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| **Learning Area: Learning Languages – Te Reo Māori** | | | |
| **Learning Context: Ngā Tau**  Level 1 / 2 | | **Teachers : Cara Carser**  **Duration : 6-8 weeks** | |
| **Achievement Objectives:**   * 1.3 communicate about numbers, using days of the week, months and dates * 2.4 communicate about time, weather, and seasons | | **Resources :**  <http://hereoora.tki.org.nz/>  - MoE resource – includes animations, vocabulary lists and visual aids  Bingo / Flashcards (online)  Vocabulary posters  Maths games and equipment  Number frieze template  Waiata | |
| **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 the numbers one to one hundred in spoken language (AO1.3) * count out loud from one to (one hundred) (AO1.3) * understand, formulate, and respond to simple statements and questions about numbers of objects, using the numbers one to twenty (AO1.3) * say, read, and write the names of the days of the week (AO1.3, 2.4) * say, read, and write the names for the months of the year (AO1.3, 2.4) | | | **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 |
| **Learning Opportunities** | | | |
| **Achievement Objective**  1.3 communicate about numbers, using days of the week, months and dates | **Specific Learning Outcomes**   * Understand the numbers one to one hundred in spoken language (AO1.3) * count out loud from one to (one hundred) (AO1.3) | | |
| **Teacher notes –**  The system of counting is base 10 | **Explicit Teaching Ideas**  Many early maths games and materials can be used to introduce and consolidate counting vocabulary in Māori e.g. number fans, number mats...  Some possible activities -  - Counting groups of objects and asking how many;  E rua? E toru? (3 or 4?) or E rua ngā pene, e toru rānei?(Are there 3 or 4 pens?)  - Put numeral cards on the wall or the whiteboard. Divide the class into two groups. The first student from each group stands. Call out a number (for example, “e rima”). The two students who are standing have to run to the appropriate card and swat it with a rolled-up piece of newspaper / fly swat. They then move to the back of their group and the next student from each group stands for a turn. The winning team is the first group to swat five numerals correctly.  - Bingo (using an existing maths game or resource sheet 6.4 (numbers to 40))  - Word / picture / numeral matching (resource sheets 6.2, 6.3) - playing memory, snap, go fish etc.  - Hopscotch - calling out numbers in Te Reo  - View reomation ‘ Kotahi rau’  <http://hereoora.tki.org.nz/Unit-plans/Unit-6-Nga-tau/Reomations/Kotahi-rau-One-hundred> | | |
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| **Achievement Objective**  1.3 communicate about numbers, using days of the week, months and dates | **Specific Learning Outcomes**   * Understand, formulate, and respond to simple statements and questions about numbers of objects, using the numbers one to twenty   + *E hia ngā pukapuka? (How many books [are there]?) E iwa ngā pukapuka. ([There are] nine books.)* * Understand, formulate, and respond to simple statements and questions about people, using the numbers one to twenty   + *Tokohia ngā tamariki? (How many children [are there]?) Tokoiwa ngā tamariki. ([There are] nine children.)* | | |
| **Teacher notes –**  When counting objects, the question is framed as -  ‘E hia…?’  When the answer is between 2-9, the response is starts with ‘E number ….’  When counting people, the question is framed as -  ‘Tokohia…?’  When the answer is between 2-9, toko- is prefixed to the number e.g. ‘Tokorua ….’ when responding  When the answer is 1, use ‘Kotahi...’  Use the standard form of the number when the answer is 10+ | **Explicit Teaching Ideas**  Recap numbers – 1-20  Introduce sentence structure  - objects ‘E hia ngā pene?’ ‘number ngā pene.’  (If the answer is between 2-9, ‘E’ is put before the number e.g. ‘E rua ngā pene.’  - people ‘Tokohia ngā tamariki?’ ‘number ngā tamariki.’  (add toko- prefix to numbers 2-9 e.g. ‘Tokowhā ngā tamariki.’)  ‘Te Whanau’ waiata from ‘Ko Au’ unit is a useful song to revisit vocab  Look at ‘Reomation – Tokohia? E hia?’ <http://hereoora.tki.org.nz/Unit-plans/Unit-6-Nga-tau/Reomations/Tokohia-E-hia-How-many-people-How-many>  Students complete related cloze activity (a good extension, challenging) <http://hereoora.tki.org.nz/Unit-plans/Unit-6-Nga-tau/Tasks-and-activities/Cloze>  Students complete ‘Number Frieze’ – (good paired activity)  - 2 examples per number - one illustrating objects – E hia... and one for people - Tokohia…. (good opportunity to revisit vocabulary from Taku Akomanga and Ko Au units)  Share with class and display in classroom | | |
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| **Achievement Objective**  1.3 communicate about numbers, using days of the week, months and dates  2.4 communicate about time, weather, and seasons | **Specific Learning Outcomes**   * say, read, and write the names of the days of the week (AO1.3, 2.4) | | |
| **Teacher notes –**  Although both the traditional and transliterated names are acceptable, the Māori Language Commission promotes the use of the traditional names for days and months. It’s a good idea to share both with students to avoid confusion.  Their use, however, should be consistent i.e. if you are writing the date and use the traditional form for the day, then the traditional form for the month should also be used (and v.v.). | **Explicit Teaching Ideas**  Introduce days of the week (traditional and transliterations) - model pronunciation  Teach waiata - ‘Ngā Rā o te Wiki’  Introduce sentence structure -  ‘Ko te aha tēnei rā?’ (What day is it today?) ‘Ko te \_\_\_\_\_ tēnei rā.’ (It’s \_\_\_\_\_).   |  | | --- | |  |   Using sentence strips , students ask and answer ‘What day is it today?’ questions (T/P/S) to reinforce structure and vocabulary  Matching cards - English - Māori (Traditional / Transliterations)  Integrate as part of the classroom ‘start of day’ routine. | | |
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| **Achievement Objective**  1.3 communicate about numbers, using days of the week, months and dates  2.4 communicate about time, weather, and seasons | **Specific Learning Outcomes**   * say, read, and write the names for the months of the year (AO1.3, 2.4) | | |
| **Teacher notes –**  Although both the traditional and transliterated names are acceptable, the Māori Language Commission promotes the use of the traditional names for days and months. It’s a good idea to share both with students to avoid confusion.  Their use, however, should be consistent i.e. if you are writing the date and use the traditional form for the day, then the traditional form for the month should also be used (and v.v.).  When naming the date, use -  Kotahi - 1st  add tua- to numbers 2-9 (2nd, 3rd…) | **Explicit Teaching Ideas**  Introduce months of the year (traditional and transliterations) - model pronunciation  Teach waiata - ‘Ngā Marama’  Introduce sentence structure -  ‘Ko te aha tēnei marama?’ (What month is it?) ‘Ko te \_\_\_\_\_ tēnei marama.’ (It’s \_\_\_\_\_).   |  | | --- | |  |   Using sentence strips, students ask and answer ‘What month is it?’ questions (T/P/S) to reinforce structure and vocabulary  Matching cards - English - Māori (Traditional / Transliterations)  Bingo - use the powerpoint to reinforce vocabulary (students match English to Māori or v.v.)  Extension - Introduce the structure for naming the date -  Ko te \_rā\_\_\_te \_tatau\_ o ngā rā o \_marama\_.  e.g. Ko te Rāhina te tuawhā o ngā rā o Haratua. (It is Monday, 4th of May.)  Use pages from a calendar and ask questions about the dates.  Integrate as part of the classroom ‘start of day’ routine.  **Additional activity -**  Age / Birthday - ‘Taku rā whānau’ – my birthday  Introduce sentence structure – ‘How old are you?’ ‘E hia ō tau?’  ‘I am \_\_\_ yrs old’, ‘E \_\_\_ aku tau’  Teach ‘Rā Whānau Ki a Koe’ waiata (Happy Birthday)   |  | | --- | |  | | | |
| **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.  ‘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 a 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** | | | |