



He Maumahara ā-Rongo

Auditory Memory

E ako ai te ākongā i te reo, me pakari ōna pūkenga whakarongo, pūkenga maumahara anō, ā, me mōhio me pēhea te whakaputa i ōna whakaaro. Ko te maumahara ā-rongo tētahi huarahi hei whakapakari i ēnei āhuatanga o te ako.

Ko te maumahara ā-rongo:

- ko te āhei ki te hopu i te kōrero ā-waha ki te taringa, ki te anō i te tikanga
- ko te āhei anō kia mau ki ngā pūmahara me te tiki anō hei whakamahi ā tōna wā.
- he whakapakari i te kaha o te ū o te hinengaro me te ū ki te mahi kei mua i te aroaro,
- he whakakaha ake i te whaihua ake te whai i ngā tohutohu me te ako.

Ko ngā rautaki e whai ake nei, he mea whakapakari i ngā pūkenga maumahara me te hinengaro ū o ngā ākongā. He pai hei mahi tuatahi i tētahi akoranga.

Language learning requires a learner to know how to listen, understand what they hear, and use that information to help their learning.

Auditory memory:

- is the ability to remember what is heard
- helps a learner distinguish sounds and use those sounds properly
- is important for being able to recall information and use it
- is important in helping a child to follow longer instructions and understand more detailed conversations
- is essential for learning in a classroom.

The following auditory memory strategies will help to improve students' ability to focus, recall, and learn. They are particularly useful at the start of a lesson to help focus and engage students.

Pao, pao!

1. Kōwhiria he rotarota/waiata poto e mōhio ana ngā ākonga.
2. Tonoa ngā ākonga kia taki noho, tētahi i te taha o tētahi, e oti mai ai he porohita.
3. Whakamārama atu ki ngā ākonga ko tā rātou mahi, he taki i tētahi ruri e mōhio ana rātou.
4. Mā te kaiako tonu, mā tētahi ākonga rānei ka tohua e te kaiako, e whakahua te kupu tuatahi o te rotarota/waiata.
5. Ka huri haere i te porohita, me te whakahua haere a tēnā, a tēnā ākonga i te kupu ka whai i muri i te kupu kātahi tonu ka whakahuatia e te ākonga tōna taha.
6. Ka huri haere tonu i te porohita kia oti rā anō ngā kupu katoa o te rotarota/waiata te whakahua.
7. Hei whakauaua ake i te mahi, me huri kōaro te raupapa o ngā kupu ka whakahuatia, ka hoki whakamuri ai ki te tīmatanga o te waiata.

Pao, pao!

Take a short waiata/rotarota that students know.

The kaiako or nominated ākonga starts by saying out loud one of the words from the waiata/rotarota.

In a circle, each child in turn says the next word. Students may only say their word.

Variations:

- Students close their eyes while carrying out the task.
- Work backwards through the waiata/rotarota e.g., in Hei tiratira te poti me te whira...

Ākonga 1: whira

Ākonga 2: te

Ākonga 3: me

Ākonga 4: poti...

Huri Tau ē!

1. Ka 5 meneti pea te roa o tēnei mahi i te tīmatanga o tētahi akorangi.
2. Ka whakahuatia matapōkeretia ake e te kaiako tētahi tau, tētahi kupu rānei. Hei tauira, ko te “whā”.
3. Ko tā ia ākonga, tētahi i muri tonu i tētahi, ko te tārua i taua tau, arā, Ākonga 1, “whā”, Ākonga 2, “whā”, Ākonga 3, “whā.”
4. Ka tāpiria e te kaiako he tau/kupu anō. Hei tauira, “whā, iwi”.
5. Ka tāruatia anō e ia ākonga te raupapa tau/kupu hou.
6. Kia wareware, kia hē rānei i tētahi ākonga tētahi tau/kupu, ka makere ia i te kēmu.
7. Ko te toa, ko te ākonga he maha ake āna tau/kupu ka tika tāna whakaraupapa mai.

Huri Tau ē!

Teacher says a number. Each student repeats the number.

Teacher increasingly adds another number (or word), each student repeats the string of numbers or words in order.

As students forget or make an error in the sequence, they drop out.

Variations:

- Start with 3-4 numbers depending on the ability of your students.
- Use a mix of numbers and words.

Students repeat all previous numbers then add their own number.

Te Kāpata o Kuia

1. Ka whiua e te kaiako te pātai nei, “He aha kei roto i te kāpata o Kuia?”
2. Ka whakahuatia ake e te ākonga tuatahi tētahi hanga.
3. Ko tā te ākonga tuarua, he tārua i taua hanga tuatahi i whakahuatia ake e te ākonga tuatahi, me te tāpiri i tētahi atu mea.
4. Akiakihia ngā ākonga kia whakamahi i te reo e tika ana mō te whakaraupapa, mō te whakarārangi.
5. Kia tae ki ia ākonga, māna e tārua ngā mea katoa kua whakahuatia i mua i a ia, ā, kia tika anō te raupapa, me te tāpiri i tētahi atu hanga.
6. Ki te hapa, ki te hē rānei i te ākonga tētahi o ngā mea kua whakahuatia i mua atu i a ia, kua mīere ia, kua puta i te kēmu.
7. Kaua e tukuna kia roa rawa te ākonga e āta kimi ana i ngā mea hei taki māna. Me whakarite pea he manawataki hei ārahi i a rātou, ā, me ū ki te manawataki. Me haere rānei te wā e wātea ana hei whakahua i ia mea.

Te Kāpata o Kuia

In turn, each student responds to the question *He aha kē ngā mea i roto i te kāpata o Kuia?* (What is in Nana’s cupboard?), by stating all items said by previous students in the correct order and adding another item.

For example:

Teacher: He aha kei roto i te kāpata o Kuia?

Student 1: He tōkena.

Student 2: He tōkena me ētahi hu.

Student 3: He tōkena, he hū, me tētahi pēke.

Student 4: He tōkena, he hū, he pēke, me ētahi koti.

Prioritise memory, rather than accuracy of language use.

Te Kōhimuhimu

Ko te kēmu tēnei e mōhiotia whānuitia ana, arā, ko te “Chinese whispers”.

Whiriwhirihia he kīanga rānei, he rerenga kōrero rānei e hāngai ana ki te reanga tamariki e whakaakona ana. Hei taurira mō ngā ākonga kātahi pea ka tīmata ki te ako ki te reo Māori:

Kei te haere a Makere ki te toa.

I mau au i te ua.

Mō ngā tuākana, tukuna ngā rerenga kōrero e rua, e toru rānei, kia huri whakatekaraka, kia huri kōaro hoki i te wā kotahi, hei wero i ngā ākonga.

Te Kōhimuhimu

“Chinese whispers” a well-known game suitable for all ages. Choose phrases and sentences suitable for the age and level of the students. Examples for beginners:

Kei te haere a Makere ki te toa.

I mau au i te ua.

To challenge students, start 2-3 sentences going in different directions around the class.

Ka Kī a Haimona

Whāia ngā ture o te kēmu 'Simon Says'.
Kia āhua poto tonu ngā tohutohu hei
tīmatanga.

Mēnā he uaua ki ētahi, hei aha te kī ake
'Ka kī a Haimona'. Ka hoatu noa i te
tohutohu. Hei tauira: *Haere*
whakatematau ...; neke ki mua...

Ki te wero atu i ngā ākonga, hoatu kia 4-6
neke atu rānei ngā tohutohu. Ka
whakarongo noa ngā ākonga ki ngā
tohutohu katoa. Kātahi ka whai i ngā
tohutohu, kia tika anō hoki te raupapa o
ngā mahi.

Ka Kī a Haimona (*Simon Says*)

Follow the same rules as the game 'Simon
Says'. Start with some short instructions.

If students struggle, adapt the activity by
taking out the 'Simon says ...' and just give
the instruction, e.g., *Haere whakatematau*
...; neke ki mua... (Go to the right ...; move
forward ...)

To challenge students, increase the
number of instructions e.g., 4-6 or more.
Students listen to all instructions before
they do them. Then they must do them in
the order the instructions were given. For
example, *E tū, haere ki te papa tuhi, tuhia*
tō ingoa (... i te taha matau), pakipaki kia
ono ngā wā, e hoki ki tō tūru. (Stand up,
go to the whiteboard, write your name (on
the right-hand side), clap six times, return
to your seat.)