



Teacher Notes – *Kei Hea a Aroha?*

These teacher notes are designed for levels 1 and 2 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 years 1 to 6, levels 1 and 2, is Te Whakatōtanga (Beginning to use te reo Māori).

This book is one of a set of five shaped board books. These books were originally written for pre-school children in Māori-medium settings. The teacher notes are designed to support their use in English-medium schools. These teacher notes 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 Māori programme.



Kei Hea a Aroha? Where is Aroha?

Translation

P. 1	P. 2	P. 3	P. 4
Ko Hinemoa ahau, ko Aroha taku ngeru.	Kei roto pea i te pākete?	Kei roto pea i ngā putiputi a Māmā?	Kei roto pea i te waka o Pāpā?
I am Hinemoa, Aroha is my cat.	Maybe (she is) in the basket.	Maybe (she is) in Mum's flowers.	Maybe (she is) in Dad's car.
Āwhinatia mai ahau ki te rapu i a Aroha.	Auē! Kāhore i konei.	Auē! Kāhore i konei.	Auē! Kāhore i konei.
Help me find Aroha.	Oh no! (She is) not here.	Oh no! (She is) not here.	Oh no! (She is) not here.
P. 5	P. 6	P. 7	P. 8
Kei roto pea i te rūma noho?	Kei roto pea i tōku rūma moe?	Āue, kei konei koe Aroha.	He mōkai tāu?
Maybe (she is) in the lounge.	Maybe (she is) in my bedroom.	Oh, you are here, Aroha.	Have you got a pet?
Auē! Kāhore i konei.	Kei hea koe Aroha?		He aha ngā wāhi pai ki tō mōkai?
Oh no! (She is) not here.	Where are you, Aroha?		What are your pet's favourite places?

Links to the Curriculum Guidelines

Whāinga Paetae Achievement Objective

1.5 Communicate about location (locating items)

Possible socio-cultural theme

>> Ako (learning together)

Possible topics

>> My classroom
>> My school

Text types

>> Kīwaha (idioms)

Ngā Ara Reo Language Modes

Whakarongo (Listening, L1)

Identify the sounds of letters of the Māori alphabet (arapū), letter combinations, intonation, and stress patterns



Pānui (Reading, L1)

Recognise and understand simple, familiar written words, phrases, and sentences



Mātakitaki (Viewing, L2)

Respond appropriately to meanings conveyed through selected visual texts



Kōrero (Speaking, L1)

Ask simple questions



Tuhituhi (Writing, L1)

Write letters and numbers



Whakaatu (Presenting, L2)

Produce visual texts to present information and/or ideas



Introducing the book

Before reading (ascertaining prior knowledge)

In preparation for reading the book, the teacher could ascertain and build on the vocabulary associated with the home that students already know. Discuss with students, their experiences about losing something or not being able to find something and what they have done to remember where it might be. Also note that this story includes the word “Auē”, which is an example of an idiomatic expression. In this case it is used to express mild frustration at not being able to find something.

Talking about the book (how the teacher might introduce the book)

Introduce Hinemoa and Aroha. Who do students think Aroha is?

Question: He *aha* a Aroha?

(*What* is Aroha?)

Answer: He *ngeru* a Aroha.

(Aroha is a *cat*.)

Question: Kei *hea* a Aroha?

(*Where* is Aroha?)

Answer: Kei roto pea i te

(She is in the)

Question: Ko *wai* te kōtiro?

(*Who* is the girl?)

Answer: Ko *Hinemoa* te kōtiro.

(*Hinemoa* is the girl.)

The teacher can refer to and reinforce vocabulary associated with the home that was identified in the previous activity.

Reading the book

The teacher reads the book to students with emphasis on pronunciation, stress and intonation. Students can then read the book aloud in groups or pairs. The teacher listens for pronunciation of individual words, for stress and intonation. The teacher may also check for student familiarity with Māori phrases and sentences by asking simple questions.

Language features – some suggested activities

Vocabulary

Memory – this game is similar to Snap. Using images and words on cards, students match each word with the correct picture. For example:

Picture of Aroha	word: ngeru
Picture of Hinemoa	word: kōtiro
Picture of clothes basket	word: pākeke
Picture of flower garden	word: putiputi

All of the cards are placed face down on the floor, and one student begins by turning over two cards. Every time a student turns a card over, they read the word or say what the picture is. If there are two cards that match, then the student wins a point. If they do not match, it is the next student's turn. This game can be played in pairs or small groups.

Sounds and letters

This activity gives students an opportunity to develop their ability to identify the sounds of letters and letter combinations in te reo Māori.

Students are given a list of groups of five words from the book. These groups can be broken up into letter sounds, letter combinations and intonation and stress patterns, for example:

auē	ahau	aha	a	Aroha
kei	konei	kāhore	koe	ki

The teacher says one word from each group, and the students draw a circle around that word. When they have been through all of the groups, the teacher goes through the list again, saying one word from each group, and this time the students draw a square around the word.

Sentence structure

This activity requires students to use the sentence structure “Kei roto pea i te?” The sentence is broken down into individual words with each word written on a separate card. Each student is given a set of cards that make up one sentence. The students arrange the word cards to remake the sentence according to the text. Each time students make a sentence, they read it aloud to hear whether it makes sense.

For example, the teacher could make up sentences on cards about looking for a book. The teacher starts by asking:

Teacher: Kei hea taku pukapuka? (Where is my book?)

Each student makes up a sentence using the cards they have. For example:

Student: Kei roto pea i te kāpata? (Maybe it is in the cupboard?)

The teacher then looks, and the students all say:

Everyone: Auē! Kāhore i konei. (Oh no! It is not here.)

Then another student responds with, for example:

Student: Kei roto pea i te pēke? (Maybe it is in the bag?)

The activity continues until every student has had an opportunity to say the sentence or until the book is found. If it is found before all students have attempted to say the sentence, then the teacher begins again by asking about the location of another item, for example:

Teacher: Kei hea ōku mōhiti? (Where are my glasses?)

A further activity

Picture stories

The teacher explains the locatives roto, raro and runga using the tense starter, Kei + locative. For example, kei roto, kei raro, and kei runga. Initially, this could be done as a whole class activity. Students can then work in groups. Each student gets a classroom item that they know the word for, such as a pen, ruler or book. One student shows the item to the group then places it on, under or in an item such as a box (pouaka). The student then asks the following question:

Question: Kei hea te pukapuka? (Where is the book?)

The other students then reply with:

Students: Kei raro i te pouaka. (Under the box.)

Student assessment

Students can monitor their own progress by:

- » keeping a portfolio of their work, including a range of spoken, written and visual language work so they can monitor various aspects of their language learning as they compare later entries with earlier ones. (Levels 1–2)
- » discussing the contents of their portfolio with the teacher or their peers. (Levels 1–2)
- » using checklists of success criteria that reflect the achievement objectives, themes, and topics at Levels 1–2; for example the checklist might include items like these for this book:

I can ask where something or someone is.
(Level 1.5)

I can say where something or someone is.
(Level 1.5)

I can correctly match names and objects.
(Level 1.5)

The student is learning to also:

- » identify the sounds of letters of the Māori alphabet (arapū), letter combinations, intonation, and stress patterns
- » recognise and understand simple, familiar written words, phrases, and sentences
- » respond appropriately to meanings conveyed through selected visual texts
- » ask simple questions
- » write letters and numbers
- » produce visual texts to present information and/or ideas.

Support resources

Online resources

Te Kete Ipurangi website provides a variety of resources relevant to teaching and learning te reo Māori in primary and secondary classrooms, www.tki.org.nz/e/community/language/maori:

- » Te Whakaipurangi Teacher and Learner Assessment Tasks – Whakaatu
- » Ka Mau te Wehi!
- » Te Reo Māori lesson plans

http://www.tki.org.nz/r/maori_mainstream/teacher_resources/learning_tasks/introduction_e.php
(Teacher resources)

<http://www.maorilanguage.net/resources/index.cfm>
(Māori Language Commission)

Print resources

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This resource has been developed to support
The New Zealand Curriculum

