

# 10. HE AHA TE TAE? WI MATUKU



|                        |                           |
|------------------------|---------------------------|
| He aha te tae          | <i>What colours</i>       |
| O ēnei puāwai?         | <i>Are these flowers?</i> |
| Whero, pango, kākārīki | <i>Red, black, green</i>  |
| Kōwhai, karaka         | <i>Yellow, orange</i>     |
| Parauri, he mā         | <i>Brown, white</i>       |
| Māwhero, kahurangi     | <i>Pink, blue</i>         |

|                        |                          |
|------------------------|--------------------------|
| He aha te tae          | <i>What colours</i>      |
| O ēnei motokā?         | <i>Are these cars?</i>   |
| Whero, pango, kākārīki | <i>Red, black, green</i> |
| Kōwhai, karaka         | <i>Yellow, orange</i>    |
| Parauri, he mā         | <i>Brown, white</i>      |
| Māwhero, kahurangi     | <i>Pink, blue</i>        |

|                        |                          |
|------------------------|--------------------------|
| He aha te tae          | <i>What colours</i>      |
| O ēnei whare?          | <i>Are these houses?</i> |
| Whero, pango, kākārīki | <i>Red, black, green</i> |
| Kōwhai, karaka         | <i>Yellow, orange</i>    |
| Parauri, he mā         | <i>Brown, white</i>      |
| Māwhero, kahurangi     | <i>Pink, blue</i>        |

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This waiata starts by asking the colour of a group of things then lists the colours. When students have become familiar with the waiata, they could add other things, for example, “hāte” (shirt), “pene” (pen), “rīpene” (ribbon), “hua rākau” (fruit), or “pukapuka” (book).

On the CD, each verse is sung by a different voice. Verse 1 is sung by males, verse 2 is sung by females, and everyone sings in verse 3. Discuss how the same waiata can be arranged in different ways.

This song provides many opportunities for te reo Māori practice, particularly for learning about colours. Ask the question “He aha te tae?” – “What is the colour?” – about objects within the classroom or on cards or posters. Te reo Māori skills can be further extended, as in the waiata, by adding “o te ... (name of object). The colour names and the names of the objects can be added to the ngā kupu hou chart.

He aha te tae o te pene? *What colour is the pen?*  
He whero te tae o te pene. *The pen is red.*

Reinforce the use of “tēnei”, “tēnā”, “tērā” (this, that, that over there) and “ēnei”, “ēnā”, “ērā” (these, those, those over there).

He aha te tae o tērā pene? *What is the colour of that pen?*

He kākāriki te tae o tērā pene. *That pen is green.*

Write the names of colours on cards or stickers and have students place them on actual objects of that colour in the classroom.

There is a whakataukī about the colours red and black, which is actually about sharing work among different groups to achieve the same outcome:

Mā pango, mā whero, ka oti te mahi.

*With black and with red, the work is completed.*

Discuss this concept with the students and add it to the tikanga/uara chart.

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