# Teacher Support Materials to Accompany Stories to Support the Pasifika Learning Languages Series Resource *Haia! An Introduction to Vagahau Niue*

## Introduction

These teacher support materials accompany the six storybooks developed especially to support the Learning Languages Series resource *Haia! An Introduction to Vagahau Niue*. Each story gives students opportunities to extend their language and cultural knowledge and to practise reading the target language of specific units in *Haia!*

These teacher support materials suggest how teachers can use the six storybooks to foster vagahau Niue learning at levels 1 and 2, particularly in the context of the *Haia!* programme.

The teaching-as-inquiry cycle and the Newton et al. research[[1]](#footnote-1) on intercultural communicative language teaching underpin these teacher support materials. See:

* the effective pedagogy section on page 35 of *The New Zealand Curriculum* or <http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum/Effective-pedagogy>
* the Newton et al. paper at: <http://www.educationcounts.govt.nz/publications/curriculum/an-introduction-to-the-concept-of-intercultural-communicative-language-teaching-and-learning-a-summary-for-teachers/1.-overview>

### *Haia! An Introduction to Vagahau Niue*

*Haia!* is a resource in the Learning Languages Series. It provides a language-teaching programme that can be used by teachers, including those who do not speak Niue or know how to teach languages. *Haia!* includes:

* twenty units of three lessons each
* a range of language suitable for years 7–10 at levels 1 and 2 of the curriculum
* video and audio support to engage learners and demonstrate how fluent speakers use the language
* lesson plans that could be linked to opportunities for learners to enjoy reading Niue texts.

You can find *Haia!* onlineat <http://pasifika.tki.org.nz/Pasifika-languages/Vagahau-Niue>

### Engaging students with texts

The teacher’s role is to mediate the interactions between the student and the learning materials and enable the student to meet their learning outcomes.

# *Ko e Heigoa e Kai Laā?*

by Joan Makisi

This story supports:

* Unit 12 *Tau Vahā he Tau* / Seasons
* Unit 13 *Kumi e tau Mena* / Finding Things

## Text features

### Language features

The language features of this story include:

* formulaic expressions and colloquialisms – *Ae tahakau!* / Hey guys!; *Ua popole* / Don’t worry; *Hā fē?* / Where?; *Oka!* / Awesome!; *Mitaki hā ia!* / That’s nice!
* reduplication in a verb to indicate intensity – *onoono* / to look closely, investigate (from *ono* / to look)
* *ma* before a person’s name when addressing them directly – *ma Tomasi*
* the connective *mo* / and – *Mafana mo e laā* / It is warm and sunny; *Kua onoono hifo a Luka, Tuku, mo Jamar ki loto he loloto* / Luka, Tuku, and Jamar look into the rock pool
* pronouns – *lautolu* / they; *haaku* / my; *haau* / your (singular); *haana* / his; *tautolu* / us
* the past tense marker *ne* to indicate a completed action – *Fai mena ne gagau e matalima haaku* / Something bit my finger; *Ne talaage e matua taane haana ki a ia* / His father told him
* words transliterated from English – *Ueligitoni* / Wellington; *papakiu* / barbecue; *Agikolo* / Uncle; *māsolo* / mussel
* prepositions to indicate place – *he mataafaga* / at the beach; *he papakiu* / on the barbecue; *ki loto he loloto* / into a rock pool; *i lalo he tau maka* / under the rocks; *i loto he falu limu maka* / inside some seaweed; *i luga he papakiu* / on the barbecue
* imperatives (commands) – *Fakaeneene* / Watch out; *Omai a* / Come on
* *nakai* in a question, and *nākai* to indicate a negative – *Hā ē nakai e uga ne gagau a koe, ma Tomasi?* / Is this the *uga* that bit you, Tomasi?; *Ko e kelekele e nofoaga he uga, nākai ko e loloto* / The *uga* lives on land, not in a rock pool.

### Cultural features

The cultural features in this story include the following.

* *Vahā mafana* means “summer” in vagahau Niue. For more information about the seasons of Niue, and the differences between these and the seasons in New Zealand, see unit 12 of *Haia! An Introduction to Vagahau Niue*.
* Crayfish and shrimp belong to similar species. *Tote* / small or little is used with *uo* / crayfish to mean “shrimp”.
* The relationships that the names for family members indicate – *taokete* / elder brother of a man.
* The names of meals indicate times of day – *kai laā* / lunch (food when the sun is up).

## Links to the New Zealand Curriculum

### Key competencies

Reading and working with *Ko e Heigoa e Kai Laā?* could help students develop key competencies set out in the New Zealand Curriculum at: <http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum/Key-competencies>

### Values

The story illustrates many values that relate to the New Zealand Curriculum, in particular community and participation, and to the core Niue value of *loto totonu* / empathy.

### Cross-curricular links

Learners who are working at levels 1–2 in Niue may be working at higher curriculum levels in other learning areas. You will need to consider this in order to make effective cross-curricular links. Here are three examples of cross-curricular achievement objectives that could be linked to this story:

*Science, Level 3*

Ecology

Students will:

* Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced.

*Social Sciences, Level 3*

Students will gain knowledge, skills, and experience to:

* Understand how people view and use places differently.
* Understand how people make decisions about access to and use of resources.

### Learning Languages: Achievement objectives

Students will:

* receive and produce information
* produce and respond to questions and requests
* show social awareness when interacting with others

(Communication strand, relating to selected linguistic and sociocultural contexts)

* recognise that the target language is organised in particular ways
* make connections with their own language(s)

(Language Knowledge strand)

* recognise that the target culture is organised in particular ways
* make connections with known culture(s).

(Cultural Knowledge strand)

### *Tau Hatakiaga ma e Vagahau Niue: The Niue Language Guidelines*, levels 1 and 2

Students will:

* recognise and express number, time, and location (1.4)
* respond to and express agreement and disagreement and ask for assistance (1.6)
* communicate about people, places, and things (2.1).

## Learning outcomes

Below are some possible learning outcomes for reading this story. Select from and adapt these to meet the needs of your students and share the outcomes with them.

After reading and working with this story, I will be able to:

* read and understand a simple story in vagahau Niue
* read the story aloud with clear pronunciation and reasonable fluency
* recognise and use language to express locations
* ask and answer questions about location
* research and present information about food gathering in Niue.

## Learning activities

You do not have to use all the activities suggested below. Choose from and adapt them to suit your students’ needs.

### Introducing the text

Display the cover of *Ko e Heigoa e Kai Laā?* Discuss where the characters are and what their relationship might be. Prompt the students to work out the meaning of the title. Confirm that it means “What’s for Lunch?” Prompt the students to form hypotheses about what will be for lunch.

Display the title page and page 2. Have the students work in pairs to:

* discuss the illustrations and remember or find the Niue for what they see
* read page 2 and work out the main ideas (Where are the boys? Who are they? What are they doing?)
* form hypotheses about what will happen.

Have the pairs share their ideas. Record their hypotheses (using vagahau Niue as much as possible) along with key vocabulary. Prompt the students to remember vocabulary from earlier units in *Haia!* and use this discussion to introduce new key vocabulary for the story.

### Reading the text

Give students copies of the book. Read aloud page 3. Ask the students to read each sentence silently. Then discuss the meaning of each one as a whole group.

Have the students work in pairs to read the book and answer the questions below (in vagahau Niue) to prompt their understanding of the main ideas and to focus on the language they are learning.

* *Ko hai ne moua e kamakama? Ha fē e mena ia*?  
  Who finds a crab? Where is it?  
  *Moua e Luka e kamakama.* *Ha hā i lalo he maka.*  
  Luka finds a crab. It is under a rock.
* *Ko e heigoa ha Tomasi ne popole ki ai?*  
  What is Tomasi worried about?   
  *Popole a ia ha ko e uga.*   
  He is worried about *uga*.
* *Ko hai ne moua e kamakama tote. Ha fē e mena ia?*  
  Who finds a small crab? Where is it?  
  *Moua e Tuku e kamakama tote. Ha hā i loto he falu limu maka*.  
  Tuku finds a small crab. It is inside some seaweed.
* *Ko hai ne moua e uo tote?*  
  Who finds a shrimp?  
  *Moua e Luka e uo tote.*  
  Luka finds a shrimp.
* *Ko hai ne moua e tau fua māsolo? Ha fē e tau mena ia?*  
  Who finds some mussels? Where are they?  
  *Moua e Jamar e tau fua māsolo. Toka e tau mena ia i luga he tau maka.*  
  Jamar finds some mussels. They are on the rocks.
* *Ha fē e uga?*  
  Where is the *uga*?  
  *I luga he papakiu*.  
  It is on the barbecue.

When the students have finished, go through their answers together. Record the correct answers. Review the hypotheses they made before reading. Ask the students (in English, if necessary) how they think Tomasi felt and what the other boys thought at different parts of the story. Prompt them to share what they know about *uga* and to remember what they learned through their work in unit 5 of *Haia!*

You could have the students read the book again individually. After they have read it, discuss their ideas as a group and record relevant language and cultural aspects. As you discuss the text, support the students to:

* check the glossary and the previous units in *Haia! An Introduction to Vagahau Niue* for words and expressions that they don’t know or can’t remember
* summarise the main ideas on each page
* identify language and cultural practices, for example, formulaic expressions, activities characters undertake, and the associated values.

Support the students to notice patterns of language, for example, *Hā ē, i luga he papakiu* / Here, on the barbecue; *Tamai he taokete haaku i Niue* / My brother brought it from Niue. After reading, you can show students how they can use these patterns in other contexts. Provide opportunities for them to practise and use the language to achieve a communicative purpose.

### Reading aloud

Have the students work in groups of six to read and perform the story, with each student taking one part (the narrator, the four boys, and Uncle Lene). Encourage them to take turns reading different parts. You could have each group perform for the others. You may wish to get a fluent vagahau Niue reader to help with the pronunciation.

### After reading

Information-gap activity

Create worksheets A and B showing two versions of the same scene (a room, a house, or a beach). Select about ten items to include (select items that students have encountered in previous study). Add images of half the items to the scene on worksheet A. Add these same items to the margin of worksheet B. Add images of the remaining items to the scene on worksheet B. Add these same items to the margin of worksheet A.

Have pairs of students sit back to back with either worksheet A or worksheet B and a pen. Tell them that for this task they need to speak in vagahau Niue only and complete their pictures by:

* looking at the items in the margin of their worksheet
* taking turns to ask where each item is in the scene on their partner’s worksheet
* drawing each item in the scene where their partner tells them.

Research

Have students work in small groups or pairs to research food-gathering practices in Niue, especially the gathering of different types of seafood. Each group or pair could research a specific aspect of seafood gathering (for example, a specific food, times of year for gathering seafood, or a specific method) and then present their research to the class (in English).

## Reflecting on learning

Help the students to review their goals for working with this text, individually and as a class. You can help them reflect not only on their learning but also on how they learn. Students could share these reflections with another student, with a small group of students, or with the whole class. As a prompt, ask the students questions such as:

* What strategies helped you to understand the story?
* What will help you to remember the new language?
* How can you use the new language in other contexts?
* Can you identify significant aspects of new learning about *aga fakamotu*?

For example, a student might say: “I can now ask and answer questions about where things are in vagahau Niue.”

## English version of the story

In English, this story by Joan Makisi is:

### What’s for Lunch?

**Page 2**

It is summer in Wellington. It is warm and sunny. But it is windy.

It is a great day for a barbecue at the beach.

Tomasi is at the beach with his friends, Tuku, Luka, and Jamar.

They want to find some seafood for lunch.

Uncle Lene can cook it on the barbecue.

**Page 3**

Luka looks into a rock pool. “Hey guys!   
Look what I’ve found. It’s a crab.”

Tomasi reaches into the rock pool. The water is cold.   
“Where is it?” he asks.

“There, under the rock,” answers Luka.

Tomasi reaches under the rock. “Ouch!   
Something bit my finger!”

**Page 4**

Jamar says, “Watch out, Tomasi, an *uga*   
might be under the rocks!”

Tuku says, “The *uga* has sharp claws.   
It can nip your whole finger off!”

Tomasi jumps far away from the rock pool.  
His father has told him that in Niue the *uga* can be   
as big as the crayfish.

**Page 5**

Luka, Tuku, and Jamar look into the rock pool.

Tuku finds a small crab inside some seaweed.  
“Is this the *uga* that bit you, Tomasi?” he asks.

Luka finds a shrimp. “Is this the *uga* that bit you,   
Tomasi?” he asks.

Jamar finds some mussels on the rocks. “Is one of these   
the *uga* that bit you, Tomasi?” he asks.

**Page 6**

Luka says, “Don’t worry, Tomasi. The *uga* lives   
on land, not in a rock pool.”

It’s colder now, and the boys are hungry.

Jamar says, “Come on,   
Uncle Lene is calling us. Lunch is cooked.”

**Page 7**

They run to Uncle Lene and the barbecue.

Jamar says, “*Uga*!”

“Where?” asks Tomasi, jumping   
and looking around.

**Page 8**

Luka says, “Here, on the barbecue. Ha ha!”

Uncle Lene says, “We have *uga* for lunch   
today. My brother brought it from Niue.”

Tomasi says, “Awesome! That’s nice!”

1. Newton, J., Yates, E., Shearn, S., and Nowitzki, W. (2009). *Intercultural Communicative Language Teaching: Implications for Effective Teaching and Learning*. Wellington: Ministry of Education. [↑](#footnote-ref-1)