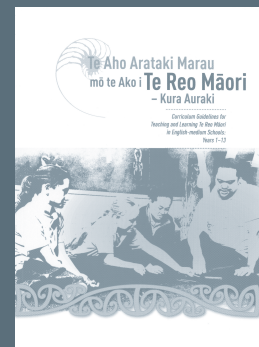


## Supporting Te Reo Māori in English-medium Schools

# Teacher Notes – *Nāu te Rourou, Nāku te Rourou*



These teacher notes are designed for levels 5 and 6 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 year 11, levels 5 and 6 is Te Puāwaitanga (Achieving social competence in te reo Māori).

This book was originally written for Māori-medium settings. The teacher notes are designed to support its use in English-medium schools. They 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 reo Māori programme.

This is a book of recipes for preparing healthy Māori food. It includes proverbs about kai and wonderful colour photographs and illustrations. Students can use this book to prepare a shared meal for their classmates or family.



### Links to the *Curriculum Guidelines*

#### Ngā Whāinga Paetae Achievement Objectives

5.1 Communicate about past activities and events

5.3 Communicate about past habits and routines

6.1 Give and follow instructions

#### Possible socio-cultural theme







» Taha tinana, taha hinengaro, taha wairua (qualities of a person, well-being, balance)

#### Possible topics

» Preparing and presenting food  
» Planning and shopping for a meal

#### Possible text types

» Menus  
» Letters of invitation  
» Informal notes  
» Karakia (prayers)  
» Whakataukī (proverbs)

Ngā Ara Reo	Language Modes	
<b>Whakarongo (Listening, L5 and L6)</b>	<ul style="list-style-type: none"> <li>» Make use of context and familiar language to understand instructions and information in formal and informal contexts</li> <li>» Understand specific details in contexts that may contain some unfamiliar language</li> <li>» Distinguish between past and present actions and states</li> </ul>	
<b>Pānui (Reading, L5 and L6)</b>	<ul style="list-style-type: none"> <li>» Understand specific details in contexts that may contain some unfamiliar language</li> <li>» Make use of context and familiar language to understand written instructions and information in formal and informal contexts</li> </ul>	
<b>Mātakitaki (Viewing, L5)</b>	<ul style="list-style-type: none"> <li>» Understand and respond to information and ideas encountered in a variety of visual texts</li> </ul>	
<b>Kōrero (Speaking, L5)</b>	<ul style="list-style-type: none"> <li>» Initiate and sustain short conversations</li> <li>» Discuss topics of mutual interest</li> <li>» Use appropriate pronunciation, stress, rhythm, and intonation</li> </ul>	
<b>Tuhituhi (Writing, L5)</b>	<ul style="list-style-type: none"> <li>» Use resources such as dictionaries and glossaries to experiment with new language and review writing for accuracy</li> <li>» Write information on familiar topics in a range of contexts, past and present</li> <li>» Use appropriate writing conventions</li> </ul>	
<b>Whakaatu (Presenting, L5)</b>	<ul style="list-style-type: none"> <li>» Present or perform a variety of visual texts for a range of purposes and audiences</li> </ul>	

### Links to NCEA and Achievement Standards

The activities in these teacher notes link to level 1 NCEA achievement standards for te reo Māori. These achievement standards derive from achievement objectives at levels 5 and 6 of the *Curriculum Guidelines*. Teachers could use the suggested learning and assessment activities together with ngā ara reo to formatively assess students' performance, skill, and knowledge in relation to the achievement objectives identified in these teacher notes. Monitoring students' progress over time will help build a picture of students' performance and inform teachers' judgment when assessing students for qualification purposes.

### Introducing the book

#### Before reading (ascertaining prior knowledge)

Teachers should familiarise themselves with the layout and content of this resource before introducing it to students. Introduce the resource as a recipe book written entirely in Māori. As a starting point, the teacher could then ask students what kind of information they would expect to find in a recipe book. The teacher could also write the section headings on the whiteboard and ask students to suggest what they might mean. If students are not sure, they could be shown the list of meal types under the headings as a way to assist their understanding. Finally, they could discuss the title and its meaning.

#### Introducing key vocabulary

This activity relates to the words and images on page 6. Students could be given a list of the words in Māori with the English meanings in jumbled order.

The first task would be to match each English word to the correct Māori word on the list.

For example:

Warua	<i>Peel</i>	Kōmurua	<i>Grate</i>
Tapahia	<i>Cut</i>	Tātaritia	<i>Sieve</i>
Pokea	<i>Knead</i>	Kōtetetia	<i>Squeeze</i>
Tāpirihia	<i>Add</i>	Tīhaehaea	<i>Break</i>

To help students learn and consolidate their understanding of each of these key words, they could then make up an action for each one. This could be an individual or pair activity. Each pair could take turns at showing one or two actions to the rest of the group, which provides the correct Māori word. This could also be organised as an ongoing language game similar to charades.

### Giving and following instructions

This could be done as an oral activity. Initially, the teacher may need to lead this activity to provide an example for students to follow. The teacher gives an instruction from the recipe and a student needs to mime the instruction. This could continue with different instructions for other students. Once students are familiar with the activity, they could split into groups to give and follow instructions for their own recipes. Where possible, it would be useful to provide some props.

### Listening to instructions

This listening activity could apply to any recipe in the book. Photocopy the images that show each stage of the food preparation from start to finish. Arrange the images in any order on a sheet of paper. Students listen to each sentence read out and match it to the correct image by writing the number of the sentence beside the picture.

For example: He Tunu Rīwai, page 9:

1. Penupenua te kiko.
2. Horoia ngā rīwai.
3. Hauruatia ngā rīwai.
4. Werohia ngā kiri.
5. Tunua mō te 15 meneti.
6. Tāpirihia ngā kai ki ngā oko rīwai.
7. Takaia te rīwai ki te taora pepa.

### Reading and writing activities

The previous matching exercise could be extended either as a reading or writing task where students are provided with the images and the list of sentences. Students need to match each sentence to an image. They should show this by writing the selected sentence as a caption under the image it describes.

#### Writing an invitation and thank you note

The class could be split into groups of no more than three students each. Ask each group to write an invitation, inviting guests to a shared dinner.

The invitation would need to have key information such as:

- reason for the event
- name of the hosts
- venue
- date and time
- menu for the dinner
- programme for the event
- what to bring

Groups can pair up and compare their completed invitations. They could then be asked to write a final invitation combining the best ideas from each group.

Students can be asked to write an informal note to express their thanks. In the note students could:

- thank the host for the invitation
- say how much they enjoyed the event and the food
- say that they liked the meal and especially the dessert
- say that they liked meeting all the people there
- say that the music was excellent
- say that they are feeling tired the day after the event!

Encourage students to use their dictionaries, glossaries, and any word lists that may be useful.

### Extension activity

#### Demonstrating a cooking lesson

Students can work in pairs. Each pair could select a recipe that can be demonstrated to the class. The set-up could be similar to food shows on television. Each pair will need to prepare a script beforehand and have it checked by the teacher. It would be great if the demonstration could be captured on video. The end result can be shared with the class.

The students' script should include:

- >> an appropriate greeting
- >> information about the meal being prepared
- >> a list of the required ingredients
- >> a list of the steps required to cook the food
- >> any helpful advice to ensure a successful outcome
- >> important points about hygiene and food preparation.

**Teacher assessment**

Teachers can use a variety of procedures for observing and recording each student's progress. Teachers can monitor students' progress by:

- » checking students' ability to use language, with emphasis on communicative competence rather than native speaker expertise, by observing the students as they carry out spoken, written, and visual language tasks in authentic contexts related to the various themes, topics, and text types introduced (Levels 1–8). For example:
  - Can students write a clear invitation to another person?
  - Can students write appropriate notes thanking another person?
  - Can students provide clear instructions to others about food preparation?
- » observing students role playing a demonstration of food preparation (Levels 6–8).

**Student assessment**

Students can monitor their own progress by:

- » keeping a portfolio of their work (Levels 1–8)
- » discussing the contents of their portfolios with the teacher or their peers (Levels 1–8)
- » using a checklist of success criteria that reflect the achievement objectives, themes, and topics at levels 1–8. For example:
  - I can give and follow instructions.* (Level 3)
  - I can accept and decline invitations.* (Level 4)
  - I can discuss a familiar topic with my friend.* (Level 4)
  - I can thank another person in writing.* (Level 4)
- » keeping vocabulary notebooks and checking their ability to remember and use the words included in them (Levels 1–8)
- » selecting appropriate language for specific contexts (Levels 3–8)
- » working in pairs or groups to prepare invitations and scripts for presentations, and seeking feedback from peers and the teacher (Levels 7–8).

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

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**Support resources****Online resources**

The ministry's website, Te Kete Ipurangi, 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 (Te Whakaipurangi Rauemi), which includes high-frequency vocabulary lists, a grammar progression outline, learner and teacher assessment checklists, 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**

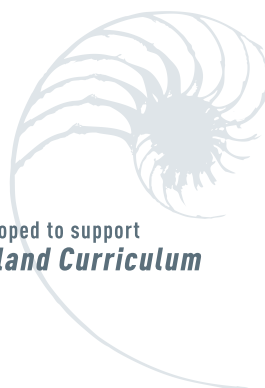
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This resource has been developed to support  
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