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| **Topic:** Te Reo Maori – Oral Language | | | | | | |
| **Learning Area:** Learning Languages | | | **Level:** Level 1 and 2 | | | **Duration:** Term 2, 2010 |
| **Values:** Excellence, Innovation, enquiry and curiosity | | | | | | |
| **Key Competencies:** Using language, symbols and txts, Managing self, relating to others | | | | | | |
| **Sub Strand:** Te whakatotanga | | | | | | |
| **Achievement Objectives:**  **(Students will…)** | | | | **Success Criteria:**  **(This has been achieved when students can…)** | | |
| **Level 1 and 2** | Greet farewell and acknowledge people and respond to greetings and acknowledgements | | | Use the appropriate kupu when greeting and farewelling individuals and groups | | |
| Introduce themselves and others and respond to introductions | | | Mihi to people and respond to others | | |
| Communicate about number using days of the week, months and dates | | | Ask and answer questions during morning hui relating to day, date and season. | | |
| Communicate about relationships between people. | | | Recite their pepeha to a group of people. | | |
| **Implementation, Planned Experiences and Specific Resources for:** | | | | | | |
| **Te Reo Maori:** | * Te Reo and tikanga Maori are encouraged. * Kupu hou introduced and used. * Kupu Maori need to be used when asking and answering questions during morning hui. | | | **ICT:** | * Projector used for morning hui. * Internet used to find appropriate pictures for morning hui * [www.korero.maori.nz](http://www.korero.maori.nz) * [www.tetaurawhiri.govt.nz](http://www.tetaurawhiri.govt.nz) | |
| **Assessment** | | | | **Evaluation of unit:** | | |
| Pre-assessment | | Post-assessment | | *Kupu and sentences structures need to be changed each term as some children are memorising and not reading or answering. Younger children all encouraged and given opportunities to stand and korero.* | | |
| No formal pre-assessment for this unit. | | Success criteria reached.  Self assessment and peer assessment on mihi and korero. | |
| **Levels of Achievement:** | | | | | | |
| Kaikarakia  Starts the morning, kai and afternoon karakia, and participates fully.  Kaiwhakawaa  Runs the morning hui time.  Chooses the kaikarakia, and the himene and the waiata tautoko  Introduces the kaikorero.  Asks questions of the class relating to the date and season.  Kaikorero 1  Does the morning mihi to the class and the kaiako. Mihi’s to any visitors who may be in our room during that time. | | | | | | |
| Kaikorero 2  Mihi’s on behalf of the roopu to a visitor during an informal setting. | | | | | | |
| Kaikorero 3  Mihi’s on behalf or the roopu during a formal setting eg a powhiri or a performance | | | | | | |