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| **Learning Area: Learning Languages – Te Reo Māori** | | | |
| **Learning Context: Ko Au**  Level 1 | | **Teachers : Cara Carser**  **Duration : 6-8 weeks** | |
| **Achievement Objectives:**  1.2. introduce themselves and others and respond to introductions  1.4. communicate about personal information, such as name, parents’ and grandparents’ names, iwi, hapū, mountain and river, or home town and place of family origin  2.1. communicate about relationships between people | | **Resources :**  <http://hereoora.tki.org.nz/>  - MoE resource – includes animations, vocabulary lists and visual aids  Bingo / Flashcards (online)  Family Album sheet  Mihimihi templates  Vocabulary posters | |
| **Key Competencies:**  **Thinking** – develop knowledge of Te Reo and Tikanga Māori; self-assess personal progress in learning Te Reo Māori  **Using language, symbols and texts** - use of Te Reo Māori to communicate | |
| **Specific Learning Outcomes:**   * recognise, understand, and use familiar words about ourselves and our whānau (AO1.2, 1.4) * recognise, understand, and use short phrases about ourselves and our whānau (AO1.4) * ask and answer simple questions about another person’s whānau (AO2.1) | | | **Assessment Focus (observed)**  1. correct pronunciation  2. use of related vocabulary  3. student-initiated communication (spontaneous use of language)  4.Rubrics – self and peer assessment |
| **Tikanga**  Introduce the following aspects of tikanga Māori to your students:   * The concept of whānau extends beyond parents and children to include grandparents, grandchildren, uncles, aunts, cousins, nieces, nephews, and others. * Whakapapa is important. It defines a person and his or her links within the whānau and to other groups. It governs the relationships between them. * Whakapapa is a much broader concept than the concept of a family tree. Through whakapapa, each person may belong to different groups: whānau, hapū, iwi, and waka. | | | |
| **Learning Opportunities** | | | |
| **Achievement Objective**  1.2. introduce themselves and others and respond to introductions  2.1. communicate about relationships between people | **Specific Learning Outcomes**   * recognise, understand, and use familiar words about ourselves and our whānau (AO1.2, 1.4)   + whaea (mother); matua (father); ingoa (name)… * recognise, understand, and use short phrases about ourselves and our whānau (AO1.2, 1.4)   + Ko wai tō ingoa? Ko \_\_\_ taku ingoa. (What is your name? My name is \_\_.) ;Ko \_\_\_ taku whaea. (My Mum is \_\_\_.) * ask and answer simple questions about another person’s whānau (AO2.1)   + Ko wai tō whaea? (Who is your Mum?)… | | |
| **Teacher notes –**  wai **-**  who (the question word is replaced with the answer when responding)  Ā / Ō category – possessive pronouns can change their form depending on the noun they are modifying, it depends on whether the noun is ‘tapu’ or not. Ō category nouns are tapu.   * For families, any member who is of the same generation or earlier to that of the speaker is tapu (ō category) * Partners/Spouses and children are not tapu and the ā category is used.   (Using the neutral form is acceptable in a non-formal setting.)  Ō category 1 2+  your tōu ōu  my tōku ōku  his/hers tōna ōna  Ā category 1 2+  your tāu āu  my tāku āku  his/hers tāna āna  Neutral 1 2+  your tō ō  my taku aku  his/hers tana ana | **Explicit Teaching Ideas**  Firstly introduce the language.  Have students draw or bring in pictures of their family. (Use the ‘Taku Whānau Family Album’ sheet as a template.  Students can create a family album.  Introduce the sentence structure –  Ko wai tō ingoa? Ko \_\_\_\_\_\_ taku ingoa. (What is your name? My name is \_\_\_.)  Ko \_\_\_\_\_\_ taku tuahine. (My sister is.\_\_ )  Ko \_\_\_\_\_\_ taku teina. (My younger sibling is \_\_\_)  etc...  View ‘Taku Whānau’ reomation  <http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Reomations/Taku-whanau-My-family>  *Level 2*  Recap question structure -  Ko wai tō tuahine? Ko\_\_\_\_\_\_ taku tuahine. (Who is your sister (to a boy)? My sister is.\_\_ ) etc..  In pairs or small groups, students share their family albums by asking and answering questions about their families.  Share and display the whakapapa / family tree poster.  Students draw own family tree (3 generations including self)  Use ‘Ko \_\_\_\_\_\_\_ taku \_\_\_\_\_\_\_.’ structure to label family tree  **Integration Ideas**  Link to ‘All About Me’ profiles (start of year)  Link family tree to an art activity | | |
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| **Achievement Objective**  1.4. communicate about personal information | **Specific Learning Outcomes**   * recognise, understand, and use familiar words about ourselves and our whānau (AO1.2, 1.4) * recognise, understand, and use short phrases about ourselves and our whānau (AO1.2, 1.4)   + Nō hea koe? (Where are you from?) Nō Aotearoa ahau. (I’m from New Zealand). | | |
| **Teacher notes –**  nō – of (belonging)  hea – where (the question word is replaced with the answer when responding) | **Explicit Teaching Ideas**  Introduce the sentence structure –  Nō hea koe? Nō \_\_\_\_ ahau. (Where are you from? I am from \_\_\_\_)  Use a Māori place names map for students to identify where they are from. (Also, most Māori dictionaries will have a list of place names for reference).  In pairs or small groups, students ask and answer questions about where they are from.  (Yr 4+ could be finding and identifying places on a map)  View the ‘Nō hea ia’ reomation –  <http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Reomations/No-hea-ia-Where-is-he-she-from>  **Mihimihi**  Share the purpose of mihimihi  - establishing whanaungatanga (kinship)  Research about place of origin (could be a homework task for older students – see ‘Homework Mihi’ as an example)  Share own mihimihi with the children  Junior - students create personal mihimihi booklets (template attached) that introduce themselves, identify their place of origin and introduce their families. These should be shared orally in small groups.   * alternatively, any simple mihimihi format that is preferred. These could be published on iPads (Explain Everything)   Senior – students write their personal mihimihi based on the format used by the staff (2014 PLD) or similar. These should be shared orally in groups. | | |
| **Additional Ideas for learning activities**  ‘Cantamaths’ type activity – in teams, students work to translate various Māori commands, phrases, sentences etc.  *(This was a successful activity at year 4 although 10 questions were plenty at this level)*  ‘Maori Murmurs’ (chinese whispers) – in teams, one student chooses a sentence and whispers it to the next and so on. The last team member then needs to find the picture that matches the sentence they heard.  *(Worked really well with ‘telling the time’)*  ‘Toru Hoa’ (Three Amigos) – start with 6 children and pair them off, have the pairs facing each other. Call out a word in either English or Māori to the first pair, the first person to point and say the correct translation wins and the other sits down. Continue with the other pairs until 3 children are left standing. These 3 compete in 1 3-way ‘draw’ – first to answer wins. The winner gets to be the caller for the next round. | | | |
| **ICT integration ideas**  ‘Duck Duck Moose’ and ‘Explain Everything’ - iPad apps for creating short presentations using photos and voice recording  ‘Pic Collage’ – iPad app for creating posters | | | |
| **Unit Evaluation** | | | |