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| ACHIEVEMENT OBJECTIVE | Curriculum Link 1.1 | The purpose of this unit of work is to learn the letter sounds in Māori and how to greet and farewell people. |
| LEARNING INTENTIONS | <p>In this unit students will:</p> <ul style="list-style-type: none"> • learn the Māori alphabet and the letter sounds • ask and answer the question “Where are you from?” in Māori and learn why one asks it • use the phrases kia ora – hello, ata mārie – good morning, ka kite anō – see you again, and say them in the correct context. | |
| SUCCESS CRITERIA | Before commencing the unit the teacher will discuss the learning intentions with the students and together agree upon appropriate success criteria. | |
| UNIT PLAN ONLINE | www.tki.org.nz/r/language/lis/wehi/units/unit1/index_e.php | |
| DVD CLIPS FOR THIS UNIT ONLINE | <p>Scene 1 www.tki.org.nz/r/language/lis/wehi/units/unit1/scene1_e.php Scene 2 www.tki.org.nz/r/language/lis/wehi/units/unit1/scene2_e.php Scene 3 www.tki.org.nz/r/language/lis/wehi/units/unit1/scene3_e.php</p> <p>He Kōrero Whakamārama www.tki.org.nz/r/language/lis/wehi/units/unit1/whakamarama_e.php</p> <p>Waiata www.tki.org.nz/r/language/lis/wehi/units/unit1/waiata_e.php</p> | |
| HE KŌRERO WHAKAMĀRAMA DVD | <p>Clip 1 Why ask “Where are you from?” Clip 2 What is a macron?</p> | |
| WAIATA DVD | Clip 1 Te Arapū Māori | |
| AUDIO CD | Track 1 Te Arapū Māori | |

Activity 1

Students will learn correct pronunciation of the Māori alphabet.

Before starting this activity watch *He Kōrero Whakamārama clip 2* where tohutō – macron, is explained.

Introduce the Māori alphabet using the song *Te Arapū Māori*.

Have the students say the letters and sounds after you.

Play *Audio CD track 1* for the students to listen to the tune, and then ask them to sing along.

When students are confident with the tune and lyrics, show them *DVD Waiata clip 1*, and introduce them to the actions and steps that go with the song.

Have the students copy *Te Arapū Māori* into their *Wehi* books.

This is the book that students will use to copy, to record, to write notes and to complete any written and illustration work related to *Ka Mau te Wehi*. Language learning is enhanced when students are provided with opportunities to practise writing in the target language. The student's work in the *Wehi* books can be checked by themselves, their peers or the teacher.

Explain to the students that in Māori the vowel sound is short or long. If a vowel has a **tohutō** – macron, like in the word 'Māori', the vowel sound is long. If not, the vowel sound is short. An alternative to the **tohutō** is the double vowel: Maaori. Ask the students to find out if the words in their local area are printed with the **tohutō** or the double vowel. Tell the students that a quick way to remember the word **tohutō** is: **tohu** means symbol and **tō** means to drag or to lengthen.

In pairs ask the students to check each other's song to ensure that the song title has macrons: Te Arapū Māori.

Activity 2

Students will learn how to greet someone in the morning.

Watch *DVD Unit 1 Scene 1* where Sione is invited to breakfast at Haami's house.

Have the students practise saying **ata mārie** – good morning, to each other.

Ask them what they think Māmā is saying (**Haere mai ki te kai** – Come and eat) when it is used by Māmā and Pāpā in *Unit 1 Scene 1*.

Role-play

Role-play 1 (whole class)

Set up a table with a few mock-up breakfast items such as eating utensils and a jam jar with **tiamu** written on it. Select children to go out of the classroom and come in as if they are arriving for breakfast. Practise using the phrases from *Unit 1 Scene 1*.

Role-play 2 (small group)

If there are students who know the words in *DVD Unit 1 Scene 1*, ask them to make up a role-play using vocabulary they are familiar with, e.g., one student could pretend to be asleep, and a second student could say – wake up, **E oho!** and **Haere mai ki te parakuihi** – come to breakfast. They could then combine their role-play with their classmates at the breakfast table.

Activity 3

Students will learn how to ask where someone is from and why this is important in Māori.

Watch *DVD Unit 1 Scene 2* where Nui meets and greets Sione.

Explain to the students that **kia ora** is a friendly, casual way of saying Hi, and that another way of greeting someone is **tēnā koe** – hello.

Ask the students why they think Nui asks Sione where he is from.

Show the students *He Kōrero Whakamārama DVD clip 1* to help explain why this question is often asked when meeting someone for the first time.

Ask the students to choose a country that they either come from, or can pretend to come from, for the purpose of this activity. Have them move around the classroom asking each other where they come from. This could be a suburb or town in New Zealand, or another country.

Nō hea koe, (person's name)?

Where are you from, (person's name)?

The answer to the question:

Nō (name of place) **au.**

I'm from (name of place).

Prepare the cards from *Unit 1 Worksheet A* that show the name of a person and an island in the Pacific region that they come from. Cut out the cards, and give one card to each student.

For the purposes of this activity, they will need to assume the name and the country shown on the card. Let the students practise saying the name of the person and the country on their card.

Have some blank cards prepared so that students can also use their own name and country of origin.

Pair each student with someone from a different country. Have the students move around the classroom together, stopping other pairs of students, greeting them in Māori and asking where they are from, who their friend is and where their friend is from.

Ko wai tō hoa?

Who is your friend?

Ko _____ **taku hoa.**

_____ is my friend.

Nō hea koe, Sione?

Where are you from, Sione?

Nō _____.

From _____.

Kia ora.

Thank you.

Activity 4

Students will learn how to say goodbye in Māori.

Watch *DVD Unit 1 Scene 3* where Sione and Haami leave for school.

Ask the students to identify the phrase to say goodbye:

Ka kite anō.

See you again.

Explain that **anō** means again.

Other ways of saying goodbye are:

E noho rā (which is said by the person leaving to the person who is staying).

Haere rā (which is said by the person staying, to the person leaving).

Have the students make up skits, using the words learnt in this unit, to perform to the rest of the class.

Te Arapū Māori

nā Mere Skerrett, Kate Cherrington, Maraea Hunia

A E Ha I Kei Eme Ene Nga O Pi Ara Ti U Wa Wha

Ko tēnei te Arapū Māori e

Kia kore ai tō tātou reo e ngaro nē

Arā, A, A E Ha I Kei Eme Ene Nga O Pi Ara Ti U Wa Wha

Ko tēnei te arapū tuhituhi

Hei āwhina mai i te pānui

Arā, A, A E Ha I Kei Eme Ene Nga O Pi Ara Ti U Wa Wha

Hei Ha!

Te Arapū Māori (translates as *The Māori alphabet*)

A E H I K M N Ng O P R T U W Wh

This is the Māori alphabet

So our language won't be lost

See, A E H I K M N NG O P R T U W WH

This is the writing alphabet

It will help me learn how to read

See, A E H I K M N NG O P R T U W WH

So there!

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|-------------------|------------------|----------------|
| SAMOA Sione | SAMOA Afa | SAMOA Seta |
| AOTEAROA Haami | AOTEAROA Hana | AOTEAROA Rā |
| FIJI Hariata | FIJI Tulia | FIJI Roko |
| TAHITI Tiare | TAHITI Tiana | TAHITI Teva |
| TONGA Tupou | TONGA Lomu | TONGA Paea |

Scene 1 DVD Transcript

UNIT ONE

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|--------------|---|
| Māmā | Ata mārie, Haami. <i>Good morning Haami.</i> |
| Haami | Ata mārie, Māmā. <i>Good morning Mum.</i> |
| Māmā | Ata mārie, Sione. <i>Good morning Sione.</i> |
| Sione | Ata mārie, Whaea. <i>Good morning Aunt.</i> |
| Māmā | Haere mai ki te kai. <i>Come and eat.</i> |
| Pāpā | Āe, haere mai ki te kai. <i>Yes, come and eat.</i> |
| Haami | Ata mārie, Pāpā. <i>Good morning Dad.</i> |

Scene 2 DVD Transcript

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|----------------------|--|
| Nui | Ata mārie, e te whānau. <i>Good morning, family.</i> |
| Māmā and Pāpā | Ata mārie, e Nui. <i>Morning, Nui.</i> |
| Nui | Ko wai tō hoa? <i>Who is your friend?</i> |
| Haami | Ko Sione taku hoa. <i>Sione is my friend.</i> |
| Nui | Kia ora Sione. Nō hea koe? <i>Hi Sione. Where are you from?</i> |
| Sione | Nō Hāmoa. Kia ora <i>From Samoa. Hi.</i> |

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|--------------|--|
| Māmā | Ata mārie, e Waka. <i>Good morning, Waka.</i> |
| Waka | Ata mārie, Māmā. Ko wai tō hoa, Haami? <i>Morning, Mum. Who's your friend, Haami?</i> |
| Haami | Ko Sione taku hoa. <i>Sione is my friend.</i> |
| Waka | Kia ora, Sione. <i>Hi Sione.</i> |
| Sione | Kia ora. <i>Hi.</i> |
| Māmā | E Waka, haere mai ki te kai. <i>Waka, come and eat.</i> |
| Waka | Kia ora, Māmā. <i>Thanks, Mum.</i> |
| Māmā | Haami, titiro ki te wā. <i>Haami, look at the time.</i> |
| Haami | Auē! Ka kite, Māmā. <i>Oh dear! See you, Mum.</i> |
| Sione | Ka kite anō. <i>See (you) again.</i> |
| Māmā | Āe, ka kite anō. <i>See (you) again.</i> |
| Pāpā | Ka kite anō i a koe. <i>See you again.</i> |