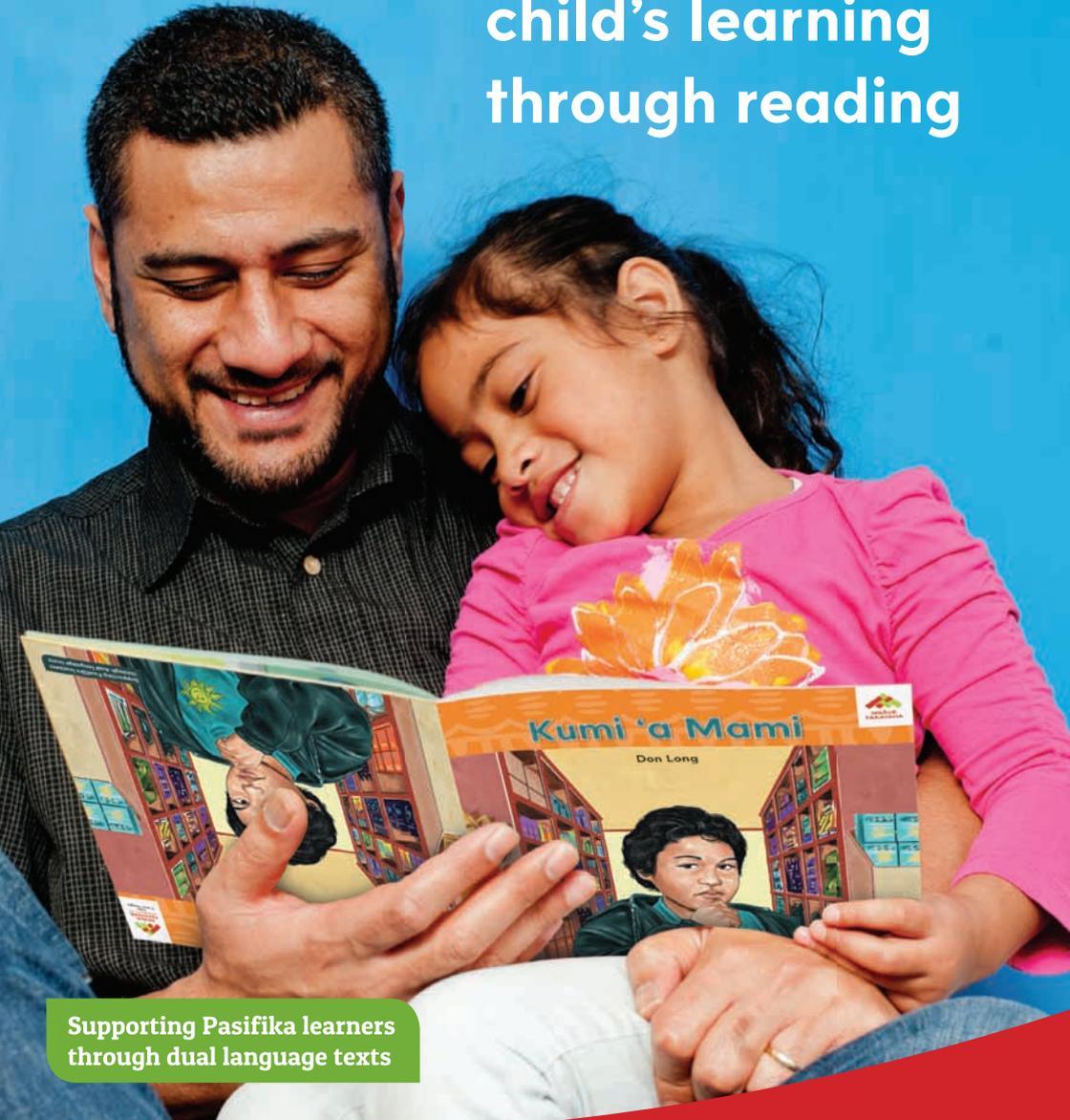


Supporting your child's learning through reading



Supporting Pasifika learners
through dual language texts



Published 2015 by the Ministry of Education,
PO Box 1666, Wellington 6140, New Zealand.
www.education.govt.nz

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Enquiries should be made to the publisher.

Publishing services: Lift Education E Tū
Editors: Don Long and Emeli Sione
Designer: Liz Tui Morris

ISBN 978 0 478 16080 2 (print)
ISBN 978 0 478 16102 1 (online)

Replacement copies may be ordered from Ministry of Education Customer Services,
online at www.thechair.minedu.govt.nz
by email: orders@thechair.minedu.govt.nz

or freephone 0800 660 662, freefax 0800 660 663.

Please quote item number 16080.

Mālō e lelei and welcome to using the Ngāue Fakataha books with your children

These books are in two languages – lea faka-Tonga and English. They are for Tongan 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 lea faka-Tonga. 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 and read as many books to your child as you can. Reading to your child every day will help them with their learning.





Talk with your child in your strongest language

Use your strongest language – the language you feel most comfortable using. If your strongest language is lea faka-Tonga, 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 Ngāue Fakataha books give you a choice. You can read to your child either in lea faka-Tonga, 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 read what they write.





Talking with and listening to your child can happen anywhere at any time – at home, at church, at a Tongan 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).

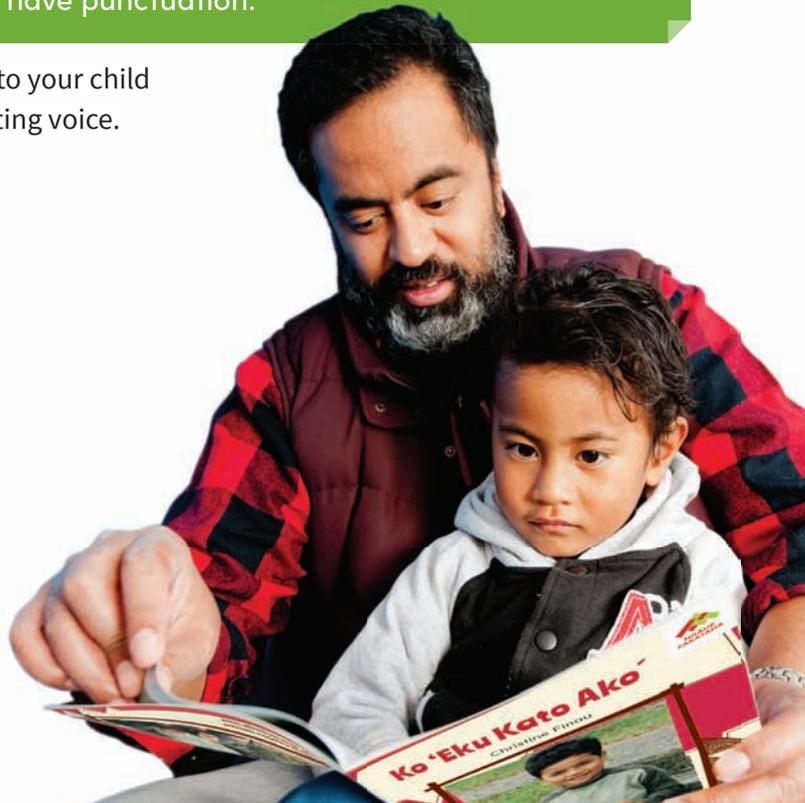
Talk with your child about stories, reading, and writing

Use the Ngāue Fakataha books to help your child notice some of the things that are the same and some of the differences between lea faka-Tonga 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 lea faka-Tonga 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.

Children read to ...	Ideas for you to try	Examples of what to say
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.	<p><i>“What might have happened if...?”</i></p> <p><i>“Who could have...?”</i></p> <p><i>“How could...?”</i></p> <p><i>“Why is...?”</i></p> <p><i>“Why do you think...?”</i></p> <p><i>“In this picture, why is...?”</i></p>
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.	<p><i>“They do it like that in their family. How do we do it in our family?”</i></p> <p><i>“This picture reminds me that I used to...”</i></p> <p><i>“What would you do if this happened to you?”</i></p>
	Ask <i>who, what, when, where, how,</i> and <i>why</i> questions.	<p><i>“What is this story about?”</i></p> <p><i>“Who could have...?”</i></p> <p><i>“How could...?”</i></p> <p><i>“Why is...?”</i></p> <p><i>“Why do you think...?”</i></p> <p><i>“In this picture, why is...?”</i></p>

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 Tongan language nest. In these places, they learn language by:

- singing
- praying
- memorising
- listening to Bible and traditional Tongan 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 Tongan culture.

Many Tongan 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.

Ko hono poupou‘i ‘a e ako ho‘o fānau’ ‘aki e lautohi’



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Ko e pulusi he ta'u 2015 'a e Nāunau ki he Ako',
Puha Meili 1666, 'Uēlingatoni 6140, Nu'u Sila.
www.education.govt.nz

Tohi lea 'Ingilisi mo e tohi lea faka-Tonga ma'umafai © Pule'anga 2015
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Ko e koloa 'a e Nāunau ki he Ako'.
Ngaahi faka'eke'eke fai ki he kautaha pulusi'.

Ngāue pulusi: Lift Education E Tū
'Etita: Don Long mo Emeli Sione
Palani fakatātā: Liz Tui Morris

ISBN 978 0 478 16080 2 (paaki)
ISBN 978 0 478 16102 1 ('initaneti)

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Kātaki o hiki 'a e fika 16080.

Mālō e lelei mo e tali fiefia ke ngāue‘aki ‘a e ngaahi tohi Ngāue Fakataha´ mo ho‘o fānau´

Ko e tohi ‘eni ‘oku lea e ‘ua – lea faka-Tonga mo e lea ‘Ingilisi. Ko e tohi ma‘a e tamaiki Tonga ko ē ‘oku toki kamata ako’. ‘E lau fakataha ‘a e ngaahi tohi´ ‘e he faiako´ mo ho‘o tama´ ‘i he ‘apiako´. Ko e ki‘i tohi eni te ne fakahinohino hono ngāue‘aki ‘a e ngaahi tohi´ ni ‘i ‘api´ ‘i hano lau fakataha. Lau ‘a e ngaahi talanoa ki ho‘o fānau´. Talanoa‘i ‘a e ngaahi fakatātaā´ mo ho‘o fānau´.

‘Oku lelei ‘a e ‘ilo ho‘o fānau´ ha ngaahi lea faka-Tonga. ‘Oku lava ke ngāue‘aki ‘e ho‘o fānau´ ‘a e ‘ilo ko ‘eni´ he ako ke lautohi pea mo tohi´. Ko koe ‘oku ke ‘ilo lelei taha ho‘o fānau´. Fakahā ki he faiako´ ‘a ho‘o ‘ilo ko ‘eni´.

Talanoa mo e faiako´ fekau‘aki mo e ngaahi me‘a ‘oku manako ai ho‘o fānau´. Talanoa ki he ngaahi me‘a ‘oku nau sa‘ia ke fai ‘i ‘api´. Tala ‘a e ngaahi me‘a ‘oku nau sai ai´ pea mo e ngaahi lea ‘oku mou ngāue‘aki ‘i ‘api´ mo e ngaahi va‘ava‘a ‘o e fāmili´. Fakahā ‘a e lautohi mo e tohi ‘oku fai ‘e he fānau´ ‘i api´, ‘i he ‘api lotu´, mo e ngaahi feitu‘u kehe´.

Vahevahe atu ho‘o ngaahi talanoa ‘a‘au pea lau ha ngaahi tohi ki he lahi taha te ke malava´, ki ho‘o fānau´. Ko ho‘o lautohi ki ho‘o fānau´ he ‘aho kotoa´, ‘e tokonia kinautolu.





Lea ki ho’o fānau ‘i he lea ‘oku ke poto taha ai’

Ngāue’aki ‘a e lea ko ‘eni – ‘a e lea ‘oku ke alāanga mo ia. Kapau ko e lea faka-Tonga, pea ke toutou ngāue’aki pe ia. Kumi ha faingamālie ke lea ho’o fānau – ‘i ha lea pe – fekau’aki mo e ngaahi me’a ‘oku mahu’inga kia kinautolu’.

Ko hono pukepuke ho’o lea fakafonua’ mo e ‘ulungāanga fakafonua’, ‘e tokoni ke lavame’a ho’o fānau’. Pea te ne tokoni’i ‘a e ako ‘Ingilisi ho’o fānau’ ‘i he ‘apiako’. Ko e fānau ‘oku nau ‘ilo ha lea ‘e ua pe lahi ange’, ‘oku malavalava ‘enau ako’.

Ko e ngaahi tohi Ngāue Fakataha’, ‘oku nau tuku atu ke ke fili. Lava ke ke lautohi ki ho’o fānau’ ‘i he lea faka-Tonga’, pe ‘Ingilisi’, pe fakatou ngāue’aki pe.

Ko e talanoa´ ‘oku ne tokoni´i ‘a e ako´

Ko e talatalanoa ki he fānau´, ‘oku tokoni´i ‘enau:

- fakakaukau mo e fika´i fakataha ha ngaahi me´a
- fakahāloto (hangē ko ‘eni´, ‘eke ki he fānau´ pe ko e hā e me´a ‘e kau ‘i he‘enau fakaho‘ataa´ mo e ‘uhinga´)
- fanongo mo e lea (hangē ko hono, talanoa´i ‘a e me´a ‘oku ‘asi he TV).

‘Oku mahu´inga ke ke fakafanongo ki ho‘o fānau´ lolotonga ‘enau talanoa´i ‘enau ngaahi fakakaukau´. Fanongo ‘aki ‘a e loto tokanga ‘i he taimi ‘oku nau fakamatala´i ai ha me´a pea ke vakai ki he me´a kuo nau hiki tohi´.





Ko e talanoa mo e fakafanongo ki ho’o fānau’ , ‘oku malava ke hoko ‘i ha feitu’u pe, ‘i ha fa’ahinga taimi pe – ‘i ‘api, ‘i he ‘api lotu’, ‘i he ‘ako kamata lea faka-Tonga’, ‘i he mala’eva’inga’, ‘i he falekoloa’, mo e taimi ‘oku fai ai ha fakafeohi mo e fāmili’, mo e ngaahi maheni’.

Ko e kotoa ‘o kinautolu ‘oku nau kau ‘i hono tokanga‘i ho’o fānau’, te nau kau ‘i hono vahevahe ‘o e fepōtalanoa’aki.

- ‘Ai ‘a e fepōtalanoa’aki mo ho’o fānau’ ke kau ‘i he me’a kotoa pe ‘oku ke fai mo e fānau’.
- ‘Ai ‘a e talanoa mo e ‘ako (fekau’aki mo e ngaahi me’a ‘oku mou fai ‘oku mahu’inga kia kimoutolu mo e fāmili’) ke fakafiefia, māfana, mo ‘uhingamālie.
- Fakalahi ‘a e ‘ilo talanoa ho’o fānau’ ‘aki ha’o pehē atu, “Tala mai ke lahi ange...”, “Toe fakamatala ange ki he...”, mo e “Ko e hā ha’o lau?”.
- Taimi ‘oku ke talanoa ai, ngāue’aki ha ngaahi fo’i lea ‘oku lahi. Ako’i ha ngaahi fo’i lea fo’ou ki ho’o fānau’ ‘aki ha’o fusi ke nau tokanga ki ai.
- Mou taufetongi ‘i he lea mo e tali fehu’i’. ‘Ai ke mālie ho’o tali ‘a e ngaahi fehu’i’.
- Fanongo mo talanoa mo ho’o fānau’ ki he ngaahi me’a ‘oku nau manako ai’.
- Fakalotolahi’i ho’o fānau’ ke nau hiki tohi mo koe (hangē ko hono, hiki tohi ‘a e lisi ki he sōpingi’).

Talanoa mo ho'o fānau' fekau'aki mo e ngaahi fo'i talanoa', lautohi', pea mo e tohi'

Ngāueaki 'a e ngaahi tohi Ngāue Fakataha' ke tokoni'i ho'o fānau' ke nau fakatokanga'i 'a e ngaahi me'a 'oku tatau mo e ngaahi me'a 'oku kehekehe 'i he lea faka-Tonga mo e lea 'Ingilisi.

Taimi 'oku ako ai 'e he fānau' ke nau lautohi mo tohi, 'oku nau ako:

- faka'aonga'i 'enau mo'ui tonu mo e ngaahi taukei' ke 'uhingamālie 'a e ngaahi talanoa'
- ko e ngaahi tohi' 'oku ma'u ai 'a e ngaahi talanoa pea ma'u mo e ngaahi fakamatala
- ko hono fakakaukau'i mo hono tālanga'i 'o e fo'i talanoa', 'oku tokoni ke nau ako ke lautohi pea ke tohi
- 'oku malava ke nau fatutohi mo vahevahe mai ha ngaahi talanoa fekau'aki mo 'enau mo'ui taki taha
- 'oku malava ke ke tokoni'i kinautolu 'i he ngaahi konga faingata'a'
- ko e ngaahi tohi talanoa' 'oku 'asi ai 'a e fakahinihino ki he anga hono lau'.

Lau 'a e ngaahi tohi' ki ho'o fānau' 'aki ha le'o 'oku ongomālie.



Ko e lautohi ki he fānau´, lautohi mo e fānau´, pea mo e lautohi fai ‘e he fānau´

Ko ‘eni ha ngaahi founga ‘e malava ke ke pou pou‘i ai ‘a e ako ho‘o fānau´. ‘Oku ‘ikai ko ha me‘a fōmolo hangē ha piliote ako. ‘Ai ke manakoa mo fakafiefia ‘a e me‘a hono kotoa. Ngāue‘aki ‘a e lea faka-Tonga´ pe ‘Ingilisi´ – lea ‘oku ke poto ange ai´.

Kimu‘a ho‘o lau ha tohi, talanoa mo ho‘o fānau´ pe ko e fo‘i talanoa nai ki he hā. Lau ange ‘a e taitolo pea mou sio fakataha ki ha ni‘ihi ‘oe ngaahi fakatātaa´. Tokoni‘i ‘a e fānau´ ke nau ‘ilo ‘a e me‘a ‘oku ngalingali hoko ‘i he peesi taki taha. Vakai atu pe ko e hā e me‘a nai ‘e hoko ‘i he peesi te ‘ū huke ki ai´. Ngāue‘aki ‘a e founga tatau ki he peesi taki taha.

Lautohi ki he

- Lau ange ha ngaahi tohi mo fai ha ngaahi talanoa ki ho‘o fānau´. ‘E lava tokoni ke nau ako e fa‘unga ‘oe tohi´.
- Ko e talanoa mo kinautolu fekau‘aki mo e fo‘i talanoa´, ‘e tokoni ki he‘enau fakakaukau´ mo e ako´.
- Lau mo toe lau ‘a e ngaahi talanoa´ ke fakalalakaka ‘a e ako ho‘o fānau´.

Lautohi mo e

- Fakaafe‘i ho‘o fānau´ ke nau kau mai ki he lele ‘a e fo‘i talanoa´ mo ke fakamatala‘i.
- Ko e talanoa mo kinautolu fekau‘aki mo e fo‘i talanoa´, ‘e tokoni ki he‘enau fakakaukau´ mo e ako´.

Lautohi fai ‘e he

- Hili ho‘o lau ‘a e fo‘i talanoa´ kia kinautolu´, ‘oku ‘atā leva ke nau ‘ahi‘ahi lau ha ngaahi konga.
- Ko hono talanoa‘i mo kinautolu ‘a e ngaahi konga ko ‘eni´ ‘oe talanoa´, ‘e tokoni ki he‘enau fakakaukau´ mo e ako´.

Toutou lau ‘enau ngaahi talanoa manakoa kia kinautolu.

Talanoa‘i pe ko e ngaahi talanoa nai ki he hā

Fakamatala‘i pe ko e talanoa ki he hā pea ke toki lau, lolotonga ho‘o lau pea hili ho‘o lau. Lea ‘i ha founga ‘e ala tokoni ki ho‘o fānau‘ ke nau fakakaukau ki he me‘a ‘oku ke lau kia kinautolu. Ngāue‘aki ho‘o lea ‘oku ke poto ange ai’.

‘Oku lautohi ‘a e fānau‘ ke ...	Ngaahi fakakaukau ke mou ‘ahi‘ahi	Ngaahi fakaafu ke mou lea ‘aki
‘Oku lautohi ‘a e fānau‘ ke nau faka‘uhinga‘i ‘a e talanoa‘ pea ke ‘ilo ‘a e ‘uhinga ‘a e fa‘utohi‘.	Talanoa‘i ha ngaahi me‘a ‘oku hoko, ka ‘oku ‘ikai hā mahino ‘i he fo‘i talanoa‘. Fehu‘i ha ngaahi fehu‘i tali ‘io pe ‘ikai pe ha fehu‘i ‘oku lahi hono ‘ū tali‘.	<p>“Ko e hā e me‘a na ‘e mei hoko kapau...?”</p> <p>“Ko hai na‘a ne lava ke...?”</p> <p>“Lava fēfē...?”</p> <p>“Ko e hā e me‘a oku...?”</p> <p>“Ko e hā e me‘a ‘oku ke pehē...?”</p> <p>“‘I he fakatātā ko ‘eni, ko e hā e me‘a ‘oku...?”</p>
‘Oku lautohi ‘a e fānau‘ ke nau fakakaukau‘i ‘a e ngaahi me‘a ‘i he talanoa pea nau hanga leva ‘o fakafehokotaki mo e ngaahi me‘a kuo nau ‘osi ‘ilo‘.	Fakafekau‘aki ‘a e fo‘i talanoa‘ mo e mo‘ui ho‘o fānau‘, pea mo ho‘o mo‘ui foki.	<p>“‘Oku nau fai pehē ‘i honau fāmili‘. ‘Oku fēfē ‘etau ‘ai ‘akitautolu ‘i hotau fāmili‘?”</p> <p>“Ko e fakatātā ‘eni ‘oku ne fakamanatu mai na‘a ku...”</p> <p>“Ko e hā te ke fai kapau na‘e hoko eni kia koe?”</p>
	Fehu‘i ko hai, ko e hā, ‘anefē, ‘i fē, fēfē, mo e hā hono ‘uhinga.	<p>“Ko e talanoa eni ki he hā?”</p> <p>“Ko hai na‘a ne lava ke...?”</p> <p>“Lava fēfē...?”</p> <p>“Ko e hā e me‘a ‘oku...?”</p> <p>“Ko e hā e me‘a ‘oku ke pehē...?”</p> <p>“‘I he fakatātā ko ‘eni, ko e hā e me‘a ‘oku...?”</p>

**Manatu‘i, ‘ai ke fakafiefia ‘a e lautohi!
Tonu‘ ke mou fakatou sa‘ia ai!**

Ko e ako´ ‘oku fai ‘i he feitu‘u kotoa pe, ‘ikai ko ‘apiako pē

‘Oku ako ‘a e fānau´ ke fanongo, talanoa, lautohi, pea mo tohi ‘i he ngaahi feitu‘u lahi – ‘i ‘api, ‘i he fāmili´ mo e kāinga´, pea ‘i he komiuniti´.

‘Oku tokolahi ‘a e fānau ‘oku ō ki he lotu´ mo e lautohi faka-Sāpate´. Tokolahi ‘oku nau kau ki ha kamata‘anga ako Tonga. ‘I he ngaahi feitu‘u ko ‘eni´ ‘oku nau ako lea ‘aki ‘a e:

- hiva
- lotu
- ako ma‘uloto
- fanongo ki he Folofola mo e ngaahi talanoa tupu‘a ‘o Tonga
- talanoa‘i ‘a e ‘uhinga ‘o e ngaahi talanoa ni
- lautohi mo e tohi.

‘Oku hoko atu pe ‘a e ako ko ‘eni´ ‘i ‘api.

‘Oku mahu‘inga ‘a e ngaahi founa ako ko ‘eni´. ‘Oku ma‘u ai ‘e he fānau´ ‘a e ‘ilo mo e taukei ke tokoni ke nau lautohi mo tohi. ‘I he taimi tatau, ‘oku nau ako fekau‘aki mo kinautolu pe, honau fāmili´, pea mo e ‘ulungāanga fakafonua Tonga´.

‘Oku lahi ha fānau Tonga ‘oku nau tupu hake ‘i he ngaahi fāmili ‘oku tuifio ai ha ngaahi matakali mo e lea ‘e ua pe tolu. Fānau ‘e ni‘ihi ‘oku nau ngāue‘aki ‘a e ngaahi tekinolosia fo‘ou ke fakafetu‘utaki – hangē ko e komipiuta, iPad, iPhone, mo e Skype. ‘Oku lelei ke talanoa‘i ‘a e ngaahi tekinolosia ko ‘eni´ pea ke ngāue‘aki ke solova fakataha ha ngaahi palopalema.

‘Oku tōtōatu ‘a e ngaahi founa ako kehekehe ko ‘eni´. Laukau‘aki ‘a ho‘o malava ke tokoni‘i ho‘o fānau´. ‘Oku tau ako fakataha ha ngaahi me‘a fo‘ou.