# Teacher Support Materials to Accompany Stories to Support the Pasifika Learning Languages Series Resource: *Mua Ō! An Introduction to Gagana Sāmoa*

## Introduction

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

These teacher support materials suggest ways in which teachers can use the six storybooks to foster gagana Sāmoa learning at levels 1 and 2, particularly in the context of the *Mua Ō!* programme.

Teachers can use the teaching as inquiry cycle within this programme. You can find this cycle in the effective pedagogy section on page 35 of *The New Zealand Curriculum* or at:
<http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum/Effective-pedagogy>

### *Mua Ō! An Introduction to Gagana Sāmoa*

*Mua Ō!* is a resource in the Learning Languages Series. It provides a language-teaching programme that can be used by teachers, including teachers who do not speak gagana Sāmoa or know how to teach languages. *Mua Ō!* 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 gagana Sāmoa texts.

You can link to *Mua Ō!* at <http://pasifika.tki.org.nz/Pasifika-languages/Gagana-Samoa>

### 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 intention.

Please note that the glossary page of each storybook contains an ‘e’ after the word Matā‘upu but these Teacher Support Materials do not. Both are correct.

# ‘O Lea e iai a‘u Mea ia e Fai

**na tūsia e Marisa Maepu**

This story supports Matā‘upu 6 (*‘O ā au mea nā e fai?*/What are you doing?).

## Text Features

The language features of this story include:

* a simple narrative told in the past tense
* household chores, for example, *tipitipiina o talo*, *teuina lo‘u moega*
* repeated phrases, including questions and answers, for example, *Tomasi, ‘o ā au mea nā e fai?, ‘Ae ‘o lea e iai a‘u mea ia e fai*
* verbs to describe what someone is doing at that moment, for example*, faitautusi, teuina, mālōlō*
* commands or requests, for example, *Sau e fesoasoani ...*, *‘ona ‘e alu lea e ‘ave le lāpisi i fafo.*

The cultural features of this story include:

* the theme of a Samoan boy’s expected chores
* the way that all the characters, except Tōmasi, are working together and providing services that benefit the whole *‘*āiga. (This is a humorous story in which the main character’s actions do not reflect the core fa‘asāmoa values of *alofa*, *fa‘aaloalo*, and *tautua*.)

## Supports and Challenges

Students who have completed Matā‘upu 6 of *Mua Ō!* may find it easy to:

* identify the question and the answers.

These students may find it challenging to:

* make connections with what they know about the cultural context because the main character is disrespectful to his elders
* understand some new vocabulary, phrases, and sentences (these are in the book’s glossary or the glossary of *Mua Ō!*).

## Planning: Teaching as Inquiry

Consider your students’ interests and their ability to read in gagana Sāmoa at this level and choose activities that provide appropriate content and support. Assess and reflect on the effectiveness of your teaching and the students’ learning, then plan next steps.

## Curriculum Links and Links to *Mua Ō! An Introduction to Gagana Sāmoa*

*The New Zealand Curriculum*: Learning Languages

Students will produce and respond to questions … (levels 1 and 2)

*Ta‘iala mo le Gagana Sāmoa: The Gagana Sāmoa Guidelines*

Students will:

* recognise, respond to, and use relevant vocabulary, simple structures, and formulaic expressions in a range of sentence types (level 1)
* make connections with known culture(s). (level 1)

*Mua Ō! An Introduction to Gagana Sāmoa*

Matā‘upu 6

Students can use gagana Sāmoa to ask and respond to questions about what they are doing …

## A Possible Teaching Goal

Students will be able to read a story and to ask and answer, with increasing fluency, questions about what they are doing.

# Learning Activities

### Before Reading

Prior knowledge

If it is some time since you completed Matā‘upu 6, revise the question *‘O ā au mea nā e fai?* and ways of answering (*‘O lea ‘ou te* \_\_\_\_\_\_\_ and *‘O lea e* \_\_\_\_\_\_).

You may also want to review cultural practices around the role of the children in a Samoan family (with regard to chores and following instructions). Then share students’ knowledge of their own chores.

Students could write the chores they have to do at home and other ways they help out at home. Then have them work in pairs to compare their household chores and to write them in gagana Sāmoa (consulting each other, their notes from previous lessons, and a bilingual dictionary). Ask the pairs to share their lists (in gagana Sāmoa) so that you can write a class list of household chores on the whiteboard.

Discuss who does the chores in their households, revising the gagana Sāmoa terms for family members as you facilitate the discussion.

Pronunciation of new language

If possible, ask a native speaker of gagana Sāmoa to model the correct pronunciation of any unfamiliar words for you and the students. This person could read the story to you and the class as the first reading, or you could record them reading it and play the recording to the class.

Introducing the book

Show the students the cover and read the title together. Ask them to predict what they think the story will be about. Record their predictions so they can check them later.

Give pairs of students one of the illustrations from pages 2–7 without the words. Have them write in gagana Sāmoa what the person or people are doing (just the action, not the whole sentence). Again, tell them to consult each other, their notes from previous lessons, and a bilingual dictionary if necessary. Then have the pairs share their illustrations and their actions. Write the words for the actions on the whiteboard, adding to your household chores list where appropriate and listing the others separately. Have the students make their own lists, copying all of the words for household chores and other actions.

Revisit the predictions they made about the story and ask them if they want to revise any of them after seeing the illustrations.

Learning intentions

Share the learning intentions, or co-construct these with your students. Some examples of possible learning intentions for reading this story are given below.

After reading the text, I will be able to:

* identify what the story is about
* discuss cultural values about doing household chores
* ask what someone is doing
* say what I am doing.

### Reading the Text

Read the story aloud to the students. Show the pictures and, if you are reading, read with lots of expression to help the students get the gist of the story. Tell them to listen and tick any words on their lists that they hear in the story.

Have them check their words with a partner and discuss the actions they did and did not hear. “What’s happening in the story?” “What is Tōmasi saying?” “What is he doing?”

Give each pair a copy of the book. Tell them to read it together and fill in a table like the one below, using the words and phrases from the book and from the lists on the whiteboard. The third column could be in English.

|  |  |  |
| --- | --- | --- |
| **What Tōmasi is asked to do** | **What he says he’s doing** | **What he’s doing** |
| *tipitipiina o talo* | *faitautusi* | drawing |
| *fa‘apuna le vai mo le saka talo* | *fai a‘u meaā‘oga* | *talanoa i le* telephone/talking on his cellphone |

When the students have finished, go through each page together, reading it aloud and prompting the students to use familiar words, the class vocabulary list, the glossary, and the illustrations to help them understand the language. Fill in a class version of the table together. As well as the actions, note particular phrases or sentences such as *‘O ā au mea nā e fai?*, *‘O lea ‘ou te* \_\_\_\_\_\_\_, and *‘O lea e* \_\_\_\_\_\_ that you want to focus on later.

Invite the students to read the story aloud in groups, with each student taking a different part. Their goal is to read fluently, with correct pronunciation and expression. Each can give the others in their group feedback on this.

### After Reading

Ask the students to share what they liked about the story or about the reading by members of their group.

Discuss the predictions the students made before reading and ask how they were the same as or different from the story.

Have the students, in groups, talk about Tōmasi’s behaviour. “What do you think of Tōmasi’s behaviour?” “What would your family say if you did that?” “How do you think it would be viewed according to what you know of fa‘asāmoa?”

Tōmasi, ‘O ā au mea nā e fai?

Have the students play a memory game in groups of three or four. To play the game, one student begins by asking the person to their left *‘O ā au mea nā e fai?* The person answers as Tōmasi, saying *‘O lea ‘ou te* \_\_\_\_\_\_\_ or *‘O lea e* \_\_\_\_\_\_ (and adding an activity from their list). The others have to say whether the answer is true or false according to the story.

Mālō sole/suga. ‘O ā au mea nā e fai?

Revisit your discussion about household chores. Ask the students to see if they can remember any other chores and activities they do at home. Have them work individually to write a list of activities they do at home and to find the gagana Sāmoa words for these chores and activities.

Tell them to work in pairs and take turns pretending to phone each other at home at a specific time. For each phone call, you hold up a day of the week (in gagana Sāmoa) and a time of day. One student pretends to phone the other and says, *Mālō sole/suga. ‘O ā au mea nā e fai?* The other student answers *Mālō sole/suga.* *‘O lea ‘ou te* \_\_\_\_\_\_\_ or *‘O lea e* \_\_\_\_\_\_, adding an activity from their list that they think they would be doing at that time. Before asking the pairs to work together, model how to do this role play a few times (with the students using *Tālofa, faiā‘oga* and you using *Tālofa, \_\_\_\_\_\_\_*).

When you think the students have had enough of this activity, ask the pairs to join into groups of four and compare their routines, using English and gagana Sāmoa and sharing any new gagana Sāmoa words. Each group could identify the values that underlie the chores they do and discuss any differences in values or in emphasis.

## Reflecting on the Learning

Have the students refer to their learning intentions and reflect individually or discuss in pairs whether they have fulfilled the intentions. Ask the students questions such as:

* What helped you understand the story?
* How can you use the new language and remember it?
* Is there some other language from the story that you want to learn and remember?
* What do you think are the next steps in your learning?

# English Version of the Story

## I Have Things to Do

**[Page 2]**

“Tōmasi, what are you doing?” asked his
grandmother. “Come and help with slicing the taro.”

**[Page 3]**

“But I have things to do,” answered
Tōmasi. “I’m reading books. School books!”

**[Page 4]**

“Tōmasi, what are you doing?” asked his
sister. “Come and boil the water to cook the taro.”

**[Page 5]**

“But I have things to do,” answered
Tōmasi. “I’m doing my homework.”

**[Page 6]**

“Tōmasi, what are you doing?” asked Tōmasi’s mother.
“When you finish doing your homework, go and take the
rubbish outside.”

“But I have things to do,” answered Tōmasi. “I’m
tidying up my bedroom.”

**[Page 7]**

“Tōmasi, what are you doing?” asked his father.
“Come and take the grass cuttings away.”

“But I have things to do,” answered Tōmasi.
“I’m making my bed.” [Literally: tidying up my bed]

**[Page 8]**

“Tōmasi! What are you doing?”

“I’m resting. I’ve done my chores
and I’m tired!”