

Supporting Te Reo Māori in English-medium Schools

# Teacher Notes – *Tokohia ngā Tamariki?*



These teacher notes are designed to support 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 curriculum levels 1 and 2 is described as Te Whakatōtanga (Beginning to use te reo Māori).

This book is one of a set of three Ngā Kete Kōrero books originally written for pre-emergent or early readers in Māori-medium settings. These teacher notes are designed to support their use in English-medium schools at years 1–6.

## Tokohia ngā Tamariki?



Ko ngā kōrero nā Te Rōpū a Huia  
Ko ngā pikitia nā Linette Porter

NGĀ KETE KŌRERO

## *Tokohia ngā Tamariki?* How Many Children?

### Translation







P. 3	P. 5	P. 7
Tokohia ngā tamariki?	Tokohia ngā tamariki?	Tokohia ngā tamariki?
How many children are there?	How many children are there?	How many children are there?
Tokotoru ngā tamariki.	Tokoono ngā tamariki.	Tokoiwa ngā tamariki.
There are three children.	There are six children.	There are nine children.
P. 9	P. 11	
Tokohia ngā tamariki?	Tokohia ngā tamariki?	
How many children are there?	How many children are there?	
Tekau ngā tamariki.	Tokomaha ngā tamariki.	
There are ten children.	There are many children.	

**Links to the Curriculum Guidelines**

**Whāinga Paetae Achievement Objective**  
1.3 Communicate about number (using people and things)

Possible socio-cultural theme	Possible topics	Possible text types
» Ako (Learning together)	» Whānau, e.g., Tokohia ngā tāngata i tō whānau? (How many people are there in your family?)	» Short dialogues » Captions for pictures and photographs

**Ngā Ara Reo Language Modes**

<p><b>Whakarongo (Listening, L1)</b> Identify the sounds of letters of the Māori alphabet (arapū), letter combinations, intonation, and stress patterns Recognise and understand simple, familiar spoken words, phrases, and sentences</p>	
<p><b>Pānui (Reading, L1)</b> Identify letters of the Māori alphabet (arapū), letter combinations, basic written language conventions, and simple punctuation Recognise and understand simple, familiar written words, phrases, and sentences</p>	
<p><b>Mātakitaki (Viewing, L1)</b> Interpret meanings that are conveyed in combinations of words and images or symbols</p>	
<p><b>Kōrero (Speaking, L1)</b> Imitate the pronunciation, intonation, stress, and rhythm of te reo Māori words, phrases, and sentences Respond appropriately to simple, familiar instructions and simple questions Ask simple questions</p>	
<p><b>Tuhituhi (Writing, L1)</b> Write letters and numbers Reproduce letter combinations and punctuation for Māori words, phrases, and sentences in familiar contexts Write vowels with macrons Write simple, familiar words, phrases, and sentences using the conventions of written language, such as appropriate spelling and punctuation</p>	
<p><b>Whakaatu (Presenting, L1)</b> Use selected features of visual language to add meaning to simple written or oral text</p>	

**The story**

This story is about a young boy having a day out at a fair with his friends and Nana. The text includes simple questions and answers about numbers of children, using the prefix “toko-”. The sentences are simple and repetitive.

**Introducing the book****Before reading (ascertaining prior knowledge)**

In preparation for reading the book, the teacher could ascertain the Māori vocabulary that students may already know about numbers and counting. Ask students to say the numbers they know in Māori. Ask them to count from 1 to 10 in Māori by repeating the numbers after you and holding up their fingers to indicate the number as they count. Then, count backwards from 10 to 1. The teacher could also hold fingers up and get the students to call out the number.

The teacher can then introduce the prefix “toko-” and explain that it is used only when counting 2–9 people.

#### TEACHER NOTES – TOKOHIA NGĀ TAMARIKI?

For example:

Teacher: Tokohia? (How many?)

Students: Tokorua. (Two.)

While looking at pictures of people (2–9), children practise counting out loud, using the prefix “toko-” plus the number, for example:

tokorua, tokotoru, tokowhā, tokorima, tokoono, tokowhitu, tokowaru, tokoiwa.

Introduce the word that describes many people, which is “tokomaha” (see page 11 of the book).

Explain that “toko-” is **NOT** used as a prefix for one person or ten or more people. It is only used to describe 2–9 people. Use the example from page 9 of the book to illustrate how to describe 10 people. Then use the picture on page 2 to show the students how to specify one person, for example:

Kotahi te kuia. (There is one grandmother.)

Tekau ngā tamariki. (There are ten children.)

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

Ask the students to look at the cover and predict what they think the story is about. Some students may know the words for some of the things in the illustration. For example:

kuia (grandmother)

mokopuna (grandchild)

hōiho (horse)

tamariki (children)

pōtae (hat)

kōtiro (girl)

tama (boy)

Ask students to look at the illustration on each page and discuss what is happening. Write any new words they offer on the board, for example, “tēneti” (tent) and “tōtiti” (sausage).

#### Reading the book

The teacher reads each page aloud and then reads it again. On the second reading, the students imitate the teacher, concentrating on intonation and stress when asking the question, “Tokohia ngā tamariki?” (How many children are there?) Students can then read the book together, using finger pointing to follow the words. They can also read in pairs.

#### Language features – some suggested activities

##### Matching

The teacher calls out a certain number of people (1–10), then the students show that number using either counters, plastic rods, buttons, or numerals.

On an A4 sheet, the teacher draws people (stick figures), for example, two people on the first sheet, then three on the next, continuing up to nine. The teacher then holds up one of the A4 sheets for the students to describe using the prefix “toko-”.

Similarly, the teacher can design a task sheet with pairs of drawings, each showing a different number of people (1–10). When the teacher calls out a phrase describing a certain number of people, the students must circle the correct picture from each paired set. (The converse can be done with older students, where the teacher holds up a picture and the students must select one of two sentences that best describes it.)

##### Bingo

The teacher prepares bingo cards (with nine cells), illustrating different numbers of people (1–10). Each student has a card and nine counters. The teacher calls out a particular number of people, for example, “Tokorua (ngā tāngata)”. Students place a counter over the corresponding picture.

##### Information transfer

The teacher calls out, or shows, a caption from the book describing a certain number of people. The students have to draw that number of people, for example, using stick figures. (Older students can do the converse – write out sentences in response to visual cues.)

**True/false/make it right**

The teacher holds up a picture of a certain number of people (1–10) and describes it using the prefix “toko-”. The students must decide whether the teacher’s description is true or false by saying “Kei te tika” (True) or “Kei te hē” (False). If the latter, they are encouraged to say the correct number.

**Extension activities**

When students have thoroughly grasped the use of the prefix “toko-” for counting people, they can be introduced to counting things, using “E hia...?” For example:

Teacher: *E hia ngā hōiho?* (How many horses?)

Students: *E toru.* (Three.)

**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 content 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 for this book might include items such as these for this book:

*I can count from 1 to 10.*

(Level 1)

*I can count people using “toko-”.*

(Level 1)

*I can answer simple questions about number.*

(Level 1)

**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 (see [www.tki.org.nz/e/community/language/maori](http://www.tki.org.nz/e/community/language/maori)).

On that website you will find:

- » a teacher resource collection (called Te Whakaipurangi Rauemi), which includes high-frequency vocabulary lists, a grammar progression outline, learner and teacher assessment checklists,

**This resource and the accompanying books can be copied for use in New Zealand schools.**

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examples of learner goal setting, sample tasks, examples of learner strategies, and references to materials about language teaching (see [http://www.tki.org.nz/r/maori\\_mainstream/teacher\\_resources](http://www.tki.org.nz/r/maori_mainstream/teacher_resources))

- » te reo Māori lesson plans that align with the Māori language curriculum guidelines, *Te Aho Arataki Marau mō te Ako i Te Reo Māori* (see [http://www.tki.org.nz/r/maori\\_mainstream/lesson\\_plans](http://www.tki.org.nz/r/maori_mainstream/lesson_plans)).

Another useful resource is the Māori Language Commission’s site

(see <http://www.maorilanguage.net/resources/index.cfm>).

**Print resources**

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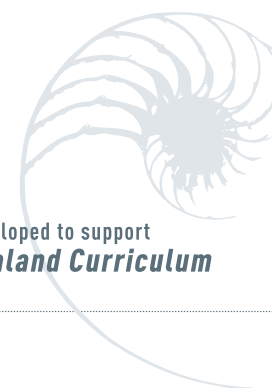
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**The New Zealand Curriculum**