



Teacher Notes – *Te Takoha ki ngā Kaumātua*

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 Takoha ki ngā Kaumātua A Gift for Our Elders

Translation

P. 1 I te marama o Haratua, ka tīrama mai a Matariki.	P. 2 Hei whakanui i a Matariki, ka whakaritea he hākari.	P. 3 Ka puta te karanga kia haere ki te kōhanga reo.	P. 4 Ka whakarongo ngā kaumātua ki ngā waiata me ngā haka.
In the month of May, Matariki shines (in the sky).	To celebrate Matariki, a feast is prepared.	The invitations are sent out to come to the kōhanga reo.	The elders listen to the songs and the haka.
P. 5 I muri i ngā mahi ngahau, ka kai tahi.	P. 6 I muri i te kai, ka kōrero mō Matariki.	P. 7 Ka hoki atu ngā kaumātua me ngā kete takoha.	P. 8 He aha ngā mahi i tō kōhanga mō Matariki?
After the entertainment, we eat together.	After the meal, we talk about Matariki.	The elders leave with their kete of gifts.	What things does your kōhanga do for Matariki?

Links to the Curriculum Guidelines

Whāinga Paetae Achievement Objective

1.3 Communicate about number, using days of the week, months, and dates

Possible socio-cultural themes

>> Tūpuna (grandparents, ancestors, hapū, iwi)
>> Te wā (time, seasons, lunar calendar)

Possible topics

>> My classroom
>> My school

Text types

>> Greetings and leave-taking routine

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)

Identify letters of the Māori alphabet (arapū), letter combinations, basic written language conventions, and simple punctuation



Mātakitaki (Viewing, L1)

Interpret meanings that are conveyed in combinations of words and images or symbols



Kōrero (Speaking, L2)

Initiate simple conversations in te reo Māori



Tuhituhi (Writing, L2)

Write simple messages in te reo Māori



Whakaatu (Presenting, L1)

Use selected features of visual language to add meaning to simple written or oral text



Introducing the book

Before reading (ascertaining prior knowledge)

In preparation for reading the book, the teacher could discuss Matariki with the students to find out what they already know about this event and its meaning. The front cover of the book could be used as a starting point for a discussion about the story and what it might be about. The teacher could also discuss: grandparents and their role as kaumātua within whānau and hapū; the practice of giving and receiving gifts (takoha/koha) and the different contexts where this might take place.

If Matariki is not celebrated in the school, this could be an opportunity to look at how this event is celebrated within the community or in other parts of the country. There could also be discussion about feasts, entertainment activities, and rituals to celebrate important events.

Learning traditional Māori names of months

There is an opportunity for students to extend their learning about Māori months of the year to include traditional names that are now commonly used. The traditional name for the month of May (Haratua) appears on page 1 of this book.

Students could learn the Maramataka song, which is sung to the tune of “Calendar Girl”. This is a simple song with a catchy tune that incorporates the two forms of Māori names for the months of the year.

Introducing new vocabulary

In this activity, students match words to images (photographs, illustrations) of fruit or other well-known food that could be found in a celebration feast (hākari).

For example:

Ngā Huarākau	(Fruit)	huakiwi	(kiwifruit)
āporo	(apple)	panana	(banana)
ārani	(orange)	pīiti	(peach)

Similar activities could include Ngā Huawhenua (Vegetables) or other foods that students are familiar with.

Talking about the book

Talk through the pictures on each page with the students. Introduce key words and point to the visual representation in the book, such as “marama” (moon), “whetū” (star) and “takoha” (gift/contributions). The students could then repeat the words identified.

The teacher could point to the pictures and ask questions about the images:

Page 1:	Teacher: He <i>aha</i> tēnei?	(What is this?)
	Student: He <i>kete</i> tēnei.	(This is a <i>kete</i> .)
Page 2:	Teacher: E <i>hia</i> ngā <i>kete</i> ?	(How <i>many</i> <i>kete</i> are there?)
	Student: E <i>rua</i> ngā <i>kete</i> .	(There are <i>two</i> <i>kete</i> .)
Page 3:	Teacher: <i>Tokohia</i> ngā <i>tamariki</i> ?	(How <i>many</i> children are there?)
	Student: <i>Tokotoru</i> ngā <i>tamariki</i> .	(There are <i>three</i> children.)
Page 4:	Teacher: E <i>aha</i> ana ngā <i>tamariki</i> ?	(What are the children <i>doing</i> ?)
	Student: E <i>waiata</i> ana ngā <i>tamariki</i> .	(The children are <i>singing</i> .)
Page 5:	Teacher: He <i>aha</i> tēnei <i>kai</i> ?	(What is this <i>food</i> ?)
	Student: He <i>āporo</i> .	(An <i>apple</i> .)
Page 6:	Teacher: E <i>aha</i> ana ngā <i>tamariki</i> ?	(What are the children <i>doing</i> ?)
	Student: E <i>noho</i> ana ngā <i>tamariki</i> .	(The children are <i>sitting</i> .)

Reconstructing the story sequence

The pictures on pages 2–7 could be photocopied without the text and given to students in a jumbled order. Students work in small groups to arrange the pictures into the same order as the story.

Each of the following sentences could be written on a separate card and given to students to arrange according to the order of the story. Students then match each sentence to a picture.

Ka whakaritea he hākari.	(A feast is prepared.)
Ka tono i ngā kaumātua.	(Grandparents are invited.)
Ka mahi ngahau ngā tamariki	(Children entertain.)
Ka hākari, ka kai tahi.	(A feast is shared.)
Ka kōrero te kaumātua.	(The kaumātua talks (about Matariki).)
Ka tuku he takoha.	(Gifts are presented.)

Language features – some suggested activities

Vocabulary

For this activity, the teacher selects a picture from the book and writes the first letter of the word describing the picture underneath it. Students fill the spaces to spell the word. For example, under a picture of the moon (*marama*) the teacher writes:

m_ _ _ _ _

Students use the picture cues to prompt them in guessing the word, and then they identify what letters they can hear. Students write the letters in the gaps to spell the whole word.

A similar exercise can be done for key words by showing only the vowels or consonants of each word. For example:

m_r_m_ (marama) h_k_ (haka) t_k_h_ (takoha)

Sounds and letters

In this activity, the teacher selects words from the book to say to students. The students listen for the long stress sound in the words. For example:

kōrero korero tirama tīrama

The students can use the opening of their hands to indicate that the word has a long stress sound or a short stress sound.

Sentence structure

There are many opportunities for students to learn new sentence structures from this story. In this example, the students learn the sentence structure that is used on page 1.

The class makes a list of months and the celebrations or important events that occur in those months. Once the list is compiled, students can use the sentence structure below to describe when an event takes place. For example:

I te marama o Hui-tanguru,	(In the month of February,
ko te Rā o Waitangi.	Waitangi Day takes place.)
I te marama o	(In the month of
ko te	it is)

Please note, that this story introduces one of the traditional Māori names for the month of May (Haratua). Teachers can decide which list of months to use with their students.

Special occasions that could be used are: Mother's Day, Father's Day and Waitangi Day and each student's own birthday (ko te Rā o Māmā, ko te Rā o Pāpā, ko te Rā o Waitangi, ko taku rā whānau).

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 teacher and 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 things are. (Level 1.4)

I can say the names of different fruit. (Level 1.3)

I can sing a song about the Māori months of the year. (Level 1.3)

I can talk about Matariki. (Level 1.3)

The student is also learning to:

- » 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)

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

<http://www.kahungunu.iwi.nz/sections/homepage/Matariki2008.htm>
(Matariki website)

http://folksong.org.nz/to_aroa/index.html
("Matariki" composed by Tuini Ngāwai)

Print resources

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This resource has been developed to support
The New Zealand Curriculum

