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| **Learning Area: Learning Languages – Te Reo Māori** |
| **Learning Context: Taku Akomanga (My Classroom)**Level 1  | **Teachers : Cara Carser** **Duration : 6-8 weeks**  |
| **Achievement Objectives:**1.1 Greet, farewell, and acknowledge people and respond to greetings and acknowledgments1.5 Communicate about location1.7 Use and respond to simple classroom language | **Resources :**<http://www.korero.maori.nz/forlearners/basics/lessons>- check out the interactive conversations / quizzes. There are audio files to model pronunciation and online practice activities<http://tewhanake.maori.nz/>- this is a complete language programme with heaps of online resources including podcasts and reo TV<http://hereoora.tki.org.nz/>- MoE resource – includes animations, vocabulary lists and visual aidsLocatives - Kei hea a Amo? – tki.org.nz unit plan IRDPX Powerpoint Flashcards / DominoesClassroom Objects – Flashcards / Bingo BoardsClassroom Instructions – Classroom posters / Teacher prompts  |
| **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:*** understand and respond to some greetings and farewells (1.1)
* ask and answer questions about disposition (1.1)
* understand and use words for common classroom objects (1.7)
* understand and respond appropriately to some classroom instructions (1.7)
* ask and answer the question “He aha” (“What”) (1.7)
* ask and answer questions about location (1.5)
 | **Assessment Focus (observed)**1. correct pronunciation2. use of related vocabulary3. student-initiated communication (spontaneous use of language)Rubrics – self and peer assessment |
| **Learning Opportunities** |
| **Achievement Objective**1.1 Greet, farewell, and acknowledge people and respond to greetings and acknowledgments | **Specific Learning Outcomes*** understand and respond to some greetings and farewells (1.1)
	+ *Kia ora, Mōrena, Tēnā koe / Ka kite anō, E noho rā, Haere rā…*
* ask and answer questions about disposition (1.1)
	+ *Kei te pēhea koe? (How are you?) Kei te ora/pōuri/hōhā/ngenge ahau (I am well/sad/fed up/tired)*.
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| **Teacher notes –** E noho rā is farewell to someone staying (think of noho – to sit or stay)Haere rā is farewell to someone going (haere means to go)pēhea – how (question word is replaced in the response)ahau / au – both mean I and are interchangeable (choice often dependent on how it sounds in sentence) | **Explicit Teaching Ideas**Introduce greetings and farewells and display them in the classroom.- students practice in pairs Reinforce vocabulary with waiata ‘Tēnā koe means hello to one’ (junior) or ‘Tēnā Koutou’.Introduce ‘Kei te pēhea koe?’ question and response structure.Share ‘feelings’ poster. Students write own short dialogue and practise with a buddy.Show pictures of different emotions, students identify correctly and write the sentence to match.**Integration Ideas**Using greetings and farewells at the beginning and end of each day.Asking / answering ‘Kei te pēhea koe?’ when calling roll. |
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| **Achievement Objective**1.7 Use and respond to simple classroom language | **Specific Learning Outcomes*** understand and use words for common classroom objects (1.7)
	+ *pene rākau (pencils), kutikuti (scissors), pukapuka (book)…*
* ask and answer the question “He aha” (“What”) (1.7)
	+ *He aha tēnei/tēnā/tērā? (What is this/that (by you)/that (over there)?) He rorohiko tēnā/tēnei/tērā. That/This/That (over there) is a computer.*
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| **Teacher notes –** te – singular form (a / the)ngā – plural formaha – what (the question word is replaced with the answer when responding)tēnei – this (by the speaker)tēnā – that (by you, the person being spoken to)tērā – that, over there* ***when the response is in the plural form (ngā \_\_), take off the t i.e. ēnei, ēnā, ērā***
 | **Explicit Teaching Ideas**Firstly introduce the language. Play Simon Says with tēnei (this) tēnā (that) and tērā. Ask the students to point to where the word is indicating.Now look at the structure of the sentence –  He aha tēnei? What is this?( By the speaker) He aha tēnā? What is that? ( By you the person being spoken to) He aha tērā? What is that over there?Classroom Objects (resource sheets 2.1)Go over the pronunciation of classroom objects on the flashcards. Demonstrate how to ask.He aha tēnei?......... and how to respond …… He kutikuti tēnā.Ask the students to break off into pairs and take turns asking the question and then responding.Discuss with students what the response is in the plural form, to take off the t –  ēnei, ēnā, ērāUse resource sheet 2.2 to play Bingo. Students cover the corresponding picture when they hear / see the word.**Integration Ideas**Using normal classroom interactions to practise vocabulary and language structures. |
| **Achievement Objective**1.7 Use and respond to simple classroom language | **Specific Learning Outcomes*** understand and respond appropriately to some classroom instructions (1.7)

*Rārangi mai (Line up), Kuhu mai ki roto (Come inside), Haere mai ki te whāriki (Come to the mat)…* |
| **Teacher notes –** FYI - many instructions are given in the passive voice, this changes the verb ending. | **Explicit Teaching Ideas**Introduce a command in Māori and translate into English. Continue to use the command every opportunity to reinforce command eg. ‘Haere mai ki te whāriki’ (Come to the mat).Display commands in the classroom.Reinforce command using waiata – ‘Whakaronga mai means listen to me’.Play ‘Simon says’ with a set of known commands.**Integration Ideas**Use one command for a couple of days add a new command, use both commands.**Extension for older children**Cantamath style challenge – He aha te kupu Māori mō? (What’s the Maori word for?)Set up 10 questions in Māori for groups and have groups compete against each other to answer first. |
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| **Achievement Objective**1.5 Communicate about location | **Specific Learning Outcomes*** ask and answer questions about location (1.5)
	+ *Kei hea ngā pene? (Where are the pens?) Kei raro ngā pene I te whāriki. ([The pens are under the mat.)…*
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| **Teacher notes –** Āe – yesKao – nohea – where (the question word is replaced with the answer when responding)te / ngā – used for objectsa – used for peoplei / ki – connect phrases (ki denotes movement towards) | **Explicit Teaching Ideas**1. **IRDPX** – a method for introducing new vocabulary when teaching languages.

(learninglanguageswaikato.wikispaces.com/file/view/IRDPX.doc)‎**Input** – Introduce vocabulary for indicating location.* **Raro – under; Roto – in / inside; Runga – on; Waho – outside; Mua – in front; Muri - behind**

Show visuals (powerpoint with picture descriptions / flashcards etc.) and say word, students repeat after you. Repeat several times and add actions. Discuss word associations (give an example and then students often come up with their own e.g. waho 🖝🖝 way out 🖝🖝 outside etc..**Recognition** – Do the actions and students respond with the correct wordPowerpoint – choosing the appropriate word (Āe / Kao)Flashcards – hold up a card and offer an option and students respond with Āe or Kao**Discrimination** – choosing the correct word when given optionsFlashcards – show a card and offer two options e.g. raro? waho? Students respond with correct answerPowerpoint – students choose correct option**Production** – using the new word? section on powerpoint, students tell you correct wordFlashcards – show a card and students tell you the correct word**Extension –** activities to consolidate learningDominoes – picture matchingMemoryWaiata to consolidate vocabulary – ‘E Rere taku Poi’ and ‘To Ringa Ki Roto’Introduce sentence structure for the question - * Kei hea te/ngā pene? (Where is(are) a/the pen(s)?)
* Kei hea a Johnny? (Where is Johnny?)

Introduce the reponse (replace the question word with the correct locative) and then add ‘i te place name’* Kei roto te pene i te pouaka. (A/The pen is in the box)
* Kei waho a Johnny (Johnny is outside). Kei waho a Johnny i te ruma (Johnny is outside the room).

Set up question and answer scenarios (whole class) – ask where something is and have students respond. Write the questions and answers up for visual support. When confident, have students asking the questions. *(Use vocabulary from earlier in unit)*Give the students sentence strips to write their own question and answer. In pairs, students practice dialogue. Swap partners so students have multiple opportunities to practise.Use resource sheet 2.4 (classroom picture) and create sets of multiple choice descriptors e.g.Kei runga te rūru i te tēpu / Kei raro te te rūru i te tūru / Kei roto te rūri i te toroa(The ruler is on the table / The ruler is under the chair / The ruler is in the drawerStudents choose correct descriptor.**Integration Ideas**Using normal classroom interactions to practise vocabulary and language structures |
| **Unit Evaluation** |