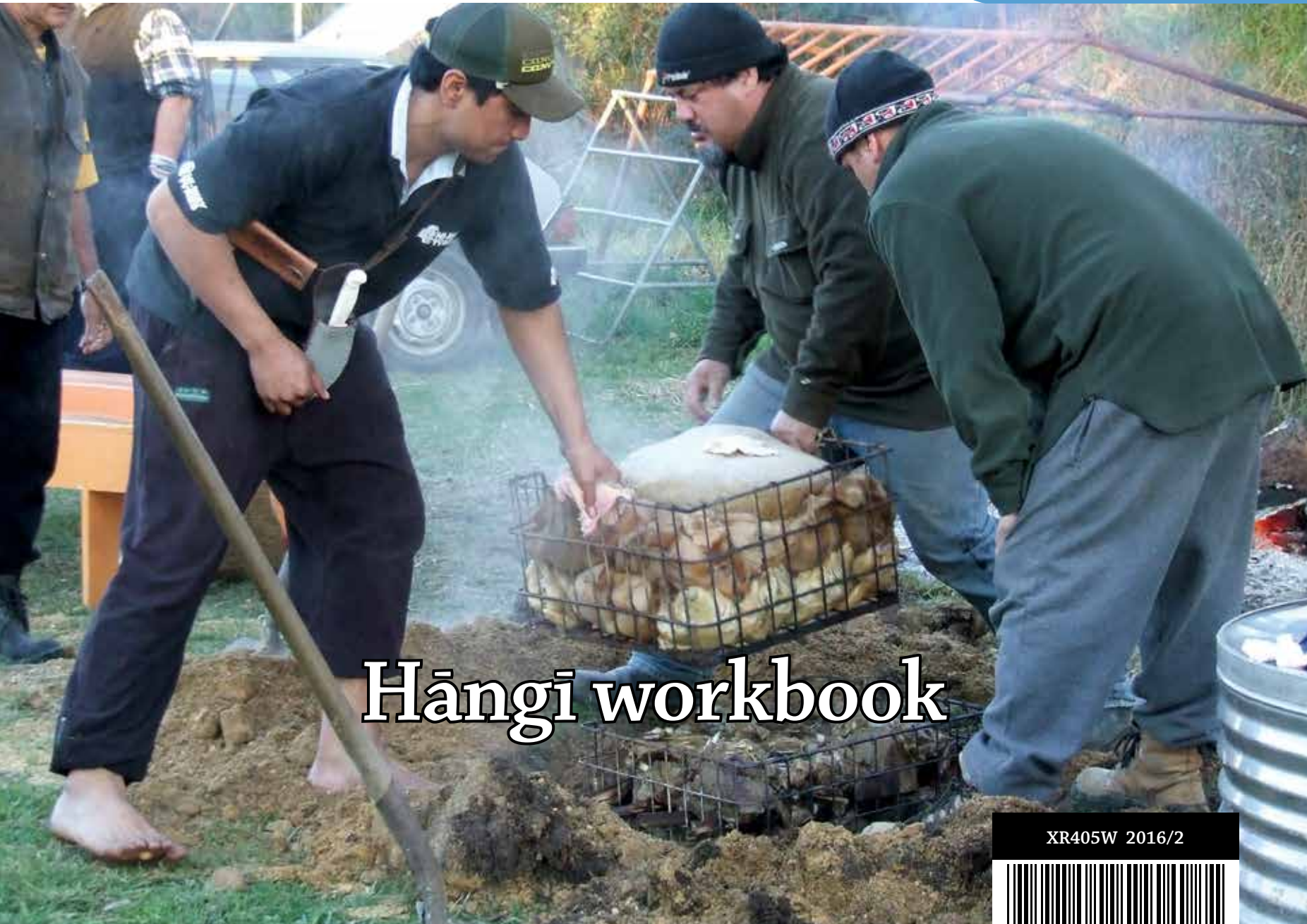


Student name:



Hāngi workbook

XR405W 2016/2



It is recommended that you spend time each day on each of the activities in the workbook.

There are other suggestions in the Supervisor guide.

Ask your Te Kura teacher to send you the Supervisor guide XR400SG.

Acknowledgements

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Books, 796900

Chef frying, 8753359

Man with telescope, 10678806

Shepherds crook, 11097646

Hug, 17965523

Blue cup, 19548118

Fishing fly, 31829250

Handshake, 5680829

Paint, 1936787

Snail, 14738801

Tail (ringtail Lemur), 19220777

Train, 2294764

Nail, 50056958

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I am learning to change the sounds in words.

Supervisor

Say each word slowly. Ask your student to say the word slowly, raising a finger as they hear each sound.

Then ask them to repeat the word without the beginning **b** sound.

bat	at
bark	art
bash	ash
broom	room
band	and
bread	read
blast	last
ball	all
bend	end
beach	each

Supervisor

Say each word slowly. Ask your student to say the word slowly, raising a finger as they hear each sound.

Then ask them to repeat the word without the **s** sound.

stop	top
sand	and
sleep	leep
stare	tare
pens	pen
cars	car
cows	cow
books	book
gust	gut
mask	mak

Continue the learning ...

Break words into syllables and bounce a ball as you say each syllable. Draw up a grid of sound boxes. Push a counter into each box as you hear and say each separate sound in a word. Take turns to think of a word and a sound, add the sound to the beginning or end of the word.

I am learning to hear and see the digraph ai in words.

Supervisor

Talk with your student about the names of the objects in the pictures. Ask your student to write the words.



p _ _ _ _ t



t _ _ _ _



_ _ _ ai _



_ r _ _ _ _



_ _ _ _ _

Can you decode and read the ai words?

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
5	1	13	4	15	17	19	14	25	23	3	11	8	12	20	22	6	7	18	10	2	21	24	26	9	16

5 19 5 25 12 _____

5 17 7 5 25 4 _____

22 11 5 25 12 _____

10 5 25 11 _____

10 7 5 25 12 _____

24 5 25 10 _____

7 5 25 12 _____

8 5 25 12 _____

Continue the learning ...

Think of some more words with the ai pattern and practise reading and writing these words. Put the words into a sentence and write the sentence. Read the sentences. Cut the sentence into single words and ask you learner to put the sentence back together in the right order. Read it again to check.

I am learning to hear and read the gr blends in words.

Supervisor

Read the sentences and the list of words with your student and ask them to find the correct word from the list to complete the sentence. Read the sentences again to make sure they make sense.

gran green grow ground grumpy grass

My _____ and granddad are coming to visit.

The _____ in our garden is very long.

We cook our hangi in the _____.

I like the colour _____.

Mum says she gets _____ if she doesn't get enough sleep.

The plants in the garden have started to _____ very tall.

Continue the learning ...

Find pictures and words of things starting with **gr** and add them to your blends book. Make a **gr** blend book. Look for the **gr** blend in reading books, on signs, and in newsprint.

I am learning to read and write words that rhyme.

Talk to your student about what is happening in each picture. If the word rhymes with **look**, add the letters to finish the word.



c_____



h_____



l_____



sh_____



h_____



b_____



cr_____



m_____

Look at each picture. Ask your student to circle the word that matches the picture.



cook
cake



hike
hook



like
look



shock
shook



boat
book



crook
croak

Continue the learning ...

Play 'I Spy a Rhyme' – "I'm thinking of a word in this room that rhymes with 'hair'. What word am I thinking of?"

After reading a poem, nursery rhyme, a rhyming story or singing a song together, read or sing again, this time leaving out the rhyming word for your student to say.

Supervisor

Read this story to your student. Then read the sentences and ask your student to number the sentences in the correct order.

Your student may need lots of support and it may help to decide what happened first, what happened next and what happened at the end before you start to sort the order in the middle.

On Sunday, Ben and his sister Kim walked to their Grandma's house. On the way, they stopped at the dairy to buy an ice-cream. They sat on the seat outside the dairy to eat them. When they had finished Ben and Kim walked through the park, and Ben stopped to pick some flowers for Grandma. They saw Mr. Smith walking his dog Rex. Kim threw Rex's ball and Rex ran to fetch it. At last they arrived at Grandma's house. She gave them both a big hug!

Kim threw the ball for Mr. Smith's dog.

Grandma gave Ben and Kim a big hug.

Ben picked flowers for Grandma.

Ben and Kim walked to Grandma's house.

They bought an ice-cream at the dairy.

They walked through the park.

Continue the learning ...

Write the six sentences onto strips of card. Read them with your student. Mix up the sentences and ask your student to re-assemble the story in the correct order.

You can repeat this activity with stories your student has written or by using a story you have read together and your student has retold in their own words.

I am learning to write a procedure.

Read the book *Hāngī* again.

Talk about the order in the book. What happened first, then what happened? What was the last thing people did? What would happen if you didn't get the order right?

Read these sentences together and ask your student to number each box to show the correct order.

Re-write the steps in the correct order.

Eat the hāngī.

Heat the hāngī stones in the fire.

Dig a large pit.

Get some wood and light a fire.

Say a karakia kai.

Lift the hāngī.

I am learning to write a procedure.

Choose an activity from the list of suggestions or think of something your student would be really keen to do. Check that your student understands the steps in the process and can identify at least six key steps. Identify the important first, next and last steps. Then fill in more of the steps in the middle.

How to play a favourite game How to make a snowman How to care for your pet How to tidy your bedroom
How to make toast How to wash your hands How to be a good friend How to make popcorn

Think about some of the verbs (doing words) you can use e.g. cut, get, roll, brush, heat, wash. Write these down here.

Think about things you might need e.g. water, soap, shampoo, duster, carrot. Write these down in a list here.

Write out the main steps in your procedure.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Continue the learning ...

Write a procedure for one of the other suggestions above. Take some photos to support the writing. Mix up the steps in the procedure and ask your student to re-assemble them in the correct order.

Language experience activities

1. Write a menu for a hāngī.

2. Eat a hāngī, either one you have helped with or one you have bought. Write about how the food tastes.

3. Weave a food basket and write your own instructions.

Cut a piece of strong paper into a square and fold it in half.

Cut evenly-spaced slits starting from the folded edge and continuing up to about 1 cm from the opposite edge.

Open up the paper.

Cut coloured paper strips. The strips should be longer than the length of your square's side.

Take one paper strip and weave it across the slits, going over and under the slits.

Weave more paper strips in an alternating pattern until your paper weave is full.

Fold the excess length of each strip inwards and staple or glue them in place.

4. Learn a karakia kai.

E tō mātou matua i te rangi

Whakapaingia ēnei kai

Kua hora ki mua i a mātou

Hei oranga mō ō mātou tinana

Āmine

Our Father who art in heaven

Bless this food

Spread before us

As sustenance for our bodies

Amen

5. Read some books about hāngī.

Hangi by Wena Harawira.

Kakariki and the Hangi by Julia Sloane.

Pukunui's Hangi by James Waerea

6. Make rewena bread. Write out the recipe and the steps in the procedure.

7. Find out about how other cultures cook their food. Write about what you found out. What is the same and what is different?

XR405W Assessment page

Supervisor

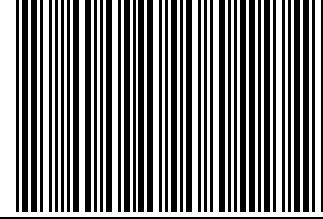
Please provide detailed feedback so that your Te Kura teacher knows what your student can do.

Learning goal My student can:	Not yet	With lots of help	Sometimes	Usually	Consistently	Comments
Hear sounds in words.						
Hear and see the pattern ai in words.						
Hear and read the blend gr at the beginning of a word.						
Read and write rhyming words.						
Write a procedure.						
Check their reading to ensure it looks right, sounds right and makes sense.						
Re-read the sentence to help solve a problem.						
Notice mistakes and self-correct.						

Keep the learning going ...

Do some reading and writing every day. Add to your blends book. Play the blends and digraphs game XR312.

Write lists of rhyming words that have the same letter patterns. Listen for the sounds in words. Play word games by adding or deleting sounds to words. Have fun making up rhyming stories.



XR405W 2016/2

COVER SHEET

STUDENTS – PLACE STUDENT ADDRESS LABEL BELOW OR WRITE IN YOUR DETAILS.

Full Name _____

ID No. _____

Address _____
(If changed)

Authentication statement

I certify that the assessment work is the original work of the student named above.

Signed _____
(Student)

Signed _____
(Supervisor)

FOR SCHOOL USE ONLY

Assessment