

He aha ō kākahu mō te kanikani?
– What are you wearing to the dance?

UNIT SEVEN

ACHIEVEMENT OBJECTIVE	Curriculum Link 2.1, 2.3	The purpose of this unit of work is to learn the words for colours and some articles of clothing, and hear a traditional Māori legend.
LEARNING INTENTIONS	<p>In this unit students will learn:</p> <ul style="list-style-type: none"> • learn the names of colours in Māori • learn the names for some articles of clothing in Māori • express likes and dislikes in Māori, linked to colours and clothes • learn the story of Uenuku and Hine-Pūkohu-rangi. 	
SUCCESS CRITERIA	Before commencing the unit the teacher will discuss the learning intentions with the students and together agree upon appropriate success criteria.	
UNIT PLAN ONLINE	www.tki.org.nz/r/language/lis/wehi/units/unit7/index_e.php	
DVD CLIPS FOR THIS UNIT ONLINE	<p>Scene 1 www.tki.org.nz/r/language/lis/wehi/units/unit7/scene1_e.php Scene 2 www.tki.org.nz/r/language/lis/wehi/units/unit7/scene2_e.php Scene 3 www.tki.org.nz/r/language/lis/wehi/units/unit7/scene3_e.php</p> <p><i>He Kōrero Whakamārama</i> www.tki.org.nz/r/language/lis/wehi/units/unit7/whakamarama_e.php</p>	
EXTRA RESOURCES	<p>The story of Uenuku and Hine-pūkohu-rangi http://www.nzetc.org/tm/scholarly/tei-BesMaor-c3-7.html http://www.fables.org/winter03/mist_maiden.html</p>	

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Activity 1

The students will learn the names of the colours in Māori.

In preparation for learning the names of colours in Māori, ask the students to use classroom charts, books and the Internet to research where the names for the colours may have come from. By researching the colour names students should be able to make links with flowers, birds, etc. For instance, **kōwhai** comes from the yellow colour of the flower from the **kōwhai** tree. The word **kākāriki** for green is linked to the small green parrot or parakeet. This should help lessen the learning burden for students as they are introduced to so many colours within this unit.

Ask the students to show their findings in a poster.

Watch *DVD Unit 7 Scene 1* where the students leave the classroom to go to the library.

Show the students *DVD Unit 7 Scene 2* where Hana and Jo are looking through magazines.

Ask the students for the colour names mentioned in the DVD (**pango** – black and **whero** – red).

Introduce each colour to the students, and ask them to draw each colour matched with the name in Māori in *Wehi*.

whero	red
kōwhai	yellow
kahurangi	blue
kākāriki	green
pango	black
mā	white
pākākā	brown
māwhero	pink
karaka	orange
tawa	purple

Dictated drawing

Place the students in groups of five or six, and give each group a large piece of paper and a set of crayons, coloured pencils or felt-tip pens. Tell the students to use their coloured pencils or felt tips to draw what you describe. Start off with simple shapes and colours, e.g., “Draw a circle in **kahurangi**, on top of that draw a triangle in **kākāriki**.”

When you have finished, ask them to swap papers and check another group’s work.

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Call out sentences in Māori and ask the students to draw simple pictures of what you describe, e.g., **he pene whero** – a red pen.

Play the song ***Mā is White*** to the students. The song can be found on the **waiata** section of the DVD, on the *Audio CD track 4* or online.

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Activity 2

The students will learn names of articles of clothing in Māori.

Watch *DVD Unit 7 Scene 2* and *Scene 3* where the girls and boys talk about what they are going to wear to the dance.

Have the students work in pairs to create a fashion poster using colours and clothing. Each pair should choose four different clothing and colour combinations, e.g., **hāte kākārīki** – green shirt, with **tarau kahurangi** – blue trousers; or **panekoti whero** – red skirt with **hū pango** – black shoes; or **pōtae mā** – white hat with **hāte kōwhai** – yellow shirt.

tarau	trousers
hāte	shirt
hū	shoe(s)
panekoti	skirt
pōtae	cap, hat
koti	jacket, coat
tōkena	socks
hingareti	singlet.

When each pair has completed their poster then they should swap with another pair. Each pair makes up a commentary about the posters and then presents the commentary to the pair who created the poster.

Examples:

He pai te hāte kākārīki ki au	I like the green shirt
He pai ngā hū whero ki au	I like the red shoes
He pai ēnei kākahu ki au	I like these clothes.

When the students are familiar with the names of many pieces of clothing, have them draw in their **Wehi** books two characters dressed in a variety of clothes (shorts, trousers, shirt, skirt, shoes, hat, etc.) and label the clothing.

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Activity 3

The students will hear a traditional Māori story about the origin of the rainbow.

Teach the students the **waiata Te Kōpere** which is on the **waiata** section of the DVD, on the *Audio CD track 5*. The students can follow the song using the *OHT* of the lyrics.

Ask students to draw a rainbow in **Wehi** and colour it correctly. Then ask them to listen to the song again and label each part of the rainbow with the correct colour in Māori.

Read the story of **Uenuku and Hine-pūkohu-rangi** from the *online* resource. Ask the students to discuss in small groups, what lessons could be learnt from this story. Ask them who they think was to blame for the sad ending? Why did **Hine-pūkohu-rangi** choose to turn **Uenuku** into a rainbow instead of something else?

Colour Dancing

Prepare coloured squares, two of each of the colours **mā**, **whero**, **kākāriki**, **pango**, **kahurangi** and **kōwhai**. These squares need to be durable enough for children to stand on and approximately 35cm x 35cm square. (They could be cut from painted pieces of old carpet or sheets of vinyl or plastic. Alternatively, they could be painted on the asphalt in the playground, or visit a local flooring specialist for offcuts.)

When the class know the song **Mā is White** well enough to sing it without looking at the words, place the coloured squares to form a grid on the ground. Two students can play at a time. The students have to sing the song and dance to the music by standing on the right colour square as they say the name of a colour. The challenge is to step on the right squares and keep dancing in time to the music without pushing another dancer off the grid. This calls for planning and co-operation as well as dance technique!

The audience's job will be to watch carefully to see that the students step on the right colours.

Card game – Whānau

In this game, each of the colours learnt in Activity One – **whero**, **kōwhai**, **kahurangi**, **kākāriki**, **pango**, **mā**, **pākākā**, **māwhero**, **karaka**, **tawa** – will be a **whānau** name, e.g., **te whānau kōwhai**. Each **whānau** set consists of four family members **Māmā**, **Pāpā**, **Tuakana** and **Teina**. (Some families will have two girls and others two boys.)

The template on *Teacher Sheet A* can be copied onto coloured card or coloured using felt pens to represent each of the **whānau** colours. The cards can then be guillotined to provide packs of cards, one for each group of three or four learners.

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Divide students into groups of three or four. The aim of this game is to collect complete **whānau** sets. The player who collects the most **whānau** sets is the winner. Seven cards are dealt to each player and the remainder are placed face down in the centre. The first player asks for a specific card, e.g., **Kei a koe a Pāpā Kōwhai?** Do you have Pāpā Kōwhai? and names the player who must reply.

If the player named has the card requested, they must say **āe** – yes, and give it to the player who asked for it. If they haven't got the card, they say: **Kāo. Tangohia he kāri.** – No. Take a card, and the player who asked for the card takes one from the centre pile. If the request was successful, the player who asked has another turn. If not, play passes on to the next player, who asks a specific person for a specific card, and so on. If a player runs out of cards they take one from the centre pile so they can stay in the game.

Mā is White

Mā is white

Whero is red

Kākāriki green

Pango is black

Mangu is too

A E I O U.

Kōwhai yellow

Pākākā brown

Kikorangi blue

Parakaraka is our
orange

A E I O U.

Wera is hot

Mākū wet

Makariri cold

Ua is rain

Mahana warm

A E I O U.

Tahi is one

Rua is two

Toru number three

Whā is four

Rima is five

1 2 3 4 5.

Ono is six

Whitu is seven

Waru number eight

Iwa is nine

Tekau is ten

6 7 8 9 10.

Te Kōpere

nā Hirini Melbourne

Rangi pūkohukohu
rā whitiwhiti
ka rere te kōpere
he atua.

Ua māturuturu
rā whitiwhiti
ka rere te kōpere
he atua.

Wherowhero, karaka,
kōwhai, kākāriki,
kikorangi,
mahoe, wai poroporo
Koinei ngā tā o te
kōpere
Koinei ngā tā o te
kōpere.

Wherowhero, karaka,
kōwhai, kākāriki,
kikorangi,
mahoe, wai poroporo
Koinei ngā tā o te
kōpere
Koinei ngā tā o te
kōpere.

Rangi pūkohukohu
rā whitiwhiti
ka rere te kōpere
he atua

Ua māturuturu
rā whitiwhiti
ka rere te kōpere
he atua.

Te Kōpere

By Hirini Melbourne

The sky is misty
the sun shines
a rainbow is seen
it is a god.

Light misty rain falls
the sun shines
a rainbow is seen
it is a god.

Red, orange,
yellow, green, blue
indigo, violet –
these are the colours
of the rainbow.

In Māori the rainbow
is known by other
names, for example
Uenuku, Aniwaniwa
and Kahukura.

Kōpere is used in the
song as it fits best
with the melody.

Example

Whānau Name → PANGO

Status → pāpā

māmā

(tāne) tuakana

(tāne) teina

(wahine) tuakana

(wahine) teina

pāpā

Scene 1 DVD Transcript

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Whaea Kiri	Kia ora, koutou. <i>Good afternoon, everyone.</i>
Tamariki	Kia ora, Whaea. <i>Good afternoon, Miss.</i>
Whaea Kiri	Kei te haere tātou ki te whare pukapuka. Tangohia ō koutou pukapuka. <i>We are going to the library. Take out your library books.</i>
Whaea Kiri	Me haere tātou. <i>Let's go.</i>
Jo	E Hana. Taihoa! <i>Hana. Wait up!</i>
Jo	E Hana anei tō pepa. Aroha mai. <i>Hana here's your note. I'm sorry.</i>
Jo	Aroha mai, taku hoa. <i>Sorry, my friend.</i>
Hana	Kia ora. <i>Thank you.</i>

Scene 2 DVD Transcript

Hana	He ātaahua, nē? <i>It's beautiful, eh?</i>
Jo	Āe, he tino ātaahua! <i>Yes, it's very beautiful!</i>
Hana	He pai te whero ki au. <i>I like the red.</i>
Jo	He pai te pango ki au. He aha ō kākahu mō te kanikani? <i>I like black. What are you wearing for the dance?</i>
Whaea Kiri	E Hana, Jo. Kei te pānui pukapuka kōrua? <i>Hana, Jo. Are you (two) reading?</i>
Jo and Hana	Āe, Whaea. <i>Yes, Miss.</i>

- Sione** Haami, he pai ō hū ki au.
Haami, I like your shoes.
- Haami** Kia ora, Sione. He pai hoki ō hū ki au. He aha ō kākahu mō te kanikani?
Thanks, Sione. I like your shoes too. What are you wearing for the dance?
- Sione** Ko taku hāte pango pea. Engari me hoko tarau au.
My black shirt perhaps. But I'd better buy some trousers.
- Dylan** Āe, ko au hoki. Pēhea koe, Haami?
Yes, me too. How about you, Haami?
- Haami** Pēwhea tēnei hāte kōwhai?
How's this yellow shirt?
- Dylan** Kāo! Me haere tātou ki te toa.
No! Let's go to the shop!
- Haami** Āwhea?
When?
- Dylan** Āpōpō, ā te whā karaka pea?
Tomorrow, at 4 o'clock perhaps?
- Sione** Ka pai tēnā.
That's fine.
- Haami** Āe, me haere tātou.
Yes, let's go.
- Dylan** Ka tūtaki tātou ki hea?
Where will we meet?
- Sione** Ki konei, ā muri atu i te kēmu.
Here, after the game.
- Dylan** Ka pai tēnā.
That's fine.
- Sione** Ka kite.
See you.
- Haami** Āe, ka kite anō tātou i a tātou.
Okay, we'll see each other later.

- Jo** E Hana, titiro ki tērā pikitia.
Hana, look at that picture.
- Hana** Auē, Jo. Kāo!
Gee, Jo. No!
- Jo** He pai te pikitia ki au!
I love the picture!
- Hana** He pai ngā makawe whero ki a koe?
You love red hair?
- Jo** Āe! He pai ngā kākahu whero ki a koe!
Yes! You like red clothes!
- Hana** Engari, he kākahu kē!
But, clothes are different! (i.e., red clothes are okay, but not red hair!)
- Jo** Āe, he pai ō kākahu whero. He pai hoki aku makawe whero!
Yes. Your red clothes are okay. My red hair is also okay!
- Hana** Pēhea ō kākahu, Jo?
What about your clothes, Jo?
- Jo** He pai ki au te hāte pango, te tarau pango, ngā hū pango me aku makawe whero!
Tumeke nē?
I like the black top, black trousers, black shoes and my red hair! Awesome eh?
- Hana** Āe, e hoa, tumeke rawa atu.
Yes, friend, really awesome.

