

LESSON PLAN

My Pepeha

Te Reo Māori · Year 2 · 30 min

CURRICULUM ALIGNMENT

Aligns to The New Zealand Curriculum | Te Mātaiaho. Learning Languages (Te Reo Māori), Phase 1 (Years 0 to 3), Year 2 teaching sequence. Communicating: using pepeha to introduce oneself and express connections to place and identity.

[Te Marautanga o Aotearoa](#)**LEARNING INTENTION**

Say our pepeha by naming our maunga, awa, waka, iwi, and ingoa

SUCCESS CRITERIA

- I can say the five lines of my pepeha in the correct order.
- I can name my maunga, awa, waka, and iwi using the right kupu.
- I can say my own ingoa (name) to finish my pepeha.
- I can stand up and say my pepeha out loud with confidence.

Lesson Structure

HOOK

- A photo of a maunga. What do you see?
- Everyone belongs to a place. What place do you belong to?
- Ko wai koe? That is what pepeha helps us answer.

TEACHING

- A pepeha chart on the board. Five lines, five kupu to learn.
- Ko ___ tōku maunga. Point to the maunga photo.
- Ko ___ tōku awa. Ko ___ tōku waka. Ko ___ tōku iwi.
- Ko ___ tōku ingoa. I notice my name comes last.

PRACTICE

- Echo each line together. Kaiako says it, class repeats.
- Whole class stands and says all five lines together once.
- Thumbs up if you remembered your ingoa at the end.

CLOSURE

- Who can say the five kupu: maunga, awa, waka, iwi, ingoa?
- Stand and say your pepeha to a partner beside you.
- We all belong somewhere. Pepeha shows that.

Task Details

TASK

- Each tamaiti holds their pepeha prompt card.
- Say your pepeha out loud to the class, one by one.
- Check: did you say all five lines in order?

MATERIALS

Pepeha prompt cards (one per student, with the five lines printed and a blank for each kupu), pepeha anchor chart displayed at the front, maunga photo from the hook

TEACHER ROLE

- Stand beside the anchor chart. Point to each line as students recite.
- Gesture to prompt if a student loses their place.
- Nod and affirm correct pronunciation of each kupu.

ASSESSMENT NOTES

- Criterion 1: student says all five lines in correct order unprompted.
- Criterion 2: student uses correct kupu for maunga, awa, waka, iwi.
- Criterion 3: student finishes with their own ingoa confidently.
- Criterion 4: student stands and speaks audibly without sitting down early.

RESOURCES

[YouTube](#) [my pepeha video](#)

[Pinterest](#) [my pepeha activities](#)

RELIEF TEACHER NOTES

- Prompt cards are in the Te Reo Māori resource box on the shelf.
- Anchor chart lives at the front of the room on the easel.
- Every student has their own kupu already filled in on their card.
- Students who need most support benefit from pointing along the chart.