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**
- 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/lls/wehi/units/unit7/index_e.php

**DVD Clips for This Unit Online**
Scene 1  www.tki.org.nz/r/language/lls/wehi/units/unit7/scene1_e.php
Scene 2  www.tki.org.nz/r/language/lls/wehi/units/unit7/scene2_e.php
Scene 3  www.tki.org.nz/r/language/lls/wehi/units/unit7/scene3_e.php

**He Kōrero Whakamārama**
www.tki.org.nz/r/language/lls/wehi/units/unit7/whakamarama_e.php

**Extra Resources**
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

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

<table>
<thead>
<tr>
<th>Colour</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>whero</td>
<td>red</td>
</tr>
<tr>
<td>kōwhai</td>
<td>yellow</td>
</tr>
<tr>
<td>kahurangi</td>
<td>blue</td>
</tr>
<tr>
<td>kākāriki</td>
<td>green</td>
</tr>
<tr>
<td>pango</td>
<td>black</td>
</tr>
<tr>
<td>mā</td>
<td>white</td>
</tr>
<tr>
<td>pākākā</td>
<td>brown</td>
</tr>
<tr>
<td>māwhero</td>
<td>pink</td>
</tr>
<tr>
<td>karaka</td>
<td>orange</td>
</tr>
<tr>
<td>tawa</td>
<td>purple</td>
</tr>
</tbody>
</table>

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.
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.
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 kākāriki – green shirt, with tarau kahurangi – blue trousers; or panekoti whero – red skirt with hū pango – black shoes; or pōtai mā – white hat with hāte kōwhai – yellow shirt.

tarau  trousers
hāte  shirt
hū  shoe(s)
panekoti  skirt
pōtai  cap, hat
kotī  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 kākāriki 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.
Activity 3

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

Teach the students the waiata Te Köpere 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.
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                      Tahi is one
Whero is red                      Rua is two
Kākāriki green                   Toru number three
Pango is black                    Whā is four
Mangu is too                     Rima is five
A E I O U.                        1 2 3 4 5.

Kōwhai yellow                    Ono is six
Pākākā brown                    Whitu is seven
Kikorangi blue                   Waru number eight
Parakaraka is our orange         Iwa is nine
A E I O U.                        6 7 8 9 10.

Wera is hot
Mākū wet
Makariri cold
Ua is rain
Mahana warm
A E I O U.
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.

Rangi pūkohukohu rā whitiwhiti ka rere te kōpere he atua.

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

<table>
<thead>
<tr>
<th>Whānau Name</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>PANGO</td>
<td>pāpā</td>
</tr>
</tbody>
</table>

### Table

<table>
<thead>
<tr>
<th>Name</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>māmā</td>
<td></td>
</tr>
<tr>
<td>(tāne) tuakana</td>
<td></td>
</tr>
<tr>
<td>(tāne) teina</td>
<td></td>
</tr>
<tr>
<td>(wahine) tuakana</td>
<td></td>
</tr>
<tr>
<td>(wahine) teina</td>
<td></td>
</tr>
<tr>
<td>pāpā</td>
<td></td>
</tr>
</tbody>
</table>
Scene 1 DVD Transcript

Whaea Kiri
Kia ora, koutou.
Good afternoon, everyone.

Tamariki
Kia ora, Whaea.
Good afternoon, Miss.

Whaea Kiri
Kei te haere tātou ki te whare pukapuka. Tangohia ō koutou pukapuka.
We are going to the library. Take out your library books.

Whaea Kiri
Me haere tātou.
Let’s go.

Jo
E Hana. Taihoa!
Hana. Wait up!

Jo
E Hana anei tō pepa. Aroha mai.
Hana here’s your note. I’m sorry.

Jo
Aroha mai, taku hoa.
Sorry, my friend.

Hana
Kia ora.
Thank you.

Scene 2 DVD Transcript

Hana
He ātaahua, nē?
It’s beautiful, eh?

Jo
Āe, he tino ātaahua!
Yes, it’s very beautiful!

Hana
He pai te whero ki au.
I like the red.

Jo
He pai te pango ki au. He aha ō kākahu mō te kanikani?
I like black. What are you wearing for the dance?

Whaea Kiri
E Hana, Jo. Kei te pānui pukapuka kōrua?
Hana, Jo. Are you (two) reading?

Jo and Hana
Āe, Whaea.
Yes, Miss.
Scene 3 DVD Transcript

UNIT SEVEN

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 tuku 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 tenei 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.*