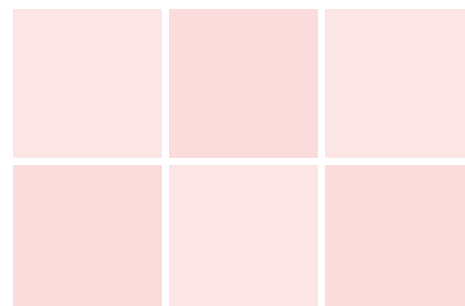
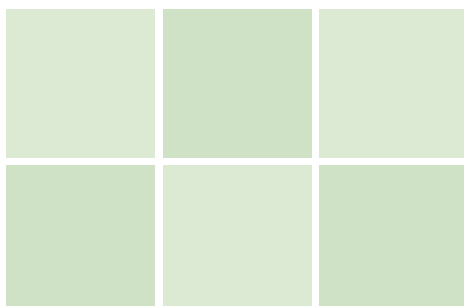
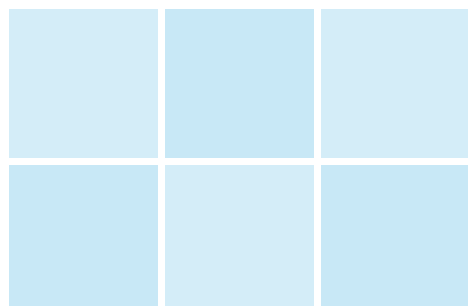
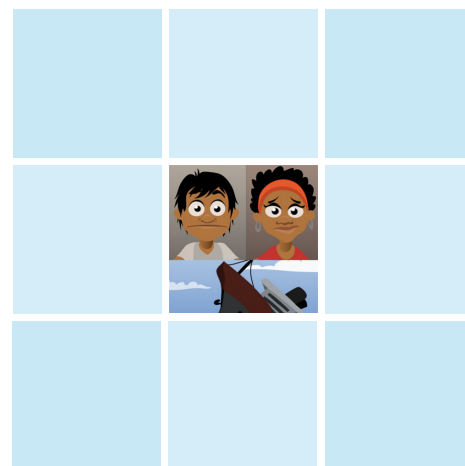
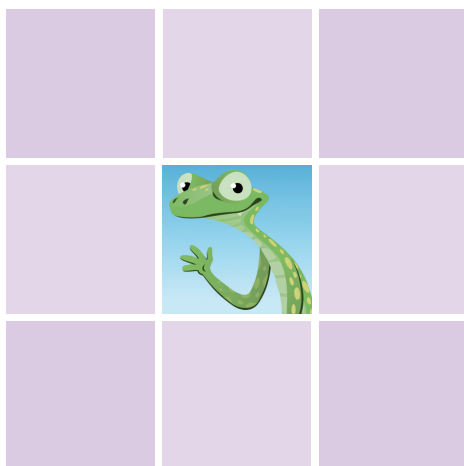
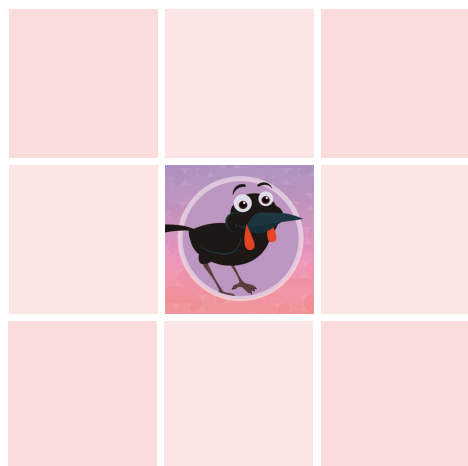
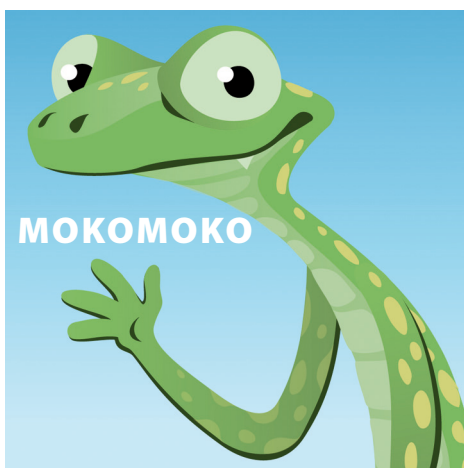


Hei arataki i te pouako:

He kōrero whakamārama,
he ngohe mō ngā i-puka





NGĀ IHIRANGI

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HE WHAKATAKI, HE PŪTAKE

INTRODUCTION AND PURPOSE

Kua waihangatia ēnei rauemi ako hei ārahi i te pouako ki te whakauru i ngā i-puka e toru nei ki roto i te hōtaka ako reo me te hōtaka ako pūtaiao.

Tieke: Tau 2- 3, Taumata 1-2

Mokomoko: Tau 3-4, Taumata 2-3

He wai te kai! Tau 5-6, Taumata 3-4

These teacher support materials are designed to assist teachers to incorporate the above eBook applications (apps) into their classroom literacy and science programmes.

Ngā whāinga

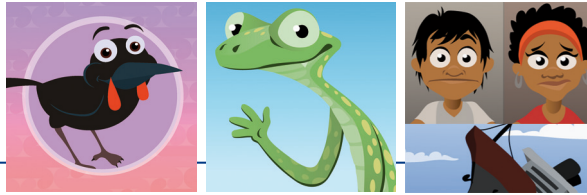
Objectives

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

- tautohu i ngā hononga ki *Te Marautanga o Aotearoa*, ki *Ngā Whanaketanga Rūmaki Māori*, ki ētahi atu rauemi ako hoki;
- whakahāngai i ngā pūrākau nei ki tā te kura hōtaka reo matatini, me te hōtaka pūtaiao;
- whakawhānui i ngā horopaki me ngā whakamahinga o ēnei pukapuka mā te whakatauiria i ngā momo ngohe ako;
- tīpako i ngā pūkenga me te mātauranga e arotahitia ana me te tautohu i ngā rautaki ako hei whāngai i ēnei āhuatanga ki ngā ākongā;
- tautoko i te ako kupu, te ako kīwaha, me te ako hanganga me te whakahua i ēnei āhuatanga reo.

The information provided in this resource is intended to support teachers to:

- identify the appropriate links with *Te Marautanga o Aotearoa*, *Ngā Whanaketanga Rumaki Māori*, and other learning resources;
- identify possible ways in which to apply the texts to school literacy and science programmes;
- extend the context and application possibilities of the texts through integrated learning tasks;
- highlight the skills and knowledge that are being focused on and identify possible learning strategies;
- support the extension of children's vocabulary and use of a range of the grammatical structures and idioms of te reo Māori.



HE TIROHANGA KI NGĀ I-PUKA

OVERVIEW OF THE EBOOK APPS

Te mata matua

Main menu screen

I te tīmatanga o te i-puka, ka kitea te mata matua. Ka whiriwhiri te kaipānui ki reira ki te:

- tīmata i te i-puka;
- haere ki te mata ihirangi;
- haere ki te mata kaimahi.

At the start of the app a main menu screen is presented that allows the reader to choose to:

- start the ebook;
- go to the contents screen;
- go to the credits screen.

Te mata ihirangi

Contents screen

Ka kitea ngā karakōnui o ngā kāpeka matua o te pakiwaitara ki tēnei mata. Patohia te karakōnui kia eke tōtika ki taua kāpeka o te pakiwaitara.

Thumbnails of key scenes in the book are shown on this screen. Tap a thumbnail to jump straight to that point in the book.

Te kāpeka

Scenes

Kei roto i ngā kāpeka, e āhei ana ki te tō i te mata ki te taha mauī, ki te taha matau hoki. Kua raupapatia ngā whakaahua hei karu whakapeke, ā, he pōturi iho ngā papamuri i ngā papamua me te whakaaro ake he hohonu kē te āhua.

Within a scene the reader may be able to *drag* the screen from left to right to move around within a location. These thumbnails are layered and move in parallax i.e. background layers move slower than foreground layers to give the impression of depth.

Ngā mahi matua a te kaipānui

Key reader actions

Ko ngā tino tohutohu hiko mō te kaipānui i roto i ngā i-puka, ko te pato, te tō, te kōneke i ngā taputapu, i ngā tuhituhi i runga i te mata.

Hei taurira;

- *patohia* ngā kupu matua kia rangona te whakahua o aua kupu;
- *tōia* ngā tino taputapu ki roto i tētahi o ngā wāhi whakapā;
- *kōnekehia* ki mua, ki muri rānei ki te rapu i ngā rawa.

The reader's main interaction within the eBook is to tap, drag or swipe objects and text onscreen, for example:

- *tap* key words to hear them spoken;
- *drag* collectible objects into a hotspot on the screen;
- *swipe* the screen to move back and forth to find objects.

Te kāpeka oti

Scene complete

Me *oti* ētahi kāpeka i mua i te whakawhiti ki tētahi kāpeka hou. Ka oti ngā *tīpakotanga* i te wā kua patohia, kua whakakorihia ngā tānga kori.

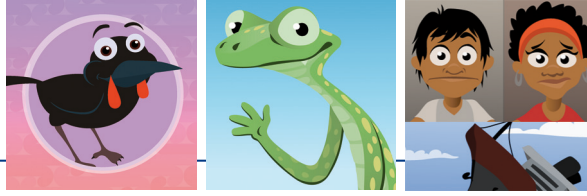
Some activity scenes must be completed before the reader can move to the next scene. For *touchables*, *complete* state is achieved when they are touched and their animation is interacted with.

Ngā wāhi whakapā

Hotspots

E āhei ana te kaipānui ki te pato i te wāhi whakapā kia whakahohe taua wāhi whakapā. He rerekē te āhua, te tae rānei o te wāhi whakapā mēnā kāore anō kia whakahohe, he uaua hoki te kite.

The reader can tap in the area of a *hotspot* to highlight and activate that hotspot's icon. When a hotspot is not active, its icon is transparent and hard to see.



HE NGOHE PĀNUI

READING TASKS

He ngohe ako e whai ake nei e pā ana ki ngā kōrero o roto o *Tieke, Mokomoko* me *He wai te kai!*

On the following pages are some learning tasks that may be adapted for use with *Tieke, Mokomoko* and *He wai te kai!*

I mua i te pānui

Before reading

Whakawhiti kōrero

Discussion

Ka akiaki te kaiako i te katoa ki te whakawhiti whakaaro mō te kaupapa o te pūrākau, kia āhei ai te ākonga ki te matapae i te kaupapa o te tuhinga mā te whakamahi i te tapanga me ngā pikitia.

Teachers encourage in-depth discussion about the topic of the text, including drawing learners' attention to visual cues to help them predict what the text is about.

Te ako kupu hou, hanganga hou

Learning new words and structures

Mā te kaiako e tīpako ngā kupu me ngā hanganga hou kei te pūrākau. Ka mātua wānangahia ngā kupu, kia ākona e te ākonga i mua rawa i te pānui.

Teachers identify vocabulary and structures within the text that are likely to be new to their students and give students experience with those items before they meet them in the text.

I te ākonga e pānui ana

During reading

Te hīkaro

Inferring

Mā te ākonga e whakamārama te ngako o tētahi wāhanga o te pūrākau ki tāna e whakapae ai. Hei tauira, ka tiro tiro pikitia te ākonga hei tautohu i ngā kare ā-roto o te kiripuaki.

Learners offer explanations of what might be happening in the text, for example using pictures to identify what a character is feeling.

Te whakaū māramatanga

Meaning making

Ka aro te ākonga ki ngā pikitia me ētahi atu tīwhiri, ā, ka matapae i te tikanga o te kupu hou.

Learners use illustrations and other visual cues to work out possible meaning of unknown words.

Te matapae

Predicting

Ka matapae te ākonga i ngā mahi ka puta i te pūrākau.

Learners predict what may happen next in the text.

Te ariā matua

Main idea

Ka tautohu te ākonga i te ariā matua o te tuhinga ki tāna e whakapae ai. Ka tūhono atu ngā ariā matua o te tuhinga ki ōna wheako whaiaro.

Learners identify the main idea in the story and make links between important ideas in the story and their personal experiences.

Mā te ākonga e pānui ko ia anake

Independent reading

Ka whakawetohia te oro kia pānui ai te ākonga ki a ia anō.

Learners turn sound off and read the text to themselves.

I muri i te pānui

After Reading

Te arotake

Evaluating

Mā te ākonga e whakamārama ngā āhuatanga pai me ngā āhuatanga kāore i te pai o te pūrākau ki tōna whakaaro, ā, he aha i whakaaro pērā ai.

Learners describe what they like or do not like about a text, and why.

Te whakarāpopoto

Summarising

Mā te ākonga e tīpako te timatanga o te pūrākau, te puku, me te whakamutunga o te pūrākau.

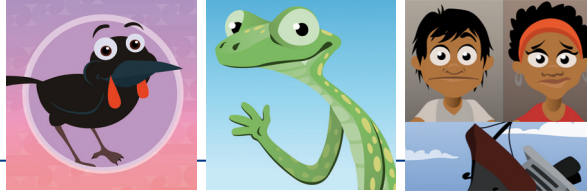
Learners identify the beginning, the middle and the end of a story.

Te tā whakaaro

Imaging

Ka tāngia tētahi wāhanga o te pūrākau.

Learners represent a part of the story through illustration.



HE NGOHE AKO

LEARNING TASKS

Mā ēnei ngohe ako ngā tamariki e āwhina ki te whakapiki reo, ki te whakahua i ngā kupu hou me ngā hanganga hou, ā, ki te ako mō:

- ngā momo koiora, ngā momo kīrehe ki runga i a Papatūānuku;
- ngā rauropi e ora ana me ngā āhuatanga e āwhina ana kia ora tonu ai aua rauropi;
- Papatūānuku me ngā hurihanga. Ka ako i ngā tūtakitanga me ngā honohononga;
- ngā hurihanga me ngā tūtakitanga o ngā mea kei te ikarangi, mai i a Papatūānuku ki ngā tini whetū;
- te ōpunga, te paemahana, te pōkākā rānei, te aho, te oro me te ahupūngao karihi, ki ngā nekenga o ngā ngaru, te tāpui wai, nga ariā korakora, me ngā momo pūngao.

The learning tasks below are intended to support children to extend their knowledge and use of vocabulary and language structures and to extend their knowledge of:

- the many biological species on Earth;
- living things that have characteristics that help it survive in its habitat;
- Earth systems and cycles and their links and interactions;
- the cycles and interactions of space objects, from this world to the stars;
- heat, light, sound and atomic energy, through the concepts about waves and particles, and associated energies.

Te rangahau

Investigating

Ka whiriwhiria e te ākonga tāna kaupapa, ā, ka rangahautia ngā kōrero ki roto o te i-puka me ētahi atu rauemi. Ka tuhia, ka tāngia hoki ngā kōrero ka ākona, ā, ka whakaaturia ā-waha, ā-tā hoki.

Learners decide on their topic of investigation and research it using the eBooks and other resources. Learners can write about and illustrate what they have learnt, and then present their findings orally and visually.

Ngā whakaaturanga

Presenting

Ka waihangatia e te ākonga ngā momo whakaaturanga, pērā i te pōhi, te hanga ahu3 rānei, ka whakamahi rānei i ngā momo hōtaka rorohiko, pērā i te iMovie, Powerpoint, Moviemaker, ki te whakaatu i āna mahi rangahau.

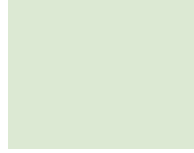
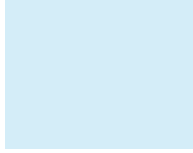
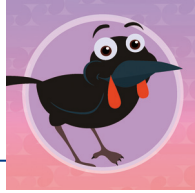
Learners create hard-copy presentations, such as posters or 3D mobiles, or use software such as i-Movie, Powerpoint or Moviemaker to present their investigation findings.

Te Whakaari

Role-Play

Ka whakaaritia ngā āhuatanga o te pūrākau kia rapu māramatanga. Ka tūhura ngā kaiwhakaari i ngā tūranga rerekē kia mārama ai ki ētahi atu tirohanga. Ka whakawhiti kōrero, ka arotakengia, ka wānangahia ā-rōpū ngā hua kua puta i te whakaari.

Re-enacting situations and acting with script helps children to process new language and knowledge. Role-play can also help children to understand another person's view point. Learners can then give feedback to their group about what they have learned through the role-play.



TĪEKE

E āhei ana te ākonga ki te pānui takitahi i te i-puka *Tieke*, mā te kaiako rānei ia e tautoko kia āhua rite te wheako ki te pānui ā-rōpū.

Students can read *Tieke* either with teacher support or on their own for an experience similar to shared reading.

He whakarāpopotanga

Ka whakamāramatia mai te pūrākau mō Māui me te rā, engari he tirohanga rerekē tā te i-puka nei. Ko te tikanga, ka āwhina a Tīeke i a Māui, heoi ka whakatoi kē atu a Tīeke. Waihoki, ka tīni te āhua o Tīeke mō ake tonu atu.

Tieke retells the legend about Māui me te Rā, with an added perspective. Māui asks Tīeke to help him but Tīeke teases Māui instead. Before long, Māui loses patience with Tīeke who, as a result, never looks the same again.

He kupu hou

| | | | |
|----------|----------------------|------------|---------------------------------|
| hihi | <i>rays (of sun)</i> | pakapaka | <i>burn</i> |
| kakī | <i>neck</i> | porowhiau | <i>thrown</i> |
| korotaha | <i>sidelong</i> | pukā | <i>haste</i> |
| kotēhia | <i>squeezed</i> | tahutahu | <i>burn</i> |
| kupenga | <i>net</i> | tohetohe | <i>argue</i> |
| mahira | <i>amazing</i> | turaki | <i>to pull down, throw down</i> |
| matihao | <i>fangernails</i> | uhi (ūhia) | <i>cover</i> |
| mura | <i>glow</i> | uimakihoi | <i>inquisitive</i> |
| nanakia | <i>mischievous</i> | wawe | <i>fast</i> |
| ngaruahi | <i>waves of fire</i> | werawera | <i>sweat</i> |
| ngoikore | <i>listless</i> | whāinu | <i>give water</i> |
| onamata | <i>times of old</i> | whakamātau | <i>test</i> |

He kiwaha

Tō koretake! *(You are) useless!*

E ai ki ngā kōrero... *It is said that...*

He hanganga hou

Nō tana tirohanga ki... *When s/he looked at...*

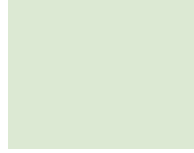
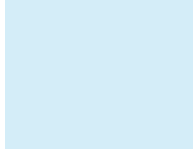
Ki te... *If...*

I reira, ka... *And so...*

He hononga ki *Ngā Whanaketanga Rumaki Māori*

E hāngai ana ki te ākonga kua tutuki i a ia te Taumata 1 o *Te Marautanga o Aotearoa* me te mahi ko ia anake.

| Taha Kōrero | Te Whāinga |
|------------------------------------|---|
| Te Tino Wāhanga Reo Rautaki Reo | Ka tautohu, ka whakamahi anō te ākonga i ngā rautaki e mārama ai ia ki tāna e rongona, e mārama anō ai ētahi atu ki ōna whakaaro. |



HE NGOHE 1

I MUA I TE PĀNUI

Te matapaki

Discussion

| Taumata | Te Marau Te Whenu | Te Whāinga Paetae |
|---------|-------------------------|---|
| 1 | Te Reo ā-tā Puna reo | Ka whai whakaaro atu ki ngā kupu hou i roto i ngā tuhinga. |
| 2 | Pūtaiao Te Ao Tūroa | Ka whakawhitiwhiti whakaaro mō Tamanuiterā me te marama, me ngā pānga ki a Papatūānuku. |

Whāinga ako

Ka marama haere ki ētahi kupu hou, ētahi hanganga hou, i mua i te pānui i te pūrākau.

Mā te whakawhitiwhiti whakaaro ka marama kē atu mō Tamanuiterā.

To gain understanding of new vocabulary and structures before reading text.

To extend knowledge about the sun through discussion.

He kawenga (mā te kaiako e kōkiri)

Mā te kaiako e:

1. Whiriwhiri tētahi kaupapa matapaki e hāngai ana ki te pūrākau. Hei tauira, ko Tamanuiterā, ko te paemahana me te pōkākā. Tāutu ngā kupu (tirohia te papakupu kei te whārangi 9) e tauhou ana pea ki ngā tamariki.

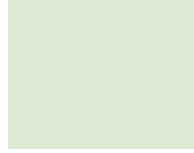
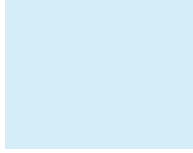
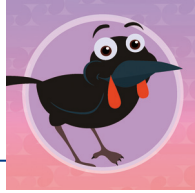
Choose a discussion topic related to the text. E.g. the sun, heat and burning. Identify vocabulary and structures in the text (see glossary on page 9) that might be new to the children.

2. Me matapaki ngā āhuetanga o Tamanuiterā. Hei tauira, kōrero mō te uranga me te tōnga o te rā, te whitinga mai o Tamanuiterā me ngā hua ka puta ki ngā tāngata, ki ngā ururua hoki.

Facilitate a discussion about the sun, for example, discuss where the sun rises and sets, or how the sun's rays make us feel warm and make plants grow.

Me mātua whakamārama atu te tikanga o ngā kupu hou katoa ki ngā tamariki, ā, me whakamahi ēnei kupu ki tētahi horopaki e tau ana ki a rātou i mua i te pānui o aua kupu ki te pūrākau. Ka tautokona hoki te whakamahinga o ngā kiwaha me ngā hanganga reo hou i a koutou e matapaki ana. Hei tauira, mea atu, "E ai ki ngā kōrero..." i te wā e matapaki ana i ētahi ariā hou.

Make sure to explain the meanings of new vocabulary items and use them in context so that children learn them before they meet them in the text. You can also use new structures and kiwaha during discussion. E.g. Say, "E ai ki ngā kōrero..." when introducing ideas.



HE NGOHE 2

I TE ĀKONGA E PĀNUI ANA

Te Matapae

Prediction

| Taumata | Te Marau Te Whenu | Te Whāinga Paetae |
|---------|------------------------------|--|
| 1 | Te Reo ā-waha Rautaki reo | Ka whakaputa pātai hei whakawhānui ake i ōna mōhiotanga, i ōna whakaaro. Ka whakaaro ake, ka kōrero ake mō te kaupapa matua o te tuhinga i mua i te tuhituhi. |

Whāinga ako

Mā te matapaki i ngā kaupapa o te pānui, ka tautokona te ako.

To support learning through reading by talking about the text as they read.

He kawenga (mā te kaiako e kōkiri)

1. Mā te kaiako e tuku pātai ki ngā tamariki i a rātou e pānui ana i ētahi wāhi whai take.

Teachers monitor reading and provide input at significant points in the text.

Hei tauira:

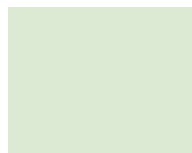
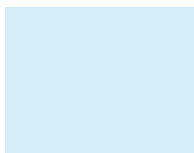
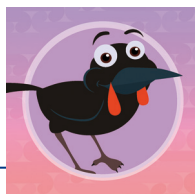
2. Kī atu:

“Pānuitia te kāpeka e tīmata ana, ‘I tērā, ka pukuriri a Māui...’. Ka mutu, taihoa. Kaua e huri ki te whārangi whai muri.”

3. Pātai atu:

“Kei hea a Tīeke ināianei?”

“Ka aha pea a Māui āianei?”



HE NGOHE 3

I MURI I TE PĀNUI

Te tuhi reta tautohe

Writing a persuasive letter

| Taumata | Te Marau Te Whenu | Te Whāinga Paetae |
|---------|----------------------------|--|
| 2 | Te Reo ā-tā Āheinga reo | Ka whakaputa i ōna whakaaro me ngā whakaaro o ētahi atu i roto i āna tuhinga me āna tānga. |
| 1 & 2 | Pūtaiao Te Ao Tūroa | Te Rauropi Ka ako haere ko ētahi hiahiatanga kei ngā mea oreore katoa, kia noho ora ai. |

Whāinga ako

Ka whakawai i te tuhi reta tautohe.

To practise writing a persuasive letter.

He kawenga (he mahi takitahi)

1. Whakawhiti kōrero mō ngā āhuatanga rerekē i puta i waenganui i a Māui rāua ko Tamanuiterā, i a Māui rāua ko Tīeke rānei.

Discuss different aspects of what happened between Māui and Tamanuiterā, or between Māui and Tīeke.

2. Kōrero atu:

“Kei te hiahia a Tīeke ki te tuhi reta kia aki i a Tamanuiterā ki te āta haere i te rangi.”

3. Pātai atu:

“He aha e whai take ai ngā hihi o te rā ki ngā tipu, ki ngā kararehe, heoi, ki a tātou te tangata?”

“Me ko Tīeke koe, he aha pea ngā kōrero pai hei akiaki i a Tamanuiterā?”

4. Mā ngā ākongā ngā reta e tuhi.

He rauemi

Lediard, S., Butts, F., Karatea, M., Te Whāiti, W. & Goulton, F. (2008). *He Manu Tuhituhi*. Aronui Ltd: NZ.

DVD: Te Tāhuhu o te Mātauranga. (2007). “Te Tuhi ā-Hiko” LML: Wellington, NZ.



MOKOMOKO

E āhei ana te ākonga ki te pānui takitahi i te i-puka *Mokomoko*, mā te kaiako rānei ia e tautoko kia āhua rite te wheako ki te pānui ā-rōpū, pānui tahi ki te kaiako, pānui ko ia anake rānei.

Mokomoko can be read independently by students or with teacher support for shared, guided, or independent reading.

Whakarāpopoto

Kei te hiahia a Wiremu ki te kimi mōkai hou. Ka haria koe e tēnei pūrākau ki ngā huarahi rerekē ki te āwhina i a Wiremu ki te kimi mōkai hou, me te huatau arā, kei te taiao kē te wāhi pai mō te mokomoko.

Wiremu wants to find a new pet. This story will take you on a path of discovery to help Wiremu find a new pet in his garden, and realise that the best home for a lizard is in its natural habitat.

He kupu hou

| | | | |
|----------------|-------------------------|---------------------|--------------------|
| karu whakatata | <i>magnifying glass</i> | peketua | <i>frog</i> |
| mauhere | <i>captured</i> | taiao | <i>environment</i> |
| mōkai | <i>pet</i> | uri | <i>relation</i> |
| pāinaina | <i>bask in sun</i> | wāhi whakarurutanga | <i>safe place</i> |
| papakai | <i>lunchbox</i> | whāngai | <i>feed</i> |
| pāpapa | <i>slater</i> | whare karaehe | <i>terrarium</i> |
| pārekareka | <i>fun</i> | | |

He kiwaha

| | |
|-------------|-----------------------|
| Ākene pea! | <i>Perhaps!</i> |
| E kī, e kī! | <i>You don't say!</i> |

He hanganga hou

| | |
|----------|--------------|
| Ki te... | <i>If...</i> |
|----------|--------------|

He hononga ki Ngā Whanaketanga Rumaki Māori

E hāngai ana ki te ākonga kua tutuki i a ia te Taumata 2 o *Te Marautanga o Aotearoa* me te mahi ko ia anake.

| Taha Pānui | Te Whāinga |
|------------------------------------|---|
| Te Tino Wāhanga Reo Āheinga Reo | Ka mārāma atu, ka whakamārāma anō te ākonga i ngā pūtake o ngā tuhinga kei te taumata tuarua o te marautanga. |



HE NGOHE 1

**Te ako kupu, te matapaki,
te ohia manomano**

I MUA I TE PĀNUI

**Vocabulary learning, discussion and
brainstorming**

| Taumata | Te Marau Te Whenu | Te Whāinga Paetae |
|---------|------------------------|--|
| 3 | Te Reo Māori ā-tā | Puna Reo Ka mārama ki ētahi kupu ake o tētahi kaupapa motuhake. |
| 1 & 2 | Pūtaiao Te Ao Tūroa | Te Rauropi Ka ako haere ko ētahi hiahiatanga kei ngā mea oreore katoa, kia noho ora ai. Te Taiao Ka mārama haere ki ngā āhuatanga o ia mea oreore e rite ana kia whai oranga ai ia i tōna ake wāhi noho. |

Whāinga ako

Ka rapu māramatanga mō ngā kupu hou me ngā hanganga hou i mua i te pānuī.

Ka matapae, ka matapaki i ngā ariā o te kōrero i mua i te pānuī.

He kawenga (mā te kaiako e kōkiri)

1. Tīpakohia ngā kupu hou me ngā hanganga hou ki ngā tamariki (tirohia te papakupu kei te whārangi 14) e pā ana ki te mokomoko, tōna wāhi noho me ōna hiahia ā-ora.

Identify vocabulary and structures in the text relating to mokomoko, their habitat and needs (see glossary on page 14) that may be new to the children.

2. Whakaaturia te mata matua o te i-puka ki ngā tamariki.

- 3 Pātai atu:

“He aha te kaupapa matua o te pūrākau nei?”

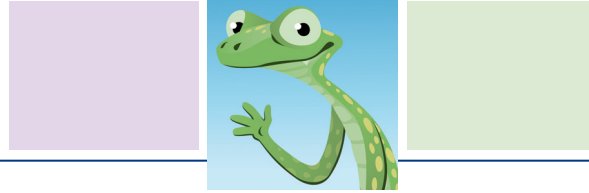
“Nā te aha i matapae pēnā ai koe?”

I a koutou e matapaki ana, whakatauiratia ētahi kupu hou, kiwaha rānei, ki roto i ō rerenga kōrero. Whakamāramatia atu ngā tikanga o ngā kupu hou kia ākona e te tamaiti i mua rawa i te pānuī. Whakaputaina ngā hanganga me ngā kiwaha i a koe e kōrero ana. Hei tauira, ina kōrerohia e te ākonga tētahi ariā hou, mea atu, “Ākene pea!”

During the discussion, introduce some new vocabulary and idioms. Make sure to explain the meanings of new vocabulary items and use them in context so that children learn them before they meet them in the book. You can also use new structures and kiwaha during discussion. E.g. when children offer ideas, say, “Ākene pea!”

He rauemi:

Hunia, M. (2008). *Te kupu pai ki ō taringa - kapohia!* Wellington: Huia.



HE NGOHE 2

I MURI I TE PĀNUI, I MUA I TE PĀNUI, I TE WĀ PĀNUI

Whakaarohia, kōrerohia, tuhia

Think, speak, write

| Taumata | Te Marau Te Whenu | Te Whāinga Paetae |
|---------|------------------------|--|
| 2 | Te Reo Māori ā-tā | Āheinga reo Ka whakaputa i ōna whakaaro me ngā whakaaro o ētahi atu i roto i āna tuhinga me āna tānga. |
| 3 | Pūtaiao Te Ao Tūroa | Te Taiao Ka mārāma e rite ana te rauropi mō tōna wāhi noho, ā, tērā ka raru te rauropi ina rerekē taua wāhi noho. |

Whāinga ako

Ka whakaputa whakaaro ā-waha, ā-tā hoki e pā ana ki te mokomoko.

He kawenga (mā te kaiako e kōkiri)

1 Pātai atu:

“He aha ētahi kōrero e pā ana ki te mokomoko?”

2. Ka riro mā tēnā, mā tēnā tamaiti, e kōrero, e tuhi mō te mokomoko ki tētahi pepa-piri kōwhai. Kei tēnā, kei tēnā tāna ake kōrero motuhake. Ka whakapiria ngā pepa-piri ki tētahi whārangi nui.

Each child has a turn at saying what they know about lizards, then writing their ideas on a yellow post-stick note. Each child should write their own idea. Children display yellow post-stick notes on a large sheet of paper.

3. Ka mutu te pānui i te i-puka *Mokomoko*, pātai atu:

“He aha ō mōhiohio e pā ana ki te mokomoko ināianei?”

4. Mā tēnā, mā tēnā tamaiti e kōrero, e tuhi hoki tētahi kōrero anō e pā ana ki te mokomoko ki te pepa-piri kākāriki. Ka tuhia e tēnā, e tēnā he kōrero hou, he kōrero rerekē. Kātahi ka whakapiria ki te whārangi nui kia kite ai ngā tamariki i ngā whakaaro tuatahi (kōwhai) me ngā whakaaro tuarua (kākāriki) o ia tamaiti.

Each child has a turn at saying what they know now about lizards then writing their idea on a green post-stick note. Each child writes a new and different idea. Children display green post-stick notes with the first set so that the before (yellow) and after (green) ideas can be seen.



HE NGOHE 3

I MURI I TE PĀNUI

Te whakaatu me te tā whakaaro

Presenting and imaging

| Taumata | Te Marau Te Whenu | Te Whāinga Paetae |
|---------|------------------------|--|
| 2 | Te Reo Māori ā-tā | Āheinga reo Ka whakaputa i ōna whakaaro me ngā whakaaro o ētahi atu i roto i āna tuhinga me āna tānga. |
| 3 | | Puna Reo Ka mārama ki ētahi kupu ake o tētahi kaupapa motuhake. |
| 3 | Pūtaiao Te Ao Tūroa | Te Taiao Ka mārama e rite ana te rauropi mō tōna wāhi noho, ā, tērā ka raru te rauropi ina rerekē taua wāhi noho. |

Whāinga ako

Ka mārama kē atu ki te whakarongo, ki te whakaputa kupu hou i roto i te horopaki.

Ka mārama haere ki te mokomoko me tōna wāhi noho mā te rangahau me te tā whakaaro

To extend knowledge of vocabulary through use in context.

To develop understanding of lizards and their habitat through research and imaging.

He kawenga (he mahi takirua, he mahi rōpū rānei)

Mā ngā tamariki e rangahau ngā āhuatanga o te wāhi e ora pai ai te mokomoko.

Hei pātai ārahi: He aha ngā āhuatanga o te wāhi e ora pai ai te mokomoko?

Children can research the features of a habitat where lizards can thrive.

Lead question: Where do you think is the best place for lizards to live?

1. Tirohia ngā "Tohutoro" kei te i-puka, kei reira ētahi whakaaro.

Refer to the "Exercise Book" in the app to help you find answers to the question.

2. Tāngia he tauira o tētahi māra pai, he wāhi e ora ai te mokomoko. Tuhia he kōrero poto mō tēnā, mō tēnā āhuatanga o te māra, arā, ngā āhuatanga e ora ai te mokomoko i reira.

Design a safe garden where lizards can thrive. Write short descriptions of why each feature makes your garden safe for lizards.

Hei whakawhānui i te ako (mā te rōpū e kōkiri) Extension (group task)

Hangā he māra haumarū mō te mokomoko ki tō kura.

Build a safe garden for lizards in your school grounds.

Resources

Department of Conservation "Lizards."

<http://www.doc.govt.nz/conservation/native-animals/reptiles-and-frogs/lizards/grand-and-otago-skinks/facts/>



HE WAI TE KAI!

E āhei ana te ākonga ki te pānui takitahi i te i-puka *He wai te kai!*, mā te kaiako rānei ia e tautoko kia āhua rite te wheako ki te pānui ā-rōpū, pānui tahi ki a kaiako, pānui ko ia anake rānei.

He wai te kai! can be used independently by children or with teacher support for shared, guided, or independent reading.

He whakarāpopototanga

I te tukitanga o tētahi kaupuke ki te pūkawa, ka āwhina a Tama rāua ko Ata ki te whakatikatika i tātahi. Ka matapaki rāua mō ngā kino, mō te whakaokeokenga i ngā wai māori o te ao. Ka mahara a Ata mō Rona, me tana haringa atu i tana tahā wai ki te marama. Ka piki rāua ki te rangi mā runga i te tākirirangi nā Ata i hanga ki te tūhura te marama.

When a ship is grounded on a reef, Tama and Ata help clean up the beach. They discuss what will happen if all the earth's water were polluted. Ata recalls the story of Rona who may have taken water with her to the moon. The two children, blast off to see what they can find.

He kupu hou

| | | | |
|------------------|----------------------------|-----------------------|---|
| ahotakakame | <i>photosynthesis</i> | kōhautote | <i>ionosphere</i> |
| hāora waiwai | <i>liquid oxygen</i> | marea | <i>large group</i> |
| haere hautoa | <i>epic journey</i> | pūkawa | <i>reef</i> |
| hinu tākirirangi | <i>rocket fuel</i> | pūnaha hauropi | <i>ecosystem</i> |
| huawai waiwai | <i>liquid hydrogen</i> | Ratonga Whawhati Tata | <i>Emergency Services</i> |
| kāhaki(tia) | <i>carry away by force</i> | tāhuna | <i>beach</i> |
| kaipuke | <i>ship</i> | tākirirangi | <i>rocket</i> |
| kaiurungi | <i>pilot</i> | tāoke | <i>to pollute</i> |
| kaiwhakatere | <i>navigator</i> | tō ā-papa | <i>gravity</i> |
| kōhauhau | <i>atmosphere</i> | whakaokeoke | <i>to render water unfit for drinking</i> |
| kōhauhuri | <i>troposphere</i> | whēnā | <i>if</i> |
| kōhaupapa | <i>stratosphere</i> | | |

He kiwaha

Kātahi rā!

I te warea kē au i te... *I was very busy with...*

Ā kō ake nei... *Very soon...*

He hanganga hou

Whēnā ka...

If...

Koirā i kī ai ō tātau tūpuna...

That is why our tūpuna said...

Kāre te rimurimu e tipu, pēnā ka...

Seaweed will not grow if...

He hononga ki Ngā Whanaketanga Rumaki Māori

E hāngai ana ki te ākongā kua tutuki i a ia te Taumata 3 o *Te Marautanga o Aotearoa* me te mahi ko ia anake.

| Taha Tuhituhi | Te Whāinga |
|---------------------------------|--|
| Te Tino Wāhanga Reo Puna Reo | Ka mārama atu, ka whakamahi anō te ākongā i ngā āhuetanga reo me ngā whakatakoto i roto i āna tuhituhi i te taumata tuatoru o te marautanga. |



HE NGOHE 1

I MUA I TE PĀNUI, I TE WĀ PĀNUI

Te matapaki, me te kupu o te rā

Discussion, and word of the day

| Taumata | Te Marau Te Whenu | Te Whāinga Paetae |
|---------|------------------------|---|
| 3 | Te Reo Māori ā-tā | Papatūānuku Ka mārama ki ētahi kupu ake o tētahi kaupapa motuhake. |
| 4 | Pūtaiao Te Ao Tūroa | Papatūānuku Ka mārama haere ki te hurihanga wai me ōna pānga ki te āhuarangi, te āhua o te whenua, me te koiora. |

Whāinga ako

Ka whānui haere te mōhiotanga o te ākonga ki ngā kupu hou, ā, ka whakamahia ētahi momo rautaki maha kia kōrerohia aua kupu hou.

To extend and apply vocabulary knowledge using a variety of strategies.

He kawenga (mā te kaiako e kōkiri)

- Tāutu i ngā kupu me ngā hanganga e hāngai ana ki tētahi kaupapa, hei tauira, te tāoke wai.
Identify vocabulary and structures in the text related to a particular topic, e.g. water pollution.
- Me whiriwhiri e te kaiako, e ngā tamariki rānei, tētahi kupu hou hei “kupu o te rā”.
Choose, or ask children to choose a word from the text that is unfamiliar to them to be the “kupu o te rā”.
- Hei tauira, pātai atu:
“He aha te tikanga o te kōrero ‘parakino’?”
- Whakamāramatia te kupu hou, ā, tukua ngā tamariki kia pānui i te kāpeka kei reira te kupu.
Explain the new word and ask the children to read the scene on which the word appears.
- Tonoa ngā ākonga kia tuhi i te kupu hou ki ā rātou pukapuka.
Ask learners to record the new word in their exercise books.

Hei whakawhānui i te ako i muri i te pānui

After reading extension

Whakairihia te kupu hou ki te pakitara. Me whai wā ngā tamariki ki te whakamahi i ēnei kupu ki te horopaki. Hei taura:

- Me whakauru te kupu ki ā rātou tuhinga;
- Me whakahua te kupu i a rātou e mihi mihi ana;
- Me waihanga tētahi mahere pikitia mō taua kupu.

Display the new word in the classroom, and provide children with opportunity to use in context. For example, over the following days they could:

- Incorporate the new item in their writing;
- Use the new item in their mihi mihi;
- Develop a pictogram for the word.



HE NGOHE 2

I TE ĀKONGA E PĀNUI ANA

Te whakahāngai i te tuhinga ki ngā wheako tamariki

Relating text to children's experiences

| Taumata | Te Marau Te Whenu | Te Whāinga Paetae |
|---------|------------------------|---|
| 3 | Te Reo Māori ā-tā | Rautaki reo Ka whakamahi i ētahi rautaki rangahau. Ka whakamahi mahere hei whakatakoto, hei whakaraupapa i ngā whakaaro. |
| 4 | Pūtaiao Te Ao Tūroa | Papatūānuku Ka mārāma haere ki ngā āhuetanga nui o te mata o Papatūānuku, arā, te wai, te toka, te one, me ngā āhuetanga e taea ai te ora i reira. |

Whāinga ako

Ka tūhura, ka whakawhiti whakaaro mō te parahanga me tōna pānga ki te tangata, ki te taiao, ki ngā momo rauropi hoki.

To explore and discuss the affects of pollution on people, the environment and other living creatures.

He kawenga (mā te kaiako e kōkiri)

1. Tonoa ngā tamariki:

“Kia tau ina tae atu ki te kāpeka e timata ana ‘Ki te pērā te āhua o te wai...’, ā, tirohia te pikitia.”

2. Pātai atu:

“Ki ō whakaaro, he aha ngā āwangawanga a Tama rāua ko Ata?”

3. Whakawhiti kōrero:

“He aha pea ētahi mahi, ētahi rautaki rānei ka whāia e rāua kia puta ai he hua pai mō te iwi, mō ngā rauropi, mō Papatūānuku?”

What are Tama and Ata concerned about? What are some possibilities, some strategies that they could employ to produce favourable outcomes for people, for other living creatures, and for Papatūānuku?”



HE NGOHE 3

I MURI I TE PĀNUI

Te rangahau, te whakaatu

Investigating and presenting

| Taumata | Te Marau Te Whenu | Te Whāinga Paetae |
|---------|------------------------|---|
| 3 | Te Reo Māori ā-tā | Rautaki reo Ka whakamahi rautaki whānui ki te āta whakapūmau i te māramatanga o ngā tuinga me ngā reo ataata maha. |
| 4 | Pūtaiao Te Ao Tūroa | Papatūānuku Ka mārama haere ki te hurihanga wai me ōna pānga ki te āhuarangi, te āhua o te whenua, me te koiroa. |

Whāinga ako

Kia mārama he motuhake te wai ki ngā mea katoa e ora ana.

To understand that water is important to all living creatures.

He kawenga (he mahi takitahi, takirua rānei)

Ka tirohia *He wai te kai!* me ētahi atu rauemi (titiro ki raro nei) ki te rangahau i te takenga mai o te wai me te tino pātanga o te wai ki te tangata. Waihangatia tētahi hoahoa o te hurihanga wai.

Learners use *He wai te kai!* and other resources (see below) to investigate where water comes from and why it is so important to people. Create a diagram of how the water cycle works.

He rauemi:

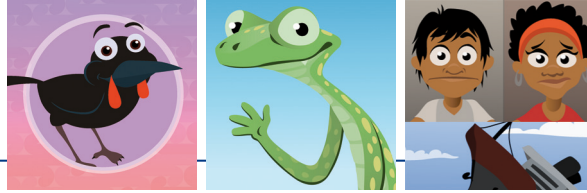
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