



'ANGA'ANGA
TĀ'OKOTA'I

Reo Māori
Kūki 'Airani

TEACHER SUPPORT MATERIAL

UNPACKING THE BOOKS



Supporting Pasifika learners
through dual language texts

New Zealand Government

Many of these dual language books are available online as PDFs and audio files (MP3s) at <http://literacyonline.tki.org.nz/Pasifika-dual-language-books>

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Unpacking the dual language books

More information about te peu Māori Kūki ‘Airani (the culture of the Cook Islands) and te reo Māori Kūki ‘Airani (the Cook Islands Māori language) can be found in later sections of this resource.

The following books can be used for reading to students who are reading at the **magenta** Ready to Read level:



I Can Write / Ka Kite Au 'i te Tātā

Fiona Lovatt Davis

Te peu Māori Kūki ‘Airani

It is common for Cook Islands families in New Zealand to involve even young children in writing letters and emails as families keep in touch with their relatives overseas.

Te reo Māori Kūki ‘Airani

“Kā kite au ‘i te ...” (“I can ...”) is a useful sentence starter. For example, a student might say:

- ▶ Kā kite au ‘i te tatau ... – I can read ...



Let's Go / Kā 'Aere Tāua

Feana Tu'akoi

Te peu Māori Kūki 'Airani

In this story about a boy getting ready to go to school, both Mum and Dad are involved. This is typical of Cook Islands families in New Zealand.

Though a mum and a dad are shown in *this* story, in the Cook Islands community, extended family members, such as grandparents, older sisters, brothers, cousins, aunties, uncles, and other members of the household who are not necessarily blood relatives also help to get children ready for school.

Te reo Māori Kūki 'Airani

Let's Go / Kā 'Aere Tāua includes an example of how English and reo Māori Kūki 'Airani sometimes arrange an idea in a sentence in the same order:

- ▶ “Here is my” (English), compared to “Tēia tāku ...” (reo Māori Kūki 'Airani)

Don't expect this to always be the case. For example, notice the different order on the final page:

- ▶ “Let's go to school!” (English), compared to “Ka 'aere tāua ki te 'āpi'i!” (reo Māori Kūki 'Airani)

The pronoun in reo Māori Kūki 'Airani, “tāua”, comes after the verb. Five-year-old bilingual children are still sorting out such differences.

You will notice that as in the New Zealand Māori, in Cook Islands Māori “my” is sometimes “tāku” and sometimes “tōku”. This depends on what is possessed and your relationship to it.



My Cat / Tāku Kiore Ngiāo

Sarona Aiono-Iosefa

Te peu Māori Kūki 'Airani

The mother in this story is Papa'ā. You can't assume that both parents of a Cook Islands child will be Cook Islands Māori – or that the non-Cook Islands parent won't understand some reo Māori Kūki 'Airani. Many Cook Islands students in New Zealand are not only of Cook Islands Māori ancestry.

In both the Cook Islands and New Zealand, many families have pets. But in the Cook Islands, dogs are not usually thought of as being pets in the way that they often are in New Zealand. In the Cook Islands, dogs have jobs to do, such as guarding properties and hunting for wild pigs. And some pets in the Cook Islands might surprise you. For example, the Cook Islands writer Johnny Frisbie had a pet ngōngō (a type of seabird) when she lived at Avanā, on Rarotonga. There is a photograph of Johnny Frisbie with her pet in the *School Journal* (1997, Part 3 Number 1). Her pet ngōngō was named Rōpati.

Te reo Māori Kūki 'Airani

Reo Māori Kūki 'Airani is more predicable in its sentence patterns, spelling, and pronunciation than English. Cook Islands students will bring this expectation to the English text they encounter in your classroom. You'll need to manage this. This story is told using the sentence pattern:

“E kiore ngiāo ... tāku.” – “My cat is”

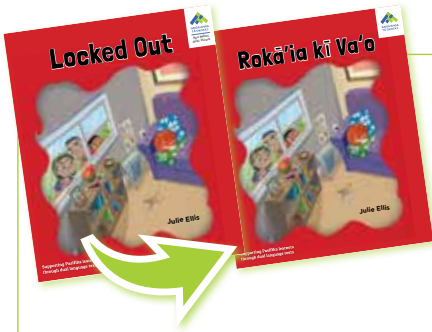
Other words you could use in relation to pets, but which are not mentioned in the book, include:

- ▶ ika – fish
- ▶ puakāoa – dog
- ▶ manu – bird (but also a word for any creature).

You will notice the use of an apostrophe to show abbreviation on pages 3, 5, and 7 in the Cook Islands Māori version.



The following books can be used for reading to students who are reading at the **red** Ready to Read level:



Locked Out / Rokā'ia kī Va'o

Julie Ellis

Te peu Māori Kūki 'Airani

Notice the way the youngest person shows tā'aka'aka (respect) by waiting for the older people to try to solve the problem first. Culturally, this story is not only about respect, but also about working together as a family to solve a problem.

Te reo Māori Kūki 'Airani

“Let me have a go” is a colloquial expression in English. In reo Māori Kūki 'Airani, you can say “ Ōmai kia tāmata au.” “Tāmata” means “start” and “begin”, hence the expression “tāmata'ia” (“start now”). This is not the only way you can say “have a go”. For example, “E tāmata nō te ui kiāia i te pōro” means “Have a go at asking him where the ball is.”

Notice that both apostrophes and glottal stops appear in the Cook Islands Māori version.



My Backpack / Tāku Kete

Julie Ellis

Te peu Māori Kūki ‘Airani

In *My Backpack / Tāku Kete*, a boy packs his favourite things for school. This story is similar to *Let’s Go / Kā ‘Aere Tāua*, as both boys prepare for school and parents help them to get ready.

In Cook Islands families in New Zealand, children are encouraged from a young age to be independent – while keeping their kōpū-tangata (family) in mind. Take Tinirau as an example. Though he packs his favourite things himself, his mum is never far away. She makes sure that he has everything he needs.

Te reo Māori Kūki ‘Airani

In English, adjectives generally come before nouns, as in “red backpack”. In reo Māori Kūki ‘Airani, the order is reversed, as in “kete muramura” (literally, “backpack red”).

Here are the Cook Islands Māori terms for several things that are mentioned in this book that you might like to use occasionally in your classroom:

- ▶ mō‘inā vai – drink bottle
- ▶ pea kangakanga – teddy bear
- ▶ piriaro – jersey, jumper, cardigan, pullover.



The Race / Te Tā'imo'imo'anga

Liz Tui Morris

Te peu Māori Kūki 'Airani

People in the Cook Islands and in the Cook Islands community in New Zealand love competitions, including te au tipōti (tārekareka tipōti) – sport. Competitive sports are a popular feature of community life and include:

- ▶ ketepōro – netball
- ▶ kiriketi (pā pōro kīnī) – cricket
- ▶ 'oro – running
- ▶ tu'epōro – rugby (football)
- ▶ tūpā'oro'oro ngaru ('aka'eke ngaru) – surfing
- ▶ rākau tūpā'oro'oro – skateboarding
- ▶ vaka ama – canoe racing.

Athletes work hard to prepare for competitions and, in this story, so does 'Āriāna for his race. Once a year – at Labour Weekend – the Cook Islands communities in New Zealand meet to take part in competitions. In the Cook Islands, village teams compete against one another on Saturday afternoons. They do not compete on Sundays though – when people go to church.

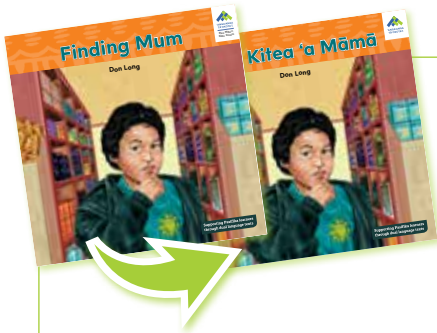
Te reo Māori Kūki 'Airani

In this book, there are two examples of formulaic expressions you could use with your class, if you wish:

- ▶ “Kua papa kōtou, ta'i, rua, toru!” is an equivalent expression to, but is not an exact translation of, “On your marks, get set, go!”
- ▶ “Nūmero ta'i!” is a way to say “First!” (place) at the end of a race.



The following books can be used for reading to students who are reading at the **yellow** Ready to Read level:



Finding Mum / Kua Kitea ‘a Māmā

Don Long

Te peu Māori Kūki ‘Airani

The Cook Islands community in New Zealand is made up not only of people with Cook Islands ancestry but also of family members with other cultural backgrounds, such as Papa‘ā. Notice that the boy’s mum in this story is Papa‘ā. Then notice the food choices on her shopping list, which reflect two cultures.

Te reo Māori Kūki ‘Airani

There are some useful terms in *Finding Mum / Kua Kitea ‘a Māmā* for food items that your students may bring to school and enjoy at home, including:

- ▶ ika mata – marinated raw fish (ceviche)
- ▶ kai Tinitō – noodles
- ▶ meika – banana
- ▶ tōtīti – sausage.

It is not unusual for food items to include the names of countries. For example, in English we have Italian parsley. In Cook Islands Māori, “Tinitō” means “Chinese”.

It would be fun to explore the Cook Islands Māori words for other food items your students bring to school, such as words for fruit, like:

- ▶ ‘ānani – orange
- ▶ ‘āpara – apple.



Māmā Roimata's Umbrella / Te Tāmaru 'ō Māmā Roimata

Ma'ara Taia Scheel

Te peu Māori Kūki 'Airani

Ma'uke, Miti'āro, and Āitu are known as “Ngā Pū Toru”. A pū is a stem, root, or source, hence the expression “ko te 'enua i pū ei te tangata o tēia pa 'enua nei” (the place where the people of these islands came from). This story is set on Ma'uke and the illustrator, Judith Kunzlé, drew the illustrations after going there.

Notice the 'ei pūpū necklace made from land snail shells hanging behind the picture on page 8. Children collect these on makatea (raised coral) islands such as Ma'uke.

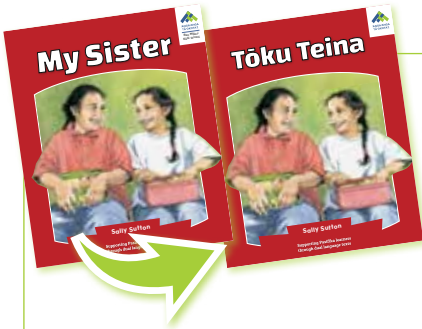
The church in the illustrations was built by two villages, which is why it has two entrances. A dividing wall was removed in 1900. These days, people go in and out through whichever entrance they wish.

Many cultures have customs associated with umbrellas. Some people in New Zealand believe that it is bad luck to open an umbrella indoors, for example. As the text explains, on Ma'uke, people sometimes say that a ghost might sneak in under an umbrella on a rainy night because ghosts hate to get wet.

Te reo Māori Kūki 'Airani

There is a useful colloquial expression on page 8:

- ▶ Matakite! – Be careful! (and, in this context, “Just in case!”)



My Sister / Tōku Teina

Sally Sutton

Te peu Māori Kūki 'Airani

The bond between Cook Islands siblings (and cousins) is considered to be quite significant. In this story, it is the bond between older and younger siblings that is important.

Te reo Māori Kūki 'Airani

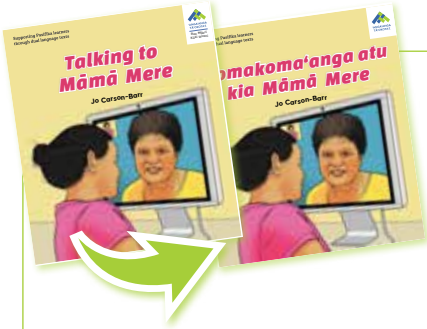
Just as New Zealand Māori does, Cook Islands Māori uses different words for “brother” and “sister”, depending on the gender and age relationship:

- ▶ teina – younger sister of a female or younger brother of a male
- ▶ tua'ine – sister of a male
- ▶ tuakana – older sister of a female or older brother of a male
- ▶ tungāne – brother of a female.

These terms are used for cousins, too.

For more about family relationships in the Cook Islands community, useful sources of information include chapter 15 in Tai Tepuaoterā Turepu Carpentier and Clive Beaumont's *Kai Kōrero: A Cook Islands Māori Language Coursebook* and unit 4 in the Ministry of Education's *I-e-ko-ko! An Introduction to Cook Islands Māori*.

Notice that both glottal stops and apostrophes appear in the Cook Islands Māori version.



Talking to Māmā Mere/ Komakoma'anga atu kia Māmā Mere

Jo Carson-Barr

Te peu Māori Kūki 'Airani

Lots of Cook Islands families in New Zealand keep in touch with relatives who live overseas. As well as in the Cook Islands, many Cook Islands people now live in New Zealand and Australia. In the recent past, family members wrote letters to each other – but nowadays, many families use more modern technology to keep in touch, like the family in this story, who use Skype.

This story centres on the relationship between a grandmother and a granddaughter.

Te reo Māori Kūki 'Airani

Talking to Māmā Mere / Komakoma'anga atu kia Māmā Mere contains some useful formulaic expressions that you could use in your classroom:

- ▶ 'Aere rā. – Goodbye. (to someone going)
- ▶ Kā kite. – Be seeing you.
- ▶ Kāre. – No.
- ▶ Kia orāna. – Hello.

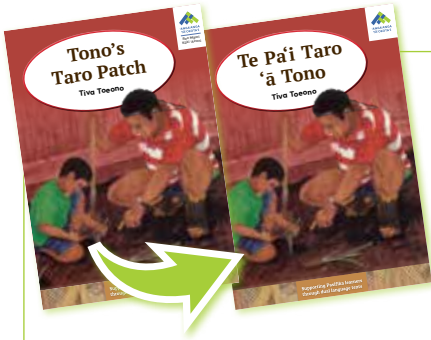
To say goodbye to someone who is staying, you say:

- ▶ 'E no'o rā. – Goodbye.

Notice how close these are to New Zealand Māori: “haere rā”, “kāre”, “kia ora”, and “e noho rā”. Indeed, “kā kite” has been adopted from New Zealand Māori.

“Māmā” is the term people in the Cook Islands community use for “grandma”, “nan”, “nana”, and similar terms in English. “Māmī” is a colloquial and contemporary way to say “mum”. We only use the term “Māmā Rū'au” when we are introducing someone as a grandmother, but we address her as just “Māmā” or include her name, for example, “Māmā Mere”. “Māmā” and “Pāpā” are also used as terms of respect, as when we address an older woman by name when we say “Māmā Mere”. She does not need to be a relative. In the same way, even in English, we use “Māmā”, “Pāpā”, “Aunty”, and “Uncle” as terms of respect when we address or talk about older people.

This book is another example of where both glottal stops and apostrophes are used in the Cook Islands Māori text.



Tono's Taro Patch / Te Pa'i Taro 'ā Tono

Tiva Toeono

Te peu Māori Kūki 'Airani

People in the Cook Islands grow taro to sell at local markets, for export, or for home consumption. There are different varieties.

In New Zealand, Cook Islands families grow taro plants (*Colocasia esculenta*) for the leaves, which they use in such dishes as rūkau (cooked taro leaves with onions, coconut cream, and meat). It is usually too cold in New Zealand to successfully grow the corm.

Te reo Māori Kūki 'Airani

“Talo” and “taro” are different ways to spell and say the same word in Polynesian languages. In both New Zealand Māori and Cook Islands Māori, you say and write “taro”.

In some Pacific countries, people talk about a “talo plantation” or “garden”, but in the Cook Islands people tend to say “taro patch” when speaking in English.

Notice the use of an apostrophe at the end of the first line on page 7 in the Cook Islands Māori version, where a word is abbreviated.



The following books can be used for reading to students who are reading at the **blue** Ready to Read level:



Māmā Mānea / Māmā Mānea

Maureen Goodwin

Te peu Māori Kūki ‘Airani

Māmā Mānea explores some of the many ways in which Cook Islands family members – in this case, grandmothers – contribute to early childhood centre and primary school classroom programmes. With the children, the grandmothers in this story make tivaevae quilts and ‘ei (necklaces), plant gardens, tell stories, sing and dance, teach children how to play the ‘ukarere (ukulele), and offer opportunities to talk in reo Māori Kūki ‘Airani. Though they provide extra pairs of hands, more importantly, they share hugs and smiles and love.

It is impossible to over-emphasise the respect in which the Cook Islands community holds elders. *Māmā Mānea* begins to explain why. For the children in the early childhood centre that features in this story, the visiting grandmothers offer direct experiences of important aspects of the culture, such as traditional stories and songs. They ensure that the children have contact with fluent speakers of the language, too.

Te reo Māori Kūki ‘Airani

One way to bring moments of Cook Islands Māori into your classroom would be to occasionally say “Ready to go?” and “goodbye” in reo Māori Kūki ‘Airani the way these expressions are modelled in this story:

- ▶ Kua papa koe nō te ‘aere? – Ready to go? (said to one person)
- ▶ ‘Ē no‘o rā. – Goodbye. (said to people who are staying)

You and your students can listen to how to say these things in the audio recording of the book.

To say “Ready to go?” to your whole class, replace “koe” with “kōtou”. To say “goodbye” to people who are going, say “‘Aere rā.”



Pāpā Timi's Sleep / Te Moe'anga 'ā Pāpā Timi

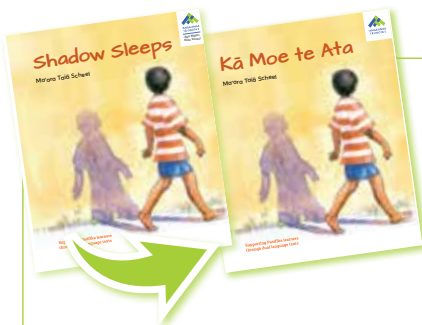
Joy Cowley

Te peu Māori Kūki 'Airani

People in the Cook Islands love affectionately told humorous stories, an aspect of the culture that *Pāpā Timi's Sleep / Te Moe'anga 'ā Pāpā Timi* captures.

Te reo Māori Kūki 'Airani

“Angakara” and “‘āniti” are colloquial ways to say “uncle” and “aunt” in Cook Islands Māori. More formal alternatives are “akametua tāne” (uncle) and “akametua va'ine” (aunt). Using “Pāpā” for “Uncle” also shows respect. A word people use for a nephew or niece is “akatamariki”.



Shadow Sleeps / Kā Moe te Ata

Ma'ara Taia Scheel

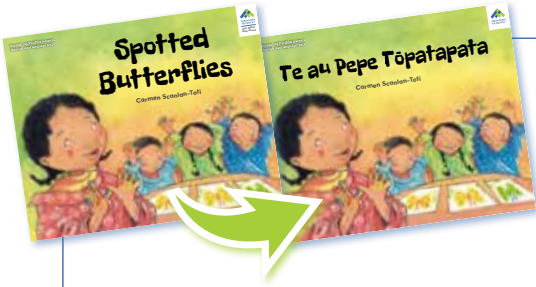
Te peu Māori Kūki 'Airani

This book is filled with glimpses into the life of a child living in the Cook Islands: gathering seafood with family members, buying bread at a local shop, playing marbles, feeding pigs, and sleeping under a mosquito net with only a sheet (because it is usually too warm in the tropics for anything else). Here is a wonderful opportunity for your students to compare their lives with the life of a boy living in the Cook Islands.

Te reo Māori Kūki 'Airani

This story is filled with Cook Islands Māori words for different times of the day. These include:

- ▶ tūruā'ipō – middle of the night
- ▶ pō – night
- ▶ pōpongi – morning.



Spotted Butterflies / Te au Pepe Tōpatapata

Carmen Scanlan-Toti

Te peu Māori Kūki 'Airani

Spotted Butterflies / Te au Pepe Tōpatapata was originally published in the Participation series with an early childhood setting in mind. But the discoveries in the story could equally well be made by students in a new entrant class, and the illustrations could be set in either setting, with family members occasionally visiting and lending a hand. Use this book as an opportunity to ensure that members of the families of your Cook Islands Māori students feel that they are welcome in your classroom as you partner with them to build on the early reading skills and experiences that Cook Islands Māori students bring to school in two languages.

Te reo Māori Kūki 'Airani

Spotted Butterflies / Te au Pepe Tōpatapata offers an opportunity to share and talk about some Cook Islands Māori words for colours, for example:

ENGLISH	COOK ISLANDS MĀORI
purple	vare'au
orange	mākara
yellow	rengarenga (or pua'au)
brown	parākava (or parāōni)
red	muramura
green	matie
blue	auīka
white	teatea
black	kerekere



Walking Home in the Rain / Te 'Oki'anga ki te Kāinga nā roto 'i te Ua

Mere Tapaeru Tereora and Feaua'i Amosa Burgess

Te peu Māori Kūki 'Airani

You probably have students in your class whose parents both work – and so a grandparent looks after them after school, as in this story. In the Cook Islands community, older sisters, brothers, and cousins sometimes take on this responsibility too, providing support and help to their grandparents in caring for younger siblings and cousins.

Te reo Māori Kūki 'Airani

There are some words in this story that you might find useful on a wet day:

- ▶ punapunā vai – puddles
- ▶ pereue ua – jacket (in this case, a raincoat)
- ▶ matangi – wind
- ▶ vari – mud
- ▶ kamupūti – gumboots
- ▶ ua – rain
- ▶ kāka'u mā'ū – wet clothes.

Notice how, in “wet clothes” (in English), the adjective comes first – whereas the adjective comes second in Cook Islands Māori, as in “kāka'u mā'ū”. Five-year-old children who speak both Cook Islands Māori and English may be still sorting this out.



The following books can be used for reading to students who are reading at the **green** Ready to Read level:



A Quiet Night / Pō Marū

Johnny Frisbie

Te peu Māori Kūki 'Airani

While Johnny Frisbie was still a teenager, she wrote her first book – writing it in three languages – leo Pukapuka, gagana Sāmoa, and English. *A Quiet Night / Pō Marū*, is a moment from her second book, *The Frisbies of the South Seas*, which was published by Doubleday in New York in 1959. Like *Shadow Sleeps / Kā Moe te Ata*, this book offers students a glimpse of life in the tropical Pacific. They may not have a tropical lagoon close to where they sleep, but what if they were to look out the window late at night? What would they see?

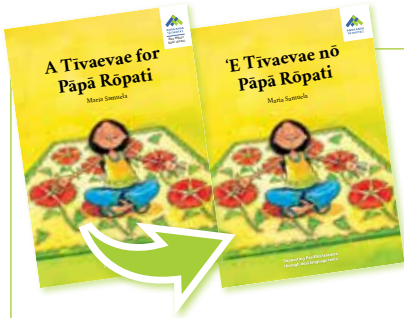
Johnny Frisbie continues to write for young people. For example, she recently published a series of linked stories in the New South Wales Ministry of Education's journal for schools, *The School Magazine*. Her first book was recently republished in a new edition – this time in California.

Te peu Māori Kūki 'Airani

In this story, there are night-time expressions you could explore together, such as:

- ▶ 'ī tēta'i pō – one night
- ▶ kare rā au e varea e te moe – I couldn't get to sleep
- ▶ kia māmaiāta – at dawn

All of these can be used as story-starters.



A Tīvaevae for Pāpā Rōpati / ‘E Tīvaevae nō Pāpā Rōpati

Maria Samuela

Te peu Māori Kūki ‘Airani

To describe “tīvaevae” as appliqué or piecework bed covers is to risk a misleading description of a major Pasifika art form that is shared by the Cook Islands with French Polynesia and Hawai‘i (among others). There are websites, art books, and major museum collections devoted to it. Other spellings include tīvaivai and tīfaifai (in French Polynesia). If you would like to know more about the art form itself, useful introductions include:

- ▶ Susanne Kūchler and Andrea Eimke (2010). *Tīvaevae: The Social Fabric of the Cook Islands*. Wellington: Te Papa Press.
- ▶ Lynnsay Rongokea (1992). *Tīvaevae: Portraits of Cook Islands Quilting*. Wellington: Daphne Brasell.
- ▶ Lynnsay Rongokea (2001). *The Art of Tīvaevae: Traditional Cook Islands Quilting*. Honolulu: University of Hawai‘i Press.

A Tīvaevae for Pāpā Rōpati / ‘E Tīvaevae nō Pāpā Rōpati includes two important aspects of Cook Islands community life: groups of women getting together to make tīvaevae and grandmothers and aunts passing on the skills of tīvaevae-making to the next generation.

Te reo Māori Kūki ‘Airani

Some ways to say “aunt” and “uncle” are introduced. For example, for “aunt” you can say “metua va‘ine”, “‘āniti”, or “‘akametua va‘ine”.

Also featured in this story are words for numbers, shapes, and colours. For the numbers to 10 in Cook Islands Māori, see the section in this resource about the Cook Islands Māori language.

- ▶ Words for two basic shapes are:
 - kuea – square
 - punupunu – circle.
- ▶ Some widely-used colour words include:
 - auīka – blue
 - paraoni – brown
 - kara – colour
 - rengarenga – yellow
 - kerekere – black
 - re‘ure‘u – grey
 - matie – green
 - teatea – white.
 - muramura – red

To ask for the colour of something, you can say, “‘Ea‘a tēia kara?” (“What colour is this?”). To answer, you can say, to use red as an example, “‘E muramura.” (“It’s red.”)

Notice the use of both glottal stops and apostrophes in the Cook Islands Māori text.



Ako Loves to Read / ‘E ‘Inangaro ana ‘a Ako ‘i te Tatau

Lisa Fuemana

Te peu Māori Kūki ‘Airani

While parents are their children’s first teachers, in the Cook Islands community knowledge is also passed down by grandparents, older siblings, and extended family members. A lot of this learning begins in the home and is extended when children attend church and pūnanga reo, and take part in family and community functions. For some of your young Cook Islands students, reading will also involve family reading of the Bible in Cook Islands Māori at home.

Fruit bats are fairly widespread in the Pacific, including in the Cook Islands – on Rarotonga, for example. Ako has a stuffed toy fruit bat, Kuku. Other children in the story have toy lions and teddy bears.

Ako Loves to Read / ‘E ‘Inangaro ana ‘a Ako ‘i te Tatau models some Cook Islands home literacy practices:

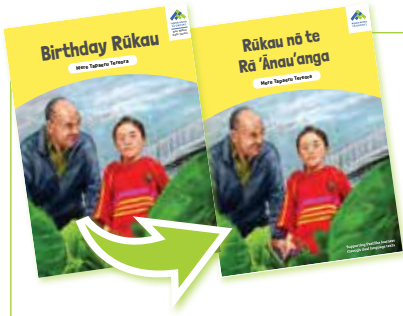
- ▶ reading picture books in bed
- ▶ reading to a pet or stuffed toy
- ▶ parents reading books with children
- ▶ listening to a story read at school in English that a parent has read to the child at home in Cook Islands Māori
- ▶ reading with older brothers, sisters, and cousins
- ▶ children having a bedtime story read to them.

Notice the way the students sit quietly at school when their teacher shares a book with them. You may notice that Cook Islands students are often quite good at this and may have more patience than some of your other students. They have probably been exposed to situations at church and pūnanga reo where young people are expected to sit quietly and listen respectfully. One of the values of peu Māori Kūki ‘Airani is to listen carefully and show tā‘aka‘aka (respect) to elders and other important people, such as ministers, principals, teachers, and community leaders.

Te reo Māori Kūki ‘Airani

Page 7 introduces a way to say “English language” in Cook Islands Māori – “reo Papa‘ā”. Notice the relationship between New Zealand Māori “Pākehā” and Cook Islands Māori “Papa‘ā”, terms for non-Māori that are applied to people of predominantly European descent. Cook Islands Māori has terms for people of other ethnicities too, for example “Tinitō” for people of Chinese ancestry and “‘Āmoa” for people from Sāmoa.

Be aware that both New Zealand Māori and Cook Islands Māori identify themselves as “Māori”. Occasional use of the phrase “Māori Kūki ‘Airani” may help to avoid any confusion.



Birthday Rūkau / Rūkau nō te Rā ‘Ānau‘anga

Mere Tapaeru Tereora

Te peu Māori Kūki ‘Airani

In the Cook Islands community, grandparents are often addressed and referred to by their first name, as Pāpā Tere is in this story. Similarly, the author is widely known as “Māmā Tapaeru”. Addressing people and referring to older people in this way shows respect.

“Rūkau” (or, sometimes, “rūkou”) is both a word for taro leaves and the name of a dish made with them. This book shows how rūkau is usually made in New Zealand. In the Cook Islands, it was traditionally cooked in a ta‘u (or “tunu” – an umu or hangi).

Te reo Māori Kūki ‘Airani

Birthday Rūkau / Rūkau nō te Rā ‘Ānau‘anga introduces more words for food that some of your students may use at home:

- ▶ kēke – cake
- ▶ miti – salt
- ▶ ‘ōniāni – onion
- ▶ roro ‘akari – coconut cream.

Notice how to say what something is not (on page 14 in the book):

- ▶ Kāre ‘i te kēke. – It’s not cake.

Another useful expression you might wish to use with your students is on page 16:

- ▶ ‘E manako meitaki tikāi tēia! – What a good idea!

Notice the use of an apostrophe in the Cook Islands Māori version. It shows that a word has been abbreviated.



Mum's New Job / Te 'Anga'anga 'Ōu 'ā Māmā

Bronwyn Tainui

Te peu Māori Kūki 'Airani

Consider how the child in the story is learning how to show *aro'a* (see page 23). Notice, too, that the aunt is Papa'ā.

Everyone in a Cook Islands *kōpū-tangata* (family) has a role to play – and this includes children helping their mothers when their mothers need some help, as in this story.

Te reo Māori Kūki 'Airani

There is a very useful formulaic expression in *Mum's New Job / Te 'Anga'anga 'Ōu 'ā Māmā*:

- ▶ Meitaki ma'ata, e Tiāki. – Thank you, Tiāki.

Note that there are some apostrophes in the Cook Islands Māori text.



The following books can be used for reading to students who are reading at the **orange** Ready to Read level:



**Granny’s Wish / ‘E ‘Īrama nā
Māmā Rū‘au**
Johnny Frisbie

Te peu Māori Kūki ‘Airani

Your students will be fascinated to learn that the events in this story really happened. At a time when the author was living in Rarotonga, she had grandchildren living in Dunedin. Just as she explains in her story, during one visit, one of her granddaughters agreed that, someday when she grew up, if she ever got married, her grandmother could be her flower girl. This is exactly what recently happened in Nelson. The illustrations are fairly true-to-life.

The stories Johnny Frisbie mentions on page 7 are stories she also told in the *School Journal* and the father mentioned on page 13 was himself a famous Pacific writer: Robert Dean Frisbie.

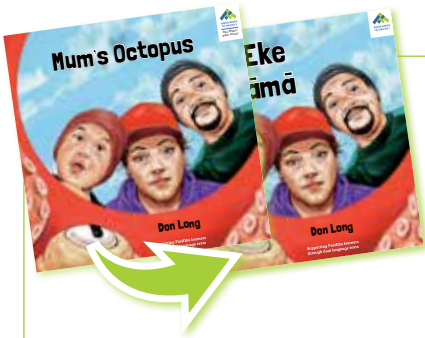
Te reo Māori Kūki ‘Airani

A useful expression in *Granny’s Wish / ‘E ‘Īrama nā Māmā Rū‘au* that you might like to use with your students is:

- ▶ meitaki – okay .

“Meitaki” has other meanings too, including being a way to say “thank you”.

Note the use of an apostrophe on page 2 and 9 in the Cook Islands Māori version to show abbreviation.



Mum's Octopus / Te 'Eke 'ā Māmā

Don Long

Te peu Māori Kūki 'Airani

Mum's Octopus / Te 'Eke 'ā Māmā is a story about what happens when a boy's dad – who may be Cook Islands Māori – wants to do one thing with an octopus and his mum – who may not be Cook Islands Māori – wishes to do something else.

Catching 'eke (octopus) is something that is quite common in the Cook Islands. 'Eke have many uses, including food, bait, and as something to sell at local markets. But even in the Cook Islands, not everyone agrees that an octopus is just something to catch and eat. For example, the Pukapuka writer Johnny Frisbie recently published an autobiographical story in *The School Magazine* about a relationship she once had with a wild octopus that she used to visit and feed.

Te reo Māori Kūki 'Airani

If you take your class to a rocky shore, there are some terms in this story that you might like to use with your Cook Islands students that are associated with the shoreline:

- ▶ 'eke – octopus
- ▶ kuku – mussel
- ▶ ngā'i tokatoka – rock pool
- ▶ pakete – bucket
- ▶ remu – seaweed
- ▶ ta'atai – beach.
- ▶ tai – sea, tide, salt water
- ▶ toka – rock.

On page 11, “Kāre 'ē kino ana” is an idiomatic way of saying “It's okay” that suits the situation in this story.

Notice the use of both apostrophes and glottal stops in the Cook Islands Māori version.



Some aspects of Cook Islands culture (peu Māori Kūki ‘Airani)

The Cook Islands community is one of the largest Pasifika communities in New Zealand. Within the community, separate but related cultures are:

- ▶ the Cook Islands Māori culture (te peu Māori Kūki ‘Airani)
- ▶ the culture of Pukapuka
- ▶ the culture of the community on Palmerston Island, where there is a unique blend of East Polynesian culture and aspects of English culture that were originally introduced by the Marsters family from Gloucestershire in 1863.

There is variation in the extent to which Cook Islands people practise these cultures in New Zealand.

The focus of the ‘Anga‘anga Tā‘okota‘i series is on Cook Islands Māori (reo Māori Kūki ‘Airani) and therefore on te peu Māori Kūki ‘Airani.

Four of the core values of te peu Māori Kūki ‘Airani are:

- ▶ piri‘anga
- ▶ aro‘a
- ▶ tā‘aka‘aka
- ▶ ‘anga‘anga tā‘okota‘i.

Piri‘anga refers to the centrality of relationships and connections in te peu Māori Kūki ‘Airani and how these are expressed in cultural practices. *Aro‘a* encompasses loving attention, kindness, welcoming, caring, making sacrifices for others, forgiveness, and devotion. *Tā‘aka‘aka* is respect and includes honouring others, especially elders and those of senior status. It implies humility and not placing yourself before others. *‘Anga‘anga tā‘okota‘i* is the value placed on co-operation and working together as a community, participating and contributing to serve others and the common good. This concept lies behind many of the ways in which Cook Islands people relate to each other and is expressed in the saying:

- ▶ Mē ‘anga‘anga tā‘okota‘i kōtou, ka manuia. – You’ll succeed if you work together.

These values are integral to the Māori culture of the Cook Islands and are expressed, for example, in:

- ▶ kōpū-tangata (our extended families)
- ▶ ‘enua (our connections to the islands through genealogy)
- ▶ matakeinanga (the village or community to which we belong)
- ▶ ‘irinaki‘anga ‘Ēvangelia (Christian values, which are a feature of the Cook Islands Māori way of life)
- ▶ papa‘anga (our identity and heritage).



Ask the families of the Cook Islands students in your class to tell you more about the values of te peu Māori Kūki ‘Āirani. How do the following, for example, feature in the lives of your students?

- ▶ kōpū-tangata (extended family)
- ▶ aro‘a (love)
- ▶ tā‘aka‘aka (respect)
- ▶ te kite karape ō te peu (Cook Islands customs)
- ▶ te au tua ‘ō te ‘ui tupuna (traditional stories)
- ▶ te reo Māori Kūki ‘Āirani (the Cook Islands Māori language)
- ▶ ‘irinaki‘anga ‘Ēvangelia (Christian values)
- ▶ ‘imene (songs and hymns).

Here is some cultural knowledge that will help you in your partnership with Cook Islands families and the Cook Islands community:

- ▶ Respect Sunday – on Sunday, Cook Islands families are typically involved in church activities. Sunday is respected as a day of rest.
- ▶ Be aware that adoption within Cook Islands families is fairly common. It is not uncommon for an older couple to adopt a grandchild, for example. Adoption in Cook Islands society is not viewed in the same way that adoption is in the Papa‘ā community – it serves a different social purpose.
- ▶ When you invite members of the Cook Islands community to your school, show cultural understanding by offering refreshments.
- ▶ Show tā‘aka‘aka (respect) to elders and community leaders, such as grandparents, ariki, and church ministers and their spouses. These are community leaders who will help you if they can. For example, when you address church ministers and their spouses, you could use the following terms of respect: Pāpā ‘Orometua” and “Māmā ‘Orometua”.



Ask your students’ parents, grandparents, aunts and uncles, and older brothers, sisters, and cousins to tell you more.



The Cook Islands Māori language (reo Māori Kūki ‘Airani)

Three distinct Cook Islands languages are spoken in the Cook Islands:

- ▶ Cook Islands Māori is an East Polynesian language that belongs to the same language family as New Zealand Māori and the languages of Hawai‘i and Tāhiti. It has a number of dialects (see below).
- ▶ People on Palmerston speak a unique blend of Cook Islands Māori and the English that was introduced from Gloucestershire in the 1860s.
- ▶ Leo Pukapuka (locally referred to as “Leo Wale”) is the language spoken in Pukapuka. It is a West Polynesian language that belongs to the same language family as the languages of Sāmoa, Tuvalu, and Tokelau. Never-the-less, it has adopted many Cook Islands Māori words and expressions. There is an online dictionary for this language on Massey University’s website (go to www.massey.ac.nz and search for “Pukapuka lexicon”).

Dialects (au reo ‘enua tātakitā‘i)

Cook Islands Māori has a number of dialects. Speakers of one dialect can understand speakers of the other dialects. The dialects are those of:

- ▶ Aitutaki
- ▶ Ātiu, Ma‘uke, and Miti‘āro (Ngā Pū Toru)
- ▶ Mangaia
- ▶ Manihiki and Rakahanga
- ▶ Rarotonga
- ▶ Tongareva (Penrhyn).

The Rarotonga dialect is the most widely spoken and standardised one, both in the Cook Islands and in the Cook Islands communities in New Zealand. It has become the lingua franca dialect.

The Cook Islands Māori alphabet (arā-reta)

The alphabet of the Rarotonga dialect has five vowels and nine consonants.

The vowels are:

A E I O U

These may be either short (a, e, i, o, u) or long (ā, ē, ī, ō, ū).

The nine consonants are:

NG K M N P R T V and the glottal stop (‘)

To say the alphabet of the Rarotonga dialect (and most of the other dialects), you say:

Ā Ē Ī Ō Ū
NGĀ KĀ MĀ NĀ
PĀ RĀ TĀ VĀ



The Tongareva dialect adds:

- ▶ Hā and Sā

The Manihiki and Rakahanga dialect adds:

- ▶ Fā and Hā

You can listen to an audio track (MP3) of the Cook Islands Māori alphabet at <http://literacyonline.tki.org.nz/Pasifika-dual-language-books>.

The following table compares the English alphabet to the Cook Islands Māori one:

ENGLISH	MĀORI KŪKI ‘AIRANI
a	a, ā
b	
c	
d	
e	e, ē
f	f ^{MR}
g	ng
h	h ^{MR T}
i	i, ī
j	
k	k
l	
m	m

ENGLISH	MĀORI KŪKI ‘AIRANI
n	n
o	o, ō
p	p
q	
r	r
s	S ^T
t	t
u	u, ū
v	v
w	
x	
y	
z	
	‘ (‘āmata)

^{MR} Manihiki and Rakahanga dialect

^T Tongareva dialect

The *Cook Islands Māori Dictionary* (see page 33) uses the following alphabetical order:

a, ‘a, ā, ‘ā, e, ‘e, ē, ‘ē, ng, i, ‘i, ī, ‘ī, k, m, n, o, ‘o, ō, ‘ō, p, r, t, u, ‘u, ū, ‘ū, v.

The glottal stop (‘āmata) and macron (mākarōna)

The ‘āmata (glottal stop or hamsah) is not a punctuation mark – it is a consonant. It is written as ‘ in written texts – for example, as in the word ‘*itu* (seven). When an apostrophe is used to show abbreviation, it is written as ’.



Where New Zealand Māori uses an “h” Cook Islands Maori often uses an ‘āmata:

NEW ZEALAND MĀORI	COOK ISLANDS MĀORI	ENGLISH
haere	‘aere	come
hoki	‘oki	also

In written text, a macron placed over a vowel (as ā, ē, ī, ō, and ū) indicates that the vowel sound is long. Whether a vowel is long or short changes a word’s meaning. For example, *marama* means “moon” whereas *mārama* means “daylight”. Other examples include:

NO MACRON	ENGLISH	MACRON	ENGLISH
ava	a kind of fish	āva	howl
mania	smooth, flat	mānia	a kind of crab

Using what you already know about New Zealand Māori

All Polynesian languages share a common grammar and the two most distantly related ones still share about half their vocabulary. Cook Islands Māori and New Zealand Māori developed from a common ancestral language and are, to some extent, mutually intelligible.

Both languages use the macron in their written forms. In both, the presence of a macron changes the pronunciation of a word *and* its meaning.

Here is an illustration of how much the two languages have in common.

NEW ZEALAND MĀORI	COOK ISLANDS MĀORI	ENGLISH
tahi	ta’i	one
rua	rua	two
toru	toru	three
whā	‘ā	four
rima	rima	five
ono	ono	six
whitu	‘itu	seven
waru	varu	eight
iwa	iva	nine
tekau	ta’i nga’uru	ten



As the table on page 27 shows:

- ▶ where New Zealand Māori uses an “h”, Cook Islands Māori often uses a glottal stop
- ▶ where New Zealand Māori uses an “wh”, Cook Islands Māori often uses a glottal stop
- ▶ where New Zealand Māori uses an “w”, Cook Islands Māori often uses a “v”.

If you already know some New Zealand Māori, see how much Cook Islands Māori you already know!

Avoiding confusion

Of course, there are differences between English and Cook Islands Māori and between New Zealand Māori and Cook Islands Māori, so here are some potential sources of confusion when Cook Islands students are learning how to read in English:

- ▶ The glottal stop isn’t an apostrophe. It isn’t a punctuation mark.
- ▶ When students who speak Cook Islands Māori are first learning English, they sometimes confuse the sounds of p/b, k/n, d/t, and r/l.
- ▶ When you say a word in Cook Islands Māori, you tend to emphasise the first syllable.
- ▶ In Cook Islands Māori, we put adjectives after nouns (“puka tua”). In English, it is other way around (“story book”).

If you have students in your class who were born in the Cook Islands, it may help to know that:

- ▶ many children in Rarotonga speak English as a first language
- ▶ children from the outer islands are more likely to speak English as a second language
- ▶ children from Pukapuka will have English and Cook Islands Māori as second languages, but probably speak Leo Wale at home.

And as you would expect, young Cook Islands Māori children in New Zealand often know some New Zealand Māori words and expressions as well.

Saying Cook Islands names

If you haven’t had Cook Islands students in your class before, some Cook Islands Māori names can seem challenging at first, but make the effort to say them properly. Don’t anglicise or shorten them. To pronounce someone’s name correctly is to respect his or her identity. It’s how we would all like to be treated.



If you are not sure how to say a name, such as “Ma’ara”, “‘Aka’iti”, or “Rōpati”, ask someone who speaks reo Māori Kūki ‘Airani to show you.

Family letter

Kia orāna

Our school supports bilingual students who speak reo Māori Kūki 'Airani and English. These students bring early language and literacy skills and experiences in two languages to school – which we can build on when your child is reading at school in English. So some of the books your child will bring home may be in both reo Māori Kūki 'Airani and English. Read them to your child in your strongest language.

We will be using these books to build connections between what your child knows about reo Māori Kūki 'Airani and English to help them to read in English. Many of the skills of reading in reo Māori Kūki 'Airani can be transferred to reading in English. Dual language books give us a chance to build on all the language and reading experiences and skills that your child brings to school.

The following information would help me, but it is up to you whether you wish to share it.

Kia manuia



Student's name: _____

Please return to: _____



Which languages are spoken in your home?

- Reo Māori Kūki 'Airani
- English
- Other languages: _____



What languages do other family members usually speak at home?

- Reo Māori Kūki 'Airani
- English
- Other languages: _____



What language does Dad usually speak at home?

- Reo Māori Kūki 'Airani
- English
- Other languages: _____



Has your child attended a Cook Islands Māori language nest in New Zealand or a pre-school in the Cook Islands?

- Yes
- No



What language does Mum usually speak at home?

- Reo Māori Kūki 'Airani
- English
- Other languages: _____



Does your child attend a Sunday school where reo Māori Kūki 'Airani is spoken?

- Yes
- No

Meitaki

Reta ki te kōpū-tangata

Kia orāna

E turu ana tā mātou ‘āpi’i ‘i te au tamariki ‘āpi’i ‘ē tuatua ana ‘i te reo Māori Kūki ‘Airani ‘ē te reo Papa‘ā. ‘E ‘apai mai ana tēia au tamariki ‘i tō rātou kite no te tuatua ‘ē te tatau ‘ē tā rātou ‘i mātau no ngā reo ‘ē rua ki te ‘āpi’i – ka riro tēia ‘ei ‘akamata‘anga na mātou no te ‘akamātūtū atu ‘i tā‘au tamaiti ‘i te tuātau ‘ē tatau ana ‘aia ‘i roto ‘i te reo Papa‘ā ‘i te ‘āpi’i nei. Nō reira, ka apai mai tā‘au tamaiti ki te kāinga ‘i tēta‘i au puka tei roto ‘i te reo Māori Kūki ‘Airani ‘ē te reo Papa‘ā. Tatau‘ia atu ki tā‘au tamaiti ‘i roto ‘i tō‘ou reo mātūtuū rava atu.

Ka tā‘anga‘anga mātou ‘i tēia au puka ‘ei tāpeka atu ‘i te kite o tā‘au tamaiti ‘i te reo Māori Kūki ‘Airani ‘ei tauturu iāia ‘i te tatau reo Papa‘ā. Ka rauka ‘i te tāpiri atu ‘i te kite tatau reo Māori Kūki ‘Airani ki te tatau reo Papa‘ā. Na tēia au puka ‘i roto ‘i ngā reo ‘ē rua ‘ē ‘akatū‘era ana ‘i te ngutupa ‘ei ‘akamātūtū atu ‘i te kite karape ‘i te tuatua ‘ē te tatau ta tā‘au tamaiti ‘ē ‘apai mai ana ki te ‘āpi’i.

Ka riro tēia au pa‘u‘anga ‘ei tauturu ‘iāku māri ra tei iā koe te tika‘anga ‘openga.

Kia manuia



Ingoa o te tamaiti ‘āpi’i: _____

‘Aka‘oki mai ki: _____



‘Ea‘a te au reo ‘ē tuatua‘ia ana ‘i roto ‘i tō‘ou ngutu‘are?

- Reo Māori Kūki ‘Airani
- Reo Papa‘ā
- Tēta‘i atu reo: _____



‘Ea‘a tā tēta‘i atu ‘i roto ‘i te ngutu‘are reo ‘ē tuatua putuputu ana ‘i te kāinga?

- Reo Māori Kūki ‘Airani
- Reo Papa‘ā
- Tēta‘i atu reo: _____



‘Ea‘a tā Pāpā reo ‘ē tuatua putuputu ana ‘i te kāinga?

- Reo Māori Kūki ‘Airani
- Reo Papa‘ā
- Tēta‘i atu reo: _____



‘I ‘aere ana tā‘au tamaiti ki tēta‘i punanga reo ‘i Nu Tirenī nei mē kāre ki tēta‘i ‘āpi’i tamariki rikiriki ‘i te Kūki ‘Airani?

- ‘Āe
- Kāre



‘Ea‘a tā Māmā reo ‘ē tuatua putuputu ana ‘i te kāinga?

- Reo Māori Kūki ‘Airani
- Reo Papa‘ā
- Tēta‘i atu reo: _____



‘E ‘aere ana tā‘au tamaiti ki tēta‘i ‘āpi’i Sabati ‘ē tuatua‘ia ana te reo Māori Kūki ‘Airani?

- ‘Āe
- Kāre

Meitaki



More resources

Some useful expressions in te reo Māori Kūki ‘Airani

- ▶ ‘Āe. – Yes.
- ▶ ‘Aere atu ki va‘o, ‘inē. – Go outside, please.
- ▶ ‘Aere mai ki roto, ‘inē. – Come inside, please.
- ▶ ‘Aere rā. – Goodbye. (to someone who is going)
- ▶ ‘Ākara mai ki āku, ‘inē. – Look at me, please.
- ▶ ‘Ākara mai ki te papa tātā teatea. – Look at the whiteboard.
- ▶ ‘Akarongo meitaki mai. – Listen very carefully.
- ▶ ‘Ea‘a teia? – What’s this?
- ▶ ‘E no‘o, ‘inē. – Sit, please.
- ▶ ‘E no‘o rā. – Goodbye. (to someone who is staying)
- ▶ ‘E tiki i tā‘au pēnitara. – Take your pencil out.
- ▶ ‘E tū ki runga. – Stand up.
- ▶ ‘E tuatua ‘aka‘ou koe, ‘inē. – Say that again, please. (to one person)
- ▶ ‘E ui‘anga tā‘au? – Do you have any questions? (to one person)
- ▶ ‘E ui‘anga tā kōtou? – Do you have any questions? (to a group of three or more)
- ▶ Kāore atu! – Awesome!
- ▶ Kāre. – No.
- ▶ Kāre au i kite. – I don’t know.
- ▶ Kia orāna. – Hello.
- ▶ Ko Moana tōna ingoa. – Her name is Moana.
- ▶ Ko‘ai tōna ingoa? – What is his/her name?
- ▶ Koia ai! – That’s it! (That’s right!)
- ▶ Kua mārama koe? – Do you understand? (to one person)
- ▶ Kua mārama kōtou? – Do you understand? (to a group of three or more)
- ▶ Kua oti? – Finished?
- ▶ Kua takataka? – All clear?
- ▶ Māniana, ‘inē. – Quiet, please.
- ▶ Meitaki ma‘ata! – Very good!
- ▶ Kāre pa‘a. – Not yet.
- ▶ Tāki ‘i te rima ki runga. – Hands up.
- ▶ Tautā pakari. – Try hard. (Do your best.)

Classroom vocabulary

- ▶ kaingākai – desk, table
- ▶ kamupīuta, roro uira – computer
- ▶ no‘o‘anga – chair
- ▶ papa tātā kerekere – blackboard
- ▶ papa tātā teatea – whiteboard
- ▶ pēni – pen
- ▶ pēnitara – pencil
- ▶ pēpa, peapa – paper
- ▶ pi‘a ‘āpi‘i – classroom
- ▶ pū‘āpi‘i – teacher
- ▶ puka – book
- ▶ rapa – rubber
- ▶ rūra – ruler
- ▶ tamariki – children
- ▶ tamariki ‘āpi‘i – students
- ▶ tātā – writing
- ▶ tatau – reading
- ▶ tauturu pū‘āpi‘i – teacher aide



Reading prompts

Here are some prompts for when you are looking at a book with a student who speaks te reo Māori Kūki ‘Airani. Use these if you wish. It is up to you how much te reo Māori Kūki ‘Airani you use.

- ▶ Tei‘ea tā‘au puka? – Where’s your book?
- ▶ Tatau‘ia mai te puka. – You can read the book now.
- ▶ Tāmata ‘aka‘ōu, e Rōpati. – Keep trying, Rōpati.
- ▶ ‘Akaāri mai kiāku te ngā‘i ka ‘akamata ai au ‘i te tatau. – Show me where to start reading.
- ▶ ‘Akakite mai ‘i tō‘ou manako no runga ‘i tēia tūtū. – Tell me about this picture.
- ▶ ‘Ākara ‘i te au kupu. ‘Ea‘a te mea tano? – Look at the words. What would make sense?
- ▶ ‘Ea‘a te kupu Māori Kūki ‘Airani nō te ...? – What’s the Cook Islands Māori word for ...?



Here are some further resources that you might also find useful. In the information that follows, item numbers are provided where a resource was published for the Ministry of Education.

Resources about te peu Māori Kūki ‘Airani

- ▶ Ron and Marjorie Tua‘inekore Crocombe, editors (2003). *Akono‘anga Māori: Cook Islands Culture*. Suva: Institute of Pacific Studies (with the Cook Islands Extension Centre, The University of the South Pacific; the Cook Islands Cultural and Historic Places Trust; and the Ministry of Cultural Development, Cook Islands).
- ▶ Taria Kingstone (2001). *Cook Islands*. Auckland: Reed.

Cook Islands songs

- ▶ Ministry of Education (2002). *‘E Au ‘Īmene Kūki ‘Airani nō Tātou i Aotearoa nei: Cook Islands Songs*. Wellington: Learning Media. (item 27379)
- ▶ Teupoko Ina Morgan (1993). *‘Īmene e te Pe‘e: Cook Islands Songs and Verse for Children*. Tokoroa: ‘Ānau Ako Pasifika.

Resources about te reo Māori Kūki ‘Airani

- ▶ Tai Tepuaoterā Turepu Carpentier and Clive Beaumont (1995). *Kai Kōrero: A Cook Islands Māori Language Coursebook*. Auckland: Pasifika Press.
- ▶ *Cook Islands Language* at <http://cookislandslanguage.com/>
- ▶ *Cook Islands Māori Language* at <http://www.mpp.govt.nz/>
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