Kōrerotia! >>> Say it!

Kōrerotia is a speaking activity that can help students to:

- reflect on their learning by responding to scenarios related to topics and concepts they have studied
- draw on their own experiences to explain ideas.

This version of *Kōrerotia!* is based on pūtaiao/science concepts. Use this activity to recap learning.

>>> Taumata

Levels 4-5 or Years 7-10

>>> Te tukanga

Start by reading the instructions from the Ako Panuku website. Search Kōrerotia in the Resources area.

For further explanations, search *Say it!* on Te Kete Ipurangi www.tki.org.nz or ESOL Online www.esolonline.tki.org.nz/

>>> E hiahiatia ana

- A selection of 9 topic cards for each small group of ākonga. Choose from the selection provided or create additional topic cards to suit your programme.
- A 3 x 3 grid for each group.

	1	2	3
A			
E			
I			

>>> Hei mahi anō

For additional sets of *Kōrerotia!* cards to use with your class, visit the Ako Panuku website and search *Kōrerotia*.

>>> He āwhina reo

He mahi ā-rōpu tēnei. Ko “Kōrerotia” tōna ingoa.	This is a group activity, called “Kōrerotia”.
E 9 ngā kāri i te papa nei. *(Mā te kaiako e whiriwhiri ētahi kaupapa e 9).*	There are 9 cards on the board. *(The teacher to select 9 topics.)*
He kaupapa pūtaiao kei ia kāri.	On each card is a pūtaiao topic.
Me kōrero tēnā me tēnā o te rōpū mō tētahi o ngā kaupapa. Māku e tohu ko tēhea kaupapa hei kōrero māu.	Each speaker creates a story related to the picture.
Ka wātea te 30 hēkona ki ia kaikōrero kia āta whakaarohia tāna kaupapa kōrero, ā, kotahi meneti anō kia kōrerohia tāna kaupapa. *(Mā te kaiako te roanga o te wā kōrero e whiriwhiri.)*	Each speaker has 30 seconds to think carefully about their topic, and another minute to speak. *(The length of speaking time to be set by the teacher.)*
Kia karanga atu au, “Tīmata”, me tīmata te kaikōrero ki te kōrero mō tāna kaupapa. Kia pau atu te kotahi meneti, ka karanga anō au, “Kāti”.	When I say “Start” the speaker begins to speak about their topic. When one minute is up, I will say “Stop”.
Ka pēnei tonu tae atu ki te kaikōrero whakamutunga.	Continue like this until all speakers have had a turn.

Kōrerotia! >>> Say It!

Te Kāhui Kaiako Pūtaiao
AKO PANUKU COMMUNITY

AKO PANUKU
Inspiring Learning

	1	2	3
A			
E			
I			

E kīia ai tētahi mea, he rauropi arā, he mea ora, pēhea ana ōna āhuatanga? Tēnā, whakamāramatia ngā tukanga o te rauropi.

Whakamāramatia te mahi a ētahi wāhanga o te tinana e ora ai te tangata.

He aha tēnei mea te pūtau? Kōrerotia mai ngā wāhanga o te pūtau me ngā mahi o aua wāhanga.

Kōrerotia ngā putanga o te nui haere o te whakaputa hauhā (CO_2) ki te kōhauhau.

Whakamāramatia tēnei mea te ahurangi me te rerekē o tēnā i te huarere.

Whakamāramatia te mahi a te whare koata ki te pupuri i te mahana o Tamanuiterā e uru atu ana ki roto.

Whakamāramatia te tikanga pūtaiao o tēnei mea te “kora”. I ahu mai te kora i hea? Kōrerotia ētahi whakamahinga o te kora.

Kōrero mai mō te orokohanga mai o ngā koranehe, te whakamahinga o te koranehe me ngā raruraru ka hua mai.

Whakamāramatia ngā momo kora me ngā whakamahinga o te kora.

He whakapapa tō ngā mea katoa. Whakamāramatia mai te whakapapa o tētahi mea e ora ana.

“Ka ora te whenua, ka ora te tangata”. Tēnā, kōrero mai mō te tikanga (ā-pūtaiao nei) o tēnei kōrero.

He whanaungatanga tō ngā mea katoa. Me tiaki tātou i ngā mea katoa e ora ana. He aha ai?

What are the characteristics of living things? Explain the life process of living things.

Explain the functions of some of the parts of the body.

What is a cell?
Talk about its parts and what they do.

Talk about the effects of increased emission of carbon dioxide (CO_2) in the atmosphere.

Explain the difference between weather and climate.

Explain how a greenhouse traps heat energy.

Explain the scientific meaning of fuel. Where does fuel come from? Talk about the different uses of fuel.

Talk about the formation of fossil fuels, their uses and the problems associated with burning fossil fuels.

Explain different types of fuels, and how fuels are used.

All living things have evolved, can be grouped and classified. Explain the evolution of one living thing.

“If the land lives, people live.” Give a scientific explanation of what this statement means.

All living creatures are related. We must care for all living things. Why?