

Collaborative building with unit blocks



‘O le ‘āmataina lenā o le fauina o le fale ta’avale. ‘Ua fa’atutū i luga pou, ma tu’u i ai laupapa e fola ai.

‘O lenā ‘ua o’o i le fauina o le tauluga. Tu’u i ai isi laupapa e ato ai.



‘Ua fa’ai’uina le gāluega, ‘ua tū mai le fale ta’avale. ‘Ua fa’asolo atu ta’avale i totonu e fa’amomoe.

‘O le faitoto’a lenā e pito i luma e o atu ai ta’avale i totonu.



Name: Trujon

‘O le tulimanu o poloka sa tā’a’alo ai Trujon ma tamaiti mātutua. Sā filifili mai na’o laupapa lāpopo’a muamua ma fa’apito i lalo e ‘āmata ai le gāluega.

‘O lona iloaina o lana gāluega ‘olo’o fai na fiafia ai ma fa’aaogā lona māfaufau e fa’ailoa i ana gāioioiga.

Fai i tamaiti e tāofi, fa’atū, va’ai i pā’u’ū. ‘O le fale ta’avale. Tu’u i luga le tauluga.

Na pā’u’ū laupapa ma toe fausia i luga ma fesoasoani i ai isi tamaiti. Na mana’o e fesoasoani tamaiti ‘iā te ia.

E tasi le itulā ma le ‘afa na fai ai le gāluega ma mē’a lelei le fauina o le fale ta’avale.

Points of interest/learning take place

‘O le ‘umi e galue mālosi ai ona lima i le faiga o le gāluega. Tautala mai fa’ailoa lana mea ‘olo’o fai. Fa’atonuga i tamaiti mana’omia le fesoasoani – taliaina isi tamaiti.

Ideas to be developed

‘Ia toe fa’alauteleina pea lona iloa o le fa’aaogāina o peni, vase, pepa e tusitusi ai nūmera, ma mata’itusi e ‘āmata ai ‘upu o ana gāluega fai.

How your child is progressing at the centre ...

E tele ni vaega fa’alea’oa’oga ‘ua mafai ona a’oa’oina ai Trujon. ‘O se tama e mālosi lona tino ma mālōlōina. E fiafia o ia e tā’a’alo ma gālulue fa’atasi ma isi tamaiti. Na te iloa mea ta’alo e tatau ona fa’aaogā i lea taimi ma lea taimi o le aso. ‘O Trujon ‘ua mālamalama lelei i tulāfono tatau, po’o mea e lē tatau ona fai. E tautala i tamaiti ma ta’u i ai le mea e fai. ‘O se tamaitiiti e fai ma ta’ita’i lelei, ma e ‘avea fo’i o ia o se fa’ata’ita’iga i isi tamaiti. Na te tōina pese e ‘āmata ai le ā’oga po’o pesepesega fo’i. ‘O ona mālosi’aga o ta’aloga e pei o polo, fa’akāmuta, oneone, vai ma gāluega e fa’aaogā ai lona māfaufau.

Parent comments

'O Trujon o se tamaitiiti e fiafia i le pese o pese Sāmoa ma pese lotu. 'Āfai e fai atu se isi iā Trujon e pese, e lē mā Trujon, e pese leo tele. E matala lelei 'upu, ma 'a fa'apea 'ou te tau pese atu 'ae 'ese 'upu 'ou te pese ai, e fa'atonu mai e Trujon le sesē. E fiafia Trujon e alu i le Ā'oga Aso Sā. E iloa ma manatua e Trujon ana tauloto i tausaga 'uma. 'A fa'apea 'e te fesili i ai po 'o le ā lau tauloto i le tausaga lea 'ua te'a, e fa'alau mai e Trujon. 'O le isi mea e fiafia ai Trujon, 'o le ta'alo ma polo ta'alo, po'o le polo lakapī, po'o le polo soka, po'o le tā polo, po'o le voli polo, po'o le polo tēnisi, 'aemaise le pasiketipolo "basketball". E lelei lana togi, sapo ma le kiki. (E lelei le ta'i ma le "hand-eye coordination". 'Ua 'āmata ona fiafia Trujon i le valiina/tusiina o ata. E fiafia tele Trujon i mea fa'akāmuta (fauina o roketi). E fiafia Trujon e fai e ia ana mea, po'o le faiga o ona 'ofu, po'o lana mea'ai. 'Ua 'āmata ona viga Trujon e fia alu i le ā'oga a tamaiti 'ua 'ātoa le 5, 'ae le'i taitai – toe tasi le tausaga.

What's happening here?

Trujon is building a garage with a group of children. Photographs of the work in progress and of the completed work were taken and annotated. A learning story about this activity is also documented.

What aspects of noticing, recognising, and responding to mathematics learning does this assessment exemplify?

This assessment in Trujon's folder reflects the learning community (his teachers and his family) noticing, recognising, and responding to Trujon's learning. The photographs are annotated in Sāmoan, and the learning story and parent comment are also in Trujon's home language. The comments beside the photographs may have been dictated by Trujon. The note beside the third photograph says: "The garage is completed. The cars are brought in to sleep. That's the front entrance where the cars come in." The teacher writes an evaluation of Trujon's progress at the centre, commenting on him working with other children and his interest in carpentry. An invited parent comment describes what Trujon enjoys doing at home, noting that his interests include carpentry. This is a collaborative record.

What does this assessment tell us about mathematics learning (using a Te Whāriki lens)?

This learning story illustrates Trujon learning from experience how to design a stable construction. Trujon learns from mistakes (the building falls

down a number of times). He remains involved and focused on a task. (He works for one and a half hours on this building.) Trujon also displays leadership skills, managing the group with instructions like "Hold onto this", "Don't let it fall", and "Put this on top." This exemplar shows how children supporting each other and learning together, a key feature of play, makes a valuable contribution to mathematics learning.

How does this assessment exemplify developing competence with mathematics?

In this assessment, Trujon undertakes the collaborative and purposeful task of building a garage for the toy cars. He leads the building process by giving instructions on how to create a solid structure from unit blocks. The different lengths of the blocks are utilised to make a structure that doesn't fall down. This is accomplished by using long blocks down the sides and half blocks across the top. The decorative design is created with triangles placed on small rectangles. Working with unit blocks gives Trujon the opportunity to gain a working knowledge of geometric shapes. *The New Zealand Curriculum* highlights "using the properties and symmetries of shapes".²⁵ Unit blocks provide just such an opportunity. A level 1 achievement objective for position and orientation is "Give and follow instructions for movement that involve distances, directions, and half or quarter turns."