

Te Reo Maori Unit Plan: Level 1



Teachers: Sam & Nicole Claire & Kathleen

Room: Te Ara Whakatau

Year Level: NE-Year3

Date: Term One 2021

TOPIC:

Te Tohu Tauākī - Proficiency target statement

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 of the typical cultural conventions that operate in interpersonal communication. Students are developing an awareness of the processes involved in learning te reo Māori.

Ngā Whāinga Paetae - Achievement Objectives Students should be able to:

1.1 greet, farewell, and acknowledge people and respond to greetings and acknowledgments;
1.2 introduce themselves and others and respond to introductions;
1.3 communicate about number, using days of the week, months, and dates;
1.4 communicate about personal information, such as name, parents' & grandparents' names, iwi, hapū, mountain, & river, or home town and place of family origin;

1.5 communicate about location;
1.6 understand and use simple politeness conventions (for example, ways of acknowledging people, expressing regret, and complimenting people);
1.7 use and respond to simple classroom language (including asking for the word to express something in te reo Māori).

Ngā Ara Reo - Language Modes -By the end of level 1, students can:

Whakarongo - Listening

- identify the sounds of letters of the Māori alphabet, letter combinations, intonation, and stress patterns;
- recognise and understand simple, familiar spoken words, phrases, and sentences.

Pānui - Reading

- identify the letters of the Māori alphabet (arapū), letter combinations, basic written language conventions, and simple punctuation;
- recognise and understand simple, familiar written words, phrases, and sentences.

Mātakitaki - Viewing

- recognise the communicative significance of particular facial expressions and other body language;
- interpret meanings that are conveyed in combinations of words and images or symbols.

Kōrero - Speaking

- imitate the pronunciation, intonation, stress, and rhythm of Māori words, phrases, and sentences;
- respond appropriately to simple, familiar instructions and simple questions;
- ask simple questions;
- initiate spoken encounters in te reo Māori, using simple greetings, questions, and statements.

Tuhituhi - Writing

- write letters and numbers;
- write vowels with macrons;
- reproduce letter combinations & punctuation for Māori words, phrases, & sentences in familiar contexts;
- write simple, familiar words, phrases, and sentences using the conventions of written language, such as appropriate spelling and punctuation.

Whakaatu - Presenting

- use appropriate facial expressions, body language, and images to convey messages (with and without accompanying verbal language);
- use selected features of visual language to add meaning to simple written or oral text.

Key Competencies



Refresh

Learn

Grow

	Thinking		Language, symbols & text		Managing Self		Relating to Others		Participating & Contributing
Specific Learning Outcomes: <i>Students will be able to:</i>					Assessment: <i>What will be assessed?</i>				
<ul style="list-style-type: none"> WALT greet each other WALT identify our class names 					<ul style="list-style-type: none"> 				
Teaching and Learning Activities:								Resources/Websites/Tools	
Tahi Week 4	Weekly focus: Greeting each other in Te Reo. We will sing this waiata and focus on using these greetings in the morning.								
	Lessons: We will be focusing on learning the classroom names and learning the teachers that teach these classes.							Photos of teachers	
Rua Week 5	Weekly focus: Greeting each other in Te Reo. We will sing this waiata and focus on using these greetings in the morning.								
	Lessons: Do a follow up game to learn the classes from Te Ara Whakatau then sing our hub waiata . Then if time we will go outside to see where the senior classes are.								
Toru Week 6	Weekly focus: Greeting each other, they know the words from our morning waiata but are not using them fluently.								
	Lessons: We will begin by practising our hub waiata . Then we will play a matching games by matching the names of spaces to their meanings and the people that work in them.							Laminated copy of this document cut up to match on the wall as well as photos of staff	
Whā Week 7	Weekly focus: Greeting each other, they know the words from our morning waiata but are not using them fluently.								
	Lessons: We will begin by practising our hub waiata . We will look at the spaces and people we matched last lesson.								
Rima Week 8	Weekly focus: Greeting each other, they know the words from our morning waiata but are not using them fluently. Lessons: We will begin by practising our hub waiata . We will look at the spaces and people we matched last lesson. Then we will practise greeting each other.								
Ono Week 9	Weekly focus: Greeting each other, they know the words from our morning waiata but are not using them fluently. Lesson: This week we will discuss whanaungatanga, what is it and what does it mean? How have we made sure there is a sense of whanaungatanga in our classroom?								
Week 10	No lessons due to short week.								
Whitu Week 11	Focus of week and lessons: To review everything we have learnt this term. <ul style="list-style-type: none"> Morning karakia, Waiata, karakia kai, end of day karakia Greetings Classes and space names Thinking about what whanaungatanga means We will assess their skills to see where they are at and what we need to								



	continue working on next term.	
Auaha and Māia		
Tahi Week 4	Weekly Focus: Greetings, sing waiata and focus on morning greetings. Also end of day karakia	Each day 3 students lead this. Big focus on standing tall and being proud. Students on the mat to show respect - sit up straight and participate.
	Lessons: Looking at classroom names and what teachers teach what classes. Also looking at 'word of the week'	
Rua Week 5	Weekly Focus: Greetings, sing waiata and focus on morning greetings. Also end of day karakia and kai karakia .	
	Lessons: Looking at classroom names and what teachers teach what classes. - focus particularly on pronunciation. Also looking at 'word of the week'	
Toru Week 6	Weekly Focus: Greetings, sing waiata and focus on morning greetings. Also end of day karakia and kai karakia .	
	Lessons: Days of the week Also looking at 'word of the week'	song
Whā Week 7	Weekly Focus: Greetings, sing waiata and focus on morning greetings. Also end of day karakia and kai karakia .	
	Lessons: days of the week. Sing this song and talk about the days of the week - make links to other words. Also looking at 'word of the week'	Matching activity from Twinkl song
Rimu Week 8	Weekly Focus: Greetings, sing waiata and focus on morning greetings. Also end of day karakia and kai karakia .	
	Lesson: Complete matching activity from last week. Also looking at 'word of the week'	
Ono Week 9	Weekly Focus: Greetings, sing waiata and focus on morning greetings. Also end of day karakia and kai karakia .	
	Kahoot days of the week to consolidate previous week's learning. Also looking at 'word of the week'	Kahoot! Ipad
Week 10		
	No Lesson - short week Easter	



Whitu Week 7	Weekly Focus: Greetings, sing waiata and focus on morning greetings. Also end of day karakia and kai karakia .	
	Also looking at 'word of the week' Lesson - Assessment	

Evaluation of Unit:

How was the content?

We spent a lot of time on our waiata, karakia and classrooms this term. We didn't try to do too much, we just wanted to concentrate on doing a few things well.

Were resources useful?

We used the activity that you showed us on the teacher only day and laminated these to stick on the wall, it was good for them to be able to see where everyone fits. Having this on the wall, the children go back to this and refer to it, which is what we want.

Too much or need more?

All resources and the amount was good. We find songs and hand on activities the best for our age group. When we use songs we have high engagement.

How was the implementation?

Implementation was fine, we have two sessions timetabled each week and we achieve what we are wanting to. We also review greetings daily and Karakias develop with doing these toru times a day.

Student learning and capability Overall delivery/Success of unit based on assessment and anecdotal observations

The students are great at using and learning new vocabulary but they still revert to english in their everyday use of language. For example they will all greet us with kia ora, or morena, or tena koe if we say it first but we are still working on normalising more te reo use from the students in the classroom. This is something that we are always trying to work on to bring our more and more bits of language so this does become normal and they use it more. Ours get a little confused with the senior class names still as they are not as familiar and sometimes get confused with who is kura pounamu and who is wawata as we do all our work together. Overall their pronunciation is pretty good and they follow along with what we say quite well. We have a small group of super confident speakers that have developed over the term and like to lead the karakia kai in particular.

Teacher confidence and capability-

We both are confident in speaking Te-Reo and enjoy using the language.

What worked well? What didn't? Why? What will I do differently as a result?

Lots of repetition is key and I guess this is why our waiata and karakia are getting so much stronger even when having new students they start to pick them up quite well. They continue to enjoy singing and they have enjoyed singing in kapa haka. In future we will keep working on developing our use of te reo throughout the day and we didn't always remember to talk about the kupu o te wiki so we will ensure we do this next term.

Planning and preparation

There wasn't a lot of planning necessary as we had to do a lot of repetition of lessons to help it stick in the students memories. All lessons were planned and prepared prior to teaching.



Catering to individual students' needs/Challenging all students

All students are at a similar level. We do not have any students that use Te Reo language or have much experience with maori culture at home.

Kathleen and Claire**How was the content?**

it was explicit and achievable.

Were resources useful?

The resources were great. The students really enjoyed the songs and singing is a great way to get the students to remember. We used Kahoot! at the end of the term and this was fantastic. Students were very excited because they knew the answers.

Too much or need more?

The content was enough for the lesson everything that was set out worked out and could accomplish within the lesson.

How was the implementation?

With the resources available and what we had from Twinkl the lessons were easy to implement.

Student learning and capability-

We have a wide range of abilities among our students. Those more confident were able to help those less confident. A big focus has been showing respect during karakia and waiata - sitting up straight and not chatting, for those leading to stand tall and be proud - this is an area we are continuing to work on.

Teacher confidence and capability-

Claire is learning and Kathleen is becoming more confident. We find the Māori dictionary invaluable for double checking pronunciation.

