



Hei hei's eggs

ACTIVITIES & EMBEDDED VIDEO BOOK

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(FREELY ACCESSIBLE TO TEACHERS IN AOTEAROA).

Hei hei activities



Pancakes

- Make pancakes with the children. (Lots of maths involved here. Measuring amounts etc.).
- Find out the different types of toppings the students enjoy on pancakes. Conduct a survey to find out which is the favourite topping.
- Find out all the different ways the children enjoy eating eggs. Conduct another survey to find out which is the favourite way children enjoy eating eggs in class. Make some of these egg recipes with the class.

BONUS SONG – Tasty Eggs Fill out an online feedback survey about the book and receive a bonus song called ‘Tasty eggs’. It is a fun game and song that incorporates the different ways children enjoy eating eggs.

- Around the world. Compare pancakes to French crepe and or Belgian waffles. Have a go at making these.
- 36 crazy ways to cook eggs retrieved 27 January 2023 from https://www.youtube.com/watch?v=66Ck_5SePZg

Music activities

Watch the instruction video on how to teach the song 'Taku Hei hei'. Learn the egg counting game that comes with this song, or follow the instructions set out below.

[Click Hei hei to access video.](#)

Teaching the song 'Taku Hei hei'

Part 1



1. Sing the song for the children
2. Focus on the words 'Taku Hei hei'. Say to the children, 'These words in Māori mean 'my hen'. Who can show me an action for those two words. (Child shares an action). Invite the rest of the class to do this action.
3. Say to the children that you would like them to move around the room while the song is playing and say the words 'Taku Hei hei' and do the actions.
4. Play the song while the children do this.
5. Next, ask the children to hide these words 'Taku Hei hei' in their heads. (They still say the words, but in their heads. All you will see is the action).
6. To finish. Ask someone from the class to share what 'Taku Hei hei', means in English.

Part 2



1. (Revise our first learning): Here is the song we are learning. It's called 'Taku Hei hei'. Ask the children if they can remember what this means. (My hen). Teacher says, 'We had some actions for these two words, who can remember the actions? (Child shares the actions).
2. Play the song and invite the children to move and do these actions.
3. Teacher: 'We're going to learn some more words in the song today. (Show some eggs to the children). Say, 'What are these?' (Eggs). We use two Māori words for eggs. They are 'ngā hēki'. Can you see those words here? Let's make the shape of an egg and say 'Ngā hēki'.

4. Demonstrate the action for 'How many' (open palm hands move from the middle and out – an opening gesture), and say 'When we say these words 'E hia ngā hēki, we are asking how many eggs?' Invite the children to make the actions and say these words'. Play the song again. Explain to the children that you would like them to move around the room again while the song plays, doing these actions and saying the words 'E hia ngā hēki'.
5. Ask the children to hide these words in their heads but continue to do the actions.
6. Before you end this lesson, ask the children if they can tell you what 'E hia ngā hēki means.'



Part 3 (The last line)

1. Revise the words, 'Taku Hei hei' and 'E hia ngā hēki'. Invite half the class to move while the song is playing and say 'Taku Hei hei', the other half, 'E hia ngā hēki'. Swap.
2. Point to the last line and say, 'This is the last line of words we need to learn for our song.' Point to the words 'Ngā hēki' and say, 'We know these two words in the last line, 'Ngā hēki'. What do they mean? (Eggs).
3. Say, 'Ngā hēki māku'. Māku means 'for me'. So the last line means 'Eggs for me'. 'Who would like to show us an action for 'Ngā hēki māku'. Children copy this action.
4. Play the song while the children say 'Ngā hēki māku' and move with actions around the room.
5. Next, ask them to say the words in their heads and continue to do the actions, while the song is playing.
6. Ask the children what 'Ngā hēki māku' means before finishing this activity.



Part 4 Teaching the 'rangi' or tune for 'Taku Hei hei'

1. Teach this using 'my turn', 'your turn'. That is, teacher sings first line to the children. They then sing it back to the teacher.
2. Sing the next line to the children. The children sing it back.
3. Teacher then joins the two first lines. Teacher sings these two lines to the children then the children sing these two lines back.

4. Introduce the next two lines. Teacher sings a line. Children copy. Teacher sings another line, the children copy. Teacher joins these two lines and sings these two lines to the children and they sing this back.
5. Teacher goes to the beginning and sings all 4 lines. The class then copy and sing all 4 lines.
6. The next two lines are similar to the beginning. The teacher sings this to the children, they sing it back.
7. Finally the teacher sings the last line. The children sing this back.
8. Teacher models singing the song from the beginning to the end. The children all sing the song from the beginning to the end with the teacher.
9. Finally, sing the song with recording.



Part 5 Teaching the actions for 'Taku Hei hei'.

1. Show the children the actions. (Right hand out, left hand out, right hand touches half way up left arm, left arm touches half way up right arm. Make chicken arm actions each time you say 'Taku Hei hei'.
2. Repeat the beginning actions for the words 'E hia ngā hēki taku Hei hei' then to end the children make two egg shapes and finish with 'māku' by pointing thumbs and curled up fingers to themselves.



Part 6 Teaching the egg counting game

1. Say to the children, 'We're going to sing the song 'Taku Hei hei'. Sing the song with the recording, ask the children to stand and do the actions.
2. Say, 'When the song stops, I'm going to hold up a picture of some eggs'. I'd like us to count the eggs in Māori. If there are tahi, rua, toru groups of eggs. I'd like you to make groups of 'toru'. (Anyone who doesn't make it into a group of 'toru' can play instruments beside the teacher while the song is playing then join the game again when the egg counting starts again).

Music lesson for 'Taku Hei hei' song

WALTs	Lesson sequence	Evaluation
<p>Clap and say word patterns in a repeated fashion. This is called an 'ostinato'.</p>	<p>Lesson sequence 1</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Hei hei</div>	

Say these patterns in our heads, (inner hear), while still flapping arms and moving to the song.

Say to the children. We are going to say the words 'Hei hei'. Hei hei in the Māori language means 'hen'. Who can show an action we can use for the words 'Hei hei'. Children might move and make chicken wing arm flaps. Invite the children to say the words 'Hei hei' and flap their arms as they walk while the song is playing. After this ... encourage the children to ... inner hear. Inner hear: Ask the children to hide the words 'Hei hei' in their heads – still say it, but inside their heads. Continue to flap their arms and move while the song is playing.

Lesson 2

At the next lesson, reinforce the words 'Hei hei' by first asking the children what it means. Allow the children to move their arms and say 'Hei hei', while the song 'Taku Hei hei' is playing

Next: Invite someone to create actions for this next word pattern.

Hot hot syrup

*Ask the children to move to the song using the 'Hot hot syrup' actions.

*Inner hearing: Ask the children to keep the actions going but say the words, 'Hot hot syrup' in their heads.

*Next, invite half the class to say 'Hei hei' and flap their arms. The other half can say 'Hot hot syrup', while the song is playing.

Lesson 3

*Reinforce the word patterns 'Hei hei' and 'Hot hot syrup' by asking the children to move with the actions while saying the words. (Half the class, 'Hei hei', the other half 'Hot hot syrup'. Introduce the new word pattern

Silly silly hat

Use the same sequence.

Child creates actions.

Class moves with the song while doing the actions.

The students say the words inside their heads.

Divide the class into 3 groups.

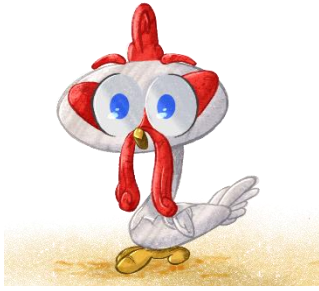
One group will move and say 'Silly silly hat'. Another group will say 'Hot hot syrup'.

Another 3rd will say 'Hei hei'.

<p>Transfer these rhythms onto untuned percussion. (Drums, tambourines etc.). Found sounds in the classroom can also be used. These might include patting desks, tapping chairs or chair legs with large paint brushes, crinkling chip packets. (Enjoy exploring possibilities with the children).</p> <p>Play these word pattern rhythms while the song 'Taku Hei hei' is played.</p>	<p>Lesson 4</p> <p>Revisit saying all 3 word patterns and doing the actions while the song is playing.</p> <p>Divide the class into 3rds. One group will have the 'Hei hei' word pattern, the next group will have the 'Hot hot syrup' pattern, the last group will have the word pattern, 'Silly silly hat'. Invite the students to choose an instrument and play their word pattern on untuned percussion instruments such as drums, woodblocks etc. or found sounds while the song is playing.</p> <p>Found sounds are anything in the environment that can make a rhythmical sound. This might include, patting desks, tapping chair legs with paint brushes, crinkling chip packets.</p> <p>The first time the students can say the words out loud while playing. The last time the students can hide the words in their heads (inner hear), leaving only the sounds of the instruments.</p>	<p>Evaluation</p>
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<p>WALTs</p> <p>Use our instruments, dance and singing to create a musical arrangement.</p>	<p>Lesson 5</p> <p>Yay. Now you can put an arrangement together using what you know! Here is an example.</p> <p>Start with a layered entry. (One word pattern after the other).</p> <p>‘No music at the beginning, just the instruments or found sounds’.</p> <p>Those children who have the word pattern or ostinato ‘Hei hei’, might start by patting their desks 4 times (Saying the words ‘Hei hei’). Starting quietly, then gradually become louder. After 4 times just let them pat the desks and hide the words in their heads.</p> <p>Next: The ‘Hot hot syrup’ group can come in after the ‘Hei hei’ group have completed 4 x ‘Hei hei’ pats ... these might be tapping steel chair legs with paint brushes. They can start off quietly as well and gradually become louder. Do this 4 times. After 4 times tapping and saying the words, they can then hide the words in their heads.</p> <p>Next: The ‘Silly silly hat’ group can join. This might involve</p>	<p>Evaluation</p>
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	<p>tapping two jar lids together.</p> <p>They can play their pattern 4 times saying the words while playing the jar lids, then hide the words in their heads but keep playing.</p> <p>Next you could have a group of singers sing the song with the recording and join the instrument players.</p> <p>Next you could have a group of keen dancers to dance a silly dance to the song. All the found sound groups could stop for this just to create a different focus and sound.</p> <p>Next sing the song again with all the instruments and singers.</p> <p>To finish: Have everyone sing the song again and quietly fade to the end. The teacher will need to slowly turn down the volume.</p>	
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Found sounds for the story

Create sounds to go with the story.

Scratchy sound: Invite the children to find sounds in the classroom that might be used to make a scratchy sound so that when Mina talks about 'Hei hei' scratching some students can make a scratchy sound.

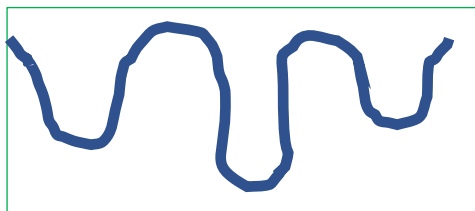
Mina's silly dance: Say to the class, can we make Mina's dance even funnier by finding some sounds in the room/outside that sound silly. (Crunchy packets, squeaky doors, blowing over bottles ...) when Mina dances. Or make funny sounds with our voices while Mina is dancing. We might say ... 'boing' or 'squeak' or 'whee'. (The sky's the limit).

Mina walking and following 'Hei hei'. Find some sounds to create steps?

Chicks/hens: Find sounds to create chick/hen sounds or use voices to make chick sounds. (Find a video online to listen to the sounds of chicks/hens).

Funny high/low voices: Join in when Mina makes funny high/low voices. Read 'The 3 little pigs'. Use high voices for the pigs. Low for the wolf. Read 'Goldilocks and the 3 bears'. Use low, middle and high voices for daddy, mummy and baby bear. Use a high pitched squeal when Goldilocks runs away.

Make vocal loop cards. (See following example). Children follow the contours of marks on the card using their voices. Create all sorts of contours. I also allow the children to draw contours on the white board for us to follow. Dots are fun too. The children have fun interpreting these, for example they might say blip, blip, blip if there are 3 dots at the end of the loop.



Purpose for having the children hear high and low?

- Some children are not aware of the difference between our speaking and singing voices. Moving their voices up and around helps them to feel and hear the different sounds their voices can make, then when they are ready, access their singing voice for singing.

A great rhyme to help them think about their singing, speaking voices is this one.

‘This is my speaking voice (speak), this is my quiet voice (speak quietly), this is my loud voice (speak loudly), this is my singing voice. Sing this part’.

- Musical development for the children involves being able to hear when sounds are high and low. It is useful preparation for hearing musical intervals.



Movement Silly dance

Explore **silly dance moves** with the class and hold a silly dance competition.

1. Challenge the children to see if they can move like robots, wobbly jelly, (Make some jelly and watch it wobble), trees or flags blown by strong winds, chicken walk, pūkeko walk. (I’m sure you’ll come up with other fun ideas).
2. Say, ‘Mina does a funny dance in the story. Do you think we can use some of these moves to create a silly dance too?’
3. Put the children into groups and invite them to choose 3 of the challenge moves to create their own silly dance. They can dance to the ‘Crazy frog’ music on youtube.
4. Try doing your silly dance at different levels. Down low on the ground, in the middle, up high.
5. Join Mina when he does his silly dance in the story.



Art activities

Egg art: Explore different youtube egg art activities online.

How to make easter egg art retrieved 27 January 2023 from
<https://www.youtube.com/watch?v=6J8OUETes1A>

Hats: Make silly hats. Have a silly hat day at school.



(Sorry, this is the silliest hat I could find).

Te reo Maori



How to pronounce Maori vowels

Long vowel sounds have a macron or hat on top. Short vowels do not have a macron.

Ah – ā a – about

E – e ...gg e - pet

I – bee i - ink

O – paw o - hawk

U – too u – to

BLENDS

Hia – idea

Ng - sing

The song 'Taku Hei hei' uses the words 'E hia' – How many

Classroom objects

Pene rākau – pencils

pene hinu – crayons

ngā pēke - bags

Ipu – container

ngā paraka – blocks

roto - in

ngā potae – hats

ngā hū - shoes

Rerenga

- E hia ngā pene rākau ki roto i te ipu?

How many pencils in the container?

Answer: E ono - 6

- E hia ngā pene hinu ki roto i te ipu?

How many crayons are in the container?

Tekau mā rua (12)

- E hia ngā hū ki roto i te ipu?

How many shoes are in the container?

E wha – 4

- E hia ngā paraka ki roto i te ipu?

How many blocks are in the container?

Rua tekau mā ono 16,

- E hia ngā potae ki roto i te ipu?

How many hats are in the container?

E rima – 5

- E hia ngā pene rākau ki roto i to pēke?

How many pencils are in your bag?

Kotahi - 1

Science

Visit a hen house. Do some factual studies about hens. Create a did you know ... area. For example, Did you know if a hen's wattles behind it's ears are red it will produce brown eggs? (Check out Hei hei's wattles).

Research with the class the latest developments around hen protection and the stance taken by supermarkets to reject eggs from caged hens in order to discourage this type of egg production.