

# 9. E TORU NGĀ PEA



Tahi, rua, toru, whā  
He ai paki tamariki  
E toru ngā pea  
E toru ngā pea  
Te pāpā, te māmā me te pēpi pea  
Me te pēpi pea  
I te ngahere haere kōrero e

*One, two, three, four  
Let's play a hand game  
There were three bears  
There were three bears  
The father, the mother, and the baby bear  
And the baby bear  
Walking in the woods*

Hoki ana mai  
Kia kite rātou  
Tahi, rua, toru, whā

*They come home  
And what do they see?  
One, two, three, four*

Ko wai i runga taku tūru e?  
Te kī a Pāpā Pea  
Te kī a Pāpā Pea

*Who was on my chair?  
Asks Father Bear  
Asks Father Bear*

Ko wai i runga taku tūru e?  
Te kī a Māmā Pea  
Te kī a Māmā Pea

*Who was on my chair?  
Asks Mother Bear  
Asks Mother Bear*

Ka kī a Pēpi Pea  
Kua whati taku tūru  
Auē, hei hā, hei hā  
Hei!

*Baby Bear says  
My chair is broken  
Oh no, hei hā, hei hā.  
Hei!*

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This is a section of the traditional “Goldilocks and the Three Bears” story. When the three bears return home, they discover that someone has sat on their chairs.

First, play it to the students, then ask them to share their ideas about what they think the song is about. Say “Māmā”, “Pāpā”, and “Pēpi Pea” and see if they recognise these words.

This is easy to perform without musical backing as a performance piece for juniors. When performing this, solo roles could be given to Māmā, Pāpā, and Pēpi Pea.

Use this waiata to introduce words to describe family members and to practise te reo Māori vocabulary and sentence structures. Ask the question “Ko wai ia?” – meaning “Who is he/she?” – and point to an illustration of one of the bears. The students respond by saying, “Ko ... ia”, using the correct word for the bear, for example, “Māmā”, “Pāpā”, “Pēpi Pea”. Build more questions and sentences with these words from the waiata. For the question “Ko wai i runga i te tūru?” – “Who was on the chair?” – the word “tūru” can be replaced with other words such as “moenga” (bed), “papa” (floor), and so on. Add other locations, such as “raro” (under) and “roto” (in), to fit in with changes in the location of the object.

Add words and phrases to the ngā kupu hou chart after the discussion.

*The song sheets for all waiata and haka are at the back of this book.*