

Supporting Te Reo Māori in English-medium Schools

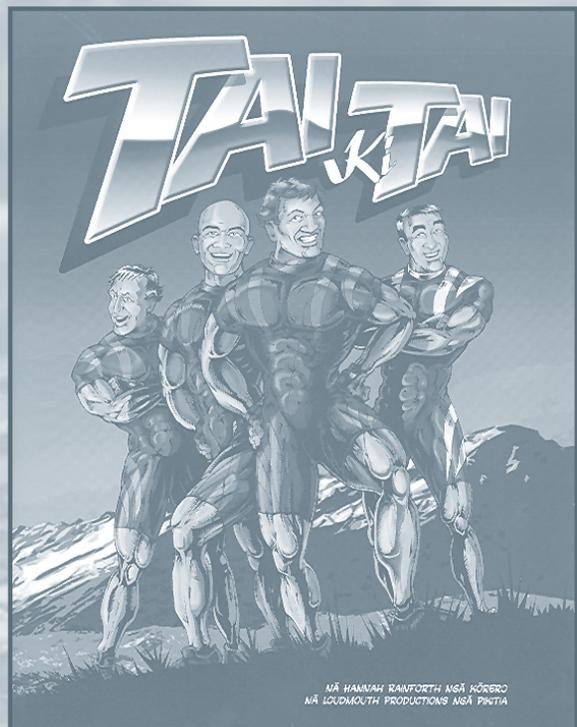
Teacher Notes – *Tai ki Tai*



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 is a graphic novel about four friends who decide to enter the annual Coast to Coast race starting on the west coast of the South Island and ending on the east coast in Christchurch. This resource shows the readers what competitors do to prepare for this type of endurance event, such as seeking sponsors, obtaining equipment, and arranging transport, accommodation, and a support crew, and how they endure the challenges of the race itself.



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
- 6.3 Communicate about immediate plans, hopes, wishes, and intentions

Possible socio-cultural theme

- » Taha tinana, taha hinengaro, taha wairua (qualities of a person, well-being, balance)

Possible topics

- » Recounting sport, leisure, and cultural activities
- » Health and well-being

Possible text types

- » Maps
- » Letters, telephone calls, email

Ngā Ara Reo	Language Modes	
Whakarongo (Listening, L5 and L6)	<ul style="list-style-type: none"> » Understand specific details in contexts that may contain some unfamiliar language » Make use of context and familiar language to understand instructions and information in formal and informal contexts 	
Pānui (Reading, L5)	<ul style="list-style-type: none"> » Understand specific details in contexts that may contain some unfamiliar language 	
Mātakitaki (Viewing, L6)	<ul style="list-style-type: none"> » Understand and respond to various meanings, ideas, and effects in visual texts for different purposes and audiences 	
Kōrero (Speaking, L5 and L6)	<ul style="list-style-type: none"> » 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)	<ul style="list-style-type: none"> » Write information on familiar topics in a range of contexts, past and present » Use resources such as dictionaries and glossaries to experiment with new language and to review writing for accuracy 	
Whakaatu (Presenting, L5)	<ul style="list-style-type: none"> » Communicate information, ideas, or narrative through texts in which visual and verbal features interact to produce particular meanings and effects 	

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

Before reading

Prior to reading the book, the teacher can explain that the resource is a graphic novel and that it presents a story through illustrations. The teacher could show both *Tai ki Tai* and *Taku Hei Pounamu* as examples of graphic novels.

Suggested learning activities

Comparing and contrasting the main characters

This activity could be done in pairs. Students need to look at the information about the four main characters on page 2. They must select two characters to compare and contrast. Each pair of students should prepare and make a short presentation to the class that provides at least six pieces of information that compare their chosen characters.

Presentations could include:

- iwi affiliations
- where they grew up
- favourite sports
- role models and significant ancestors
- length of time preparing for the event
- favourite foods
- support crew
- strongest and weakest disciplines (this information is shown on page 2 in the coloured bar graphs at the bottom of each profile).

Completing a personal profile

As an individual exercise, students could use the format on page 2 to complete a personal profile. Other headings may be added, such as favourite music genre, artist, music group, TV programme, and movie, and future aspirations. Students can use their own photographs. When completed, display the profiles on a notice board.

Writing a letter to an event organiser

Students could work in pairs to draft a letter to the chief organiser of a similar event to the Coast to Coast race. The purpose of the letter is to apply for entry into the event.

The letter should include the following:

- the date, name, and address of the chief organiser
- an appropriate greeting
- a statement telling the event organiser that you wish to enter the event for 2011
- an explanation that this will be your first time in the event
- a request that the organiser send you an application form
- thanks to the organiser for assistance
- an appropriate ending.

Students can meet with another pair to check and discuss their completed letters.

Providing text and captions for a story

The teacher could select two pages from the graphic novel to photocopy. The text on the pages should be erased. Students can work in pairs to write their own text in the boxes and speech bubbles. When finished, students pair up with another group to present and discuss what they have written. Each pair could then read the text to the class.

Writing an account of a past event

PART 1

This could be done as a whole class activity. Discuss some of the problems that the athletes encountered prior to and during the event. Write these on the board. Students can read the text to find out how the problem was resolved. Write this on the board. For example:

Take/Raru (Issue/Problem)	I ahatia kia tutuki, kia oti rānei? (Solution)
Kāore he tiwhikete hoe kōreti a Caleb. He nui te utu, he iti ā rātou moni. I pau te hinu o te waka. Mamae ana ngā tinana i te mutunga o te rā tuatahi. Ka pā mai te hauhauaitu ki a Eric.	

PART 2

Students could then be asked to work in pairs to write a short account of the Coast to Coast event.

The written account could include the following:

- where they went
- how they travelled
- who they went with
- at least one problem they encountered
- how the problem was resolved
- what the group's future plans are.

Alternative sentences and phrases to aid comprehension

The table below provides some alternative phrases that can be used in place of those that appear in the story.

PAGE	FRAME	SENTENCE	ALTERNATIVE
23	2	Tērā pea kāre e tutukihia e au ...	Tērā pea kāre e tutuki i a au ...
24	1	Kua tata au te tae atu.	Kua tata tae atu au.
27	1	E Tama! Ki te haere ngātahi te ope nui, ka tukituki tēnā ki tēnā.	E Tama! Ki haere ngātahi te ope nui, ka tukituki tētahi ki tētahi.
30	3	Tangohia ēnā kaka mākū, whakamaua ngā mea mahana nei. Me whāngai hoki a ia.	Tangohia ēnā kaka mākū, whakamaua ngā mea mahana nei. Me whāngai hoki ia.

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). For example:
 - Can students compare and contrast information about people?
 - Can students write a personal profile?
 - Can students write an account of a past event?
- » asking students to modify a written passage, or the written transcript of a dialogue, and checking their responses (levels 3–8).

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 a familiar topic with my friend.* (Level 4)
 - I can provide text for a story told in a series of pictures.* (Level 5)
 - I can tell someone about a past event.* (Level 5)
- » keeping vocabulary notebooks 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.

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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.

Mataira, K. (ed.) *A Modern Māori Picture Dictionary. He Papakupu Whakaahua mō te Reo Māori o Nāianeī*. Melbourne: Oxford University Press, 1997.

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This resource has been developed to support
The New Zealand Curriculum