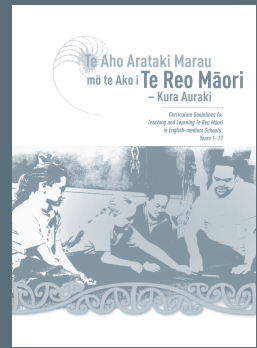**Supporting Te Reo Māori in English-medium Schools**

Teacher Notes –
... *Ara Mai he Taniwha!*

Koiri

These teacher notes are designed for levels 5 and 6 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 language development at year 11, levels 5 and 6 is Te Puāwaitanga (Achieving social competence in te reo Māori).

This book was originally written for Māori-medium settings. The teacher notes are designed to support its use in English-medium schools. They provide ideas about how this book might be used in a classroom context, but there will also be other ways you can use it in your reo Māori programme.

This book retells the legend of the taniwha Tarakura of Te Rohe o Rangitāiki in the Bay of Plenty. The people of this area travelled freely between Kawerau and Te Rae o Kōhī on the coast at Whakatāne to access the abundance of food that was available there. However, their movement became restricted when Tarakura decided to occupy a cave on the pathway between these areas. People were Tarakura's main source of food. Tarakura has two mōkai, a dog that warns him when people are approaching during the daytime and an owl that does the same at night. To resolve this problem, the people of the area call a hui. A warrior named Iratūmoana comes up with strategy to get rid of Tarakura.

... ARA MAI HE TANIWHA!
nā Kiri Henry
nā Andrew Burdan ngā pikitia
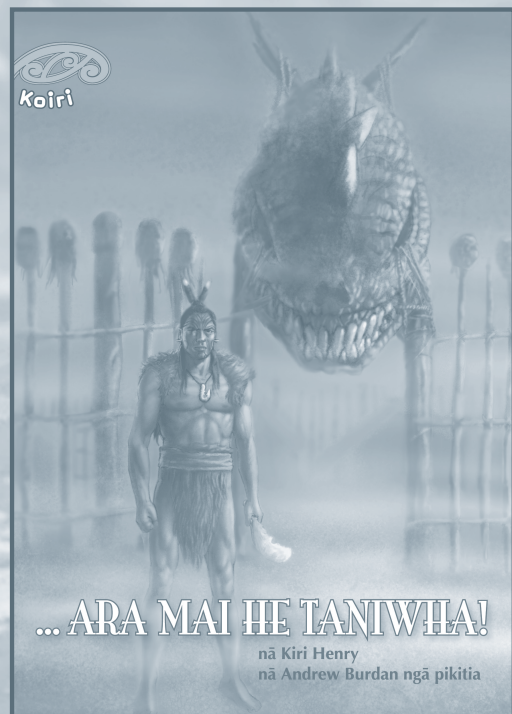
Links to the *Curriculum Guidelines*

Ngā Whāinga Paetae	Achievement Objectives
5.1	Communicate about past activities and events
5.4	Describe, compare, and contrast people, places, and things
6.2	Communicate about problems and solutions

Possible socio-cultural themes	Possible topic	Possible text types
›› Taiao (environment)	›› Famous Māori people	›› Pepeha (iwi-specific sayings)
›› Whakapapa (lines of descent)		›› Whakataukī (proverbs)
›› Tangata whenua (hosts)		›› Advertising posters

Ngā Ara Reo Language Modes	
Whakarongo (Listening, L5) ›› Make use of context and familiar language to work out meaning and relationships between things, events, and ideas	
Pānui (Reading, L5) ›› Understand specific details in contexts that may contain some unfamiliar language ›› Make use of context and familiar language to work out the relationships between things, events, and ideas	
Mātakitaki (Viewing, L6) ›› Understand and respond to various meanings, ideas, and effects in visual texts for different purposes and audiences	
Kōrero (Speaking, L5 and L6) ›› Give short talks on familiar topics in a range of contexts, past and present ›› Use appropriate pronunciation, stress, rhythm, and intonation	
Tuhituhi (Writing, L5 and L6) ›› Write information on familiar topics in a range of contexts, past, and present ›› Write a range of text types and more extended texts (for example, formal letters, personal letters, blogs, longer essays, descriptions, and narratives)	
Whakaatu (Presenting, L6) ›› Use combinations of visual and verbal language to communicate with different audiences for different purposes	

Links to NCEA and Achievement Standards

The activities in these teacher notes link to Level 1 NCEA achievement standards for te reo Māori. These achievement standards derive from achievement objectives at levels 5 and 6 of the *Curriculum Guidelines*. Teachers could use the suggested learning and assessment activities together with ngā ara reo to formatively assess students' performance, skill, and knowledge in relation to the achievement objectives identified in these teacher notes. Monitoring students' progress over time will help build a picture of students' performance and inform teachers' judgment when assessing students for qualification purposes.

Introducing the book

The teacher could introduce the story by discussing with students the genre of taniwha stories and the types of themes and characters usually found in these stories. Following the discussion, the teacher could then read the text with the students and, where necessary, provide brief explanations in English. This exercise is also an opportunity for different students to read passages or paragraphs aloud. At this introductory stage, explanations should be brief rather than in-depth. The main purpose of the exercise is for students to become familiar with the storyline.

Suggested learning activities

Answering questions in Māori

Students can be asked to read a passage and write answers in Māori. Questions could be in English or Māori. The following are examples of possible question types.

Example 1: Read pages 10–14 of the story. For each question, write your answers in Māori.

1. How did people usually travel when they visited their relatives?
2. What was the big problem for the travelling groups?
3. Where did Tarakura live?

Example 2: Read pages 14–16 to answer the following questions about Tarakura.

1. I hea te wāhi noho o Tarakura?
2. E hia ana mōkai?
3. Mēnā ka pātata he tangata ki tōna kāinga, ka aha a Tarakura?

Example 3: Find the Māori phrases on pages 20 and 21 that mean the same as:

1. "the warnings about the taniwha"
2. "outside his lair"
3. "some of them returned directly to the pā".

Character study

Students could be asked to study a character from the story. For example, Tarakura, Iratūmoana, ngā mōkai a Tarakura. This task could be done individually, in pairs, or in a small group.

Ask students to list some of the phrases that describe their chosen characters. They could be encouraged to use planning tools such as mind maps or graphic organisers to represent the chosen character. Once they have compiled sufficient information about the character, they could write a brief description of the character or introduce the character to the class.

Matching or ordering information

Students could be presented with a list of sentences that summarise key events in a chapter or chapters. They could then match each sentence to the correct passage, page, or chapter.

For example: Read Chapter 1 of the story and then match each sentence below to the correct page.

Ko Tarakura te ingoa o te taniwha.	Whārangi 12
He maha ngā kai o te rohe nei.	Whārangi 14
I Waikāmihi tōna wāhi noho.	Whārangi 16
Ka patua ētahi o ngā whanaunga e te taniwha.	Whārangi 10
Ko te tangata tana tino kai.	Whārangi 16
E rua ana mōkai.	Whārangi 14

Alternatively, students could be asked to order the sentences to match the order in which they appear in the story. Each sentence could be written on card or paper and then allocated, one sentence per student. Students would need to work together to put the sentences in the correct order. Each student could read his or her sentence aloud, and the rest of the group could decide where it comes in relation to the other sentences in the story. Once the correct order is completed, students read the sentences in order to the rest of the class.

Understanding the main ideas

The following is a simple activity intended to check students' understanding of the main ideas within the story. Students are given a list of statements and must decide whether each one is true (tika) or false (hē).

For example:

1. He kōrero tēnei mō ētahi taniwha e toru.
2. Kāore ngā tāngata i haere ki ngā tangihanga, kei patua rātau e te taniwha.
3. I noho te taniwha i runga i tētahi maunga.
4. E rua ngā mōkai a Tarakura.
5. Ka hanga ngā tāngata i tētahi hīnaki hei hopu i te taniwha.

For sentences that are false, students should be asked to provide the correct information.

Preparing and presenting a visual message based on information gathered from a story

This could be done in pairs or as a small group activity. Each group can design a poster that offers a reward for the capture or extermination of Tarakura. The poster should have information about the taniwha's physical appearance, his misdemeanours, his accomplices, and whereabouts. Students should present their posters to the rest of the class. An extension activity could be to produce a news bulletin for radio that provides an advisory warning for travellers. Students could record their bulletins.

Teacher assessment

Teachers can use a variety of procedures for observing and recording each student's progress. Teachers can monitor students' progress by:

›› checking students' ability to use language, with emphasis on communicative competence rather than native speaker expertise, by observing the students as they carry out spoken, written, and visual language tasks in authentic contexts related to the various themes, topics, and text types introduced (levels 1–8)

›› checking students' spoken and written narratives about real or imagined past activities and events (levels 3–8)

›› assessing students' specific responses to the various tasks that have been set (levels 1–8)

›› observing students' responses to instructions and directions and their successful completion of tasks based on these instructions and directions (levels 3–4).

Student assessment

Students can monitor their own progress by:

›› keeping a portfolio of their work (levels 1–8)

›› discussing the contents of their portfolios with the teacher or their peers (levels 1–8)

›› using a checklist of success criteria that reflect the achievement objectives, themes, and topics at levels 1–8. For example:

I can discuss what I have written with a friend. (Level 5)

I can discuss a familiar topic with my friend. (Level 5)

I can give an opinion on a topic. (Level 7)

›› keeping vocabulary note books and checking their ability to remember and use the words included in them (levels 1–8)

›› selecting appropriate language for specific contexts (levels 3–8).

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

Support resources

Online resources

The ministry's website, Te Kete Ipurangi, 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 (Te Whakaipurangi Rauemi), which includes high-frequency vocabulary 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/r/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/r/maori_mainstream/lesson_plans).

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

Print resources

Barlow, Cleve. *Tikanga Whakaaro: Key Concepts in Māori Culture*. South Melbourne, Victoria: Oxford University Press, 2001.

Kāretu, S.T. *Te Reo Rangatira*. Wellington: Government Printer, 1974.

Mead, Hirini Moko. *Tikanga Māori: Living by Māori Values*. Wellington: Huia Publishers, 2003.

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Nation, I.S.P. *Language Teaching Techniques*. Wellington: English Language Institute Occasional Publication No. 2, 1989.

This resource has been developed to support
The New Zealand Curriculum