



**GĀLULUE
FA'ATASI**

Gagana
Sāmoa



**MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA**

New Zealand Government

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

Gagana Sāmoa and English text copyright © Crown 2015
Photographs copyright © Crown 2015

All rights reserved.
Enquiries should be made to the publisher.

Publishing services: Lift Education E Tū
Editors: Galumalemana Afeleti L. Hunkin and Don Long
Designer: Liz Tui Morris

ISBN 978 0 478 43940 3 (print)
ISBN 978 0 478 16058 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 43940.

Tālofa and welcome to using the Gālulue Fa'atasi books with your children

These books are in two languages – gagana Sāmoa and English. They are for Sāmoan 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 Sāmoan. 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 with your child as you can. Reading to your child every day will help them with their learning.





Talk to your child in your strongest language

Use your strongest language – the language you feel most comfortable using. If your strongest language is gagana Sāmoa, 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 Gālulue Fa'atasi books give you a choice. You can read to your child either in gagana Sāmoa, 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 ā‘oga ‘āmata, 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 Gālulue Fa'atasi books to help your child notice some of the things that are the same and some of the differences between gagana Sāmoa 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 gagana Sāmoa 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, and 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 ā'oga 'āmata. In these places, they learn language by:

- singing
- praying
- memorising
- listening to Bible stories and fāgogo
- 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 fa'asāmoa.

Many Sāmoan children grow up in 'āiga 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.

Lagolagoina o le faitautusi a lou alo





Lōmia i le 2015 e le Matāgāluēga o Ā'oga,
Pusa Meli 1666, Ueligitone 6140, Niu Sila.
www.education.govt.nz

Puipuia fa'aletulāfono le lōmiga i le gagana Sāmoa ma le gagana 'Igilisi e le suafa o © Mālō 2015
Puipuia fa'aletulāfono ata e le © Mālō 2015

E noanoatia 'uma āiā.
'O fesili e 'ave 'uma 'i le kamupanī na lōmia.

Tautua tau lōmiga: Lift Education E Tū
Fa'atonu: Galumalemana Afeleti L. Hunkin ma Don Long
Tusiata: Liz Tui Morris

ISBN 978 0 478 43940 3 (lolomi)
ISBN 978 0 478 16058 1 ('upega tafā'ilagi)

E mafai ona 'oka kopi e sui ai mai le Ministry of Education Customer Services,
'upega o tafā'ilagi o le: www.thechair.minedu.govt.nz
i le imeli o le orders@thechair.minedu.govt.nz
po'o le telefoni lē totogia i le 0800 660 662, telesi lē totogia i le 0800 660 663.

Fa'amolemole e tusi mai le numera o le tusi lea 43940.

E fa'atālofa atu ma fa'alauiloa atu tusi faitau 'ua fa'aigoaina 'o le Gālulue Fa'atasi tou te faitau fa'atasi ai ma lau fānau

'Ua lōmia nei tusi i gagana e lua – 'o le gagana Sāmoa ma le gagana 'Igilisi. 'O nei tusi 'ua lōmia mo tamaiti Sāmoa fa'ato'ā ulufale mai i le ā'oga tūlagalua. E faitau e le faiā'oga i tamaiti i le ā'oga, 'ae fa'apenā fo'i 'oe le matua ma lau tama i le fale. Lua te faitau fa'atasi ma lau tama ma talanoa i ata ma le tala 'olo'o iai i le tusi. 'Ole'ā mafai ona fa'aaogā lenei lōmiga e fesoasoani ai iā te 'oe i le fa'aaogāina o tusi faitau e a'oa'o ai lou alo.

Fa'aaogā lana gagana Sāmoa pē 'a faitau lana tusi 'aemaise o ana tusigatala i le fale. 'Ole'a mālamalama lelei ai fo'i le lua talanoaga ma lou alo. Talatalanoa ma le faiā'oga ma fa'asoa i ai lou iloa ma lou mālamalama i lou alo.

Talanoa i mea e fiafia i ai lou alo. Talanoa i gāluega e fai i totonu o le 'āiga. Ta'u i le faiā'oga le gagana e tautala pē fa'aaogā e lou alo i le fale, po'o totonu o le 'āiga. Fa'asoa ma fa'ailoa i le faiā'oga le faitautusi ma le tusitusi a lou alo e fai i totonu o 'āiga, lotu, po'o se isi lava si'osi'omaga.

Fa'asoa sau lava tala, po'o se fāgogo ma lou alo. Manatua
'o lou to'aga e faitautusi i lou alo, 'o le solosolo lelei
fo'i lea o lona olaga a'oa'oina.





Talanoa ma lou alo i lau gagana pito mālosi

E tatau ona fa'aaogā lau gagana mālosi i taimi 'uma. 'O le gagana mālosi 'o le gagana lea e sili ona 'ato'atoa i ai lou silafia – fa'aaogā i so'o se taimi. 'Āfai 'o lau gagana mālosi 'o le Sāmoa, ona fa'aaogā lea e talatalanoa ai ma lou alo. 'Ave ni avanoa i lou alo e tautala pē fa'aaogā ai so'o se gagana (Sāmoa po'ole 'Igilisi) e fa'asoa ai ona lagona i totonu o le 'āiga.

Manatua 'o le fa'aaogā ma le tāofi mau i lau gagana ma lau aganu'u e fesoasoani mālosi lea i le olaga a'oa'oina a lou alo i totonu o le 'āiga, 'o fa'alāpotopotoga, pei 'o 'ekalēsia, ma totonu o ā'oga. 'O ni tamaiti e mālmalama ma agava'a i ni gagana se lua, 'o tamaiti ātamamai fo'i ia i totonu o a'oa'oga.

'O lo'o fa'atāuina le Gālulue Fa'atasi, le filifiliga a le matua lava ia, e fa'aaogāina ai le gagana 'olo'o 'ato'atoa ai lona tōma'i ma lona silafia, e feso'otai'i ai ma lona alo. E mafai fo'i ona lua fa'aaogāina 'uma gagana e lua – Sāmoa ma le 'Igilisi.

‘O le tautala e fesoasoani i le olaga a’oa’oina

‘O le talanoa ma le fānau e fesoasoani tele ‘iā i lātou:

- e māfaufau ma galuea’iina ai mea e tatau ona fai
- e fa’ailoa pē fa’asoa ai ona manatu (fesili i lou alo i se mea e mana’o ai mō se fa’ata’ita’iga – ‘o le ā se mea’ai e mana’o e ‘ave i le ā’oga, ‘ae ‘aiseā fo’i ‘ua mana’o ai i lea mea’ai)
- fa’alogo ma talatalanoa ma lou alo (talanoa i polokalame o TV).

E tāua tele lou fa’alogo i lou alo ‘a’o fa’asoa ni ona manatu, fa’alogo ma va’ai i lana faitau ma le tusitusi fo’i.





‘O le talanoa ma le fa’alogo e mafai ona fa’atino i so’o se vāega o le olaga i so’o se taimi, ma so’o se si’osi’omaga. Mō se fa’ata’ita’iga – i totonu o ‘āiga, totonu o ‘aulotu ma ‘ekālēsia, ‘o le ā’oga Aso Sā, ā’oga ‘āmata, i le taulaga fa’atau, po’o le māketi. ‘O si’osi’omaga ‘uma ia e mafai ona lua talatalanoa ai ma lou alo ‘a’o faia gāluega māsani ma le ‘āiga po’o ni uō fo’i.

‘O tagata ‘uma e aofia i le olaga a’oa’oina a lou alo, e mafai ona lātou talatalanoa ma fa’asoa fa’atasi ma ia.

- Talatalanoa fa’atasi ma lou alo i gāluega faifaipea i totonu o le ‘āiga.
- ‘Ia mālīe ma aogā le lua talatalanoaga ma lou alo. Talanoa i gāluega o le aso. Talanoa i ana gāluega sā fai i le ā’oga. Talanoa i mea aogā i totonu o lo ‘outou ‘āiga.
- Fa’alautele le lua talatalanoaga i ni fesili, mō se fa’ata’ita’iga, “Ta’u mai ...” “Fa’amatala mai ...”, “ ‘O le ā sou māfaufau ...”, ma “ ‘O le ā sou manatu?”.
- ‘A lua talatalanoa ma lou alo, fa’aaogā ma a’oa’o ni ‘upu fou. Tata’i aga’i i ai le māfaufau o le tamaitiiti i ‘upu fou nei.
- ‘O fesili ma tali ‘o le isi ‘auala lea e fa’alautele ai le lua fa’asoa ma lou alo. Tāofi le fa’aaogāina o tali pu’upu’u pei ‘o le “I” ma le “Leai” ‘ae fa’alautele tali ma ia mālīe i le fa’alogo a le tamaitiiti.
- Fa’alogo ma talanoa ma lou alo i ona lagona ma mana’oga.
- Fa’amālosi i lou alo ‘e te lua tusitusi fa’atasi (mō se fa’ata’ita’iga, ‘o le tusiga o se lisi faigōfie o mea e mana’omia e fa’atau, pē tusi fo’i ni ata).

Talanoa ma lou alo e uiga i tala, le faitautusi, ma le tusitusi

Fa'aaogā tusi ia 'o le Gālulue Fa'atasi e fesoasoani ai i lou alo 'ina 'ia ona iloa ai mea e 'ese'ese ai le gagana Sāmoa ma le gagana 'Igilisi, 'a'ō ā fo'i ni mea e tutusa ai.

I le a'oina o le faitautusi ma le tusitusi a tamaiti 'ole'ā lātou a'oa'oina ai:

- le so'otaga o o lātou olaga, 'o le tomai ma le poto māsani ma tala 'olo'o tusia i le tusi
- ma mālamalama o tusi faitau 'olo'o ta'u pē fa'amatala mai ai ni tala
- ma iloa ma mālamalama o le māfaufau ma le talanoa e fesoasoani lea i le faitautusi ma le tusitusi
- e mafai ona lātou faitau tusi ma tusi fo'i ni a lātou lava tala e uiga i o lātou olaga
- 'o 'oe le matua e mafai ona 'e fesoasoani i lou alo i ia vāega
- ma iloa ma mālamalama i tusi faitau.

E iai fa'aailoga va'aia e fa'atino ai leo ma si'uleo, ina ia mālīe ai le faitauga o le tusi po'o le tala.



Faitau i le tamaitiiti, faitau ma le tamaitiiti, faitau e le tamaitiiti

‘O nisi nei o mea e mafai ona ‘e faia e fesoasoani ai i ni a’oa’oga lelei mo lou alo. E lē ‘o se lesona. ‘Ia faia ma le fiafia ma fa’amālie. Fa’aaogā le gagana Sāmoa po’o le ‘Igilisi – lau gagana e pito lelei ma mālosi.

‘A’o lei faitauina le tusi, talanoa, ma lou alo e uiga i le tusi, faitau le ulutala, tilotilo, pē fa’asolo le va’ai i ata. Fesoasoani i lou alo e māfaufau po’o ā mea o tutupu po’o ni mea ‘ole’ā tutupu pē va’aia i lea itūlau ma lea itūlau.

Faitau i le tamaitiiti

- Faitau le tusi i lou alo, ina ia mālamalama ai o ia, i le fa’aaogāina o tusi faitau.
- Talatalanoa i le tusi, ina ia manino lelei ai o ia.
- Faitau ma toe faitau atili, ina ia mālamalama lelei o ia, i le tala ‘olo’o i le tusi.

Faitau ma le tamaitiiti

- Fa’amālosi i lou alo ‘e te lua faitau fa’atasi ma talatalanoa ‘a’o faitau le tusi.
- ‘O le talatalanoa ma lou alo ‘a’o faitau le tusi, e fesoasoani lea i lona māfaufau a’oa’oina.

Faitau e le tamaitiiti

- ‘A ‘uma ona ‘e faitaua le tusi po’o le tala i lou alo, ona tu’u lea i ai o se avanoa e faitau lava e ia le tala ātoa pē na’o se vaega fo’i. Tu’u se avanoa e faitau ai le tala ‘iā te ‘oe ‘a’o ‘e fa’alogologo, pē faitau i se isi tamaitiiti po’o sana uō fo’i.
- ‘O le talatalanoa ma lou alo ‘a’o faitau le tusi, e fesoasoani lea i lona māfaufau a’oa’oina.

Faitau ni tala mālie e fiafia i ai lou alo.

Talanoa e uiga i tala ta'itasi

Talanoa e uiga i mea 'olo'o i tala 'a'o le'i faitauina, i le taimi 'olo'o faitau ai, pe'ā 'uma fo'i ona faitau. Talanoa i se 'auala e fiafia ai ma māfaufau ai lou alo i tala 'olo'o 'e faitauina 'iā te ia. Fa'aaogā lau gagana lelei ma le mālosi 'e te faitau ai.

E faitau tusi tamaiti ina ...	'O ni manatu 'e te fa'ata'ita'ia	'O ni fa'ata'ita'iga e mafai ona 'e faia
Ia mālmalama ai ma fa'avasega uiga o le tala ma manatu o le tusitala.	Talanoa i nisi mea e tau lē manino i le tala. Fa'aaogā fesili fa'atupu manatu.	<p><i>“Fa'amata 'o le ā se mea e tupu pe'ana ...?”</i></p> <p><i>“O 'ai na ia...?”</i></p> <p><i>“Na fa'apēfea ona ...?”</i></p> <p><i>“Aiseā 'ua...?”</i></p> <p><i>“O le ā sou māfaufau i ai, 'aiseā na...?”</i></p> <p><i>“I le ata lea, 'aiseā ...?”</i></p>
E faitau tamaiti ina ia mālmalama ma fetu'una'i se so'otaga o le tala po'o le tusi, ma nisi mea 'ua lātou iloa.	'Ia talanoa i le so'otaga o le tala ma le olaga o lou alo, po'o 'oe fo'i ma le 'āiga.	<p><i>“O mea ia o lā e tūtupu i le tala, 'ae a lā lo tātou 'āiga?”</i></p> <p><i>“O le ata lea e fa'amanatu mai ai mea sā māsani ona ou ...”</i></p> <p><i>“O le ā se mea 'e te faia pē a fa'apea o 'oe lea e tupu ai?”</i></p>
	Fesili 'O ai...?, 'O le ā ...?, 'O anafea...?, 'O fea...?, Na fa'apefea...?, ma 'Aiseā...?.	<p><i>“O le ā lenei tala?”</i></p> <p><i>“O ai na ...?”</i></p> <p><i>“Na fa'apefea ona ...?”</i></p> <p><i>“Aiseā na ...?”</i></p> <p><i>“O le ā sou māfaufau i ai, 'aiseā na...?”</i></p> <p><i>“I le ata lea, 'aiseā ...?”</i></p>

Manatua, 'ia fa'amālie le faitaugātusi. 'Ia lua fiafia 'uma ma lou alo!

‘O le olaga a’oa’oina e tupu i so’o se si’osi’omaga, e lē na’o le ā’oga

E a’oa’oina le fa’alogo, tautala, faitautusi, tusitusi, va’ai, ma le māfaufau a tamaiti i so’o se mea – o ‘āiga, nu’u, ma so’o se fa’alāpotopotoga.

‘O le tele o tamaiti e o i le lotu ma le ā’oga Aso Sā. E to’atele e o i ā’oga ‘āmata. I totonu o nei si’osi’omaga ‘olo’o ā’oa’oina ai le gagana e ‘auala lea:

- i pesepesega
- i lotu, i tatalo
- a’o fa’atauloto solo
- fa’alogo i tala o le Tusipa’ia ma fāgogo
- talatalanoa i uiga o nei tala
- faitau ma tusitusi.

E fa’aaauau pea nei a’oa’oga i totonu o ‘āiga.

‘O nei ituāiga a’oa’oga e tāua tele. E fai nei a’oa’oga ma ni fa’avae e fatufatu ai manatu ma tomaiti o tamaiti i le faitautusi ma le tusitusi. E a’oa’oina ai fo’i tamaiti ‘ia iloa ma mitamita iā i lātou lava, ‘ia lātou iloa lo lātou fa’asinomaga, ‘ia iloa ma mālamalama i o lātou ‘āiga ma le fa’asāmoa.

‘O le tele o tamaiti Sāmoa ‘ua ola i totonu o ‘āiga e fa’aaogā ai le tele o gagana ma aganu’u. E iai fo’i nisi tamaiti ‘ua lātou fa’aaogāina tekonoosi e feso’ota’i ai ma isi – e pei ‘o le komepiuta, iPads, iPhones, ma le Skype. E aogā ‘uma nei mea tau tekonoosi tou te talatalanoa i ai ma lou alo i lo lātou fa’aaogāina ma o lātou aogā.

‘O mea fou fa’atekonoosi ‘uma nei e aogā tele i le olaga a’oa’oina a lou alo. ‘Ia ‘e maua le agaga fiafia ma le mimita i se gāluega ‘ua ‘e mafaia ona ‘e fesoasoani ai i lou alo. ‘O mea fou ‘uma nei, e tāua ai tele lā, lo tātou gālulue fa’atasi ma le fānau.