

14. TAKU KANOHI TĒNEI

Taku kanohi tēnei	<i>This is my face</i>
Aku karu	<i>My eyes</i>
Taku ihu	<i>My nose</i>
Taku waha	<i>My mouth</i>
Taku arero	<i>My tongue</i>
Aahh	<i>Aahh</i>
Aku ringaringa e	<i>And my hands</i>
Aku ringaringa e	<i>And my hands</i>
.....	
Aku pakihwi ēnei	<i>These are my shoulders</i>
Taku uma	<i>My chest</i>
Taku puku	<i>My stomach</i>
Taku hope	<i>My hip</i>
Kss hī auē hī!	<i>Kss hī auē</i>
Waewae takahia e	<i>And my stamping feet</i>
Waewae takahia e	<i>And my stamping feet</i>

This action song will help to teach parts of the body. Make up appropriate actions and practise many times. Then, choosing one line at a time, do the actions instead of singing the words for that line. Use body percussion to keep the beat.

Make flash cards of the names and pictures of the body parts. Use the flash cards to reinforce vocabulary learning.

Make a large silhouette of a person and make labels to reinforce the names of the parts of the body in te reo Māori.

Make flash cards for each line of the waiata and give these out to students. As each line is sung, the students with the appropriate line could hold up their card. The cards can then be displayed on the wall.

Use the waiata to practise “taku” (singular, my/mine) and “aku” (plural, my/mine) and link to “tēnei” (singular, this) and “ēnei” (plural, these) interchangeably. For example:

taku waha	<i>my mouth</i>
tēnei waha	<i>this mouth</i>
.....	
aku ringaringa	<i>my hands</i>
ēnei ringaringa	<i>these hands</i>

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