

# Rangi

**Approach:** One to one

**Focus:** Reading a street map effectively.

**Resources:** Map, street list, red pencil.

**Question/instructions:**

**Give the student the map and the street list.**

Here is a map of Rangi.

Anei te mahere o Rangi.

1. First of all find East School, then tell me the name of the street it is on.

Tuatahi, kimihia Te Kura Rāwhiti, kātahi ka kī mai ki a au te ingoa o te tiriti kei reira te kura.

**found school** 98 100  
**Mill Street** 98 100

2. Now use the index to find what part of the map Rimu Street is on. Tell me the grid reference. For example the grid reference for West School is A2.

Nā, whakamahia te kuputohu [index] kia kitea ai kei tēhea wāhi o te mahere te Tiriti o Rimu. Kī mai ki a au he aha te whaingā raumata [grid reference]. Hei tauira, he A2 te whaingā raumata mo te Kura Hauāuru.

**B3** 98 96

**Give the student the red pencil, and the recording book folded open to the map.**

3. Now show me the shortest way to get from Rangi College gate to the swimming pool. Draw it on the map with the red pencil.

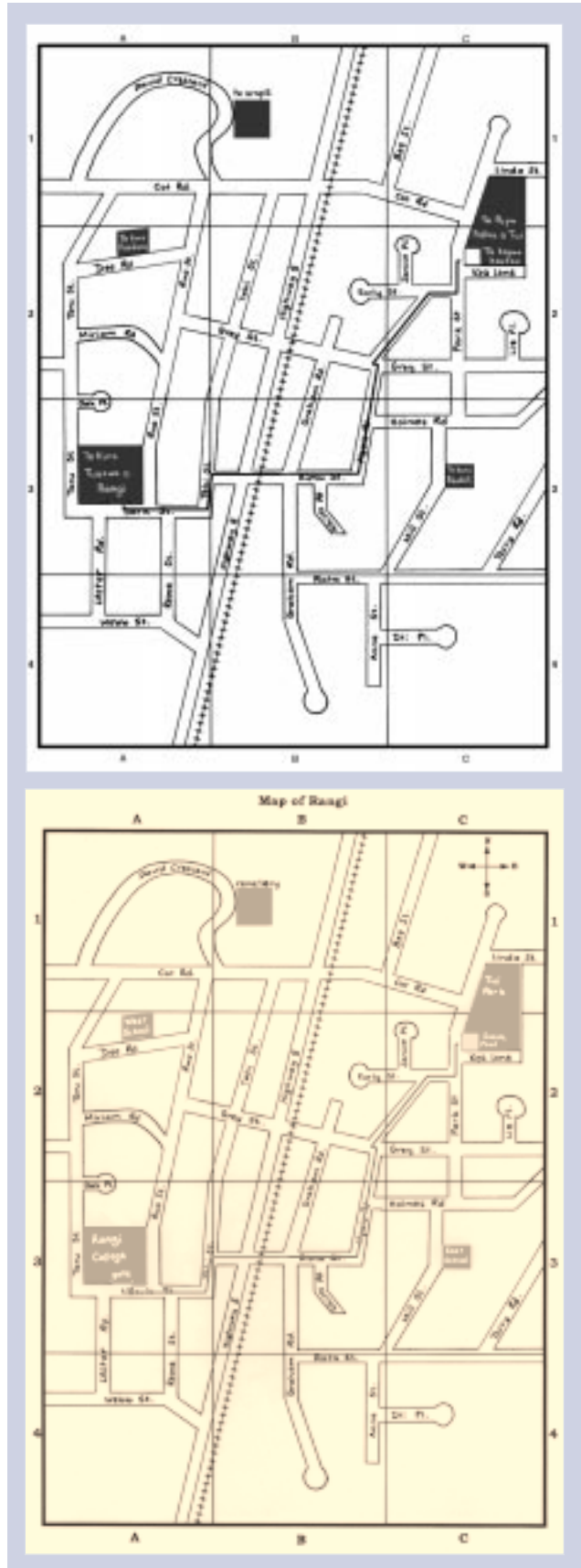
Nā, whakaaturia mai te ara poto rawa mai i te tomokanga o te Kura Tuarua o Rangi ki te kōpua kaukau [swimming pool]. Tuhia ki runga i te mahere mā te pene rākau whereo.

**correct route** 40 50

**Rangi Map Grid Reference Index**

**Te Mahere o Rangi Kuputohu Whaingā Raumata**

<b>A</b> Anne St B4	<b>H</b> Holmes Rd C4	<b>N</b> Ngaio Rd B3	<b>W</b> Webb St A4 Whites Rd B3
<b>B</b> Bee St C1	<b>I</b> Iti Pl C4	<b>O</b> Oak Pl C3	<b>Y</b> York St A3
<b>C</b> Cot Rd A1	<b>J</b> Janice Pl C2	<b>P</b> Park St C2	
<b>D</b> David Cres A1 Dee Rd A2	<b>K</b> Kea Lane C2	<b>R</b> Rata St B4 Rewa St A4 Rimu St B3 Rua St A3	<b>Places of Interest</b> Cemetery B2 East School C3 Rangi College A3 Swimming Pool C2 Tui Park C1 West School A2
<b>E</b> Early St B2	<b>L</b> Lester Rd A4 Linda St C1 Liz Pl C2	<b>T</b> Tahi St B2 Terry Rd C3 Toru St A3	
<b>G</b> Graham St B3 Grey St B2	<b>M</b> Mill St C3 Miriam Rd A2		



**Commentary:**

Overall the results obtained by MI and GEd students were not statistically significantly different.