

| TE REO MĀORI IN NZC UNIT PLAN | |
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| Taitara Taku kāinga noho | Tau |
| Taumata | Te Roa 17 lessons |
| <p>Te Horopaki mō te Ako i te Reo</p> <p>Sociocultural themes – Taku kāinga noho Select socio-cultural themes relevant to the achievement objectives, students’ lives and varied enough to retain their interests.</p> <p>Topics My home</p> <p>Text types Select text types that are relevant to the achievement objectives and students, and include Māori-specific text types.</p> | <p>Key Competencies</p> <p>Identify key competencies of particular relevance to this unit of work. Learning activities should be developed to provide opportunity for students to use and enhance these competencies in their work.</p> <p>Thinking – How would I describe my own house and home? What Language tools do I need? Using language, symbols and text – Reading activity, kōrero activities.</p> <p>Managing self – Keeping all handouts ordered and together. Completing homework.</p> <p>Relating to others – comparing and contrasting tikanga that happens in their houses.</p> <p>Participating and contributing – Kōrero activities, getting involved in conversation.</p> |
| <p>Students’ language knowledge/experiences Should have done whānau and pepeha, learnt numbers, colours</p> | <p>Ngā uara, ngā waiaro (Māori, o te kura, o te marautanga) Manaakitanga, mahi ngātahi, awhi, respect for others</p> <p>Ngā Hononga ki Marautanga kē atu – (Cross curriculum links) Identify other curriculum areas of particular relevance to this unit of work. Opportunities should be made during learning activities to facilitate these links.</p> |

| Te Tohu Tauākī – Proficiency Target | |
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| <ul style="list-style-type: none"> By the end of level 2, students can understand te reo Māori that contains well-rehearsed sentence patterns and familiar vocabulary and can interact in predictable exchanges. They can read and write straightforward versions of what they have learned to say. They are aware of and understand some typical cultural conventions that operate in interpersonal communication. Students are developing an awareness of the processes involved in learning te reo Māori. | |
| Whāinga Paetae Select the appropriate achievement objective/s relevant to the unit. | Specific Learning Outcomes These should be clear statements of what you expect the student to know, say, or be able to do at the end of this unit. |
| <ul style="list-style-type: none"> 1.1 Greet, farewell and acknowledge people 1.2 Introduce themselves and others 1.3 Communicate about number using days of the week, months and dates 1.4 Iwi, hapu, mountain and awa, hometown and place of family origin. 1.7 Use and respond to simple classroom language including asking for the word to express something in te reo Māori. | <ul style="list-style-type: none"> Students will be able to describe their house using basic te reo Māori Students will be able to talk about quantity Students will be able to talk and write about the rules of their house. Students will be able to ask and answer questions about their house. Describe a house using sentence patterns. |
| Co-constructed Specific Learning Outcomes These should be clear statements of what the student expects to know, say, or be able to do. Co-construct learning outcomes that are embedded in the possible learning activities. | |
| <ul style="list-style-type: none"> Students will be able to ... | |

Ngā Ara Reo – Language Modes

Identify skills of particular relevance to this unit of work. Learning activities should be developed to provide opportunity for students to use and enhance these skills in their work.

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| <p>Whakarongo – Listening Students will be able to:</p> <ul style="list-style-type: none"> recognize and understand simple, familiar spoken words, phrases, and sentences understand a range of short oral texts containing familiar phrases and sentences; understand specific detail and overall meaning in familiar contexts and in some unfamiliar contexts. | <p>Kōrero – Speaking Students will be able to:</p> <ul style="list-style-type: none"> respond to appropriately simple, familiar instructions and simple questions; ask simple questions and give simple information; give short prepared talks on familiar topics; describe familiar events, people, and things. |
| <p>Pānui – Reading Students will be able to:</p> <ul style="list-style-type: none"> recognize and understand simple, familiar written words, phrases, and sentences understand short written texts consisting of familiar reo Māori words, phrases, and sentences; get the gist of short written texts that contain some unfamiliar language. | <p>Tuhituhi – Writing Students will be able to:</p> <ul style="list-style-type: none"> write a series of sentences in te reo Māori describing the appearance or characteristics of something; use resources (for example, dictionaries and glossaries) to experiment with some new language in writing and to check spelling; prepare and write short texts on familiar topics. |
| <p>Mātakitaki – Viewing Students will be able to:</p> <ul style="list-style-type: none"> interpret meanings that are conveyed in combinations of words and images or symbols; understand and respond to combinations of visual and verbal language in selected texts. | <p>Whakaatu – Presenting Students will be able to:</p> <ul style="list-style-type: none"> Use selected features of visual language to add meaning to simple written or oral text; combine visual and verbal language to present information and/or ideas. |

| <p>He Arotahinga Reo – Language Focus Select language structures and vocabulary most effective within purposeful context/s and new situations students will expect to experience.</p> | |
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| <p>Ngā rerenga kōrero – Formulaic expressions</p> | <ul style="list-style-type: none"> • Engā rūma moe i roto i taku whare – There are.....rooms in my house • Kotahi tei roto i – There is one.....in..– • Ko.....te ingoa o taku tiriti (street) • He.....te tae o taku whare – The colour of my house is • Kei.....taku kāinga – My home is in..... • Ko.....te nama o taku whare –is the number of my house. • He.....taku whare – My house is • E pātata ana taku kāinga ki te..... – My home is close to..... • Hetā/tō mātou – We have a • Kāore ō/ā mātou..... – We haven't got a/any • He pai ki ahau taku whare/kāinga, nō te mea, he – I like my house/home because it's..... • Eaku tau i te wā i hūnuku ai au ki taku whare/kāinga – I waswhen I moved to my house/kāinga. • Kei hea tō whare/kāinga? • He aha te nama o tō whare/kāinga? • He aha te tae o tō whare? • He aha te ingoa o tō tiriti? • E hia ngā rūma moe i roto i tō whare? • E hia ngā wharepaku i roto i tō whare? • He nui, he iti rānei tō whare? • E pātata ana tō kāinga ki te kura? • He pākaiahi tō koutou? • He pai tō whare/kāinga ki a koe? • E hia ō tau i te wā i hūnuku ai koe ki tō whare/kāinga? |

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| <p>Ngā kupu – Vocabulary</p> | <ul style="list-style-type: none"> • Go to kupu handout in this document for kupu on Page 37. |
| <p>Te takoto o te kupu – Language form</p> | <ul style="list-style-type: none"> • Can the students recognize words and adjectives about the house when they hear or read them? • Can they say the adjectives and nouns about the home easily, and write & spell them? • Can they recognize other forms of the word and related words e.g. <i>manaaki</i>, <i>manaakitanga</i>, <i>manaakitia</i> • They know where the adjectives and nouns are placed in the sentence eg: He <i>nui</i> (an adjective follows the <i>he</i>) taku <i>whare</i> (noun follows the possessive pronoun) or He <i>iti</i> to matou <i>whare</i>. |
| <p>Assessment Indicators</p> | |
| <p>Ka aromatawaia te kaha o te ākongā ki:</p> <ul style="list-style-type: none"> • Use nouns and adjectives to describe their house in written and spoken form • Use the formulaic expressions to describe their house in written and spoken form | |
| <p>Success Criteria</p> <p>These should be clear statements that reflect the achievement objectives, themes and topics. Co-construct success criteria with the students so they are able to talk about and monitor their own progress. These are co-constructed at the time learning outcomes are co-constructed with students. <i>EG How do I know how to describe a house? What are the words I need to know how to describe a house? What are the questions I need to ask to describe a house? What are rules, ture?</i></p> | |
| <p>In order for tamariki to move on to the next level, they should be able to:</p> | |
| <p>Rauemi</p> <p>List resources required with enough information that another teacher using this unit will know where to get it from.</p> | |
| <ul style="list-style-type: none"> • Handouts – in this unit • Plastic rākau • Computers • Pōro • Felt pens • A4 paper • ā and ō categories from Te Pā Aurora book by Ian Cormack • Tools for educators.com (dice creator, flash card creator and wharehouse (bingo creator) • Running dictation – refer to Ako Panuku website: http://akopanuku.tki.org.nz/ • Who wants to be a millionaire | |

| Language and Glossary | |
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| List the vocabulary, phrases, language that is required by the teacher and student to be able to carry out the learning and assessment activities. | |
| Essential Language | |
| List the language teachers and students 'must know' to communicate about the learning in this unit. | |
| Māori | English |
| Whakarongo mai Titiro mai I tēnei rā ka ako tātou E pā ana ki Whakamātauria anō Koia kei a koe! Tō mōhio hoki! Ko tā tātou kaupapa hou He tika tāu Ka tika | |
| Might Require Language | |
| List the language teachers and students 'might require' to communicate about the learning in this unit. | |
| Māori | English |
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Learning and Assessment Activities – Ngā Akoranga me ōna Ngohe Aromatawai

Select learning and assessment activities that relate to:

- the achievement objectives and learning outcomes
- the skills described for each of the ara reo (listening, speaking, viewing, reading, writing, presenting) at each level
- the possible language learning contexts for introducing and revising new language at each curriculum level.

| Time | Input Activities (teacher) AO and/or LO stated Activities for initial motivation/new learning 2 nd language techniques/Task based learning/problem solving e.g. combined tasks, information gap, listening and transferring the information to another format such as a map Teaching strategies to facilitate the learning e.g. Y chart, KWHL Language required to deliver the task or activity Resources required | Learning Activities (student) Tasks and activities that students are engaged in Groupwork/pairwork Resources required e.g. activity sheets, words, etc (running dictation, make a whare and kids have to describe the whare to their group, barrier game) | Assessment Activities (teacher and student) Clear links should be made to show how the input activities and learning activities relate to the predetermined learning outcomes of the unit. |
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| | <p>Lesson 1 <u><i>Note: Every time you learn a new structure, you must write it somewhere on the board as a reference point until the end of the unit.</i></u> Introduce the kaupapa. Ascertain prior knowledge by seeing how many kupu they know about the house. Use pictures with numbers. Use pictures in He papakupu whakaahua mō te reo Māori o nāianeī by Katerina Mataira. Hand out their kupu hou sheet and explain that their homework is to learn the words. See Flashcards Resource at the end of the unit.</p> | <p>Title page. Hand out flash card sheets (at the end of this document. They can then create their own flash cards for learning whare nouns. The ones who finish early can start learning their kupu. Homework complete flash cards.</p> | <p>Diagnostic testing using the picture with the numbers.</p> |



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| <p>Lesson 2</p> <p>Teach how to say a number of something eg: e (number) ngā (noun) eg e waru ngā.... . Introduce the question at the same time. E hia ngā.....? use one of the kōrero activities to practice. You may want to use plastic rākau. Eg Hold up 2 rākau and ask: E hia ngā rākau? Your response should be “e rua ngā rākau” use kīnga to affirm “ka tika” or “he tika tāu”, or if they get it wrong “whakamātauria anō – Try again” or kīwaha “tō mōhio hoki” – You’re on to it / “Koia kei a koe” – You’re on to it! – Write these kīanga and kīwaha on the board so they can see them.</p> <p>Wharewhare – bingo cards to be made up on www.toolsforeducators.com</p> | <p>Check that they have completed their flashcards. (The cards will be left in the classroom thereafter. So they don’t lose them). Useful to provide envelopes or small plastic bags to store them in.</p> <p>Group work with flash cards for 5 or 10 minutes</p> <p>Kōrero activity – Use rākau if you have them.</p> <p>Move on to translate first two activities on building blocks handout.</p> <p>Back up activities (if you’ve got time left): Wharewhare.</p> | |
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| | <p>Lesson 3 After flash cards and Wharewhare Recap on E hia ngā.....? Engā or Kōtahi te..... Ask one of the kids to ask 3 or 4 other people in the class “e hia ngā.....” use rākau or anything similar. Teach how to ask and say the name of their street ‘He aha te ingoa o tō tiriti? – What is the name of your street? Ko (name of street) te ingoa o taku tiriti / rori – My street is called (name of street) – In small groups the students ask their friends the question until they have finished going around the whole group.</p> | <p>Flash card activity 5–10 minutes. Wharewhare.</p> <p>In small groups the students ask their friends the question until they have finished going around the whole group.</p> <p>Complete: Ko.....te ingoa o taku tiriti and Hete tae o taku whare on the building blocks sheet.</p> <p>Start drawing their own whare and labelling the different things in their whare in Māori. Must be birds eye view. Use picture provided as an example. Finish for homework.</p> | |
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| <p>Lesson 4 After flashcards recap on what they have done so far: E hia, e number, kotahi te, ko...te ingoa, he....te tae. Pick students to come up with their picture of their whare. Ask them questions about their whare. The person who you have questioned then becomes the one asking the questions. Do a spot quiz with the structures. Write 10 sentences from the building block sheet up on the board (only what you have done up to).</p> <p>Teach Kei hea tō whare/kāinga? Kei (place) taku whare/kāinga? – Zig Zag kōrero activity on the kōrero activity sheet. EG Kei hea tō whare/kāinga? Kei Waikanae taku whare/kāinga.</p> <p>Complete building blocks “Keitaku whare/kāinga” repeat the process for “He aha te nama o tō whare?” “Ko te rima te nama o taku whare” and Questions – “He pēhea te rahi o tō whare? – How big is your house?” or “He pēhea te āhua o tō whare? He nui taku whare.</p> | <p>Flash cards for 5 to 10 minutes.</p> <p>Students ask questions to each other about their pictures.</p> <p>Do a spot quiz with the structures.</p> <p>Write 10 sentences from the building block sheet up on the board (only what you have done up to).</p> <p>Zig Zag kōrero activity on the kōrero activity sheet. EG Kei hea tō whare/kāinga? Kei Waikanae taku whare/kāinga.</p> <p>Complete building blocks “Keitaku whare/kāinga” repeat the process for “He aha te nama o tō whare?” “Ko te rima te nama o taku whare” and Questions – “He pēhea te rahi o tō whare? – How big is your house?” or “He pēhea te āhua o tō whare? He nui taku whare.</p> | <p>Diagnostic testing to see if they have understood and where they are at.</p> |
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| | <p>Lesson 5 Maumahara game – 15 minutes whole class. Recapping on Sentences – You decide how to do it. Make a dice with pictures from the tools for educator website: (www.toolsforeducators.com) – See example. In pairs the students roll the dice, one will say to the other “He aha tēnei?” the other will say “Hetēnā.” eg He whare tēnā. Make sure you explain the structures to the students. Those who have finished can play wharewhare.</p> | <p>Maumahara game – 15 minutes whole class. Make a dice with pictures from the tools for educator website: (www.toolsforeducators.com) – See example. In pairs the students roll the dice, one will say to the other “He aha tēnei?” the other will say “Hetēnā.” eg He whare tēnā. Those who have finished can play wharewhare.</p> | |
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| <p>Lesson 6</p> <p>Vocabulary learning – Split the class into two teams. Ask different team members what the picture is that you are holding up. If they get it right their team gets a point. Go though all of the vocabulary on their kupu list. Offer a reward to the winning team.</p> <p>Recap structures learnt.</p> <p>Teach: “E pātata ana tō whare/kāinga ki te aha?” = “What is your house/home close to?” E pātata ana taku whare/kāinga ki te (place where there house is close to).</p> <p>Porowhita kōrero activity – Refer to porowhita activity sheet. – Inner circle ask “E pātata ana tō whare/kāinga ki te aha?” The outer circle will say. “E pātata ana taku whare/kāinga ki te (place eg kura).</p> <p>They then fill in building blocks for e pātata ana.</p> <p>Repeat the process for “Hetā/tō koutou? = You you (three or more) have a.....? – Āe, He.....tā/tō mātou: (refer to te Pā Aurora by Ian Cormack for ā and ō catagories page 84).</p> <p>Learn Kāore ō mātou (noun) at the same time, so they can answer “Yes, we do have a pool” – “Āe, he puna kaukau tō mātou”, or” No, we don’t have a pool” – Kāo, kāore ō mātou puna kaukau” – This would be a good opportunity to use the dice again EG: Roll the dice and what ever the picture comes up one student will ask “Hetā/tō koutou?” the other would come back with the appropriate answer.</p> | <p>Vocabulary game.</p> <p>Porowhita game.</p> <p>Building blocks.</p> <p>Dice.</p> | |
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| | <p>Lesson 7</p> <ul style="list-style-type: none"> Flash cards 5 minutes. Recapping. Teach “He aha te take he pai tō whare/kāinga ki a koe? = Why do you like your house/home? And the answer, “He pai taku whare/kāinga ki ahau, nā te mea, he (adjective EG mahana). Use Zig Zag Kōrero activity to practice. Fill in building blocks sheet. Repeat process with “E hia ō tau i te wā i hūnuku ai koe ki tō whare/kāinga? – How old were you when you moved to your house/home?” E (age EG: whā) aku tau i te wā i hūnuku ai au ki taku whare/kāinga. – I was four when I moved to my house/home. | | |
| | <p>Lesson 8</p> <p>This is their last day for reviewing their words for the test. Ten minutes using flash cards.</p> <p>Structure game: Put all of the tables and chairs to the side of the room. Break your class into four groups and send them to the four corners of the class. You sit on a chair in the middle of the room. Ask questions from the building blocks sheet. The team has to write their answer on a piece of paper. Their runner then takes it to you. The first team to bring you the right answer gets a point. This will last for the rest of the period.</p> | <p>Structure game: Put all of the tables and chairs to the side of the room. Break your class into four groups and send them to the four corners of the class. You sit on a chair in the middle of the room. Ask questions from the building blocks sheet. The team has to write their answer on a piece of paper. Their runner then takes it to you. The first team to bring you the right answer gets a point. This will last for the rest of the period.</p> | |



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| | <p>Lesson 9 Whakamātautau kupu 1- Allow 10 minutes in total from start to finish – Refer to the instructions on kupu sheet. Hand out reading comprehension passage and the kupu sheet. The students read through the passage and find the words on the kupu sheet and write them down. They can do this in pairs. They may need dictionaries. All of the kupu are in order. This should take the whole period. Go through the answers with them at the end.</p> | <p>The students read through the passage and find the words on the kupu sheet and write them down. They can do this in pairs. They may need dictionaries. All of the kupu are in order. This should take the whole period.</p> | |
| | <p>Lesson 10 Whakamātautau kupu 2- allow 10 minutes in total from start to finish – Refer to the instructions on kupu sheet. Whakarongo and Panui activity. Break the class into small groups. Photocopy the reading passage and cut them up every two lines for each group. Readout the passage about Tūmeke and his whare to them. Read the whole lot out once. They just listen. After that read each paragraph twice. The students can start putting the passage back together. Read the whole lot again as a final reading while the students are making sure that they have put everything back properly. This should take the whole period.</p> | <p>Readout the passage about Tūmeke and his whare to them. Read the whole lot out once. They just listen. After that read each paragraph twice. The students can start putting the passage back together. Read the whole lot again as a final reading while the students are making sure that they have put everything back properly. This should take the whole period.</p> | |



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| <p>Lesson 11 Whakamātautau kupu 3- allow 10 minutes in total from start to finish – Refer to the instructions on kupu sheet. Teach – Kāore e whakaaetia kia.....i tō mātou whare –is not permitted in our house. Get the students to do the Zig Zag kōrero saying, one thing that isn't permitted in their house. Complete the Handout. Repeat the process with E pai ana kia..... – It's okay to.....</p> | | |
| <p>Lesson 12 Whakamātautau kupu 4- allow 10 minutes in total from start to finish – Refer to the instructions on kupu sheet. Recap from previous day. Break into groups and complete the task 1 on the sheet about tikanga in the home. Students read through the passage about Tūmeke and his whare and answer the questions. Practice through talking about a house using the house plan provided.</p> | | |



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| | <p>Lesson 13 Hand out kōrero assessment. They then have two periods in class to prepare for their kōrero. They can also prepare for homework. While they are preparing their kōrero, you can go around the class asking them questions that they have learnt throughout the unit.</p> | | |
| | <p>Lesson 14 Kōrero preparation. While they are preparing their kōrero, you can go around the class asking them questions that they have learnt throughout the unit.</p> | | Formative assessment – Kōrero |
| | <p>Lesson 15 KŌRERO ASSESSMENT – HAVE A SEPARATE SHEET FOR EACH STUDENT. TAKE NOTES ABOUT THEIR KŌRERO, CIRCLE THE CRITERIA, GIVE THEM A GRADE AND GIVE THEM FEED BACK. FEED BACK CAN BE ORAL OR WRITTEN.</p> | | |
| | <p>Lesson 16 KŌRERO ASSESSMENT – HAVE A SEPARATE SHEET FOR EACH STUDENT. TAKE NOTES ABOUT THEIR KŌRERO, CIRCLE THE CRITERIA, GIVE THEM A GRADE AND GIVE THEM FEED BACK. FEED BACK CAN BE ORAL OR WRITTEN.</p> | | |
| | <p>Lesson 17 – Whakarongo assessment.</p> | | Formative assessment – Whakarongo |

Handout 2: Ngā kupu hou – Your homework is to learn these words. You will have two weeks to learn them. After the 2nd week you will be tested 4 times (once a day) on 20 random words. You will have three minutes for each test. To pass you must get 17 out of 20. The result will contribute to your homework grade on your report. Write your homework and test dates into your log book. Use the **Flash Cards** to assist your learning.

Criteria for homework grade for this unit

| <i>None</i> | <i>Pass once or twice</i> | <i>Pass three times</i> | <i>Pass 4 times</i> |
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| Not Achieved | Paetae – Achieved | Kaiaka – Merit | Kairangi – Excellence |

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| Nui | Big | Whare pikitia | Movie theatre |
| Iti | Small | Puna kaukau, hōpua | Swimming pool |
| Whare | House | Rākau | Tree |
| Rūma moe | Bedroom | Kāri | Garden |
| Rūma kaukau | Bathroom | Pūrere horoi maitai | Dishwasher |
| Rūma noho | Living room | Tākaro ataata, teihana tākaro | Video game, playstation |
| Kītini, kīhini, kāuta | Kitchen | Tiwharawhara | Stereo |
| Rūma horoi kākahu | Laundry | Kurī | Dog |
| Wharepaku | Toilet | Ngeru | Cat |
| Pouaka whakaata | TV | Motokā | Car |
| Kūaha, tatau | Door | Kārati / Whare waka | Garage |
| Tuanui | Ceiling / roof | Pākaiahi | Fireplace |
| Pakitara | Wall | Rorohiko | Computer |
| Kēti, keti | Gate | Whakamahana | Heater |
| Taiapa | Fence | Mahana | Warm |
| Nā te mea | Because | Hāneanea | Comfortable |
| Pātata / tata | Close | Tawhito | Old |
| Toa | Shop | Hou | New |
| Tātahi | Beach | Mā | Clean |
| Kura | School | Paru | Dirty |
| Papa | Floor | Whāriki | Mat / Carpet |
| Umu | Oven | Papa mahi, raumanga | Work bench |
| Katiwai | Tap | Kāraha, peihana | Sink, basin |
| Kāpata | Cupboard | Ngaruiti | Microwave |
| Whatamātao / Pouaka mātao | Fridge | Oko heketua | Toilet bowl |
| Tango(hia), Unu(hia) | Take off | Hū | Shoe |
| Whakatio | Freezer | Tēpu | Table |
| Couch / Sofa | Hōpa | Tūru | Chair |
| Ārai | Curtain | Pana raiti | Light switch |
| Pouaka reta | Letter box | Ara taraiwa | Driveway |

Whakamātautau Kupu 1 – Kupu test 1 – Project these onto a wall/screen. You'll save paper.

| Whakamāoritā – Translate into Māori | Whakapākehātia – Translate into English |
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| 1. Kitchen | 11.Nui |
| 2. Toilet | 12.Whare |
| 3. Wall | 13.Tuanui |
| 4. School | 14.Kēti |
| 5. Because | 15.Kuri |
| 6. Shop | 16.Kāpata |
| 7. TV | 17.Paru |
| 8. Cat | 18.Tawhito |
| 9. Car | 19.Tūru |
| 10.Clean | 20.Rorohiko |

At the end students will swap books. You will call out the answers. They will mark them. Once that is finished, call out their names from your mark book, ask them to give you their mark (in te reo) and record them. See example below. Follow the criteria on the student's kupu handout.

| <i>Ingoa</i> | <i>Kupu whare 1</i> | <i>Kupu whare 2</i> | <i>Kupu whare 3</i> | <i>Kupu whare 4</i> | <i>Overall grade – Kupu whare</i> |
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| <i>Hēmi Jones</i> | 16 | 18 | 19 | 20 | Merit |
| <i>Hone Tahawai</i> | 10 | 11 | 12 | 8 | Not Achieved |
| <i>Hine Māia</i> | 20 | 20 | 20 | 20 | excellence |
| <i>Tama Kaikaha</i> | 16 | 16 | 16 | 17 | Achieved |

Whakamātautau Kupu 2– Kupu test 2 – Project these onto a wall/screen. You’ll save paper.

| Whakamāoritā – Translate into Māori | Whakapākehātia – Translate into English |
|--|---|
| 1. Fence 2. Close 3. Sink, Basin 4. Freezer 5. Take off 6. Mat / Carpet 7. Video Game 8. Garden 9. Floor 10. Cupboard | 11. Rūma moe 12. Pakitara 13. Katiwai 14. Tātahi 15. Umu 16. Ārai 17. Ara taraiwa 18. Pana Raiti 19. Kūaha 20. Ngeru |



Whakamātautau Kupu 3 – Kupu test 3 – Project these onto a wall/screen. You'll save paper.

| Whakamāoritā - Translate into Māori | Whakapākehātā - Translate into English |
|---|---|
| <ol style="list-style-type: none"> 1. Tree 2. Bathroom 3. Heater 4. Comfortable 5. Toilet bowl 6. Work bench 7. Microwave 8. Fridge 9. Door 10. Movie Theatre | <ol style="list-style-type: none"> 11. Kārati 12. Tawhito 13. Tākaro ataata 14. Tīwharawhara 15. Umu 16. Puna kaukau 17. Whakatio 18. Pana raiti 19. Papa mahi 20. Mahana |



Whakamātautau Kupu 4 – Kupu test 4 – Project these onto a wall/screen. You'll save paper.

| Whakamāoritā – Translate into Māori | Whakapākehātia – Translate into English |
|-------------------------------------|---|
| 1. Lounge | 11. Pākaiahi |
| 2. School | 12. Ngeru |
| 3. Computer | 13. Tuanui |
| 4. Dishwasher | 14. Hōpa |
| 5. House | 15. Pātata |
| 6. Because | 16. Paru |
| 7. Tap | 17. Kāraha |
| 8. Warm | 18. Kapata |
| 9. Laundry | 19. Mā |
| 10. Comfortable | 20. Tātahi |



Handout 1

Taku whare/kāinga building blocks – By the end of this unit you will be able to speak and write about your house/home.

Engā rūma moe i roto i taku whare – There are.....rooms in my house

| | |
|-------------------------------------|--|
| There are five bedrooms in my house | <i>E rima ngā rūma moe i roto i taku whare</i> |
| There are 8 bedrooms in my house | |
| There are 3 bedrooms in my house | |
| There are 6 bedrooms in my house | |
| There are 20 bedrooms in my house | |

Kotahi tei roto i – There is one.....in-

| | |
|-----------------------------------|--|
| There is one toilet in my house | <i>Kotahi te wharepaku i roto i taku whare</i> |
| There is one lounge in my house | |
| There is one kitchen in my house | |
| There is one bathroom in my house | |
| There is one TV in my house | |

Ko.....te ingoa o taku tiriti (street)

| | |
|-----------------------------------|--|
| Margaret is the name of my street | |
|-----------------------------------|--|

He.....te tae o taku whare – The colour of my house is

| | |
|---------------------------------|-------------------------------------|
| The colour of my house is red | <i>He whero te tae o taku whare</i> |
| The colour of my house is blue | |
| The colour of my house is cream | |
| The colour of my house is green | |
| The colour of my house is white | |

Kei.....taku whare /kāinga– My house / home is in.....

| | |
|---------------------------------|--|
| My house/home is in Wellington | <i>Kei Te Whanganui-a-Tara taku whare/kāinga</i> |
| My house/home is in Waikanae | |
| My house/home is in Paekakariki | |
| My house/home is in Africa | |
| My house/home is in Australia | |

Ko tete nama o taku whare /kāinga-is the number of my house/home

| | |
|------------------------------------|--|
| 6 is the number of my house/home | <i>Ko te ono te nama o taku whare/kāinga</i> |
| 27 is the number of my house/home | |
| 83 is the number of my house/home | |
| 105 is the number of my house/home | |
| 209 is the number of my house/home | |

He.....taku whare - My house is

| | |
|-------------------|--------------------------|
| My house is big | <i>He nui taku whare</i> |
| My house is large | |
| My house is small | |
| My house is new | |
| My house is old | |

E pātata ana taku whare /kāinga ki - My house/kāinga is close to.....

| | |
|--------------------------------------|--|
| My house/home is close to the shops | <i>E pātata ana taku whare/kāinga ki ngā toa</i> |
| My house/home is close to the beach | |
| My house/home is close to the school | |
| My house/home is close to the river | |
| My house/home is close to the movies | |

Hetā/tō mātou - We have a

| | |
|----------------------------|--------------------------------|
| We have a pool (tō) | <i>He puna kaukau tō mātou</i> |
| We have a dishwasher (tā) | |
| We have a playstation (tā) | |
| We have a dog (tā) | |
| We have a car (tō) | |

Kāore ō/ā mātou..... - We haven't got a.....

| | |
|--------------------------------|---|
| We haven't got a garage (ō) | <i>Kāore ō mātou kārai / whare waka</i> |
| We haven't got a fireplace (ō) | |
| We haven't got a deck (ō) | |
| We haven't got a computer (ā) | |
| We haven't got a cat (ā) | |

He pai ki ahau taku whare / kāinga, nō te mea, he – I like my house /home because its.....

| | |
|---|--|
| I like my house/home because it's warm | <i>He pai ki ahau taku whare/kāinga, nō te mea he mahana</i> |
| I like my house/home because it's comfortable | |
| I like my house/home because it's new | |
| I like my house/home because it's clean | |
| I like my house/home because it's big | |

E.aku tau i te wā i hūnuku ai au ki taku whare/kāinga – I waswhen I moved to my house/home

| | |
|--|---|
| I was 3 when I moved to my house/home | <i>E toru aku tau i te wā i hūnuku ai au ki taku whare/kāinga</i> |
| I was 8 when I moved to my house/home | |
| I was 10 when I moved to my house/home | |
| I was 81 when I moved to my house/home | |
| I was 20 when I moved to my house/home | |

Extension – Translate the following – My home is in Waikanae. Winera is the name of my street. 5 is the number of my house. I was 6 when I moved to my home. My house is big. The colour of my house is green. There are five bedrooms in my house. There is one toilet. We have a big TV. We don't have a garage. Our home is close to the school. I like my house because it's warm.

Ngā pātai – The questions

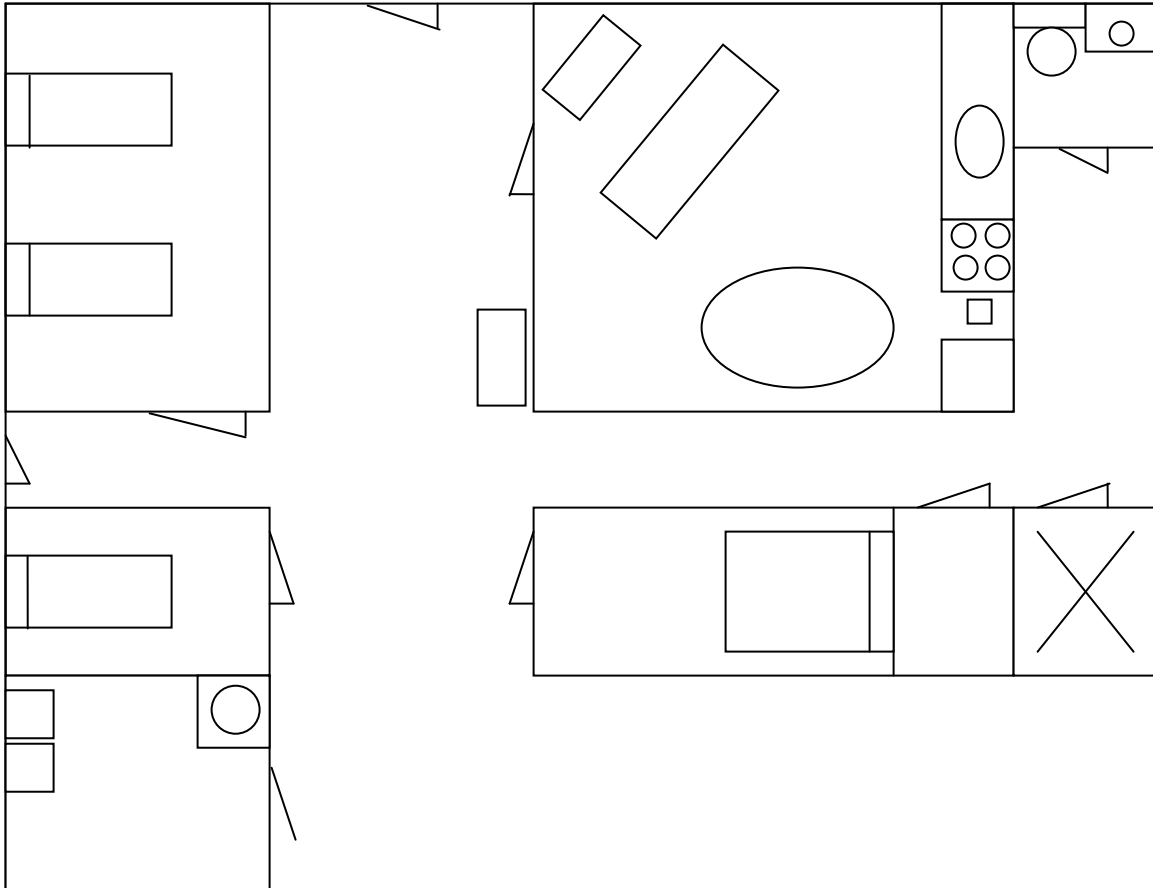
1. Ask these questions to one of your class mates about their house.
2. Report back to the class the information you found out about where your friend's house is and what it looks like.

| | |
|---|--|
| Kei hea tō whare/kāinga? | Where is your house/home? |
| He aha te nama o tō whare/kāinga? | What number is your house/home? |
| He aha te tae o tō whare? | What colour is your house? |
| He aha te ingoa o tō tiriti? | What is the name of your street? |
| E hia ngā rūma moe i roto i tō whare? | How many bedrooms are in your house? |
| E hia ngā wharepaku i roto i tō whare? | How many toilets are in your house? |
| He nui, he iti rānei tō whare? | Is your house big, or small? |
| E pātata ana tō kāinga ki te kura? | Is your home close to the school? |
| He pākaiahi tō koutou? | Do you (you all) have a fireplace? |
| He pai tō whare ki a koe? | Do you like your house? |
| E hia ō tau i te wā i hūnuku ai koe ki tō whare/kāinga? | How old were you when you moved to your house/home? |
| He pēhea te rahi o tō whare? | How big is your house? |
| He pēhea te āhua o tō whare? | What does your house look like? |
| He aha tēnei? He aha tērā? He aha tēnā? | What is this? What is that (over there)? What is that (by you)? |
| E pātata ana tō kāinga ki te aha? | What is your home close to? |
| He puna kaukau tō koutou? | Do you have a pool? |
| He aha te take he pai tō whare ki a koe? | Why do you like your house? |

Extension eg Kāore tōku kāinga e pātata ana ki te kura.



Tāngia tō whare mai i runga, pēnei i te pikitia i raro nei – Draw your house from above like the picture below. Label the different things in your picture in Māori.



Tāngia tō pikitia i raro nei – Draw your picture below.

Te taha rori – The road side

Mua – Front

Muri – Back



The activities below can be used at any time to give the students kōrero practice.

Zig Zag kōrero activity – Whakawhiti atu, whakawhiti mai.

Students will stand in two parallel lines as below

1 3 0 0 0 0 0 0



2 4 0 0 0 0 0 0

1 will ask 2 a question of their choice about their whare/kāinga, 2 will then answer. 2 will then ask 3 a question and so on until you get to the end. You may choose to use a ball or a rākau and stipulate that only the person with the ball or the rākau may speak. The emphasis should be on kōrero not necessarily accuracy.

Porowhita kōrero activity

A circle of chairs is arranged on the inside facing out. There needs to be exactly half of the class sitting on those chairs.

The other half of the class sit on the chairs on the outside of the circle facing in.

The students on the inside circle will ask the students on the outside a question about his/her house. The students on the outside will answer the question. Once the question has been asked and answered. The students on the outside will move in a clockwise position where the next person will ask a question.

Maumahara game

Students stand in a circle. The first person (you may want to be the first) will say He (noun about the whare) *kei roto i taku whare. Eg He umu kei roto i taku whare.* – There is a oven in my house | The next person will say, He umu, he tēpu kei roto i taku whare. – In my house is an oven, (and) a table in my house. This continues around the group until someone forgets something. When they do, they are knocked out. They can only say a specific noun once. So they can't say: He umu, he tēpu, he umu.... The one standing at the end is the one who remembers all of them. (this is like the Ship came into the harbour game).

Ngā ture me ngā tikanga o taku kāinga

Kāore e whakaaetia kia.....- is not permitted

Hei tauira/EG: **Kāore e whakaaetia kia mau pōtae te tangata i roto i tō mātou whare** – Wearing hats is not permitted in our house / People are not allowed to wear hats in our house.

| 1 | 2 | 3 |
|------------------------|--|--|
| Kāore e whakaaetia kia | mau hū kai oma whakatangi puoro tētahi waiho ō mātou kākahu paru waiho ngā rīhi paru kangakanga kutikuti makawe haere mai ngā kararehe noho te tangata whakahīhī | mātou i roto i tō mātou whare mātou i roto i ō mātou rūma moe i te wā e kai ana te whānau i te wā e moe ana te whānau i runga i te papa i runga i te raumanga / papa mahi mātou i muri i te tōnga o te rā ki roto i tō mātou whare i runga i te tēpu kai i tō mātou whare i runga i te urunga i tō mātou whare mātou |

Kupu āwhina

Mau hū – wear shoes | Kai – eat | Oma – run | Whakatangi puoro – play music | waiho – leave | tō mātou – our (‘theirs and mine’) singular (relating to one thing) | ō mātou – our (‘theirs and mine’) plural (relating to more than one thing) | Kākahu – clothes | Rīhi – dishes | Kangakanga – swear | Kutikuti makawe – Cut hair | Kararehe – animal | i te wā e.....ana te whānau – when/while the family ising | tōnga o te rā – setting of the sun | urunga – pillow | Whakahīhī – show off, be arrogant.

Take one form from each of the boxes above to create a sentence about some things that aren’t permitted in your house.

| |
|--|
| EG: Kāore e whakaaetia kia haere mai ngā kararehe ki roto i tō mātou whare. |
| |
| |
| |

Whakapākehātia ō rerenga kōrero ki raro nei – Translate your sentences below.

EG: Animals aren't allowed to come inside our house.

| |
|--|
| |
| |
| |
| |

E pai ana kia..... – Its okay to.....

Hei tauira EG: E pai ana kia mau pōtae te tangata i roto i tō mātou whare – Its okay (for people) to wear hats in our house This can also be said – E pai ana **te** mau pōtae i roto i tō mātou whare (see second table below)

| 1 | 2 | 3 |
|----------------------|---|---|
| E pai ana kia | mau hū mātou/te tangata/tētahi mau pōtae mātou/te tangata/tētahi kai mātou/te tangata/tētahi oma mātou/te tangata/tētahi whakatangi puoro mātou/... waiho ō mātou kākahu paru waiho ngā rīhi paru kangakanga mātou/... kutikuti makawe mātou/... haere mai ngā kararehe waiata mātou/ ... | i roto i tō mātou whare i roto i ō mātou rūma moe i te wā e kai ana te whānau i te wā e moe ana te whānau i runga i te papa i runga i te raumanga / papa mahi i muri i te tōnga o te rā ki roto i tō mātou whare i te wā e mahi ana mātou i te wā e mātakitaki pouaka whakaata ana mātou |
| E pai ana te | mau hū mau pōtae kai oma whakatangi puoro waiho i ngā kākahu paru waiho i ngā rīhi paru kangakanga kutikuti makawe haere mai a ngā kararehe waiata | i roto i tō mātou whare i roto i ō mātou rūma moe i te wā e kai ana te whānau i te wā e moe ana te whānau i runga i te papa i runga i te raumanga / papa mahi i muri i te tōnga o te rā ki roto i tō mātou whare i te wā e mahi ana mātou i te wā e mātakitaki pouaka whakaata ana mātou |



Kupu āwhina

Mau hū – wear shoes | Kai – eat | Oma – run | Whakatangi puoro – play music | Waiho – leave | ō mātou – our Plural) (theirs and mine) | Kākahu – clothes | Rīhi – dishes | Kangakanga – swear | Kutikuti makawe – cut hair | Kararehe – animal | i te wā e.....ana te whānau – when/while the family ising | tōnga o te rā – setting of the sun | tō mātou – our (theirs and my) singular | Urunga – pillow

Take one form from each of the boxes above to create a sentence about some things that are allowed in your house.

EG: E pai ana kia haere mai ngā kararehe ki roto i tō mātou whare.

| |
|--|
| |
| |
| |
| |
| |

Whakapākehātia ō rerenga kōrero ki raro nei – Translate your sentences below.

EG: Animals are allowed to come inside our house.

| |
|--|
| |
| |
| |
| |
| |

Anei ētahi tikanga e whāia ana ki ētahi kāinga huri noa i Aotearoa. Here are some customs that are practiced in some households throughout Aotearoa.

Task 1: In groups, get people to put up their hands if they follow this tikanga in their home. Record who does what in the table below. At the end, write the class results up on the board.

| | | |
|-----|---|--|
| 1. | <i>Kāore e whakaaetia kia noho te tangata ki runga i te tēpu</i> | Sitting on tables is not permitted |
| 2. | <i>Kāore e whakaaetia kia mau pōtae te tangata i roto i te whare.</i> | Wearing hats is not permitted in the house. |
| 3. | <i>Kāore e whakaaetia kia noho te tangata ki runga i ngā urunga.</i> | Sitting on pillows is not permitted. |
| 4. | <i>Kāore e whakaaetia te mau hū i roto i te whare.</i> | Wearing shoes is not permitted in the house. |
| 5. | <i>Kāore e whakaaetia kia waiho tō pōtae, ō kākahu rānei ki runga i te tēpu.</i> | Leaving your hat or clothes on the table is not permitted. |
| 6. | <i>Kāore e whakaaetia te heu, te kutikuti makawe, te tapahi matihao rānei i muri i te tōnga o te rā.</i> | Shaving, hair cutting and nail cutting is not permitted after dark. |
| 7. | <i>Kāore e whakaaetia kia waiata tētahi i te tēpu i te wā e kai ana te whānau.</i> | Singing at the table is not permitted while the family is eating. |
| 8. | <i>Kāore e whakaaetia te horoi ngātahi i ngā tī-tauera me ngā kākahu.</i> | Washing tea towels and clothes together is not permitted. |
| 9. | <i>Kāore e whakaaetia te korowhio i muri i te tōnga o te rā.</i> | Whistling at night is not permitted. |
| 10. | <i>Ka takina he karakia i mua i te kai.</i> | A prayer is said before kai. |
| 11. | <i>Ka whakairia ngā whakaahua o ngā tūpuna ki ngā pakitara.</i> | Pictures of the tūpuna are placed on the walls. |
| 12. | <i>Kāore e whakaaetia te kai i roto i ngā rūma moe.</i> | Eating isn't permitted in the bedrooms. |
| 13. | <i>Mehemea ka rere te pīwaiwaka ki roto i te whare, ka kīia tērā he karere nā ngā tūpuna.</i> | If a fantail flies inside, it is considered a messenger from the ancestors. |
| 14. | <i>Mehemea ka tau mai he manuhiri ki te kāinga, me manaaki ka tika. Arā, me taka he kai, ka mahi kapu tī, te aha atu, te aha atu rānei.</i> | When a visitor comes to the house, they should be looked after – food should be prepared, a cup of tea made for them, etc. |

Tuhia ō koutou kitenga i raro iho nei. – Record your group's findings here.

| | | | | | | |
|----|----|-----|-----|-----|-----|-----|
| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
| 8. | 9. | 10. | 11. | 12. | 13. | 14. |

Tūmahi tuarua – Task 2 Tīmatahia tētahi kōrerorero i waenganui i ngā tāngata i tōu karaehe e pā ana ki ngā tikanga nei. He aha i whāia ai ēnei tikanga? He nui ngā kōrero pai ka puta ake e pā ana ki te tapu, te noa, te manaakitanga me te taha wairua. – Start a conversation in your class about these customs. Why are these customs practiced. There are heaps of interesting kōrero that can come out about tapu, noa, manaakitanga and spirituality.



Mahi Pānui – Reading comprehension

Kia ora. Ko Tūmeke Rawaatu taku ingoa. Ko Kamautewehi taku pāpā, ko Temutungakēmaioeteātaahua taku whaea. Nō Te Waipounamu ahau. Ko Kāi Tahu taku iwi. Tekau mā rua aku tau. Kei Taitoko taku kāinga. E whā aku tau i te wā i hūnuku ai mātou ki tō mātou whare i Taitoko. I mua i tērā e noho ana mātou ki Ōtautahi. I hūnuku mātou ki Taitoko, nā te mea ka whiwhi mahi taku pāpā ki te kaunihera o reira.

Ko Pikopiko te ingoa o tō mātou tiriti. Ko te rima te nama o tō mātou whare. He kākāriki te tae o tō mātou whare, engari he mā te tuanui. He nui tō mātou whare. E ono ngā rūma moe. E whā kei te papa o raro. E rua kei te papa o runga. E rua ngā rūma kaukau. Kotahi kei te papa o runga, i waenganui i ngā rūma moe, ā, kotahi kei te papa o raro, i te taha matau o te rūma horoi kākahu. Kei te papa o raro anō hoki te kītini. He umu, he whakatio, he whatamātao, he kāpata nui me ētahi hautō kei roto i te kīhini. Kāore ā mātou ngaruiti i tēnei wā, nā te mea i pakaru i tērā wiki. I kī mai taku pāpā, māna tētahi ngaruiti hou e hoko ā tērā wiki. He tino iti te utu o ngā ngaruiti ki Hāwhi Nōmana. E ai ki taku pāpā, kotahi rau tāra noa iho te utu o ngā ngaruiti i reira.

He waimarie au, nā te mea e pātata ana tō mātou kāinga ki taku kura. Kotahi kiromita noa iho te roa mai i tō mātou whare ki taku kura. Engari ko te wāhi mahi o taku pāpā, he tino tawhiti i tō mātou kāinga.

Ka hīkoi au ki te kura ia rā, ia rā. Ka wehe au i te kāinga i te hauwhā mai i te waru karaka i te ata, ā ka tae au ki te kura i te hauwhā ki te iwa karaka. Ka haere taku pāpā ki te mahi mā runga i tōna motokā. He Holden Commodore tōna. He kahurangi te tae. Ka wehe ia i te haurua mai i te whitu karaka, ā, ka tae ia ki tōna wāhi mahi i te tekau meneti ki te waru karaka.

Ka mutu te kura, ka haere mai taku pāpā ki te tiki i a au, ā, ka haere māua ki te whare hākinakina ki te hiki maitai. He pai ki ahau te hiki maitai. Ka mutu tā māua hiki maitai, ka hoki māua ki te kāinga. Ka horoi taku pāpā i te kaumanga i te rūma kaukau o runga. Ka horoi au i te uwhiuwhi o te rūma kaukau o raro.

Ka mutu ana te horoi, ka haere mātou ko aku mātua ki te kītini ki te taka kai mā mātou. Kāore mātou e kai i ngā kai kino mō te tīnana, engari ka kai kē mātou i ngā kai ora pēnei i te huamata me te heihei. He tino pai tēnei momo kai ki ahau. Ka reri ana te kai, ka noho mātou ki te tēpu kai, kātahi ka taki taku pāpā i tētahi karakia ki te atua hei tuku whakawhetai atu mō ngā kai kua horahia ki mua i a mātou. Koinei tētahi o ngā tino tikanga o tō mātou kāinga.

He nui ngā tikanga i roto i tō mātou whare, arā, kāore e whakaaetia kia mau hū te tangata i roto, kāore e whakaaetia kia mau pōtae i roto, ā, kāore e whakaaetia te kangakanga. Heoi anō, e pai ana kia haere mai ngā kararehe, arā ngā mōkai, ki roto i tō mātou whare. E pai ana kia kai mātou i roto i tō mātou rūma moe, nā te mea he pai ki taku whaea te parakuihi i tana moenga me te mātakitaki anō i tana pouaka whakaata. Engari, ko te tikanga tino whakahirahira ki a mātou, ko te manaaki i ā mātou manuhiri, arā te taka kai, te mahi kapu tī me te whakarite wāhi moe mō rātou.

He pai taku kāinga ki ahau, nā te mea he nui te iāri, ā, he nui hoki te rūma noho. He wāhi pai te rūma noho mō te whakatā. I te nuinga o ngā ahiahi pō, i te mutunga o te kai ka takoto au ki te hōpa whakatā ai. He pai ki ahau te mātakitaki i ngā hōtaka hākinakina pērā i a Code me Ngāti NRL. I te haurua mai i te iwa karaka, ka whakamau au i aku kākahu moe, ka kuhu au i taku moenga, ā, ka pānui pukapuka au mō te haurua haora. Kāore e roa i muri mai, kua warea au e te moe. Kua mutu taku kōrero e pā ana ki taku kāinga me taku whānau. Noho ora mai rā koutou katoa.

Kimihia ngā kupu i raro nei i roto i te kōrero o Tūmeke. Find the words below in the story. They are in order.

| | | |
|-----------------|----------------------|------------------------|
| 1. name | 48. small | 95. give thanks |
| 2. father | 49. price | 96. laid out |
| 3. mother | 50. Harvey Norman | 97. before |
| 4. tribe | 51. according to | 98. main traditions |
| 5. house | 52. dollar | 99. many / heaps / big |
| 6. move | 53. lucky | 100. wear shoes |
| 7. got | 54. close | 101. wear hats |
| 8. work | 55. my | 102. swear |
| 9. council | 56. school | 103. however |
| 10. there | 57. kilometre | 104. animals |
| 11. our | 58. distance / long | 105. pet |
| 12. because | 59. far away | 106. eat breakfast |
| 13. before | 60. work place | 107. bed |
| 14. us | 61. walk | 108. watch |
| 15. street | 62. every day | 109. TV |
| 16. number | 63. leave | 110. important |
| 17. green | 64. home | 111. host / look after |
| 18. colour | 65. quarter | 112. visitors |
| 19. but | 66. o'clock | 113. cup of tea |
| 20. white | 67. morning | 114. prepare |
| 21. roof | 68. and | 115. (back)yard |
| 22. big | 69. arrive | 116. lounge |
| 23. bed room | 70. car | 117. relax |
| 24. down stairs | 71. blue | 118. rest |
| 25. upstairs | 72. finish | 119. most |
| 26. inbetween | 73. come | 120. evening |
| 27. side | 74. get / fetch | 121. end |
| 28. right | 75. gym | 122. lie |
| 29. laundry | 76. lift weights | 123. on |
| 30. kitchen | 77. return / go back | 124. couch |
| 31. too, also | 78. wash | 125. watch |
| 32. a/one | 79. body | 126. program |
| 33. oven | 80. prepare (food) | 127. sport |
| 34. freezer | 81. food | 128. such as |
| 35. fridge | 82. bad | 129. half |

| | | |
|-------------------|------------------|---------------------|
| 36. cupboard | 83. for | 130. put on |
| 37. some | 84. healthy | 131. pyjamas |
| 38. draw | 85. such as | 132. get into |
| 39. microwave | 86. salad | 133. read |
| 40. at the moment | 87. chicken | 134. hour |
| 41. broke | 88. this | 135. not long after |
| 42. last week | 89. type | 136. crashed out |
| 43. say/said | 90. ready | 137. about |
| 44. he will | 91. dinner table | 138. family |
| 45. new | 92. , then | |
| 46. buy | 93. recite | |
| 47. next week | 94. prayer | |

Pānuihia anō te kōrero i runga ake nei, kātahi ka whakautu i ngā pātai i raro nei. Read the story again, and answer the questions below.

Whakautua ēnei pātai ki te reo Māori. Answer these questions in Māori.

1. Ko wai te ingoa o te kaituhi?
2. Ko wai te māmā o te kaituhi?
3. Kei hea tōna kāinga?
4. E hia ōna tau i te wā i hunuku ai te whānau ki reira?
5. E hia ōna tau ināianei?

Whakautua ēnei pātai ki te reo Pākehā. Answer these questions in English.

1. What number is on Tūmeke's letter box?
2. What colours is his house?
3. Is his house big or small?
4. How many stories are in his house?
5. Where are the bathrooms located?
6. What don't the family have?
7. What do they plan to do about it?
8. How does Tūmeke get to school?
9. What colour is his dad's car?
10. What time does Kamautewehi get to work?

Find the words in the passage that have the same or similar meaning to the following. They are in order:

1. matua EG pāpā
2. māmā
3. au
4. nuku
5. katau
6. kāuta
7. pouaka mātao
8. tata
9. hāwhe
10. i te mea

Find the words in the passage that are opposite in meaning to the following

1. pango
2. iti
3. raro
4. mauī
5. tawhito
6. tawhiti
7. ahiahi
8. pai
9. tīmata
10. haere atu

Go around and ask each person in the class a question. They must initial the box once they have answered.

| | | | |
|--|---|---|--|
| <i>Kei hea tō kāinga?</i> | <i>He aha te nama o tō kāinga?</i> | <i>He aha te tae o tō whare?</i> | <i>He aha te ingoa o tō tiriti?</i> |
| <i>E hia ngā rūma moe i roto i tō whare?</i> | <i>E hia ngā wharepaku i roto i tō whare?</i> | <i>He nui, he iti rānei tō whare?</i> | <i>E pātata ana tō kāinga ki te kura?</i> |
| <i>He pākaiahi tō koutou?</i> | <i>He pai tō kāinga ki a koe?</i> | <i>E hia ō tau i te wā i hūkuku ai koe ki tō whare?</i> | <i>Kei hea tō kāinga?</i> |
| <i>He aha te nama o tō kāinga?</i> | <i>He aha te tae o tō whare?</i> | <i>He aha te ingoa o tō tiriti?</i> | <i>E hia ngā rūma moe i roto i tō whare?</i> |



Taku whare – Mahi ngātahi Cooperative task

Tick Boxes once every task is completed

Kei roto i tō rōpū ko tētahi: – In your group must be a:

- Kaiwhakarite taputapu – Organiser of equipment – Māna e tiki, e whakahoki ngā taputapu
- Kaitā pikitia – Artist – Māna e tā ngā pikitia
- Kaiwhakahaere – Manager – Māna e whakahaere ērā atu kaimahi, māna e whakakī te rārangi tohu, māna anō e pānui ngā tohutohu.
- Kaituhi – Writer – Māna e tuhi ngā rerenga kōrero.
- *Hei mahi mā te katoa* – He whakapuaki i ētahi mea e rua nui ake rānei e pā ana ki te kāinga/whare, hei tuhi mā te Kaituhi. He kōrero atu i ētahi mea e rua nui ake rānei ki te akomanga e pā ana ki te kāinga/whare.

Ngā mahi / Tasks

1. On your paper, draw a welcome sign for your town. It must have the words for ‘Welcome’ in Māori on the sign.
2. You must have a street sign with the name of your street on it.
3. You must have a letter box with a number on it.
4. You must have an exterior picture of your whare.
5. You must have a birds-eye view picture of your whare, with all rooms labeled.

6. Include the following information and tick off once completed

| | Tick once completed | | Tick once completed |
|------------------------------|---------------------|---|---------------------|
| How many bed rooms? | | My home is close to.. | |
| There is one.....in my house | | We have a.... | |
| House colour | | We haven't got a.... | |
| My home is in | | I like my home/house because it's... | |
| House number | | I was.....when I moved to my home/house | |

Take one mark off for every task that hasn't been completed.

Rating 1 2 3 4 5 6 7 8 9 10

| | |
|---|----------------|
| Level: 2 | Year group: 10 |
| Learning area being assessed: Kōrero | |
| Theme of the assessment: Taku whare, taku kāinga noho | |
| Assessment preparation time for student: 3 days | |
| Location of assessment: Māori classroom | |
| Assessment task/s: Prepare a kōrero describing your house for two minutes or longer. Answer 3 questions about your house. Mihi to the class at the beginning and the end of your kōrero. | |
| Conditions: You are to say your kōrero in front of your class. You are not to get any help from anyone to prepare. You may use your book and handouts to prepare. | |

| Paetae – Achieved | Kaiaka – Merit | Kairangi – Excellence |
|---|---|--|
| <ul style="list-style-type: none"> Has met the basic requirements of the instruction. | <ul style="list-style-type: none"> Has fully met the requirements of the instructions. | <ul style="list-style-type: none"> Has fully met the requirements of the instructions with creativity. |
| <ul style="list-style-type: none"> Most vocabulary and language structures are generally used correctly. | <ul style="list-style-type: none"> Most vocabulary and language structures are used correctly. | <ul style="list-style-type: none"> A broad range of language structures are used correctly. |
| <ul style="list-style-type: none"> Most of the speaking is relevant to the topic. | <ul style="list-style-type: none"> Speaking is relevant to the topic. | <ul style="list-style-type: none"> Speaking is highly relevant to the topic. |
| <ul style="list-style-type: none"> Ideas are logically ordered. | <ul style="list-style-type: none"> Demonstrates breadth of ideas and uses advanced language features | <ul style="list-style-type: none"> Demonstrates breadth and depth of ideas, uses advanced language features with flair and originality. |

Mā te Kaiako anake – Teacher Only

Aromatawai whakarongo – te pepa pānui– assessment task

Task 1 – Listening for numbers

Teacher to read this passage out twice for each activity. After each reading, give them a minute to finish writing their answers. Please ensure that your students have had the opportunity to learn all of the main kupu in this passage before you assess them. They are permitted to write while you are reading. Please speak slowly and clearly.

Ko Māia taku ingoa. Nō Hāwera ahau, engari kei Manaia taku kāinga noho. Kei te rori o Normanby taku kāinga. Ko te waru tekau mā whitu te nama o tō mātou whare. Tokorima mātou e noho ana i tō mātou kāinga, arā ko au, ko taku pāpā a Tūroa, ko taku māmā a Māhina, ko taku tuakana a Hine, me taku tungāne a Rewi.

He tino nui tō mātou whare. E waru ngā rūma moe. E toru ngā wharepaku. E rua ngā rūma kaukau. Kotahi te kītini. Kotahi te rūma horoi kākahu. E toru ngā rūma noho. E toru ngā papa.

E toru ā mātou kurī. Ko Tutu rātou ko Auau, ko Kērikēri ō rātou ingoa. E whā ā mātou ngeru. Ko Tahi rātou ko Rua, ko Toru, ko Whā ō rātou ingoa. Kāore ō mātou hōiho, ā, kāore ā mātou ika.

Tekau mā waru ngā rākau kei te iāri o muri. E whā ngā kāri putiputi. He taiapa hoki e karapoti (surrounding) ana i tō mātou tekiana (section). E rua ngā kēti. Kotahi kei te taiapa o mua, kotahi kei te taiapa o muri.

Ka mau te wehi o taku kāinga.

Answers

| | |
|---|--------|
| 1. What is the number of their house? | EG: 87 |
| 2. How many people live in the house? | 5 |
| 3. How many bedrooms are there? | 8 |
| 4. How many kitchens are there? | 1 |
| 5. How many laundries are there? | 1 |
| 6. How many living rooms are there? | 3 |
| 7. How many floors are there? | 3 |
| 8. How many dogs do they have? | 3 |
| 9. How many cats do they have? | 4 |
| 10. How many horses do they have? | 0 |
| 11. How many trees do they have? | 18 |
| 12. How many flower gardens do they have? | 4 |
| 13. How many gates do they have? | 2 |

Kaiako anake - teacher only

Write the nouns that your hear in Māori. Do not repeat any.

Answers

| | |
|-----------------------|-------------------|
| 1. E.G: ingoa | 17. ngeru |
| 2. whare | 18. hōiho |
| 3. rori | 19. ika |
| 4. nama | 20. rākau |
| 5. pāpā | 21. iāri |
| 6. māmā | 22. kāri putiputi |
| 7. tuakana | 23. taiapa |
| 8. tungāne | 24. tekihana |
| 9. rūma moe | 25. kēti |
| 10. wharepaku | |
| 11. rūma kaukau | |
| 12. kītini | |
| 13. rūma horoi kākahu | |
| 14. rūma noho | |
| 15. papa | |
| 16. kurī | |

Answers

1. Who is the person speaking?

EG: Maia

2. Where is the person speaking from?

Hāwera

3. Where does the person speaking live?

Manaia

4. What is the name of their road?

Normanby

5. What is her dad's name?

Tūroa

6. What is her mum's name?

Māhina

7. What is her brother's name?

Rewi

8. What are the names of the dogs? You must name all of them.

Tutu, Auau, Kērikēri

9. What are the names of the cats? You must name all of them.

Tahi, Rua, Toru and Whā

Tā te tauira pepa whakautu – Student answer sheet

Ngā pātai

Write the correct number into the box.

| | |
|---|--------|
| 1. What is the number of their house? | EG: 87 |
| 2. How many people live in the house? | |
| 3. How many bedrooms are there? | |
| 4. How many kitchens are there? | |
| 5. How many laundries are there? | |
| 6. How many living rooms are there? | |
| 7. How many floors are there? | |
| 8. How many dogs do they have? | |
| 9. How many cats do they have? | |
| 10. How many horses do they have? | |
| 11. How many trees do they have? | |
| 12. How many flower gardens do they have? | |
| 13. How many gates do they have? | |

Write the correct names in the boxes.

1. Who is the person speaking?
EG: Maia

2. Where is the person speaking from?

3. Where does the person speaking live?

4. What is the name of their road?

5. What is her dad's name?

6. What is her mum's name?

7. What is her brother's name?

8. What are the names of the dogs? You must name all of them.

9. What are the names of the cats? You must name all of them.

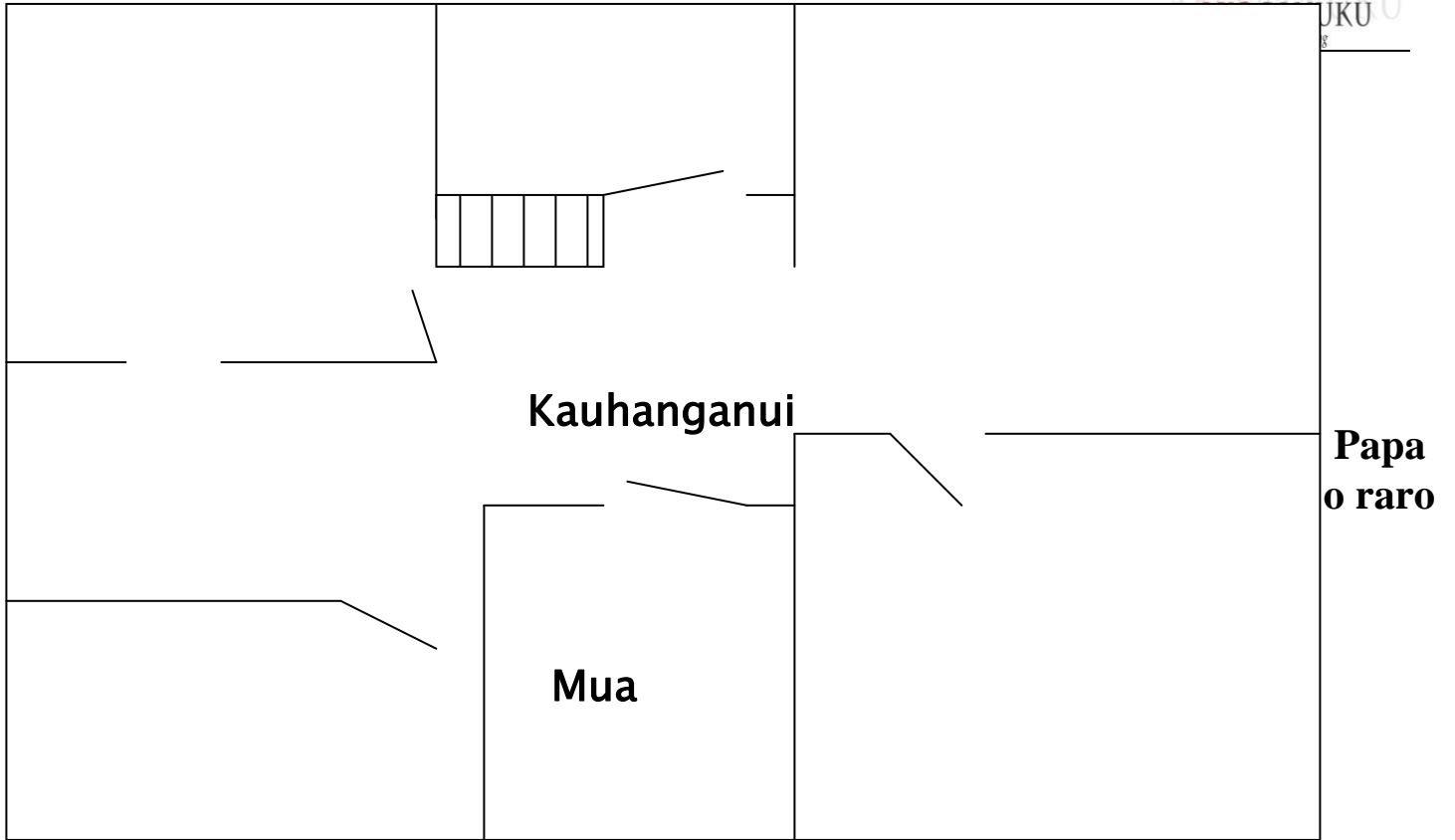
Tā te ākongā pepa whakautu – Student answer sheet

Write down the nouns that you hear in the passage

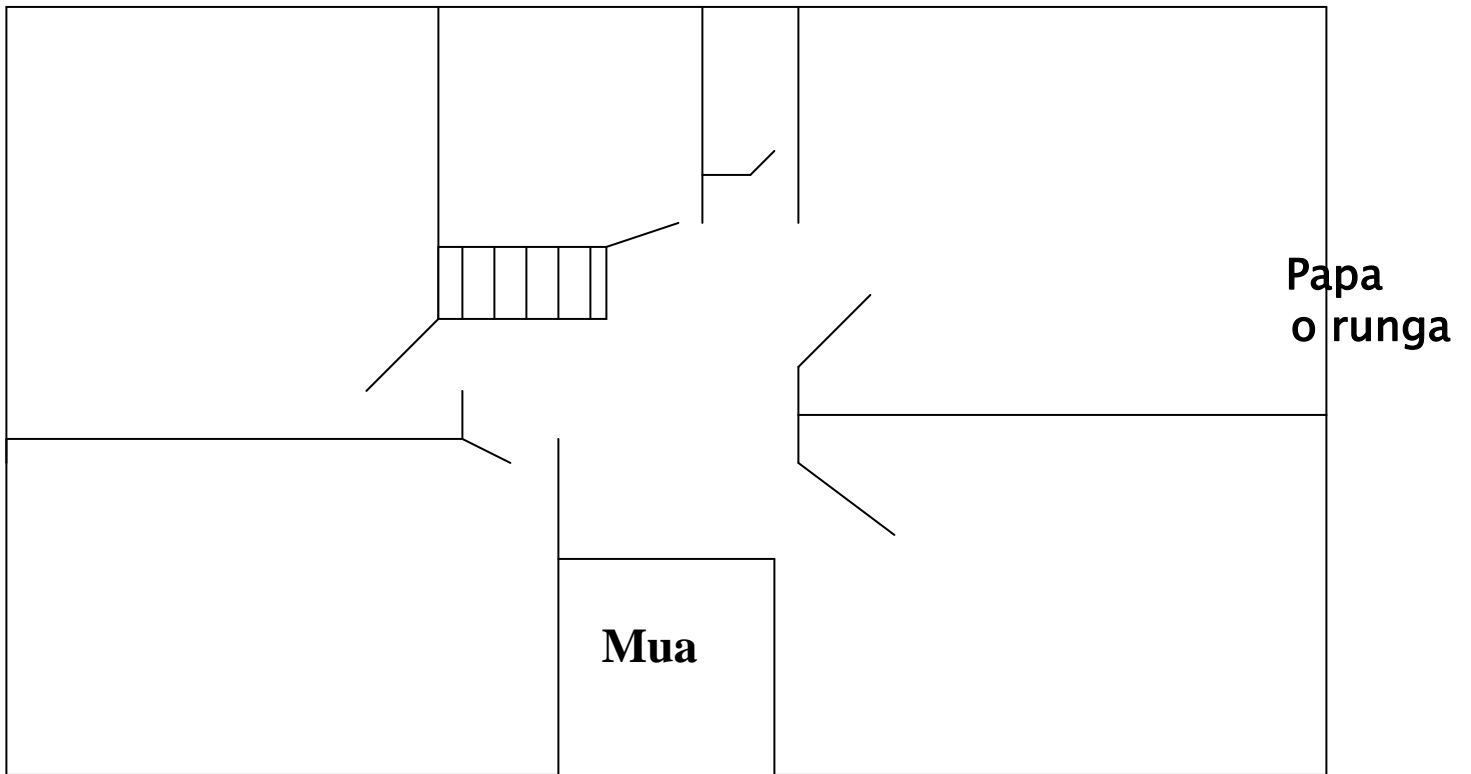
| | |
|---------------|-----|
| 1. E.G: ingoa | 17. |
| 2. | 18. |
| 3. | 19. |
| 4. | 20. |
| 5. | 21. |
| 6. | 22. |
| 7. | 23. |
| 8. | 24. |
| 9. | 25. |
| 10. | |
| 11. | |
| 12. | |
| 13. | |
| 14. | |
| 15. | |
| 16. | |

| Paetae – Achieved | Kaiaka – Merit | Kairangi – Excellence |
|--|---|--|
| Can extract some information from a spoken passage in Māori pertaining to numbers, names and nouns about the house. 25–35 Correct | Can extract most of the information from a spoken passage in Māori pertaining to numbers, names and nouns about the house. 35 – 42 correct | Can extract all or nearly all of the information from a spoken passage in Māori pertaining to numbers, names and nouns about the house. 43 – 47 correct |

Muri

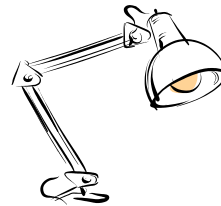
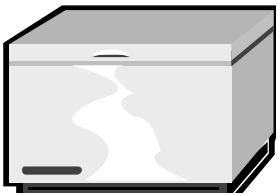
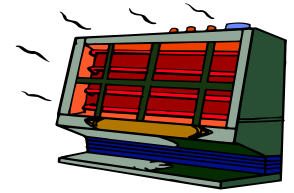
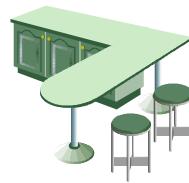
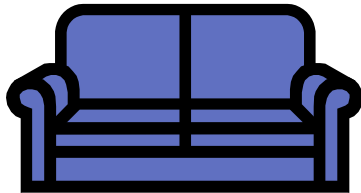
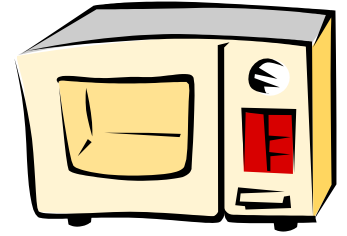
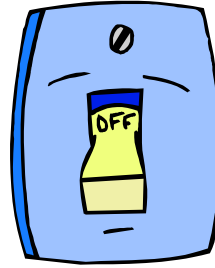
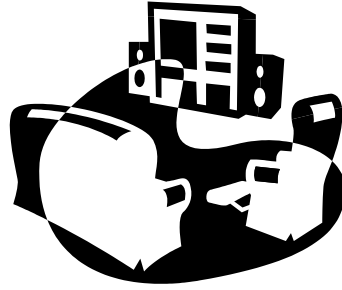


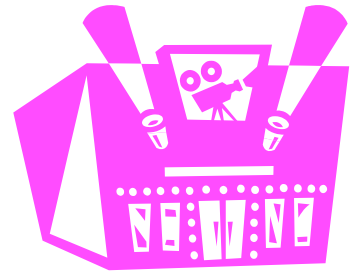
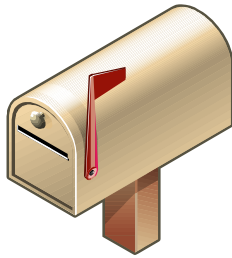
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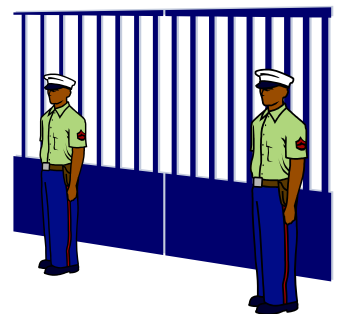
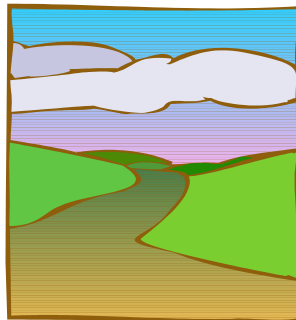


Flash Card Sheets for Taku Kainga Unit



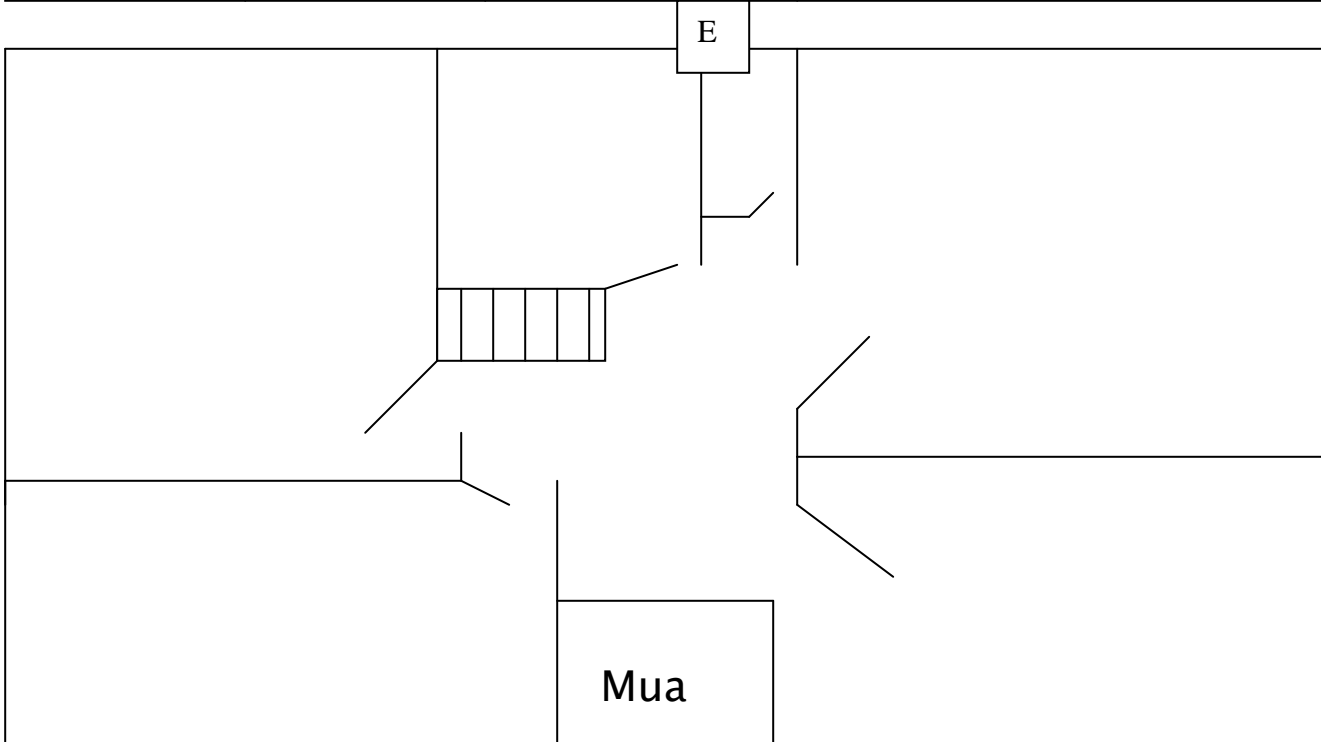
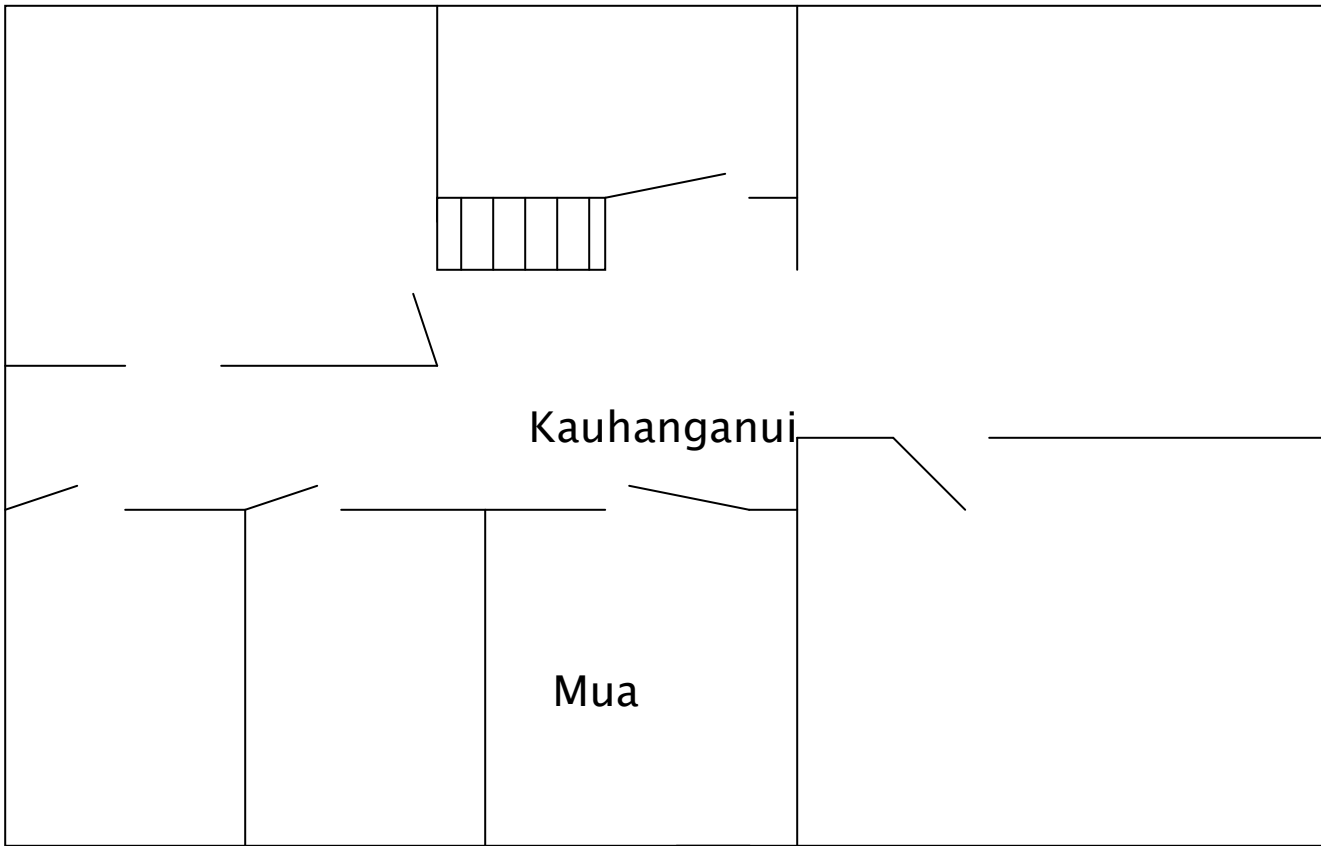








Communication Activities
I.S.P. Nation and G.I. Thomas
Page 130 Describing a House



Kotahi te (Noun) i tōku whare - There is one (noun) in my house.
E (number) ngā (noun) i tōku whare - There are (number) (noun) in my house.