



bed



chair

moenga

tūru

bed



chair



bucket



table

pākete

tēpu

bucket



table



Kū, Pū, Kupu!

☆ Whakamāramatanga

He rauemi tēnei mā te kaiako reo Māori. Kua tiki poka noatia ētahi kupu 100 - he kupu auau te puta, he tūmahī, he tūhūa, ā, he momo kare ā-roto anō hoki. He pūkei kāri tēnei rauemi nei e taea ai te whakamahi hei tautoko i te ākongā ki te ako kupu hou, ka mutu, ki te ako i te reo Māori.

Kua puta ētahi o ēnei kupu i He Raurau Kupu - He Puna Kupu mā te Hunga Ako i roto i Ngā Kaupapa Rumaki Reo Māori (nā Haemata Ltd.), i te *High Frequency Word Lists | 1000 Frequent Words of Māori* hoki.

☆ Overview

This resource has been developed for Māori language teachers. We have randomly selected 100 words – some are high frequency words, some are verbs, others are adjectives, and some describe feelings. This deck of cards has been developed to support students in learning new vocabulary and, ultimately, in learning te reo Māori.

The words have been selected from two main resources, *He Raurau Kupu – He Puna Kupu mā te Hunga Ako i roto i Ngā Kaupapa Rumaki Reo Māori* (by Haemata Ltd.), and the *High Frequency Word Lists | 1000 Frequent Words of Māori*.

①

☆ Hei Whakamahinga | Suggestions for Use

(For full instructions, visit akopanuku.tki.org.nz/kupu)

1. Pronunciation

Each student selects a card and reads aloud ensuring correct pronunciation of long and short vowel sounds. If extra support is needed, encourage students to break the word into syllables, then attempt to read the whole word again.

2. Sentence Building

Each student selects a card, reads the word aloud and creates a sentence using the word. For extra support, use an Alpha Ladder and ask students to write their word and sentence on the chart.

3. Categorisation

Students work together to group the word cards into categories. These could be different contexts, or the types of words e.g., nouns, verbs, or descriptive words. Students justify their categorisation by using each word in a sentence.

4. Associated Words

Students take turns to pick up a card (randomly) and say the word along with any variations of the word e.g., *moe, moenga, moemoēā*.

Students work in small groups. Each student picks a card (randomly), and the group works together to think of any related words e.g., *moenga, moeroa, ngongoro*.

②

5. Dictionary Skills

Students use dictionaries to research words selected from the deck. Encourage students to present their findings by including the definition, what type of word it is e.g., adjective and, or a verb, and use in 1-2 sentences. For further extension, students can use dictionaries and thesauruses to find synonyms and antonyms for Māori and English words.

6. Introducing New Vocabulary

Drilling - provide a listening model for any new words you are planning to teach before showing them in any written form e.g., provided by the teacher, audio recording, or from another student. Encourage students to repeat what is heard – either in groups, pairs or individually.

7. Revising, Consolidating and Recycling Vocabulary

Build a story - Give students 3–5 word cards. Students must use the words to create a story. To support beginners, allow them to create the story in English, including the Māori word. Ensure the word is used in the correct context.

Layout all cards on a table. Students take turns to pick up as many cards as they can and use as many of the words in a single sentence. They retain the cards they have used and return the unused cards to the pack. The student with the most cards at the end, wins.

In turns, students take a card and use it in a sentence. The next student takes a card and adds it on to the previous sentence to create a story.

③



Te Kāhui Kaiako Reo Māori
HE RANGATIRA TE AKO MO TE ORANGA TONUTANGA O TE REO
akopanuku.tki.org.nz





glasses



torch



moon



cloud

mōhiti

rama

marama

kapua



glasses



torch



moon



cloud



stone



bike



snail



fantail

kōhatu

paihikara

ngata

tīrairaka



stone



bike



snail



fantail





swimming pool



cow



!Pad



cellphone

puna kaukau

kau

īPapa

waea pūkoro

swimming pool



cow



!Pad



cellphone



computer



computer

wireless



computer



wireless



money



money



gunboot



gunboot



rorohiko

ahokore

moni

kamupūtu





ngākaurua

whakahīhī

hōhā

rorirori

uncertain

proud

annoyed

silly



māngere

whakamā

āmāimai

māuiui

lazy

embarrassed

nervous

sick





hot



worried



happy



hungry

wera

āwangawanga

harikoa

hiakai

hot



worried



sad



happy



angry



hungry



cold

cold



sad



scared



angry



makariri

pōuri

mataku

pukuriri





well

ora



surprised

ohorere



sleepy

hiamoe



pamamae

pāmamae



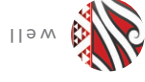
pāmamae



sleepy



surprised



well



entertaining

āhuareka



beautiful

ātaahua



deep

hōhōnu



small

paku



small



deep



beautiful



entertaining





big



new



hard



correct

nui



big



easy



incorrect



quick



high

mārō



hard



new



big



correct

tika



easy



incorrect



quick



high

ngāwari

hē

kamakama

teitei





tall



slow



dirty



shallow

tāroaro

pōturi

paru

pāpaku



tall



slow



dirty



shallow



weak



soft



glow



lean

ngoikore

ngohegohe

muramura

tūpuhi



weak



soft



glow



lean





yell



hardworking



see



think

hāparangi

pukumahi

kite

whakaaro



yell



hardworking



see



think



walk



cry



swim



careful



walk



cry



swim



careful



walk



cry



swim



careful

hīkoi

tangi

kauhoe

tūpato





sit



stand



sleep



pass

noho

tū

moe

hipa



sit



stand



sleep



pass



persistent



read



wear



go

manawanui

pānui

ngenge

haere



persistent



read



wear



go





mārama

rongo

mātakitaki

oma

understand

hear

watch

run



hanga

kōrero

tuhituhi

whakatika

build

speak

write

to correct







hāpai



waiata



pātuhi



hopu



whai



puru



tīhau



pīurangi







tuku

wawata

whakaatu

hari



titiro

whakarongo

mau

piki



