



A learning from home pack

for learners in years 7-8

7 Feb 2022	Trial version published
28 Feb 2022	Version 2 – includes extension to 10 days of activities, improvements from trial feedback

Creativity – How do we express ourselves?

“Creativity is intelligence having fun.”
~Albert Einstein

I orea te tuatara ka patu ki waho

A problem is solved by continuing to find solutions

Notes for teachers

Purpose

We know there will be additional challenges for our schools, our learners, and their whānau in 2022. The purpose of these learning from home packs is to support you as you prepare to provide continuous learning opportunities for all learners through the next period of the Covid pandemic.

Flexibility

The packs are designed to be used flexibly for the types of interruptions learners may face this year:

- They may need to isolate at home.
- Due to health and safety requirements, such as social distancing, your school might not be able to have all students on site. Hybrid learning may start.
- Your school might close, and learner would need to learn from home. (Note: the intention under the Covid Protection Framework is to keep schools open.)

We shape an education system that delivers equitable and excellent outcomes

He mea tārai e mātou te mātauranga kia rangatira ai, kia mana taurite ai ōna huanga

Hybrid learning

Hybrid learning describes when schools and kura are simultaneously teaching some learners face-to-face on site and supporting others through distance-learning options. You may also be teaching learners who are not normally in your class. For most of us, hybrid learning is a new experience.

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, 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 resource uses a range of books from the School Journal and Figure it Out 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 home learning book back to class to share.

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

School journals

- The Game <https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/School-Journal-Level-3-September-2014/The-Game>
- The Game (play) <https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/School-Journal-Level-4-November-2019/The-Game>
- Kilikiti <https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/School-Journal-Level-3-November-2018/Kilikiti>
- Checkmate <https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/School-Journal-Level-3-August-2019/Checkmate>
- No girls allowed <https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/School-Journal-Level-3-November-2020/No-Girls-Allowed>
- Listening eyes speaking hands <https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/School-Journal-Level-3-November-2018/Listening-Eyes-Speaking-Hands-The-Story-of-Deaf-Education-in-New-Zealand>
- Square eyes <https://instructionalseries.tki.org.nz/Instructional-Series/Connected/Connected-2018-Level-3-Cracking-the-Code/Square-Eyes>

Figure it out

- Dodgy Dice <https://nzmaths.co.nz/resource/dodgy-dice>
- Team Schemes <https://nzmaths.co.nz/resource/team-schemes>
- Roundabout Rugby <https://nzmaths.co.nz/resource/roundabout-rugby>
- Chessboard challenges <https://nzmaths.co.nz/resource/chessboard-challenges>
- Learning by Braille <https://nzmaths.co.nz/resource/learning-braille>
- Back to basics <https://nzmaths.co.nz/resource/back-basics>
- Talking Technology <https://nzmaths.co.nz/search?keys=talking+technology>
- Texting Olympics <https://nzmaths.co.nz/resource/texting-olympics>
- Cellphone confusion: <https://nzmaths.co.nz/resource/cellphone-confusion>

Layout of this resource

This pack is filled with learning activities that can be used at school or at home. All activities are framed around the big idea of **Creativity – how do we express ourselves?**

Suggestions are provided for starting each day with a karakia, 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 big idea through two contexts. Each day the learner will work through one part of the model culminating with sharing their learning on days five and ten.



Figure 1 Inquiry learning model

The learner is provided with four activities and are prompted to select a fitness activity, wellbeing activity, and time for reflection for each day.

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 Big Idea for this learning pack is **Creativity: How do we express ourselves?** Each week there is a different context in which learner can explore the big idea.

In week 1 we look at how we can express ourselves creatively through games.

Games are not only a fun way to pass the time; they also help us to connect with others, problem solve, and learn new things. Games help us to share our language and culture with others.

In week 2 we look at how communication methods and technology, and the way we use them to express ourselves, have changed over time.

Learners will explore different forms of communication, starting with ancient forms and working through to modern and familiar methods. The tasks focus on using critical thinking and require learners to make links between the content and their personal experiences.

Across the two weeks, following the inquiry model, learners will explore, investigate, discover, and make meaning as they go through each task. There may even be times where they need to 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
Being creative around the home.	Expressing our creativity through making choices with the words we use in poetry and songs.	Expressing our creativity through combining different objects to make new ones.	Using strategy creatively to help us overcome challenges.	Using our creativity to create solutions for different people and their situations.

Day 6	Day 7	Day 8	Day 9	Day 10
The earliest forms of communication technology used by humans.	The ways in which humans respond to barriers to communication and self-expression.	The evolution of modern-day telephony.	The evolution of text communication and the creation of a “new” language.	The risks and rewards new digital communication technologies can present to us as humans.

Daily timetable

Below is a possible daily timetable. We 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.

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

Time	Activity
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! Please choose activities that are appropriate to your learner’s abilities and talents.

Games, Games!

For this session, pick one of the activities below to do 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!

Hopscotch Challenge yourself to say the numbers in te reo Māori as you play.	Watch The Graeme Dingle Foundation’s lesson about resilience and join in the activities: https://www.tvnz.co.nz/shows/home-learning-tv/episodes/sage-5-8-e254
Complete a Tik Tok dance challenge	Play with the family pet (if you have one)
Skipping Can you make skipping into a game and challenge someone?	Foursquare Find someone to play foursquare against or play up against a wall.

Alphabet Exercise

Choose three words to spell from the day 1 glossary. **DO** the exercise for each letter. Check your heart rate. Do you have more time left? Do another word!

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

Weekly fitness tracker

Keep daily track of your fitness. Can you improve your own record over time?

Do as many repetitions of each exercise as you can. Count them and record below

	# push ups	# burpees	# star jumps	# sit ups	# squats
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Playing Card Fitness

PULL a card from the deck of cards

1. The **suit** (♠ ♥ ♣ ♦) tells you how many repetitions to do.
2. The **number** of the card (or jack, queen, king) tells you what activity to do.

♠ 10 times ♥ 5 times ♣ 3 times ♦ 2 times

Ace – burpee	5 – push ups	9 – lunges
2 – walk on the spot	6 – arm circles	10 - squats
3 – sets of star kicks	7 – glute bridge lifts	Jack – high knees
4 – side plank lifts	8 – sit ups / crunches	Queen – star jumps
King, any suit – run around your section while you count to 100		

E.g., The 4 of hearts means that you would do 5 side plank lifts and the 8 of clubs means you would do 3 sit ups and the queen of spades means that you would do 10 star jumps.

Role of dice workout

One die represents an exercise and the other, the number of repetitions.

ROLL your die then **DO** the exercise represented on your first die.

1	1 x 30 second plank
2	2 x burpees
3	3 x bear crawls
4	4 x crab walk steps
5	5 x donkey kicks
6	6 x push ups



Fitness online activities

If you have access to the internet, you could try out these fitness activities:

Card **fitness** (complements the offline activity)

- https://www.youtube.com/watch?v=zaJa_U3ZJQ
- Online deck of cards <http://random-cards.com/1-shuffled-deck/>

Dice fitness (complements the offline activity)

- <https://www.youtube.com/watch?v=IS5OIT7eMYc> or <https://www.youtube.com/watch?v=l61ZO9Qxoao>

Born to Move: Baila with me video on the Home Learning TV channel:
<https://www.tvnz.co.nz/shows/les-mills-born-to-move/episodes/s2-e20>

Born to Move: Heroes video on the Home Learning TV channel:
<https://www.tvnz.co.nz/shows/les-mills-born-to-move/episodes/s2-e13>

Born to Move: Reflection video on the Home Learning TV channel:
<https://www.tvnz.co.nz/shows/les-mills-born-to-move/episodes/s2-e11>

Mindfulness activities

These activities are good to do at the beginning and end of the day. They can help you get ready for learning, and help you to reflect on your learning:

Belly breathing

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 10 times

Balloon breathing

Sometimes when we are feeling excited, upset, or scared we forget how to breathe and that can make it feel even worse. Try this breathing exercise.

- Put your hands on your belly.
- Breathe in through your nose and feel your belly get bigger like a balloon.
- Breathe out through your nose and feel your belly get smaller and smaller.
- Do this five times.

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 4 counts as you trace the first side of the square in the air with your finger.
- Hold your breath for 4 counts as you trace the second side of the square in the air.
- Breathe out for 4 counts as you trace the third side of the square in the air.
- Hold your breath for 4 counts as you trace the final side of the square in the air.

You just completed one deep breath! Repeat.

Reading a book or writing a journal

Take some time to read a chapter in your book, or an article in the newspaper, flip through a magazine, or read a story online. A wonderful mindfulness activity is to write in a journal or diary. You might like to write about your hopes, dreams, fears or get creative a write a story or poem.

Listen to music...

Listen to some soothing music with your eyes closed. Concentrate on your breathing and let your body unwind.

Drawing to music

- 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.
- Describe the whole feel of the song or a certain line/verse that you connect with.

Starting the day – Each and every 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 mindfulness 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.

<p>In this activity I am learning to:</p> <ul style="list-style-type: none"> • Prepare my day of learning. • Practise our karakia (See below) • Do a mindfulness activity (See p.8) • Check in with my teacher • Choose a fitness activity (See p.5) 	<p>What do I need?</p> <ul style="list-style-type: none"> • 30 minutes • Check with your teacher to see how they would like you to start your day • My home learning book, pencil/pen • Optional: Karakia video on YouTube at: https://www.youtube.com/watch?v=3em_pulEjTO
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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	May peace be widespread
Kia whakapapa pounamu te moana	May the sea be like greenstone
Hei huarahi mā tātou ite 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

Planning my day

- Have you chosen which activities you will do today and in which order?
- Have you chosen a mindfulness activity (See p. 8)?
- Remember to choose a fitness activity (See p. 5-7)
- 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: don't forget to do your Reflection at the end of the day (see p. 10)

Everyday end of day reflection

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.

What do I need?

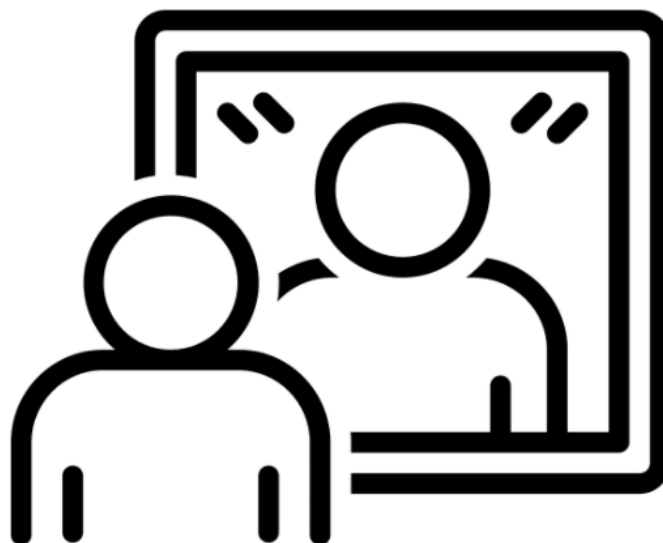
- A notebook or online doc that you can use each day for your reflection activity. We will call this your “reflective journal”
- Materials for your quiet time activity

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

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?



Day 1 activity 1: Inquiry getting started

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 learning we will be looking at how we can express ourselves creatively through games.

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

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

What do I need?

- Paper, a notebook or a digital doc to record my answers.
- pen/pencil/device
- Self-reflection sheet
- T-chart template
- Mind map template

Don't forget to start your day right (See p. 9)

In this activity I am learning to: Activate my prior knowledge.

Take time to reflect – How are you feeling today?

Fill in this self-reflection in your notebook:

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?	

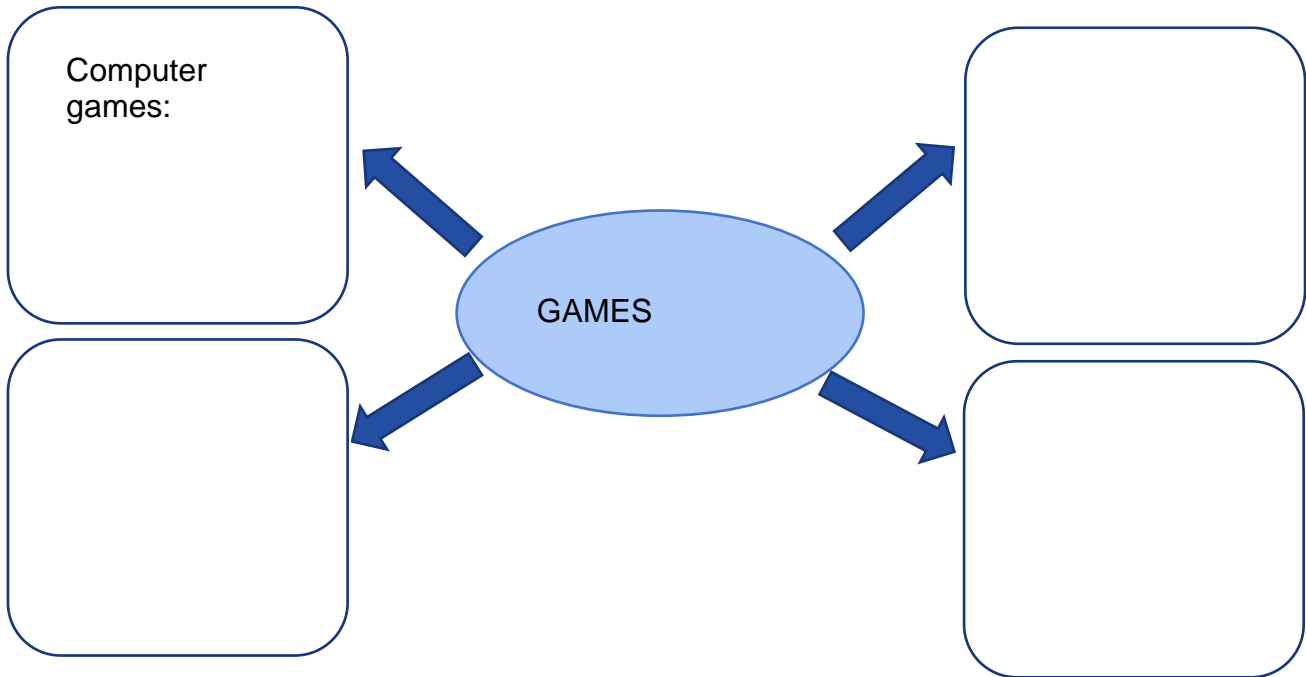
Activate your prior knowledge

Think about the following questions and write your answers down in your notebook:

- 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 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.**

(You can create a T chart in your home learning book.)

Pros	Cons

Day 1 activity 2: Reading

The reading below contains different terms to describe time periods such as B.C. and century. Encourage your learner to use a highlighter or different coloured pen to identify the unfamiliar words as they read. Help them create a “glossary” in their notebook or in an online doc, then encourage them to reflect on the meaning of the words in the context of what they have read.

What do I need?

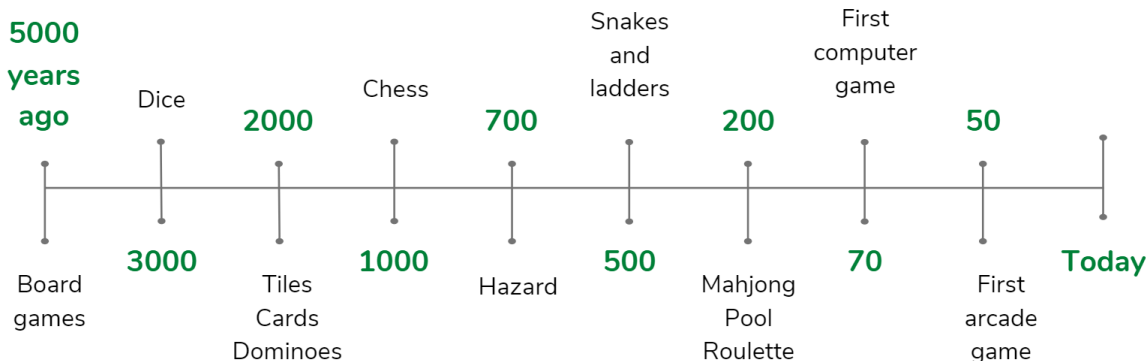
- 30 minutes
- Dictionary (or online www.dictionary.com)
- Paper, workbook, or online doc to record your thinking and the answers to the questions

In this activity I am learning to: Use my prior knowledge, along with information in the text, to interpret ideas.

Read “A brief history of games”. Then complete the tasks below.

A brief history of games

Cave dwellers of the distant past may have spent their time around the fire playing games. We really don't know what the first games that humans played were like. However, let's look at a timeline of modern game development (well from 5000 years ago!).



Let's start with board games

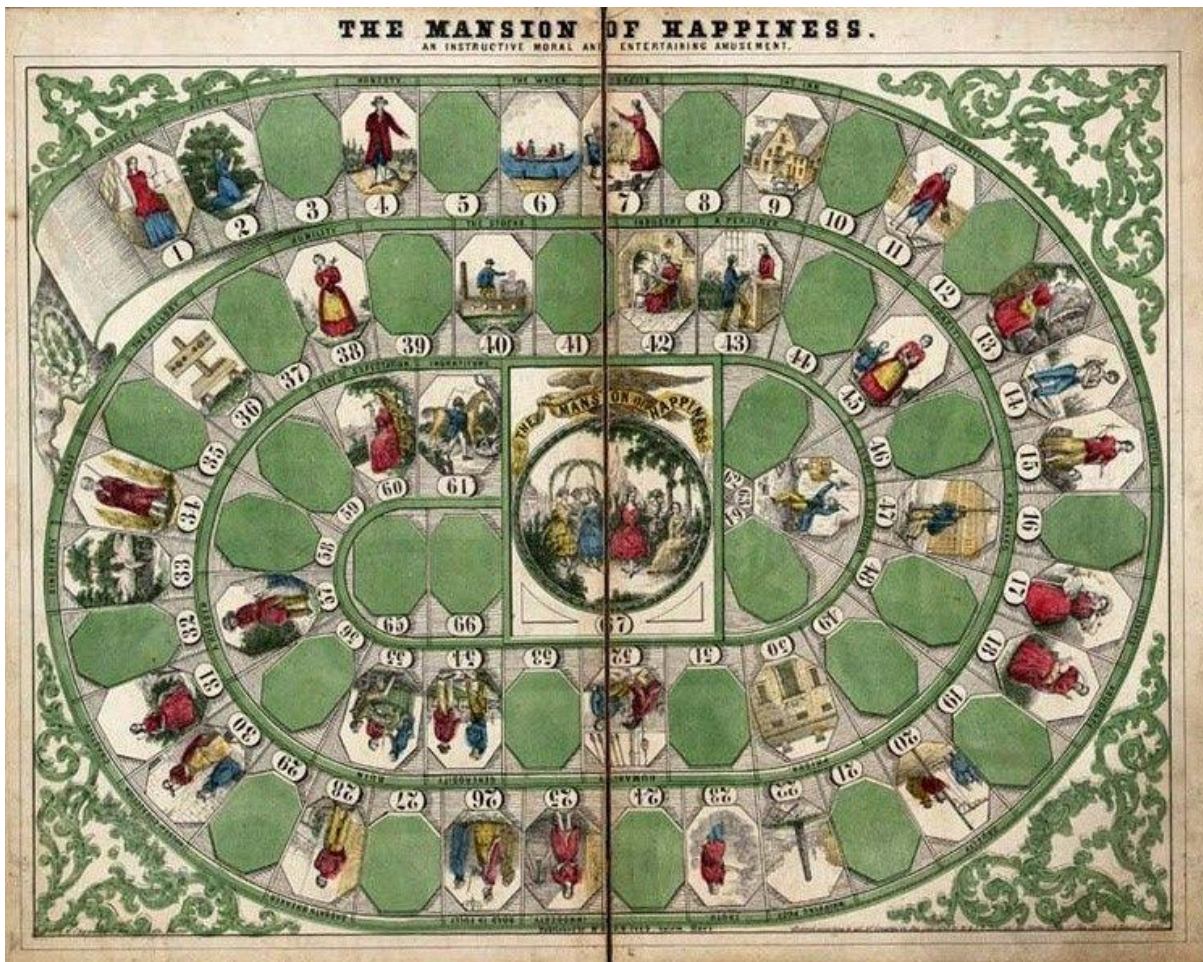
The earliest known board games were played by the Egyptians 5000 years ago. There is a board game called ‘Senet’ that dates back to about 3,500 B.C., however the rules of the game have not been discovered.

In 200 B.C., it is thought that the Chinese developed their first board game, and a game called Tafl (similar to chess) was played in Western Europe from 400 B.C.

You might have played Chess or Backgammon. You may be surprised to know that Backgammon was being played in Iran and Chess in India around 600 A.D.

Another game to start in India is Snakes and Ladders. This is one of the world's most popular children's games and it can be dated as far back as the 16th century.

The board game below was sold in England in the 1800s. It was a “racing” game called “Mansion of happiness” which was similar to Ludo.



Author/Copyright holder: ItsLassieTime. Copyright terms and licence: Public Domain.

Rolling the dice

Dice are understood to be among the oldest gaming tools that we know of. Archaeologists found a 3,000-year-old set of dice during an excavation in South-eastern Iran.

A dice game called Hazard was being played in England in the 14th century (approximately 700 years ago). It had a complicated set of rules and was described in the book “The Canterbury Tales” by Geoffrey Chaucer.

Dice games are still popular today – the most popular game in casinos in the 21st century is Craps, a game where gamblers roll dice. Another well-known dice game is Yahtzee. Many board games, both new and old, use dice.

Tiles

Tiles are used in many different types of games, such as Mah-jong and dominoes. The earliest tile games are over 2,900 years old and were played in China. Dominoes came next, approximately 1000 years later. Mah-jong however, which is the most popular tile game in the world, wasn't developed until the 19th century.

Cards

The first deck of cards was probably developed in ancient China and would have been played between 6th to 9th century A.D. The earliest decks of cards known to be used in Europe around the 14th century would have been similar to Tarot cards. Modern day cards with the four suits (diamonds, hearts, spades, and clubs) were invented in France in the 1400s and are still going strong and are a great go-to when people get bored. While traditional cards continue to be very popular, there are now a wide variety of cards and card games, like Pokémon cards, that are used for gaming and trading.

Electronic games

Did you know that the first electronic game was made in the United States in 1947 before the invention of the computer? From the 1950s there were computer games that people could play on mainframe computers but as you can see from the picture, a mainframe computer is not something that many people would have had access to.

The first arcade games were released in 1972, and games like Pacman, Space Invaders, and Galaga were hugely popular in the 1980s.



NCTR computer mainframes. Public domain

Present and future games

So, you can see, humans have been creating and playing games for over 5000 years. We could keep going with the timeline to include the development of computer consoles such as PlayStation and Xbox. You might even be the designer of a completely new type of game in the future!

Adapted from <https://www.interaction-design.org/literature/article/a-brief-history-of-games>

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 a page in your workbook with the title: 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

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)

Day 1 activity 3: Literacy – writing focus

This activity is designed to have your learner reflect on the differences between the past and present. It also gives them the opportunity to practise their questioning and data gathering skills.

What do I need?

- 60 minutes
- A family member
- Paper, workbook, or Google/Word Doc
- Venn Diagram
- Materials for creating a game (optional)
- A device (optional)

In this activity I am learning to: Compare and contrast in my writing.

Interview a family member 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:

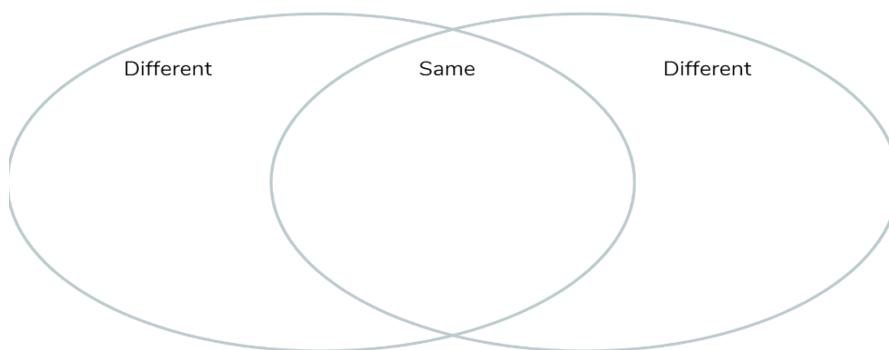
- What was your favourite game when you were a learner?
- What types of equipment did you need to play?

Practise – 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.



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.

Day 1 activity 4: Numeracy

This activity uses a game to explore statistics. It's a good activity to do with someone else in the house. Your learner may need some assistance with the requirements of the task. Read through the worksheet with your learner and answer any concerns or queries they may have before starting.

What do I need?

- 30 minutes
- Look for a copy of Dodgy Dice in your pack or access online here: <https://nzmaths.co.nz/resource/dodgy-dice>
- 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

In this activity I am learning to: List all possible outcomes using a table.

You will need a copy of *Dodgy Dice* (Use the link above or it will be sent home from your school).

As you will have read in a “brief history of games” this morning, games come in a variety of forms. Today’s numeracy activity uses one of the oldest pieces 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 (at the link or supplied by your school).

Complete the tasks included.

Remember to do your end of day reflection activity (See p.10).


Statistics: Book One, Level 4

Dodgy Dice

You need: 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; a classmate

- 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 2 Let's get thinking ...

Don't forget to start your day right (See p. 9)

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

Explore
Investigate
Discover

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

Activity 1: Inquiry - reading to explore

This activity encourages your learner 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 learner to understand on their own, so it may be helpful to discuss these with them and guide them through their thinking.

What do I need?

- 30 minutes
- Look for a copy of The Game poem in your pack or access online here: <https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/School-Journal-Level-3-September-2014/The-Game>
- Paper, workbook, or online doc.
- Optional: Language and structure - <https://www.bbc.co.uk/bitesize/guides/zcpq4j6/revision/1> (extra help with literary language features.)

In this activity I am learning to: Recognise different literary language features and understand how they can change the meaning of text.

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. 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: Literacy – writing focus

This activity follows on from the reading task and uses the same text. Your learner will apply the skills learned from analysing the way “The Game” is written by creating their own poem. They can use the literary language table below to help with this task.

What do I need?

- 45-60 minutes
- The table below, paper, workbook, or online doc

In this activity I am learning to: Use different literary language features to communicate extra meaning to my reader.

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.

Your task

Choose a game or sport and **write** a poem using similar features to the one you just read. You can be 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 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 activity 3: Numeracy

This activity gives your learner opportunities to use a range of strategies to solve practical problems involving multiplication and division. It may be helpful to read the task with your learner 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.

What do I need?

- 30 minutes
- Look for a copy of Team Schemes in your pack or access online here: <https://nzmaths.co.nz/resource/team-schemes>
- Your notebook

In this activity I am learning to: Apply a mental strategy to solve multiplication and division problems involving whole numbers.

You will need a copy of *Team Schemes* (use the link above or the book will be sent home from your school).

Your task

Continuing with the theme of sports, **complete** the [Team Schemes](#) activity.

This activity will help you work toward mastering multiplicative part-whole strategies in multiplication and division.

Read the sheet from 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.

Multiplicative Thinking, Level 3


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.

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

Hampton Hampton School 26 students	SS Sherwood School 31 students	St Joseph's St Joseph's School 30 students	Mapui Mapui School 28 students
Kahunui Kahunui School 28 students	WS Walkino School 35 students	 That's about 7×30 students.	
Te Horo Te Horo School 32 students			

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

2. 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?

20 Using multiplication and division to solve problems

Day 2 activity 4: Drama, get creative

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 learner's oral language skills through reading out loud.

What do I need?

- 30 minutes
- Look for a copy of The Game play in your pack or access online here: <https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/School-Journal-Level-4-November-2019/The-Game>
- A device to record yourself (optional)

In this activity I am learning to: Express myself creatively through information, volume, and accents to make connections.

You will need a copy of *The Game* (use the link above or the school journal can be sent home from your school).

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.



Remember to do your end of day reflection activity (See p. 10).

Day 3 Let's get thinking ...

Don't forget to start your day right (See p. 9)

Making meaning

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.

How do games help people preserve their culture and language?

Write your thoughts in your notebook or online doc.

Activity 1 – Numeracy

This activity gives your learner opportunities to interpret and use scales, timetables, and charts. It may be beneficial to read the task with your learner 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.

What do I need?

- 30 minutes
- Notebook or online doc
- Look for a copy of Roundabout Rugby in your pack or access online here: <https://nzmaths.co.nz/resource/roundabout-rugby>

In this activity I am learning to: Find all the possible combinations for a round robin tournament and create a timetable.

You will need a copy of *Roundabout Rugby* (use the link above or the book can be sent home from your school).

In "*Roundabout Rugby*" you produce organised lists that can be used to run a rugby tournament.

Complete this activity in your notebook or online doc, showing your thinking as you go.

Sport Levels 3-4
Roundabout Rugby

THE ANGELES (A)
BENNYDALE BREAKERS (B)
LORDMANDEL CATS (C)
THE ANKERS (D)
THE FERRIS (E)
THE FERRIS (F)

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?

11 Making organised lists

Day 3 activity 2: Literacy - writing focus

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

What do I need?

- 30-60 minutes
- Snakes and ladders gameboard (you can make one by drawing on paper or card)
- Playing cards.

In this activity I am learning to: Create a set of rules for a new game.

Scenario

Imagine this scene: 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 the end first or being the last to not get out) and how someone can win.

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

Aim of the game

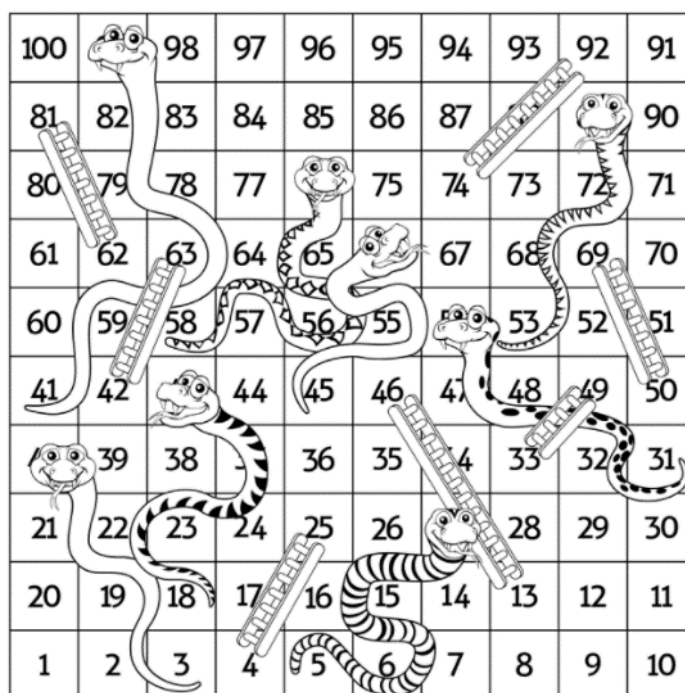
How to play

What you will need to play

Rules

How to win

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



Day 3 activity 3: Literacy – reading focus

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

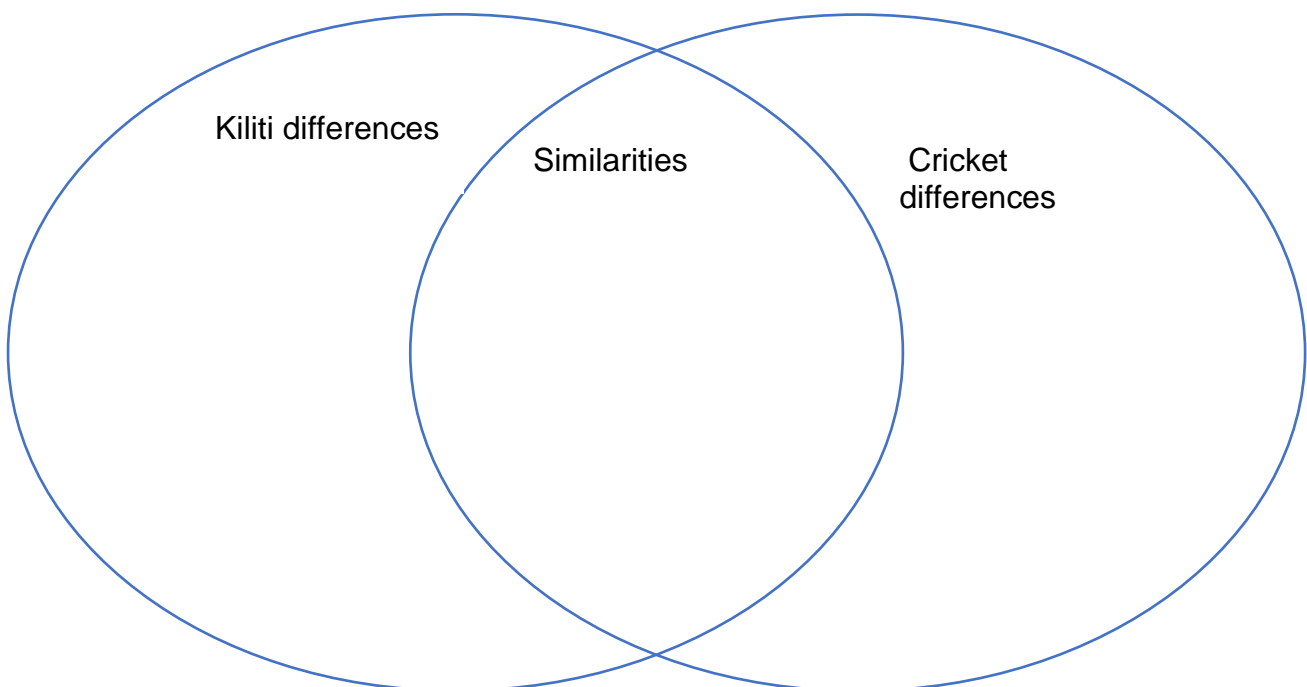
What do I need?

- 30 minutes
- My home learning book
- Look for a copy of Kilikiti in your pack or access online here:
<https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/School-Journal-Level-3-November-2018/Kilikiti>

In this activity I am learning to: Pronounce words in a different language.

Your task

1. Read the poem [Kilikiti](#) by Tusiata Avia (on the next page)
2. 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

Day 3 activity 4: Health, wellbeing, and art

Taking time out to create things with your own hands can be therapeutic and provide you and your learner with some time to connect in a relaxed situation. This activity requires your learner to apply their comprehension skills to follow instructions accurately as well as to practise their ability to self-assess by checking their product against the ones in the pictures. There are 3 options to choose from.

What do I need?

- 45 minutes
- Optional:
 - Children's Crafts – How to do Star Weaving
<https://www.youtube.com/watch?v=XgvWWufejOg>
 - Weaving Stars – <https://otagomuseum.nz/athome/weaving-stars-whetu>
- Materials for the activity you choose
- A device to access the links

In this activity I am learning to: develop healthy habits for my mind and body through creative arts and crafts.

Zentangle Hands

1. Trace your hand on a piece of paper
2. Draw a different patterned design on each finger, thumb and the palm
3. Use different colours (or shades of grey if using a pencil) to fill in parts of the patterns



Source:
<https://mykidcraft.com/zentangleinspired-hands/>

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

For this task you 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 need:

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

WEAVING STARS – WHETŪ

home > @home> weaving stars - whetu

@HOME VIEW READ DO LISTEN BROWSE TOPICS




Remember to do your end of day reflection activity (See p.10).

Day 4 Let's get thinking ...

Don't forget to start your day right (See p. 9)

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

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 online doc.

Day 4 activity 1: Numeracy

Maths is more than just numbers and can be applied in many different contexts. This activity encourages your learner 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 learner 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 te ao Māori through Matariki.

What do I need?

- 30-45 minutes
- Look for a copy of this Mū Tōrere resource in your pack or access online here: <https://nzmaths.co.nz/sites/default/files/matariki-L2-5.pdf>
- Counters

In this activity I am learning to: Follow instructions and play a game of strategy.

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

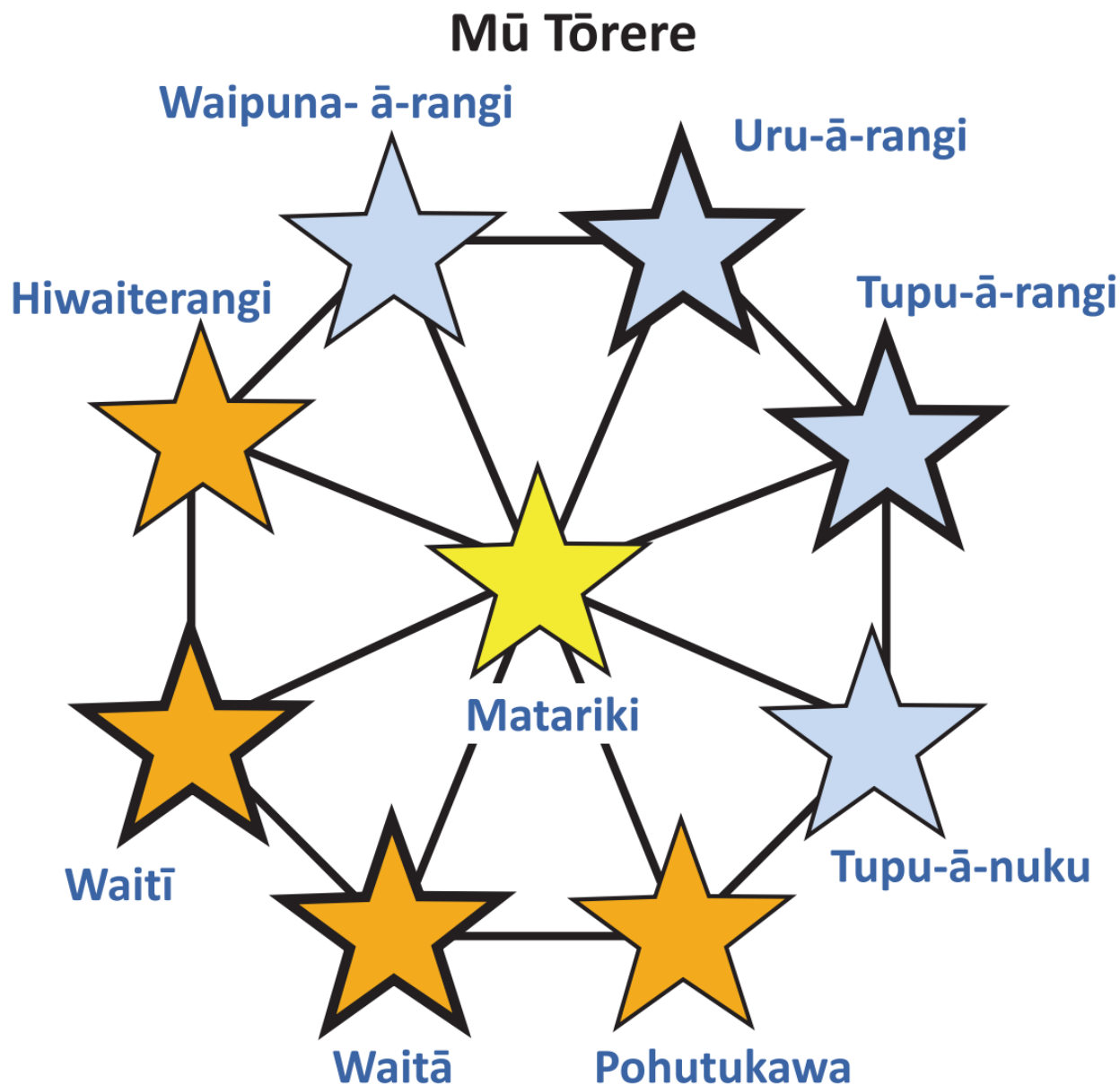
This is a game for two players.

Each player needs four counters. One player starts with their counters on orange stars (Hiwaiterangi, Waitī, Waitā, and Pōhutukawa). The other starts with their counters on blue stars (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 tapu 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.

Level 2

Matariki 2: Traditional Māori games



<https://nzmaths.co.nz/sites/default/files/matariki-L2-5.pdf>

Day 4 activity 2: Literacy – reading focus

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 your learner about the things that they are involved in and how they feel about being involved in them.

What do I need?

- 30 minutes
- Look for a copy of *Checkmate* in your pack or access online here: <https://instructionalseries.tki.org.nz/content/download/41841/465643/file/SJL3-Checkmate.pdf>

In this activity I am learning to: Read for meaning.

You will need a copy of *Checkmate* (use the link above or the school journal can be sent home from your school).

Read “*Checkmate*” by Paul Mason.

When you have finished reading the story, reflect on the provocation you started the day with:

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

Answer this question:

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.



Liam charged with his knight, plunging the white rider and mount headfirst into enemy lines, then swiftly dived to the side. He let his fingertips rest on the horse's ears for a moment, feeling the points of wood press into his skin. Was it safe? He scanned the battlefield before lifting his hand.

"Check," Liam said.

The word burst into the quiet of the library. He loved that. Ch-e-c-k-k. Sharp, like the snap of a twig. He glanced round to see if the others had heard, but no one looked up.

Across the table, Mr Squires thought for a moment, one wry eyebrow raised. Slowly, he brought his tea to his lips, the liquid sloshing a little from the saucer in his hand.

"You sure you want to do that?" Mr Squires asked.

Liam winced and frantically searched the board. Then he spotted the danger: a bishop, dark and scheming, hidden across the battlefield, hungry to strike. How had he missed him? The bishop would glide in and cut him down, guaranteed. His knight was stuffed.

"You can take it back if you want."

3

Day 4 activity 3: Writing and visual arts

This activity is designed to get your learner's creative juices flowing! It may be helpful to read the task with your learner 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.

What do I need?

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

In this activity I am learning to: Use persuasive language and appealing visuals to advertise a game.

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:

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

Consider: what would be the best design to attract people's attention to it.

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

Need extra help?

Have a look at magazines or flyers that come in the mail for ideas on design and colour use. You can also get inspiration from your game's packaging (if it has it).

Day 4 activity 4: Inquiry – thinking critically

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

What do I need?

- 60 minutes
- Compare and contrast chart
- Optional: <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/>

In this activity I am learning to: Think critically about 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 **read** a book you have about games.

You can **talk to or ask your** family members, what games did they play 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):	

Remember to do your end of day reflection activity (See p.10).

Day 5 Let's get thinking ...

Don't forget to start your day right (See p. 9)

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



Share
your
learning

How do games help people preserve their culture and language?

Write your thoughts in your notebook or online doc.

Day 5 activity 1: PE, wellbeing, and writing

You can get the whole whānau involved in this activity! Support your learner 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).

What do I need?

- 60 minutes
- Notebook or online doc
- Paper for instruction cards
- Household items

In this activity I am learning to: Design a fun fitness circuit that my whole family can be involved in.

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.

Day 5 activity 2: Literacy – reading focus

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

What do I need?

- 45 minutes.
- Look for a copy of *No Girls Allowed* in your pack or access online here: <https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/School-Journal-Level-3-November-2020/No-Girls-Allowed>

In this activity I am learning to: Understand words in context.

- **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 online 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 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	

Day 5 activity 3: Numeracy

This activity gives your learner opportunities to use a range of strategies to solve practical problems involving multiplication and division. It may be helpful to read the task with your learner 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.

What do I need?

- 30 minutes
- Look for a copy of Chessboard Challenges in your pack or access online here: <https://nzmaths.co.nz/resource/chessboard-challenges>

In this activity I am learning to: Use symmetry to solve problems

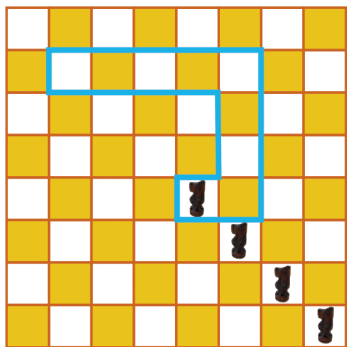
Chessboard Challenges

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.

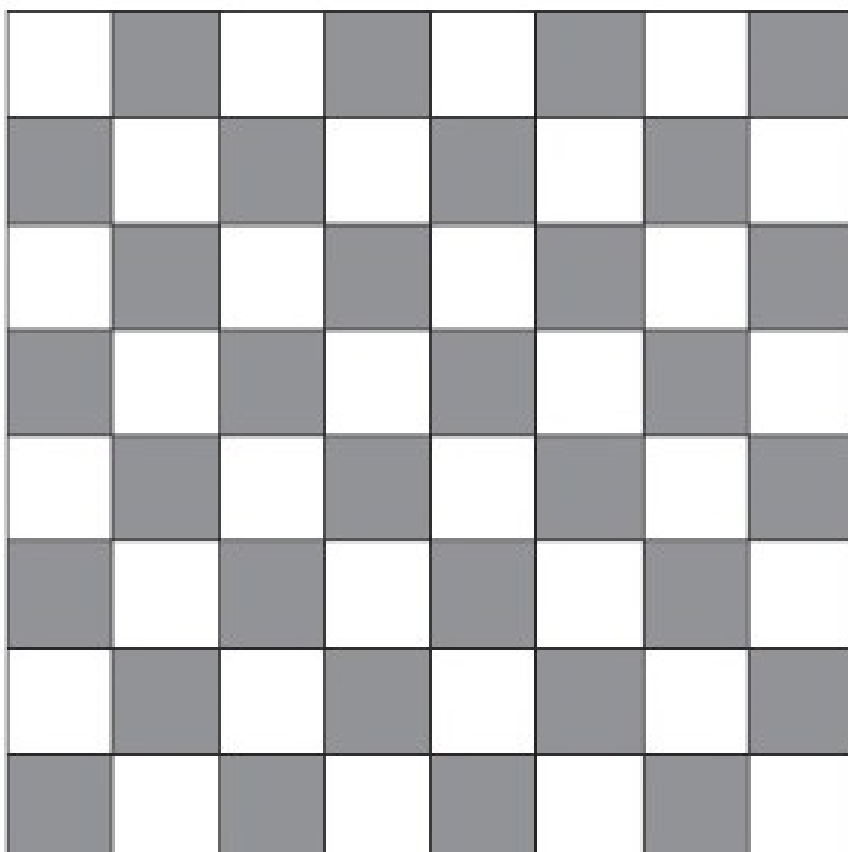
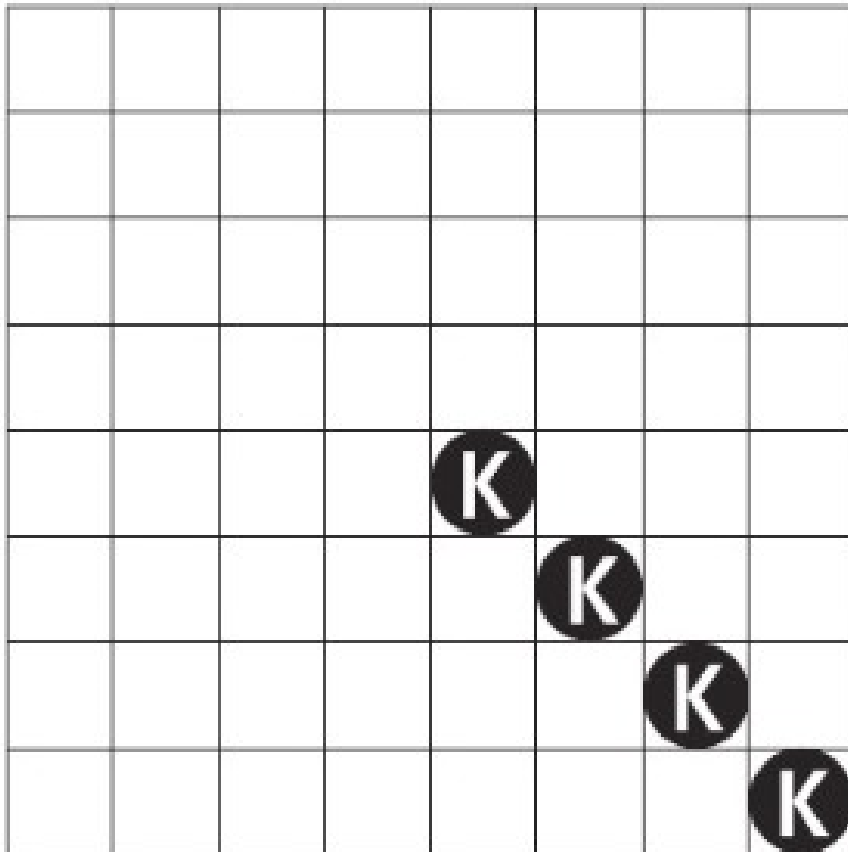


The queen can move any number of squares in any direction.

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

Using symmetry to solve puzzles

Chessboard Challenges Copymaster: Chessboard



Day 5 activity 4: Present or share our learning

Having your learner 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 learner on what they have been able to achieve this week.

What do I need?

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

In this activity I am learning to: Share my learning about creativity and how I express myself.

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.

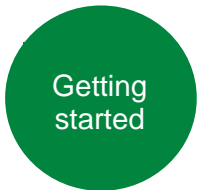
DESCRIBE the process or learning journey you took to get to this point.

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

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

Remember to do your end of day reflection activity (See p. 10).

Day 6 – Let’s get thinking ...



Don’t forget to start your day right (See p. 9)

Communication has come a long way. The way we humans have been able to express our thoughts and feelings has evolved over time – often in line with the developments in technology.

Throughout this unit, you will explore, investigate, and discover how communication has changed over time and the role technology has played in these changes. There are opportunities for you to go even further in your inquiry and dig deeper into how the evolution of communication technology has enabled us to express ourselves in new ways.

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

Let’s get started with looking back in time ...

Activity 1: Literacy – reading focus

This activity provides a starting point for this week’s activities based around the evolution of communication technology. It provides a quick overview of early communication technologies used to express and communicate ideas and values.

What do I need?

- 30 minutes
- Workbook or online doc

In this activity I am learning about **early methods of communication and the technologies that were used to express thoughts and feelings.**

Read the following article:

Ngā Toi Ana

Adapted from story by Brian Allingham – <https://teara.govt.nz/en/maori-rock-art-nga-toi-ana>

On the walls of caves and other natural shelters around New Zealand are many remarkable works of art. They are by generations of Māori, from the first Polynesian settlers who arrived over 700 years ago, to their descendants who witnessed European arrival.

The large, fairly smooth and light-coloured surfaces of rock shelters or shallow caves, especially in limestone areas, provided early Māori artists with open canvases. Occasionally marks have been found in sites many metres above the ground.



*Attribution: QFSE Media
Carved 1978-81 by Matahi Whakataka
Brightwell and John Randall*

Traditional Māori rock art was mostly painted and (especially in the North Island) carved, cut, scraped, and occasionally chipped out of the surface of the rock. Creating art on these rock walls gave a freedom of expression that was not restricted by structural form or function. Some murals extend up to 20 metres under the overhangs of the limestone outcrops.

The subjects and designs of Māori rock art are closely related to those used in tā moko (tattooing), whakairo (carvings) and decorative designs such as Kōwhaiwhai (rafter patterns). All these artforms represent an intimate spiritual relationship with tupuna (ancestors) and seek the protection of the atua (gods) through them.

Archaeological evidence shows that tropical Polynesian art styles introduced to New Zealand were gradually modified into **regional variations**. These were based on settlement patterns established by successive migrations. Birds, birdmen, fish, dogs, and other animals are often depicted in South Island sites but appear to be rare in North Island rock art, based on current records.



*Opihi rock drawings
Unknown Māori artist. Photographed by
Theo Schoon in 1948*



Your task

Use the text to help you answer the following questions:

1. Why do you think the tropical Polynesian art styles that Māori brought with them to New Zealand changed over time?
2. What evidence from the text can you use to support your conclusion?
3. What does the text say that the images represent to Māori?

Day 6 activity 2: Literacy – writing focus

This task is designed for your learner to experience what communication was like back in the days before the Internet and telephone. You or a family member who remembers using postcards or writing letters may want to share stories of those times. Your learner may also need guidance with how to fill in different parts of the postcard.

What do I need?

- 45 minutes
- Notebook, pencils and pencils, felts, etc

In this activity I am learning about **early methods of communication and the technologies that were used to express thoughts and feelings.**

Read the short text about postcards.

Snail Mail – 150 years of postcards and stamps

It is said that the world's oldest known postcard was sent in 1840 by Theodore Hook Esq. to himself as a joke, however they did not become commercially available until around 1869.

Postcards were seen as a quick and easy way for people to communicate with one another without needing an envelope. They also had the extra benefit of only costing half the postage of a letter.

Postcards also contained creative and beautiful artworks depicting scenes usually from the location of the sender. Since there was very little space provided on the back of the card for the sender's message, like there would be if you were writing a letter, the picture or photograph on the front could be considered part of the message being communicated.

Postcards are still used to this day and their purpose has changed very little from their original intention. However, they are now more likely to be found in travel or souvenir shops.



1923 - East Knoyle Postcard (Public domain)

Your task

Imagine you are an archaeologist in the 1840s who has travelled all the way to Aotearoa New Zealand from England to study and record ngā toi ana – Māori rock art.

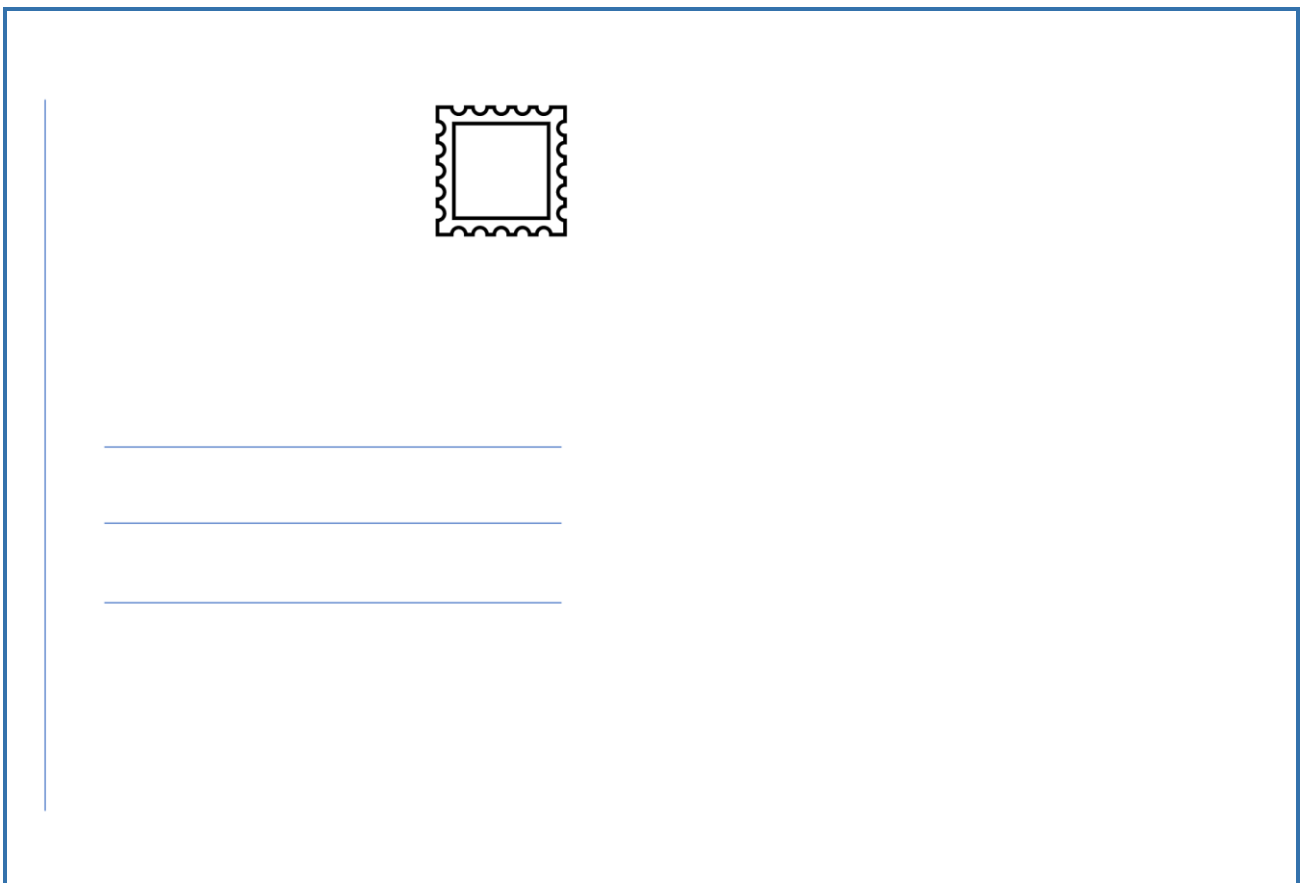
Design a cover image for the front of your postcard to depict an image you are likely to have come across in your exploration. You can go back to the Ngā Toi Ana text you just worked on to get ideas about the objects or images that were found. Remember to draw the image by hand as the folks back in those days would have done.

Write a short message to a friend or family member describing your journey and stay so far. (Remember this is fictional so feel free to be creative with your writing, but not too unbelievable!)

Postcard FRONT



Postcard MESSAGE SIDE



Day 6 activity 3: Numeracy

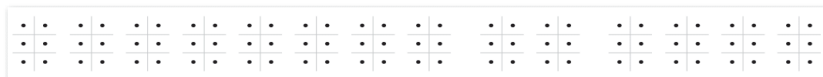
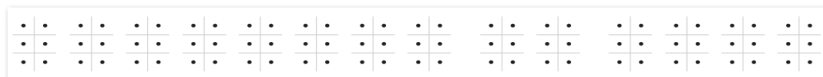
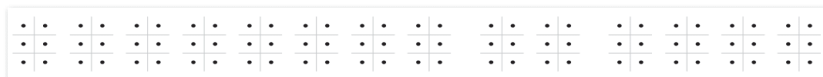
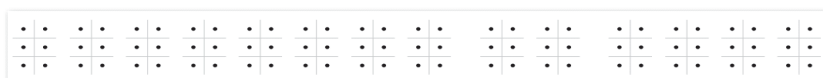
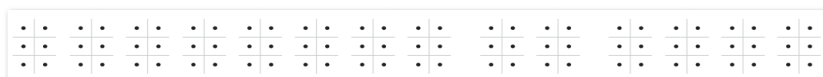
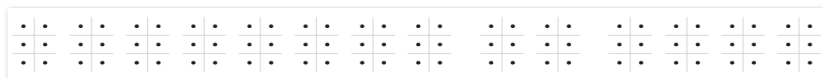
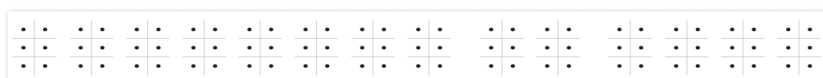
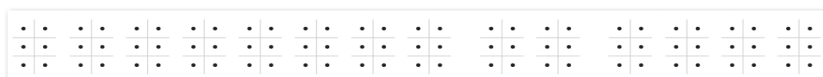
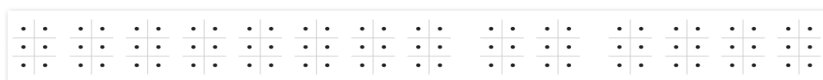
This activity gives your learner opportunities to use a range of strategies to solve practical problems involving multiplication and division. It may be helpful to read the task with your learner to ensure they understand what they need to do or what the questions are asking, especially if they need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

What do I need?

- 45 minutes
- Look for a copy of Learning by Braille resource in your pack or access it online here: <https://nzmaths.co.nz/resource/learning-braille>

In this activity I am learning about different ways people with visual and hearing impairments can communicate.

Complete the maths learning tasks in the *Learning by Braille* worksheet.



Day 6 activity 4: Creative arts

This activity is a fun way for your learner to show their understanding of morse code.

What do I need?

- 30-45 minutes
- String, wool, or cotton thread
- 3 colours or types of beads

In this activity I am learning to: Use the principles of morse code to create a hidden message.

Morse code was invented in the 1830s by American artist and inventor Samuel F. B. Morse for communicating messages over electrical telegraphy.

A	• —	N	— •
B	— • • •	O	— — —
C	— • — •	P	• — — •
D	— • • •	Q	— • — • —
E	•	R	• — • •
F	• • — •	S	• • •
G	— — • •	T	—
H	• • • •	U	• • —
I	• •	V	• • • —
J	• — — — —	W	• — — •
K	— • — —	X	— • • —
L	• • • •	Y	— • — — —
M	— —	Z	— — • •



Using a series of dots and dashes – also known as dits and dahs – Samuel created an alphabet which became known as Morse code.

Your task

Using the morse code table above, create a bracelet that spells out a secret message. You need:

- Something to thread the beads on, like string, cotton thread, or wool.
- Beads of 3 different colours or type. Use them to represent the dots, dashes, and spaces. If you don't have beads, you could use buttons or pasta shapes.

Instructions:

1. Decide on the message you want to hide in your bracelet.
2. Write it out using normal English lettering.
3. Translate your message into morse code.
4. Assign one set of beads to be dots, another to be dashes, and the last to be spaces.
5. Transfer your coded message onto your bracelet.
6. Check that your message reads accurately.
7. Show your creative work to a family member or friend.

Here's an example for you. What do you think it spells?



Remember to do your end of day reflection activity (See p. 10).

Day 7 – Let’s get thinking ...

Don’t forget to start your day right (See p. 9)

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

Explore
Investigate
Discover

Day 7 activity 1: Literacy – reading focus

This task encourages your learner to reflect on the challenges that some people face with expressing themselves and communicating with others, as well as the solutions that have come about to overcome these barriers.

What do I need?

- 30 minutes
- Look for a copy of Listening Eyes, Speaking Hands in your pack or access online here: <https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/School-Journal-Level-3-November-2018/Listening-Eyes-Speaking-Hands-The-Story-of-Deaf-Education-in-New-Zealand>

In this activity I am learning about the different ways people with visual and hearing impairments can communicate.

Read the article on the history of Deaf Education in New Zealand

Respond to the questions below:

1. What was the method of learning to lip read and speak orally called?
2. Why do you think some people thought it was better that the Deaf should learn to communicate in the hearing way?
3. Explain in your own words what “culturally Deaf” means. You can use the text to support your answer.
4. What do you think is one reason New Zealand Sign Language (NZSL) is slightly different from other international sign languages?
5. Give two reasons why you think signing was preferred by Deaf students.
*Hint, think about how you communicate with your friends and the types of language you use.



In the last pages, the text refers to technological developments that have helped the Deaf community express themselves, communicate with others, and allow better access to information.

What do you think Janet Stokes meant when she said,

“That way, we’re in control of our language and identity. And when this happens, we’re more comfortable with ourselves.”

Explain what you think she means in your own words.

*Hint –you can find clues to what she was referring to in the text you just read.

Day 7 activity 2: Numeracy

This activity gives your learner opportunities to use a range of strategies to solve practical problems involving multiplication and division. It may be helpful to read the task with your learner 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.

What do I need?

- 45-60 minutes
- Someone to work with
- 2 sets of different coloured shapes
- Look for a copy of the Back to Basics resource in your pack or access it online here: <https://nzmaths.co.nz/resource/back-basics>

In this activity I am learning to: Use language and sketches to communicate 2D shapes and patterns to others.

Complete the learning activities in the *Back-to-Basics* worksheet.

Back to Basics

You need ★ 2 sets of different-coloured shapes ★ a classmate

TECHNOLOGY Today's technology makes communication easy. For example, you can use hands-free or portable phones, make videos on your cellphone, or chat for free over the Internet.

Challenge

Your challenge is to accurately "transmit" a simple design without using any modern technology.

I wonder if we rely on technology too much now?

Setting up

Work with a classmate. You each need the same 5 different-coloured shapes. Check that you can both name your shapes correctly.

1. a. Without your classmate seeing:
 - make a simple design using your shapes
 - sketch your design in your book
 - describe your design in words on a separate piece of paper.b. Give your classmate the written description of your design.
c. Use your 5 shapes and your classmate's written description to make their design.
2. Show each other your design sketches. How close did you get to each other's original designs? Discuss whether any of the instructions were unclear.

Oops! I've put the rectangle in the wrong place.

I didn't understand what you wrote about the blue octagon.

Day 7 activity 3: Social and emotional learning

This task is designed to give your learner an opportunity to experience what it's like to communicate in a non-verbal way. Why not join in and practise signing alongside them?

What do I need?

- 60 minutes
- Worksheets from <https://www.nzsl.tki.org.nz/Worksheets> included below
 - Basic greetings, finger spelling, and family vocabulary
- Optional: access additional worksheets on the website such as: Signing numbers 1-10, additional vocabulary, and 2.3 Signing numbers 11-20









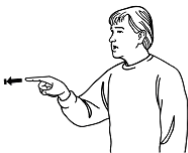







In this activity I am learning to: Communicate and express myself in nonverbal ways.


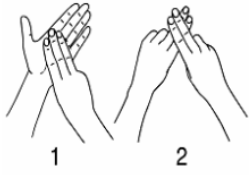

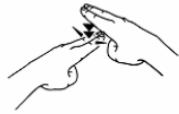




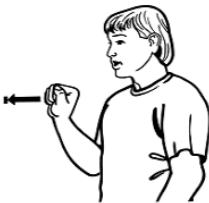










New Zealand Sign Language (NZSL) is one of the 3 official languages of New Zealand.

NZ Census statistics (2018) show approximately:

- 4599 people identify as Deaf
- 20,000 people use NZSL.

Use these THUMBS UP! worksheets to learn how to introduce yourself.

 HELLO	 HOW-ARE-YOU	 GOOD	 NAME
 NICE	 MEET	 GOODBYE	 IX-me
 IX-you	 DEAF	 HEARING	 LEARN
 SIGN	 NZSL	 PRACTISE	 WHAT

 FAMILY	 PARENTS	 MOTHER	 FATHER
 SISTER	 BROTHER	 FRIEND	 MY
 YOUR	 IX-he, him, she, her, it, they	 WHO	 HOW-MANY
 YES	 NO	 HAVE	 NOTHING
 MORNING	 AFTERNOON	 NIGHT	

Extra for experts! Try learning how to introduce other members of your family.

Practise your signing on one of your family members or friends.

Choose a session on the Learn NZSL webpage (<http://www.learnnzsl.nz/>) and practise learning some new words/expressions.

You can use fingerspelling to spell out your name.



Day 7 activity 4: Dance and drama

This task encourages your learner to portray things they have learned from today's sessions about sign language, in a creative way. Though they will be creating a dance, they should focus on using hand movements to express themselves.

What do I need?

- 30 minutes
- Your favourite song or poem
- A space to practise
- Optional: A device to video yourself

In this activity I am learning to: Communicate and express myself in nonverbal ways.

Dance can be a great way to express ourselves. In some indigenous cultures, dance was the way they passed on cultural knowledge and beliefs.

Dance can tell a story, convey feelings and emotions, and connect us with others and ourselves. Just like with sign language, hand movements in dance can depict objects and images, communicating the thoughts and feelings of the dancer.

Your task

Think about one of your favourite songs or poems.

Choose a verse out of the song to use for this task

Think about ways in which you could use your hands to communicate or express the feeling or meaning behind the lyrics

Practise and **refine** your movements until they feel natural and fluid.

Present your interpretive dance to a family member or friend. If you are really confident, you could video yourself and post it up in the class chat.



Check this out! – If you have access to a digital device and the internet, watch this geometric hand dance (also known as tutting) by a group using only their hands and arms.


<https://www.youtube.com/watch?v=P5lgA3SGM1Q>

Remember to do your end of day reflection activity (See p. 10).

Day 8 – Let’s get thinking ...

Don’t forget to start your day right (See p. 9)

Note that today 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.



Making
meaning

Day 8 activity 1: Literacy – reading focus

This activity is designed to give your learner an overview of the evolution of the telephone and develop an appreciation of how far the humble telephone has come.

What do I need?

- 30 minutes
- A copy of *The Brick* (next page)
- Some writing materials – book, pencil, or pen.
- Optional – you could create a Google or Word doc to record your answers in

In this activity I am learning to: Read for meaning and apply my understanding.

Read *The Brick* (next page) then **respond** to the questions below.

These questions are based on different thinking skills designed to get you to dig deeper into what you have read.

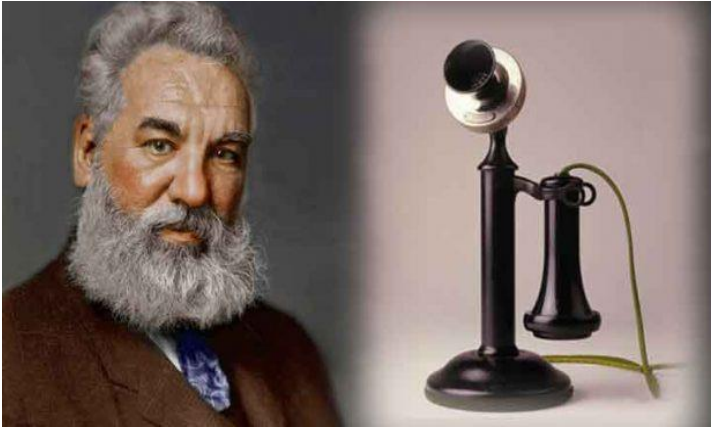
Respond to the following questions **after** you have read the text.

1. Identify any new or unfamiliar words you came across in the text. Use a dictionary to find out the meaning of the word, then add the word to your glossary.
2. When was the first telephone invented and by whom?
3. What are 2 reasons the telephone was more popular than the telegraph?
4. The text refers to a telephone system known as a ‘party line’. In your own words, describe what you think this system might have looked like. You can sketch it out if you like.
5. Imagine you are a businessperson in the 1990s and you have just found out about the new mobile. You are deciding whether or not to purchase one. List 2 positives and 2 negatives you can see if you were to decide to go ahead and buy the phone.

The Brick

The birth of the modern-day mobile phone

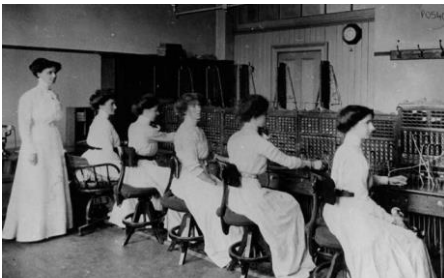
The introduction of telephony



Alexander Graham Bell invented the telephone in March of 1876; however, it took another two years for this technology to reach NZ from America. In 1878 the government set up wires between Dunedin and Milton to test the new invention.

The telephone was an instant hit. As a social tool it had more appeal than the Telegraph as it provided immediate voice contact and there was no morse code to master.

Enthusiasm for the telephone led to the setting up of rural party lines. Calls had to be put through an exchange (also called a switchboard) by an operator who could connect you with the person you wished to call. Privacy was a little hard to come by when having a conversation over a party line, as anyone else who was on the same line as you could listen in on your conversations without you knowing!



Archives New Zealand - Te Rua Mahara o te Kāwanatanga

The telephone network went through many changes over time as technology progressed, till eventually households were able to have their own dedicated phone lines. From the 1960s people in New Zealand no longer had to call through to the operator to have their calls connected.

From fixed lines to mobile phones

The use of the telephone for communication continued to grow in popularity through to the 1990s. However, the 'fixed' nature of the corded phone often meant that phones could only exist where there was a physical connection and calls were still made to specific locations.

In the 1990s and 2000s digital telecommunication devices became widely available. Mobile telephone technology had begun to grow quickly meaning people could be free to move around and phone conversations could take place where the individual was located, not where the phone line was connected to.

Mobile phones were first available in the 1980s. They were quite large phones, earning themselves the nickname 'the brick'. Because they were also very expensive to own and operate, they were only used by a small minority. However, as technology progressed, smaller, more reasonably priced digital mobile phones began to become more common in the 1990s.



[This Photo](#) by Unknown
Author is licensed under
[CC BY-SA](#)

Day 8 activity 2: Literacy – writing focus

This activity is designed to help your learner develop their observation skills and think critically about the changes that have taken place to the mobile phone over time. You may want to share your experience of owning your first phone with your learner and highlight the differences between then and now.

What do I need?

- 30 minutes
- Some writing materials – book, pencil, or pen.
- Optional – you could create a Google or Word doc to record your answers.

In this activity I am learning to: Compare and contrast information from the text with my own prior knowledge.

The evolution of the mobile phone

Examine the image of the mobile phones on the image, then:

Complete the following tasks:

- **Observe** the features of the phones.
- **Write** 3 statements about what you have noticed.
- **Give** one reason for the changes that have taken place over time.
- **Justify** your reason for why these changes have taken place.
- **Predict** what you think could be a possible feature (what it looks like) or function (how it works) for a new phone based on what you know about present day mobile technology.
- Write your predictions in a bulleted list.



Day 8 activity 3: Numeracy

This activity gives your learner opportunities to use a range of strategies to solve practical problems involving multiplication and division. It may be helpful to read the task with your learner 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.

What do I need?

- 45 minutes
- Look for a copy of Talking Technology in your pack or access online here: [Talking Technology - https://nzmaths.co.nz/search?keys=talking+technology](https://nzmaths.co.nz/search?keys=talking+technology)
- A calculator
- Someone to work with

In this activity I am learning to: Interpret data and justify my thinking.

In this activity you will encounter 3 types of data display:

- line graph
- pie graph
- bar graph.

Reflect on how each type of graph relates to the data it represents.

Complete this activity in your notebook or online doc, showing your thinking as you go.

Talking Technology

You need ★ a calculator ★ classmates

TECHNOLOGY Cellphone technology is becoming cheaper and easier to use and is changing the lives of people everywhere. It affects how we socialise, do business, and find out information.

Activity One

1. Amy and Katarina are doing a research project on telecommunications. They find this graph on the Internet.

Year	Cellphone accounts	Internet users	Fixed phone lines	Mobile broadband accounts	Fixed broadband accounts
2000	15	5	15	0	0
2001	18	10	16	0	0
2002	22	12	17	0	0
2003	25	14	18	0	0
2004	30	16	19	0	0
2005	35	18	20	0	0
2006	42	20	21	0	0
2007	50	22	22	0	0
2008	60	24	23	0	0
2009	68.3	26.5	17.8	7.8	6.9

Amy and Katarina explore the graph to see what stories it tells.

Since 2007 there have been more Internet users than fixed phone lines per hundred people in the world.

- Write several statements, based on the graph, about information and communication technologies.
- Using the graph, estimate the number of cellphone accounts and fixed phone lines per 100 people in 2010.

Day 8 activity 4: Creative Arts

This task gives your learner an opportunity to communicate their ideas and express their creativity. This activity links to the writing activity from today. It's also a great way for your learner to demonstrate their understanding of the learning so far.

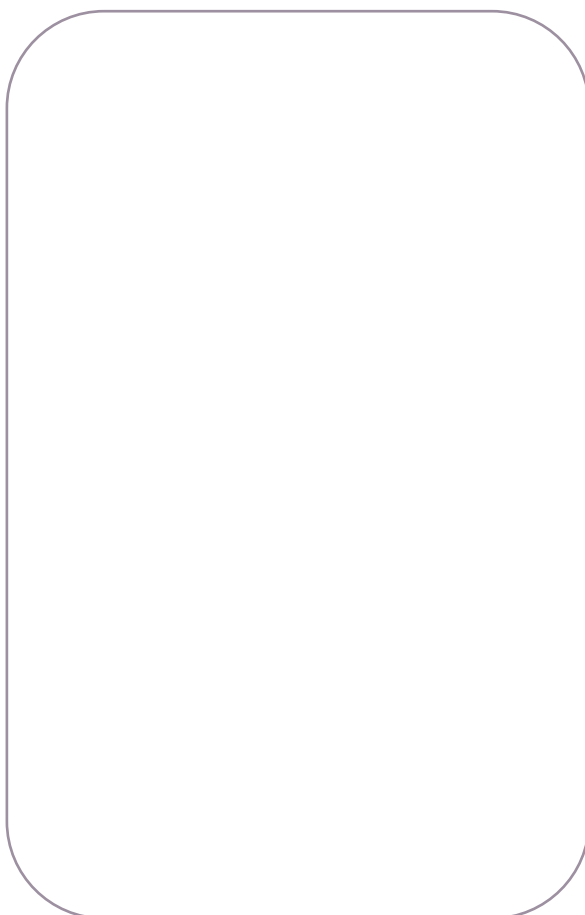
What do I need?

- 45 minutes
- Equipment for drawing and colouring with
- Your answers from today's activity 3

In this activity I am learning to: Communicate my thinking using images.

One of your tasks in today's activity 3 was to **predict** what you think could be a possible feature (what it looks like) or function (how it works) for a new phone based on what you know about present day mobile technology.

- **Use** the blank mobile phone template below and transfer your ideas from today's writing activity (activity 3) into image form.
- **Label** your features and write a very short description for each, telling your audience *how* this will be function (how it will be used) or *how* it might improve their user experience.



Remember to do your end of day reflection activity (See p. 10).

Day 9 Let's get thinking ...



Don't forget to start your day right (See p. 9)

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.

Activity 1 and 2: Numeracy

This activity uses a range of strategies to solve practical problems involving multiplication and division. It may be helpful to read the task with your learner 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.

What do I need?

- 60 minutes
- The texting time results (table below)
- Stopwatch (or a mobile phone with that feature)
- Excel or Google sheets (if available)
- Someone to work with
- Look for a copy of Texting Olympics in your pack or access online here: <https://nzmaths.co.nz/resource/texting-olympics>

In this activity I am learning to: Evaluate statements about statistical findings.

The word evaluate means to “judge something or someone in a careful way”. For this activity think carefully about the statements made by others about the findings of statistical investigations and probability activities. If you need help with these activities, you may wish to ask someone in your family if they can assist you, or you could contact a classmate or teacher for extra help.

Name	Sprint	Marathon	Hurdles
Rebecca	0:05.44	0:49.67	0:42.40
Aki	0:12.91	3:42.78	1:47.06
Aoife	0:18.75	2:55.59	1:46.65
Mere	0:05.00	1:00.00	0:49.56
Nina	0:06.00	1:03.00	0:53.44
Ariana	0:05.00	1:15.00	0:46.74
Thomas	0:04.66	1:01.00	0:40.96
Laurel	0:08.65	1:19.85	0:55.13
Abhay	0:11.10	1:44.75	1:06.62
Hua-Ling	0:12.19	1:20.43	1:21.75
Fiona	0:12.16	1:45.94	1:07.35
Ming	0:04.06	0:46.07	0:43.13
Rangi	0:06.69	1:12.08	0:43.47
Siri	0:08.22	0:51.31	0:28.41
Quaid	0:05.97	1:11.53	1:53.12
Andrew	0:05.47	1:48.82	1:14.84
Matthew	0:07.09	1:28.75	1:07.83
Yvette	0:04.29	1:48.50	1:28.69
Susan	0:05.50	1:30.00	0:41.72
Tariq	0:08.12	0:43.31	0:39.56
Chris	0:07.28	1:54.94	0:54.90
Toline	0:04.00	0:55.88	0:30.50
Taylah	0:07.88	1:39.94	1:00.72
Molly	0:04.97	1:01.38	0:45.03
Quinten	0:10.43	1:20.25	1:13.66
Koria	0:16.94	3:57.22	2:53.34
Mary	0:06.69	0:37.88	0:25.13
Aketu	0:07.38	1:28.50	0:40.44
Pania	0:04.81	1:10.00	0:53.72
Mike	0:05.46	1:03.59	0:51.59

Name	Sprint	Marathon	Hurdles
Rebecca	0:05.44	0:49.67	0:42.40
Aki	0:12.91	3:42.78	1:47.06
Aoife	0:18.75	2:55.59	1:46.65
Mere	0:05.00	1:00.00	0:49.56
Nina	0:06.00	1:03.00	0:53.44
Ariana	0:05.00	1:15.00	0:46.74
Thomas	0:04.66	1:01.00	0:40.96
Laurel	0:08.65	1:19.85	0:55.13
Abhay	0:11.10	1:44.75	1:06.62
Hua-Ling	0:12.19	1:20.43	1:21.75
Fiona	0:12.16	1:45.94	1:07.35
Ming	0:04.06	0:46.07	0:43.13
Rangi	0:06.69	1:12.08	0:43.47
Siri	0:08.22	0:51.31	0:28.41
Quaid	0:05.97	1:11.53	1:53.12
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Tariq	0:08.12	0:43.31	0:39.56
Chris	0:07.28	1:54.94	0:54.90
Toline	0:04.00	0:55.88	0:30.50
Taylah	0:07.88	1:39.94	1:00.72
Molly	0:04.97	1:01.38	0:45.03
Quinten	0:10.43	1:20.25	1:13.66
Koria	0:16.94	3:57.22	2:53.34
Mary	0:06.69	0:37.88	0:25.13
Aketu	0:07.38	1:28.50	0:40.44
Pania	0:04.81	1:10.00	0:53.72
Mike	0:05.46	1:03.59	0:51.59

Copy master

Texting Olympics

Day 9 activity 3: Literacy – writing focus

This task requires your learner to think critically about information being presented in the text and to draw conclusions by combining the facts with their prior knowledge.

What do I need?

- 30 minutes
- Some writing materials – book, pencil, or pen.
- Optional – you could create a Google or Word doc to record your answers in

In this activity I am learning to: Think critically about statements made by others and justify my thinking.

Read the information about texting from the [Te Ara](#) website.

The introduction of the short message service (SMS), or texting, in 1998 prompted an explosion in the rate of use. By 2001, 58.3% of households had a mobile phone, up from 21.3% in 1998. Cellphone numbers more than doubled, from some 200,000 to 500,000. By 2006 Vodafone, a British cellphone giant, had 2 million mobile customers in New Zealand, and Telecom had 1.8 million.

Although the introduction of texting had a similar effect in other countries, New Zealanders are particularly prolific texters. In 2008 over half a billion texts per month were sent. For some New Zealanders, their mobile phone is primarily a texting device.

Complete to the following activities:

- What does the word “*prolific*” mean? **LOOK UP** the word in a dictionary, then write the definition in your own words.
- The text describes New Zealanders as being “particularly prolific texters” when compared to other countries. What do you think this means? **EXPLAIN** the statement in your own words and **USE FACTS** from the text to support your conclusion.

Think critically

The text says that mobile phones are mainly used for texting by some New Zealanders. How true do you think this statement is based on your own experiences? What are the reasons this statement might be true (or not)?

- **Write** a paragraph supporting or rejecting this statement. You can use your own experiences, or you may wish to ask people in your household what they think of the statement, then **incorporate** these ideas into your argument.

Day 9 activity 4: Literacy – reading focus

This task looks at themes of responsibility, cyberbullying, and belonging. You may want to use this opportunity to talk to your learner about the good and bad sides of social media and cell phone use.

What do I need?

- 30 minutes
- Look for a copy of MeMe and Me by Renata Hopkins in your pack or access online here: <https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/School-Journal-Level-4-May-2016/MeMe-and-Me>
- Pen or pencil
- Book or device to record your answers in a doc.

In this activity I am learning to: Think critically about the meanings behind words and expressions.

Read the story Meme and Me by Renata Hopkins, then **complete** the activities below.

Explain what you think Nina meant when she said,

“I may as well have been one of those people who wear headscarves and ride round in carts”.

- What lesson do you think Nina’s parents were wanting her to learn by making her earn the money for her own phone and top-ups? **Explain** this in your own words and justify your reasons using examples from the text.
- **Summarise** what you think the story was really about. Think about the main message behind the story and what it tells us about using cellphones.
- Throughout the story there are examples of SMS language or text abbreviations. **search** through the story again and make a **list** in the table below of all the text abbreviations used. **Write** the full text (meaning) in the column on the right then **add** 3 more text abbreviations that you know of or use.

SMS/Text abbreviation from the story	Full text/Meaning

Remember to do your end of day reflection activity (See p. 10).

Day 10 Let's get thinking ...



Don't forget to start your day right (See p. 9)

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

Day 10 activity 1: Numeracy

This activity gives your learner opportunities to use a range of strategies to solve practical problems involving multiplication and division. It may be helpful to read the task with them 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.

What do I need?

- 45 minutes
- Look for a copy of Cellphone Confusion in your pack or access online here: <https://nzmaths.co.nz/resource/cellphone-confusion>
- A calculator (or device with a calculator function)

In this activity I am learning to: Convert between metric units, using whole numbers and commonly used decimals.

This activity looks at comparing different deals offered by cellphone companies and lets you practice evaluating the information available to make the best choice.

Read carefully through the worksheets before answering the questions.

If you need extra help understanding the requirements of the task, ask someone like a family member, friend, or your teacher to assist you.

Cellphone Confusion

You need a calculator

ACTIVITY

I'll buy you a cellphone for your birthday as long as you pay the monthly bills.

Thanks, Dad! You're the man!

I wonder which plan I should use?

Yackety Y@ck
Call Company

New cellphones are only \$100 when you subscribe to our Comfort 400 plan.
\$25.00 per month includes 100 off-peak minutes and 5 free text messages.
Daytime calls are 35 cents per minute.
Off-peak calls are 65 cents per minute.
Text messages cost 20 cents.

<BUSY LINES>

New cellphones are \$100.
No monthly fee for the first 3 months, then \$33 per month on our Speciality 150 plan.
You get 150 free off-peak minutes per month.
You get 10 free text messages per month.
Daytime calls are 35 cents per minute.
Off-peak calls are 65 cents per minute.
Text messages cost 15 cents.

Off-peak times are 7 p.m. to 7 a.m. Monday to Friday and all weekends and public holidays.
Extra off-peak calls are charged at the off-peak rate.

Working with rates and making comparisons

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Day 10 activity 2: Literacy – reading focus

This story is a kind of morality tale about how some digital technologies alter our experiences without us knowing. Told by the main character and set in the near future, it reveals what can happen if we place too much trust in digital technologies that collect personal data and track what we do.

What do I need?

- 30 minutes
- Look for a copy of *Square Eyes* by Renata Hopkins in your pack or access online here: <https://instructionalseries.tki.org.nz/Instructional-Series/Connected/Connected-2018-Level-3-Cracking-the-Code/Square-Eyes>
- Writing equipment
- OR a device for recording your answers in a Google or Word doc

In this activity I am learning to: Think critically about the main message in the story and how it applies to the way we use technology.

This story looks at how some digital technologies can alter our experiences without us knowing. Told by the main character and set in the near future, it reveals what can happen if we place too much trust in digital technologies that collect personal data and track what we do.



Read the text then **complete** the tasks below:

- Make a list of all the new or unfamiliar vocabulary you came across in the story. **FIND** their meanings in the dictionary then **enter** them into your glossary.
- What do you think Malia meant when she said,

“It is reading your mind. When you like something, that machine uses your data – and data from other fools like you – to predict what else you’ll like. Same as half the stuff you do online.”

What evidence is there in the story to back up Malia’s statement?

- **Locate** two examples and write them down.
- **List** the kinds of information (data) that you feel you should be careful about sharing with others on the Internet. **Justify** your answer.
- What conclusion do you think Siali came to in the end about the SquareEye tech? **Support** your answer with evidence from the story.

Day 10 activity 3: Literacy – writing focus

This story is a kind of morality tale about how some digital technologies alter our experiences without us knowing. Told by the main character and set in the near future, it reveals what can happen if we place too much trust in digital technologies that collect personal data and track what we do.

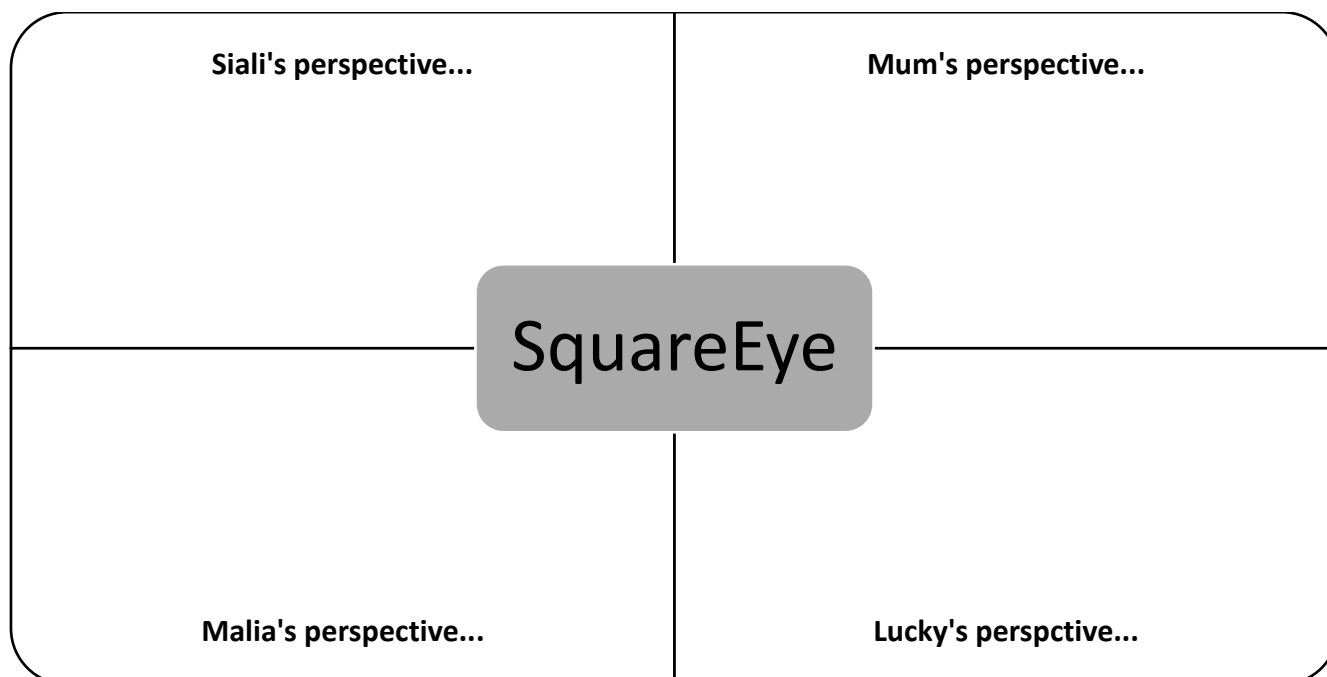
What do I need?

- 30 minutes
- Look for a copy of *Square Eyes* by Renata Hopkins in your pack or access online here: <https://instructionalseries.tki.org.nz/Instructional-Series/Connected/Connected-2018-Level-3-Cracking-the-Code/Square-Eyes>
- Writing equipment
- OR a device for recording your answers in a Google or Word doc

In this activity I am learning to: Think critically about the main message in the story and how it applies to the way we use technology.

Revisit the text from activity 2 and then complete these activities.

- **Think** about the different perspectives the characters in the story had about the SquareEye technology and device.
- **Write** a short description of how each person feels about the device and its abilities.



Day 10 activity 4: Creative arts

This task gives your learner an opportunity to communicate their ideas and express their creativity. This activity looks at the way we present ourselves to the others via social media platforms and the decisions we make about what to show people and what to leave out. It's also a great way for your learner to demonstrate their understanding of the learning so far.

What do I need?

- 30 minutes
- Drawing and colouring equipment

In this activity I am learning to: Represent myself to others in a visual form.

Avatars are something visual used to represent non-visual ideas or concepts in a virtual space. Many social media platforms allow their users to use an avatar in place of a photograph on their profile. Avatars can be a fun way to express ourselves and communicate what we think or feel about ourselves to others.

For this task:

- Think about ideas or styles that you would like to express and communicate to others.
- Design an avatar using the template below.
- Share your avatar with others.

GREAT JOB!

If you have time left why not celebrate a successful week of learning by having a good old sing-along or boogie it out to your favourite song!

Remember to do your end of day reflection activity (See p. 10).

