# Teacher Support Materials to Accompany Stories to Support the Pasifika Learning Languages Series Resource: *I-E-KO-KO! An Introduction to Cook Islands Māori*

## Introduction

These teacher support materials accompany the six storybooks developed especially to support the Learning Languages Series resource *I-E-KO-KO! An Introduction to Cook Islands Māori*. Each story gives students opportunities to extend their language and cultural knowledge and to practise reading the target language of specific units in *I-E-KO-KO!*

These teacher support materials suggest ways in which teachers can use the six storybooks to foster Cook Islands Māori language learning at levels 1 and 2, particularly in the context of the *I-E-KO-KO!* 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>

### *I-E-KO-KO! An Introduction to Cook Islands Māori*

*I-E-KO-KO!* 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 Cook Islands Māori or know how to teach languages. *I-E-KO-KO!* includes:

* twenty units, of three lessons each (two of the twenty are revision units)
* 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 Cook Islands Māori texts.

You can link to *I-E-KO-KO!* at <http://pasifika.tki.org.nz/Pasifika-languages/Cook-Islands-Maori>

### 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.

# *‘Oko‘oko*

**by ‘Ina Teke‘u**

This story supports Unit 16 (*‘Oko‘oko*/Shopping).

## Text Features

The language features of this story include:

* names for containers – *kete, pū‘ao, punu, pi‘a*
* verbs for bringing and placing objects – *apaina‘ia mai, ‘ā‘ao‘ia mai, tuku‘ia mai*
* words for different foods – *rūkau, māmoe, ‘ānani, tuka, punu pūakatoro*
* simple shopping language – “*Te ‘aere nei au ‘oko‘oko*”, “ *‘Ē rua tārā ‘ē rima nga‘uru tene ‘i te kīro*”, “ *‘Ā‘ao‘ia mai rā ‘ē varu ‘ānani ki roto ‘i te kete*.”

The cultural features of this story include:

* the relationship between the grandmother and granddaughter – the grandmother directs the child but also gives her treats; Poko‘ina is eager to go shopping with her grandmother and willingly does what she is asked
* the importance of traditional Cook Islands food, in this case, taro leaves (*rūkau*) to Cook Islands people living in New Zealand (refer to *I-E-KO-KO!* p. 226 for more information about cultural aspects of food).

## Supports and Challenges

Students who have completed Units 3, 7, 9, and 16 of *I-E-KO-KO!* may find it easy to:

* use numbers that they learned in Unit 3
* ask and say where things are, as they learned in Unit 7
* understand the words for food that they learned in Unit 9
* understand the simple shopping language they learned in Unit 16.

These students may find it challenging to:

* understand the relationship between the grandmother and granddaughter and how the child acts as her grandmother’s eyes and ears
* distinguish between the different words for containers
* understand new words introduced in the story.

## Planning: Teaching as Inquiry

Consider your students’ interests and their ability to read in Cook Islands Māori 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 *I-E-KO-KO! An Introduction to Cook Islands Māori*

*The New Zealand Curriculum*: Learning Languages

* Students will produce and respond to questions and requests. (levels 1–2)
* Students will make connections with known cultures. (levels 1–2)

*Cook Islands Māori in the New Zealand Curriculum*

Students should be able to:

* use basic words and expressions for numbers (level 1)
* use basic expressions for shapes, sizes, weights, and colours (level 1)
* ask others to do something (level 2)
* express concepts of amount. (level 2)

*I-E-KO-KO! An Introduction to Cook Islands Māori*

Unit 16: Students will be able to:

* ask whether a salesperson has specific food items at their shop or stall
* respond to such a question
* ask how much something costs
* say how much something costs.

## A Possible Teaching Goal

Students will revise the language of shopping for foods and asking where things are. They will discuss the importance of traditional Cook Islands foods and the importance of the relationship between a grandparent and grandchild in the Cook Islands culture.

## Learning Activities

### Before Reading

Prior knowledge

Revise Unit 3 of *I-E-KO-KO!* where students learned the numbers 11–20. Discuss the language targets for Unit 16 – *‘oku*, *tene,* and *tārā* – and show the shopping scenario from the DVD for that unit. Ask some questions in Cook Islands Māori about the foods and their prices in the scenario.

Make a table (as shown below) on the whiteboard, and ask the students to help you fill in the left-hand column with the names of three or four ethnic groups. In the right-hand column, record students’ ideas about traditional foods of each ethnic group.

|  |  |
| --- | --- |
| *Name of ethnic group* | *Name of traditional food* |
|  |  |
|  |  |
|  |  |

Ask them about any “traditional” foods that are favourites in their own families.

Pronunciation of new language

Check the words in the glossary (on the inside back cover of the book), which may be new to you. If possible, ask a native speaker of Cook Islands Māori 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 it to the class.

Introducing the book

As a class, look at the book’s cover. Ask the students:

* What do you predict the story will be about? What does the title tell us? What does the picture tell us?

Discuss the picture of the plant in the thought bubble. Ask the students:

* Do you know the name of that plant in English?
* Do you know its name in Cook Islands Māori, or in any other Pasifika language?

Learning Intentions

Share the learning intentions or co-construct them 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 Cook Islands Māori terms for some fruits and vegetables in a story
* ask and answer questions about where items are and how much they cost
* describe *rūkau* and explain why Māmā Rū‘au wants it so much
* explain aspects of the relationship between a grandparent and a grandchild in the Cook Islands culture.

Talk about how the students will know they have met their learning intentions and decide on success criteria together.

### Reading the text

Read the story aloud to the students. Ask the students to record (in a list) the name of the foods they hear (for example, *rūkau*, *‘ānani*, *tuka* …).

After the reading, discuss the lists as a class and create a master list with the names of all the fruits and vegetables in the story again. Then read the story and have the students follow, identifying each fruit or vegetable on the list when it is named in the story.

* Now, in pairs, have the students read the story themselves. Their reading task is to notice the relationship between the grandparent (Māmā Rū‘au) and grandchild (Poko‘ina). How do they relate to each other? How do they feel about each other? How can the reader tell? Each pair shares their conclusions, and their evidence from the story, with another pair. The new groups of four record their ideas to refer to later (in the Grandparent–Grandchild Relationship activity below).
* The students now read the text independently. Their reading task is to follow the plot of the story – what happens and why? How is the problem resolved?

### After Reading

Ask the students whether they enjoyed this story. What did they like and/or dislike about it?

The importance of traditional foods

Talk about the plot, with its focus on supplying *rūkau* for Pāpā Rū‘au. Ask the students the following questions:

* What is *rūkau*?
* Does Pāpā Rū‘au get *rūkau*?
* How does he get it?
* What is he going to do with it?
* Why does he like *rūkau* so much?

Discuss and record some reasons why people who have come to live in a new country might want to enjoy the familiar food of their homeland. The students could write a paragraph, in Cook Islands Māori or English, explaining why Pāpā Rū‘au loves *rūkau* OR why someone they know values a traditional food of their culture.

The grandparent–grandchild relationship

Ask each group of four students to share their ideas about the relationship between the grandmother (Māmā Rū‘au) and grandchild (Poko‘ina) in the story.

Ask the students whether they know anyone who was raised by their grandparents, and discuss the tradition of an older grandchild going to live with their grandparents. Ask the students what they like and what they find difficult or different that they think the grandparents, grandchildren, and other family members may experience, referring to what they noticed about Māmā Rū‘au and Poko‘ina in the story.

Record the students’ responses in a table like the one below.

|  |  |
| --- | --- |
| *What students like* | *What students find difficult or different* |
|  |  |
|  |  |
|  |  |

Asking about items – Where? How much?

Revise asking and saying where particular items are, using the structure on pages 3 and 6–7 in the story: *Tei ‘ea te \_\_\_? Te \_\_\_ te \_\_\_\_!*

Have at least ten cards prepared that each show the name of a different food item and the price per kilo or per container, for example:

* *tuka – $2.00 ‘i te pū‘ao*
* *punu pūakatoro – $4.00 ‘i te punu*
* *‘ānani – $2.50 ‘i te kīro*

Hold up one card and ask a student *“ ‘Ea‘a te moni ‘i tērā?”* The students should answer with full sentences, for example, *“ ‘E ‘ā tārā ‘i te punu”* or *“ ‘E rua tārā ē rima nga‘uru tene ‘i te kīro”.*

When the students understand the pattern, they can continue with this activity themselves in groups. This is the beginning of holding a simple “shopping” conversation. Students could then go on to set up a “shop” in the classroom and role-play buying and selling the items.

## Reflecting on the Learning

Ask the students, “Would you feel confident using Cook Islands Māori to buy something in a real shop in the Cook Islands?” “Why or why not?” “If not, how could you reach that goal?” Listen to the strategies they suggest and then provide opportunities where students could implement them and reach that new goal.

In pairs, the students can share what they have learned about the Cook Islands culture. Ask each student to state one cultural aspect that they have learned and to compare it with how things are done in their own culture or another culture that they know of. (For example, they may have identified that Cook Islands Māori grandchildren expect their grandparent to tell them what to do or that older people who have moved to New Zealand from the Cook Islands love the foods that remind them of their childhood.)

# English version of the story

## Shopping

**[page 2]**

“I’m going shopping,” says Grandma. “I want some taro leaves for Grandpa for his lamb stew.”

“Can I come with you?” asks Poko‘ina.

**[page 3]**

“Yes, come along,” says Grandma. “Bring me the basket, Poko‘ina.”

“Where is the basket?” asks Poko‘ina.”

“It’s under the table,” says Grandma.”

**[page 4]**

“I would love some oranges!” says Poko‘ina.

“How much are the oranges, Pokoʻina?” asks Grandma.

“Two dollars and fifty cents per kilo, Grandma.”

“Fill the basket with eight oranges, Poko‘ina,” says Grandma.

“Yes I will, thanks, Grandma,” says Poko‘ina.

**[page 5]**

“… five, six, seven, eight!” says Poko‘ina.

“Poko‘ina, can you see any taro leaves?” asks Grandma.

“No, Grandma, I can’t see any taro leaves,” says Poko‘ina.

**[page 6]**

“I want to buy some sugar,” says Grandma. “Where is the sugar?”

“I don’t know,” says Poko‘ina.

**[page 7]**

There’s the sugar!” says Grandma. “Poko‘ina, put one packet in the basket. Can you see any taro leaves?”

“No, Grandma, I can’t see any taro leaves,” says Poko‘ina.

**[page 8]**

“I want to buy two cans of corned beef,” says Grandma. “How much?”

“Seven dollars and thirty cents, Grandma,” says Poko‘ina.

**[page 9]**

“Put them in the basket,” says Grandma. “Can you see any taro leaves?”

“No, Grandma, I can’t see any taro leaves,” says Poko‘ina.

**[page 10]**

“Hello, Māmā,” says the shop assistant.

“Hello, Mere,” says Grandma. “Have you got any taro leaves?”

“No, I don’t, Māmā. Maybe tomorrow,” says Mere.

**[page 11]**

“It doesn’t matter,” says Grandma. “How much does my shopping cost?”

“Seventeen dollars. Thanks very much, Māmā,” says Mere.

**[page 12]**

“Grandpa, the shop didn’t have any taro leaves!” says Poko‘ina.

“It doesn’t matter,” says Grandpa. “Come and look in this box.”

“Taro leaves!” says Poko‘ina.

“That’s right, Poko‘ina,” says Grandpa. “I have been shopping for taro leaves in Māui’s *rūkau* garden.”