

## He Whakaaro mai Hinengaro — Imagination

**Approach:** Independent

**Focus:** Imaginative writing.

**Resources:** 7 pictures.

### Questions/instructions:

In this activity I want you to choose one picture to write a short story about. It is to be a story where you use your imagination and your own interesting ideas. You will have 15 minutes to write. If there are words you can't spell, just write them as best you can. The main thing is your story and using your imagination.

You can choose a picture now. If necessary, more than one person can use the same picture.

**Each student chooses one picture to write about.**

Remember, you have 15 minutes. I'll let you know when you have 5 minutes left for writing. Write a short story using your imagination and your own interesting ideas.

**Allow 15 minutes. Tell students when they have 5 minutes remaining.**

I tēnei mahi, ka kōwhiri koe kia kotahi te pikitia hei tuhinga kōrero poto. I tēnei tuhinga, me kaha tō whakaoho i tō hinengaro me te whakaaro whakahirahira. Tekau mā rima meneti te wā hei tuhinga mā koutou. Mehemea ka raruraru ki ētahi tuhinga kupu, kei te pai, tuhia ki tāu e mōhio ana. Ko te mea nui, ko te whakaputa whakaaro me te whakaaro whakahirahira.

Nā, i nāianei, kōwhiria he pikitia. Mēnā tokorua kōrua e pirangi ana ki te pikitia kotahi, kei te pai.

**Ka kōwhiri ia ākongā i tētahi pikitia.**

Me maumahara, tekau mā rima meneti noa iho te wā mahi. Kia rima meneti noa iho e toe ai hei tuhinga, māku e whakaatu atu. Ko te kaupapa o te mahi nei: he tuhinga kōrero poto. Me kaha te whakaoho o te hinengaro me te whakaaro whakahirahira!

**15 meneti te wā mahi. Kia rima meneti kei te toe, kōrero atu ki ngā ākongā.**

### Interest and originality:

*(impact, humour, ability to capture and hold reader's attention)*

	% responses	
	GEd	MI
very high level	15	22
good level	46	40
some attempt	37	29
little or none	2	9

### Coherence of story/plot:

*(introduction, characters, conflict, climax, resolution)*

	GEd	MI
very well developed and sequenced	18	36
good development, missing some elements	50	31
limited development	29	22
not coherent/developed	4	11

### Characterization:

*(Is character believable? Is behaviour explained?)*

	GEd	MI
excellent	9	29
good	43	27
moderate	32	31
poor	16	13

### Following writing conventions:

*(tense correct, person/verb agreement, etc.)*

	GEd	MI
always or almost always	32	62
at least 50% of time	66	38
weak	2	0

### Richness of vocabulary:

	GEd	MI
strong	27	22
moderate	56	54
weak	17	24

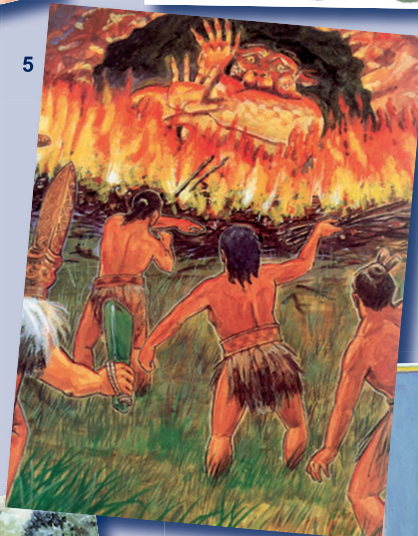
### Spelling:

	GEd	MI
> 97% correct	37	82
90-97% correct	44	16
80-90% correct	18	2
< 80% correct	1	0

Total score:	11-13	15	24
	8-10	37	29
	6-7	19	25
	3-5	25	18
	0-2	4	4

### Commentary:

The results achieved by Māori students in general education (GEd) settings and students in Māori immersion (MI) settings were not statistically significantly different.



Student examples on following page

## He Whakaaro mai Hinengaro — Imagination: continued

### MĀORI IMMERSION STUDENTS' EXAMPLES

I tetahi pō, pauri rawaatu I te Hakari nga tangata maori, Kei o ratau Kainga ara Ka timata nga tangata e whā a Hone, Kahurangi, taiaha, me Raukura itetahi Ahi tino nui rawaatu ara I te hakari haere nga tangata katoa kare enei Tokowha e mohio ana he mahi marena tenei ara ite marena a Raukura i tona hoa Wahine a Ruatoki he tino ataahua tenei wahine he roa taana makawe, he ataahua ona whatu, ara ite wa e marena haere raua ka putamai tenei wahine Kino a mahuika i pirangi aia i tetahi hoa tane ara ka whawhae a Ruatoki kia Mahuika Ka mate haere a mahuika, ka wini a Ruatoki, ka hoki a Mahuika ki Raro ote Ao. Engari Ka Kite aia i tetahi tane Ko tōna ingoa ko Haidies, a ka Marena raua!!!!

Kei runga i tenei tama i te kaitiaki ko te taniwha. He teitei ana Tinana. I kite te tama iaia. I haere ratau i roto i a rangi ki te haere mo te rere. Kua haere mai te marangae!! Aue kua pā te awa ki te taniwha. Ka heke ka heke mai i te rangi. Ka noho i roto tetahi ngahere. I korero te tama ka tiki ahau e-tahi rongoa hei Pai to ora. I haere te tama i roto i te ngahere e titiro mo te kawakawa. I rapu aia e ngari he kaiawhina kei kona. he manu tino nui. I patai ana te tama mehemea ka taia te tiki etahi kawakawa. Mo taku hoa. Kua pa te awa iaia. I korero te manu nei kao kao he aha tohoa. He taniwha, "HE TANIWHA" Aue hikama ko tena (moster) to hoa kao. Me haere atu e (tanga) tama. Hoki atu ki to hoa a te taniwha nei haere. Engari he aroha ana te tama i te taniwha ka (steal) aia i te rongoa i te wa i te moe. te manu nui rawa. atu. Engari i oho ana. I te manu-AAAH i oma oma teretere kei muri ana i te manu. I purua te Rongoa i runga i te taniwha me ka purua i te aroha i roto i ora mai i te taniwha. I whawhae ana ki te taniwha i te manu i te tama i kai aia i te tama. A notemea ka whakamate tena manu i te taniwha. Inaenei kua ora inaenei.

Ki ōku nei whakaaro i timata ki te ua tino kaha kātahi i waipuke i te taone katoa. Kei te whakarewa tēnei kōtiro ki runga i te wai e hora ana i te taone nei. E whakarewa ana ia ki runga i tētehi rākau. Kei te tino mātaku tona āhua. Kei te ua tonu i tēnei wā. Kei te tino mātaku tona āhua. Kei te karanga ia mō tētahi tangata kia awhina i a ia. Ēngari nō te kaha o te ua me te awa, kāore tētehi e taea te rongoi a ia. Ka whakaaro ia ki te whai i ngā manu nei ki te noho ki runga rākau. Ēngari nō te kaha o te awa kare tēnei kōtiro e taea ki te whai i ēnei manu. Ka kitea e ia i tētehi rama e puta mai ana ki runga i tōna kanohi ka mea atu ia, "awhina!! awhina!! awhina!!". Ka haere mai rātou ka tikina rātou i a ia. Ka whakahoki rātou i a ia ki uta, ki tētehi wāhi mahana.

Kia ora ko Hemi au.

Ko taku nei korero e pa ana ki te ra tuatahi e mihi au ki tāku hoa ko Dreak.

I te tahi ra e purei pōro au ite taha o tōku tungane, i te tino harekoa au I tera rā ara ka whiua aHinenga (tungane) o tōku poro I roto I te wai, a ka pouri au. I puta mai te po me ka haere au me te whanau ki te moenga, I tera po kare au te taia te moe na te ngongoro haere ote whanau me te paterotero.

Katahi ka haere au ki waho me ka titiro au ki tēnei poro e haere mai ana ki au "ko taku poro" ka haere au ki te wawa ara ka kite au ki enei whātu e titiro ana ki au i tēra wa i te mataku haere au. A ka utu mai i te awa tetahi taniwha i te hehea au i te hamama i tera wa a ka korero te taniwha ki au e kimai ia, "kaua e hamama e hoa te taniwha tino pai au, ko au te tiake o tenei awa ko Dreak au ko wai koe" e tera wa kāre au te korero no te mea I taku roro e kimai au he taniwha e korero ana aue he (Dream) tenei.

I tēra pō e mihi au ki tāku nei hoa tino pai rawa atu pēra ka tāku nei tuakana.

Kia ora.

Tērā tētahi tamaiti ko Nikora tōna ingoa. He tamaiti kōioio a Nikora kaore ia i te twhakarongo ki ngā korero o ētahi atu.

I roto i tētahi awa ko Waikato te ingoa o tuenei awa. Noho ai tētahi taniwha. He taniwha nui, he taniwha weriweri hoki tēnei taniwha. Kare i paku pai ki aia ngā tamariki.

I tētahi rangi i te hikoi a Nikora ki te kura i kitea ia i tētahi awa. I whakaaro ake ia kia kauhoe ki roto i tēnei awa ko Waikato. Engari i ki atu ia "me whanga kia oti te kura."

I mōhio a Nikora kāre pai ki te kauhoe ki roto i tēnei awa engari kaore i aro.

I te mutunga mai o te kura i kī atu te kaiako o nikora "me hoki wawe koutou ki te kainga kaua e hikoi ki te taha o te awa".

Engari kaore a Nikora mo te whakarongo. I haere tonu ia ki te awa kauhoe ai. Kaore ia i whakapono ki ngua korero mo te taniwha. I piki atu ia ki roto I te awa. Kātahi ka puta mai te taniwha. I toromi a nikora kātahi ka tikina te taniwha ia ia. Ka whakahoki ia ia ki te whenua. Me te kī atu. Kaua e kauhoe ki konei ano.

Mai i tēna rangi kāore ia mo te kauhoe ki roto i te awa o Waikato ano.