Supporting your child’s learning through reading

Supporting Pasifika learners through dual language texts
Kia orāna and welcome to using the ‘Anga‘anga Tā‘okota‘i books with your children

These books are in two languages – reo Māori Kūki ‘Airani and English. They are for Cook Islands children who are just starting school. Your child’s teacher will share the books with your child at school. This booklet will help you use the books together at home. Read the stories to your child. Talk about the pictures with your child.

It is wonderful that your child knows some reo Māori Kūki ‘Airani. Your child can use this knowledge to help them learn to read and write. You know your child better than anyone. Share your knowledge about your child with the teacher.

Talk with the teacher about the things your child is interested in. Talk about things they like to do at home. Share the things they are good at and the languages you use at home and in your extended family. Share the reading and writing they do at home, at church, and other places.

Share your own stories with your child and read as many books to your child as you can. Reading to your child every day will help them.
Use your strongest language – the language you feel most comfortable with. If your strongest language is reo Māori Kūki ‘Airani, keep using it. Look for opportunities for your child to speak – in any language – about things that are important to them.

Maintaining your language and culture will help your child to be successful. This will help your child with English at school. Children who know more than one language are good at learning.

The ‘Anga’anga Tā‘okota‘i books give you a choice. You can read to your child either in reo Māori Kūki ‘Airani, or in English, or in both languages.
Talking helps learning

Talking with children helps them with:

• thinking and working things out together
• expressing ideas (for example, ask what your child thinks about what they should have in their school lunch and why)
• listening and speaking (for example, talking about what’s on TV).

It is important to listen to your child while they explain their thoughts. Listen carefully when they explain something and look at what they’ve written.
Talking with and listening to your child can happen anywhere at any time – at home, at church, at a Māori Kūki ‘Airani language nest, in the playground, at the shops, and when you are doing things with family and friends.

All the people who care for your child can share in this talking.

- Make talking together part of everything you do with your child.
- Make the talking and learning (about the things that you do that are important to you and your family) fun, loving, and meaningful.
- Extend your child’s talk by saying things like “Tell me more about…”, “Explain…”, and “What do you think?”
- When you talk, use lots of words. Teach your child new words by drawing their attention to them.
- Take turns speaking and answering questions. Give interesting explanations when you answer questions.
- Listen to your child and talk with them about their interests.
- Encourage your child to write with you (for example, write a shopping list together).
Talk with your child about stories, reading, and writing

Use the ‘Anga’anga Tā’okota‘i books to help your child notice some of the things that are the same and some of the differences between reo Māori Kūki ‘Airani and English.

When children are learning to read and write, they learn:

• how to use their own lives and experiences to make sense of stories
• that books tell stories and give information
• that thinking and discussing the story helps them learn to read and write
• that they can write and share stories about their own lives
• that you can help them with the hard parts
• that books have punctuation.

Read the books to your child using an interesting voice.
Reading to children, reading with children, and reading by children

Here are some ways you can support your child’s learning. This isn’t a lesson though. Keep everything fun. Use reo Māori Kūki ‘Airani or English – whichever is your stronger language.

Before reading a book, talk with your child about what the story might be about. Read the title and look at some of the pictures together. Help your child to think about what could be happening on each page. Think about what might be on the next page. Do this for each page.

**Reading to**
- Read books and tell stories to your child. This will help them learn how books work.
- Talking with them about the story will help their thinking and learning.
- Read and re-read books to improve your child’s learning.

**Reading with**
- Encourage your child to join in the story and talk about it as you go.
- Talking with them about the story will help their thinking and learning.

**Reading by**
- After you have read the story to them, they may want to try some parts of it by themselves.
- Talking with them about these parts of the story will help their thinking and learning.

Read their favourite stories to them again and again.
Talk about what the stories are about

Talk about what the story is about before reading, during reading, and after reading. Talk in a way that helps your child to think about what you are reading to them. Use your strongest language.

<table>
<thead>
<tr>
<th>Children read to...</th>
<th>Ideas for you to try</th>
<th>Examples of what to say</th>
</tr>
</thead>
</table>
| Children read to interpret the story to find out what the writer means. | Talk about some of the less obvious things that are happening in the story. Ask both open and closed questions. | “What might have happened if...?”  
“Who could have...?”  
“How could...?”  
“Why is...?”  
“Why do you think...?”  
“In this picture, why is...?” |
| Children read to think about things in the story and they connect them with other things they know. | Make connections between the story and your child’s life, as well as your own. | “They do it like that in their family. How do we do it in our family?”  
“This picture reminds me that I used to...”  
“What would you do if this happened to you?” |
| Ask who, what, when, where, how, and why questions. | | “What is this story about?”  
“Who could have...?”  
“How could...?”  
“Why is...?”  
“Why do you think...?”  
“In this picture, why is...?” |

Remember, keep reading fun! Both of you should enjoy it!
Learning happens everywhere, not just at school

Children learn to listen, talk, read, and write in lots of places – at home, with extended family, and in the community.

Many children go to church and Sunday school. Many attend a pūnanga reo (a Māori Kūki ʻAirani language nest). In these places, they learn language by:

- singing
- praying
- memorising
- listening to Bible and traditional Cook Islands stories
- talking about what these stories mean
- reading and writing.

They keep doing this learning at home, too.

These ways of learning are valuable. They give children knowledge and skills that help them to learn to read and write. At the same time, they learn about themselves, their family, and peu Māori Kūki ʻAirani.

Many Cook Islands children grow up in families where there are several languages and cultures. Some children are using new technologies to communicate – such as computers, iPads, iPhones, and Skype. These technologies are good things to talk about and use to solve problems together.

All of these different ways of learning are great. Be proud of what you can do with your child. We are all learning new things together.
Utuutu‘ia te tāmou‘anga ʻāpiʻi ʻā tāʻau tamaiti nā roto ʻi te tatau puka
Tātā'ia 'i te mata'iti 2016 ‘ē te Māraurau o te Pae ʻĀpiʻi, Pi'a Mere 1666, Pōneke 6140, Nu Tireni.
www.education.govt.nz

Tika'anga 'openga nō te nene'i atu 'ī te tātā'anga reo Māori Kūki ʻAirani ‘ē te tātā'anga reo Papaʻā © Kavamani 2016
Tika'anga 'openga nō te nene'i atu 'ī te au tūtū © Kavamani 2016

Kua 'akatinamou'ia te au tika'anga kātoatoa.
ʻĀravei atu 'ī te aronga nā rātou 'ī tātā 'ī tēia puka mē 'e ui'anga tā'au.

Te kāmupani tātā puka: Lift Education E Tū ʻĀkara matatio'ia 'ē: Don Long rāua kō Tuaine-Nurse Tamarua Robati Ta'unga ʻakapapa'anga: Liz Tui Morris

ISBN 978 0 478 16544 9 (tātā'ia)
ISBN 978 0 478 16545 6 (kupenga uira)

Pati atu ki te Ministry of Education Customer Services mē kā 'inangaro 'aka'ou'ia tēta'i puka,
kupenga uira 'ī www.thechair.minedu.govt.nz
nā roto 'ī te m ēre uira: orders@thechair.minedu.govt.nz
mē kāre ringi atu 0800 660 662, fax tūtaki-kore 0800 660 663.

ʻAkakite mai 'i te nūmero 16544.
Kia orāna, turou ʻoro mai ki te papaʻanga puka ʻAngaʻanga Tāʻokotaʻi ʻei tatauʻanga nāʻau ʻē te ānau


E mea ngakau parauʻanga ʻi te mea ē kā kite tāʻau tamaite ʻī tētaʻi reo Māori Kūki ʻAirani. Ka riro tēia kite ʻei tauturu atu ʻī tāʻau tamaite ʻī te tatau ʻē te tātā. Ko koe tei kite atu ʻī te tūranga ʻō tāʻau tamaite. ʻAkakite atu ki te puʻāpiʻi ʻi te tūranga ʻō tāʻau tamaite.

ʻAkakite atu ki te puʻāpiʻi ʻi te au ʻapinga ʻinangaroʻia ʻe tāʻau tamaite. ʻAkakite atu nō runga ʻi te au mea ʻē mataora ana ʻaia ʻi te rave ʻi te kāinga. ʻAkakite atu ʻi te au mea ʻē tū katau ana ʻaia ʻē te reo ʻē tuatuaʻia ana ʻī roto ʻi te ngutu'are ʻē te kōpū-tangata. ʻAkakite atu ʻi tāna ʻē tatau ana, ʻē tātā ana ʻī te kāinga, ʻī te pure, ʻē tētaʻi ʻua atu ngāʻi ke.

Tuaʻia atu tāʻau au tua ma te tatau atu kia maʻata te au puka ki tāʻau tamaite. ʻE mea puʻapinga te tatau puka ki tāʻau tamaite ʻī te au ra ravarāi.
Tuatua atu ki tā‘au tamaiti nā roto ‘ī tō‘ou reo tū katau tikāi


Nā roto ‘i te ‘uri’uri’anga manako ‘ē meitaki ei te ‘āpi‘i

Ka mātūtū te tamariki mē tuatua atu koe rātou:
• kimikimi’anga manako ‘ē te ‘anga’anga tā’okota’i
• ‘uri’uri’anga manako (mei tēia ‘ākara’anga, ui atu ki tā’au tamaiti nō tōna manako ‘ē te tumu nō runga ‘i tāna ka ‘inangaro ‘ei kai no te ‘āpi‘i)
• ‘akarongo ‘ē te ‘uri’uri manako (mei tēia ‘ākara’anga, ‘uri’uri’anga manako nō te au mea ‘i runga ‘i te pi’a tūtū).


• ‘Akatinamou’ia te ‘uri’uri’anga manako ki roto ‘i te ora’anga ‘ō kōrua ko tā’au tamaiti.
• ‘Akatinamou’ia te ‘uri’uri’anga manako ‘ē te tāmou’anga ‘āpi’i (te au mea pu’apinga kia koe ‘ē tō’ou kōpū-tangata) kia kī’ia, ‘ē te aro’a, te mataora, ‘ē te pu’apinga.
• ‘Akaroa’ia atu te tuātau tuatua ‘ā tā’au tamaiti nā roto ī tēia au ākara’anga “‘Akakite mai ī tēta’i au manako kē atu nō runga…”, “‘Akamārama mai…”, ‘ē “‘Ēa’a tō’ou manako?”
• Mē tuatua koe, tuatua kia ma’ata te kupu. ‘Āpi’i’ia tēta’i au kupu ‘ōu ki tā’au tamaiti nā roto ‘i te ‘akaāri atu’anga kia rātou tēia au kupu ‘ōu.
• Tukutuku tuātau nō te tuatua ‘ē te pa’u’anga. ‘Akamārama meitaki kia rava te ākara’anga nō tā’au pa’u’anga.
• ‘Akarongo atu ki tā’au tamaiti ma te tuatua atu nō runga ‘i te au mea ‘inangaro’ia ‘ē ia.
• ‘Aruaru’ia tā’au tamaiti kia tātā kāpiti kōrua (mei tēia ākara’anga, nā kōrua ‘ē tātā ‘i te au mea tē ka ‘inangaro’ia ‘ī ko ‘i te toa ‘i te tuātau ‘oko’oko).
Tuatua atu ki tā‘au tamaiti nō runga ‘i te au tua, te au tatau‘anga, ‘ē te au tātā‘anga


‘I te tuātau ‘ē tāmou ra te tamariki ‘i te tatau ‘ē te tātā, te tāmou ra rātou:

• ‘i te rave mai ‘i tō rātou uā‘orāi ora‘anga ‘ē tā rātou ‘ī kite ‘ei ‘akamārama‘anga ‘i te au tua
• ‘e tua ‘ē te tuatua ‘akakite ta te puka ka ‘ōronga mai
• nā roto ‘i te kimikimi‘anga manako ‘ē te ‘uri‘uri‘anga manako ‘ē rauka mai e i te tauturu nō te tatau ‘ē te tātā
• ka rauka ‘ia rātou ‘i te tātā ‘ē te tua mai nō runga ‘i tō rātou uā‘orāi ora‘anga
• ka rauka ‘iākoe ‘i te tauturu atu ‘i te tua paruparu
• ‘e ture tātā‘anga rāi tō te puka.

‘Akareka‘ia tō‘ou reo mē tatau koe ki tā‘au tamaiti.
Tatau ki te tamariki, tatau tāʻokotaʻi ki te tamariki, ē te tatau na te tamariki


ʻĪ mua ake ka tatauʻia ai te puka, tuatua atu ki tāʻau tamaiti nō te tūranga ʻō te tua. Tatauʻia te ūpoko tuatua, ka ʻākarakara ai kōrua ʻi tētaʻi au tūtū. Tauturuʻia tāʻau tamaiti kia kimikimi manako nō runga ʻi te au mea tē ka tupu ʻi roto ʻi te au kapi tātaki taʻi. ʻEaʻa tōʻou mānakonakoʻanga nō runga ʻi te kapi te ka āru mai. ʻAkapēneiʻia te au kapi kātoatoa.

### Tatau atu
- Tatauʻia te au puka ma te tua atu ʻi te au tua ki tāʻau tamaiti. Kā riro tēia ʻi te tauturu ʻiāia nō te kaveinga ʻō te puka.
- Nā te tuatua kia rātou nō runga ʻi te tua ʻē meitaki e ē rātou kimikimiʻanga manako ʻē tā rātou tāmouʻanga ʻāpiʻi.
- Tatauʻia ma te tatau ʻakaʻōu ʻi te puka kia meitaki mai te tāmouʻanga ʻāpiʻi ʻā tāʻau tamaiti.

### Tatau tāʻokotaʻi
- Umuumuʻia tāʻau tamaiti kia tomo mai ki roto ʻi te tua ma te komakoma atu kia īa, ʻia kōrua ʻē tatau tāʻokotaʻi ra ʻi te puka.
- Ka puʻapinga te kimikimiʻanga manako ʻē te tāmouʻanga ʻāpiʻi nā roto ʻi te komakomaʻanga atu kia rātou nō runga ʻi te tua.

### Tatauʻanga
- Mē ʻoti tāʻau tatauʻanga kia rātou, kā ʻinangaro paʻa rātou ʻi te tāmata ʻi tētaʻi tūʻanga nā rātou ʻuaʻorāi.
- Ka puʻapinga te kimikimiʻanga manako ʻē te tāmouʻanga ʻāpiʻi, nā roto ʻi te komakomaʻanga atu kia rātou nō runga ʻi tēia au tūʻanga ʻo te tua.

Tatau putuputuʻia atu kia rātou tā rātou au tua ʻinangaro rava atu.
‘Uri’uri manako atu nō runga ‘i te au tua


<table>
<thead>
<tr>
<th>Ka tatau te tamariki nō…</th>
<th>Au manakonako’anga nā’au kia tīmata</th>
<th>‘Ākara’anga nō runga ‘i tā’au ka tuatua atu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ka tatau te tamariki kia rauka ‘ia rātou ‘i te uri ‘i te tua kia mārama rātou ‘i te mānakonako’anga ‘ō te tangata tātā tua.</td>
<td>Tuatua atu nō runga ‘i te au mea ngatā ‘i te ‘opu mai ‘i roto ‘i te tua. Ui atu ‘i te au tū ui’anga.</td>
<td>“‘Ea’a tō’ou manako te ka tupu nāringa e…?” “Nā’ai ‘i…?” “‘Ī’akapē’ea…?” “Nō te a’a ‘i…?” “‘Ea’a tō’ou manako…?” “‘I roto ‘i teia tutu, ‘ea’a te…?”</td>
</tr>
</tbody>
</table>


‘Eia’a ‘ē ngaropōina, ‘akatinamou‘ia te tatau‘anga kia mataora! Kia mataora kōrua roarāi!
Ka tupu te tāmou‘anga ‘āpi‘i ‘i te au ngā‘i kātoatoa, kāre ‘i te ‘āpi‘i ‘ua

Ka tāmou te tamariki ‘i te ‘akarongo, tuatua, tatau, ā te tātā ‘i te au tū ngā‘i ‘ua atu – ‘i te kāinga, ‘i roto ‘i te kōpū-tangata, ā ‘i roto ‘i te ‘oire tangata.

Ma‘ata te tamariki ā‘aere ana ki te pure ā te ‘āpi‘i Tapati. Ma‘ata katoa tē ‘aere ana ki te pūnanga reo. ‘E tāmou ana rātou ‘i te reo ā roto ā te tēia au ngā‘i nā roto ā te:
  • ā‘imene
  • pure
  • tāmou ngakau
  • ‘akarongo ki te au tua ‘i roto ‘i te Puka Tapu ē te au tua ‘ō te ‘ui tupuna
  • ‘uri‘uri manako nō te āite‘anga ā‘o teia au tua
  • tatau‘anga ā‘te tātā‘anga.

Ka rave ā‘ua atu rāi rātou ā‘rei tēia au ā‘api‘i‘anga ā‘i roto ā te ngutu‘are.

