

Ki te hoe: Indigenising Spaces

# Ngā Huarākau Ngā Huawhenua

Fruit & Vegetables

# Kaute mai

Counting

Te reo Māori is the indigenous language of Aotearoa, New Zealand. As a taonga tuku iho (treasure handed down), te reo Māori is mapped onto the land and waterscapes of this country and is presented within this series of resource books for educational settings.

This series of 17 te reo Māori resource books “**Ki te hoe – Indigenising Spaces**” “**Preparing teaching spaces in using and teaching te reo Māori**” have been developed to assist New Zealand’s Teaching Profession towards meeting up to Level 3 of Te Aho Arataki Mārau – the teaching and learning te reo Māori in English medium settings (Years 1–13).

This book provides a range of te reo Māori kupu (words) and rerenga kōrero (phrases) associated with huarākau (fruit), huawhenua (vegetables) and kaute mai (counting). This resource also provides you with opportunities to increase your repertoire of huinga reo – te reo Māori vocabulary.

#### **Achievement Objective:**

1.7 Use and respond to simple classroom language.

#### **Hei Whakamārama – Explanations**

- The use of he, te, and ngā within the context of this pukapuka these are being used as: He = a, some or the. Te = the, Ngā = the – however the next word is plural. Ngā huawhenua – Vegetables.
- Pages 5 to 11 have been left to you to provide English translations.
- Interchanging tēnei (this) and ēnei (these) are used throughout this pukapuka.
- The final two content pages are counting object using E hia – how many and Tokohia is used for counting people 2-9 only.

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<https://ako.ac.nz.knowledge-centre>

# Huinga Reo – Vocabulary List

Ngā Huarākau	Fruit
panana	banana
ārani	orange
āporo	apple
manarini	mandarin
pītiti	peach
huakiwi	kiwifruit
rahopūru	avocado
tōmato	tomato
rēmana	lemon
patatini kikorangi	blueberry
merengi	melon
rōpere	strawberry
pea	pear
kerepi	grapes
paramu	plum
kokonati	coconut
rāhipere	raspberry

aniana	onion
aonanī	brussel sprout
apareka	asparagus
atihoka	artichoke
harere	celery
harore	mushroom
kānga	corn
kāpeti	cabbage
kareparāoa	cauliflower
kāroti	carrot
kūmara	sweet potato
kūkama	cucumber
paukena	pumpkin
puananī	broccoli
rētihi	lettuce
rīwai	potato
rengakura	beetroot
korare	silverbeet

# He aha .... huarākau? What is/are....fruit?



He aha tēnei **huarākau**?

What is this fruit?

He **āporo** kākāriki  
tēnei huarākau.

This fruit is a green apple.



He aha **ēnei** huarākau?

What are these fruits?

He **āporo** whero  
**ēnei** huarākau.

These fruits are red apples.



He aha tēnei **huarākau**?

He **rēmana** kōwhai  
**tēnei huarākau.**



He aha ēnei **huarākau**?

He **panana** kōwhai  
**ēnei huarākau.**



He aha **tēnei huarākau**?

He **merengi** maota me te  
karira **tēnei huarākau.**

This fruit is a dark green and light  
green melon.



He aha ēnei huarākau?

He **patatini** kikorangi  
ēnei huarākau.



He aha tēnei huarākau?

He **rahopūru** kākāriki  
tēnei huarākau.



He aha ēnei huarākau?

He **manarini** karaka  
ēnei huarākau.



He aha **tēnei huarākau?**

He **rōpere** whero  
**tēnei huarākau.**



He aha **ēnei huarākau?**

He kerepi pango  
**ēnei huarākau.**



He aha **ēnei huarākau?**

He **whītoa** kākārīki me  
te mā **ēnei huarākau.**

# He aha ...huawhenua? What is/are...vegetable?



He aha **tēnei huawhenua?**

He **kareparāoa mā tēnei huawhenua.**



He aha **ēnei huawhenua?**

He **aonanī kākāriki ēnei huawhenua.**





He aha tēnei huawhenua?

He **aniana** parauri  
tēnei huawhenua.



He aha tēnei huawhenua?

He **atihoka** kākāriki me te  
pāpura tēnei huawhenua.



He aha tēnei huawhenua?

He **kānga** kōwhai  
tēnei huawhenua.



He aha tēnei huawhenua?

He puananī kākāriki  
ēnei huawhenua.



He aha tēnei huawhenua?

He kāroti karaka  
tēnei huawhenua.



He aha tēnei huawhenua?

He harere kākāriki  
ēnei huawhenua.



He aha **tēnei huawhenua?**

He **rētihi** kākāriki  
**tēnei huawhenua.**



He aha **ēnei huawhenua?**

He **rengakura** whero  
**ēnei huawhenua.**

# Kaute Mai – Counting

## E hia ngā – How many ...?



E hia ngā kāroti?  
How many carrots  
are there?  
Kotahi te kāroti.  
One carrot.



E hia ngā tōmato?  
E ono ngā tōmato.

E hia ngā pī?  
E rua ngā pī.



E hia ngā pītiti?  
E whitu ngā pītiti.



E hia ngā harore.  
E toru ngā harore.



E hia ngā pea?  
E waru ngā pea.



E hia ngā pīnī  
E whā ngā pīnī.



E hia ngā huakiwi?  
E iwa ngā huakiwi.



E hia ngā rīwai?  
E rima ngā rīwai.



E hia ngā panana?  
Tekau ngā panana.

# Kaute Mai – Counting People

## Tokohia ngā tāngata? How many people?



**Tokohia ngā tama?**

How many boys are there?

**Kotahi te tama.** One boy.



**Tokohia ngā kōtiro?**

Tokoono ngā kōtiro.



**Tokohia ngā pēpi?**

How many babies are there?

**Tokorua ngā pēpi.** Two babies.



**Tokohia ngā whito?**

How many dwarfs are there?

**Tokowhitu ngā whito.**



**Tokohia ngā tama?**

**Tokotoru ngā tama.**



**Tokohia ngā tamariki?**

**Tokowaru ngā tamariki.**



**Tokohia ngā tāngata?**

How many people are there?

**Tokowhā ngā tāngata.**



**Tokohia ngā tamariki?**

**Tokoiwa ngā tamariki.**



**Tokohia ngā tamariki?**

**Tokorima ngā tamariki.**



**Tokohia ngā tamariki?**

**Tekau ngā tamariki.**

# Te reo Māori Language Learning Plan

## Ngā Whāinga – Goal Setting

1.

2.

3.

## Ngā Whāinga Paetae – Achievement Objectives

1.

2.

## He Pūtake – Rationale

1.

2.

## Ngā Rauemi – Resources

- Kaiako support
- Props
- Prepared teaching environment

### Huinga Reo – Vocabulary

- 1.
- 2.
- 3.
- 4.
- 5.

### Ngā Rerenga Kōrero – Sentences

- 1.
- 2.
- 3.
- 4.
- 5.

### He Arotake – Evaluation

- What worked well?
- What were the challenges?
- Who benefits with this new knowledge?
- How does this impact on your teaching?
- What outcomes are there for children?



# Notes





# Notes



# Notes

# Ngā Kaitito – Authors

This group of wāhine have accumulated more than a century of knowledge of initial and teacher education, designing bicultural and mātauranga Māori curriculum. Their research has te ao Māori at the forefront as they live and breathe this in their daily lives with their whānau, tamariki and mokopuna. The wero (challenge) these wāhine toa put out to all teachers is to start indigenising your teaching and learning spaces by taking your te reo Māori to the next level – your professional responsibility.



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