

ACHIEVEMENT OBJECTIVE	Curriculum Links 1.3, 2.4	The purpose of this unit of work is to learn the days of the week, the months of the year and to tell the time in Māori.
LEARNING INTENTIONS	In this unit students will learn: <ul style="list-style-type: none"> • the days of the week in Māori • the months of the year in Māori • to tell the time in Māori. 	
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/unit5/index_e.php	
DVD CLIPS FOR THIS UNIT ONLINE	Scene 1 www.tki.org.nz/r/language/lis/wehi/units/unit5/scene1_e.php Scene 2 www.tki.org.nz/r/language/lis/wehi/units/unit5/scene2_e.php Scene 3 www.tki.org.nz/r/language/lis/wehi/units/unit5/scene3_e.php <i>He Kōrero Whakamārama</i> www.tki.org.nz/r/language/lis/wehi/units/unit5/whakamarama_e.php <i>Waiata</i> www.tki.org.nz/r/language/lis/wehi/units/unit5/waiata_e.php	
HE KŌRERO WHAKAMĀRAMA DVD	Clip 8 The Māori Calendar, Months, Days	
WAIATA DVD	Clip 2 Rā Whānau ki a Koe	
AUDIO CD	Track 2 Rā Whānau ki a Koe	
EXTRA RESOURCE	http://www.tki.org.nz/r/science/putaiaio/matariki-notes_e.php	

Activity 1

Students will learn the days of the week in Māori.

Watch *He Kōrero Whakamārama* DVD clip 8 where the different terms for the days of the week and the months of the year are explained.

Watch DVD Unit 5 Scene 1 where the boys are talking about the date of the dance.

Write the days of the week in Māori on the whiteboard and have the students practise saying these. See *Teacher Sheet A* for these words.

Explain that they might hear two ways of saying the days of the week in Māori.

Using approximately 30 blank cards, write one day of the week on each (each card has either the Māori name or the English name). Encourage the students to play 'Snap' with these cards.

Ask the students to write the days of the week in Māori in *Wehi*.

Activity 2

Students will learn the months of the year.

Write the months of the year in Māori on the whiteboard and have the students practise saying these.
See *Teacher Sheet B*.

Assimilation name	English name	Traditional name
Hānuere	January	Kohitātea
Pēpuere	February	Hui-tanguru
Māehe	March	Poutū-te-rangi
Āperira	April	Paenga-whāwhā
Mei	May	Haratua
Hune	June	Pipiri
Hūrae	July	Hōngongoi
Ākuhata	August	Here-turi-kōkā
Hepetema	September	Mahuru
Oketopa	October	Whiringa-ā-nuku
Noema	November	Whiringa-ā-rangi
Tihema	December	Hakihea

Explain that they might hear different ways of saying the months of the year in Māori. Show them the clip from *He Kōrero Whakamārama clip 8* again where this is explained.

Teach the students the question and answer sentences, and have them practise using their birthday:

Āhea tō rā whānau?

When is your birthday?

Ā te _____ o _____.

On (date) of (month).

Ask the students to form a line across the classroom with **1 Hānuere** – 1 January, at one end and **31 Tihema** – 31 December, at the other end, and to line up according to where their birthday falls between those dates.

To form the line, the students must ask each other when their birthday is, listen to the answer and then move to the correct position in the line.

Listen to **Rā Whānau ki a Koe** on the Audio CD, track 2 or watch the **waiata**, on DVD, or online and practise this song.

Ask the students to write the words to this song in **Wehi**.

Ask the students to create a class list of birthdays, and sing this song on each person's birthday. Ask the students to think of three dates that are important to them, and write these dates in Māori in **Wehi**, leaving enough space to illustrate that date, eg, the date could be their birthday, the date of the school dance or their sports finals.

Activity 3

Students will learn to tell the time in Māori.

Look at *He Kōrero Whakamārama* clip 9 for an explanation of the word **mā**.

Watch *DVD Unit 5 Scene 2* where Jo and Hana talk about the dance.

Ask the students to tell you what time the dance is (7 o'clock). Write this time on the whiteboard in Māori and draw a simple clock alongside showing 7 o'clock. Ask the students to identify the words for 7 – **whitu**, and o'clock – **karaka**.

Call out a time and have the students draw simple clock faces in **Wehi** showing that time, or draw simple clock faces on the board showing different times, and have the students copy the clock faces in **Wehi** and write the time in Māori alongside, or get the students to complete *Worksheets A and B*.

Note: *DVD Unit 9 Scene 3* shows another situation where times are discussed.

Draw a clock face on the whiteboard showing half past three, and ask the students if they can predict how this time would be said in Māori:

Hāwhe pāhi i te toru karaka.

Half past three o'clock.

Encourage the students to play the game **Āhea te kanikani?** When is the dance? in pairs. Each person has a game card (see *Worksheet C*) and should cross out three squares – one each for the time, the day and the month they have selected for the school dance. The purpose of the game is to guess the date and time of each other's dance.

Taking turns, the students should ask each other:

Ā te (name the day) **te kanikani, nē?**

The dance is on (name the day), isn't it?

If they are correct, their partner answers:

Āe, ā te (name of the day).

Yes, on the (name of the day).

If they are incorrect, their partner says **kāo** – no, and asks a question to find out their partner's dance date.

If they answer a question correctly, they are allowed to ask another question.

Ā te Paraire te tekau mā rima te kanikani, nē?

The dance is on Friday the fifteenth, isn't it?

Ā te Paraire te tekau mā rima o Mahuru te kanikani, nē?

The dance is on Friday the fifteenth of September, isn't it?

Rā Whānau Ki A Koe

[sing song 5 times]

Rā whānau ki a koe

Rā whānau ki a koe

Rā whānau ki a **Haami (Dylan, Sione, Hana, Jo)**

Rā whānau ki a koe!

Happy Birthday to You

[sing song 5 times]

Happy birthday to you

Happy birthday to you

Happy birthday to **Haami (Dylan, Sione, Hana, Jo)**

Happy birthday to you!

Assimilation name	English name	Traditional name
Mane	Monday	Rāhina
Tūrei	Tuesday	Rātū
Wenerei	Wednesday	Rāapa
Tāite	Thursday	Rāpare
Paraire	Friday	Rāmere
Hātarei	Saturday	Rāhoroi
Rātapu	Sunday	Rātapu

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Tīhema	December	Hakihea

Draw a simple clock face in each section showing the correct time. Beneath each clock face write the time in Māori.

Rua karaka _____	Tekau mā rua karaka _____
Rima karaka _____	Waru karaka _____
Toru karaka _____	Iwa karaka _____
Whā karaka _____	Tekau karaka _____
Whitu karaka _____	Kotahi karaka _____

Read the time in Māori. Show each time on a clock face

Kotahi karaka te taima	Hāwhe pāhi i te ono karaka te taima
Tekau mā tahi karaka te taima	Hāwhe pāhi i te rua karaka te taima
Iwa karaka te taima	Hāwhe pāhi i te whā karaka te taima
Rima karaka te taima	Hāwhe pāhi i te waru karaka te taima
Whitu karaka te taima	Hāwhe pāhi i te toru karaka te taima

Months	Days of the Week						
	Rāhina	Rātū	Rāapa	Rāpare	Rāmere	Rāhoroi	Rātapu
Kohitātea Hanuere							
<i>Tahi</i>							
Hui-tanguru Pēpuere							
<i>Rua</i>							
Poutū-te-rangi Māehe							
<i>Toru</i>							
Paenga- whāwhā Āperira							
<i>Whā</i>							
Haratua Mei							
<i>Rima</i>							
Pipiri Hune							
<i>Ono</i>							
Hōngongoi Hūrae							
<i>Whitu</i>							
Here-turi-kōkā Ākuhata							
<i>Waru</i>							
Mahuru Hepetema							
<i>Iwa</i>							
Whiringa-ā- nuku Oketopa							
<i>Tekau</i>							
Whiringa-ā- rangi Noema							
<i>Tekau mā tahi</i>							
Hakihea Tihema							
<i>Tekau mā rua</i>							

- Haami** E hoa.
Hey bro.
- Sione** He aha?
What's up?
- Haami** Āwhea te kanikani?
When's the dance?
- Sione** Ā te Tāite, te tekau mā whā o Mahuru
On Thursday the 14th of September.
- Dylan** Kāo.
No.
- Sione** Nē, āhea?
Really, when?
- Dylan** Ā te Paraire, te tekau mā rima o Mahuru.
On Friday the fifteenth of September.
- Haami** Me haere tātou!
Let's go!
- Dylan and Sione** Āe, me haere tātou katoa!
Yes, let's all go!
- Sione** E hoa, Dylan. Kei te haere ō hoa?
Mate, Dylan. Are your friends going?
- Dylan** Āe, tērā pea. Me pātai atu au, nē Haami?
Yes, maybe. I'd better ask, eh Haami?
- Haami** Kei a koe, e hoa.
It's up to you, bro.

- Jo** E Hana.
Hana.
- Hana** He aha?
What?
- Jo** Ā te Paraire te kanikani, nē?
The dance is on Friday, eh?
- Hana** Āe, ā te Paraire te tekau mā rima o Mahuru.
Yes, on Friday the fifteenth of September.
- Jo** Ā tēhea wā?
At what time?
- Hana** Ā te whitu karaka.
At 7 o'clock.
- Jo** Kei te haere a Haami mā?
Are Haami and the others going?
- Hana** Tērā pea, me pātai atu koe.
Maybe, you should ask.
- Jo** Kāo. Me pātai atu koe ki a ia.
No. You should ask him.
- Hana** He aha ai?
Why?
- Jo** Kei te pai koe ki a Haami!
Haami likes you!
- Hana** Kāo!
No!
- Jo** Āe, ā, kei te pai a Haami ki a koe.
Yes and you like Haami!
- Hana** Nē, e hoa?
Is that right, girlfriend?
- Jo** Āe, e hoa!
Absolutely, girlfriend!
- Hana** Ka pai. Jo, kei te haere koe, nē?
Okay. Jo, you are going, eh?

Jo Āe. Kei te haere au.
 Yes, I'm going.

Hana Ka pai! Ka haere tāua.
 Cool! You and I will go.

- Dylan** Kia ora, Jo. Kei hea a Hana?
Hello, Jo. Where's Hana?
- Jo** Kia ora, e hoa. Kei te haere mai ia.
Hi, friend. She's coming.
- Dylan** Kei te hiakai ahau.
I'm hungry.
- Jo** Kei te tino hiakai au. He aha tō pīrangī?
I'm really hungry. What do you want?
- Dylan** He hanawiti. Jo, kei te haere koe ki te kanikani?
A sandwich. Jo, are you going to the dance?
- Jo** Āe. Kei te haere koutou?
Yes. Are you three going?
- Dylan** Kei te haere au.
I'm going.
- Jo to Sione and Haami** Pēhea kōrua?
What about you two?
- Sione** Āe, kei te haere ahau.
Yes, I'm going.
- Haami** Kei te haere a Hana ki te kanikani?
Is Hana going to the dance?
- Jo** Tērā pea. Kei te haere koe?
Maybe. Are you going?
- Haami** Aua.
I don't know.
- Dylan** Kei te haere a Hana, nē Jo?
Hana's going, eh Jo?
- Haami** E hoa, turituri.
Bro, be quiet.