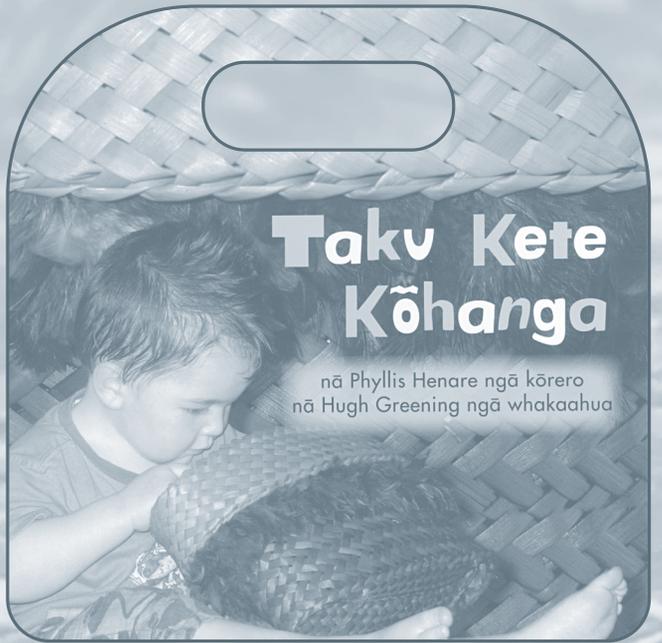


Teacher Notes – *Taku Kete Kōhanga*

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.



Taku Kete Kōhanga My Kete for Kōhanga

Translation

P. 1	P. 2	P. 3	P. 4
He aha kei roto i taku kete?	He kōrē.	He hinu panipani.	He pepa mākū.
What is in my kete?	Some nappies.	Some baby cream.	Some wipes.
P. 5	P. 6	P. 7	P. 8
He pounamu miraka.	He kēne miraka.	He kākahu.	He aha kei roto i tō kete?
A baby's bottle.	A tin of milk powder.	Some clothes.	What is in your kete?

Links to the Curriculum Guidelines

Whāinga Paetae Achievement Objective

1.7 Use and respond to simple classroom language (including asking for the word to express something in te reo Māori)

Possible socio-cultural theme	Possible topics	Text types
» Kāinga noho (home)	» My home » My classroom » My school	» Captions for pictures and photographs

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, L1) Interpret meanings that are conveyed in combinations of words and images or symbols	
Kōrero (Speaking, L1) Respond appropriately to simple, familiar instructions and simple questions	
Tuhituhi (Writing, L1) Write letters and numbers	
Whakaatu (Presenting, L1) Use appropriate facial expressions, body language and images to convey messages (with and without accompanying verbal language)	

Introducing the book

Before reading (ascertaining prior knowledge)

Talk about what students do in the mornings to get ready for school. Talk about how they know what things they need for school, a sporting fixture, going to the park or a family birthday. The teacher could build up a list of Māori words associated with getting ready for school in preparation for reading this book.

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

Talk about each page with the students and use the illustrations to tell the story. The teacher can point to each picture and use the sentence structure “He aha tēnei?” (“What is this?”). For example:

Teacher: He *aha* tēnei?

What is this?

Student: He *kete*.

A *kete*.

Reading the book

Students read the book individually or in pairs. The teacher listens to students for pronunciation of letters, sounds and words. Also during this time, the teacher could listen for intonation when students ask 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. All 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 must read the word or say what the picture is of. 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 game is similar to Hangman. On the board, the teacher shows an image of something from the book. Next to it, there will be blank lines. The teacher asks students what the image is, and students say the word, listening for the sounds of the letters they can hear. The teacher writes down the letters that students can hear and then writes the word on the blank lines to confirm students' responses.

Sentence structure

The teacher could take one of the topics listed above and have students create a group story using the sentence structure "He aha kei roto i? He".

Some possible sentences are:

Question: He <i>aha</i> kei roto i taku pouaka kai?	(What is in my lunch box?)
Answer: He <i>ārani</i> .	(An orange.)
He <i>hanawiti mīti</i> .	(A meat sandwich.)
Question: He <i>aha</i> kei roto i taku pēke?	(What is in my bag?)
Answer: He <i>pukapuka</i> .	(A book.)
He <i>pene rākau</i> .	(A pencil.)

Further activities

Sentence completion

This activity reinforces students' comprehension. Students fill the empty spaces to show that they understand the passage being read. On the board, there are a variety of images, such as objects in the home, scenes in and outside the classroom and at the shop. Each student is given a passage of writing with gaps. The first letter of each missing word is provided to assist them. Using the images on the board, students fill in the gaps to complete the passage. For example:

Question: He <i>aha</i> kei roto i taku akomanga?	(What is in my classroom?)
Answer: He t____. He p____. He p_____. Ngā r____. Ko āku h____.	

Find the change

This activity is really great for language recall and can be done as a whole class or in a small group. Each student makes a simplified copy of a picture on the board. However, each student removes one feature in the picture. One student stands at the front of the class with their adapted drawing. The other students ask questions to identify what is missing or different. The students do not see the picture until their answer is correct.

The following sentence would need to be introduced for the student at the front:

Student 1: He <i>aha</i> te mea e ngaro ana?	(What is the missing item?)
Student 2: He	(A/some)
Student 1: Āe or Kāo.	(Yes or No.)

What am I?

Standing in a circle, one student acts out an animal, using their body but no sound accompaniments. When the student has demonstrated the animal, he or she asks:

Student 1: He <i>aha</i> ahau?	(What am I?)
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The other students then respond to the question. For example:

Student 2: He <i>arewhana</i> koe.	(You are an elephant.)
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Another approach to this activity is to have students stand in a circle and give them all an opportunity to ask and answer the following question:

Student 1: He <i>aha</i> kei roto i taku whare?	(What is in my home?)
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The student then acts out the item and responds to the question. For example:

Student 1: He <i>pouaka whakaata</i> kei roto i taku whare.	(A television is in my home.)
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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 what something is. (Level 1.4)

I can say what something is when asked.
(Level 1.5)

I can identify objects in the classroom. (Level 1.5)

I can 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
- » interpret meanings that are conveyed in combinations of words and images or symbols
- » respond appropriately to simple, familiar instructions and simple questions
- » write letters and numbers
- » use appropriate facial expressions, body language and images to convey messages (with and without accompanying verbal language).

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 Student 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)

<http://www.korero.maori.nz/forlearners/basics/lessons/rua-phrase.html>
(Kōrero Māori website)

Print resources

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This resource has been developed to support
The New Zealand Curriculum

