

## Te Poropeka — Zippos

**Approach:** Independent

**Focus:** Recalling information, drawing appropriate conclusions, representing information visually.

**Resources:** Audio recording on laptop computer.



### Questions/instructions:

[This activity uses the computer for a soundtrack only.  
There are no visuals provided on the computer.]

This activity uses the computer.

**Click the *Zippos* button.**

In this activity you are going to listen to some facts about Zippos. Zippos are strange creatures that live deep in caves. We don't know what Zippos look like but we do have some information about them.

Listen carefully to the information you hear about Zippos and draw what you think they look like. Draw your picture while you are hearing the information.

The video will give the information twice. You can add to or change your drawing as you listen to the information a second time.

I'll play the video now.

**Click the *Play* button.**

### Audio script:

In this activity you are going to draw a Zippo. Zippos live in caves and never come into the light. Nobody has ever seen a Zippo so we don't know exactly what they look like. You are going to hear some information about Zippos. Use this information to draw what you think a Zippo would look like.

You can start drawing as the information is given to you. The information will be given twice. You can check your drawing when the information is given the second time.

### Facts about Zippos:

- ▶ Zippos are round in shape. This helps them to roll from place to place.
- ▶ They have 2 large round eyes that help them to see in the dark caves. Each eye is made up of four circles.
- ▶ Zippos use their large wings to fly about in the cave, where they feed on spiders and insects.
- ▶ Zippos are friendly. They have big happy smiles.
- ▶ Zippos have 3 short hairy legs, and claws on their feet.

Now listen to the information again.

He mahi rorohiko tēnei.

**Pāwhiria te pātene *Poropeka*.**

Ka whakarongo koe ki ētahi kōrero pono mō te poropeka. He tipua tino rerekē noho ai rātou i roto ana. Kāore tātou i te mōhio pēhea tō rātou āhua engari kei a tātou ētahi mōhiohio mō rātou.

Āta whakarongo ki te ngā mōhiohio mō te āhua o te Poropeka. I a koe e whakarongo ana, tāhia tētahi Poropeka kia rite ki tāu e whakaaro ai.

E rua ngā whakaturanga o te rīpene ataata. I te wā tuarua, ka taea e koe te whakarerekē, te tāpiri atu rānei, i ētahi atu āhuetanga

Māku e timata te rīpene ataata.

**Pāwhiria te pātene *Tīmataria*.**

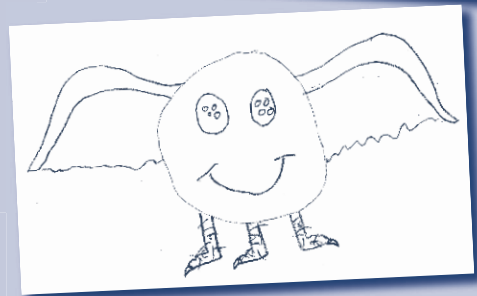
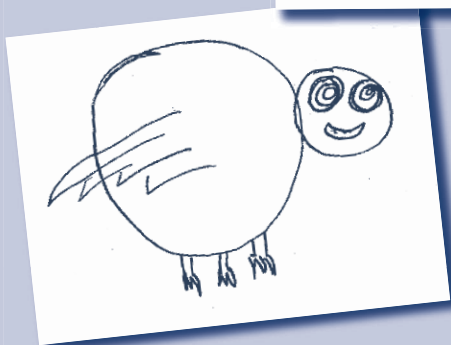
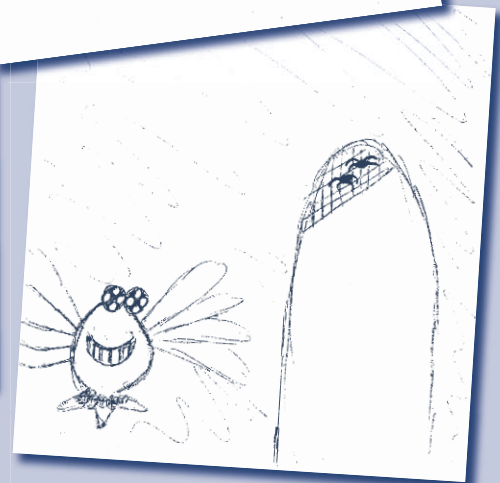
### Audio script:

I tēnei mahi, ka rongō koe ki ētahi kōrero mō te Poropeka. He kararehe tipua e noho ana i ngā ana hōhonu. Kāhore tāua i te mōhio ki te āhuetanga o te Poropeka; heoi anō rā, ka rongō koe ki ētahi kōrero mō rātou. Āta whakarongo ki te kōrero mō te Poropeka, ā, me tuhi tō pikitia e ai ki te kōrero. Tuhiā tō pikitia i a koe e whakarongo ana ki te kōrero. E rua ngā putanga o te kōrero. Ka taea te tīni tō pikitia i te wā tuarua e whakarongo ana koe.

### Ngā kōrero mō te Poropeka:

- ▶ He momona te Poropeka, rite ki te porohita te āhua o te tinana. He pai tēnā kia takahuri haere ia ki wīwī, ki wāwā.
  - ▶ E rua ōna karu nunui, kia pai ai tāna titiro i te ana pōuriuri. E whā ngā porohita ki ia karu, ia karu.
  - ▶ He rahi tōnu ōna parirau, kia pai ai tāna rere i te ana. Ka kai ai i ngā pungawerewere me ngā ngārara.
  - ▶ He ratarata, he hākoakoa te Poropeka, ā, he nui hoki tāna menemene.
  - ▶ E toru noa iho ōna waewae potopoto, waewae huruhuru hoki, ā, he matikuku rapirapi hoki anō ōna.
- Tēnā, me whakarongo mai anō ki ngā kōrero.

MĀORI IMMERSION STUDENTS' EXAMPLES



Features of drawing:

	% responses	
	GEd	MI
round in shape	80	76
two round eyes	82	78
3 or 4 circles inside eyes	73	52
wings	96	91
wings are large	79	65
smile/happy	89	80
3 legs	88	72
legs are short	83	93
legs are hairy	60	48
legs have claws (on their feet)	91	59

	% responses	
	GEd	MI
<b>Total score:</b>	9-10	48 26
	7-8	37 44
	5-6	11 15
	0-4	4 15

Commentary:

Māori students in general education (GEd) settings scored statistically significantly higher than students in Māori immersion (MI) settings.