

# 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

Te Kāwanatanga o Aotearoa

## ***Te Tuhi Ngātahi***

### Shared Writing

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Writing  
Tuhituhi



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Shared Writing is a good way of sharing ideas and writing techniques. It also scaffolds learners into then writing on their own.

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#### *Small group activity*

1. Select an interesting topic for student to write about.
2. Students work in groups and jot down ideas on the chosen writing topic.
3. Each student has a piece of paper with a topic on it. The teacher tells them when to begin writing.
4. When the teacher says “Pass it on”, students pass their writing to the next person. They read what has been passed on to them and continue writing on their neighbour’s paper until the next “Pass it on”.
5. At the end, students can add cohesive links and choose the best text to share with the class.

## *Te Tuhi Ngātahi* Shared Writing

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### Tuhituhi Writing



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He pai tēnei tikanga hei whakawhitiwhiti tikanga tuhituhi, hei whakangungu anō i te ākonga kia tahuri ia ki te tuhi ko ia anake ā tōna wā.

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#### *He mahi ā-rōpū*

1. Tuhia he kaupapa tuhi ki runga pepa, ka hoatu ai i tētahi kape ki tēnā, ki tēnā ākonga.
2. Ina kī atu kia tīmata, ka tuhi ngā ākonga i ō rātou whakaaro ki taua kaupapa ki runga i te pepa.
3. Ina kī atu “Hoatu ki tō kiritata”, ka whakamutua te tuhi, ka hoatu ai i te pepa ki tētahi atu e noho ana i tōna taha.
4. Ka pānuitia e te ākonga te mea kua tuhia ki taua pepa, ka tāpiri ai i tētahi atu kōrero.
5. Ina kī atu anō te kaiako “Tukuna”, ka tukuna anō te pepa ki tētahi atu ākonga. Ka pēnei tonu te mahi mō tētahi wā – mā te kaiako e kī atu āhea mutu ai.
6. Ina mutu te mahi, me whakaaro ngā ākonga me pēhea te whakapai ake i te hono tahi o ngā rerenga.

***He Tūhonohono i tētahi  
Kōrero kua Tapahia***  
Oral Strip Story

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Speaking  
Kōrero



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Oral strip stories require students to use language for sequencing text and negotiating the order of text.

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*Group activity*

1. Choose a short story or paragraph.
2. Print the story and cut into strips of paper with one sentence, or part of a sentence, on each strip.
3. Write on the whiteboard what the language learners will need to know to talk about sequencing a text.
4. Students sit or stand in a circle.
5. Hand out the strips randomly - 1 per student.
6. Students piece the story together by talking. They are not allowed to write.
7. The teacher keeps out of the discussion.
8. When the group is satisfied with the sequence, they each recite their sentence in the agreed order.
9. Encourage discussion about why they have sequenced the story in a particular way.

***He Tūhonohono i tētahi  
Kōrero kua Tapahia***  
Oral Strip Story

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Kōrero  
Speaking



Mā tēnei mahi e aro atu ai ngā ākonga ki te raupapa o ngā whakaaro i roto i tētahi tuhinga.

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*He mahi ā-rōpū / He mahi  
ā-akomanga*

1. Tīkina atu tētahi tuhinga, engari me tapatapahi kia noho wehe ngā rerenga kōrero.
2. Hei tautoko i a rātou, me matapaki ngā tūmomo kōrero ka hiahiatia, me ngā kupu hou.
3. (Taki) noho mai ngā ākonga ki te porohita. (Taki) tūtū mai rānei ki te porohita.
4. Tohaina he rerenga kōrero ki tēnā, ki tēnā ākonga.
5. Me pānui tēnā me tēnā i tāna rerenga, ka whakawhiti kōrero ai ki ana hoa, kia pai ai te waihanga mai anō i te tuhinga.
6. Ki te tika te tuitui haere i ngā rerenga, ka oti mai he kōrero whai kiko nei.

## **Tūtohi-Y**

### Y-Chart

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**Design** Te Hoahoa  
**Evaluate** Te Arotake

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The Y-Chart is a tool to encourage students to see beyond the obvious and develop understanding.

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#### *Individual / Small groups*

1. Provide each student with a copy of a Y-chart.
2. Describe a scenario or topic, which students then brainstorm from three angles - See, Hear, Feel.
3. **'Ki tā te karu' (See)**  
List things that could be seen, the concrete and the obvious.
4. **'Ki tā te taringa' (Hear)**  
Imagine the words and sounds that could be heard as well as internal dialogues, e.g. 'I'm so nervous'. Imagination is important here.
5. **'Ki tā te ngākau' (Feel)**  
Think of tactile and kinaesthetic possibilities and emotional responses a person might have to the topic.
6. Student share their Y-charts, and discuss ideas to formulate a response to the scenario/topic.

## **Tūtohi-Y**

### Y-Chart

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Te Hoahoa Design  
Te Arotake Evaluate



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Ko te Tūtohi-Y he mea āwhina i te ākongā ki te āta wetewete i tētahi kaupapa.

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*He mahi takitahi / He mahi ā-rōpū*

1. Tāngia ētahi Tūtohi-Y, ka hoatu ai ki tēnā, ki tēnā ākongā.
2. Whakaahuatia tētahi horopaki, tētahi kaupapa rānei ki ngā ākongā.
3. Ko tā ngā ākongā he ohia manomano i te kaupapa. E toru ngā aronga o te kōrero:
  - **Ki tā te karu**  
He pēhea te āhua ki te titiro atu?
  - **Ki tā te taringa**  
He pēhea te āhua ki te whakarongo atu?
  - **Ki tā te ngākau**  
He pēhea te āhua ki te whāwhā atu? He pēhea te pānga ki te ngākau? He aha ngā kare ā-roto ka puta ake?
4. Ka matapaki ngā ākongā i ō rātou whakaaro, tērā ka tipu ake he whakaaro anō i ētahi atu.

## He Tāmahara

### Mnemonics

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#### Remember

Te Mahi Kia Maumahara



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Mnemonics are memory aids that help us to store and retrieve information.

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*Try these strategies to reinforce learning*

1. Use waiata to reinforce new vocabulary or grammar. Compose a tune to help learn new vocab in context.
2. Devise acronyms to remember the children of Rangi and Papa; or the waka that came to Aotearoa (much like ROY G BIV to remember the order of the colours of the rainbow).
3. Use physical movement /actions to cement new commands or vocab...
4. Make an association between left = mauī and right = matau - they have the same number of corresponding letters in English and Māori.
5. Make up rhymes to learn new words.
6. Turn a mihimihi or pepeha into a waiata.



## He Tāmahara

### Mnemonics

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#### Te Mahi Kia Maumahara Remember



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He rautaki ēnei hei āwhina  
i ngā ākonga ki te maumahara  
i ngā meka, i ngā ingoa,  
i ngā tatauranga rānei.

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*Anei ētahi rautaki:*

1. Titoa he waiata hei ako  
i ngā kupu hou, i ngā  
whakatakotoranga reo hou  
rānei.
2. Whakaarohia ake ētahi kupu  
e maumahara ai ngā pū  
tuatahi o ngā ingoa o ngā  
tamariki a Rangi rāua ko Papa,  
ngā waka rānei o te Hekenga  
Nui (pēnā i te ROY G BIV mō  
ngā tae o te kōpere).
3. Mā te korikori tinana e ū ai  
ngā kupu hou.
4. Tautohua ngā āhuatanga o te  
kupu e mau ai taua kupu ki te  
hinengaro. Hei tauira: left =  
mauī, right = matau – he ōrite  
te nui o ngā pū i roto ngā reo  
e rua arā, e whā ngā pū o te  
kupu 'left', e whā anō ngā pū o  
te 'mauī'.
5. Titoa ētahi rotarota kia māmā  
ake ai te ako i ngā kupu hou.
6. Waiatatia te mihimihi, te  
pepeha rānei.

***Te Whiriwhiri me te  
Whakatau Raruraru***  
Problem Solving

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Speaking  
Kōrero



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Students are given a problem that requires them to **communicate** with each other about the problem and the possible options or solutions.

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*Pair / Small group activity*

In groups of 4 – 6:

1. Students are given a problem to solve.
2. Students discuss the problem and the possible solutions. The aim is to reach an agreement amongst themselves by discussing and communicating, not by voting.
3. When they have reached an agreement, they present the result of their discussion to the class, and why they chose that result.
4. Encourage students to present and justify their opinions.

***Te Whiriwhiri me te  
Whakatau Raruraru***  
Problem Solving

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Kōrero  
Speaking



Ka takoto he raruraru hei whiriwhiri, hei whakatau mā ngā ākonga.

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*He mahi ā-rōpū*

1. Whakarōpūngia ngā ākonga – kia ono ki ia rōpū.
2. Whakatakotohia he raruraru hei whiriwhiri, hei whakatau mā ngā ākonga.
3. Ko tā rātou mahi, he whakawhiti kōrero mō ngā ara whakatau i te raruraru kua takoto.
4. Me whakaraupapa mai ngā ara nei, mai i te mea tino pai, ki te mea tino ngoikore, ā, me whiriwhiri ko tēhea te ara tino pai hei whakatau i te raruraru.
5. Ākina ngā ākonga kia taunaki i tā rātou i whakatau ai.

**He Waihanga Anō  
i Tētahi Kōrero**  
Dictogloss

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Writing  
Tuhituhi



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Dictogloss develops students' listening, speaking and writing skills within a meaningful context.

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*Individual / Small group activity*

1. Choose a short text suitable for your learners.
2. Discuss the topic of the text and pre-teach or highlight new vocab or language structures.
3. In groups of 4, students listen to the text. Read text aloud at normal speed.
4. Read text a second time. As you read, pause between each sentence, so that students can jot down notes of key words, phrases or main ideas.
5. After the second reading, students use their notes to write (as a group) a shared version of the main ideas in the original text, editing as they go.
6. When complete, compare the texts from each group, discussing differences and focussing on any language points.

***He Waihanga Anō  
i Tētahi Kōrero***  
Dictogloss

Tuhituhi  
Writing



Ko ētahi mea nui i tēnei ngohe,  
ko te arotahi ki te tikanga  
ongā kōrero, me te āta kapo atu  
i te kiko o te kōrero.

*He mahi takitahi / He mahi ā-rōpū*

1. Kimihia he tuhinga poto  
e pai ana ki ngā ākonga.
2. Me ohia manomano te  
kaupapa me ngā kupu tērā  
tonu ka ara ake.
3. Whakarōpūngia ngā ākonga  
– kia whā pea ki ia rōpū.
4. Pānuitia ā-waha te kōrero  
ki ngā ākonga. I tēnei  
pānuitanga tuatahi, me  
whakarongo noa ngā ākonga.
5. Pānuitia anō. I tēnei  
pānuitanga tuarua, me hiki  
te kōrero mō tētahi wā poto  
i muri i ia rerenga, kia whai wā  
ai ngā ākonga ki te tuhi  
i ngā kupu matua, i ngā  
whakaaro matua.
6. I muri i te pānuitanga tuarua,  
me mahi tahi ngā ākonga ki  
te tuitui i ngā mea i kapohia  
e tēnā, e tēnā, kia oti mai ai  
he tauira ā-rōpū nei.

## ***Te Whakarāpopoto Kōrero***

### Summarising Text

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Writing  
Tuhituhi



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This activity is useful to prepare students for a discussion about a complex text, topic, or current events.

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#### *Individual / Small group activity*

1. Choose mid-length text that is challenging but not too difficult for students to read.
2. Students read the passage and highlight the key points and words, as well as any new terms.
3. In groups, students share the new terms and identify their meanings - use dictionaries.
4. They then discuss similarities and differences in their choices of key points. Each group agrees on the key points from the text.
5. Students complete a 25-50 word abstract (summary) of the passage which includes the key ideas.
6. Students compare their abstract with each other.

## ***Te Whakarāpopoto Kōrero***

### Summarising Text

Tuhituhi  
Writing



I roto i tēnei mahi ka aro atu ngā ākonga ki te tino kiko o te kōrero.

#### *He mahi ā-rōpū*

1. Ka pānui ngā ākonga i tētahi tuhinga, ka tohu ai i ngā whakaaro matua, i ngā kupu hou, i ngā kōrero hou ki ngā pene muramura.
2. Whakarōpūngia ngā ākonga. Ka matapaki rātou i te tikanga o ngā kupu hou me ngā kōrero hou, i ngā whakaaro matua i kōwhiria – ngā wāhi i ōrite, ngā wāhi i rerekē.
3. Me whakaae rawa te rōpū he aha ngā whakaaro matua o te tuhinga.
4. Mā tēnā, mā tēnā ākonga e tuhi tāna ake whakarāpopototanga, kia 25 kupu te roa, e mau mai ana ki roto ngā whakaaro matua i tīpakohia e te rōpū.
5. Kātahi ka tahuri ngā ākonga ki te tuhi i tētahi whakarāpopototanga ā-rōpū, kia 25 kupu, iti ake rānei, te roa.

***He Tūhonohono i tētahi  
Whakaahua kua Tapahia***  
Picture Strip Story

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Speaking  
Kōrero



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Picture strip stories require students to use language structures and vocabulary to describe a picture or series of pictures.

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*Group activity*

1. Choose a picture to copy.
2. Try to choose a 'busy' picture.
3. Cut it horizontally or vertically into strips – enough for one strip per learner in a group.
4. Give each student in a group a different strip.
5. In turn, each learner describes what is on their strip. They must not show their strip to anyone.
6. Students listen to the descriptions and try to decide on the correct order of the strips. They can ask each other questions.
7. As a group, students decide the order the strips should be laid down in order to create the picture correctly.
8. Only when the group is in agreement, do they lay down the strips to see if the order is correct.



***He Tūhonohono i tētahi  
Whakaahua kua Tapahia***  
Picture Strip Story

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Kōrero  
Speaking



He pai tēnei tikanga mahi hei whakapakari i ngā pūkenga kōrero mō ētahi āhuatanga whāiti i roto i tētahi pikitia.

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*He mahi ā-rōpū*

1. Tīkina atu tētahi pikitia. Me tapatapahi kia noho wehe ētahi wāhanga.
2. Tohaina ki tēnā, ki tēnā o te rōpū he wāhanga i tapahia mai i te whakaahua.
3. Mā tēnā, mā tēnā e whakamārama atu ki te rōpū he aha te āhua o te tana wāhanga o te pikitia. Kia kua e whakaaturia te tapahanga pepa ki te rōpū, me whakaahua pikitia ā-kupu atu.
4. Mā te āta whakarongo ki ngā whakamārama, ka whiriwhirihia te raupapa tika mō ngā tapahanga katoa, arā, ko tēhea ki runga rawa, ko tēhea ki raro tonu mai i tērā, ko tēhea ki raro i tērā, ā tae noa ki te mea o raro rawa.
5. Kia tatū ngā whiriwhiringa, ka honoa ngā wāhanga kia kitea ai mehemea i tika tā rātou mahi.

## ***Te Tūhono i te Whakaahua ki te Kōrero***

### Picture Matching

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Listening  
Whakarongo



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Picture Matching is a technique that supports student development of listening skills, and builds on student understanding of concepts and specialist language.

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#### *Individual / Pair activity*

1. Create a series of clear diagrams that illustrate central concepts of the unit of work, e.g., types of patterns used in weaving - mahi raranga; or different types of triangles in mathematics.
2. Make enough copies of the diagrams to give a copy to each student.
3. Write one sentence that describes each diagram or picture simply.
4. Mix the sentences up and number them.
5. As each sentence is read out, the students write the number of the sentence next to the diagram or picture it describes. Each sentence is read out twice.

## ***Te Tūhono i te Whakaahua ki te Kōrero***

### Picture Matching

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#### Whakarongo Listening



Mā tēnei tikanga e pakari ake ai ngā pūkenga whakarongo, e mārama ai ngā kupu o te marau, ā, e aro atu ai ki ētahi kōrero whāiti.

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#### *He mahi takitahi / He mahi takirua*

1. Tāngia ētahi pikitia e rima, e ono rānei e whakaatu ana i ngā ariā matua o tētahi kaupapa. Hei tauira: ngā momo tapatoru i roto i te pāngarau, ngā tauira raranga, tētahi tikanga pūtaiao rānei.
2. Tuhia ētahi rerenga kōrero e whakaahua ana i tēnā me tēnā pikitia. Hoatu he tau ki ia kōrero.
3. Hoatu tētahi kape o ngā pikitia ki tēnā, ki tēnā ākongā.
4. Pānuitia ngā kōrero ki ngā ākongā.
5. Ina pānuitia ngā rerenga kōrero, ka tuhi ngā ākongā i te tau o te rerenga ki te taha o te whakaahua e whakaahuatia ana.
6. Kia rua ngā pānuitanga i ia rerenga.

***He Whakarongo,  
he Tā Whakaahua***  
Picture Dictation

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Listening  
Whakarongo



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Picture Dictation is used to improve students listening skills and their ability to describe, compare, and contrast people, places and things.

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*Individual / Pair activity*

1. Describe a picture, or sequence of pictures, to students, who draw what they hear.
2. The description should involve simple visual terms with a series of steps for students to follow.
3. Students need to listen closely for detail.
4. Keep the activity short and simple.
5. Read each step to the picture twice.
6. Allow students time to draw.
7. Students check their drawing against the original and can discuss in pairs.
8. This activity can be done in pairs with one student reading and one drawing.

**He Whakarongo,  
he Tā Whakaahua**  
Picture Dictation

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Whakarongo  
Listening



Whakamahia tēnei tikanga hei whakapakari i ngā pūkenga whakarongo o ngā ākonga me tō rātou āhei ki te whakataurite i ngā āhuatanga i roto i tētahi pikitia.

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*He mahi takitahi / He mahi takirua*

1. Ko te mahi i konei, he āta whakarongo, ka tuhi ai i te pikitia e whakaahuatia ana.
2. I te tīmatanga, me kī atu he aha te kaupapa o te pikitia.
3. Me whakaahua ā-kupu i te pikitia kia mōhio ai ngā ākonga, kei hea ake tēnā me tēnā mea. Kia poto, kia māmā ngā kōrero.
4. Ko tā ngā ākonga he whakarongo pīkari, ka tuhi ai i te whakaahua kia rite ki tā rātou i rongō ai.
5. Kia rua ngā pānuitanga o ia kōrero.
6. Ina mutu te mahi, ka whakatairite ngā ākonga i ā rātou whakaahua ki te whakaahua ake, ka matapaki me pēhea e pai ake ai te whakatutuki i te mahi nei.

## ***He Oma ki te Tiki Kōrero***

### Running Dictation

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#### Listening Whakarongo



Use to introduce a new theme or topic, as an energizer or to focus on a particular grammatical point.

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#### *Pair / Group activity*

1. Put students into pairs or small groups. One student in each group is the writer. Other students take turns at being the 'runner'.
2. Pick a text for students to dictate. Place 3-4 copies of it around the classroom.
3. A runner from each group goes up to their sheet of paper and memorises as much of the text as possible, including the punctuation, before running back to their group and dictating the text to the writer.
4. It is important that the runner does not write or read the text out loud.
5. When the writer has finished writing, it's the next runners turn.
6. Once the whole text has been dictated, each group discusses and composes a final version of their text, checking for accuracy.

## ***He Oma ki te Tiki Kōrero***

### Running Dictation

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#### Whakarongo

#### Listening



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He pai tēnei ngohe i te tīmatanga o tētahi kaupapa hou, hei whakaohoho rānei i ngā ākonga.

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#### *He mahi ā-rōpū*

1. Kia 2-4 ngā ākonga ki ia rōpū. Ko tētahi o ia rōpū hei 'kaituhi', ko ērā atu hei "waewae tiki kōrero".
2. Whakamaua atu ētahi kape e 3, e 4 rānei o tētahi tuhinga poto ki te pakitara.
3. Ina mea ake kia tīmata, ka oma te waewae tiki kōrero ki te tuhinga, ka mahi kia maumahara ki te nui o ngā kōrero ka taea, ka hoki tika ki tana rōpū ki te kōrero i aua kōrero ki te kaituhi. Me mau anō ngā tohutuhi.
4. Kāore e whakaaetia te pānui ā-waha, te tuhi rānei ngā kōrero i a te ākonga e tū ana i te pakitara.
5. Ina oti i te kaituhi te tuhi te kōrero i maumaharatia, ka oma te ākonga tuarua ki te pakitara, ka hopu i te kōrero whai i muri mai hei whakahoki māna ki te kaituhi.
6. Kia oti katoa ngā kōrero te tiki atu, ka noho te rōpū ki te matapaki, ki te tā mai i te tauira whakamutunga.

## *He Kēmu Ārai*

### Barrier Game

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Speaking / Listening

Kōrero / Whakarongo



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Barrier games are an information gap activity useful for practising the language of instructions and directions.

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#### *Pair activity*

1. Give each learner a grid and some items to place on the grid e.g. pictures of furniture or icons.
2. In pairs, learners take turns to lay out the pictures on a grid and to give instructions to their partner on how to lay the pictures on their grid so that both grids are the same.
3. Encourage students to give their partner a starting point on the grid e.g. start from the top right square; bottom right square; the square that you placed the shoe in.
4. Discuss with students the sentence patterns they will need when instructing their partner where to place the items on their grid.



## *He Kēmu Ārai*

### Barrier Game

Kōrero / Whakarongo  
Speaking / Listening



He ngohe mōhiohio ngaro te Kēmu Ārai. He pai tēnei mahi hei parakitihi i te reo tohutohu.

#### *He mahi takirua*

1. Hoatu he tukutuku ki tēnā, ki tēnā ākonga. Ka hoatu anō he whakaahua o ētahi mea hei āta whakatakoto ki te tukutuku, pēnei i te pikitia, i te waitohu rānei.
2. Ko tā tētahi o te tokorua, he whakatakoto i ētahi o aua hanga ki tāna tukutuku, me te hoatu tohutohu ki tōna hoa me pēhea tāna whakatakoto i aua mea ki tāna tukutuku kia rite ai ki tā te kaitohutohu tukutuku.
3. Ina mutu tērā, ka huri kia noho ko te kaitohutohu te taringa whakarongo, ko te taringa whakarongo te kaitohutohu.
4. Ākina te kaikōrero kia hoatu he wāhi tīmata ki tōna hoa, hei tauira, 'ka tīmata i te tapawhā o runga rawa, i te taha matau'.
5. Kōrerorerotia ngā momo rerenga kōrero ka whakamahia hei kawē i ngā tohutohu whakatakoto i ngā whakaahua.

## ***Matapae: Mātakitaki: Whakamārama***

POE [Predict: Observe: Explain]

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Apply

Te Whakahāngai



The POE strategy encourages students' to use their prediction skills and their ability to rationalise their predictions about a specific event.

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*Pair / Small group activity*

Students carry out three tasks:

- Predict what might happen and justify their prediction.
  - Observe what happens and describe it.
  - Explain why they think it happened as it did.
1. Assign a task that allows POE to take place e.g. reading part of a text or watching a film preview.
  2. Predict - Individually, students write their prediction of what might happen in the book or film. Students must provide clear reasons for their predictions.
  3. Observe - Students watch the film or read the book and write notes to support, or refute their initial predictions.
  4. Explain - Students discuss their ideas together and suggest possible reasons for any discrepancies between their predictions and what happened.

**Matapae: Mātakitaki:  
Whakamārama**

POE [Predict: Observe: Explain]

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Te Whakahāngai  
Apply



Ko tēnei rautaki ka ākina ngā ākonga kia whakamahia ō rātou pūkenga matapae me ō rātou āheinga ki te āta whakatakoto whakamārama i ngā take i pērā ai te matapae.

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*He mahi takirua / He mahi ā-rōpū iti*

1. Hoatu he wāhanga kōrero, he whakaahua, he wāhanga rānei nō tētahi kiriata. E toru ngā takahanga o te mahi nei.
2. *Matapae* - Tonoa ia ākonga kia matapae i ngā kōrero ka puta ake i te kōrero, i te whakaahua, i te kiriata rānei, me te whakatakoto anō i ngā take i pērā ai ā rātou matapae.
3. *Mātakitaki* - Tonoa ngā ākonga kia āta mātakitaki, kia tuhi kōrero mō tā rātou i kite ai.
4. *Whakamārama* - Tonoa anō rātou kia whakamārama he aha i hua ake ai he rerekētanga i tā rātou i matapae ai me ngā āhuatanga i pā, me ngā kōrero i puta ake.

## ***Rerenga Tūhonohono***

### Linking sentences

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Writing  
Tuhituhi



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This activity helps students to think about both meaning and structure in written text.

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#### *Individual / Pair activity*

1. Give learners a short text which has had every second sentence removed.
2. Learners create their own sentences to complete their version of the text.
3. In writing their own text, learners may craft one or more sentences for each sentence that has been removed in order to create a complete text.

## ***Rerenga Tūhonohono***

Linking sentences

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Tuhituhi  
Writing



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Mā tēnei mahi e aro atu ai ngā ākonga ki te kaupapa me te raupapa o ia rerenga kōrero.

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*He mahi takitahi / He mahi takirua*

1. Hoatu ētahi kōrero ki ngā ākonga, engari tangohia ia rerenga kōrero tuarua.
2. Ka riro mā ngā ākonga e waihanga ā rātou ake rerenga hei whakaoti i te kōrero.
3. E whakaaetia ana te kuhu atu i te rerenga kotahi, nui ake rānei, hei whakakapi i ia rerenga e ngaro ana.

## ***He Kōrero Hanumi***

### Mixed Stories

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Reading  
Pānui



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In this strategy, learners attend to both form and meaning of a text.

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#### *Pair activity*

1. Choose two simple, short texts, or paragraphs. You need only 3-4 sentences of each text.
2. Combine parts of the first sentence of each text to create a new sentence. Mix parts of the second sentence of each text to create a new second sentence and so on.
3. Keep the words and the chunks of each text in order.
4. Present the new text to the students. Give them clues about the texts e.g. one is a recipe and the other is a recount.
5. The students identify the two texts and write them correctly.

## ***He Kōrero Hanumi***

### Mixed Stories

Pānui  
Reading



I tēnei rautaki, ka aro atu ngā ākonga ki te hanga me te tikanga o te pānui.

#### *He mahi takirua*

1. Kōwhiria ētahi tuhinga poto, e rua, he māmā noa te pānui. E hiahiatia ana ngā rerenga kōrero e 3-4 noa iho o ia tuhinga.
2. Whakaranua ngā tuhinga e rua: Tuituia he wāhanga o te rerenga kōrero tuatahi nō tētahi tuhinga ki tētahi wāhanga o te rerenga kōrero tuatahi o tērā atu tuhinga. Me pērā anō mō ngā rerenga tuarua, me ngā rerenga tuatoru o ngā tuhinga hei waihanga i tētahi tuhinga hou.
3. Kia tika te raupapa o ngā kupu, me ngā rerenga kōrero o ia tuhinga.
4. Hoatu te tuhinga hou ki ngā ākonga, me ētahi whakamārama mō ngā tuhinga e rua kua hanumi, hei tauira, he tohutao tētahi, he kōrero paki tētahi.
5. Ko tā ngā ākonga, he āta wehewehe i ngā kōrero e rua kia tū motuhake anō ai tēnā me tēnā.

## ***Arawhata Ārepa***

### Alpha Ladder

#### Remember

Te Mahi Kia Maumahara



An Alpha Ladder is a tool for revising or reviewing a topic. Useful for collating prior knowledge, it is also a good way of recording information as a “ready reference”.

#### *Individual / Small groups*

1. Draw up an Alpha Ladder similar to the example below – each row is assigned one letter of the alphabet.
2. For each letter, students write terms or items they know related to the topic that start with that letter, for example, specialised terms, names, significant events, or issues.
3. The final list can be displayed, as a stimulus for other activities or further learning.

|   | Terms          | Definition  |
|---|----------------|---|
| A | Anther         | Male part of a flower which produces pollen.              |
| B |                |   |
| C | Carbon dioxide | Gas used by green plants to make food.                    |
| D | Dissemination  | The process of seeds spreading from one place to another. |



## Arawhata Ārepa

### Alpha Ladder

Te Mahi Kia Maumahara  
Remember



Ka whaihua ngā kōrero i te Arawhata Ārepa hei tīmatanga mō tētahi kaupapa hou, hei “rārangi tohutoro” rānei, e kori ai, e taunga anō ai te hinengaro ki te kaupapa ako.

*He mahi takitahi / He mahi ā-rōpū iti*

1. Me tuhi tētahi Arawhata Ārepa pērā i te tauira i raro nei – ka tīmata ia rārangi poutū ki tētahi pū o te arapū.
2. Mō tēnā, mō tēnā pū, ka tuhia e ngā ākonga he kupu mō te kaupapa ako e tīmata ana ki taua pū me tētahi tauira kōrero, whakamārama, aha atu rānei.
3. Whakamaua atu te Arawhata Ārepa ki te pakitara, ā, ka rite tonu te hoki atu ki te tāpiri i ngā kōrero hou.

|   | Kupu<br>Āhuahanga | Whānau Kupu                  |
|---|-------------------|------------------------------|
| A | ahu               | āhua, roa,<br>teitei, whānui |
| E |                   |                              |
| H | hauroki           | kokonga, tapa,<br>mata       |
|   | huapae            | poutū, rārangi               |
| I |                   |                              |

***He Whakatū Tīrewa***  
***mō te Tuhi Kōrero Poto***  
Scaffolded Note Taking

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Writing  
Tuhituhi



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Note taking is an important skill to learn and use. Scaffolded note taking provides students with a frame for taking notes.

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*Individual / Pair activity*

1. Select a text at a level that can be understood by the students.
2. Develop a note taking sheet. The sheet might have a table to fill in, questions, sentence starters, or key words. It should follow the order of the text.
3. Read the first paragraph of the text as a class and demonstrate how to transfer information in note form to the sheet.
4. Students then read the text and complete the note-taking sheet.
5. Encourage students to use abbreviations, arrows, shorthand, symbols, bullet points, short phrases, numbers or keywords.
6. Discuss as a class or in small groups what the main points were to be taken from the text.

***He Whakatū Tīrewa***  
***mō te Tuhi Kōrero Poto***  
Scaffolded Note Taking

---

Tuhituhi  
Writing



He pūkenga nui te tuhi kōrero poto, me ako ka tika. Ko te tino pūkenga o te tuhi kōrero poto, kia kua e tuhia ngā kupu katoa e kite ana, e rongō ana koe.

---

*He mahi takitahi / He mahi takirua*

1. Kimihia tētahi tuhinga (kōrero) e mārama ana ki ngā ākonga.
2. Waihangatia he puka tuhi kōrero poto. He tūtohi hei whakakī, he pātai, he tīmatanga rerenga kōrero, he kupu matua pea kei runga.
3. Pānuitia ā-karāehe te kōwae tuatahi, ka whakatauiratia te whakawhiti i ngā pārongo ki te puka tuhi kōrero poto.
4. Kātahi ka tahuri ngā ākonga ki te whakaoti i ērā atu wāhanga o te puka tuhi kōrero.
5. Ākina ngā ākonga kia kuhu atu i ngā pere, kia whakamahi i te tuhi ringapoto, ngā tohu, ngā kupu matua, ngā tohumatā, ngā rerenga poto me ngā tau.
6. Kōrerotia ngā pārongo matua kua puta mai i tēnei mahi.

## ***Te Tuhi Tere*** Quick Writing

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Writing  
Tuhituhi



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Quick writing is a form of note making that helps students to remember what they know and understand. It can also be used to explore and clarify ideas.

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### *Individual*

1. Give the student a topic or other stimulus to write about.
2. Give them a short time (3-4 minutes) to jot down their initial reactions, feelings, and ideas in response to the topic, images or sounds.
3. The aim is to write as much as possible in the time allowed. The focus is on quantity rather than quality.
4. The writing is for personal use and can be brief, informal, and incomplete.
5. Use the technique frequently to encourage students to get their thoughts down quickly.
6. This technique can be the start of a bigger and edited piece of writing.

## ***Te Tuhi Tere*** Quick Writing

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### Tuhituhi Writing



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He momo tuhinga kōrero poto e maumahara ai ngā mea e mōhio ana, e mārama atu ana te ākonga. Ka pai anō hei āwhina i a ia ki te toro haere, ki te whakamāramahaere i ōna whakaaro.

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#### *He mahi takitahi*

1. Hoatu he whakaahua, he oro, he kaupapa rānei, hei kaupapa tuhituhi mā te ākonga.
2. Tukuna te ākonga kia tuhi i ōna whakaaro, i ōna kare ā-roto ka toko noa ake i roto i a ia mō aua whakaahua/oro/kōrero (kia 3–4 meneti noa mō te mahi nei).
3. Ko te aronga matua o tēnei mahi ko te nui o ngā kupu ka tuhia i taua wā kua ko te tika o te reo, o te tuhituhi rānei.
4. Mā te akonga anake āna tuhinga, nō reira me poto pea ngā rerenga, me ōpaki, me rere te pene ki te tuhi.
5. Whakamahia ai tēnei tikanga hei akiaki i ngā ākonga ki te tuhi tere i ō rātou whakaaro.

## *Te Whakarōpū Wahangū i Ētahi Kari*

### Silent Card Shuffle

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Evaluate  
Te Arotake



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This is a learner-centred, cooperative strategy useful for classroom activities that require small groups to classify, sort, sequence, map, and match.

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#### *Small group activity*

1. Using cards, design a task that requires students to classify, sort, sequence, or match items. Cut up the cards to make a set for each group.
2. In groups, students sort their cards – no talking allowed.
3. When all groups have sorted their cards, they can discuss and change their classifications.
4. One member of each group then becomes the group's representative. Other group members visit other groups to check their classifications.
5. Students return to their original groups to discuss any changes they would now like to make.
6. Provide a master copy so that students can correct their cards and discuss changes.

## ***Te Whakarōpū Wahangū i Ētahi Kari***

### Silent Card Shuffle

#### Te Arotake Evaluate



I tēnei o ngā rautaki, ka mahitahi ngā ākonga ki te tātari me te arotake i ngā āhuatanga whāiti o tētahi kaupapa.

#### *He mahi ā-rōpū iti*

1. Hoahoatia tētahi mahi whakaōrite āhuatanga, mahi rānei i runga kāri. Tapahia ngā kāri. Kia kotahi te huinga kāri mā ia rōpū.
2. Ka mahi ā-rōpū ngā ākonga ki te whakarōpū i ngā kāri – kāore e whakaaetia te kōrero.
3. Kia oti te whakarōpū i ngā kāri, tohua ngā ākonga kia kōrero te āhua o ngā wehenga kāri. Ka taea te whakarōpū anō i ngā kāri.
4. Ka noho tētahi ākonga hei māngai mō tana rōpū. Ka haere ōna hoa ki te tiroiro i ngā mahi a ērā atu rōpū.
5. Kātahi ka hoki anō rātou ki ō rātou ake rōpū, ka mahi ai i ngā whakatikatika e hiahiatia ana.
6. Hoatu te kape matua, kia kite ai ngā ākonga i ngā wehenga tika, ā, me kōrerorero ā rātou mahi.

# AKO PANUKU

*Inspiring Learning*

**Te Kāhui Kaiako Reo Māori**  
ME RANGATIRA TE AKO

**He Rautaki Ako**  
hei kawē ki roto i te  
akomanga

Arotake

Hoahoa

Kōrero

Maumahara

Tuhituhi

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 **Haemata**

  
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