

Teacher Notes – *He Korowai Huritau*

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.



He Korowai Huritau Birthday Cloak

Translation

P. 1 Ko tēnei te rā huritau tuatoru o Meri rāua ko Maaka.	P. 2 Hīkaka ana rāua i te taenga ki te kōhanga reo.	P. 3 Ka mau rāua i ngā korowai i hangaia e te kōhanga reo.	P. 4 Ko tō Meri korowai ko Papa-tū-ā-nuku. Ko tō Maaka korowai ko Ranginui.
Today is Meri and Maaka's third birthday.	They are both really excited when they arrive at the kōhanga reo.	They put on the cloaks that were made by the kōhanga reo.	Meri's cloak is Papa-tū-ā-nuku. Maaka's cloak is Ranginui.
P. 5 Ka mau rāua i ēnei korowai i ngā wā katoa.	P. 6 Ka tae ki te tina ka kuhu mai a Whaea Ruth me te keke tiakarete.	P. 7 Ka mutu te rā, ka taea ngā korowai mō tētahi atu rā huritau.	P. 8 He aha tāu mahi mō tō rā huritau? Āhea tō rā huritau?
They wear the cloaks all the time.	At lunch time, Whaea Ruth comes in with the chocolate cake.	At the end of the day, they hang up the cloaks for another birthday.	What do you do for your birthday? When is your birthday?







Links to the Curriculum Guidelines

Whāinga Paetae Achievement Objective

2.1 Communicate about relationships between people

Possible socio-cultural theme	Possible topics	Text types
» Te wā (time, seasons, lunar calendar)	» My school » Whānau relationships (my family)	» Waiata Māori

Ngā Ara Reo Language Modes

Whakarongo (Listening, L2) Identify the sounds of letters of the Māori alphabet (arapū), letter combinations, intonation, and stress patterns	
Pānui (Reading, L2) Recognise and understand simple, familiar written words, phrases, and sentences	
Mātakitaki (Viewing, L2) Understand and respond to combinations of visual and verbal language in selected texts	
Kōrero (Speaking, L2) Respond appropriately to simple, familiar instructions and simple questions	
Tuhituhi (Writing, L2) Write simple messages in te reo Māori	
Whakaatu (Presenting, L2) Combine visual and verbal language to present information and/or ideas	

Introducing the book

Before reading (ascertaining prior knowledge)

Prior to reading the book the teacher could ask students when their birthday is. Using the Māori words that students are most familiar with, list the months of the year on the whiteboard. It may help if the corresponding English month is written beside each of the months in Māori.

Asking someone when their birthday is

Āhea tō rā huritau?

(When is your birthday?)

The question, “Āhea tō rā huritau?”, which is used on page 8 of the book, is a good model for asking someone when their birthday is. The question word “Āhea” means “When?” in the future. If you ask someone, “Āhea tō rā huritau?” you are asking “When is your birthday?”

Use this question to find out when each student’s birthday is. The correct answer begins with “Ā te” meaning when it occurs, followed by the month.

For example:

Question: Āhea tō rā huritau?

(When is your birthday?)

Answer: Ā te Hune.

(In June.)

Question: Jack. Āhea tō rā huritau?

(Jack. When is your birthday?)

Answer: Ā te Hānuere.

(In January.)

As each student gives their answer, the teacher could write their name on a class calendar next to the correct month.

Suggested follow up activity

Students have to arrange themselves along a line starting from January and ending with December by asking each other, “Āhea tō rā huritau?” They could then re-arrange themselves according to the Māori year, starting with Hune and ending with Mei.

Learning and singing a waiata to celebrate someone’s birthday

Write the words to the song “Hari Huritau” from page 6 onto a large sheet of paper. Because the song in the book is about two children, the word “kōrua” will need to be replaced with “koe”. The names “Meri” and “Maaka” will also need to be replaced. See the example below.

Hari huritau ki a koe
 Hari huritau ki a koe
 Hari huritau ki a . . . (student’s name)
 Hari huritau ki a koe

Students can sing the waiata, inserting the name of someone who has just had a birthday or is going to celebrate a birthday. This can be sung throughout the year as students celebrate their birthdays.

Making a birthday card

Students could make a birthday card in te reo Māori. The card could be for someone in their family who is celebrating a birthday, or someone in the class.

Here are some examples of phrases that could be used in the card.

Ki a *Wiremu*. (To *Wiremu*.)
 Ki a *Māmā*. (To *Mum*.)
 Ki *taku Pāpā*. (To *my Dad*.)
 Hari Huritau ki a koe. (Happy Birthday to you.)
 Nā David. (From David.)

Reviewing the book (how the teacher might review the book)

Talk about each page with the students, using the illustrations to tell the story. Write on the whiteboard key words from the questions and answers below. The teacher could point to each picture or person and ask simple questions. For example:

Page 1: Teacher: Ko <i>wai</i> tēnei?	(Who is this?)
Student: Ko <i>Meri</i> .	(It is <i>Meri</i> .)
Page 2: Teacher: He <i>aha</i> tēnei? (point to picture on the cloak)	(What is this?)
Student: He <i>maunga</i> .	(A <i>mountain</i> .)
Page 3: Teacher: He <i>aha</i> tēnei?	(What is this?)
Student: He <i>poi</i> hau.	(A <i>balloon</i> .)
Page 4: Teacher: E <i>hia</i> ngā poi	(How many balloons are there?)
Student: E <i>toru</i> ngā poi	(There are <i>three</i> balloons.)
Page 5: Teacher: Kei te <i>aha</i> ngā tamariki?	(What are the children <i>doing</i> ?)
Student: Kei te <i>tākaro</i> .	(They are <i>playing</i> .)
Page 6: Teacher: He <i>aha</i> tēnei?	(What is this?)
Student: He <i>keke</i> .	(A <i>cake</i> .)

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 know the Māori names for the months of the year. (Level 1.3)

I can ask someone when their birthday is. (Level 1.3)

I can tell someone when my birthday is. (Level 1.3)

I can sing the song “Hari Huritau”. (Level 1.1)

I can count people. (Level 1.3)

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.

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)

Print resources

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This resource has been developed to support
The New Zealand Curriculum

