

LESSON PLAN

Whānau and Relationships

Te Reo Māori · Year 8 · 60 min

CURRICULUM ALIGNMENT

Aligns to The New Zealand Curriculum. Learning Languages (Te Reo Māori), Level 4 (Years 7 to 8), Achievement Objective: Students will communicate about aspects of their personal world, including whānau relationships, using simple and more complex sentence structures. (Refreshed Te Mātaiaho version available 2026; mandatory 2027.)

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

Describe whānau relationships using correct kupu and sentence structures in te reo Māori

SUCCESS CRITERIA

- I can name at least eight kupu for whānau members correctly.
- I can use 'ko ... tōku / tōku ...' to introduce a family member.
- I can describe the relationship between two people using the correct possessive form.
- I can speak at least three sentences about my whānau without reading from notes.
- I can correct a sentence that uses the wrong possessive form (tōku vs tāku).

Lesson Structure

HOOK

- Whakapapa wall on the board. Whose whānau is this?
- Spot the kupu you already know. Call them out.
- Ko wai ēnei tāngata? What connections can you see?

TEACHING

- Kupu chart: māmā, pāpā, tuakana, tēina, tungāne, tuahine, tipuna, mokopuna.
- Correct vowel length matters. Practise each kupu together aloud.
- Ko Hemi tōku tungāne. Tōku for close kin. Hear the difference.
- Tōku vs tāku: kin and close relationships take tō category.

PRACTICE

- Sentence frames on the board. Build one sentence about your whānau.
- Pair share: say your sentence. Partner checks tōku or tāku.
- Thumbs up if your partner used the correct possessive form.

CLOSURE

- Choose one kupu. Say it aloud with correct vowels.
- Can you say two sentences about your whānau from memory?
- Ko wai tō tuakana? Cold call three students.

Differentiated Groups

EMERGING

TASK

- Match kupu cards to whānau photos.
- Copy and complete: Ko ... tōku māmā.
- Say two completed sentences to the teacher.

MATERIALS

Whānau photo cards (1 set per student), kupu matching cards (8 kupu, 8 photos), sentence frame strip (Ko ___ tōku / tōku ___), pencils, whiteboard and marker for teacher modelling

TEACHER ROLE

- Sit with this group. Model each kupu aloud first.
- Prompt correct vowel length before students repeat.
- Listen for tōku. Correct gently if tāku appears.

DEVELOPING

TASK

- Write four sentences about your whānau using tōku.
- Swap books. Find and fix any tōku or tāku errors.
- Read two sentences to your partner without notes.

MATERIALS

Sentence structure reference card (Ko ... tōku / tōku ...), whānau kupu word list (8 kupu), exercise books, pencils

TEACHER ROLE

- Check in at the start. Confirm sentence structure is correct.
- Return at five minutes. Listen to two students read aloud.
- Note who still needs tōku vs tāku support.

EXTENDING

TASK

- Write six sentences linking two whānau members.
- Include at least one tōku and one tāku correction challenge.
- Read three sentences aloud to your group. No notes.

MATERIALS

Blank whakapapa grid (one per student), error correction card (four sentences with deliberate tōku or tāku mistakes), pencils

TEACHER ROLE

- Briefly set the task. Confirm they understand the error card.
- Leave the group to work independently.
- Return at closure to hear sentences read from memory.

ASSESSMENT NOTES

- Criterion 1: Students name eight kupu without the word list.
- Criterion 2 and 3: Sentences use Ko ... tōku correctly for kin.
- Criterion 4: Students speak three sentences without reading notes.
- Criterion 5: Error card corrections identify wrong possessive form.

RESOURCES

[YouTube](#) [whnau relationships video](#)

[Pinterest](#) [whnau relationships activities](#)

RELIEF TEACHER NOTES

- Kupu cards and sentence strips are in the te reo resource box.
- Emerging group sits at the front table. They need teacher support.
- Developing group uses the reference card independently at their table.
- Extending group works with the whakapapa grid and error card.