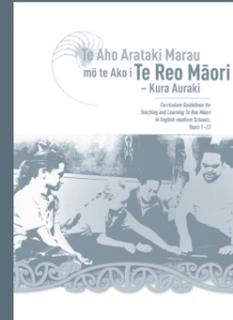


Supporting Te Reo Māori in English-medium Schools

Teacher Notes – *Te Rā o Māmā*



These teacher notes are designed to support levels 1 and 2 of *Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki*/Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: Years 1–13.

The proficiency target for curriculum levels 1 and 2 is described as Te Whakatōtanga (Beginning to use te reo Māori).

This book is one of a set of three Ngā Kete Kōrero books originally written for pre-emergent or early readers in Māori-medium settings. These teacher notes are designed to support their use in English-medium schools at years 1–6.

Te Rā o Māmā



Ko ngā kōrero nā Hera Taute
Ko ngā pikitia nā Caroline Adair Down

NGĀ KETE KŌRERO

Te Rā o Māmā Mother's Day

Translation

P. 2	P. 3	P. 4	P. 5
Māmā, Māmā, e ara.	Māmā, Māmā, katia ōu whatu.	Māmā, Māmā, kuhu mai.	Māmā, Māmā, haere mai.
Mum, Mum, get up.	Mum, Mum, close your eyes.	Mum, Mum, come in.	Mum, Mum, come here.
P. 6	P. 7	P. 8	
Māmā, Māmā, e noho.	Māmā, Māmā, huakina ōu whatu.	Tēnā kōrua aku tamariki tino pai o te ao.	
Mum, Mum, sit down.	Mum, Mum, open your eyes.	Thank you my favourite children in the world.	

Links to the Curriculum Guidelines**Whāinga Paetae Achievement Objective**

- 1.1 Greet, farewell, and acknowledge people and respond to greetings and acknowledgements
 1.6 Understand and use simple politeness conventions
 1.7 Use and respond to simple classroom language

Possible socio-cultural themes

- >> Te whānau (the family, belonging)
- >> Whanaungatanga (kinship, relationship connections)

Possible topics

- >> Whānau
- >> My home

Possible text types

- >> Captions for pictures and photos

Ngā Ara Reo Language Modes**Whakarongo (Listening, L1)**

- > Identify the sounds of the letters of the Māori alphabet (arapū), letter combinations, intonation, and stress patterns
- > Recognise and understand simple, familiar spoken words, phrases, and sentences

**Pānui (Reading, L1)**

Recognise and understand simple, familiar written words, phrases, and sentences

**Mātakitaki (Viewing, L1)**

- > Recognise the communicative significance of particular facial expressions and other body language
- > Interpret meanings that are conveyed in combinations of words and images or symbols

**Kōrero (Speaking, L1)**

- > Imitate the pronunciation, intonation, stress, and rhythm of Māori words, phrases, and sentences
- > Respond appropriately to simple, familiar instructions and simple questions

**Tuhituhi (Writing, L1)**

- > Write vowels with macrons
- > Write simple, familiar words, phrases, and sentences using the conventions of written language, such as appropriate spelling and punctuation

**Whakaatu (Presenting, L1)**

- > Use appropriate facial expressions, body language, and images to convey messages (with and without accompanying verbal language)

**The story**

This story is about Mother's Day. With Dad's help, two children make Mum a surprise breakfast. The children lead Mum into the kitchen where a delicious breakfast awaits her. The text includes simple instructions.

Introducing the book**Before reading (ascertaining prior knowledge)**

In preparation for reading the book, the teacher should become familiar with the following phrases used in the story and their meanings.

Page 2: e ara	(get up)
Page 3: katia ōu whatu	(close your eyes)
Page 4: kuhu mai	(come in)
Page 5: haere mai	(come here)
Page 6: e noho	(sit down)
Page 7: huakina ōu whatu	(open your eyes)
Page 8: tēnā kōrua	(Thank you both)

The teacher ascertains what vocabulary the students already know, for example, "Māmā", "haere mai", "e noho".

Talking about the book (how the teacher might introduce the book)

The teacher could use the big book to introduce the story to the students. Look at the cover and then ask the students what they think the book is about. The teacher could then discuss special days (such as Mother's Day and Father's Day) and find out what the students do to celebrate these special occasions. With the text covered up, ask the students to look at each page of the book and share their ideas about what they think is happening in each illustration.

Reading the book

The text in this book is based primarily on giving instructions. After the teacher has read the book, the students can read the book aloud as a group or in pairs. The teacher listens for correct pronunciation, stress, and intonation. The teacher could then list the phrases shown in the preceding section (Before reading) and explain what each one means.

Language features – some suggested activities**Vocabulary****Giving and following instructions**

In this activity, students will have the opportunity to practise listening to and following instructions. The teacher should make a circle on the floor using rope or string so that students can clearly see the areas inside and outside the circle. The circle should be large enough for at least six students to sit inside. To begin, students sit outside the circle. The teacher stands inside the circle and says the phrases from pages 2 to 7 of the book, choosing a student to follow the instructions. For example:

Teacher: E tū. (Stand.)
The student stands.
Teacher: *Kuhu mai.* (Come in.)
The student enters the circle.
Teacher: E noho. (Sit.)
The student sits.

The teacher can continue until there are five or six students in the circle. Then, the teacher can give further instructions using each student's name. For example:

Teacher: Michael, e tū. (Michael, stand.)
Teacher: Michael, katia *ōu* whatu. (Michael, close *your* eyes.)
Teacher: Michael, huakina *ōu* whatu. (Michael, open *your* eyes.)

Keep practising, allowing different students to have a turn at giving instructions. This activity can be done in smaller groups.

The teacher can add other instructions for those more able students sitting in the circle, for example, "ki waho" (outside) and "ki roto" (inside), as follows.

Instruction 1	Instruction 2	Extension – where
Teacher: Michael, e tū. (Michael, stand.)	<i>Putu atu</i> (Move out)	ki waho. (outside.)
Teacher: Michael, huakina <i>ōu</i> whatu. (Michael, open your eyes.)	<i>Haere atu</i> (Go away from the speaker)	ki waho. (outside.)
Teacher: (standing outside the circle, while Michael sits inside the circle) Michael, e tū. (Michael, stand.)	Haere mai (Come here)	ki waho. (outside.) E noho. (Sit.)
Teacher: (standing inside the circle, while Michael sits outside the circle) Michael, e tū. (Michael, stand.)	Kuhu mai (Enter)	ki roto. (inside.)

The students could practise this activity in pairs or small groups.

Matching the text and illustrations

For this activity, students need to match text to illustrations. The teacher could demonstrate this activity first and then divide the class into groups of four. Photocopy pages 2–7 of the book. Cut out the text from each page. Lay out the illustrations in page order. With the text for each page face down on the table, ask a student to turn over one piece of text, look carefully at it, and then match it to the illustration the student thinks it goes with. Continue the process until each illustration has a line of text under it. The students then use the book to see if it is correct, reading each sentence aloud.

Giving and responding to commands

The teacher could apply the instructions featured in the reader to the school situation, for example, "Katia te kūaha/matapihi/kāpata/kētī/pouaka" (Shut the door/window/cupboard/gate/box) or "Huakina te kūaha/matapihi/kāpata/kētī/pouaka" (Open the door/window/cupboard/gate/box). Students can take on the teacher's role and give instructions for others to respond to (in real or role-played situations), for example, "Kuhu mai." "Katia *ōu* whatu." "E noho. Huakina *ōu* whatu."

Classroom management phrases

The teacher can use the same sentence structure in the context of classroom management, for example, “Kōrero mai.” “Waiata mai.” (Speak to me. Sing to me.)

In addition, the teacher can use the phrase “tino pai” (from page 8, meaning “very good”) to praise students.

Greeting people

The teacher can point out that the words “Tēnā kōrua”, meaning “Hello”, are normally used to greet two people, but in this reader, the phrase is being used as a politeness convention – to thank two people.

The teacher could elicit from students an easy way to remember the dual pronoun “kōrua” – namely the number “rua” (two). The teacher could then consolidate this phrase as a greeting, by greeting pairs of students in the class and by reading the story “Ngā Kaiwhakatangi” from the *School Journal*, Part 2 Number 1, 1987. (This story will also show how to greet one person and three or more people.) Speech balloons could be used on photocopied pictures (for example from readers, magazines, or newspapers) to consolidate the greetings.

Extension activities

A small group or whole class activity could be to reversion the original text – using similar sentence patterns but changing the celebration, for example, Te Rā o Pāpā (Father’s Day).

Student assessment

Students can monitor their own progress by:

- » keeping a portfolio of their work, including a variety of spoken, written, and visual language work so they can monitor various aspects of their language learning as they compare later entries with earlier ones (Levels 1–2)
- » discussing the content of their portfolio with the teacher or their peers (Levels 1–2)
- » using checklists of success criteria that reflect the achievement objectives, themes, and topics at levels 1–2. For example, the checklist for this book might include items such as these for this book:
- » *I can greet two people using tēnā kōrua.* (Level 1)
- » *I can thank two people.* (Level 1)
- » *I can give and follow instructions.* (Level 1)

Support resources**Online resources**

Te Kete Ipurangi website provides a variety of resources relevant to teaching and learning te reo Māori in primary and secondary classrooms (see www.tki.org.nz/e/community/language/maori).

On that website you will find:

- » a teacher resource collection (called Te Whakaipurangi Rauemi), which includes high-frequency vocabulary

This resource and the accompanying books can be copied for use in New Zealand schools.

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39 Pipitea Street, PO Box 17-335
Wellington, Aotearoa New Zealand
Fax 04 4739265
customer.services@huia.co.nz
www.huia.co.nz

lists, a grammar progression outline, learner and teacher assessment checklists, examples of learner goal setting, sample tasks, examples of learner strategies, and references to materials about language teaching (see http://www.tki.org.nz/maori_mainstream/teacher_resources)

- » te reo Māori lesson plans that align with the Māori language curriculum guidelines, *Te Aho Arataki Marau mō te Ako i Te Reo Māori* (see http://www.tki.org.nz/maori_mainstream/lesson_plans).

Another useful resource is the Māori Language Commission’s site (see <http://www.maorilanguage.net/resources/index.cfm>).

Print resources

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This resource has been developed to support
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