# 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 le Lā‘au o le Tau

**na tūsia e Junior Kiki Maepu**

This story supports Matā‘upu 11(*Le tau ma ona vāega*/The weather and seasons).

## Text Features

The language features of this story include:

* the dialogue between the main characters Iosefa and Sione
* the intensifiers *lava* and *tele*
* the words used to describe the temperature, including the verb *ma‘alili* and the adjectives *mālūlū*, *māfanafana*
* months of the year, for example, *Iulai, ‘Oketopa*
* expressions for stating dislikes and likes, *‘Ou te lē fiafia*, *‘Ou te fiafia*
* the language used to describe the tree, for example, *lā‘au*, *lau*, *fugālā‘au*
* the exclamation of surprise, *‘Auoi!*

The cultural features of this story include:

* the topic of migrating to another country and feeling homesick
* Iosefa’s experience of being looked after by a cousin.

## Supports and Challenges

Students who have completed Matā‘upu 4 and Matā‘upu 11 may find it easy to:

* identify the months of the year
* identify the descriptions of the temperature.

These students may find it challenging to:

* understand some new vocabulary, phrases, and sentences (these are in the book’s glossary).

## 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 receive and produce information. (levels 1 and 2)

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

Students will:

* … communicate about time and place (level 1)
* communicate about … places, and things (level 2)
* use concepts of … state. (level 2)

*Mua Ō! An Introduction to Gagana Sāmoa*

Matā‘upu 11

Students can use gagana Sāmoa to describe the weather and identify the different seasons in Sāmoa and New Zealand.

## A Possible Teaching Goal

Students will read the text and describe the weather in various months in Sāmoa, New Zealand, and another country.

## Learning Activities

### Before Reading

Prior knowledge

Revise the vocabulary and structures for Matā‘upu 4 and Matā‘upu 11, in particular, the language for weather, months, and seasons. See below for an idea for a revision activity.

Months and seasons

Ask the students to discuss the following in small groups. Encourage them to use gagana Sāmoa as much as possible.

* the seasons in Sāmoa and the months in which they occur
* the seasons in New Zealand and the months in which they occur

Create a table on the whiteboard with columns for the months of the year, the corresponding seasons in Sāmoa, the corresponding seasons in New Zealand, and words to describe the weather in each season. Have the students work in pairs to fill in as much as they can of the table (in gagana Sāmoa). Then have all the pairs share their ideas and complete the table on the whiteboard together.

As a class, discuss the differences between seasons in Sāmoa and seasons in New Zealand. Ask the students to think about how they might feel if they went to Sāmoa or (if they have travelled) about how they felt when they went to Sāmoa or another country. If some of your students have come to New Zealand from other countries, you could ask them if they would like to talk about how they felt when they first arrived.

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 of the book. Ask:

* What do you notice about the tree?
* What does the title say? What might this mean?
* What do you think the book might be about?
* Is it set in Sāmoa or in New Zealand? How do you know?

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:

* read and discuss a text in gagana Sāmoa
* read and produce statements about the weather in different places at different times of the year
* read dialogue in gagana Sāmoa aloud with fluency.

### Reading the text

Read page 2 of the story aloud to the students and look at the illustrations on the first page (the title page) and on pages 2–3 together. Ask questions like the following to prompt the students to use any familiar language, and the illustrations, to help them understand the text and make predictions about the story.

* Who are the characters in the illustration on pages 2–3? Where are they? What do you think are the relationships between them?
* Who is speaking? What are they saying?
* What do you think *ma‘alili* *lava* means? How do you think *ma‘alili* might be different from *mālūlū*?

Ordering the pictures

Give pairs or small groups copies of one of the two-page illustrations from pages 4–11 (not page 12) without the text or the page numbers. Have them talk about what they can see in the picture and what they think is happening in the story and then list as many gagana Sāmoa words as they can to describe their picture. Tell the students to get up and work with the other pairs or groups to arrange themselves (holding their pictures) in a line in the correct order. As they do so, encourage them to use only gagana Sāmoa. When they have finished, tell them there is one more page and ask them to make predictions about how the story is going to end.

Tell the students they are going to listen carefully to the story to check that their line is in the correct order – changing their position in the line if necessary. Read the story aloud to the students.

Reading with a partner

Hand out one book to each pair of students. Tell them to read through the story, checking the sequence of pictures, their predictions, and what happens at the end. Point out the glossary on the inside back cover and encourage the students to use the glossary, familiar words, the illustrations, and what they know or can guess about the context to help them understand the text. Tell them to just try to pick up as much as they can. Ask them to discuss their predictions and the ending with their partner.

Have the pairs read through the text together again and fill in a table describing the time of year, the tree, and how Iosefa is feeling. Explain that the story doesn’t give information for all of the boxes, so they will need to make inferences about what could go in them.

|  |  |  |
| --- | --- | --- |
| Time of year | The tree | Iosefa |
| *lē māsina o Iulai* | ---------- | *ma‘lili lava* |
| *[Iulai or ‘Aukuso]* | *e leai ni lau* | *lē fiafia (i ‘inei ‘ona ‘o le mālūlū tele)* |

Shared reading

When the students have finished, go through each page together, reading it aloud and prompting the students to use familiar words, your class vocabulary list, the glossary, and the illustrations to help them understand the language. Fill in the whole table as a class, using gagana Sāmoa. Note particular phrases or sentences, such as *E mālūlū lava Niu Sila, i le māsina o Iulai* and *‘Ua ‘ou ma‘alili lava*, that you want to focus on later.

Reading aloud

Invite the students to read the story aloud in pairs, with one student taking Sione’s part and the other Iosefa’s. Their goal is to read fluently with correct pronunciation and expression. Each student can give their partner feedback on this.

### After Reading

Ask the students to share what they liked about the story or about reading it with their partner.

As a class, discuss different aspects of the story, such as the following:

* the relationship between Sione and Iosefa
* Sione’s joke
* how Iosefa’s feelings change
* the analogy between the tree and Iosefa’s feelings.

‘Ua ou ma‘alili lava

Revisit the last two statements on page 2, *‘Ua ‘ou ma‘alili lava* and *E mālūlū lava Niu Sila, i le māsina o Iulai*. Write these two sentences on the whiteboard. Erase the words expressing the temperature and the month, *‘Ua ‘ou \_\_\_\_\_\_\_\_\_\_\_* and *E \_\_\_\_\_\_\_\_\_ Niu Sila, i le māsina o\_\_\_\_\_\_\_\_\_\_*. Ask the students to name a season in gagana Sāmoa. Co-construct two new sentences as a class, using the appropriate temperatures and an appropriate month. Remind them about using (or not using) *lava* and *tele*, as well as *ma‘alili*, *mālūlū*, *māfanafana*, and *vevela*.

Have the students play a card game in groups of four or six. Give each group cards with the seasons or use some of the weather cards you used in Matā‘upu 11 (you need at least 12 cards in each set). The students play the game as pairs. One person picks up a card, lays it on the table for everyone to see, and creates a sentence using *‘Ua ‘ou \_\_\_\_\_\_\_\_\_\_\_* plus an appropriate temperature. Their partner replies, with *E \_\_\_\_\_\_\_\_\_ Niu Sila, i le māsina o\_\_\_\_\_\_\_\_\_\_,* giving an appropriate temperature and month. If the rest of the group agrees that their sentence is correct, they keep the card. If not, the card goes back in the middle. The winners are the pair with the most cards at the end of the game. (You could use Sāmoa as well as New Zealand for the location.)

Comparing Countries

Assign different countries to pairs of students. Have them use dictionaries, their notes from their work on Matā‘upu 4 and Matā‘upu 11, reference books, and the Internet to help them:

* find out the gagana Sāmoa for the country name
* find out about the weather in at least six different months in their country
* write sentences about the weather in their country at different times of the year, using the structure, *E \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_, i le māsina o\_\_\_\_\_\_\_\_\_\_*.

Have each pair present their information to the rest of the class. When all of the pairs have presented, ask the students which country or countries they would like to live in.

## 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

## The Weather Tree

**[page 2]**

“Hi!” says Sione.

“Hi!” answers Iosefa.

“How are you?” asks Sione.

“I’m very cold,” answers Iosefa.

“New Zealand is very cold in [the month   
of] July,” says Sione.

**[page 5]**

“I’m not happy over here because it’s so cold,” says   
Iosefa. “And look at that tree, it has no leaves.”

“Just wait till October,” says Sione.

**[page 6]**

“It’s October now, and I’m still very cold!”   
says Iosefa.

“Look at the tree,” says Sione.

“It has no leaves, but there are blossoms,” says Iosefa.

“Just wait till January,” says Sione.

**[page 8]**

“It’s January now, and I’m warm!”   
says Iosefa.

“Look at the tree,” says Sione.

“It has leaves, but there is no fruit,” says Iosefa.

“Just wait till March,” says Sione.

“I like mangoes a lot!” says Iosefa.

**[page 11]**

“It’s March now. Where are the mangoes?”   
asks Iosefa.

“Let’s go and look at the tree,” says Sione.

**[page 12]**

“There are lots of apples,” says Iosefa.   
“Oh, wow! Look at that mango!”