

ACHIEVEMENT OBJECTIVE	Curriculum Link 1.4, 1.7	The purpose of this unit of work is to learn to count and to ask who and where someone is.
LEARNING INTENTIONS	<p>In this unit students will learn:</p> <ul style="list-style-type: none"> • to count from 1 to 10 • the numbers from 11 to 100 • how to count beyond 100 • how to ask who and where someone is. 	
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/unit4/index_e.php	
DVD CLIPS FOR THIS UNIT ONLINE	<p>Scene 1 www.tki.org.nz/r/language/lis/wehi/units/unit4/scene1_e.php Scene 2 www.tki.org.nz/r/language/lis/wehi/units/unit4/scene2_e.php Scene 3 www.tki.org.nz/r/language/lis/wehi/units/unit4/scene3_e.php</p> <p><i>He Kōrero Whakamārama</i> www.tki.org.nz/r/language/lis/wehi/units/unit4/whakamarama_e.php</p>	
HE KŌRERO WHAKAMĀRAMA DVD	Clip 7 Use of waea pūkoro	

Activity 1

Students will learn how to say the numbers 1–10 in Māori.

Watch *DVD Unit 4 Scene 1* where Hana asks for Haami's phone number.

Ask the students if they already know some Māori numbers. Give them a chance to say them if they do.

If there are students who do not know any numbers, write the Māori words for the numbers from one to ten on the whiteboard. Ask the students to recite these in order and backwards until they are confident.

Play the counting circle game. Ask the students to stand in a circle. One person starts the game by saying **tahi** – one. The person to his or her right says **rua** – two, and the next person says **toru** – three, and so on around the circle until **tekau** – ten, is reached. The person who is the tenth must sit down, and the game continues with the next person saying **tahi**, etc. The counting continues around the circle, with every tenth person sitting down. The winner is the last person standing.

Have the students complete *Worksheet A*.

Ask the students to write the Māori words for the numbers from one to ten in **Wehi**.

Watch *He Kōrero Whakamārama DVD clip 7* where the Māori word for cellphone is explained. You may want to share this with your students.

Activity 2

Students will learn the numbers beyond 10.

Explain to the students how numbers greater than 10 are made up.

11 = 10 – **tekau**, plus – **mā**, 1 – **tahi** = **tekau mā tahi**

12 = 10 – **tekau**, plus – **mā**, 2 – **rua** = **tekau mā rua**

20 = two – **rua** tens – **tekau** = **rua tekau**

30 = **toru tekau**

57 = 50 plus 7 – **rima tekau mā whitu**

100 = **kotahi rau** – one hundred.

Give the students opportunities to practise hearing these numbers by playing bingo. Provide each student with a copy of *Worksheet B*. The students place an X over the number as it is called out. The winner calls “**Wharewhare**” – “House”, when they have marked off all the numbers.

Play the counting circle game, but vary it by choosing a number, e.g., three. Every person who is a multiple of three has to sit down, e.g., **tahi**, **rua**, **toru** (**toru** sits down), **whā**, **rima**, **ono** (**ono** sits down), etc. To make this game even more challenging, choose multiples of two numbers.

Activity 3

Students will learn to use Māori numbers in everyday contexts.

Watch *DVD Unit 4 Scene 2* where Hana texts Haami.

Ask the students to complete *Worksheet C*, writing the numbers in Māori. Tell the students to adapt the worksheet to suit or add more lines with additional information.

Activity 4

Students will learn how to ask who someone is and where someone is.

Before watching the DVD, ask the students to see if they can identify the words that Haami says to ask, “Is that Hana?” and the words Hana uses to answer.

Watch *DVD Unit 4 Scene 3*.

Discuss the following sentences used in the DVD scene:

Ko Hana tēnā?	Is that Hana?
Ko Hana tēnei.	This is Hana.
Ko wai tēnā?	Who’s that?
Kei whea/hea koe?	Where are you?

Explain that whether **hea** or **whea** is used depends on where someone comes from – their tribal dialect.

Tell the students to make up a telephone conversation with a partner. Remind them to start with a greeting, and perhaps their telephone number, and to ask **ko wai tēnā?** – who is that? and **kei whea/hea koe?** – where are you? Take turns at asking and answering the questions.

Match the number with the correct word.

5	rua
10	whitu
1	ono
8	tahi
2	iwa
7	toru
6	rima
3	waru
9	whā
4	tekau

7	67	11	6	8	49	69	68	51	50
80	2	40	38	39	9	25	16	30	70
10	24	82	85	26	74	87	88	41	89
48	65	5	23	86	29	13	53	42	79
1	37	78	44	20	58	57	12	72	52
66	46	21	83	32	43	56	71	28	91
36	22	81	4	84	17	31	90	18	93
47	64	45	33	75	73	92	100	97	96
27	35	3	59	19	77	54	99	94	98
63	62	61	34	60	55	76	95	15	14

Finish each sentence by writing the answer in Māori.

My name is _____.

I was born on ____/____/____.

I am _____ years old.

I live at _____.

My telephone number is _____.

My cellphone number is _____.

My Mum's phone number is _____.

My Dad's phone number is _____.

Scene 1 DVD Transcript

UNIT FOUR

Hana	He aha te nama waea o Dylan? <i>What is Dylan's phone number?</i>
Jo	Kore-tahi-rua-toru-whā-rima-ono-whitu-waru-iwa <i>0-1-2-3-4-5-6-7-8-9</i>
Hana	Kore-tahi-rua-toru-whā-rima-ono-whitu-waru-iwa, nē? <i>0-1-2-3-4-5-6-7-8-9, right?</i>
Jo	Āe. <i>Yes.</i>
Dylan (reads Hana's text)	He aha te nama waea pūkoro o Haami, Hana? <i>What is Haami's mobile phone number, Hana?</i>
Hana (reads Dylan's text)	Kore-tahi-rua-iwa-waru-whitu-ono-rima-whā-toru Tumeke! <i>012 987 6543</i> <i>Too much!</i>
Jo	E kī, e kī! <i>Well, well!</i>
Hana	Kore-tahi-rua-iwa-waru-whitu-ono-rima-whā-toru <i>012 987 6543</i>

Scene 2 DVD Transcript

Haami reads text	Kore-tahi-rua-rima-ono-whitu-rua-toru-whā-rima? “Hana tēnei. Waea mai” E kī, ko Hana. <i>012-567-2345? Hana here. Text me” Well, it's Hana.</i>
Sione	Ko wai tēnā? <i>Who's that?</i>
Haami	Aua. <i>Don't know.</i>
Sione	Ko Hana tēnā, nē? <i>That's Hana, eh?</i>
Haami	Turituri! <i>Be quiet!</i>

- Hana** Kia ora.
Hello.
- Haami** Kia ora. Ko Hana tēnā?
Hi. Is that Hana?
- Hana** Āe, ko Hana tēnei. Ko wai tēnā?
Yes, this is Hana. Who's that?
- Haami** Ko Haami.
Haami.
- Hana** Kei hea koe?
Where are you?
- Haami** Kei te kāinga. Kei whea koe?
At home. Where are you?
- Hana** Kei te kāinga o Jo.
At Jo's home.
- Haami** Kei te haere koe ki te kanikani?
Are you going to the dance?
- Hana** Āe, pea. Pēhea koe?
Yes, perhaps. What about you?
- Jo** Hana, haere mai ki te kai.
Hana, come and eat.
- Hana** Taihoa, Jo!
Hang on, Jo!
- Haami** Hana!
Hana!
- Hana** Auē!
Oh no!
- Haami** Hana! Kei konā koe?
Hana! Are you there?

Hana Haami, waea mai anō. Haami!
Haami! Kei konā koe?
Haami, ring me again. Haami!
Haami! Are you there?

Hana Auē!
Oh no!

Haami Auē!
Oh no!

