

Kōrero

Pānui

Tuhituhi

Pāngarau

Year 3

Ngā Whanaketanga Rumaki Māori have been designed to let whānau, teachers and children know where they are at with their learning in Te Reo Matatini and Pāngarau.

The whanaketanga are directly aligned with the Marautanga o Aotearoa which is the framework used by kura to teach all the learning areas – Te Reo Māori, Pāngarau, Pūtaiao, Tikanga ā-Iwi, Hauora, Ngā Toi, Te Reo Pākehā and Hangarau.

Your child's school must provide you with at least two written reports a year, letting you know how your child is doing in relation to the Whanaketanga and the Marautanga. Many kura provide a portfolio of your child's work, if your kura doesn't do this ask the teacher to show you their work.

This booklet provides a snapshot of the sorts of things your child will have been learning during their third year at school in kōrero, pānui, tuhituhi and pāngarau. It gives you an idea of what you can expect your child to know and be able to do in these areas.

If your child has come to total immersion education more recently, they may be assessed slightly differently – to reflect how long they've been in immersion. Talk to your teacher if you have any concerns – they will be able to explain where your child is at with their learning.





Kōrero

During your child's third year at kura they will be working at early level 2 of the marautanga.

They will be developing their understanding of oral language, including formal Māori language contexts, for example, a pōwhiri for new students.

They will be learning to:

- develop their ability to speak confidently about familiar experiences
- add more detail into their conversation and speech
- identify main ideas in things they listen to
- use a wider vocabulary
- sequence their ideas.



Speaking and listening activities

- Working in pairs one child interviews the other with questions about their likes and dislikes. They then share with the class what they know about their friend.
- A child might learn something new on the computer, e.g. making a graph, then explain to their friend how they did it.

At home

- Talk with your child while cooking a meal together e.g. pizza, “He aha ngā kīnaki pai ki a koe?”, “He tōmato, he tīhi, he ōriwa, he aha atu?”
- Together, find out about interesting stories and people from your family's past – talk with kaumātua – “I pēhea i a koe e tamariki ana, e Kv oro?”, “E hia te utu o te aihikirīmi i taua wā?”
- Talk with your child about a favourite character in a movie or book – “Ko tēhea te kiripuaki pai rawa ki a koe i roto i tō tino kiriata?”, “Kōrero mai he aha ai?”

Pānui

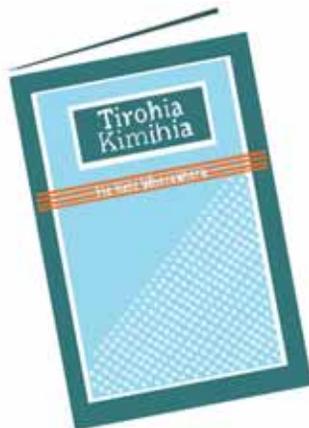
During your child's third year at kura they will be working at early level 2 of the marautanga and they will be reading books in the Kete Kiekie and Kete Pīngao range.

They will be reading and responding to both fiction and non-fiction texts and be able to identify the main ideas in things they read. They will be coming across ideas and sentence structures that are familiar to them, as well as some that are new.

They will be learning to:

- identify and discuss an author's main purpose e.g. to recount, explain, describe
- identify the sequence of events in a story
- identify nouns, verbs, adjectives, adverbs
- identify words and phrases that are used to connect ideas, like nō reira, heoi anō
- recognise how punctuation is used for expression, meaning and fluency
- imagine – by drawing pictures to show what they think the characters see, hear and feel.

Readers are grouped into 'Kete', starting with Kete Harakeke where the books are simple and progressing to Kete Kiekie, Pīngao and Miro, which get slightly harder and more complex at each kete. During their next year at kura your child might be reading books in the Kete Pīngao range.



Some features of Pīngao books at this level

- Greater use of dialogue.
- Longer sentences.
- A variety of punctuation features.
- More interest words.
- Texts that have familiar storylines and contexts.
- Mainly sequential plots.

As your child reads this story they might:

- talk about what might happen at the end of the story
- use context to work out meaning of unfamiliar words
- talk about what is happening in the picture and relate it to their own experiences.

At home

- Read to your child every day.
- Have reading materials available at home – library books, magazines, cook-books, newspapers.
- Help your child with words they don't understand – use dictionaries like *He Pātaka Kupu* or look online for *Ngata*, *He Pātaka Kupu* or the *Māori Dictionary*.

$5 \times 1 = 5$	$10 \times 1 = 10$
$5 \times 2 = 10$	$10 \times 2 = 20$
$5 \times 3 = 15$	$10 \times 3 = 30$
$5 \times 4 = 20$	$10 \times 4 = 40$
$5 \times 5 = 25$	$10 \times 5 = 50$
$5 \times 6 = 30$	$10 \times 6 = 60$
$5 \times 7 = 35$	$10 \times 7 = 70$
$5 \times 8 = 40$	$10 \times 8 = 80$
$5 \times 9 = 45$	$10 \times 9 = 90$
$5 \times 10 = 50$	$10 \times 10 = 100$



Pāngarau

During your child's third year at kura they will be working at early level 2 of the marautanga. About 60–80 percent of their learning will focus on number.

They will be solving realistic problems using their growing understanding of number, algebra, geometry, measurement and statistics. They will solve problems by breaking up numbers and moving them around without counting e.g. $8+5$ could become $8+2+3$.

They will be learning to:

- explore patterns in numbers up to 1,000
- use their basic facts to solve problems
- talk about fractions, like $\frac{1}{2}$ and $\frac{1}{4}$, when sharing and exploring shapes and quantities
- organise objects and talk about what's different and what's the same
- create and describe patterns
- measure objects and time
- give and follow directions
- investigate a topic, display and discuss what they've discovered.

A maths problem

A zoo has 18 monkeys. They get 4 more monkeys.

How many monkeys are at the zoo now?

At home

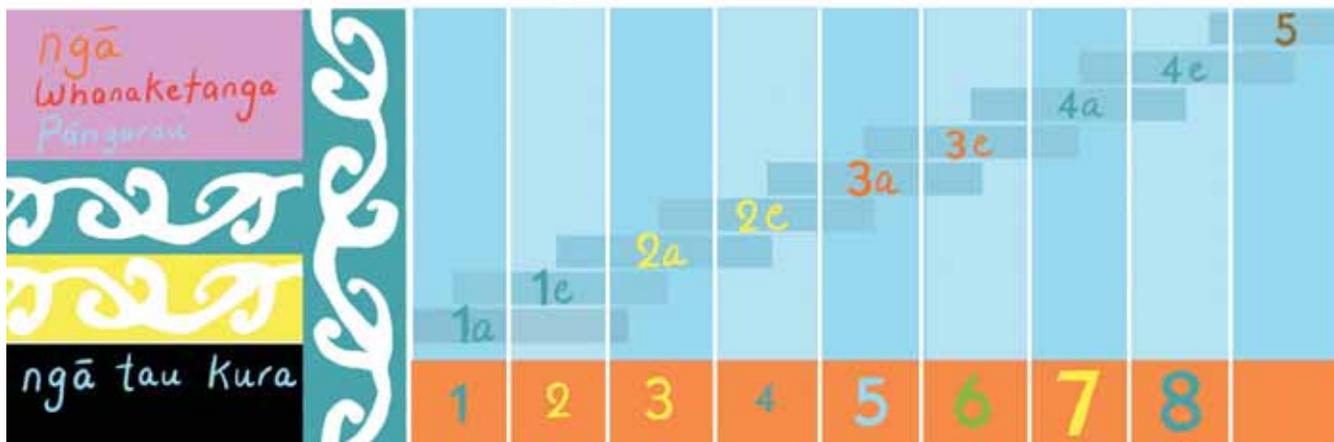
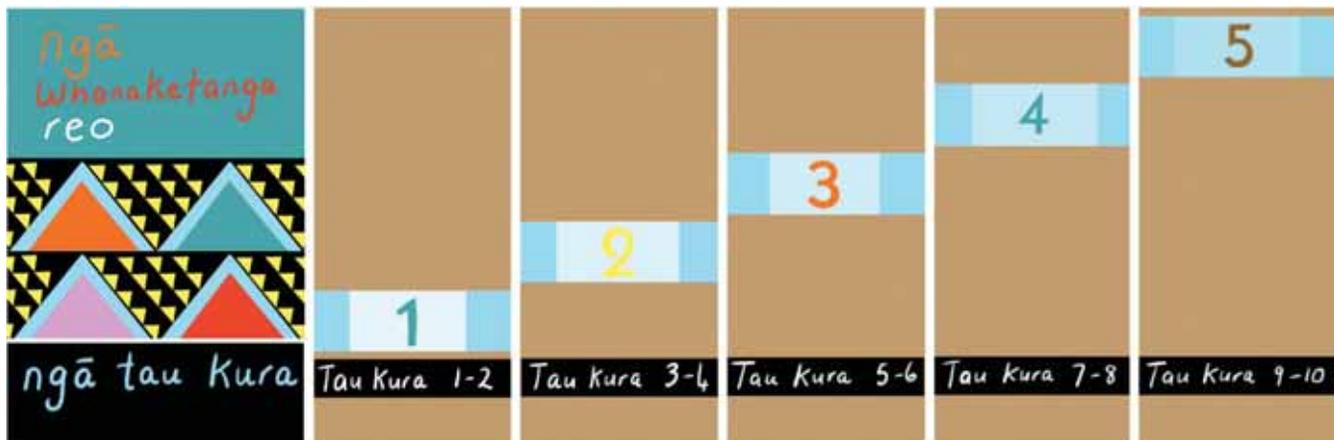
Pāngarau is an important part of everyday life. Get your child to show you how they solve problems – it may be different to when you were at school.

Numbers and patterns

- Together, try making different repeating patterns by drumming, clapping, stomping, dancing or drawing.
- Encourage your child to do addition and subtraction problems in their heads using facts to 20 – $10+4$, $15-7$.
- Help your child to trace over repeating patterns e.g. kōwhaiwhai or tāniko patterns.

Everyday activities

- Tell the time – o'clock, $\frac{1}{2}$ past, $\frac{1}{4}$ to.
- Learn 2, 5 and 10 times tables.
- Help at the supermarket – find specific items like 250 grams of butter, 2 litres of milk.



Thanks to everyone who contributed and gave support to this project. Special thanks to the student whose work is included in the Tuhituhi section of this booklet.

For more information about Ngā Whanaketanga Rumaki Māori and Te Marautanga o Aotearoa visit the Ministry of Education's website, www.minedu.govt.nz.

Illustrator: Ellie May Logan.

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The book in the Pānui section is *Tōku Koroua Hīanga* written by Vanessa Cooper.

This booklet was published by Hana Limited on behalf of the Ministry of Education, 2014.

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