

# Teacher Notes – *Te Tiaki i ngā Kararehe*

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.



## *Te Tiaki i ngā Kararehe* Taking Care of the Animals

### Translation

<b>P. 1</b> He pai ki ngā kau te kai kararehe, kia reka ai tōna miraka. Cows like eating grass so that their milk is sweet.	<b>P. 2</b> He pai ki te kurī te ngaungau i te wheua, kia kaha ai ōna niho. A dog likes to chew bones so that its teeth are strong.	<b>P. 3</b> He pai ki te rāpeti te pekepeke haere, kia pakari ai ōna waewae. A rabbit likes to jump so that its legs are sturdy.	<b>P. 4</b> He pai ki te ngeru te rāpī rākau, kia koi ai ōna maikuku. A cat likes to scratch trees so that its claws are sharp.
<b>P. 5</b> He pai ki te nanekoti te tuki rākau, kia mārō ai ōna pihi. A nanny goat likes to butt trees so that its horns become hard.	<b>P. 6</b> He pai ki te hōiho te paraehe i tōna tinana, kia ngahoro mai ai ōna kutu. A horse likes its body brushed so that the fleas fall out.	<b>P. 7</b> Mokopuna mā, me atawhai koutou i ngā kararehe katoa. Grandchildren, look after all animals.	<b>P. 8</b> He kararehe tāu? He aha ngā mea pai ki a ia? Do you have an animal? What things does it like?







### Links to the Curriculum Guidelines

#### Whāinga Paetae Achievement Objective

2.3 Communicate about likes and dislikes, giving reasons where appropriate

Possible socio-cultural theme	Possible topics	Text types
» Ako (learning together)	» The marae, its people and places » Food preferences » My school	» Simple written forms

#### Ngā Ara Reo Language Modes

<b>Whakarongo (Listening, L2)</b> Recognise and understand familiar spoken words even in some unfamiliar contexts	
<b>Pānui (Reading, L2)</b> Recognise and understand simple, familiar written words, phrases, and sentences	
<b>Mātakitaki (Viewing, L2)</b> Respond appropriately to meanings conveyed through selected visual texts	
<b>Kōrero (Speaking, L2)</b> Initiate simple conversations in te reo Māori	
<b>Tuhituhi (Writing, L2)</b> Write a series of sentences in te reo Māori describing the appearance or characteristics of something	
<b>Whakaatu (Presenting, L2)</b> 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 ask students to talk about pets. Students can work in pairs when responding to the following questions. Who has pets? Who does not have a pet but knows of someone who does? What responsibilities do you have with your pets? The teacher could build up a list of Māori words associated with pets.

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

Talk about each page with the students using the following questions:

He aha tēnei?	(What is this?)
He .... tēnā.	(It is a ....)
Kei te aha te ....?	(What is the .... doing?)
Kei te .... te ....	(The .... is ....)
He aha ngā mea pai ki te ....?	(What things does the .... like?)
He .... ngā mea pai ki te ....	(The .... likes ....)
He aha i pērā ai?	(Why is that?)
Kia .... ai tōna/ōna ....	(So his/her .... become ....)

### Reading the book

Each student reads the book out loud. The teacher listens to students' pronunciation of letters, sounds and words and also notes their familiarity with te reo Māori phrases and sentences. Also during this time, the teacher could listen for intonation in students' reading.

## Language features – some suggested activities

### Vocabulary

Each student makes words using pictures and plastic letters. The student turns a picture over, says the word and spells the word out using plastic letters. This activity can be done individually, in pairs or as a group.

### Sounds and letters

Divide a sheet of paper into three columns. One column has names of animals, the second column has an action of an animal, and the final column has the reason why an animal would do that action. The items are listed randomly in the columns so that the animals, their actions and the reasons do not match up across the columns. For example:

Kararehe (Animal)	Mahi (Action)	Kia aha ai? (Reason)
kurī	pekepeke haere	kia koi ai ōna maikuku
rāpeti	rapi rākau	kia kaha ai ōna niho
ngeru	ngaungau wheua	kia pakari ai ōna waewae

Each student has a copy of this sheet and needs to draw lines across the columns to match the animals with their appropriate actions and reasons. Once they have made their matches, students work in pairs and read their matches out loud to ensure that they are correct. For example:

Ngeru . . . . ngaungau wheua . . . . kia kaha ai ōna niho.

### Sentence structure

This activity follows on from the previous one. Once students have made their matches, they use the sentence structure from the book to practise putting the words in the correct place. Then, they read the whole sentence out loud. For example:

He pai ki te . . . . te . . . . kia . . . . ai ōna pihi.

## Further activities

### Matching spoken sentences

The teacher writes sentences on the whiteboard and reads them out loud. Begin with shorter sentences and then extend them as the students become more confident. The teacher could start with “He pai ki te (animal) te (verb)” and extend to “He pai ki te (animal) te (verb) kia (adjective) ai ōna (noun)”.

Once the students have formed their own sentences using this structure, have them number their sentences. The teacher then reads out loud one sentence. Students listen to match what the teacher says with the similar sentence on their paper. Students raise the appropriate number of fingers to show the number of the sentence that matches the one the teacher has read.

### Complete the passage

This activity requires students to work in pairs to form complete sentences. On a sheet of paper, a student has sentences that reinforce the sentence structure from the book. The other student has a list of words that will complete these sentences. The students do not look at each other’s piece of paper. The student with the incomplete sentences reads the sentences, and when she or he comes to a gap, the other student suggests words from the list that would complete the sentence. Both students move backwards and forwards over the sentences to ensure they get the correct words in the right place. For example:

He pai ki ahau te *oma* kia kaha ai tōku *tinana*. (I like *running* so my *body* gets strong.)

He pai ki ahau te *pekepeke* kia kaha ai ōku *waewae*. (I like *jumping* so my *legs* get strong.)

He pai ki ahau te . . . . kia kaha ai tōku . . . . (I like . . . . so that my . . . . gets strong.)

Possible words: kauhoe, korikori, tinana, manawa. (swimming, exercising, body, heart.)

### Ten perfect sentences

Place a picture on the board. The picture can be anything – a theme park, a rugby match, the marae or a scene at home or at school. Each student uses the sentence structure from the book to create ten new sentences using the picture as a prompt. This could be timed to see who finishes first. Students can swap their sentences with each other, marking for accuracy and comprehension of sentences formed.

**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 someone or something is doing.*  
(Level 1.5)

*I can say what someone or something is doing.*  
(Level 1.5)

*I can say what I like doing.* (Level 1.5)

The student is learning to also:

- » recognise and understand familiar spoken words even in some unfamiliar contexts
- » recognise and understand simple, familiar written words, phrases, and sentences
- » respond appropriately to meanings conveyed through selected visual texts
- » initiate simple conversations in te reo Māori
- » write a series of sentences in te reo Māori describing the appearance or characteristics of something
- » 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](http://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](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)

<http://www.korero.maori.nz/forlearners>  
(Basic Māori)

**Print resources**

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This resource has been developed to support  
**The New Zealand Curriculum**

