



# A learning from home pack

for learners in years 7-8

## Creativity – How do we express ourselves? “The games we play”

“Creativity is  
intelligence  
having fun.”

~Albert Einstein

I orea te tuatara ka patu ki  
waho

A problem is solved by continuing to  
find solutions

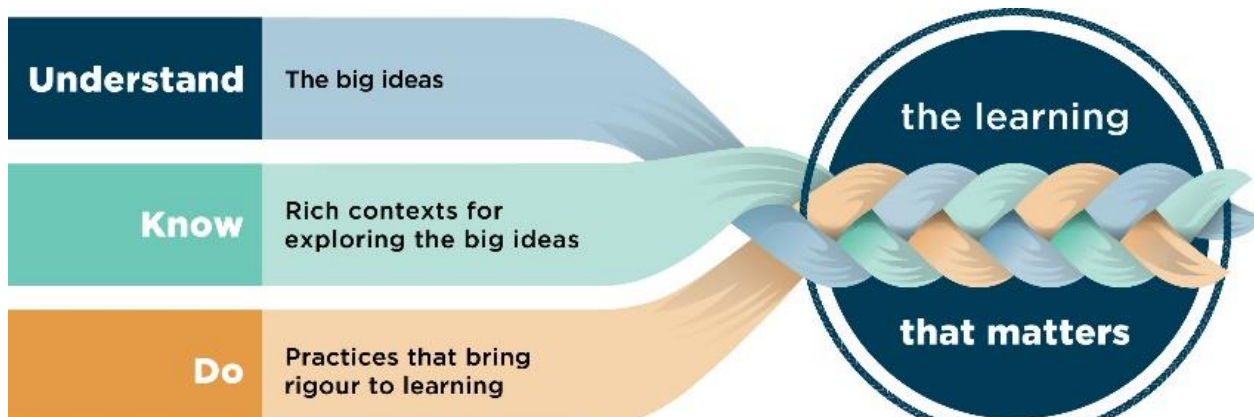
### Resources

Look through the activities and see what resources you will need to send home with your learners.

Each day starts with a karakia, check in with the teacher, and setting up the learning environment. The pack contains suggestions but you can replace these with how you want your learner to start their day, including instructions for your learner to check in with you.

### Layout of the resource

Each pack contains two weeks' worth of continuous learning aligned to the Understand, Know, and Do framework of the refreshed curriculum (see Whakaahua 1).



Whakaahua 1

The big idea (*Understand*) for this pack is **creativity – how do we express ourselves?**

- Week one looks at this idea through the context (Know) of language and culture.

Each day contains a series of learning activities (*Do*). You can use these as standalone days of work or as part of a whole week of learning.

Curriculum information	
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Show developing understanding of ideas within, across, and beyond texts.</li> <li>• Show a developing understanding of how language features are used for effect within and across texts.</li> <li>• Use language features appropriately, showing a developing understanding of their effects.</li> <li>• Represent sound and musical ideas in a variety of ways.</li> <li>• Identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes.</li> <li>• Solve problems and model situations requiring math and statistical thinking.</li> </ul>
<b>Understand</b> (The big idea)	The learning activities in this pack explore the big idea of creativity. How do we express ourselves?
<b>Know</b> (Rich contexts for exploring the big idea)	<p>This big idea will be explored through two rich contexts</p> <ol style="list-style-type: none"> <li>1. Games can be used to express thoughts and feelings as well as helping to communicate aspects of one's language and culture.</li> <li>2. How things change over time (trends) tbc.</li> </ol>
<b>Do</b> (Practices that bring rigour to learning)	<p>During these learning activities students will:</p> <ol style="list-style-type: none"> <li>1. Solve mathematical and statistical problems using different strategies</li> <li>2. Compare and contrast ideas between contexts</li> <li>3. Make connections between texts and personal experiences</li> <li>4. Show their learning through different task products and processes</li> </ol>

## Notes for parents and whānau

The following pack includes engaging learning activities for your child that can be used at school or at home. All of the activities are framed around the big idea of “Creativity: How we express ourselves”.

If your learner is working at home help them set up a space for learning, they might like to design their own space. Some learning materials may need could include: pen, pencils, paper, a notebook, and a device. Some of these items can be borrowed from your school.

If possible, it is recommended that you help your learner plan their day so that you can structure it to work for you.

## Overview of the learning in this pack

Day 1	Day 2	Day 3	Day 4	Day 5
We are learning about being creative around the home	We are learning to express our creativity through making choices with the words we use in poetry and songs	We are learning to express our creativity through combining different objects to make new ones	We are learning how to use strategy creatively to help us overcome challenges	We are learning to use our creativity to create solutions for different people and their situations

### Teacher/whānau note:

The Big Idea for this learning pack is Creativity: How we express ourselves. In this unit we will be looking at how we can express ourselves creatively through games. Games are not only a fun way to pass the time, but they also help us to connect with others, problem solve and learn new things. Games also help us to share our language and culture with others.

Each of the learning tasks in this unit will connect back to the theme of games. You will explore, investigate, discover, and make meaning as you go through each task. There may even be times where you look a little deeper into the topic. Some of the tasks may be independent hands-on tasks while some may involve connecting with others to share your learning.

### Daily timetable

Each day the learner will spend the first hour setting themselves up for the day. This could include checking in with the teacher and their classmates, singing waiata, and exploring the inquiry topic. As part of the start of the day and setting up the learning environment, help your learner look through the activities that are going to be done during the day and let them choose the order they would like to do them in. You could turn this into a visual timetable by cutting out images (like the ones below) and putting them in order.

Below is a possible daily timetable. We have allocated 30 minutes for each activity. Your learner may take more or less time than this for an activity. We suggest you allow your learner to take the time they need and move unfinished activities into subsequent days if needed.

Time	Activity	Time	Activity
9:00 am	Starting the day	12:00 pm	Lunch time
9:30 am	Activity 1	1:00 pm	Activity 4
10:00 am	Break	1:30 pm	Reflection time
10:30 am	Activity 2	2:00 pm	End of the school day
11:00 am	Activity 3		

# Day 1: Starting the day (30 min)

## Notes for teachers and whānau

Starting the same way each day helps create a structure for your learner. Your school might have your own way to do this, for example starting the day together as a class on Zoom. In this pack we provide a karakia to settle into the day. Saying the karakia with your child/learner a few times will help them be able to do this more independently tomorrow and beyond. Consider doing the wellbeing self-check with your child/learner. Help them complete the daily timetable by looking at the day's activities and choosing the order. Remind your child/learner of when and how to check in with the teacher/you.

In this activity you are learning to: PREPARE my day of learning.

PRACTICE our karakia

DO a wellbeing self-check

PLAN out my day and where I will learn

CHECK IN with your teacher

### What do I need?

Karakia timatanga

Wellbeing check

Daily timetable

Quiet time activity such as mindfulness, reading, drawing

Paper and pen/pencil

## Karakia

Do you have a karakia that you say in your house or at school? If not here is a karakia to welcome in the day.

Kia hora te marino

Kia whakapapa pounamu te moana

Hei huarahi mā tātou ite rangi nei

Aroha atu, aroha mai

Tātou i a tātou katoa

May peace be widespread

May the sea be like greenstone

A pathway for us all this day

Give love, receive love

Let us show respect for each other

## Wellbeing check

Watch the reading of “Aroha’s Way” (e minutes). You can view this on a smartphone.

<https://www.healthnavigator.org.nz/videos/a/aro-has-way>

In your home learning book draw up a table with two columns.

In the left-hand column make a list of all the things that make you worry.

In the right-hand column write two strategies that you use to overcome worry (example below).

Things that make me worry:	2 things I can do to manage my worry when I feel this way:

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## Planning my day

Set up your space for learning. Grab the things you are going to need. These are the activities for today.

Draw up a timetable in your home learning book for how you are going to complete your learning today.

Your teacher might have given you times to check in with the class, and you can put this into your diary.

Your daily plan could like something like this:

Time	Activity
9:00 am	Starting the day
9:30 am	Activity 1:
10:00 am	Activity 2:
10:30 am	Fitness Break & snack
11:00 am	Activity 3:
11:30 am	
12:00 noon	Lunch time
1:00 pm	Activity 4:
1:30 pm	Reflection time
2:00 pm	End of the school day

# Activity 1: Inquiry getting started

## Notes for teachers and whānau

Games are not only a fun way to pass the time, but they also help us to connect with others, problem solve and learn new things. Games also help us to share our language and culture with others. In this unit we will be looking at how we can express ourselves creatively through games.

Each of the learning tasks in this unit will connect back to the theme of “games”. Your child will explore, investigate, discover, and make meaning as you go through each task. There may even be times where they will look a little deeper into the topic. Some of the tasks may be independent hands-on tasks while some may involve connecting with others to share their learning.

In this activity we are learning to:

- ACTIVATE my prior knowledge.

### What do I need?

- Paper, a notebook or a Google Doc to record my answers to the questions.
- pen/pencil/device
- Self-reflection sheet
- T-chart template
- Mind map template

## Take time to reflect – How are you feeling today?

- Take some time to think about how you are feeling and your readiness to learn this morning. Fill in this self-reflection (or write in your book)

Write 3 things you like about learning at home	Write 3 things you like about learning at school
What are you looking forward to this term?	
What do you hope to learn about in this unit?	

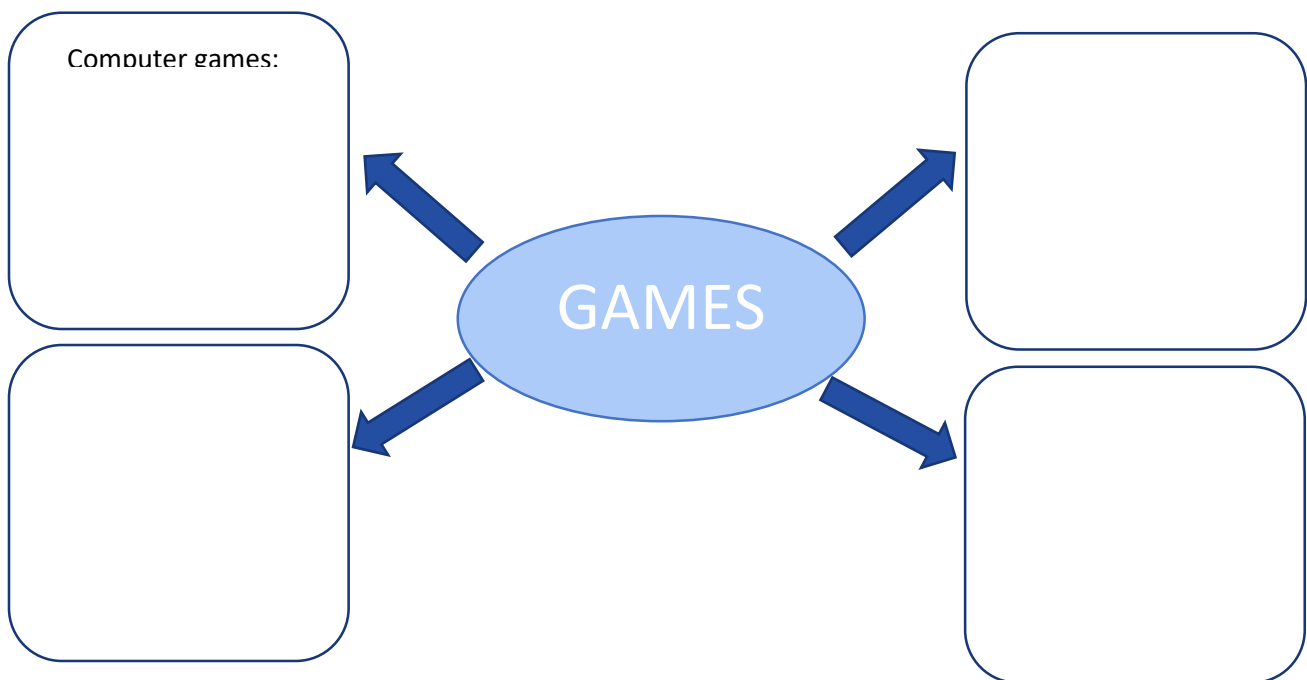
## Activate your prior knowledge

**Think about the following questions and write your answers down in your daily journal**

- What do you like best about games?
- What is your favourite game? Why?
- Have you ever thought about or made up your own game? What did you call it and how was it played? What was the aim of the game?

## Brainstorming

Use a Mind map template to brainstorm all the games you can think of. What categories could you use? For example, board, computer, sport, and so on.





## T chart template

Use a T chart to respond to this:

**Games should have rules.**

(Alternatively, you can create a T chart in your home learning book.)

Pros	Cons

## Activity 2: Reading

### Notes for teachers and whānau

Encourage your child to use a highlighter or different coloured pen to identify the unfamiliar words as they read. Help them create a “Glossary” on a page in their notebook or in a Google doc, then encourage them to reflect about these words in the context of what they have read.

Ensure that your child records the answers to the questions. If you have time, discuss their answers with them.

In this activity we are learning to:

- USE my prior knowledge, along with information in the text, to interpret ideas.

### What do I need?

- 30 minutes
- Text: [“A brief history of games”](#) (page 15-21)
- Dictionary (or online [www.dictionary.com](http://www.dictionary.com))
- Paper, workbook, or Google doc to record your thinking and the answers to the questions

**READ** [“A brief history of games”](#) . Then complete the tasks below:

### Vocabulary

**WRITE** a list of the new and unfamiliar words you came across in the text. Use a dictionary to find the meanings of these new words and add them to your GLOSSARY.

**MAKE MEANING** - Go back to the text and read the new words again, this time thinking about the meaning of the word and how it helps you understand the sentence.

### Comprehension

**ANSWER:** Use the text to help you answer the questions below:

- What was the oldest known game mentioned in the text? (Remembering)
- Why do you think the writer was able to make the statement that dice games have been popular for a long time? (Inferring)

# Fitness break – Let’s get physical

## Notes for teachers and whānau

It is important to include a fitness activity every day. Please ensure that your child/learner includes this in their daily timetable. If possible, it would be great to do the fitness activity with your child or have them complete it with their siblings where appropriate. Feel free to do any physical activity in place of the suggestions, such as walk in the park, cycle around the block, and so on.

In this activity we are learning to:

- PRACTICE fitness

### What do I need?

- 30 minutes
- Outdoor space and chalk for Hopscotch
- Device to watch Ninja or to do a TikTok challenge
- Skip rope for skipping
- Your pet!

We all know the importance of maintaining a healthy lifestyle. Games can be a wonderful way to make work outs fun and release stress.

For this session, pick one of the activities below to engage in for the next 20-30 min.

Remember – the aim is to let out the bad stuff, take in the good stuff and have fun while you’re doing it!

<p><b>Hopscotch</b></p> <p>This is a fun hopping game. Challenge yourself to say the numbers in te reo Māori.</p>	<p><b>“Ninja”</b></p> <p>Watch The Graeme Dingle Foundation’s lesson about resilience and join in the activities:  <a href="https://www.tvnz.co.nz/shows/home-learning-tv/episodes/sage-5-8-e254">https://www.tvnz.co.nz/shows/home-learning-tv/episodes/sage-5-8-e254</a></p>
<p><b>Complete a Tik Tok dance challenge</b></p>	<p><b>Foursquare</b></p> <p>Find someone to play foursquare against, or play up against a wall</p>
<p><b>Skipping</b></p> <p>Can you make skipping into a game that you could challenge someone else?</p>	<p><b>Play with the family pet</b></p>

## Activity 3: Writing

### Notes for teachers and whānau

Time management might prove difficult for this task. If your child/learner is engaged, encourage them to take more time to complete it.

In this activity we are learning to:

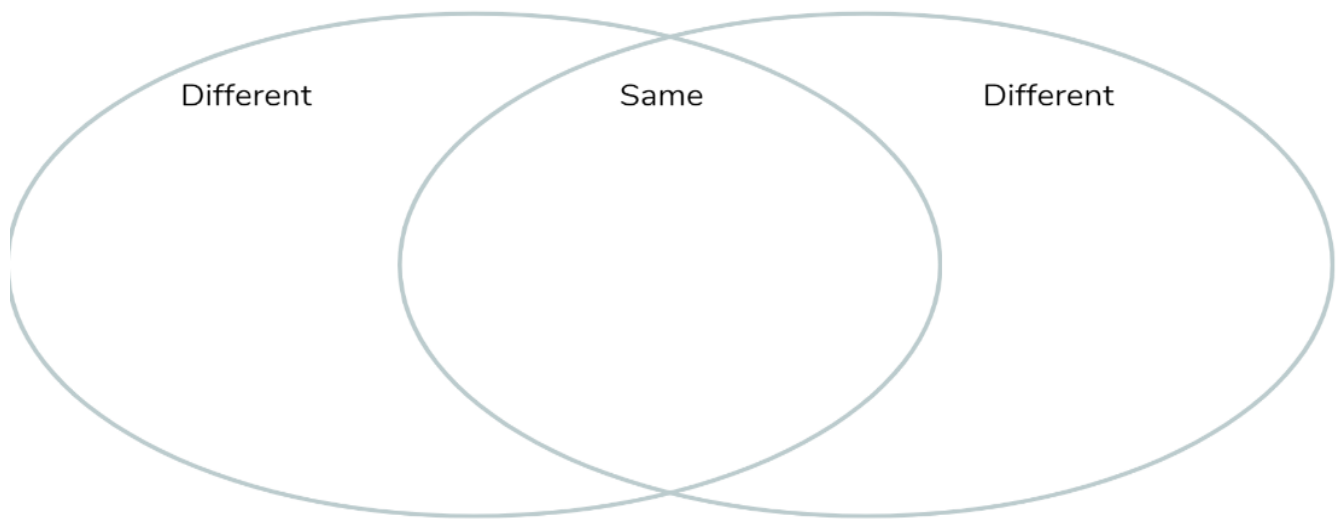
- COMPARE and CONTRAST in our writing.

#### What do I need?

- 60 minutes
- A family member
- Paper, workbook, or Google Doc
- 5 W and a H
- Venn Diagram
- Materials for creating a game (optional)
- A device (optional)

INTERVIEW a member of your family about games they used to play when they were younger. (It's best to choose someone who is of your parents or grandparents' generations so you can use the information later to compare and contrast with your own experiences.)

- USE the 5W (who, what, where, when, why) and 1H (how) method to help you design your questions. Some questions could be:
  - What was your favourite game when you were a child?
  - What types of equipment did you need to play?
- PRACTICE – record your own answers to those two questions.
- DIG DEEPER – Try and get as much detail as you can from your interviewee about the types of games they played. Details such as rules, special words used, number of players, or how different it is compared to the games these days, will come in handy when describing this experience to your readers.
- COMPARE and CONTRAST – Use a Venn diagram to compare the similarities and differences to your answers to the interview questions with your interviewee.



*Venn diagram*

- RETELL the interview in your own words. This could be done in several ways. You could:
  - CREATE a comic strip
  - DESIGN a brochure
  - RECREATE the game and teach it to someone else
  - RECORD yourself using a digital device giving an oral presentation or skit or puppet show of the interview
  - CREATE a multimedia digital story.

## Activity 4: Maths

### Notes for teachers and whānau

This activity requires adult support.

Today has been a special day. We have looked around our own whare (home) and noticed all the things that make it special. Take some time to talk about the things you have done together. What has surprised you? What did you notice that you hadn't noticed before?

### What do I need?

In this activity we are learning to:

- LIST all the possible outcomes using a table.

- 30 minutes
- [“Dodgy Dice”](#) – Statistics Book 1, Level 4
- a red dice labelled 0, 1, 7, 8, 8, 9
- a blue dice labelled 5, 5, 6, 6, 7, 7
- a yellow dice labelled 3, 4, 4, 5, 11, 12
- Someone to play with or against

As you will have read in a “brief history of games” this morning, games come in a variety of forms.

Today's maths activity will use one of the oldest bits of games equipment – DICE.

In this task you will be using dice to investigate situations that involve elements of chance.

READ the instructions in the task sheet below and COMPLETE the tasks included.

# Dodgy Dice



You need: a red die labelled 0, 1, 7, 8, 8, 9; a blue die labelled 5, 5, 6, 6, 7, 7; a yellow die labelled 3, 4, 4, 5, 11, 12; a classmate

## ACTIVITY

- Look at the three dice. Think about which would be the best dice to use in a competition based on the highest points rolled. Why have you chosen that particular dice?
- Keep for yourself the dice you chose in question 1. Get your classmate to pick one of the other dice. Each player rolls their dice. The player whose dice shows the highest number gets 1 point. Which colour dice is the first to win 3 points? What about 5 points?
  - The loser swaps their dice with the winner, and they play again. Which dice is first to 5 points this time?
  - Continue playing until you have found the best dice. Explain what you found out.
  - Try increasing the number of points you need to win (for example, to 10 points). Does this make a difference to which dice is best?

- Complete this table so that it shows which dice wins for each combination of blue and red numbers:

		RED DICE					
		0	1	7	8	8	9
BLUE DICE	5	B	B	R	R		
	5						
	6						
	6						
	7						
	7						



- What information does the table give you?
  - Draw results tables for the blue dice versus the yellow dice and the yellow versus the red.
  - What would you expect to happen when the blue dice competes with the yellow dice?
  - What would you expect to happen when the yellow dice competes with the red dice?
- Invent a fourth dice. If possible, it should beat one of the three dice and be beaten by another.
    - Make results tables that show that your new dice can beat and be beaten by one of the other dice.

# Day 1: Reflection

## Notes for teachers and whānau

Reflection can be challenging for all learners, but it can also provide them with rich opportunities to think about how their learning is progressing. Use the questions below as prompts to encourage your child to think about what they have learned so far and help them to plan out their next steps. If you have concerns with their learning or find that your child is needing more help, contact their teacher for more support.

In this activity we are learning to:

- REFLECT on our learning today

### What do I need?

- A notebook or Google Doc that you can use each day for your reflection activity. We will call this your “reflective journal”
- Materials for your quiet time activity
- Wordsearch template.

Take some time to think about how you are feeling and after today’s learning activities. Reflect on the following prompts in your reflective journal.

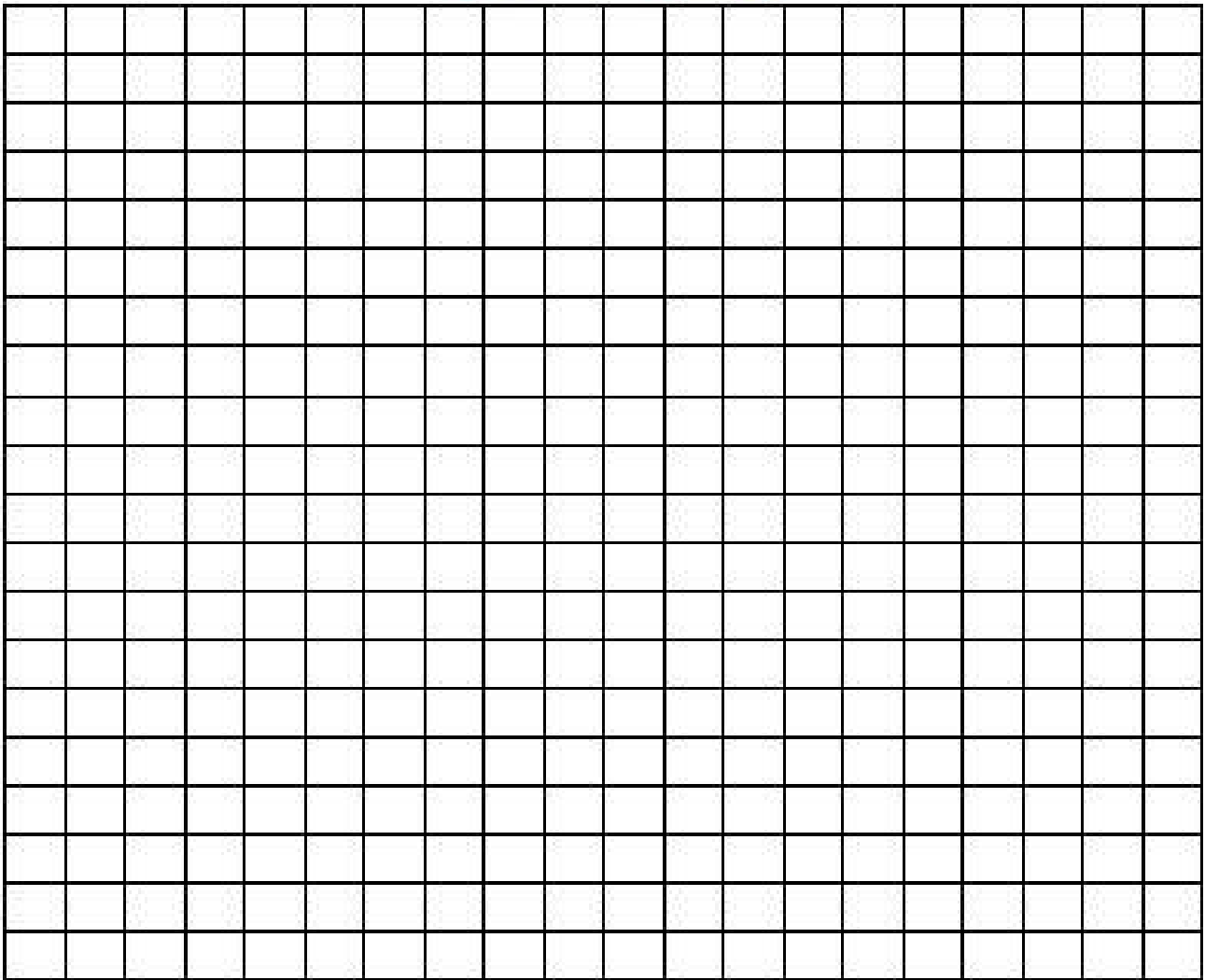
- What did you enjoy most about today?
- What is one thing you feel you learnt today?
- What is one strategy that helped you with your learning?
- What did you find challenging or distracting? (You ran out of time for some activities, or you finished them quite quickly and felt a little bored)
- Is there anything you need extra help with? Who can you ask to help you with that?
- Is there anything you need to catch up on tomorrow?

## Extra activity

- **CREATE** Use **ten** new or unique words from today’s activities to **create** a wordsearch for a friend or family member. Remember to try and make it challenging but not too hard.
  - USE the blank [wordsearch template](#) on page (?)
  - USE UPPERCASE letters in the puzzle area and keep your lettering consistent
  - ASSIGN a catchy title to your wordsearch
  - USE forward, backward and diagonal methods to hide your words
  - CHECK your spelling to make sure your puzzle is accurate



# WORD SEARCH



Words To Find:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## Day 2: Starting the day

### Notes for teachers and whānau

Help your child/learner plan their timetable by looking at today's activities and choosing the order they wish to do the activities in. Consider which activities would best be done when your child is most engaged and would require the most attention. Also consider activities that follow on from one another like some of the reading and writing tasks do.

In this activity you are learning to:

- **PREPARE** my day of learning
- **PRACTICE** our karakia
- **DO** a wellbeing self-check
- **PLAN** out my day
- **CHECK IN** with your teacher.

### What do I need?

- 30 minutes
- Karakia
- Wellbeing check
- Daily timetable
- Select a quiet time activity e.g., mindfulness, reading, drawing
- Paper and pen/pencil

### Karakia

Say your home or school karakia or use this one to welcome in the day.

Kia hora te marino

May peace be widespread

Kia whakapapa pounamu te moana

May the sea be like greenstone

Hei huarahi mā tātou ite rangi nei

A pathway for us all this day

Aroha atu, aroha mai

Give love, receive love

Tātou i a tātou katoa

Let us show respect for each other

### Wellbeing check

How am I feeling today?

Take some time to think about how you are feeling and your readiness to learn this morning. Fill in the self-reflection section of your journal.

What do you need extra assistance with today? Who could you get to help you? What strategies could you put in place to help you make your learning more effective?

What do you need to finish today from yesterday?

### PROVOCATION

What do you think the following quote means? Write your thoughts down.

All the best games are easy to learn and difficult to master. – Nolan Bushnell

## The gratitude game

This game helps you to think about things you are grateful for.

For this game you will need a dice and your reflective journal.

1. Name a PERSON you are grateful for
2. Name a PLACE you are grateful for
3. Name a FOOD you are grateful for
4. Name a THING you are grateful for
5. Name a TALENT you are grateful for
6. Name ANYTHING you are grateful for

Roll the dice and write the statement and your answer for the number of the dice in your reflective journal. Think of the reason why you are thankful for that person/thing and write that in your journal as well.

Roll the dice 3 more times, or as many times as you would like.

## Planning my day

Set up your space for learning. Grab the things you are going to need. Set up your space for learning.

Draw up a timetable in your home learning book for how you are going to complete your learning today.

Your teacher might have given you times to check in with the class and you can put this into your diary.

Your daily plan could look something like this:

# Activity 1: Inquiry - reading to explore

## Notes for teachers and whānau

This activity is designed to encourage your child to reflect on the way writers express themselves by using different language features and words to give extra meaning and feeling. Some of the expressions used may be difficult for your child to understand on their own, so it may be helpful to discuss the power with them and guide them through their thinking.

In this activity you are learning to:

- RECOGNISE different literary language features and understand how they can change the meaning of text.

### What do I need?

- 30 minutes
- Copy of “The Game”
- Paper, workbook, or Google Doc.
- [Language and structure BBC Bitesize](#) (for extra help about literary language features.)

Read “[The Game](#)” (on the next page)

Then complete the activities below.

1. Writers often use literary language features to add different layers of meaning to their work. In this poem the poet has used simile and metaphor to help describe the game of cricket.
  - a. **FIND** an example of a simile in the poem and write it in your book
  - b. **FIND** an example of a metaphor in the poem and write it in your book
2. **ANSWER** Based on the description given by the poet, what do you think the batter is feeling about their abilities?
  - a. What parts of the text give you that impression (feeling)? Write an example from the text to support your opinion.
3. The poet uses two different scenarios to describe the game. What are they? Describe them.

# THE GAME

It's only mid-morning, but the heat  
beats down. You and your team  
in the grass under the trees –  
lions in a savannah, quieter  
and quieter as the game goes on  
until it's only the sound  
of the dry-weather insects, their chorus  
louder with each wicket down.

You put on the pads, stiff as posts,  
and march out to the crease,  
a cheer from your team as you go.  
In the middle, a ring  
of opponents surround you –  
their mouths stretched  
into hungry, wide grins.

You tighten your jaw, narrow  
your eyes, but your stomach is  
a stormy sea, churning  
brown and green, spitting up wood  
on the shore. The bowler  
takes his mark. Your hands pulsing,  
gripping the bat. Your head –  
swollen breakers, thumping  
on the sand.

The bowler runs in – closer,  
closer. "Here we go," you say softly  
to yourself, wishing for that crack,  
the sound of ball on bat,  
to send that thing hurtling  
over their heads. The bowler's arm  
wheels around. You steady your feet,  
lift your bat, the ball –  
is released.

*Louise Wallace*



[The Game / School Journal Level 3 September 2014 / School Journal / Instructional Series / English - ESOL - Literacy Online website - Instructional Series \(tki.org.nz\)](#)

## Day 2: Activity 2 – Writing

### Notes for teachers and whānau

This activity is designed to follow on from the reading task which uses the same text. In this activity your child will apply the skills learned from analysing the way “The Game” is written by creating their own poem. Your child can use the literary language table below to help them with this task.

In this activity you are learning to:

- USE different literary language features to communicate extra meaning to our reader.

### What do I need?

- 45-60 minutes
- The table below
- Paper, workbook, or Google Doc

In the reading activity you just completed, you recognised where different literary language features were used to describe a game of cricket and the feelings of the main character. For this task you will need to choose a game or sport and **WRITE** a poem using similar features to the one you just read. You can make yourself the main character, or you can write about someone else. **DRAW** a picture to accompany your poem.

Try to use at least 2 different literary language features in your writing to give extra depth to your description of your chosen game or sport.

### Literary language features

Terminology	Definition	Examples
simile	A comparison using “like” or “as” to create a vivid image.	as big as a whale, “Float like a butterfly, sting like a bee”
metaphor	A comparison made without using “like” or “as”.	sea of troubles, drowning in debt
personification	A type of imagery in which non-human objects, animals or ideas are given human characteristics.	the jaws of the cave, the leaves danced in the breeze
pathetic fallacy	The environment (usually the weather) reflects the mood of the character or scene.	The fog crept evilly through the streets as he stalked his victim.
onomatopoeia	The sounds of words to express or underline their meaning, sensory imagery.	crunch, pop, screech
alliteration	The repetition of the same sounds usually at the beginning of words.	“Reuse, renew, recycle”
rule of three	Repetition in a group of three to strengthen an idea or argument.	“Freedom, equality, and justice”
connotations	Implied meanings suggested by a word rather than its literal meanings.	Red is a colour but can imply danger, anger, or stop.
repetition	Words, phrases, or ideas that are repeated for effect.	“This is serious. Incredibly serious.”
rhetorical questions	A question asked for effect with no answer expected.	Do you think that I’m made of money?
emotive language	Words chosen to bring an emotional response.	defenceless”, hard-hearted

Sourced from: <https://www.bbc.co.uk/bitesize/guides/zcpg4j6/revision/1>

## Day 2: Fitness break + art + wellbeing

### Notes for teachers and whānau

It is important to include a fitness activity every day. Please ensure that your child/learner includes this in their daily timetable. If possible, it would be great to do the fitness activity with your child or have them complete it with their siblings where appropriate. Feel free to do any physical activity in place of the suggestions.

In this activity you are learning to:

- CREATE a picture based on the lyrics of a song.

### What do I need?

- 30 minutes
- A source of music
- Paper and pencil
- Room to move and groove

For this activity, you will be using your creative energies to try and express the idea behind the lyrics in a song, in picture form.

- Choose a favourite song (either one that you can listen to while you draw, or one that you already know off by heart)
- Spend some time thinking about what aspect of the song you want to communicate through your drawing and dance. Do the lyrics tell a story or is it the music (beat, rhythm, melody) that you want to portray?
- Think about the colours, shapes, lines, and moves as you think about how to translate your chosen song into picture form.
  - Will you describe the whole feel of the song or a certain line/verse that you connect with?

*Remember* – the song doesn't have to be in English, it could be in any language you like. Just make sure it is appropriate to share with others.



## Activity 3: Maths

### Notes for teachers and whānau

This activity gives your child opportunities to use a range of multiplicative strategies to solve practical problems involving multiplication and division. It may be helpful to read the task with your child to ensure they understand what they need to do or what the questions are asking, especially if they need extra support with their reading comprehension.

In this activity we are learning to:

- APPLY a mental strategy to solve multiplication and division problems involving whole numbers.

### What do I need?

- 30 minutes
- A copy of [Team Schemes](#)
- Your notebook

Continuing with the theme of sports, COMPLETE the activities set out in the [Team Schemes](#) maths activity. This activity will help you work toward mastering multiplicative part-whole strategies in multiplication and division.

READ the task sheet through from the beginning to end before starting. Make sure you understand what the questions are asking you to do before you begin.

If you are finding it hard to figure out what you are being asked to do, either ask someone in your household to explain it to you or contact a classmate or your teacher.



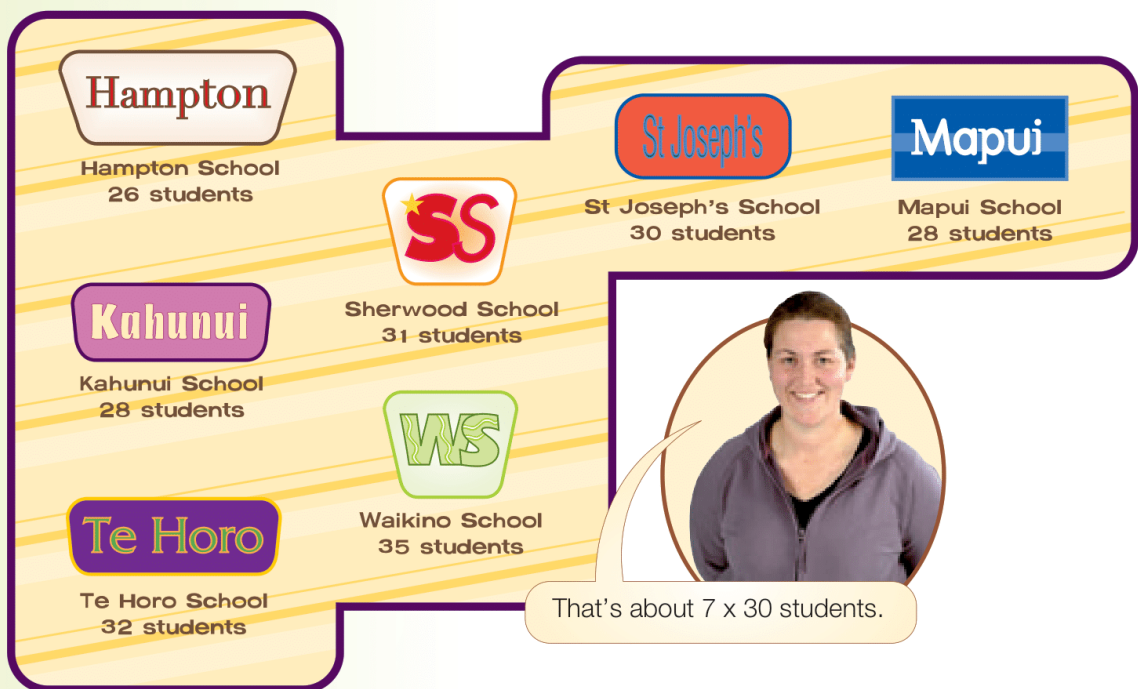
# Team Schemes

You need ☒ a classmate

## Activity

Ms Kelly is organising the district sports day. On that day, all the students from the small schools in the district come together to play various sports.

- Each school has told Ms Kelly how many students will be taking part.



How can Ms Kelly use  $7 \times 30$  to work out the exact number of students?

- Every student will play each of these sports once during the day:

Bowls 2 students per team	Mini-soccer 6 students per team	Touch rugby 7 students per team
Basketball 5 students per team	Triathlon 3 students per team	Beach volleyball 4 students per team

How many teams will there be for each sport?



3.

Teams are usually made up of students from the same school, but sometimes students have to play in mixed-school teams.

For each sport, how many players will need to be in mixed teams?

4.

To find the most “sporty” school, the schools will get points from each game.

Last year, for each game, teams got 3 points for a win, 1 point for a draw, and no points for a loss. But that wasn’t fair to the mixed teams. We need a new system.



What about each team member earning points for their school for a win or a draw?



With a classmate, work out a points system that would work for all team members and would find the most “sporty” school. Explain why your system is fair.



21

## Activity 4: Drama, get creative

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### Notes for teachers and whānau

If you have the time, it would be great to have you act out some of the characters in the play. This activity requires additional people and may be an effective way to involve other household members in a bit of fun. It is also a great way to encourage your child's oral language skills through reading out loud.

In this activity we are learning to:

- Creatively EXPRESS ourselves through information, volume, and accents to MAKE CONNECTIONS.

### What do I need?

- 30 minutes
- A copy of "The Game"
- A device to record yourself (optional)

There are six characters in this play but only one of you.

How can you alter your voice in different ways to portray the different characters?

- Who is loud?
- Who is quiet?
- Who speaks quickly?
- Who speaks slowly?
- Who speaks like a robot?

Get creative and have fun. You may like to record yourself performing so you can listen to your many voices as you express yourself.

You will need to download the PDF of the play -

<https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/School-Journal-Level-4-November-2019/The-Game>

Or ask your teacher to supply the School Journal.

## Day 2: Reflection

### Notes for teachers and whānau

Reflection can be challenging for all learners, but it can also provide them with rich opportunities to think about how their learning is progressing. Use the questions below as prompts to encourage your child to think about what they have learned so far and help them to plan out their next steps. If you have concerns with their learning or tasks completion that your child is finding they need more assistance with, contact their teacher for more support.

In this activity we are learning to:

- REFLECT on our learning today.

### What do I need?

- 30 minutes
- A notebook or Google Doc – your reflective journal
- Materials for your quiet time activity

**WRITE** – Take some time to think about how you are feeling and after today's learning activities. Reflect on the following prompts and record your thinking.

- What did you enjoy most about today?
- What is one thing you feel you learnt today?
- What is one strategy that helped you with your learning?
- What did you find challenging or distracting? (You ran out of time for some activities, or you finished them quite quickly and felt a little bored)
- Is there anything you need extra help with? Who can you ask to help you with that?
- Is there anything you need to catch up on tomorrow?

If you have time left – choose a quiet activity or do some belly breathing, here's how.

Belly breathing is easy to do and very relaxing. ... **Put one hand on your belly just below your ribs and the** other hand on your chest. Take a deep breath in through your nose, and let your belly push your hand out. Your chest should not move. Breathe out through pursed lips as if you were whistling.

Repeat this ten times.



# Day 3: Starting the day

## Notes for teachers and whānau

Help your child/learner plan their timetable by looking at today's activities and choosing the order they wish to do the activities in. Consider which activities would best be done when your child is most engaged and would require the most attention. Also consider activities that follow on from one another like some of the reading and writing tasks do.

In this activity you are learning to:

- PREPARE my day of learning.
- PRACTICE our karakia
- DO a wellbeing self-check
- PLAN out my day and where I will learn
- CHECK IN with your teacher

### What do I need?

- Teacher check in
- Wellbeing check
- Daily timetable
- Quiet time activity
- Pencil and paper

## Karakia

Say your karakia to welcome in the day.

Kia hora te marino

Kia whakapapa pounamu te moana

Hei huarahi mā tātou ite rangi nei

Aroha atu, aroha mai

Tātou i a tātou katoa

May peace be widespread

May the sea be like greenstone

A pathway for us all this day

Give love, receive love

Let us show respect for each other

## Wellbeing check

### Take time to reflect – your wellbeing check

- Take some time to think about how you are feeling and your readiness to learn this morning.
- What do you need extra assistance with today? Who could you get to help you? What strategies could you put in place to help make your learning more effective?
- What do you need to finish today from yesterday?

**Provocation** – How do games help people preserve their culture and language? Write your thoughts in your notebook or google doc.

Note that today our Inquiry focus is – "making meaning" which includes: Analysing data, Organising and sorting information, Summarising, Synthesising, making connections/conclusions, building deeper understandings and thinking critically.

# Activity 1 - Maths

## Notes for teachers and whānau

This activity gives your child opportunities to interpret and use scales, timetables, and charts. It may be beneficial to read the task with your child to ensure they understand what they need to do or what the questions are asking, especially if they need extra support with their reading comprehension.

In this activity you are learning to:

- FIND all the possible combinations for a round robin tournament and create a timetable.

What do I need?

- 30 minutes
- Notebook or Google Doc
- Copy of [Roundabout Rugby](#)

In "[Roundabout Rugby](#)" you produce organised lists that can be used to run a rugby tournament.

Complete this activity in your notebook or Google Doc, showing your thinking as you go.

**Activity**

These six teams will be playing in the touch rugby tournament.

Your job is to organise a round robin tournament where each team plays each other team once.

There are only two fields that can be used at one time.

WEST FIELD

EAST FIELD

No team can play more than two games consecutively.

Each game lasts 30 minutes, and there is a break of 10 minutes between games except when there is a half-hour lunch break.

1. How many games in total will be played?
2. a. Make up a timetable so the games are played in the shortest time possible.  
b. How long will the tournament take?

## Activity 2 – Writing and problem solving

### Notes for teachers and whānau

Once your child has created the game it would be amazing if you had time to play it with them! This will give your child the opportunity to self-assess and check whether they have met the required outcomes of the task.

In this activity you are learning to:

- **CREATE** a set of rules for a new game.

### What do I need?

- 30 minutes
- Snakes and ladders board (you could make your own)
- Pack of playing cards
- Notebook or Google Doc
- Pen or pencil
- Colouring pencils

### Scenario

*On a family trip over the weekend the weather turns bad, and you and your family are stuck inside. The holiday camp doesn't have any TV and the only books that are in the cabin are magazines from 10 years ago! During your search however you find an old snakes and ladders game box and half a pack of cards. Unfortunately, when you open the box, you find that there are no dice or counters – only the board is left! Not letting that get you down, you quickly think of a way to combine the two-part games together to make a new one.*

### Instructions

Using the game board and half a pack of cards, create a new game.

You will need to work out how it is to be played and what the rules will be. You will also need to state the aim of the game (like getting to end first or being the last to not get out) and how someone can win.

Write these instructions for your new game under the following headings.

- Aim of the game
- How to play
- What you will need to play
- Rules
- How to win

Also think of a cool name that you can give your game.

## Day 3: Take a break – Let's get physical

### Notes for teachers and whānau

It is important to include a fitness activity every day. Please ensure that your child includes this in their daily timetable. Feel free to do any physical activity in place of our suggestion such as walk in the park, a cycle around the block, or other.

In this activity you are learning to:

- LOOK after yourself by getting some physical activity

What do I need?

- 30 minutes
- Activity chart below
- Space to exercise

In this activity we are going to RAISE our heart rate and SPELL the words in our glossary from Day 1.

CHOOSE three words to spell from the day 1 glossary.

DO the exercise for each letter.

Check your heart rate. More time left? Do another word!

<b>A</b>	10 jumping jacks	<b>I</b>	10 second jog	<b>Q</b>	5 butt kicks
<b>B</b>	5 push ups	<b>J</b>	10 arm circles	<b>R</b>	8 arm circles
<b>C</b>	1 burpee	<b>K</b>	10 leg raises	<b>S</b>	4 leg raises
<b>D</b>	20 high knees	<b>L</b>	20 high knees	<b>T</b>	7 high knees
<b>E</b>	5 sit ups	<b>M</b>	5 sit ups	<b>U</b>	9 sit ups
<b>F</b>	10 star jumps	<b>N</b>	10 star jumps	<b>V</b>	3 star jumps
<b>G</b>	5 squats	<b>O</b>	5 squats	<b>W</b>	5 squats
<b>H</b>	3 jumps	<b>P</b>	10 butt kicks	<b>X</b>	10 second jog



## Activity 3: Reading

### Notes for teachers and whānau

This activity is designed to give your child an insight into other languages and cultures, in a fun and humorous way. Having your child read aloud to you will also provide the opportunity for you to help them with their pronunciation and clarity when speaking.

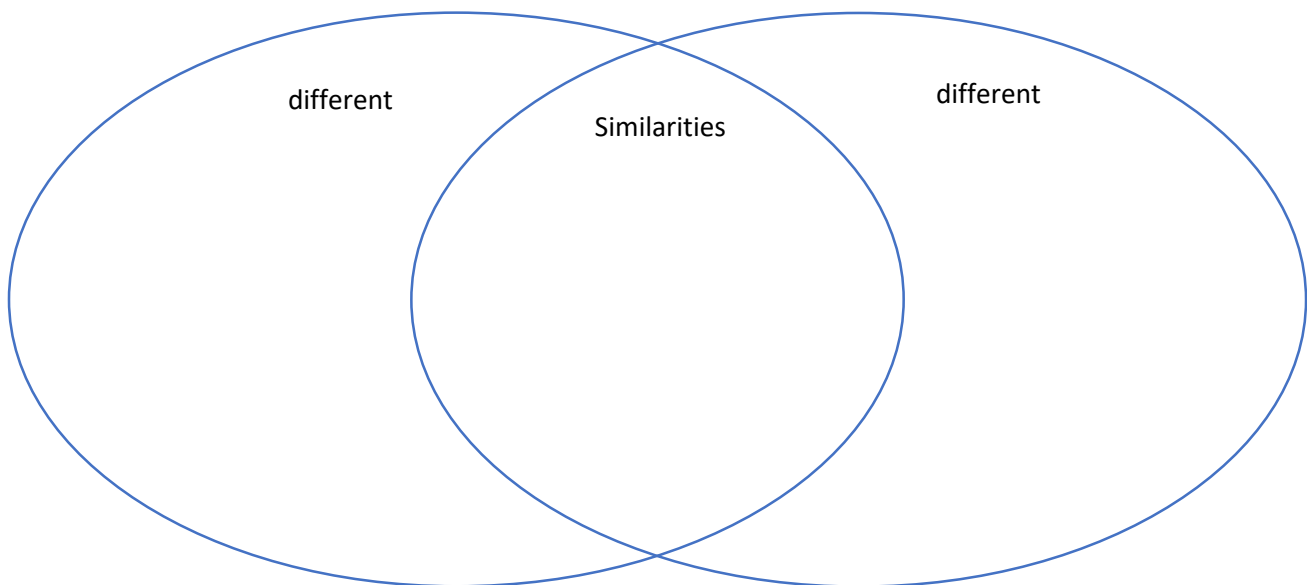
In this activity we are learning to:

- PRONOUNCE words in a different language.

### What do I need?

- My home learning book
- [Copy of Kilikiti by Tusiata Avia](#)

READ the poem [Kilikiti](#) by Tusiata Avia, then using the text description and the illustration, COMPARE AND CONTRAST Kilikiti with Cricket using a Venn diagram.



# Kilikiti

Try this one: eller-funny.

Eller-funny (pronunciation's not exactly right, but kinda close).

Eller-funny is Samoan for elephant,  
and it's spelt like this: elefane.

But don't say it so it rhymes with aeroplane.

Remember: eller-funny

(not exactly right, but kinda close).

So, elefane (eller-funny) is Samoan for elephant,  
which is funny 'cos there are no elephants in Sāmoa.

It's the English word first – elephant –  
transliterated (Google that!) to Samoan. Elefane.  
Funny, eh?

Then there's kilikiti.

Kee-lee-kee-tee (perfect – top marks this time).

Have a guess. What could it mean?

Ummm ... Kittycat? Kilometre? Kitchenette?

Nope!

Try cricket (the game, not the grasshopper).

Makes sense, right, if you repeat it:

cricket (kee-lee-kee-tee)

cricket (kee-lee-kee-tee)

cricket (kee-lee-kee-tee).

You can hear it, the transliteration  
from English to Samoan.

(By the way, kilikiti is a bit different from cricket,  
and it's way more fun.

It's like a party.

When someone gets a run, the whole team  
does a dance, sings a song, has a laugh.

And everybody – even the nanas – plays.

Not just the dudes in white.)

*Tusiata Avia*



## Activity 4: Health, wellbeing, and art

### Notes for teachers and whānau

Taking time out to create things with your own hands can be very therapeutic and provide you and your child with some time to connect in a relaxed situation. This activity requires your child to apply their comprehension skills to follow instructions accurately as well as allowing your child to practice their ability to self-assess by checking their product against the ones in the pictures.

In this activity we are learning to:

- DEVELOP healthy habits for our mind and body through creative arts and crafts.

### What do I need?

- 45 minutes
- [Children's Crafts - How to do Star Weaving - YouTube](#)
- [Weaving Stars – Whetū | Otago Museum](#)
- Materials for the activity you choose
- A device to access the links

### [Children's Crafts - How to do Star Weaving - YouTube](#)

For this task you will need:

- cardboard
- yarn, wool, raffia, ribbon, or any other different coloured string
- scissors
- pencil
- device to watch the video.

### [Weaving Stars – Whetū | Otago Museum](#)

For this task you will need:

- old magazine pages or A4 paper
- pencil or pen
- scissors
- ruler
- device to view the instructions

## Day 3: Reflection

### Notes for teachers and whānau

Reflection can be challenging for all learners, but it can also provide them with rich opportunities to think about how their learning is progressing. Use the questions below as prompts to encourage your child to think about what they have learned so far and help them to plan out their next steps. If you have concerns with their learning or tasks completion that your child is finding they need more assistance with, contact their teacher for more support.

In this activity we are learning to:

- REFLECT on our learning today.

### What do I need?

- 30 minutes
- A notebook or Google Doc – your reflective journal
- Materials for your quiet time activity

**WRITE** – Take some time to think about how you are feeling and after today's learning activities. Reflect on the following prompts and record your thinking.

- What did you enjoy most about today?
- What is one thing you feel you learnt today?
- What is one strategy that helped you with your learning?
- What did you find challenging or distracting? (You ran out of time for some activities, or you finished them quite quickly and felt a little bored)
- Is there anything you need extra help with? Who can you ask to help you with that?
- Is there anything you need to catch up on tomorrow?

If you have time left – choose a quiet activity or do some belly breathing, here's how.

Belly breathing is easy to do and very relaxing. ... **Put one hand on your belly just below your ribs and the** other hand on your chest. Take a deep breath in through your nose, and let your belly push your hand out. Your chest should not move. Breathe out through pursed lips as if you were whistling.

Repeat this 10 times.



# Day 4: Starting the day

## Notes for teachers and whānau

Help your child/learner plan their timetable by looking at today's activities and choosing the order they wish to do the activities in. Consider which activities would best be done when your child is most engaged and would require the most attention. Also consider activities that follow on from one another like some of the reading and writing tasks do.

In this activity you are learning to:

- PREPARE my day of learning.
- PRACTICE our karakia
- DO a wellbeing self-check
- CHECK IN with your teacher

### What do I need?

- Teacher check in
- Wellbeing check
- Daily timetable
- Quiet time activity
- Pencil and paper

## Karakia

Kia hora te marino

May peace be widespread

Kia whakapapa pounamu te moana

May the sea be like greenstone

Hei huarahi mā tātou i te rangi nei

A pathway for us all this day

Aroha atu, aroha mai

Give love, receive love

Tātou i a tātou katoa

Let us show respect for each other

## Wellbeing check

### Take time to reflect – your wellbeing check

- Think about how you are feeling and your readiness to learn this morning.
- What do you need extra assistance with today? Who could you get to help you? What strategies could you put in place to help make your learning more effective?
- What do you need to finish today from yesterday?

**Provocation** – What do you think the following quote means?

It's the things we play with and the people who help us play that make a great difference in our lives – Fred Rogers

.Has there been a time when playing games has helped you achieve something or develop skills? Write your experience in your notebook or Google Doc.

*Note that today our Inquiry focus is – Going further, deeper. This may include promoting opportunities to engage further and dive deeper often in a supported manner for example, Discussions, provocations, exploring further contexts, taking action or Thinking critically and drawing conclusions*

# Activity 1: Maths

## Notes for teachers and whānau

Maths is more than just numbers and can be applied in many different contexts. This activity is designed to encourage your child to think about strategy while applying their understanding of position and orientation (both concepts in Geometry). If you feel confident to do so, encourage your child to use specific vocabulary such as compass directions or degrees while they play. This game also provides you and your whānau an opportunity to learn a little more about tea o Māori through Matariki.

In this activity you are learning to:

- PLAY Mū Tōtere

### What do I need?

- 30-45 minutes
- [Gameboard](#)
- Counters

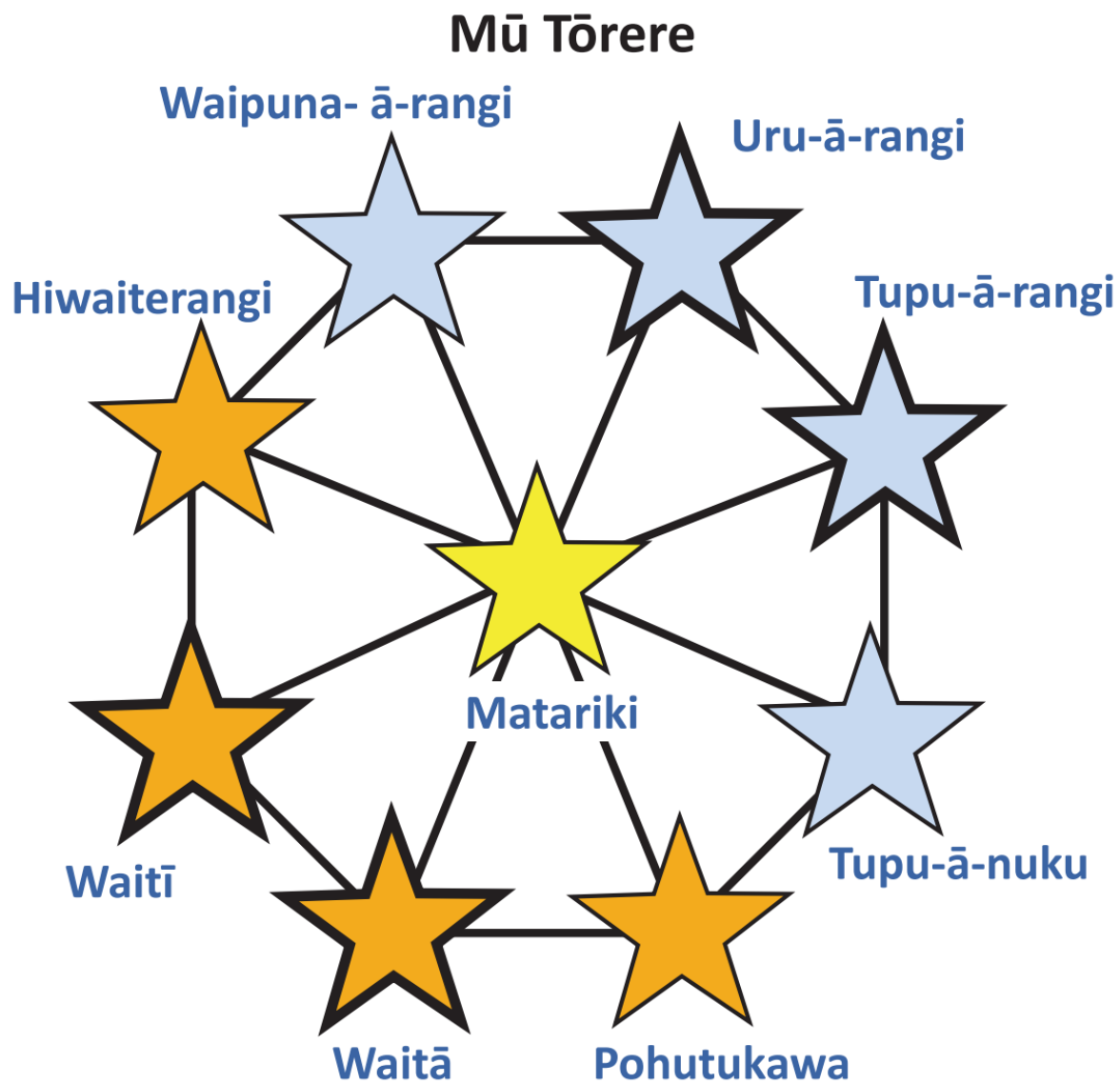
For this task you will be learning how to play a traditional Māori board game which uses strategy to try and trap another player and prevent them from being able to move.

## Rules

This is a game for two players.

Each player needs four counters. One player starts with their counters on orange (Hiwaiterangi, Waitī, Waitā, and Pohutukawa). The other starts with their counters on blue (Tupu-ā-nuku, Tupu-ā-rangi, Ura-ā-rangi, and Waipuna-ā-rangi). The first move can be made by either player, but it must be from a non-bolded star into the centre (Matariki). The next player must also move from a non-bolded star. So, the bold stars are tapū for the first two moves by each player. Then it is game on!

Players can only move to a star next to one they are on. The star they move to must be empty. There is no jumping. The first player to trap their opponent wins. That means there is no way for their opponent to move.



[matariki-L2-5 \(nzmaths.co.nz\)](https://nzmaths.co.nz/matariki-L2-5)

## Activity 2 – Reading

### Notes for teachers and whānau

This story looks at the challenges the main character has with wanting to pursue something he is good at versus something his dad thinks is good for him. This may be a good opportunity for a discussion with you child about the things that they are involved in and how they feel about being involved in them.

In this activity you are learning to:

- READ for meaning

### What do I need?

- 30 minutes
- [Checkmate / School Journal Level 3 August 2019](#)

**READ** “[Checkmate](#)” by Paul Mason. When you have finished reading the story, reflect on the provocation you started the day with, and then answer the question that follows.

“It’s the things we play with and the people who help us play that make a great difference in our lives.”

**WRITE:** What benefit do you think each of the characters (Liam and Mr Squires) get from playing chess against one another? Support your thinking with examples from the text or from personal experience.

You will need to download the PDF of the story –

<https://instructionalseries.tki.org.nz/content/download/41841/465643/file/SJL3-Checkmate.pdf>

Or ask your teacher to supply the School Journal.





# Day 4: Take a break – Let's get physical

## Notes for teachers and whānau

It is important to include a fitness activity every day. Please ensure that your child or learner includes this in their daily timetable. Feel free to do any physical activity in place of our suggestion for example, Walk in the park, a cycle around the block or some other activity.

In this activity you are learning about:

- CHALLENGE ourselves physically and SPELL the word "game" (or another 3-4 letter word).

## What do I need?

- 30 minutes
- Copy of the extreme workout page
- Space to exercise

**SPELL "GAME". DO** the exercise for each letter in your name. **CHECK your heart rate.**

More time left? Do another word (or letter)!

## EXTREME WORKOUT

<b>A</b> 200 jumping jacks	<b>I</b> 10 minute jog	<b>Q</b> 200 butt kicks
<b>B</b> 50 push ups	<b>J</b> 60 second wall sit	<b>R</b> 50 tricep dips
<b>C</b> 25 burpees	<b>K</b> 50 calf raises	<b>S</b> 40 leg raises
<b>D</b> 200 high knees	<b>L</b> 1 minute plank	<b>T</b> 20 high knees
<b>E</b> 50 sit ups	<b>M</b> 50 squat jumps	<b>U</b> 20 push ups
<b>F</b> 100 mountain climbers	<b>N</b> 10 minute skipping	<b>V</b> 30 star jumps
<b>G</b> 50 squats	<b>O</b> 100 Russian twists	<b>W</b> 1 minute side plank
<b>H</b> 100 lunges	<b>P</b> 100 arm circles	<b>X</b> 10 second sprint

## Activity 3: Writing and visual arts

### Notes for teachers and whānau

This activity is designed to get your child's creative juices flowing! It may be helpful to read the task with your child to ensure they understand what the task is all about. Encourage them also to look at the requirements for the task to keep themselves on track. Get them to explain their poster to you when they are finished.

In this activity we are learning to:

- USE persuasive language and appealing visuals to advertise a game

### What do I need?

- 60 minutes
- Something to colour with
- A3 or A4 paper
- Pencil, ruler, eraser
- Device (optional)

### Instructions:

CHOOSE a game that you enjoy playing. It could be a video game, board game, sport, or something similar.

THINK about the type of information that would help promote it to others – consider things like:

- How many people can play it?
- What types of fun things happen in the game?
- Stimulating graphics (if it's a video game)
- Story genre, such as adventure.

CONSIDER also what would be the best design that would attract people's attention to it.

Use the materials (or your computer) to design and advertisement (poster, brochure).

Need extra help? Have a look at some magazines or flyers that come in the mail for ideas on design and colour use. You could also get inspiration from the packaging of the game itself (if it has it).

## Activity 4: Inquiry – thinking critically

### Notes for teachers and whānau

You may have experience as a whānau of playing games from your own culture that you could use or describe to your child in place of the ones in the reading for this task. Make sure your child chooses 2 different games as this will make it easier to analyse them for similarities and differences.

In this activity we are learning to:

- THINK CRITICALLY about games from around the world.

### What do I need?

- 60 minutes
- Compare and contrast chart
- <https://theirworld.org/news/games-that-school-children-play-around-the-world> or <https://www.parents.com/fun/games/educational/games-from-around-the-world/>

If you have a device, **READ** about some different games that people play around the world. Reflect on what makes them special and unique.

If you do not have a device, **THINK** about two games or sports.

You may also want to **TALK TO** or **ASK your** family members: are there games that they played when they were young?

**COMPLETE** a compare and contrast table like the one below.

**WRITE** a critical argument for which one you think is better.

### Compare and contrast table

Game comparison	
Same	Different
Which game is better and why (provide at least 5 reasons):	

## Day 4: Reflection

### Notes for teachers and whānau

Reflection can be challenging for all learners, but it can also provide them with rich opportunities to think about how their learning is progressing. Use the questions below as prompts to encourage your child to think about what they have learned so far and help them to plan out their next steps. If you have concerns with their learning or tasks completion that your child is finding they need more assistance with, contact their teacher for more support.

In this activity we are learning to:

- REFLECT on our learning today.

### What do I need?

- 30 minutes
- A notebook or Google Doc – your reflective journal
- Materials for your quiet time activity

### Reflect

**WRITE:** Take some time to think about how you are feeling and after today's learning activities. Reflect on the following prompts and record your thinking:

- What did you enjoy most about today?
- What is one thing you feel you learnt today?
- What is one strategy that helped you with your learning?
- What did you find challenging or distracting? (You ran out of time for some activities, or you finished them quite quickly and felt a little bored)
- Is there anything you need extra help with? Who can you ask to help you with that?
- Is there anything you need to catch up on tomorrow?

### Wellbeing

If you have time left, choose a quiet activity, or do some SQUARE BREATHING.

- Imagine you are drawing a large square in front of you while you are sitting down.
- Start at the bottom right of the square.
- Breathe in for four counts as you trace the first side of the square in the air with your finger.
- Hold your breath for four counts as you trace the second side of the square.
- Breathe out for four counts as you trace the third side of the square
- Hold your breath for four counts as you trace the final side of the square.

You have just completed one deep breath – repeat.

# Day 5: Starting the day

## Notes for teachers and whānau

Help your child/learner plan their timetable by looking at today's activities and choosing the order they wish to do the activities in. Consider which activities would best be done when your child is most engaged and would require the most attention. Also consider activities that follow on from one another like some of the reading and writing tasks do.

In this activity you are learning to:

- PREPARE my day of learning.
- PRACTICE our karakia
- DO a wellbeing self-check
- CHECK IN with your teacher

### What do I need?

- Teacher check in
- Wellbeing check
- Daily timetable
- Quiet time activity
- Pencil and paper

## Karakia

Kia hora te marino

Kia whakapapa pounamu te moana

Hei huarahi mā tātou i te rangi nei

Aroha atu, aroha mai

Tātou i a tātou katoa

May peace be widespread

May the sea be like greenstone

A pathway for us all this day

Give love, receive love

Let us show respect for each other

## Wellbeing check

### Take time to reflect – your wellbeing check

- Think about how you are feeling and your readiness to learn this morning.
- What do you need extra assistance with today? Who could you get to help you? What strategies could you put in place to help make your learning more effective?
- What do you need to finish today from yesterday?

### Provocation

How do games help people preserve their culture and language? Write your thoughts in your notebook or Google Doc.

Note that today our Inquiry focus is – "Present- share learning about the big idea" which includes considering who the audience is and considering different ways of communicating learning for example, Presentation, video, poster

# Activity 1: PE, wellbeing, and writing

## Notes for teachers and whānau

This activity is designed to get the whole whānau involved! Support your child with their planning by suggesting things that you and your household members would enjoy doing and what they may need to be mindful of (like the age of participants and their physical capabilities).

In this activity you are learning to:

- DESIGN a fun fitness circuit that the whole family can be involved in.

### What do I need?

- 60 minutes
- Notebook or Google Doc
- Paper for instruction cards
- Household items

Using items and spaces that are easily available in and around your home, design a 15 min fitness circuit that your whole family can get involved in.

Try and make the activities fun and engaging, as well as thinking about the different physical needs and abilities your family members have.

## Instructions:

- Plan one activity per station
- Make a list of equipment that will be needed for each activity
- Create instruction cards so people can understand what to do when they go to each station
- Test out your activities and see how long they take and how hard or easy they are

## Activity 2: Reading

### Notes for teachers and whānau

This reading is based on a true story and highlights issues that may be good to discuss with your child, especially regarding equity and responding to challenges or setbacks.

In this activity you are learning to:

- UNDERSTAND words in context

### What do I need?

- 45 minutes.
- <https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/School-Journal-Level-3-November-2020/No-Girls-Allowed>

- **READ** “No Girls Allowed” by Victor Rodger.
- **COMPLETE** the activities below when you have finished reading.

**Colloquial language:** Kiwis sometimes have sayings that seem like a language of their own.

COPY the table below into your notebook or Google doc.

LOOK at the expressions in the table below and try to work out what they mean. You can look back into the text, look it up on the web or even ask someone in your family what they mean. Then in the column on the right EXPLAIN what the text means. The first one has been done for you as an example:

Colloquial language	The meaning of the expression
Her heart sank	She was really upset
I went into bat for you	
You must be gutted	
I pushed back	
Sweet!	
Get that chin up!	
You got a hiding	
You still smashed it	
I feel stink	



## Activity 3: Maths

### Notes for teachers and whānau

In this activity your learner is given time to go back and continue or re-work one of their creations from the week.

In this activity you are learning to:

- USE symmetry to solve problems

### What do I need?

- 30 minutes
- <https://nzmaths.co.nz/resource/chessboard-challenges>

## Chessboard Challenges

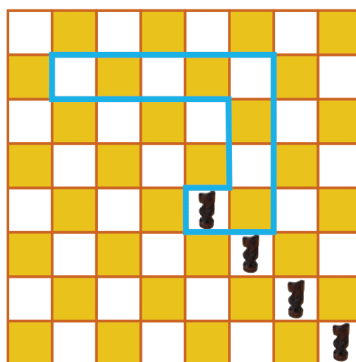
You need: a photocopy of the chessboard copymaster, scissors, counters

ACTIVITY

Amy's grandmother gives her two very old puzzles to solve. They are not as easy as they look. Can you solve them?

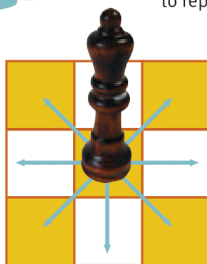
### Puzzle ONE

Cut your copy of the chessboard into four pieces that are identical in shape and size, each with a knight on it. You can't move the knights. To help you, the diagram shows part of one of the pieces.

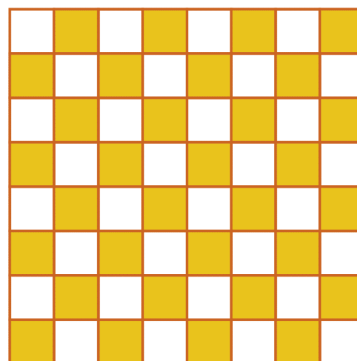


### Puzzle TWO

Place 8 queens on the copymaster chessboard so that they are safe from capture. (This means no more than 1 queen in any line: horizontal, vertical, or diagonal.) Use counters to represent the queens.



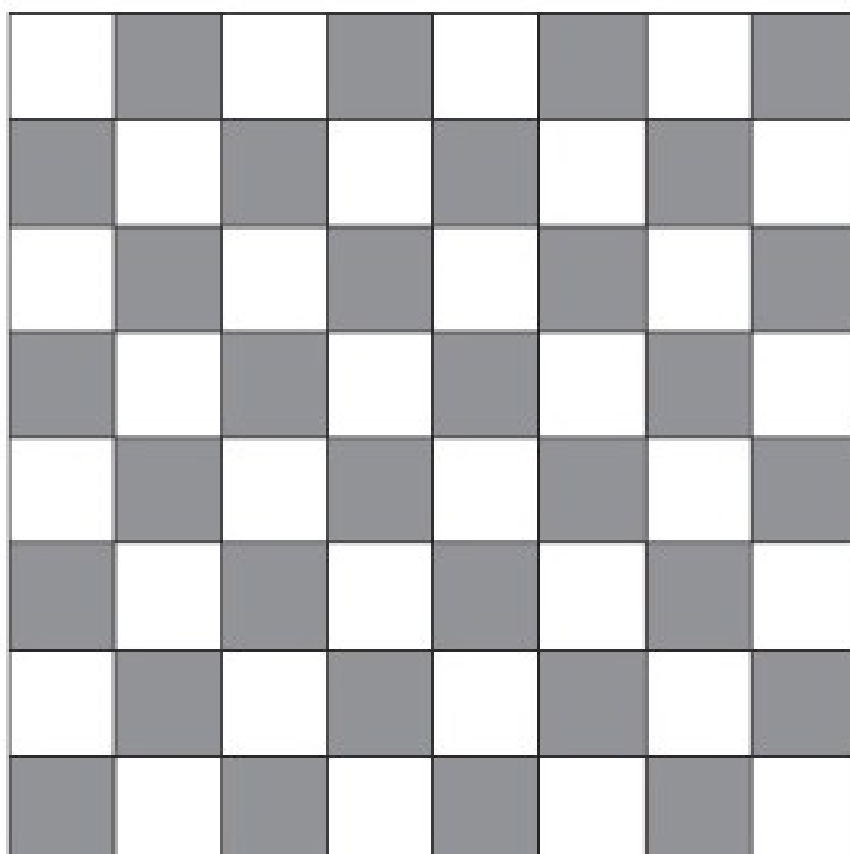
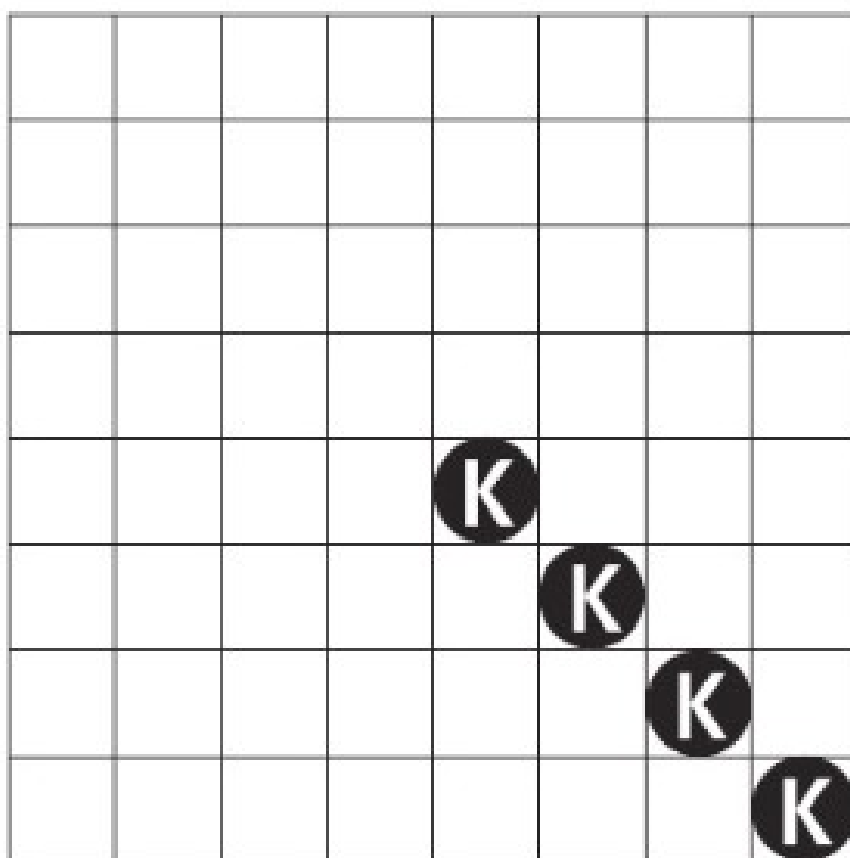
The queen can move any number of squares in any direction.



Don't give up – both puzzles *can* be solved!

Using symmetry to solve puzzles

## Chessboard Challenges Copymaster: Chessboard



## Activity 4: Present or share our learning

### Notes for teachers and whānau

Having your child share their learning with others provides them with the opportunity to share their learning journey and take pride in their work. Learning in isolation is never an easy task, so remember to congratulate your child on what they have been able to achieve this week.

In this activity you are learning to:

- **SHARE** our learning about creativity and how we express ourselves.

### What do I need?

- An object you have created or a task that you successfully accomplished from this week's learning.

**CHOOSE** one of your learning activities, products, or accomplishments that you are most proud of from this week's learning and present it to your whānau, family.

**THINK** about how you could make your presentation engaging and informative for your audience.

**DESCRIBE** the process or learning journey you took to get to this point.

**EXPLAIN** why you are most proud of this piece or learning.

**INVITE** whānau, family to ask any questions about your work or learning journey.

## Day 5: Reflection

### Notes for teachers and whānau

Reflection can be challenging for all learners, but it can also provide them with rich opportunities to think about how their learning is progressing. Use the questions below as prompts to encourage your child to think about what they have learned so far and help them to plan out their next steps. If you have concerns with their learning or tasks completion that your child is finding they need more assistance with, contact their teacher for more support.

In this activity we are learning to:

- REFLECT on our learning today.

### What do I need?

- 30 minutes
- A notebook or Google Doc – your reflective journal
- Materials for your quiet time activity

**WRITE** – Take some time to think about how you are feeling and after today's learning activities. Reflect on the following prompts and record your thinking.

- What did you enjoy most about today?
- What is one thing you feel you learnt today?
- What is one strategy that helped you with your learning?
- What did you find challenging or distracting? (You ran out of time for some activities, or you finished them quite quickly and felt a little bored)
- Is there anything you need extra help with? Who can you ask to help you with that?
- Is there anything you need to catch up on tomorrow?

If you have time left – choose a quiet activity or do some belly breathing, here's how.

Belly breathing is easy to do and very relaxing. ... **Put one hand on your belly just below your ribs and the** other hand on your chest. Take a deep breath in through your nose, and let your belly push your hand out. Your chest should not move. Breathe out through pursed lips as if you were whistling.

Repeat this 10 times.