



A learning from home pack

For learners in years 4-6 (Week 1 Draft)

Curiosity | Māhirahira

Context 1: What if ...?

Context 2: How does ... work?

Layout of the resource

This pack is filled with learning activities for your learners that can be used at school or at home. All activities are framed around the theme of curiosity | māhirahira.

Suggestions are provided for starting the day with a karakia (see p. 7), check in with the teacher, and setting up the learning environment. You can replace these with how you want your learner to start their day.

The activities follow an inquiry learning model (figure 1) exploring one theme through two contexts. Each day the learner will be working through one part of the model culminating with sharing their learning on days five and ten.



Figure 1 Inquiry learning model

Realities

You know your learners and have a good understanding of their learning situations.

Many learners will have siblings at home, as well as whānau who share the same space and devices. Some may have access to the internet and devices, and others may not. Learners will also have varying levels of adult support.

There are a mix of activities in this pack that use materials commonly found in most homes. Some activities will require adult support while others can be managed independently. This resource is provided as a Word document so that you can adapt it for your learners.

We suggest starting each day with a karakia (See p. 7), check in with the teacher, followed by setting up the learning environment. The pack contains suggestions, but you can replace these with however you want your learner to start their day.

Resources

The pack uses a range of books from the *Figure it Out* and *School Journal Series*. **You might want to send these home with the learner**, along with a “my home learning” exercise book, pencils, crayons, or felts, and some craft materials (glue, scissors, construction paper). Learners can bring their notebook back to class to share.

If your learners do not have reliable access to the internet, here are the resources to print and send home with this booklet to create a paper-based pack.

Resources to print and send home

Figure it Out:

- <https://nzmaths.co.nz/resource/snails>
- <https://nzmaths.co.nz/resource/space-zapper>
- <https://nzmaths.co.nz/resource/how-many-strips>

School Journals:

- <https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/School-Journal-Level-2-October-2015/My-What-If-Planet>
- <https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/School-Journal-Level-3-May-2017/Becoming-a-Martian>

Setting up the learning environment

Encourage whānau to support learners to set up a space for learning at home. Learners might like to design their own space as a separate learning activity. Some materials they may need could include pen, pencils, paper, a notebook, colouring pencils, glue, scissors, and a device to access the internet.

Many of the suggested activities and experiences include the use of online resources which can be accessed and viewed using a Smartphone.

Overview of the learning in this pack

The theme of **curiosity | māhirahira** will be explored through two contexts.

- Days 1–5 look at this idea through the context of **what if...?**
- Days 6–10 look at this idea through the context of **how does ... work?**

Learners will explore, investigate, discover, and make meaning as they go through each task. There are times where they look a little deeper into the topic. Some of the tasks may be independent hands-on tasks while some may involve connecting and sharing with others.

Day 1	Day 2	Day 3	Day 4	Day 5
Big Picture A chance to think, wonder, discuss	Exploring What if humans could travel the solar system...?	What would it take? A journey into the solar system takes preparation.	Researching Curiosity and the solar system – let’s dig a little deeper	Curiosity builds knowledge Sharing what you have learnt.
Day 6	Day 7	Day 8	Day 9	Day 10
Week 2 activities coming soon				

Daily timetable

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 your learner takes the time they need to complete an activity. This may mean they choose which activities they will complete for the day, rather than complete them all.

At the start of each day the learner will draw up their timetable for learning. You can adjust the timing to suit the other activities that might be happening the day, such as Zooming with the class/teacher.

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

Daily fitness – Choose something each day

It is important to include a fitness activity every day. Please ensure that your learner includes this in their daily timetable. If possible, it would be great to do the fitness activity with your learner or have them complete it with their siblings where appropriate. Below are a range of activities to choose from – or you can make up your own ideas!

10 minute super kid workout

1 min	jumping jacks
30 sec	side lunges
30 sec	squats
1 min	jog in place
30 sec	burpees
30 sec	lunges
1 min	jump in place
30 sec	mountain climbers
1 min	jump rope
30 sec	push ups
1 min	butt kickers
30 sec	lunge kicks
30 sec	squats
1 min	march in place



Move like a...

1. Write the names (or draw pictures) of 6-10 animals, each on a separate card.
2. Turn some music on, skip, jog, run, walk around a large indoor/outdoor space
3. When you pass the cards turn one up and then move like that animal,
4. Complete a loop moving like that animal and then return to the pile of cards for the next one.

Involve someone in your whānau to make it fun.

Slow...fast...slow...fast

1. Use shoes to mark out a circular or square course with equal distances between the shoes.
2. Challenge yourself to go as fast as you can between two shoes
3. Then slowly to catch your breath between the next two shoes,
4. Then fast again. Repeat going fast and slow until you finish the course.

How many laps can you do?

Online exercise workouts for kids

This Auckland for kids website has links to 'the best free exercise workouts for kids'

<https://www.aucklandforkids.co.nz/staying-home/the-best-free-exercise-workouts-for-kids-on-youtube/>

Daily wellbeing – Choose something each day

These activities are good to do at the beginning and end of the day but can be done anytime. They can help you get ready for learning, calm your mind and body and they can help you to reflect on your learning:

Gratitude scavenger hunt

1. Find something that makes you happy
2. Find something to give someone else to make them smile.
3. Find one thing that you love to smell.
4. Find one thing you enjoy looking at.
5. Find something that is your favourite colour.
6. Find something that you are thankful for in nature.
7. Find something that you can use to make a gift for someone.
8. Find something that is useful for you.

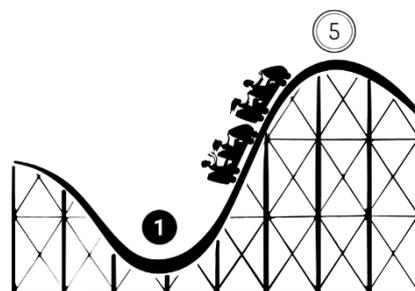
Challenge someone in your whānau to go on the hunt with you, and share what you find.

Energy rollercoaster

- How do you feel when you have a lot of energy?
- How do you feel when you have no energy?
- What's it like when you're tired but someone else is energetic?
- What's it like for people in your house when you're energetic and they're not?

On the ground outside write the numbers 1 to 5 in a row. 1 is low energy and 5 is high energy.

1. Sleeping, lying on the ground, not moving.
2. Sitting up, reading, slower breathing.
3. Standing up, little arm movements, some stretches, hanging out with people.
4. Walking around, dancing, hand claps, normal breathing, talking.
5. Hyped up! Jumping, making noise, high fiving, swinging arms above head.



Now act each of these out in turn as you head up the rollercoaster and down the other side.

Favourite spaces

Draw your favourite space. Illustrate it with words to describe your connection to that favourite place.

5 senses poetry

Sit comfortably. Spend a couple of minutes thinking about what you can see, hear, smell, taste, and feel. Now turn what you have noticed into a poem.

I see...

I hear ...

I smell ...

I taste ...

I am feeling ...

Starting each day

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 **learner** a few times will help them be able to do this more independently tomorrow and beyond. As part of the start of the day and setting up the learning environment, help your learner look through the activities suggested for that day **and choose a fitness and wellbeing activity**. They could fill out their daily timetable and think of other activities they might like to do, like reading.

Remind your learner of when and how to check in with the teacher/you.

Karakia

Here is a karakia to welcome in the day

Whakataka te hau ki te uru
Whakataka te hau ki te tonga
Kia mākinakina ki uta
Kia mātaratara ki tai
E hī ake ana te atakura
He tio, he huka, he hau hū
Tihei mauri ora!

*Cease the winds from the west
Cease the winds from the south
Let the breeze blow over the land
Let the breeze blow over the ocean
Let the red-tipped dawn come with a
sharpened air.
A touch of frost, a promise of a glorious day.*

Audio for this karakia can be found here - [Audio](#)

Planning my day

- Have you chosen which activities you will do today and in which order?
- Remember to choose a fitness activity (See p. 5)
- Have you chosen a wellbeing activity (See p. 6)?
- Have you done a 'Wellbeing check-in' ?
 - How are you feeling today?
 - How do you feel about 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 use to help make your learning more effective?
 - What would you like to do as a quiet time activity to end your day?
- Remember to do your Reflection at the end of the day (see p. 8)

Ending each day

Please ensure your learner does this at the end of each day.

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 learner 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 learner is needing more help, contact their teacher for more support.

In this activity I am learning to: Reflect on my learning.

What do I need?

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

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 wanted to dig in a little deeper.)
- Is there anything you need extra help with? Who can you ask to help you with that?
- Is there anything you want to catch up on tomorrow?

Remember to finish with a wellbeing activity and/or your chosen quiet time activity



Context 1: What if...?

The next five days indulge our curiosity by asking ourselves the question what if...?

What if...?

Curiosity | Māhirahira



Day 1 activity 1: Inquiry getting started



Notes for teachers and whānau

For this first task the learner is going to be completing a KWLH chart to get them started thinking about everything they already know about the solar system.

A KWLH chart is a graphic organiser the learner can use to document their learning progress from start to finish. We will revisit this KWL chart on day 5. The 'K' is for what the learner already knows. The 'W' is for what the learner would like to know, and the 'L' is the reflection column for what they learnt (completed at the end of the week). Some learners may already know a lot about the subject and therefore fill the 'K' column, some may know very little and therefore mostly fill in the 'W' column. Please reassure them that it does not matter how full the columns are so long as they have had a chance to think about the subject before beginning the inquiry.

Note that our Inquiry focus for today is – “getting started” which includes generating questions, activating prior knowledge, and introducing the theme.

In this activity I am learning to: use a graphic organiser (KWL chart) to record knowledge and wonderings.

What do I need?

- 30 minutes
- Home learning book
- Ruler and a pen/pencil

Instructions:

Using a whole page in your home learning book draw a KWL chart.

What I know	What I want to know	What I learned	How I can learn more
In this column write what you already know about the topic.	In this column write what you want to know about the topic.	In this column write what you have already learned about the topic.	In this column write about how you will learn more about the topic.

Your task:

Use the KWL chart you have drawn up/downloaded to write down everything you know (K) about the solar system and everything you would like to know (W) about the solar system. You can write or draw your knowledge or wonderings. Note - The 'L' column will be completed at the end of the week.

Day 1 activity 2: What are you curious about?

Notes for teachers and whānau

This activity builds on activity 1. The learner will use another graphic organiser (Y chart) to write or draw things they are curious about when they think of the solar system. You may like to encourage them by talking aloud 'space' vocabulary such as rocket, asteroid, stars, comet etc. They may need help initially setting up the Y chart.

This is a really great video to kickstart your learner's curiosity about space <https://www.youtube.com/watch?v=kOIJ7AgonHM>. So if your learner has access to a device encourage them to watch this before completing their Y Chart.

In this activity I am learning to: use a graphic organiser (Y chart) to explore an idea.

What do I need?

- 30 minutes
- Home learning book
- Ruler and a pen/pencil

Optional: a device to watch <https://www.youtube.com/watch?v=kOIJ7AgonHM>

Instructions:

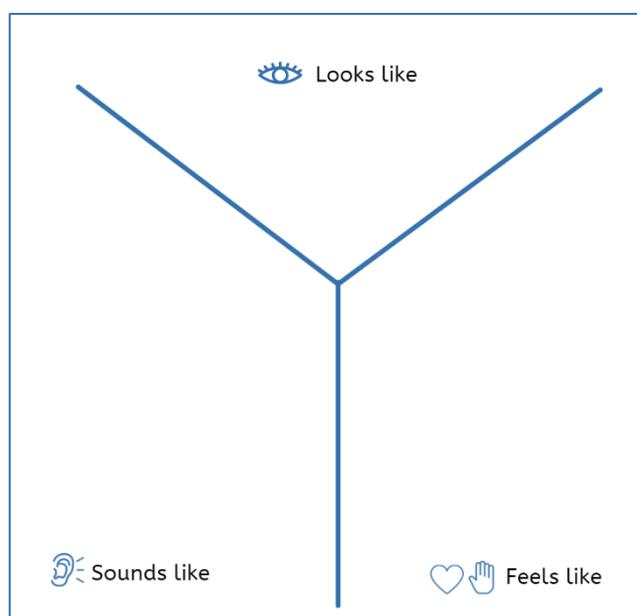
Using a whole page in your home learning book draw a Y Chart (a large Y which stretches out to the top corners of the page and down to bottom of the page in the centre).

Your task:

What if humans could travel the solar system?

Using your Y chart, label the three sections with these curiosity headings:

- What would it feel like to travel around in the solar system?
- What would it sound like to travel around in the solar system?
- What would it look like to travel around in the solar system?



Draw or write your curiosities/wonderings in each of the sections. Remember there is no right or wrong answer, this is simply what you are curious about when you think about the solar system.

Day 1 activity 3: Art lens

Notes for teachers and whānau

Your learner may love to doodle or sketch. This learning task allows them to select something from their Y chart to draw or sketch. If they have access to different art media they may like to use that otherwise a simple pencil/pen will be sufficient.

In this activity I am learning to: develop a sketch or drawing in response an idea I had.

What do I need?

- 30 minutes
 - Home learning book
 - Pencil/crayons/felts/charcoal
-

Instructions:

Using the Y Chart you completed in activity 2, select one word/phrase/drawing you would like to sketch or draw. To help you scan your Y Chart may like to get a piece of card and cut out the centre of it to make a view finder then slide this around your ideas on the Y Chart until you settle on one thing you would like to create a sketch/drawing of. Later in the week you may use your sketch/drawing as part of sharing your learning.

Your task:

Create a sketch/drawing of one of the things you're curious about when you think of the solar system. You can make this as small or as large as you like, it is up to you! You may like to use a double page in your home learning book if that would suit.

Art and music go so well together so you may like to turn on some music while you draw or you may even like to go sit outside and listen to nature on planet Earth while you sketch/draw.

If you have access to the internet you may like to search your idea for images to use as an exemplar as you sketch/draw.

Day 1 activity 4: Maths

Notes for teachers and whānau

This activity is from the Figure it Out series. Your learner may have seen this problem before, if so, encourage them to give it a go again as a way of practising their measurement skills. We will build on our measurement skills as the week progresses.

In this activity I am learning to: measure using cm, solve a problem using minutes as the unit, devise and use problem solving strategies to explore situations mathematically.

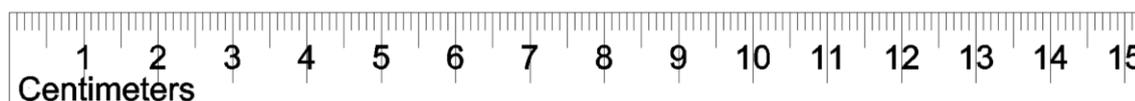
What do I need?

- 30 minutes
 - A copy of the Snails, Figure it Out activity <https://nzmaths.co.nz/resource/snails>
 - Ruler (or cut out copy below), pencil
 - Home learning book
-

Instructions:

We are going to explore how much time it will take for Sally the snail to crawl to a flower by measuring distance in centimetres (cm).

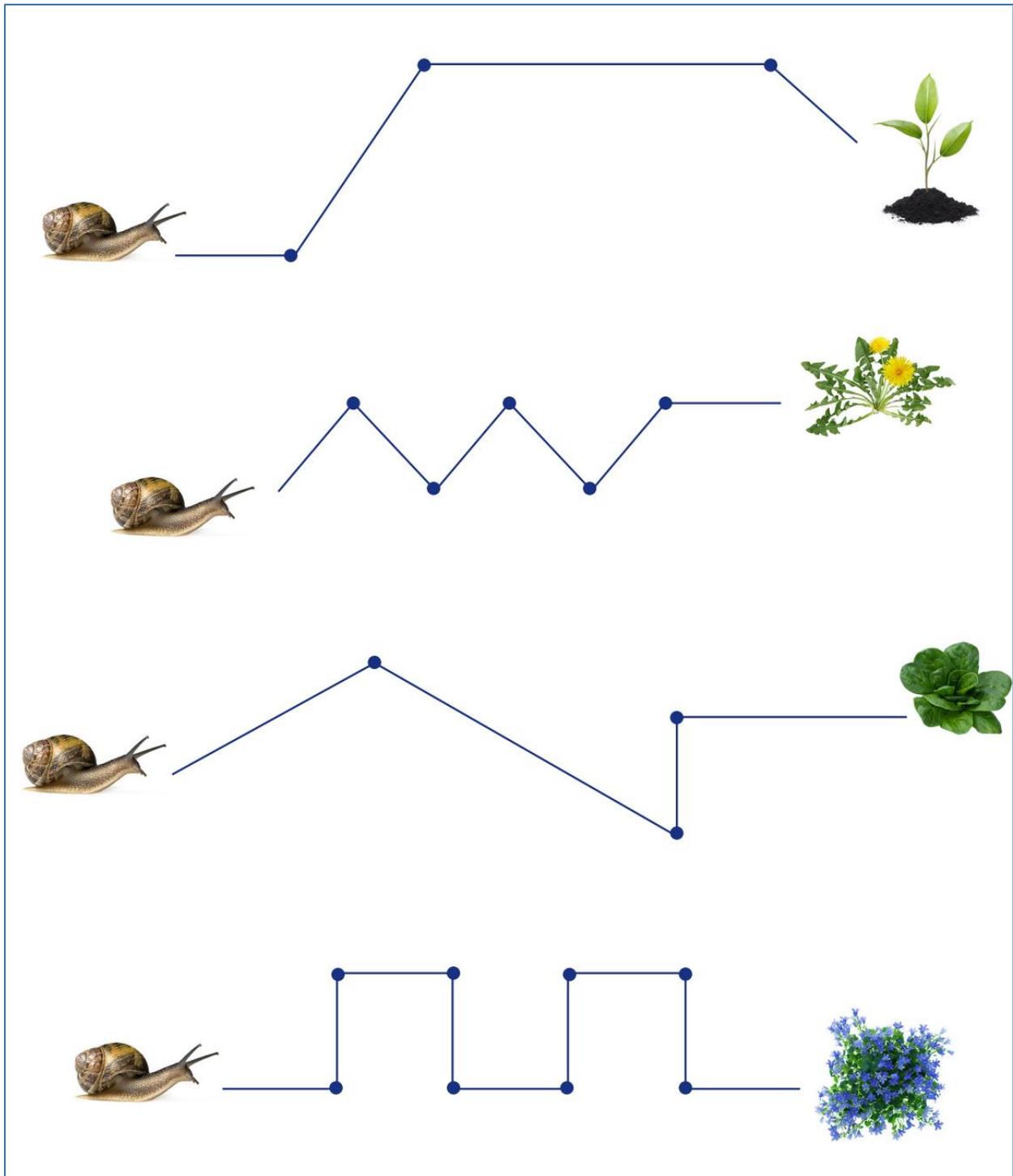
Use a ruler (or cut out the ruler below) to measure Sally's path on the next page.



As you solve how to work out the problem, think about the strategies you are using.

Your task:

Sally the snail crawls 2cm each minute. She needs to rest at each dot for 5 minutes. She wants to take the shortest time possible to reach a plant. Which path should she take?



Extension activity:

Can you create your own snail problem for others to solve? You can even change the speed that Sally moves.

Remember to do your end of day reflection and wellbeing activities (See p. 6 and 8).

Day 2 activity 1: What do scientists think?

Explore,
investigate,
discover

Notes for teachers and whānau

Your learner would benefit from working with an adult to view the websites, discuss their wonderings to the questions posed, and build their curiosity about what scientists have discovered about the solar system.

Note that our Inquiry focus for today is – “explore, investigate, and discover” which includes choosing and evaluating information, and thinking critically.

In this activity I am learning to: respond to questions to explore my wonderings.

What do I need?

- 30 minutes
- Access to a device to watch/explore -
<https://www.sciencelearn.org.nz/videos/921-life-on-other-planets>
<https://www.nasa.gov/kidsclub/index.html>
- Home learning book

Remember to start your day right (See p. 7)

Instructions:

In this activity you are going to respond to questions by exploring some digital resources or by reading the transcript. The questions may even prompt you to write down your own questions to explore later in the week.

Your task:

In your home learning write down your thoughts to these three questions:

1. Is there life on other planets?
2. Are humans unique?
3. What if we could travel to other planets?

Now watch the video in the link above or read the transcript below. As you read and explore add your new learning to the three questions.

Will we ever see life on planets outside our Solar System? Professor Denis Sullivan, from Victoria University of Wellington, suggests that we may never know for sure.

Transcript: Professor Denis Sullivan

Science is about why and a fundamental question really is, “Are we unique?” Anybody who thinks about it will want to know some answers. If we are unique that would be a surprise because there are so many stars, so many galaxies, so just trying to understand why planets form and are there enough of them to produce life?

My personal guess is we will never see such life forms. These planets around other stars are just so far away that it’s impracticable to go, so one has to be careful making predictions in science. I suspect it we’ll end up with not much more than identifying some planets around some stars that aren’t so far away and there’s definite signatures of chemicals in the atmosphere that can only produce by life, but that’s likely to be where it will stop.

<https://www.sciencelearn.org.nz/videos/921-life-on-other-planets>

Day 2 activity 3: Drawing the moon

Notes for teachers and whānau

In this lesson your learner is going to explore what the moon looks like by sketching it. Don't worry about having too many art resources available, a simple HB pencil will allow them to create an amazing piece of art.

In this activity I am learning to: explore shape and shading using visual art techniques

What do I need?

- 30 minutes
- Home learning book
- Pencil, colouring pencils, crayons

Optional: <https://kids.nationalgeographic.com/space/article/what-is-a-supermoon>

Instructions:

Study the images of the moon below or use your device to explore the images on the webpage listed above. What do you notice as you look closely at image of the full moon? How could you use the art materials you have available to recreate this? You may even be able to go outside at night and study the moon.

Your task:

Using a blank page in your home learning book and the resources of the moon you have available draw a full moon. Is it egg shaped? Perfectly round? Where is there shading? Where is it brighter? Enjoy your learning time today sketching and shadowing. Share your finished art piece with someone in your whānau.

(Image source: Luc Viatour, CC BY-SA 3.0 <<http://creativecommons.org/licenses/by-sa/3.0/>>, via Wikimedia Commons)



Day 2 activity 4: Space Zapper

Notes for teachers and whānau

This game encourages learners to develop addition or subtraction strategies for combining hundreds and thousands. As you play the game, talk about their thinking strategies. Questions that will encourage thinking may include “How many points do you have so far?” followed by “How did you work that out?”

In this activity I am learning to: add hundreds (and have fun playing a game of strategy!)

What do I need?

- 30 minutes
 - Dice
 - 2 different coloured counters
 - Someone to play with
 - Game board (next page)
-

Instructions:

- Start by putting your counter on the base station.
- Take turns to throw the dice and move the number of spaces shown on the dice. You can move across or up and down from one square to another in the same turn.
- Each player tries to get to the space station and back to the base station, scoring as many points as they can
- You score points according to where you land at the end of your turn

Land on	Score
Blue alien ship	1000
Yellow alien ship	500
Red alien power source	200
Green alien power source	100
First person back to base station	5000

- The game finishes as soon as one player gets back to the play station.
- The player with the highest score wins.

Your task:

1. Colour in the game board on the next page.
2. Play the game with someone in your house (you could even play it with a friend over Zoom if you both have the game board).
3. After the first game, see if you can make up some new rules/scoring to add to the game.

Space Station

Key

-  blue alien ship
-  yellow alien ship
-  red alien power source
-  green alien power source

Base Station

Remember to do your end of day reflection and wellbeing activities (See p. 6 and 8).

Day 3 activity 1: Similarities and differences

Notes for teachers and whānau



In this lesson the learner is going to complete a Venn diagram using a space word mat to make meaning of the similarities and differences to Earth and space.

Note that our Inquiry focus for today is – "making meaning" which includes analysing data, organising and sorting information, summarising, synthesising, making connections/conclusions, building deeper understandings and thinking critically.

In this activity I am learning to: list similarities and differences using a Venn diagram

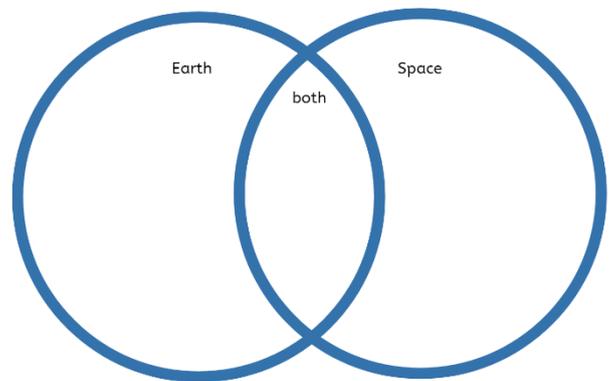
What do I need?

- 30 minutes

Remember to start your day right (See p. 7)

Instructions:

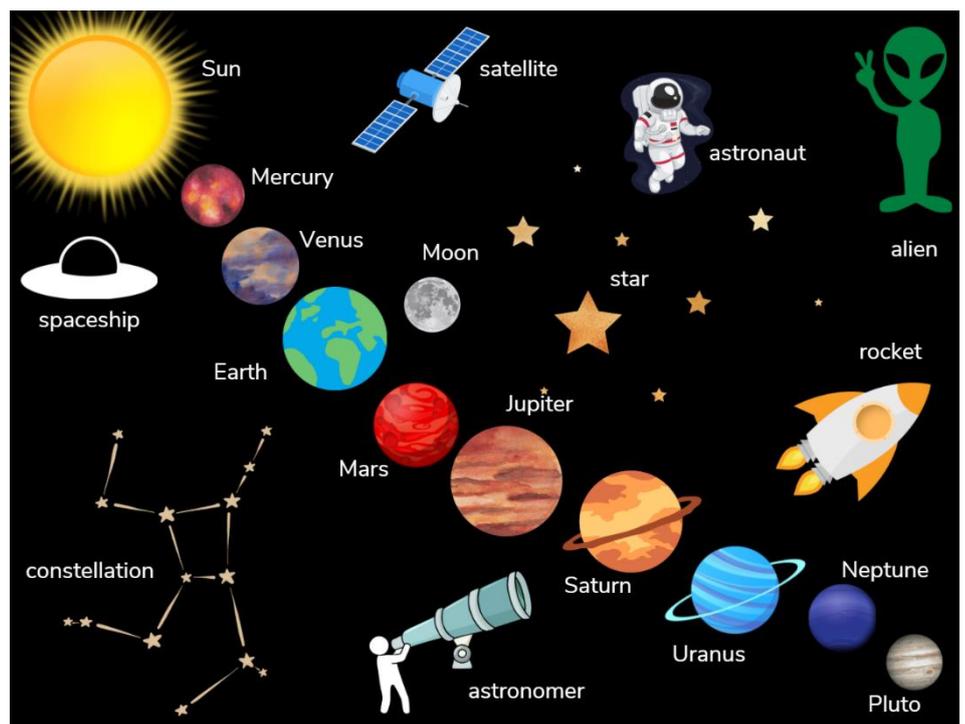
Draw a Venn diagram in your home learning. On the left circle add the title 'Earth', on the right circle add the title 'Space' and on the overlapping egg shape in the centre add the title 'Both'. Spend a few minutes look at the space mat image and reading the vocabulary. This mat will help you when you think about the similarities and differences of Earth and space.



Your task:

Write down/draw all the things you notice about space in the circle titled 'Space'. Then write down/draw all the things you know about Earth in the circle titled 'Earth'.

What is common to both Earth and space? Your challenge is to see if there are any things that can be written/drawn in the 'Both' circle of your Venn diagram.



Day 3 activity 2: Human survival

Notes for teachers and whānau

Your learner will be introduced to the science acronym MRS GREN which is often used to remember all the necessary features of living organisms. This understanding will help them in future lessons as they go further/deeper with exploring the solar system.

In this activity I am learning to: understand that living things display certain characteristics.

What do I need?

- 30 minutes
- Home learning book

Instructions:

MRS GREN is an acronym often used to help remember all the necessary features of living organisms: Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion and Nutrition. They are the seven principles of life. For humans they all have a purpose for ensuring our existence here on Earth.

Your task:

In your home learning book write the acronym MRS GREN down the page (one letter for each line) then record the characteristics of living things and write a brief sentence about that characteristic next to it. E.g. Reproduction – make more living things of the same type.

M	_____	Movement	
R	_____	Respiration	
S	_____	Sensitivity	
G	_____	Growth	
R	Make more living things of the same type	Reproduction	
E	_____	Excretion	
N	_____	Nutrition	

What if humans could travel the solar system, what would we need if we were able to do that? Will the sun ever go out? What would happen to human survival if the sun went out?

Day 3 activity 3: Let's go exploring

Notes for teachers and whānau

In this activity the learner is challenged to use the learning they completed in activity 2 to think about travelling to Mars. This article helps them to make meaning of what humans need to survive and how this would need to be considered if humans were able to live on other planets.

In this activity I am learning to: read to gain meaning and make connections to prior learning; make a checklist for someone to follow.

What do I need?

- 30 minutes
- A copy of Becoming a Martian, School Journal Level 3 May 2017
- Home learning book

Instructions:

Read the article *Becoming a Martian*. This is a challenging article so you are encouraged to find somewhere comfy and quiet to do this reading. There is a glossary at the end which you may find useful to reference as you read. Ask people in your whānau to help you if there are parts you find difficult to understand.

Your task:

After you have read the article **create** a 'Camp Mars Packing List'.

Create a list of the things you would need to take with you from Earth to ensure your survival on Mars.

You may like to spend time making this like a check sheet to be included in a camp booklet for someone preparing to travel to Mars. Include hints/tips you learnt from reading the article so that someone is even better prepared.



Day 3 activity 4: 75 is the sum

Notes for teachers and whānau

In this activity the learner is applying their addition facts knowledge and recognising pairs of numbers that add to 75 exactly.

In this activity I am learning to: use my addition skills to recognise compatible numbers for 75.

What do I need?

- 30 minutes
- Pencil and the chart below

Instructions:

Look at the chart below, you are going to use your addition skills to find sums that add up to 75. Think about how to be systematic in your approach, for example you could start in one corner of the chart, and work line by line until all the numbers are used.

Your task:

1. Combine two or more numbers on the chart to make a sum of 75.
2. Write the sum in your home learning book and cross out the numbers on the chart to show that you have used them.
3. Can you find a way to use all of the numbers in the chart?
4. Can you make your own chart for a 2-digit number of your choice? Maybe you can challenge someone else in your house to find the number.

Remember to do your end of day reflection and wellbeing activities (See p. 6 and 8).

69	22	5	20	63	25
59	10	9	45	31	70
26	21	25	40	56	11
19	33	35	25	10	21
44	5	65	66	30	6
12	64	60	16	55	27

Day 4 activity 1: Te Reo Māori

Notes for teachers and whānau

The learner is learning some of the Māori names for the planets. They will use this new language as well as information from previous lessons to create fact cards to share with their whānau.

Note that today our Inquiry focus is – “Going further, deeper”. This may include promoting opportunities to engage further and dive deeper through discussions, provocations, exploring further contexts, taking action, or thinking critically and drawing conclusions.



Going
further/
deeper

In this activity I am learning to: read, say and practice in te reo Māori. Recall prior knowledge to inform an audience.

What do I need?

- 30 minutes
- Home learning book

Optional: A device to watch - <https://www.youtube.com/watch?v=Gp9ceSUJuFo>

Remember to start your day right (See p. 7)

Instructions:

We will begin this lesson by learning the names for the planets in Te Reo Māori. You can find these written below. We will then use this new learning as well as learning from previous lessons to create fact cards to share with your whānau.

Your task:

Read and practice saying the kupu Māori for the planets below.

Draw and label these in your home learning book. As you draw practice the Māori word for that planet aloud. If you have a device you could watch this video that introduces the solar system in te reo Māori - <https://www.youtube.com/watch?v=Gp9ceSUJuFo>

- *Rerenga o Tamanuiterā – The Solar System*
- *Mercury – Whiro*
- *Venus – Kōpū (but Tāwera for morning star; Meremere-tū-ahiahi for evening star)*
- *Earth - Te Ao*
- *The Moon - Marama.*
- *Mars - Matawhero*
- *Jupiter - Hine-i-tīweka or Pareārau (also a name for Saturn)*

Note - As Uranus is barely visible to the naked eye, and Neptune and Pluto were only discovered once telescopes were available, they do not have traditional Māori names.

Create 10 fact cards using your learning in previous activities as well as te reo Māori you have just learnt. We will be sharing these fact cards with whānau tomorrow. E.g.

- Did you know that the Moon is called Marama in Māori?
- Did you know that the atmosphere on Mars is 95% carbon dioxide?

Day 4 activity 2: How many strips?

Notes for teachers and whānau

This measuring task involves your learner in demonstrating their estimate of 1 metre. They will be creating their own metre ruler from carefully joining A4 length strips of paper end to end, and using this 'ruler' to measure objects.

In this activity I am learning to: measure using cm and metres, use my addition and problem solving strategies to explore situations mathematically

What do I need?

- 30 minutes
 - A4 sheet of paper
 - Tape – masking or sello
 - 1 metre (if available) and 30 cm rulers
 - <https://nzmaths.co.nz/resource/how-many-strips>
-

Instructions:

How far do you think 1 metre is? Stand that distance away from the wall and then using your 1m ruler (or 30cm ruler, 1metre is 100cm) measure your estimate. How close was your estimate? Remember to measure from the 0cm on your ruler, not the beginning of the ruler! The same goes when using the other end of the ruler, finish your measurement at 30cm not the end of the ruler.

Look around your room, what else do you think is 1m long? Check your estimate. When you find something that is 1m long, you will use this to represent the 'wooden table' in the task below.

Now that you know the length of 1m, work out a solution to the problem below.

Your task:

Ariana needs a metre ruler, but she can't find one.

She knows that the wooden table is exactly 1 metre long.

She makes herself a ruler from an A4 sheet of paper torn into strips lengthways which she then tapes together end to end.

How many strips does Ariana need?



Day 4 activity 3: I'm in Space!

Notes for teachers and whānau

Today your learner is going to make meaning by writing a diary entry as though they are travelling in the solar system. They may spend more time brainstorming their ideas than writing the diary entry and this is perfectly OK as it is about them making meaning of all the information they have learnt this week.

In this activity I am learning to: use descriptive writing

What do I need?

- 30 minutes
 - Home Learning book
-

Instructions:

In this activity you are going to imagine our 'what if' question really happened... what if humans could travel to the solar system. You are going to write a diary entry for someone back on Earth to read.

Your task:

Imagine you are visiting the solar system.

Write a diary entry as if you were an astronaut who has just reached space.

- Use descriptive language and write what you see, feel, smell and can touch.
- Use the things you have learnt from throughout the week as a way of including facts.
- Can you include any of the wonderings ('what') and new learning you had in your KWLH chart from day one?
- See if you can also include some te reo Māori in your writing.



You can also use your imagination as much as you like and get creative with what you include in your diary entry.

In space, astronauts have to send messages back to Earth via video, share your diary entry with someone over the phone or record yourself reading your diary entry.

Day 4 activity 4: Matariki reading

Notes for teachers and whānau

There is a lot to explore when we get curious about the solar system. One area that we haven't yet explored is Matariki. In this lesson the learner will read a journal story introducing Matariki. They may have lots of questions about Matariki after reading this story.

In this activity I am learning to: read for meaning

What do I need?

- 30 minutes
- A copy of Matariki Breakfast, Ready to Read Series. Or you can find a copy and audio book here - <https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/Matariki-Breakfast>
- Home learning book
- <https://teara.govt.nz/en/matariki-maori-new-year>

Instructions:

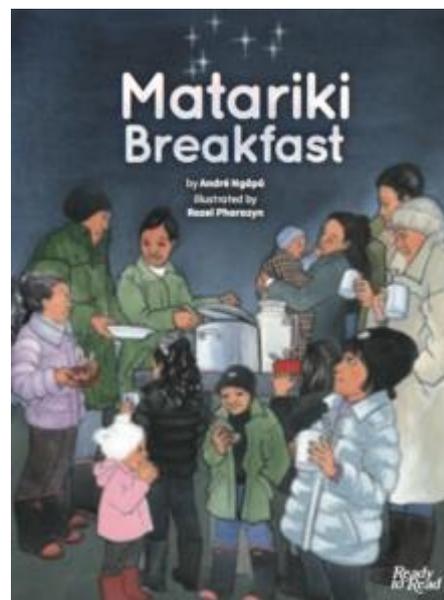
Twinkling in the sky just before dawn, Matariki signals the Māori New Year. It is often a time for families to come together and celebrate. In this story you will meet a character called Wai. She tells the story Andre Ngāpō (author) remembers his grandmother telling him when she was younger.

Your task:

One of the greatest appreciations in life is to sit and simply read. So today your learning task is to do just that! Sustained silent reading. Find a comfy spot, maybe a beanbag by the window in the sunlight and curl up cosy and read Matariki Breakfast.

You will have a chance to share this story tomorrow when you share your learning so you may like to make some notes in your home learning book after you have read.

There is a wonderful website called Te Ara, The Encyclopedia of New Zealand where you can explore more about Matariki <https://teara.govt.nz/en/matariki-maori-new-year>



Remember to do your end of day reflection and wellbeing activities (See p.6 & 8).

Day 5 activity 1: You are invited to...



Sharing
my
learning

Notes for teachers and whānau

Today your learner will pick and choose aspects from this week's learning to present and share. You may like to support them with the direction they take with this task if there has been something they have shown particular interest in.

Note that today our Inquiry focus is "Present- share learning about the theme" which includes thinking about who the audience is and considering different ways of communicating learning for example, presentation, video, poster, etc.

In this activity I am learning to: use visual and written language to capture the audience's attention.

What do I need?

- 30 minutes
 - Home learning book or a large piece of card/paper
 - Felts, pencils, crayons
 - Craft items from around the home such as pom, cotton balls, small pieces of foil or bubble wrap etc
-

Remember to start your day right (See p. 7)

Instructions:

This week you have explored the solar system. I bet you wish that our *what if we could travel to the solar system* was really possible! Wouldn't it be fun to explore the solar system! This learning activity is one final creative art/visual language task. Give it your all, I know your whānau would love to see what you can do.

Your task:

Design and create an invitation for someone in your whānau or one of your friends to join you on a special mission to explore the solar system. Remember to include where, when, what, who, things to bring. Include enticing visual language and art on your invite. You may even like to make it 3D to reflect the solar system theme, look around your home for things you can use like cotton balls, small pieces of foil, bubble wrap etc. You may like to share some facts or things they will need to consider when joining you on your mission to the solar system. Get creative and have fun!

Present this invite to the person you would like to invite once you have completed it. Do they have any questions for you as the leader of this imaginary mission?

Day 5 activity 2: What made you curious?

Notes for teachers and whānau

*This is a reflection task. The learner is being asked to reflect on their learning this week and revisit the things that really made them curious. Perhaps they became really interested in the facts about Mars when reading the article *Becoming a Martian*. In this task they are going to design a true/false quiz to test out those facts on a whānau member.*

In this activity I am learning to: write true/false fact cards to present to an audience.

What do I need?

- 30 minutes
 - Home learning book
 - Scrap pieces of card (or you can write your facts as a list in your home learning book).
-

Instructions:

A great way of presenting new information to an audience is by using true/false facts. Audiences love it as they get to respond with what they think the answer is while at the same time learning useful facts and information that they can teach someone else. This week you have learnt so many interesting facts. Now it is your chance to test them out on someone else. You may even like to call someone on the telephone and share your learning and then ask if you can ask them some true/false facts.

Your task:

Review the learning you have done this week. You can do this by rereading the texts included in this pack, looking back over diagrams, pictures, and graphic organisers you have created. Think about what really made you curious... was it when you learnt about the Matariki stars? Was it when you compared Earth and the Solar System? Was it when you read *Becoming a Martian*?

Create at least 10 true/false questions to present to someone. Remember you must know the answer so you may like to also create an answer sheet at the same time. You may like to include questions like:

- Matariki signals the Māori New Year? True or false
- The moon is full when it is closest to the earth? True or false

You could include questions which test your new te reo Māori vocabulary, or even maths questions from your maths tasks.

Day 5 activity 3: Matariki Breakfast

Notes for teachers and whānau

Your learner might be using this pack some time close to Matariki so they may be keen to connect this learning with the actual celebration, especially as 2022 is the first year there will be an observed public holiday to celebrate Matariki. In this activity your learner is encouraged to retell the Matariki Breakfast text that they read yesterday.

In this activity I am learning to: retell a story to an audience.

What do I need?

- 30 minutes
 - A copy of Matariki Breakfast <https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/Matariki-Breakfast>
 - Some props (from around your home) for you to use to engage the audience with as you retell.
-

Instructions:

Yesterday you read the beautiful story Matariki Breakfast. It was a special story for the author as it was a story his grandmother told him when he was a young boy. So many of the stories we read have been passed down from generation to generation through oral retelling.

Your task:

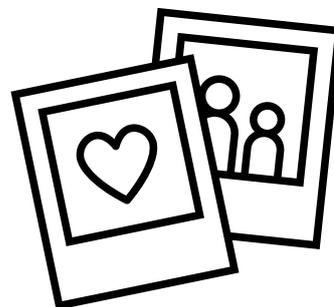
Today's learning task is to retell this story to your whānau. Sharing a story aloud to an audience often includes the use of props and some dramatic techniques like using hand gestures or moving your body. You may like to follow this format:

Re read the story. You may like to take notes in your home learning book on a chart labelled – beginning, middle and end – to help you remember what happens throughout the story.

Think about where you could include props or hand gestures or movement

Practice your retell in a quiet space, perhaps in front of the mirror

Perform your story to your audience



Day 5 activity 4: Estimate and measure

Notes for teachers and whānau

This week your learner has focused on measurement and number during the maths activities. This final maths task asks them to apply this learning to things they can estimate and measure in the home.

In this activity I am learning to: apply the measurement knowledge I learnt this week to a practical task

What do I need?

- 30 minutes
 - Home learning book
 - 30cm ruler
 - A4 paper strips
-

Instructions:

Now that you know the length of one metre (from yesterday's task) it is time to challenge members of your whānau.

Write a list of approximately 8-10 things in your home that people would be able to measure using your A4 ruler template.

Your task:

1. List the 8-10 items
2. Estimate how long/tall you think the item is
3. Measure it using your A4 metre long strip and a ruler (if necessary)
4. Record the measurement
5. Ask different whānau members to estimate the item
6. Record their estimate
7. Work out the difference between their estimate and the actual estimate
8. Award them 5 points if their estimate was exact, 4 points if it was only 1-2cm different, 3 points if it was 3-4cm different, 2 points if it was 5-6cm different, 1 point if it was 7-8cm different, 0 points if it was greater than 9cm different.
9. Work out who scored the most points for each item? Who scored the most points overall and was therefore your whānau winner? How close were your estimates to the winners estimates (i.e.? What points did you score yourself?)

Remember to do your end of day reflection and wellbeing activities (See p.6 & 8).