

AKO PANUKU

Inspiring Learning

Te Kāhui Kaiako Reo Māori
ME RANGATIRA TE AKO

Teaching Strategies and Techniques to use in the classroom

Arotake

Hoahoa

Kōrero

Maumahara

Tuhituhi

Whakarongo

 **Haemata**

 **Te Tāhuhu o
te Mātauranga**
Ministry of Education

Kupu Whatungarongaro Vanishing Cloze

Grammar | Reading
Wetereo | Pānui



Vanishing Cloze is a useful strategy for modelling new language and correct grammar.

Class / Group activity

1. Select a short piece of text relevant to a topic of study, from a book students are reading, or which exemplifies new language students are learning. Ensure the language in the text is grammatically accurate.
2. Write the sentence/s on the whiteboard.
3. As a group or class, students read the entire text aloud.
4. When finished, rub out a word, or a selection of words. You can replace the word with a line.
5. Students read the text again and include the missing words.
6. Continue in this way until the whole text has been erased and the students can recite it.

Kupu Whatungarongaro

Vanishing Cloze

Wetereo | Pānui
Grammar | Reading



He rautaki tēnei hei āwhina i ngā ākonga ki te whakatauiria i ētahi reo hou me te whakatakoto tika i te kupu.

He mahi ā-karaehe/ā-rōpū rānei

1. Kōwhiria tētahi tuhinga poto, tētahi hanganga reo rānei. Tērā pea he kōwae nō tētahi o ā rātou pukapuka, he wāhanga rānei nō tētahi tuhinga e pā ana ki te kaupapa e ako ana ngā ākonga.
2. Tuhia ki te papamā.
3. Pānuitia ā-rōpūtia te katoa o te tuhinga kia tapatahi.
4. Kia mutu te pānui ā-waha, mukua t/ētahi kupu. Tuhia he raina ki te āputa.
5. Pānuitia ā-rōpūtia anō. Mā ngā ākonga ngā kupu e ngaro ana e whakauru ā-waha.
6. Haere tonu kia mukua katoatia ngā kupu, kia taea ai e ngā ākonga te kōrero te tuku.

He Kupu Kāore i te Hiahiatia

Unwanted Words

Grammar | Reading

Wetereo | Pānui



This strategy focuses on comprehension and grammar.

Individual / Pair activity

1. Prepare a text with one extra word added in each sentence, or each line of the text, which makes the sentence incorrect.
2. The error should make the sentence grammatically incorrect or nonsensical. For example:
*Mere table ran to the shop.
When she got to there, she met the mother of the one of her friends.*
3. Give each student or pair a copy of the text. Tell them how many incorrect words are in each sentence or line.
4. Students identify the incorrect words or the unwanted words by carefully reading each sentence.
5. Students can underline, circle, or highlight the unwanted words.

He Kupu Kāore i te Hiahiatia

Unwanted Words

Wetereo | Pānui
Grammar | Reading



Ko te aronga o tēnei rautaki, ko te aroā me te wetereo.

He mahi takitahi / He mahi takirua

1. Whakaritea he tuhinga ka tāpiri ai i tētahi kupu āpiti ki ia rerenga/rārangi, kia hē ai te takoto o te kōrero.
2. Ko te tikanga, ka hē te wetereo, ka hākirikiri rānei te kaupapa i te kupu āpiti.
Hei tauira:
*I oma a Mere tēpu ki te toa.
I tana taenga ki atu, i tūtaki ia ki te whāea o ngā tētahi o ōna hoa.*
3. Hoatu tētahi kape o te tuhinga ki ia ākonga, ki ia takirua rānei. Whakamōhiotia atu te maha o ngā kupu e hē ana i ia rārangi, i ia rerenga rānei.
4. Ka pānuitia, kātahi ka tautohua e ngā ākonga ngā kupu e hē ana, arā, ngā kupu kāore i kia tika te noho mai ki aua rerenga.
5. Mā ngā ākonga ngā kupu kāore i te hiahiatia e tāraro, e porowhita, e miramira rānei.

He Patu Kupu

Fly Swat

Vocabulary | Listening
Puna Reo | Whakarongo



He Patu Kupu is a vocabulary reinforcement activity that is fun and engaging.

Small group activity

1. Prepare a set of pictures that represent new vocabulary items students are learning and are familiar with.
2. You will need two fly swats for each group.
3. Students form a circle with the vocabulary pictures spread out and face up in the middle of the circle.
4. Choose two students to be the Swatters. Their task is to swat the correct picture when they hear the word.
5. The teacher or a student calls out a word, then the Swatters race to swat the corresponding image.
6. Ensure that all students have a turn at swatting.

He Patu Kupu

Fly Swat

Puna Kupu | Whakarongo
Vocabulary | Listening



He rautaki tēnei hei tautoko i te ako kupu. He mahi ngahau, he mahi whakaratarata hoki.

He mahi ā-rōpū

1. Tāngia tētahi kohinga pikitia o ētahi kupu hou e akongia ana e ngā ākonga. Me mōhio ngā ākonga ki te tikanga o ngā kupu.
2. Ka hiahiatia kia rua ngā patu rango mā ia rōpū.
3. Me noho ngā ākonga ki tētahi porohita, ka whakatakotohia ai ngā pikitia ki te wāhi o waenganui e kitea atu ai e ngā ākonga.
4. Kōwhiria tētahi tokorua hei Kaipatu. Ko tā rāua, he patu i te pikitia e hāngai ana ki te kupu ka rangona.
5. Mā te kaiako, mā tētahi ākonga rānei tētahi kupu e karanga, ā, ka patua e ngā Kaipatu te pikitia e hāngai ana.
6. Me tuku ia ākonga hei Kaipatu.

He Kāri Rūpi Loopy Cards

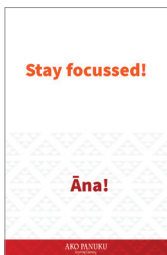
Vocabulary Puna Reo



Loopy cards are like Dominoes. This strategy reinforces new language.

Group activity

1. Create a set of small cards. In the top half of Card 1, write 'Tīmata'. In the bottom half, write a new word or phrase.



2. In the top half of Card 2, write a synonym, meaning, or translation as a 'match' for the phrase on Card 1. On the bottom half, write another new word or phrase.
3. Continue in this way until you have created a set. On the bottom half of the last card, write 'Mutunga'.
4. Give each student a card. Standing in a circle, they sequence the cards like dominoes by speaking and listening to each other.

He Kāri Rūpi Loopy Cards

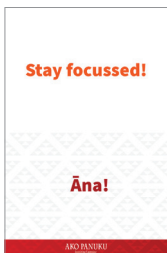
Puna Kupu Vocabulary



He āhua rite tēnei rautaki ki te kēmu Dominoes, engari he ako kē i ētahi kupu, i ētahi kīanga hou hoki te aronga.

He mahi ā-rōpū

1. Waihangahia he kāri paku. Tuhia te kupu 'Tīmata' ki te haurua o runga o Kāri 1. Ki te haurua o raro, tuhia he kupu hou, he kīanga hou rānei.



2. Ki te haurua o runga o Kāri 2, tuhia he kupu taurite, tuhia rānei te tikanga o te kupu hou kei Kāri 1. Ki te haurua o raro, tuhia he kīanga hou anō.
3. Ka pēnei kia whai kāri ia ākongā. I te haurua o raro o te kāri whakamutunga, tuhia te kupu 'Mutunga'.
4. Hoatu he kāri ki ia ākongā. Ka tū ā-porohita ngā ākongā ki te whakaraupapa, ki te honohono i ngā kāri mā te whakarongo me te kōrero ki a rātou anō.

Whakarongo me te Maumahara

Listen and Remember

Listening

Whakarongo



This strategy supports the development of listening skills and the ability to recall information.

Group activity

1. Choose a long sentence from a text students are studying.
2. Speaking at normal pace, say the shortest form of the sentence for students to then repeat.
3. Extend the sentence. Students listen and repeat the extended sentence.
4. Continue to add phrases or words until the sentence is complete. Ensure students repeat the sentence aloud after each extension.
5. Once the complete sentence has been said, students then write the longest version of the sentence.

Ka noho a Hera.

Ka noho a Hera ki te kai.

Ka noho a Hera ki te kai i tana hanawiti.

Ka noho a Hera ki te kai i tana hanawiti hei tina.

Ka noho a Hera ki te kai i tana hanawiti hei tina māna.

Whakarongo me te Maumahara

Listen and Remember

Whakarongo

Listening



He rautaki tēnei hei whakapakari i ngā pūkenga whakarongo me ngā pūkenga maumahara ki ngā kōrero.

He mahi ā-rōpū

1. Tīpakohia he rerenga āhua roa i tētahi tuhinga e pānuihia ana e ngā ākonga.
2. Kōrerohia tētahi wāhanga poto o te rerenga. Kia māori te tuku.
3. Ka āta whakarongo ngā ākonga, kātahi ka paparuatia.
4. Āpitihia he wāhanga poto ki te rerenga, ka tukuna anō ai. Ka whakarongo ngā ākonga, ā, ka paparuatia.
5. Kia pēnei te haere o te mahi kia tukua rā anōtia te roanga o te rerenga. Kia paparuatia e ngā ākonga te katoa o te rerenga, kātahi ka tuhi rātou i te rerenga kia tika.

Ka noho a Hera.

Ka noho a Hera ki te kai.

Ka noho a Hera ki te kai i tana hanawiti.

Ka noho a Hera ki te kai i tana hanawiti hei tina.

Ka noho a Hera ki te kai i tana hanawiti hei tina māna.

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hei kawē ki roto i te
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