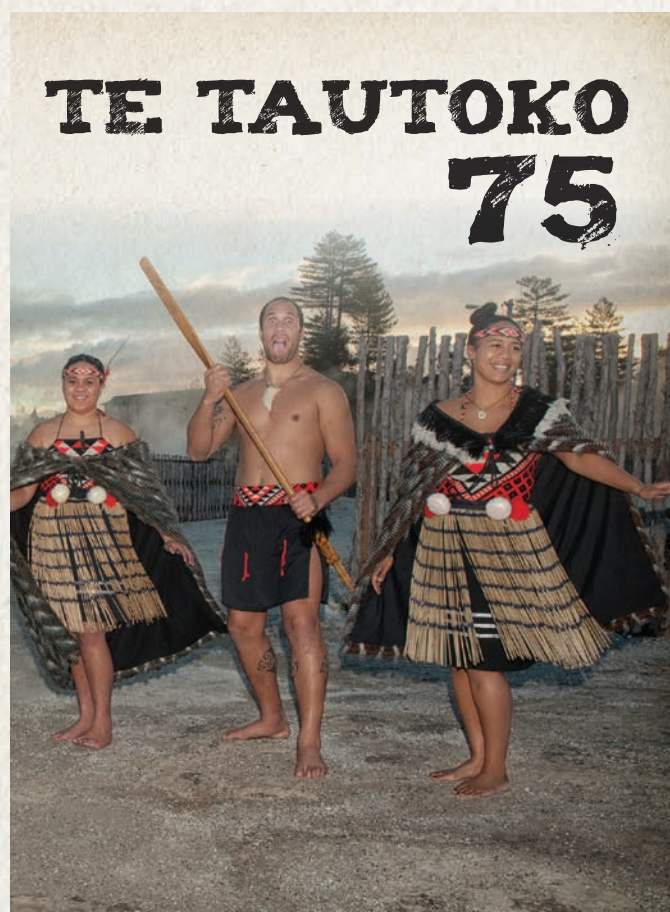


TE TAUTOKO 75

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 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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TE TAUTOKO 75

NGĀ IHIRANGI

- 2** **He Kupu Whakataki**
Introduction
- 3** **Ngā Āhuetanga Reo**
Language Features
- 4** **Ngā Āhuetanga o te Kaipānui**
Characteristics of the Reader
- 6** **Ngā Ara Whakaako**
Teaching and Planning
- 9** **Ngā Ngohe Pānui**
Reading Activities
- 10** *Te Rironga o ngā Whenua Māori 1840–1906* nā Piripi Walker
- 12** *Ngā Kaporeihana Whenua Māori* nā Aaron Koopu
- 14** *Te Hīkoi Takutai Moana* nā Hana White
- 16** *He Umanga Whaitake* nā Piripi Walker
- 18** *Te Noho i te Whenua* nā Tanira Douglas Ruru
- 25** **Ngā Tohutoro**
References





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 75*.

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 75* to help identify and select relevant text for the reading level of each ākonga (p. 60).

WHAT IS *TE TAUTOKO 75* ABOUT?

Te Tautoko 75 contains three factual articles relating to the history and use of Māori land, including one on how the Crown obtained Māori land following the signing of the Treaty of Waitangi, one on Māori land incorporations, and one on Māori businesses based on Māori land.

There are also two articles written by young people that relate personal experiences – one about being part of the 2004 Foreshore and Seabed March, and another about learning to work on a farm.

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 75*?

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 75*. 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 75*?

Te Tautoko 75 consists of two genres of writing: **tuhinga taki whānui** (factual recounts) and **tuhinga taki whaiaro** (writing to explain from a personal viewpoint).

The tuhinga taki whānui are:

- *Te Rironga o ngā Whenua Māori 1840–1906* nā Piripi Walker
- *Ngā Kaporeihana Whenua Māori* nā Aaron Koopu
- *He Umanga Whaitake* nā Piripi Walker

The tuhinga taki whaiaro are:

- *Te Hīkoi Takutai Moana* nā Hana White
- *Te Noho i te Whenua* nā Tanira Douglas Ruru

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 75*

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 75* 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 Rironga o ngā Whenua Māori</i> 1840–1906 nā Piripi Walker	Momo tuhinga	Tuhinga taki whānui
	Āhuatanga reo	Reo tauroru, pūriro ‘o’, reo tohu wā mua
	Rautaki reo	Te whakarāpopoto
<i>Ngā Kaporeihana Whenua Māori</i> nā Aaron Koopu	Momo tuhinga	Tuhinga taki whānui
	Āhuatanga reo	Reo pātai, reo hāngū, kupu whakarite, hoahoa
	Rautaki reo	Te kōtuitui
<i>He Umanga Whaitake</i> nā Piripi Walker	Momo tuhinga	Tuhinga taki whānui
	Āhuatanga reo	Kōrero a tētahi atu, whakapākehātanga, reo hāngū
	Rautaki reo	Te whakaū māramatanga
<i>Te Hikoi Takutai Moana</i> nā Hana White	Momo tuhinga	Tuhinga taki whaiaro
	Āhuatanga reo	Whakaaro whaiaro, kupu anō, reo tautahi
	Rautaki reo	Te matapae, te whakaū māramatanga
<i>Te Noho i te Whenua</i> nā Tanira Douglas Ruru	Momo tuhinga	Tuhinga taki whaiaro
	Āhuatanga reo	Whakapākehātanga, pūriro ‘a’, reo tautahi, kupu whakawhiti, whakaaro whaiaro
	Rautaki reo	Te ariā matua

Pouako may also 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 ākongā 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 ākongā *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 ākongā 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 ākongā, 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; ākongā–pouako; pouako–whānau–ākongā; pouako–whānau)
- regular learning notations (pouako, ākongā, 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 ākongā. 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
75

NGĀ NGOHE PĀNUI
READING ACTIVITIES



TE RIRONGA O NGĀ WHENUA MĀORI 1840–1906 nā Piripi Walker

HE WHAKARĀPOPOTOTANGA

He whakamārama mō te rironga o ngā whenua Māori o Aotearoa mai i te wā o te hainatanga o te Tiriti o Waitangi. He whakamārama mō te pānga o te Tiriti ki ngā whenua Māori, mō te muru raupatu a te Karauna me te whakatūnga o te Kōti Whenua Māori. Tae atu ana ki te tau 1975 me te whakatūnga o Te Rōpū Whakamana i te Tiriti o Waitangi hei huarahi e whakahokia atu ai ētahi o ngā whenua i roto i te Karauna i roto i ngā tau.

NGĀ ĀHUATANGA REO

TUHINGA TAKI WHĀNUI



Ko Tā Apirana Ngata rāua ko Tā Te Rangihira i te tau 1923.

Ka tae tēnei ki te rautau mai i 1900, ā, ka tū ake ko **Te Rōpū Taitamariki Māori**, ka uru a **Tā Āpirana Ngata** mā ki te Whare Pāremata. I mahi nui a Tā Āpirana me **ōna hoa** ki te **whakatōpū** i ngā toenga **whenua** o te iwi Māori kia whakamahia mō ngā mahi pāmu. I reira ka timata te whakaaro ka āhei te Māori ki te pupuru me te whakamahi i **ōna whenua**, ka whānau mai tēnei mea te **kaporeihana** whenua Māori, me te ao whakahaere whenua o te iwi.

Nō te tau 1927 i puta ngā whakatau o te **Kōmihana Roera** ki ngā whenua i raupatungia, me **tō rātou manawapā** mō te noho rawakore o te iwi Māori. Ko ētahi iwi i whakawhiwhia ki te tahua moni, ko ētahi i whakaungia he whenua mā ngā poari ā-iwi nei hei tiaki.

Nō te tau 1975 ka whakamanahia he ture hou, te Ture mō te Tiriti o Waitangi, ā, ka whakatūria **Te Rōpū Whakamana i te Tiriti o Waitangi**. I reira kua āhua hoki anō te motu nei ki te kirimana o te tau 1840, kua kitea he huarahi mō te Māori e timata ai te whakahoki anō i ngā rawa i roto i ngā tau.

- **Reo tauroru**
Third person voice – Reo tohu i te mahi a tētahi atu.
- **Pūriro 'o'**
'O' category classification – Ko te wāhanga 'o' e tohu ana i te pānga o tētahi mea ki tētahi.
- **Reo tohu wā mua**
Past tense expressions – Reo tohu i te wā i tū ai tētahi āhuatanga.

MĀ TE POUAKO – He Ara Whakaako

Learning Sequence

TE RIRONGA O NGĀ WHENUA MĀORI NĀ PIRIPI WALKER

Whāinga ako

Specific learning intention

Kei te ako au ki te whakarāpopoto kōrero mā te tuhi wātaka.

Rautaki reo

Reading strategy

Te whakarāpopoto

Summarising

AROTAHĪ

Focus

INTRODUCE specific learning intention to ākonga.

MODEL how to make a timeline. You may use the example of a timeline of your own education. Try using the online interactive tool at <http://www.readwritethink.org/classroom-resources/ākonga-interactives/timeline-30007.html>

DISCUSS the significant elements of a timeline, i.e., the date, event name and possibly a short description.

WHAKAAKORANGA

Learning and teaching

DISCUSS the title of the article *Te Rironga o ngā Whenua Māori 1840–1906* nā Piripi Walker:

- He aha rā te pūtake o te kupu 'rironga'?
- He aha tētahi atu kupu mō te kupu 'riro'? (whiwhi, tango, mau)
- He aha rā tēnei mea te 'whenua Māori'?

TELL ākonga that this article is focused on a particular time period and describes significant events that helped the Crown obtain Māori land.

EXPLAIN that this information can be displayed on a timeline to help us summarise significant events in a chronological way.



Ākonga read article and complete *Te Rironga o ngā Whenua Māori* timeline activity on page 20.

WHAKAAROARO

Reflection

REFLECT on the questions ākonga may have about their timeline:

- Pēhea ō whakaaro mō ngā kōrero i tēnei rārangi wā?
- He rite tonu ō whakaaro ki ērā o ō hoa? O tō whānau?
- He pātai anō āu e pā ana ki tēnei kōrero?

Ākonga may wish to make a timeline using the interactive tool above – this time adding a description of each event summarising the information from the text.

Some ākonga may wish to research more information about one of the events in pairs. They may present their findings to the group at the end of the week.

NGĀ KAPOREIHANA WHENUA MĀORI

nā Aaron Koopu

HE WHAKARĀPOPOTOTANGA

He whakamārama mō te mahi a ngā kaporeihana whenua Māori hei huarahi e taea ai e te hapū, e te iwi rānei, te whakatōpū i ngā whenua hei whakatū i tētahi momo pakihī. Ka whakamāramahia ngā momo whakaritenga mō te whenua me ngā hua ka puta i ngā mahi a te kaporeihana.

NGĀ ĀHUATANGA REO

TUHINGA TAKI WHĀNUI

Reo pātai
Use of questions – He tuku pātai hei whakapuaki i tētahi take.

Reo hāngū
Passive voice – He whakatairanga i te mahi e mahia ana (arā ko te whakangao i tēnei taurira).

Hoahoa
Diagram – Te whakaatu i te pānga o tētahi mea ki tētahi mā te tā hoahoa.

Kupu whakarite
Metaphor – Tirohia Te Wharekura 93 mō te roanga o te whakamārama mō tēnei kōrero.



Ka ahatia te pūtea? Ka whakatau te komiti whakahaere ka aha rātou ki ngā pūtea. Kei tēnā komiti whakahaere, kei tēnā ōna ake tikanga. I ētahi wā, **ka whakahokia** ngā pūtea ki ngā kaiwhaipānga i ia ono marama rānei, i ia tau rānei. Waihoki, ka tohaina te pūtea ki ngā kaiwhaipānga mā ngā **karahipi**. Heoi anō, i ētahi wā **ka whakangaoa** te pūtea e te komiti **kia tipu** mō ngā tau e heke mai ana.

Heoi anō, ko te mea nui ka puta ngā hua mā ngā uri katoa e whai pānga ana ki ēnei kaporeihana whenua Māori. I ēnei wā, e tino whakawhirinaki atu ana ngā whānau Māori me ngā hapū ki ēnei kaporeihana. **Tērā te kōrero, 'Ko te toto o te tangata he kai, ko te oranga o te tangata he whenua'.** He momo **taunakitanga** tēnei mō te hiranga o te whenua ki ō tātou mātua tipuna.

karahipi
scholarship

taunakitanga
evidence

MĀ TE POUAKO – He Ara Whakaako

Learning Sequence

NGĀ KAPOREIHANA WHENUA MĀORI NĀ AARON KOOPU

Whāinga ako

Specific learning intention

Kei te ako au ki te tātari i ngā kōrero o mua, i ngā kōrero o nāianei, me ōku ake whakaaro.

Rautaki reo

Reading strategy

Te kōtuitui

Synthesising

AROTAHĪ

Focus

INTRODUCE specific learning intention to ākonga.

BRAINSTORM whakataukī or kōrero tuku iho with ākonga that relate to the land, for example:

1. *Whatungarongaro he tangata, toitū te whenua.*
2. *He wahine, he whenua, e ngaro ai te tangata.*
3. *Toitū te kupu, toitū te mana, toitū te whenua.*

DISCUSS what these mean and what they tell us about how Māori traditionally viewed land.

RECORD ideas from the ākonga about what the traditional views of our tīpuna were towards the land. See the learning tool *Te Whakataurite Rerekētanga* on page 21.

WHAKAAKORANGA

Learning and teaching

DISCUSS the title of the article *Ngā Kaporeihana Whenua Māori* nā Aaron Koopu.

TELL ākonga that kaporeihana whenua Māori are organisations set up to enable Māori to make use of their land by running a business such as growing timber or farming. Discuss what happens to the profits from these incorporations (scholarships, dividends paid to shareholders, reinvesting, etc.).

SHARE READ the article and record as a group how land is viewed by kaporeihana whenua Māori.

Ākonga use the learning tool *Te Whakataurite Rerekētanga* to record their own views and thoughts about Māori land.

WHAKAAROARO

Reflection

TALK ABOUT the different personal views that ākonga have about land. Compare these with traditional views evident in whakataukī and the views in the article.

- *He aha ngā ritenga me ngā rerekētanga?*
- *He rite tahi ō kōrua whakaaro ko tō hoa?*
- *He aha i rerekē ai/i rite ai?*
- *He aha te take ka taupatupatuhia tēnei take ki ō whakaaro?*

TE HĪKOI TAKUTAI MOANA

nā Hana White

HE WHAKARĀPOPOTOTANGA

He whakamārama nā tētahi rangatahi e pā ana ki tana wheako i te Hīkoi Takutai Moana i tū i te tau 2004. Ahakoa kāore te Kāwanatanga i aro atu ki ngā hiahia o te iwi, i rongo tonu a Hana i ngā hua o te kaupapa – arā, ko te ngākaunui o te iwi ki te kaupapa, ko te whanaungatanga me te mana o tōna iwi Māori.

NGĀ ĀHUATANGA REO

TUHINGA TAKI WHAIARO



Whakaaro whaiaro

Personal comments – Ko te whakauru atu i ngā whakaaro ake o te kaituhi mō te kaupapa.

Kupu anō

Low frequency word – He kupu anō hei whakamārama i tētahi āhuatanga e mōhiotia whānuitia ana (*tini ngerongero* = tokomaha).

Reo tautahi

First person voice – Ko te reo ake o te kaituhi mōna ake – au, ahau, taku, mōku, māku.

Ka toko ake te pātai i roto i a au, he aha rā te tino painga o ēnei momo hīkoi mēnā kāore te Kāwanatanga e aro mai ana ki tā mātou e hiahia ana? Nā, ka tere **panonihia** taua whakaaro i taku kitenga atu i te **tini ngerongero** o Ngāi Māori e whakaputa ana i ō rātou ihi, i ō rātou wehi kia kore ai e riro te tino rangatiratanga o te iwi Māori i tētahi atu. Me te aha hoki, he whakahiringa i te ngākau o tēnā, o tēnā ki ngā taonga tuku iho a kui mā, a koro mā, arā, ko te whenua tērā, ko te takutai moana tērā, ā, ko te reo Māori motuhake tērā. Waihoki he whakaohoho i te hinengaro ki ngā take **tōrangapū** kua roa nei e whakariri ana i a tātou. Inā te tokomaha o ngā rangatahi i tae ā-tinana atu ki te tautoko i te kaupapa o te rā. He mea whakahirahira tērā ki a au.



panonihia
changed

tini ngerongero
many people

tōrangapū
politics

15

MĀ TE POUAKO – He Ara Whakaako

Learning Sequence

TE HĪKOI TAKUTAI MOANA NĀ HANA WHITE

Whāinga ako

Specific learning intention

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

Rautaki reo

Reading strategies

Te matapae, Te whakaū māramatanga

Predicting, Meaning making

AROTAHI

Focus

INTRODUCE specific learning intention to ākonga.

SHOW ākonga suitable images from the 2004 Hīkoi Takutai Moana and **DISCUSS**:

- *He aha te kaupapa o tēnei huihuinga?*
- *Kei hea te hunga nei?*
- *He aha i tae atu ai te hunga nei ki tēnei wāhi?*

WHAKAAKORANGA

Learning and teaching

INTRODUCE the article *Te Hīkoi Takutai Moana nā Hana White*.

TELL ākonga this is an article about the experience of a teenager being part of the Hīkoi Takutai Moana with her whānau in 2004.

DISCUSS some of the information they expect to find out about the hīkoi in this article: who, what, when, where, why, etc.

Q Ākonga use the learning tool *He Whiriwhiri Whakaaro* on page 22.

EXPLAIN that the list of five statements in the 'Kōrero' column is information that they may or may not find in the article. They are being

asked to predict what they will be reading about in the article. In the 'I mua i te wā pānui' column, ākonga write 'whakaae' or 'whakahē' to indicate whether they agree or disagree with the statement *before* they read the article (even if they are not sure).

SHARE READ the article. Ākonga indicate whether or not their predictions were 'tika' or 'hē' as they read.

WHAKAAROARO

Reflection

When the whole article has been read, **DISCUSS** some of the responses of the ākonga to the text. **ENCOURAGE** ākonga to express their *own* ideas. Give ākonga time to read through the article again independently and write their own thoughts about the five statements in the spaces provided:

- *He aha i hīkoi ai te hunga nei ki Te Whare Pāremata?*
- *He pēhea ō whakaaro mō te kōrero tuatoru?*
- *He aha te kaiporotēhi? He kaiporotēhi a Hana rātou ko tōna whānau?*
- *He aha te hua o tēnei hīkoi ki ō whakaaro?*

HE UMANGA WHAITAKE

nā Piripi Walker

HE WHAKARĀPOPOTOTANGA

He kōrero mō ētahi momo umanga Māori e tū ana i te whenua Māori. E kōrerohia ana ētahi o ngā āhuatanga motuhake e taea ai te kī he umanga whaitake, he umanga Māori hoki ēnei pakihi whakahirahira.

NGĀ ĀHUATANGA REO

Kōrero a tētahi atu

Quote – Ka tikina atu te kōrero a tētahi atu hei whakaū i tētahi whakaaro.

Whakapākehātanga

Translation – Kua tuhia te whakapākehātanga hei tautoko i te kaupānui.

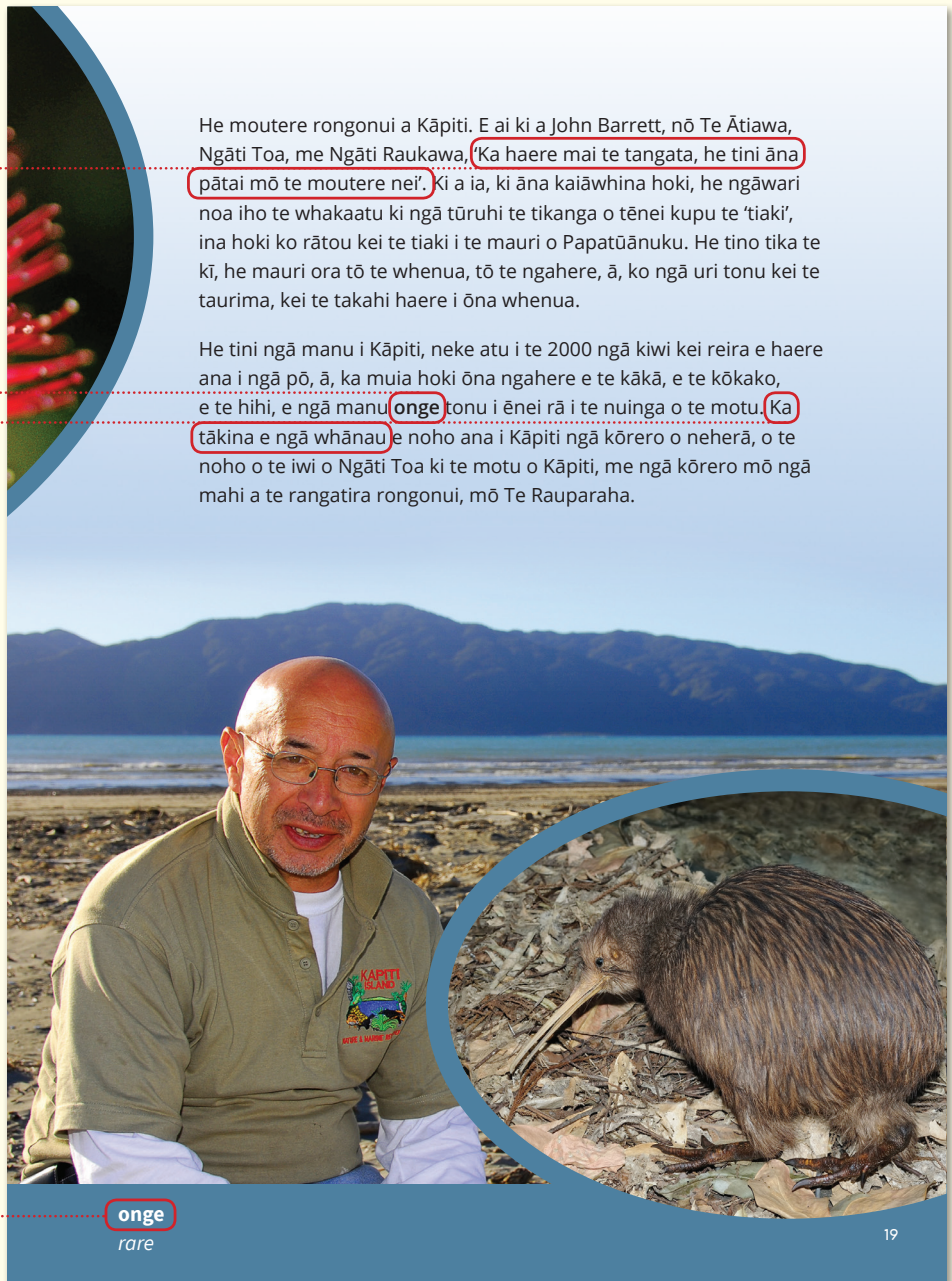
Reo hāngū

Passive voice – He whakatairanga i te mahi e mahia ana (arā, ko te taki i tēnei tauria).

TUHINGA TAKI WHĀNUI

He moutere rongonui a Kāpiti. E ai ki a John Barrett, nō Te Ātiawa, Ngāti Toa, me Ngāti Raukawa, (Ka haere mai te tangata, he tini āna pātai mō te moutere nei'.) Ki a ia, ki āna kaiāwhina hoki, he ngāwari noa iho te whakaatu ki ngā tūruhi te tikanga o tēnei kupu te 'tiaki', ina hoki ko rātou kei te tiaki i te mauri o Papatūānuku. He tino tika te kī, he mauri ora tō te whenua, tō te ngahere, ā, ko ngā uri tonu kei te taurima, kei te takahi haere i ōna whenua.

He tini ngā manu i Kāpiti, neke atu i te 2000 ngā kiwi kei reira e haere ana i ngā pō, ā, ka muia hoki ōna ngahere e te kākā, e te kōkako, e te hihī, e ngā manu onge tonu i ēnei rā i te nuinga o te motu. (Ka tākina e ngā whānau) e noho ana i Kāpiti ngā kōrero o neherā, o te noho o te iwi o Ngāti Toa ki te motu o Kāpiti, me ngā kōrero mō ngā mahi a te rangatira rongonui, mō Te Rauparaha.



ongete
rare

19

MĀ TE POUAKO – He Ara Whakaako

Learning Sequence

HE UMANGA WHAITAKE NĀ PIRIPI WALKER

Whāinga ako

Specific learning intention

Kei te ako au ki te whai i ētahi rautaki hei kimi i te whakamārama mō ngā kupu hou.

Rautaki reo

Reading strategy

Te whakaū māramatanga (ako kupu)

Meaning making (vocabulary learning)

AROTAHI

Focus

INTRODUCE specific learning intention to ākonga.

WRITE a list of the kupu hou that appear highlighted throughout the text of this article. Do not include the English translations. Show the list to ākonga and ask them what they know about each word:

- He aha te whakamārama o tēnei kupu?
- He aha tētahi kupu ōrite mō tēnei kupu?
- He aha tēnei momo kupu – he kupu āhua, he kupu ingoa, he aha atu rānei?

WHAKAAKORANGA

Learning and teaching

INTRODUCE the article *He Umanga Whaitake nā Piripi Walker*.

DISCUSS the title and tell the ākonga that the words come from this article. Talk about what relevance each of the kupu hou may have to the article. Encourage a range of ideas.

EXPLAIN the activity on page 23 *He Rangahau Kupu Hou* to the ākonga. Ask ākonga to complete the first two columns of the learning tool before they read the article. Encourage them to think about what strategies they are using to work out the meanings of the words.

DISCUSS their answers focusing on how they worked out the meaning of unfamiliar words. List the strategies they used and display for class reference.

Ākonga **READ** through the text and may complete their own *He Rangahau Kupu Hou* learning tool using the words from the text that they don't understand. They may want to refer to a dictionary at the end.

WHAKAAROARO

Reflection

Discuss the kupu hou the ākonga have identified:

- He ōrite, he rerekē rānei ngā kupu hou a ia ākonga?
- He aha pea i pēnei ai?
- Ko ēhea ngā rautaki e whakamahia ana e koe?
- Kei konei anō ētahi rautaki hei whai māhau?

TE NOHO I TE WHENUA

nā Tanira Douglas Ruru

HE WHAKARĀPOPOTOTANGA

He kōrero mō te huarahi i whāia e Tanira Ruru ki te ako i ngā tini mahi pāmu. He kaimahi a Tanira i ngā tūmomo teihana pāmu Māori i Te Tai Rāwhiti me te rohe o Te Wairoa.

NGĀ ĀHUATANGA REO

TUHINGA TAKI WHAIARO

Whakapākehātanga

English translation – Kua whakapākehātia te kupu hei āwhina i te kaupānui. He kupu whakawhiti hoki tēnei.

Pūriro 'a'

Neutral 'a' possessive – Kāore he tohutō i ngā pūriro – kua tuhia ki te pūriro 'a' poto. He āhuatanga nō te reo ā-iwi.

Reo tautahi

First person voice – Ko te reo ake o te kaituhi mōna ake – au, ahau, taku, mōku, māku.

Kupu whakawhiti

Transliteration – Kua whiriwhiringia ētahi kupu whakawhiti hei kupu mō tēnei momo āhuatanga.

Whakaaro whaiaro

Personal comment – Ko te whakaaro atu i ngā whakaaro ake o te kaituhi mō te kaupapa.

Kia mihia e au taku tipuna kuia me taku tipuna koroua nā rāua au i whakatipu i te kōhanga reo, i te marae me te pāmu. Nā rāua hoki au i ārahi kia whai ai au i te ara mahi pāmu.

I ngā mutunga wiki katoa me ngā hararei kura ka haere au me **aku kaihana** ki te pāmu, ki reira mātou āwhina ai i tō mātou koroua ki te mahi i ngā mahi o te pāmu.

Ka tae atu ana mātou, kua reri kē mai i a ia tana **tarakihana** me te **tauaru** e kī ana me **ana taputapu me ana taonga pāmu**, tae noa ki ngā tūru hei nohoanga mō mātou. Nāna au i ako ki ngā mahi maha, arā, ki te taraiwa tarakihana, ki te tiaki kurī, ki te mahi taiapa, ki te whiu kararehe, ki te kuti hipi, ki te **poro waero reme**, me te āwhina atu i te marae.

I haere hoki **mātou ko ētahi hoa** o te kura ki ngā **whare kuti hipi** hei **kaikuti**, hei kaiāwhina, hei **tāngata perehi wūru** rānei. I rawe ki a au **tēnei tūmomo mahi**, ā, he toa mātou ki te mahi kuti hipi.



kaihana
cousins

tarakihana
tractor

tauaru
trailer

poro waero reme
dock lambs' tails

whare kuti hipi
shearing shed

kaikuti
shearer

tāngata perehi wūru
wool pressers

MĀ TE POUAKO – He Ara Whakaako

Learning Sequence

TE NOHO I TE WHENUA NĀ TANIRA DOUGLAS RURU

Whāinga ako Specific learning intention	Kei te ako au ki te tautohu i ngā ariā matua i tētahi kōrero.
Rautaki reo Reading strategy	Te ariā matua Main idea

AROTAHI

Focus

INTRODUCE specific learning intention to ākonga.

SHOW ākonga the cover of *Te Tautoko 75* and discuss the kaupapa matua of this book (whenua). How do they know this is the main topic? (Illustrations, words, topic of each article)

RECORD the kaupapa matua so that all ākonga can see it. Beside it write the ariā matua that the ākonga think are in the book (by looking through contents list or ākonga may have already read some of the articles).

TELL the ākonga that they have just identified the kaupapa matua and the ariā matua in this journal.

WHAKAAKORANGA

Learning and teaching

INTRODUCE the article *Te Noho i te Whenua nā Tanira Douglas Ruru*.

DISCUSS the title of the article and ask the ākonga to predict what it might be about:

- *Ki ō whakaaro he aha te kaupapa matua?*



Ākonga use the learning tool *Ngā Ariā Matua* on page 24.

Tell them they are going to identify and record at least **five** ariā matua from the article.

SHARE READ the article. Ākonga should not write while the group is share reading. You may wish to focus on particular language features as you read.

Ākonga then read the article independently and record at least five ariā matua from the article on their activity sheet.

WHAKAAROARO

Reflection

SHARE the ariā matua as a group.

DISCUSS similarities and differences in the ariā matua noted:

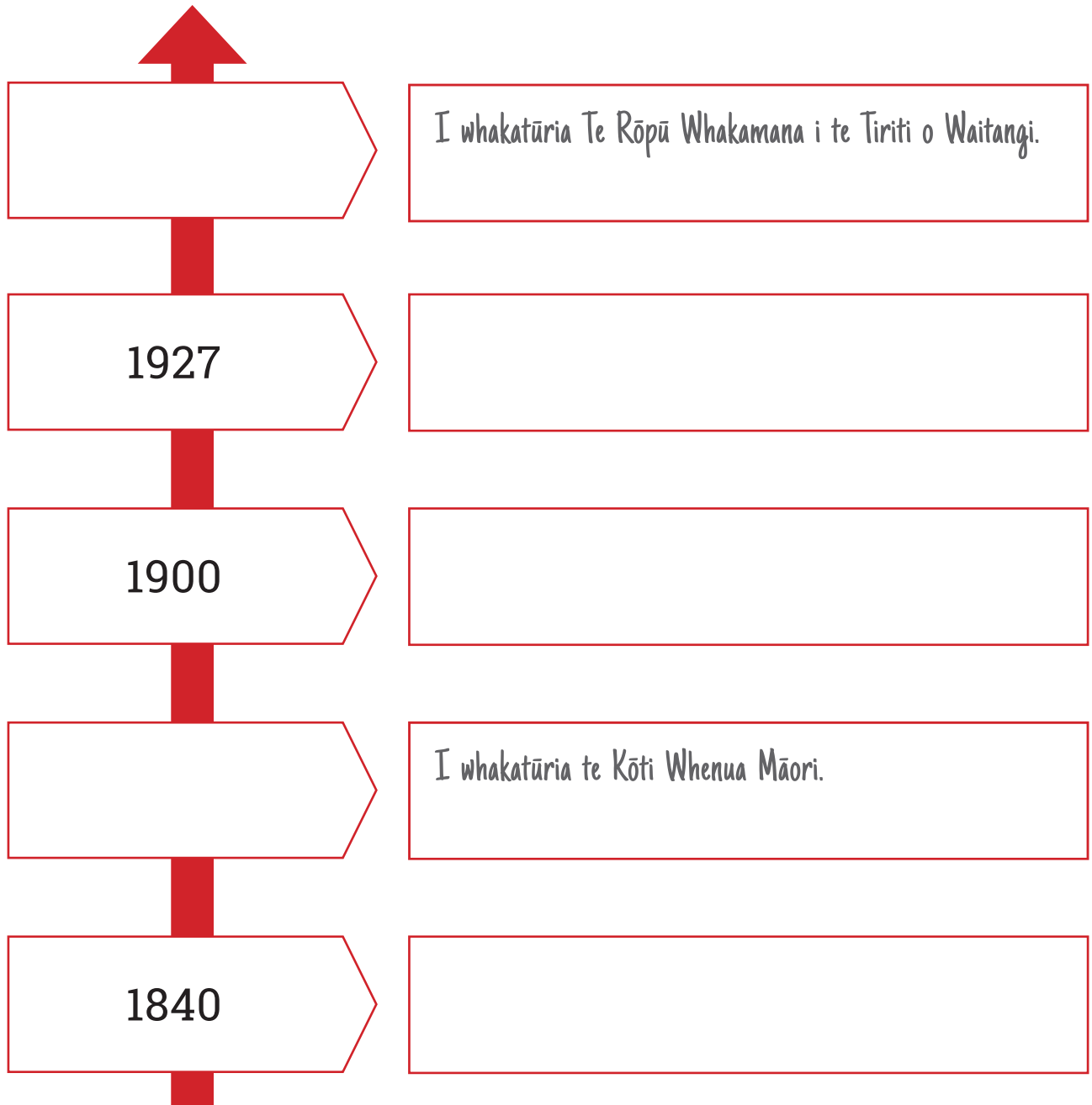
- *He aha tētahi o ngā ariā matua ki a koe? He aha ai?*
- *He whakaaro anō ō tētahi?*
- *He aha te painga o tēnei mea te ariā matua?*

TE RIRONGA O NGĀ WHENUA MĀORI

nā Piripi Walker

MĀ TE ĀKONGA

Pānuihia ngā kōrero i *Te Rironga o ngā Whenua Māori* nā Piripi Walker. Whakakīia tēnei rārangi wā e pā ana ki te rironga o ngā whenua Māori.



He pātai āu e pā ana ki ngā kōrero i tēnei rārangi wā? Tuhia mai ki raro iho nei:

Ka kitea te whakautu ki tō pātai ki hea?

TE WHAKATAURITE REREKĒTANGA

MĀ TE ĀKONGA

Take: Ngā tirohanga ki te whenua Māori **Ingoa:**

Tuhia ngā momo tirohanga rerekē e pā ana ki te whenua Māori ki roto i ngā pouaka e whai ake nei.

Ngā tīpuna	I ēnei rā	Ōku ake whakaaro
<p>Hei tauira: He wāhi whakatipu kai.</p>	<p>He wāhi whakatū pakihi.</p>	<p>He wāhi tākaro.</p>

MĀ TE ĀKONGA

Pukapuka _____ Kaituhi _____

HE WHIRIWHIRI WHAKAARO

Kōrero	I mua i te wā pānui Whakaae/whakahē rānei?	I muri i te wā pānui Kei te tika, hē rānei, taku matapae?	Ōku ake whakaaro
1. I mutu mai te Hīkoi Takutai Moana ki Te Whanganui-a-Tara.			
2. I hīkoi ngā tāngata hei whakaatu i tō rātou whakahē i te rironga o ngā whenua Māori i te Karauna.			
3. Ko ngā tāngata i mātaki atu i te hīkoi he kaiwhakapātaritari, he kaioporotēhi hoki.			
4. I aro atu te Kāwanatanga ki ngā hiahia o ngā tāngata i te hīkoi.			
5. Kāore he hua o te Hīkoi Takutai Moana.			

MĀ TE ĀKONGA

Tuhia āu ake whakautu ki ngā pouaka nei

Rerenga kōrero me tētahi kupu hou	Kua kite kē au i tēnei kupu (Tohua ki te ✓)	Kāore anō au kia kite i tēnei kupu (Tohua ki te ✓)	Taku whakamārama	Te take i whakaaro pēnā ai ahau
He maha ngā umanga iti kei ngā whenua Māori i ēnei rā.				
Ka haere ngā tini tūruhi ki reira ki te tiroiro i te ngahere me ngā manu ...				
... ka muia hoki ōna ngahere e te kākā, e te kōkako, e te hihī, e ngā manu onge tonu i ēnei rā i te nuinga o te motu.				
Ko ngā riha Varroa ngā hanga kōwhai nei e mau ana i te tinana o te pī.				

NGĀ ARIĀ MATUA

MĀ TE ĀKONGA

Tuhia mai te kaupapa matua o te kōrero *Te Noho i te Whenua* nā Tanira Douglas Ruru.

Tāpirihia mai ngā ariā matua e hāngai ana ki te kaupapa.

Kaupapa Matua	Ariā Matua
	1.
	2.
	3.
	4.
	5.

Tuhia mai ētahi rerenga kōrero e pā ana ki tētahi o ō wheako i a koe e toro ana ki te tuawhenua.

NGĀ TOHUTORO

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