

# Kōrero

# Pānui

# Tuhituhī

# Pāngarau

## Year 8

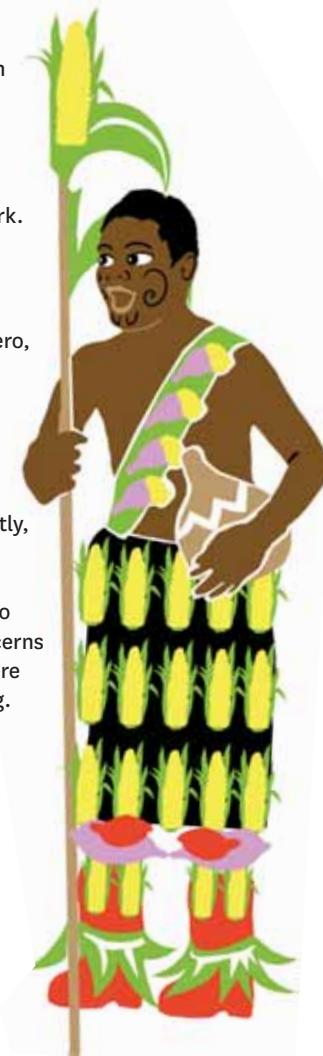
Ngā Whanaketanga Rumaki Māori have been designed to let whānau, teachers and children know where they are at with their learning in Te Reo Matatini and Pāngarau.

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 eighth year at school in kōrero, pānui, tuhituhī 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 eighth year at kura they will be working at level 4 of the marautanga.

They will be speaking confidently about their thoughts, opinions, feelings and experiences across a wide range contexts and on varied topics.

They will be learning to:

- link information they hear with their own experiences
- identify different perspectives
- express themselves in many Māori environments e.g. acknowledging guest speakers
- use words and phrases to express their opinion like "Ki ōku nei whakaaro ..." , "Ki ahau nei ..."

### A speaking and listening activity

Wearable Arts – students design a costume made out of recycled materials around the theme of Matariki. Students present their costume describing how they made it, what they like the most about it and how it represents Matariki.

### At home

- Games day – organise a whānau games day where everyone speaks Māori. In summer you could organize outdoor games like beach cricket or touch rugby, and in winter you could get together and play board games or charades.
- Print out a map of a journey to a particular place. Get your child to navigate.
- Compose a song or poem with your child – everyone in the whānau could participate. Perform them after dinner.



## Pānui

During your child's eighth year at kura they will be working at level 4 of the marautanga and they will be reading books in the Kete Pīngao and Miro range.

They will have developed many strategies to identify new words and understand complex texts, like textbooks, novels, essays and poetry. They are becoming more critical in their thinking and are able to apply their increasing knowledge and skills to things they are reading.

They will be learning to:

- skim read, to quickly determine the content or main ideas – they might use headings, subtitles, captions, italicised or bold text, pictures
- draw conclusions about characters' personalities, beliefs, or relationships with others
- identify and discuss language features like simile, metaphor, onomatopoeia and how effective they are in supporting or developing the author's themes.

**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.**



### Some features of Pīngao and Miro books at this level

- Maps, pictures and diagrams with complex labelling.
- Paragraphs that vary in length.
- Varied sentence beginnings and complex sentences.
- A high level of new vocabulary, that could be academic, topic or iwi related.

### As your child reads this story they might:

- make links to natural disasters that have occurred in their own area, or in recent years in Aotearoa
- ask and answer questions to work out risks for people living in the rohe at the time of an eruption, or lahar.

### At home

- Read your child a novel they are interested in – try one or two chapters a day.
- Find some recipes together that your child might like to cook for a family treat e.g. Father's Day, a younger sibling's birthday. Be there to support your child as they read through the recipe, get all the ingredients and create the final result.
- At the library – take out some instruction books on how to make gifts, toys, crafts for family birthdays, Matariki or Christmas. Be there to support and discuss.



# Tuhituhi

During your child's eighth year at kura they will be writing at level four (or above) of the marautanga.

Their writing will draw on an increasingly sophisticated range of words, phrases and language features appropriate to the purpose and context of their writing. They are able to write from their own viewpoint or present the viewpoint of others.

They will be learning to:

- organise their ideas before they begin writing by using brainstorming, mind mapping and storyboards
  - publish their writing, considering layout, visual images or illustrations, use of colour, font and format, typed or handwritten and type of paper
  - select and use appropriate academic or subject specific words and expressions
  - express or describe collective identity.

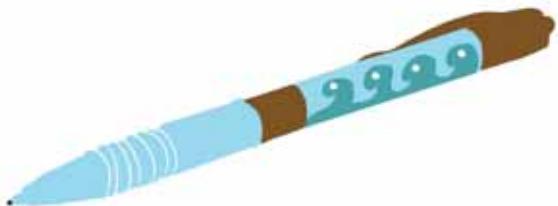


**In this piece of writing the child has:**

- used complex sentences
  - sequenced their ideas
  - used headings
  - used figurative language e.g. “Mei kore he rākau ...”
  - used personal point of view and persuasive language.

## At home

- Ask them what they are writing about at school or for homework.
  - Ask your child if they are writing for the Ngarimu VC Essay Competition – ask their teacher about it.
  - Find out about other writing competitions your child could enter.
  - Using i-movie (or similar) make a ‘trailer’ for a grandparent’s birthday, a tangi, a sports or kapa haka event.
  - Make a comic using drawings and graphic design to present a story or idea.





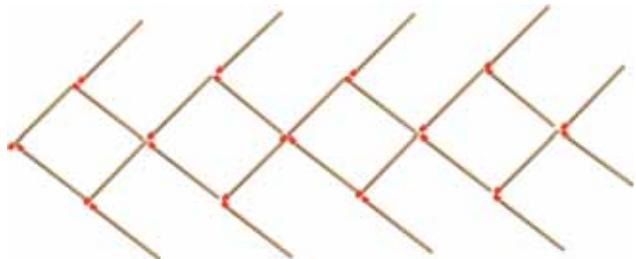
## Pāngarau

During your child's eighth year at kura they will be working at level 4 of the marautanga and about 40–60 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. Your child will be able to use multiplication strategies to solve problems using fractions, decimals and percentages. They will be able to explain different ways of solving problems and will have a range of thinking strategies to help them investigate pāngarau.

Your child will be learning to:

- solve problems with decimals and integers using addition and subtraction
- use a range of multiplication methods to solve problems with whole numbers and fractions
- measure objects and make simple conversions between units of measure
- explore transformation and discuss how shapes and patterns change after a transformation
- use fractions to discuss the likelihoods of outcomes involving chance.



### A pāngarau problem

With 26 matchsticks you can make 4 fish in this pattern.

How many fish can you make with 140 matchsticks?

Write an equation that gives the rule for the number of matchsticks you need for a given number of fish.

### At home

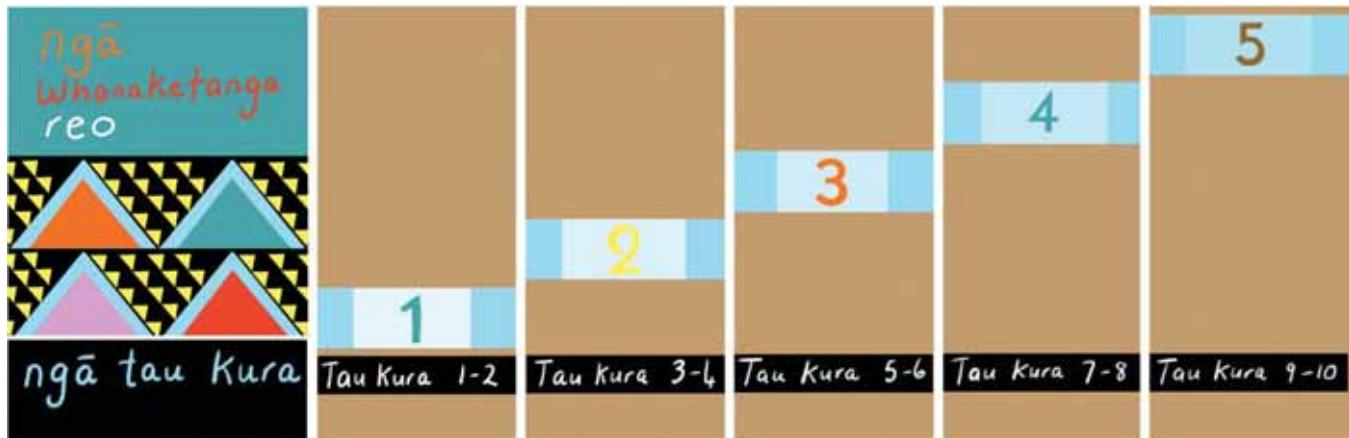
Pāngarau is an important part of everyday life. Talk with your child's teacher about what they are learning in pāngarau and how their homework supports it.

### Numbers and patterns

- Talk about goals – plan ahead to budget for items.
- Calculate the chance of their favourite team winning a tournament – check how many points they need and where their competitors are in the competition.
- Make a gift – use kōwhaiwhai, scrapbooking, collage, painting, carving, knitting, sewing or carpentry.

### Everyday activities

- Play outdoor games – skateboarding, frisbee, touch rugby, cricket, netball, softball, basketball, golf.
- Plan for a day out when you've saved \$20, \$30, \$40.



Thanks to everyone who contributed and gave support to this project. Special thanks to the student whose work is included in the Tuhihi 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](http://www.minedu.govt.nz).

Illustrator: Ellie May Logan.

Designer: Spencer Levine.

The book in the Pānui section is *Te Tautoko 56: Ruapehu* written by Che Wilson.

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

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Nama take: 710948

