – He pikitia, he hoahoa rānei e whakaahua ana i tētahi āhuatanga i roto i te kōrero.

korikori porowhita
circle dance

korikori toronaihi
sickle dance

MĀ TE POUAKO – He Ara Whakaako

Learning Sequence



TE PŪNAHA WHAKAPĀPĀTANGA O TE PĪ MĪERE NĀ WALDO HOUIA

Whāinga ako Specific learning intention	Kei te ako au ki te tautohu rautaki hei āwhina i taku pānui i ngā kupu hou.
Rautaki reo Reading strategy	Te whakaū māramatanga (ako kupu) Meaning making (learning words)

AROTAHĪ

Focus

Introduce specific learning intention to ākonga.

Show the ākonga a list of text messages. Ākonga guess the meaning of each text message. Here are some examples to use. Ask ākonga if they use any other types of short text messages.

Text message	Māori
ktpk?	<i>Kei te pēhea koe?</i>
ktp	<i>Kei te pai</i>
khk?	<i>Kei hea koe?</i>

Discuss the ways we communicate today and the kinds of information we give each other through various communication methods. For example, we can text what time we will be home, when sports practice finishes or a time to meet up with friends.

Use words such as:

pūnaha waitohu = signalling system

pūnaha whakapāpātanga = communication system

whakapāpātanga = communication.

Add any other words you think ākonga will be unfamiliar with.

WHAKAAKORANGA

Learning and teaching

Discuss the title of the article *Te Pūnaha Whakapāpātanga o te Pī Miere nā Waldo Houia*.

Ask ākonga how they think bees communicate and what they might communicate about. **Tell** ākonga this article is about the three ways bees communicate the location of nectar and other food.

Discuss why they think some of the words in the text have been bolded or highlighted. Is this helpful or not? What other strategies do they know to help them understand a new word? You may wish to guide them to read through the full article.

Explain the Ako Kupu activity on [page 17](#). Ākonga write their own explanation, find a synonym, write a sentence and write the dictionary definition for the words listed in the table.

WHAKAAROARO

Reflection

Talk about what strategies ākonga used to work out unknown words in the text:

- *Ko ēhea ngā kupu hou ki a koe?*
- *He pēhea tō pānui i te kōrero nei ki te kore koe e mārama ki taua kupu?*
- *Mā te aha e mārama ake ai koe ki te kupu nā? Pānui anō, whakawetewete i te kupu, whakaarohia te horopaki, tirohia te papakupu, kimi kupu Ingarihi, te aha atu.*

Wharewhare Pī

MĀ TE ĀKONGA



Kupu	Taku whakamārama	Kupu taurite	Taku rerenga	Whakamārama a te papakupu
pūnaha whakapāpātanga				
waihonga				
kōhanga pī				
toronaihi				
(Taku ake kupu)				

Ko aku tino rautaki hei whakaū i taku māramatanga ki ngā kupu hou:

1.

2.

3.

Te Miere Mānuka nā Ratu Tibble

He Meka Miere Mānuka nā Manu Te Awa

HE WHAKARĀPOPOTOTANGA

He whakamārama mō ngā āhuatanga o te miere mānuka e piki ai te kaha o te taha rongoā, o te taha hokohoko anō hoki. Kua whakarārangihiā ngā momo whakamahinga o te miere mānuka me te painga hei rongoā.

NGĀ ĀHUATANGA REO TUHINGA TAKI WHĀNUI

Kupu pūtaiao

Scientific word –
He kupu kāore i whakamāorihiā.

Kupu tauhou, kōrero tauhou

Unfamiliar vocab and information –
He nui ngā kupu me ngā kōrero hou ki te ākongā.

Hoahoa

Diagram – He momo huahua e whakaahua ana i tētahi kaupapa i te kōrero.

Te Miere Mānuka

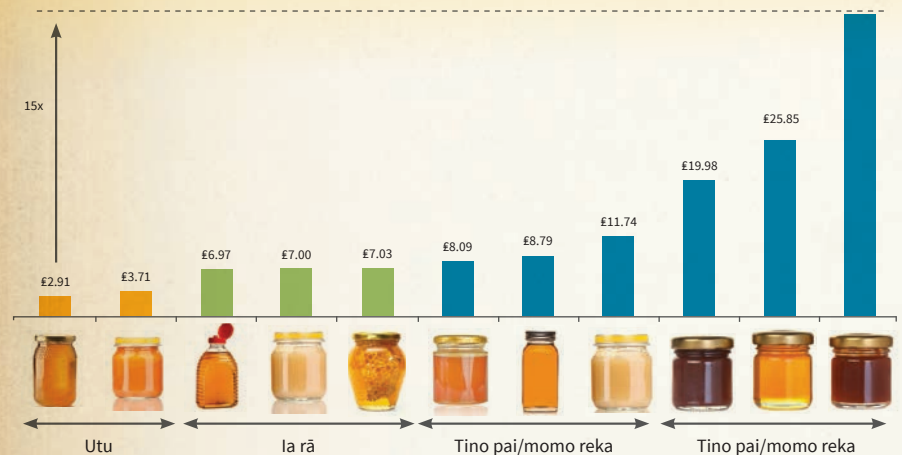
NĀ RATU TIBBLE

Kua mōhio noa atu tātou te Māori ki te taha rongoā a te mānuka hei whakaora i ngā mate kiri katoa.

Otirā i kitea e Ahorangi Peter Molan o te Whare Wānanga o Waikato te kaha patu ngārara a te miere mānuka. I muri mai ka kitea e **Ahorangi** Thomas Henle o te Whare Wānanga Hangarau o Dresden i Tiamani, te *methylglyoxal*, arā te **pūhui ora** o te miere mānuka.

Kātahi ka huri ētahi ki te whakahua tohu UMF tēnā 'te tohu mānuka e kore e mōhiotia ana'. E kīia nei e au ko te Kaha +10, +16, +20 rānei. Ka piki te kaha, ka piki te ora.

Ki te taka te kaha ki raro i te +10, kāti, he miere noa iho tēnei, kāore he kaha, kāore he taha rongoā. Engari 70 ōrau o te miere mānuka kāore he kaha rongoā i raro i ēnei tohu. He pai tonu mō te hokohoko. E toru tekau ōrau anake o te hua miere mānuka ka āpiti ki tua o te kaha +10.



Pūtake: Te punga UN Comtrade; tātari a Coriolis

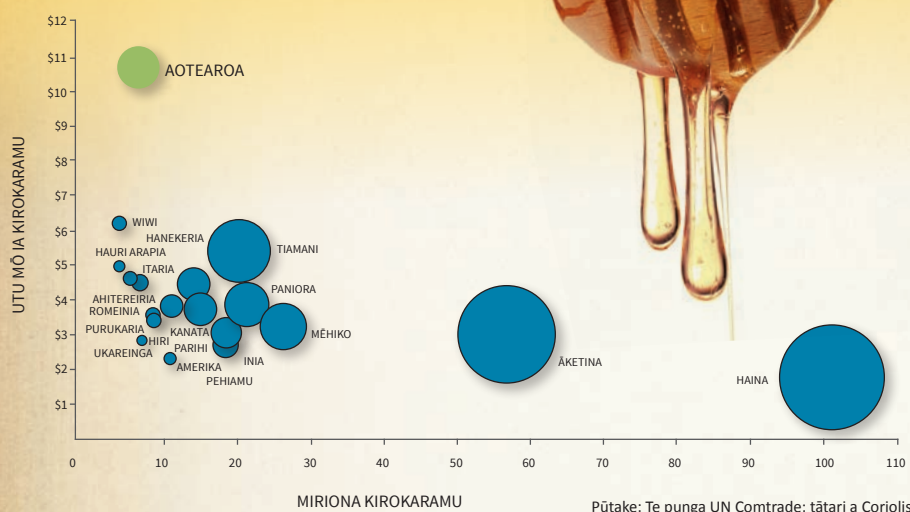


I konei ka kitea te wāriu o ia momo miere me te wāriu hoki o te **miere mānuka kaha** (active manuka honey). Ka kitea ngā utu mō ngā momo miere e hokona ana i Sainsbury's i Rānana. Ka piki te utu, ka piki te hua. Nā konei i piki ai te wāriu hokohoko o te mānuka kaha i Aotearoa nei, i tāwāhi hoki (tirohia te kauwhata ki raro nei). Ko te angitu o te miere mānuka kei te ārahi i te **ahumahi miere** i Aotearoa.

Nā, ki te ora a waho o te tinana, kāore e kore ka ora anō a roto o te tinana. He kaha te miere mānuka ki te patu i ngā hakihiaki e kore e taea te whakapai. Pērā anō ngā hakihiaki kai kiko. Nā te piki o te rawa hauora kua piki anō te utu mō ngā hua miere mānuka i hinga ai te tino ngārara kino.

Reo ā-kaupapa

Subject-specific words – Ngā kupu e hāngai ana ki tētahi kaupapa. Kua taikahatia, kua whakapākehātia hoki ngā kupu ā-kaupapa hei āwhina i te kaupānui.



ahorangi
professor

pūhui ora
compound element

ahumahi miere
honey industry

MĀ TE POUAKO – He Ara Whakaako

Learning Sequence



TE MĪERE MĀNUKA NĀ RATU TIBBLE HE MEKA MĪERE MĀNUKA NĀ MANU TE AWA

Whāinga ako

Specific learning intention

Kei te ako au ki te whakarāpopoto kōrero mā te tautohu i ngā take matua o te kōrero.

Rautaki reo

Reading strategy

Te whakarāpopoto

Summarising

AROTAHĪ

Focus

Introduce specific learning intention to ākonga.

Watch the Country Calendar – *Whakaari International* video clip at <http://www.oraehoney.co.nz/index.php/our-company/video-clips> where Professor Peter Molan talks about the Unique Manuka Factor (UMF®) of mānuka honey. This video clip is in English.

Ākonga **watch** the video and **answer** the following question:

- He aha te whakamārama o te kupu rāpoto UMF®?

Discuss answers.

Notes:

1. Professor Peter Molan starts three minutes into the video clip.
2. For further information about Unique Manuka Factor, visit http://oramanukahoney.com.au/umf_honey_factor.html

WHAKAAKORANGA

Learning and teaching

Introduce the articles *Te Mīere Mānuka nā Ratu Tibble* and *He Meka Mīere Mānuka nā Manu Te Awa*.

Tell ākonga there is lots of new information in this article about mānuka honey. Some of the topics covered in the articles are identified for them on the *Mō Te Mīere Mānuka* activity sheet on [page 21](#). You may want ākonga to scan the text to find the sections of the articles that are about each topic identified on the sheet.

Ākonga **read** the articles once all the way through. On the second reading they note the key information they read about each **take matua** in the box provided.

In pairs ākonga **compare** their notes under each **take matua** and write a two or three sentence summary of each topic.

WHAKAAROARO

Reflection

Share summaries as a class. Discuss what information is interesting or helpful, and if any information seems to be missing.

Mō Te Miere Mānuka

MĀ TE ĀKONGA



Tuhia ngā kupu matua me ngā whakaaro matua e kitea ana i ngā kōrero
Te Miere Mānuka me *He Meka Miere Mānuka* i *Te Tautoko 74 –Te Pī*.

Tuhia mai kia rua, kia toru rānei ngā rerenga kōrero e whakarāpopoto ana i ngā
kōrero mō ia take matua.

Take matua	Ngā kupu me ngā whakaaro matua
UMF®	
Te angitu o te ahumahi miere	
Te taha rongoā o te miere mānuka	

He whakarāpopototanga mō *Te Miere Mānuka* nā Ratu Tibble me *He Meka Miere Mānuka*
nā Manu Te Awa.

1. _____
2. _____
3. _____



Te Kamupene Kaitiaki Pī o Whakaari nā Tuihana Pook



HE WHAKARĀPOPOTOTANGA

He kōrero mō ngā kamupene mahi miere o te rohe o Whangaparāoa me te huinga kamupene mahi miere o Horouta. E whakamāramahia ana te tukanga mahi me te hokohoko miere ki rāwāhi. E whakaahuatia ana ngā painga o te mahi ngātahi ā-iwi nei, me tētahi huarahi e taea ai e te Māori te whai hua i ngā whenua Māori.

NGĀ ĀHUATANGA REO TUHINGA TAKI WHĀNUI

Kupu tāruarua

Reduplicated word – He momo whakakaha i te mahinga, i te kaha rānei o tētahi kupu.

Kupu whakamārama

Explanation – He kōrero e whakautu ana i ngā pātai, ko wai, he aha, nōnahea me kei hea.

Reo raupapa

Sequencing language – 'Tuatahi, hei ...' He Kīanga e tahu ana i tētahi mahi ka whai muri mai.

Pouaka whakamōhio

Fact box – He pouaka kōrero e whakaahua ana i ētahi pārongo.

TE KAMUPENE KAITIAKI PĪ O WHAKAARI

nā Tuihana Pook

Kua roa te wā e kitekite ana te haukāinga i ētahi atu e kohikohi miere ana i ō rātou whenua, kāore he paku hua e puta mai ana mō ngā tāngata nō rātou ake te whenua. Nō reira, ka puta te whakaaro kia whakatūria tētahi kamupene hei ārahi i te whānau, te hapū me te iwi i roto i ēnei momo mahi.

Nā Eddie Matchitt rātou ko Wira Gardiner, ko Harry Satchell, ko Tuihana Pook i kōkiri i te kaupapa ki ngā komiti whenua. I tīmata mai te kamupene o Whakaari Beekeepers i te tau 2001. I te tau i muri mai, ka tīmata a Whakaari ki te hanga i tētahi wheketere miere i Te Piki, i Whangaparāoa.

He nui ngā hua i taka mai mō te haporī o Whangaparāoa. Ko tō rātou hiahia ko te whakatū i tēnei kamupene mō rātou ake, kia whai mahi ai te whānau.

Tuatahi, hei kaitiaki pī, e kaha ana ki te whāngai i ngā pī, ki te kohikohi hoki i ngā miere. Tuarua, hei kaimahi i roto i te wheketere.



kaitiaki pī
beekeeper

oro pī
apiary – he kohinga
kōhanga pī

I te 10 o Poutū-te-rangi 2011, e 3,251 ngā kaitiaki pī i rēhitatia, e 23,395 ngā oro pī, ā, e 388,369 ngā whare pī i Aotearoa nei.



MĀ TE POUAKO – He Ara Whakaako

Learning Sequence



TE KAMUPENE KAITIAKI PĪ O WHAKAARI NĀ TUIHANA POOK

Whāinga ako

Specific learning intention

Kei te ako au ki te tuku pātai hei kimi māramatanga i tētahi kōrero.

Rautaki reo

Reading strategy

Te whakaū māramatanga (tuku pātai)

Meaning making (questioning)

AROTAHI

Focus

Introduce specific learning intention to ākonga.

Watch the *Country Calendar – Whakaari International* video clip at <http://www.oraoney.co.nz/index.php/our-company/video-clips>. This video clip is 10 minutes in length and in English.

WHAKAAKORANGA

Learning and teaching

Introduce the article *Te Kamupene Mahi Mīere o Whakaari* nā Tuihana Pook.

Tell ākonga that key information can be found by reading and asking basic who, what, when, where and why questions.

Write question starters on cards so there is enough for everyone. Ākonga **choose** a card and using what they heard in the video clip and their introduction to the article, think of a **question** beginning with the words on their card. Question starters might include:

- Nā wai ...?
- Ko wai ...?
- He aha ...?
- Nōnahea ...?
- He aha te take ...?
- Kei hea ...?

Ākonga **share read** the article in pairs. When each pair has completed reading the article, ākonga use a set of question-starter cards to randomly select questions for their partner to answer. They take turns and point out where their answer is within the article. Ākonga change to a new partner and repeat asking questions and sharing their answers. Allow ākonga to **share and show** their answers with at least three other people.

Some sample questions to use:

- Nā wai i kōkiri te kaupapa nei?
- He aha te kaupapa o te kamupene nei?
- Nōnahea i tīmata ai te kamupene nei?
- I whakatūria te kamupene nei ki hea?

WHAKAAROARO

Reflection

Discuss the answers the ākonga found to the questions:

- *Ko ēhea ngā pātai he māmā noa iho te kimi i te whakautu? He aha ai?*
- *He rerekē ētahi o ngā whakautu? He aha ai?*
- *Ko ēhea ngā pātai he poto, he hāngai ngā whakautu, ko ēhea he roa, he rerekē rānei ngā whakautu o tēnā, o tēnā?*

Ngā Mea Kino e Patu nei i te Pī nā Manu Te Awa



HE WHAKARĀPOPOTOTANGA

E whakamāramahia ana ngā āhuatanga e patu ana i te pī ki Aotearoa, arā, ko te meroiti pirinoa ā-waho (external parasites) me ngā paturiha (pesticides). Kei te āwangawanga hoki ētahi i te kuhunga mai o ngā mīere me ngā hua mīere mai i rāwāhi – kei kawea mai ētahi atu mate ki ngā pī o Aotearoa.

Kōwae kōrero

Paragraphing –

He whakaaro hou, he kōwae hou. Kei te rerenga tuatahi te ngako o te kōwae.

Ira matā

Bullet points –

He whakarāngi pārongo e pā ana ki te rerenga matua. He irarua kei te mutunga o te rerenga matua.

Atahanga

Images –

He pikitia, he hoahoa rānei e whakaahua ana i tētahi āhuatanga i roto i te kōrero.

Reo ā-kaupapa

Subject-specific words –

Ngā kupu e hāngai ana ki tētahi kaupapa. Kua taikahatia, kua whakapākehātia hoki ngā kupu ā-kaupapa hei āwhina i te kaupānui.

NGĀ ĀHUATANGA REO TUHINGA TAKI WHĀNUI

E kore e taea i tēnei wā te whakakore i tēnei meroiti. Engari ko te mea nui mō ngā kaitiaki pī, he āta whakamātautau i ā rātou kōpapa kia rapu i ngā tohu kua muia e te meroiti nei.

Ko ētahi āhuatanga kua kitea:

- kua heke iho te tokomaha o ngā pī
- ka kitea ngā meroiti nei e taupiri ana ki te tinana o te pī
- he maha ngā pī e **ngaoki** ana i te urunga o te kōpapa
- horekau he pākau o ētahi pī
- ka heke ohorere te tokomaha o ngā pī i te ngahuru i te wā e tika ana kia whai mīere.



2. Te Paturiha

Ko te **paturiha** anō tētahi mea e whakakore nei i ngā pī. Ko te nuinga o ēnei momo paturiha ka **rehua** e ngā kaitupu huarākau hei patu i ngā pēpeke e kai ana i ngā hua me ngā tupu. Ko ngā putiputi o te **tūmatakuru** me te **tainoka** ngā tino **kaiwhakarato hae** mō te pī, engari ka rehua ēnei tupu nā te mea he tupu **māheuheu orotā**.



paturiha
pesticides

rehua
spray

tūmatakuru
wild Irishman

tainoka
native
broom

**kaiwhakarato
hae**
providers of pollen

**māheuheu
orotā**
destructive weeds

MĀ TE POUAKO – He Ara Whakaako

Learning Sequence



NGĀ MEA KINO E PATU NEI I TE PĪ NĀ MANU TE AWA

Whāinga ako

Specific learning intention

Kei te ako au ki te whiriwhiri me te tātari whakaaro e pā ana ki te oranga tonutanga o te pī.

Rautaki reo

Reading strategy

Te kōtuitui

Synthesising

AROTAHĪ

Focus

Introduce specific learning intention to ākonga.

Brainstorm what ākonga know about bees after reading the articles in *Te Tautoko 74 – Te Pī*. Discuss our relationship with bees and what they give us. What would it be like if there were no bees?

WHAKAAKORANGA

Learning and teaching

Introduce the article *Ngā Mea Kino e Patu nei i te Pī nā Manu Te Awa*

Ask ākonga to scan the article to find the three biggest threats to bees.

List the three threats to bees for all ākonga to refer to. The three threats are: external parasites (meroitī pirinoa ā-waho), pesticides (paturīha) and imported bee products (ngā hua mīere mai i rāwāhi).

Share read the text and as a group make bullet points as you read about how each threat affects the bees.

In pairs, ākonga **interview** at least six people from their whānau or community about their thoughts on the threats to bees in New Zealand and what should be done. Ākonga may need to inform interviewees first about what the threats are.

This video clip gives a concise explanation of the threats:

<http://tvnz.co.nz/breakfast-news/bee-population-under-serious-threat-video-5456934>

This video clip is in English.

Ākonga **record** the responses to discuss with their partner and share with the class. Let ākonga **give feedback** to others during the reflection time after the presentations.

WHAKAAROARO

Reflection

Ākonga share their findings and reflect on how the interview process went. Here are some questions to ask:

- He aha ngā uauatanga o te uiui tāngata?
He aha ngā painga?
- Kei te pēhea ngā whakaaro o te nuinga e pā ana ki ngā āhuatanga e patu ana i te pī ki Aotearoa?
- Me aha ināianei?

Te Mahi Whakahirahira a te Pī nā Ratu Tibble



HE WHAKARĀPOPOTOTANGA

He whakamārama mō te mahi rui hae me te kohi waihonga a te pī, me te wāhi ki ngā hua o te mahi pī i te ao mahi moni. Ka whakamāramahia hoki te wāhi ki te kuini i te kōhanga pī me ngā momo putiputi e pai ana ki te pī.

NGĀ ĀHUATANGA REO TUHINGA TAKI WHĀNUI

Kupu whakawhiti

Transliterations –
He kupu kua whakawhitia mai i te reo Ingarihi ki te reo Māori. He Māori tonu te rongu atu.

Meka tau

Number facts –
Kua whakauruhia ētahi tauranga hei whakaahua i tētahi wāhanga o te kōrero.

Whakapākehātanga

Translations – Kua tuhia te kupu Ingarihi hei whakamārama atu i tētahi āhuatanga, i tētahi kupu tauhou rānei



TE TINO WĀRIU O TE PĪ

Ko te \$5.1 **piriona** te **wāriu** o ngā rawa katoa o Aotearoa nā te mahi hae a te **pī** miere, nā ngā hoko miere i te kāinga, nā ngā hoko miere ki tāwāhi, te hoko **wākihi**, me te hoko pī ki tāwāhi. Mai i te **9,000** atu ki te **12,000** tana miere e kohikohitia ana i ia tau.

Ko ngā kaiwhakatipu huarākau kei te utu mō ngā whare pī e mauria ana ki ō rātou **oro**. Arā noa atu te rerekētanga o ngā utu, otirā ka ahu mai i te \$75 ki te \$150 i ia tau mō ia kōhanga pī, kei te momo tipu te tikanga.

Ko te 33 ōrutanga o ngā mea katoa e kaingia ana e te tangata, nā te hae pī i puta ai.

wākihi
wax

oro
orchards

20



MĀ TE POUAKO – He Ara Whakaako

Learning Sequence



TE MAHI WHAKAHIRAHIRA A TE PĪ NĀ RATU TIBBLE

Whāinga ako

Specific learning intention

Kei te ako au ki te matapae me te whiriwhiri whakaaro mō te kaupapa i mua i te pānui.

Rautaki reo

Reading strategies

Te matapae, Te ariā matua (kupu matua)

Predicting, Main idea (key word)

AROTAHĪ

Focus

Introduce specific learning intention to ākonga.

Display the text of *Te Mahi Whakahirahira a te Pī nā Ratu Tibble* so that all ākonga can read it. Explain that you will be modelling reading and that they will be following and listening for specific information.

WHAKAAKORANGA

Learning and teaching

Introduce the article *Te Mahi Whakahirahira a te Pī nā Ratu Tibble*.

Discuss the title and ask ākonga to identify the key words that tell the reader what the article is about (*mahi whakahirahira* and *Pī*).

- What parts of speech are these words? (*Kupu mahi, kupu āhua* and *kupu ingoa*.)
- What do they tell us?

Model reading the first sentence of the article. Highlight the key words *rērere, pī, putiputi, ngote waihonga, kohikohi hae* and perhaps *mahi*. Discuss why these are kupu matua. Continue to model reading page 18.

Ask ākonga to identify and highlight any kupu matua. You may wish to discuss other language features on other pages.

Explain the Kupu Matua activity on page 28.

Ākonga underline or highlight kupu matua on the extract from *Te Mahi Whakahirahira a te Pī*.

WHAKAAROARO

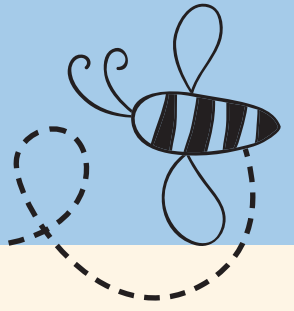
Reflection

Discuss the kupu matua the ākonga have identified:

- *Ko ēhea ngā kupu matua o te rārangi tuatahi ki a koe?*
- *Ki te kore ngā kupu iti, ka mārara tonu koe ki ngā kōrero nei?*
- *He aha te hua o te tautohu kupu matua?*
- *He aha ngā whakatūpatotanga?*

Kupu Matua

MĀ TE ĀKONGA



Tārarotia ngā kupu matua i ngā rerenga nei mai i te kōrero
Te Mahi Whakahirahira a te Pī i Te Tautoko 74 – Te Pī.

He pī nohotahi te pī mīere me te pī rorohū. Mahi tahi ai ngā pī hei painga mō te kōhanga pī. He mahi tā tēnā, tā tēnā. Ko te pī huauri ka whakawhānau hua. Ko ngā kaimahi pī ka hanga i te kōpapa hei pupuri mīere, hei tiaki hoki i ngā huhu.

E tino ngākaunuitia ana e te pī te kakara me te tae. Ko ngā kapupata me ngā koroua he mea whakakotiti i te pī. Ko te kōti he tipu tino pai ki te pī, arā, kei waenganui i ngā uru mānuka, kāore rā he tino kakara o te putiputi nei, ā, ka tino tau te mahi hae ki ngā putiputi mānuka.



Ngā Tohutoro

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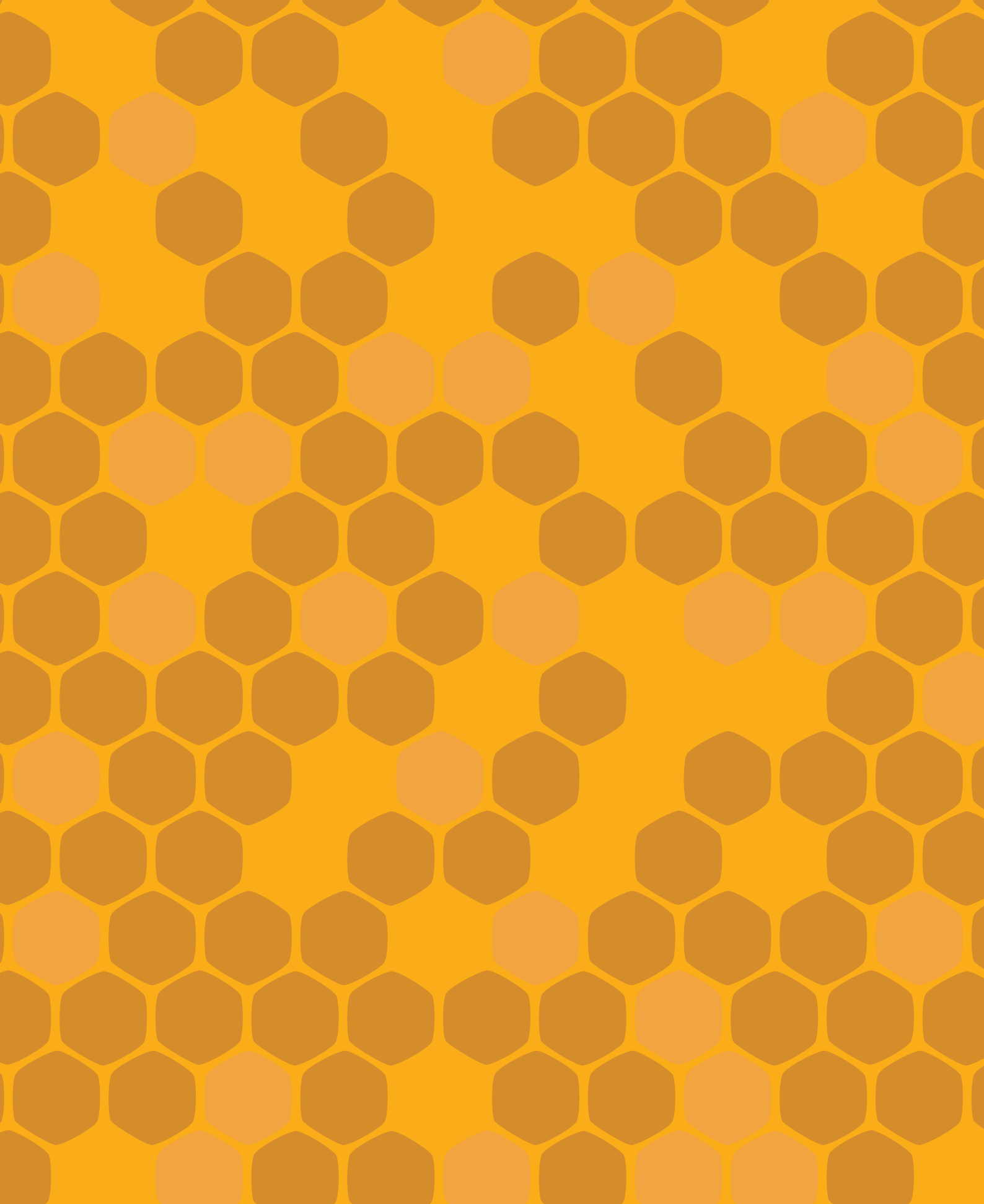
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