



A learning from home pack

For learners in years 1–3

Theme: Sustainability | Toitū

Context 1: Environmental sustainability

Context 2: Cultural sustainability

Layout of the resource

This pack is filled with learning activities that can be used at school or at home. All activities are framed around the theme of sustainability

Suggestions are provided for starting the day with a karakia (see p. 7), check in with the teacher, and setting up the learning environment. You can replace these with how you want your learner to start their day. The pack is provided as a Word document so you can adapt it for your learners.

The activities follow an inquiry learning model (figure 1) exploring one theme 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.

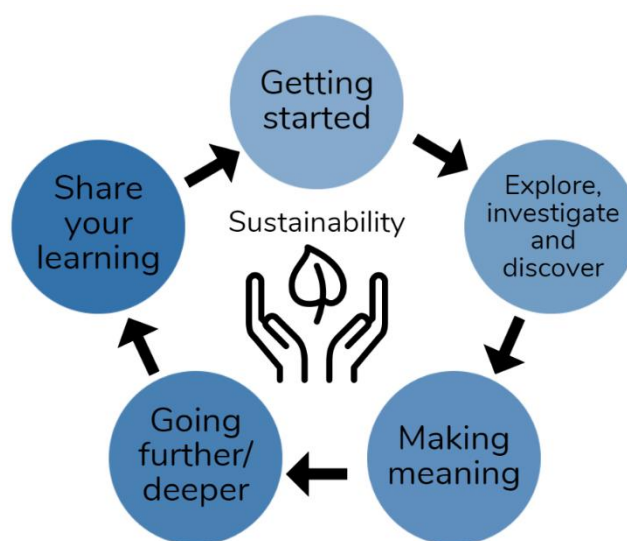


Figure 1 Inquiry learning model

Realities

You know your learners and have a good understanding of their learning situations. Many learners will be sharing space and materials. Some may have access to the internet and devices, and others may not. Learners will also have varying levels of adult support. This pack contains a mix of activities using materials found in most homes. Some activities will need support while others can be managed independently.

Resources

The pack uses books from the Ready to Read, Connected and Figure It Out series.

You might want to send these home with the learner, along with an exercise book, pencils, crayons, or felts, and some craft materials (glue, scissors, construction paper). Learners can bring their notebook back to class to share. All images have been sourced with permissions for use in this pack. If your learners do not have reliable access to the internet, here are the resources to print and send home to create a paper-based pack.

Resources to print

- <https://nzmaths.co.nz/resource/breaking-down>
- <https://nzmaths.co.nz/sites/default/files/PV-people-1.pdf>
- <https://nzmaths.co.nz/sites/default/files/PV-people-2.pdf>
- <https://nzmaths.co.nz/sites/default/files/PV-people-1.pdf>
- <https://nzmaths.co.nz/sites/default/files/PV-people-2.pdf>
- <https://nzmaths.co.nz/sites/default/files/2019-11/matariki-L1-1.pdf>
- <https://wellington.govt.nz/-/media/rubbish-recycling-and-waste/reducing-your-waste/para-kai-miramar/compost-bin-fridge-card.png>
- <https://www.tepapa.govt.nz/sites/default/files/te-reo-maori-activity-book-v2- eng-a4.pdf>

Resources to send home

- <https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Phonics-Plus/Get-to-the-Vet>
- <https://instructionalseries.tki.org.nz/Instructional-Series/Connected/Connected-2017-Level-2-Taking-Action/Down-the-Drain>
- <https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/Noke-Worm>
- <https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Phonics-Plus/Weka-Helps-Out>
- <https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/Extraordinary-Earthworms>
- <https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/Malo-e-Lelei>
- <https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Phonics-Plus/Be-Brave>
- <https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/Dawn-Parade>
- <https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Phonics-Plus/Letter-to-Samoa>
- <https://instructionalseries.tki.org.nz/Instructional-Series/Junior-Journal/Junior-Journal-57-Level-2-2018/Rata-me-te-Rakau>

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 optional use of online resources which can be accessed and viewed using a Smartphone.

Overview of the learning in this pack

The theme of **sustainability | toitū** will be explored through two contexts.

- Days 1–5 look at this idea through the context of **environmental sustainability**.
- Days 6–10 look at this idea through the context of **cultural sustainability**.

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

Day 1	Day 2	Day 3	Day 4	Day 5
Getting started by looking at the impact our rubbish can have on the environment	Explore and discover by looking a bit closer at what types of waste there are	Making meaning and exploring how to care for our environment through a te ao Māori lens	Going deeper by exploring the sustainable practice of composting and the creatures that help make it happen	Sharing our learning by taking action to help our environment and including our whānau too
Day 6	Day 7	Day 8	Day 9	Day 10
Getting started by diving into what culture is and looking at languages	Explore and discover by brainstorming aspects our whānau and culture	Making meaning by unpacking traditions and practices in our homes and exploring the different ways we can celebrate culture	Going deeper by expanding our understanding of te reo Māori and celebrating its importance in Aotearoa New Zealand	Sharing our learning by choosing a way to celebrate our culture and sharing it with whānau or our kaiako and friends

Daily timetable

Below is a possible daily timetable. We have allocated 30 minutes for each activity; your learner may take more or less time than this for an activity. We suggest your learner takes the time they need to complete an activity. This may mean they choose which activities they will complete for the day, rather than complete them all.

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

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

Daily fitness – Choose something each day

Please ensure that your learner includes fitness in their daily timetable. If possible, it would be great to do the fitness activity with your learner or have them complete it with others. Below are activities to choose from – or you can make up your own ideas!

Tama Tū, Tama Ora; Tama Noho, Tama Mate.

Through physical activity we thrive. Through inactivity we languish.

Your learner may prefer to go for a walk or run around your house. They could time themselves for fun! Maybe they'd like to go for a bike ride? Play a game with whānau? Have a boogie to a favourite song? Or do some yoga? It is up to you just get active!

Please note you can change or modify the exercises (in addition to those suggested) if you are not able to do the ones we have suggested, get creative and change it up

ABC

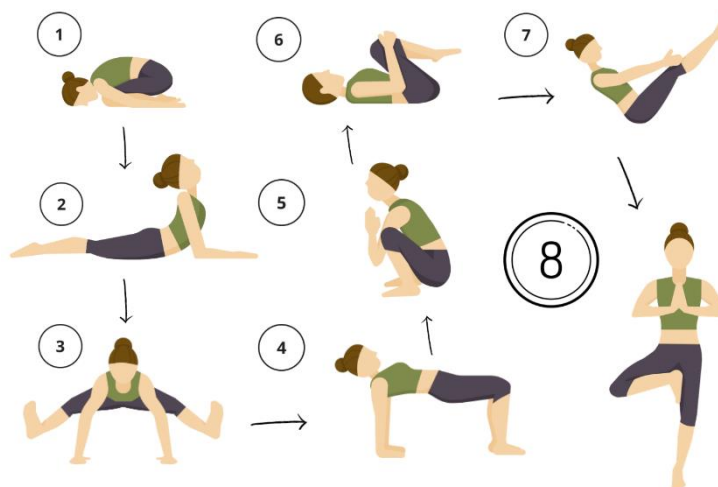
Can you do the exercises that spell out your name?

A jump up & down 10 times	J balance on your left foot for a count of 10	S crawl like a crab for a count of 10
B spin around in a circle 5 times	K balance on your right foot for a count of 10	T walk like a bear for a count of 5
C hop on one foot 5 times	L march like a toy soldier for a count of 12	U touch your toes 20 times
D run to the nearest door and back	M pretend to jump rope for a count of 20	V do 3 forward rolls
E walk like a bear for a count of 5	N pretend to pedal a bike with your hands	W roll a ball using only your head
F do 3 cartwheels	O pick up a ball without using your hands	X flap like a bird 25 times
G do 10 jumping jacks	P walk backwards 50 steps and skip back	Y walk on your knees for a count of 10
H hop like a frog 8 times	Q walk sideways 20 steps and hop back	Z do 10 push ups
I try to touch the clouds for a count of 15	R pretend to ride a horse for a count of 15	



Stretch it out

See if you can hold each of these yoga poses for 5 breaths.



Online options

Red light green light dance party – <https://www.youtube.com/watch?v=2tRCBPk4NMQ>

9-minute workout for kids – <https://youtu.be/oc4QS2USKmk>

Daily wellbeing – Choose something each day

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

Gratitude rock

Go for a walk outside and find a rock that you like. You might like it because it is pretty, smooth, or has an interesting texture. Or you could find something else small that you find outside in your walk.

Carry this rock around in your pocket for the day or leave it on your desk where you are working. You could even tie it onto a hair band or string and wear it like a necklace or bracelet.

Whenever you see it or touch it, take a deep breath, and think about at least one thing you are grateful for. When you put the rock away at the end of the day take a moment to remember all the things you were grateful for throughout the day.

You could grab the same rock the next day or go for another walk and find a new gratitude object. You could make a display of these objects and tell someone all about your precious things and what they made you think about at the end of the week.

Gratitude tree

You will need a twig or small branch, some string/wool, something to make a hole in the paper, and some paper.

- Draw some leaf shapes on your paper and cut them out. Make a hole at the end of the leaf with a hole punch.
- Think about something you are grateful for and write or draw this on the leaf.
- Tie the string through the hole and attach your leaf to your branch.
- Keep adding to your gratitude tree throughout the week.



Compliment cards

This is an opportunity to make someone's day better.

Brainstorm different compliments that you can give someone. Here are some ideas:

- “You make me happy” “You are kind”
“I like your smile” “You are a great listener”



Cut a piece of paper into four and decorate each piece with a different compliment.

Hand these out to people during the day and say the compliment to them. Encourage them to pass on the compliment card to someone else who deserves it. You can make as many cards as you like with different compliments on them, you might even get them given back to you!

Starting each day

Notes for teachers and whānau:

Starting the same way each day helps create a structure for your learner. Your school might have your own way to do this, for example starting the day together as a class on Zoom. In this pack we provide a karakia to settle into the day. Saying the karakia with your **learner** a few times will help them be able to do this more independently tomorrow and beyond. As part of the start of the day and setting up the learning environment, help your learner look through the activities suggested for that day **and choose a fitness and wellbeing activity**. They could fill out their daily timetable and think of other activities they might like to do, like reading.

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

Karakia

Here is a karakia to welcome in the day

Mauri oho karakia timatanga Mauri oho Mauri tū Mauri ora ki a tātou Haumi e, Hui e Tāiki e!	Life force awaken Life force stand tall Life force all wellness, good health for all Join together, unite, the group is ready to progress for the purpose of coming together
--	---

Planning my day

- Have you chosen which activities you will do today and in which order?
- Remember to choose a fitness activity (see p. 5)
- Have you chosen a wellbeing activity? (see p. 6)
- Have you done a 'Wellbeing check-in'?
 - o How are you feeling today?
 - o How do you feel about your readiness to learn this morning?
 - o 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?
 - o What would you like to do as a quiet time activity to end your day?
- Remember to do your reflection at the end of the day (see p. 8)

Ending each day

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

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

I am learning to: reflect on my learning, my day and myself

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

2 stars and a wish

Stars are things you did well or enjoyed

A wish is for something you want to get better at



Rose, bud, thorn

Rose – one thing you loved,

Bud – one thing you look forward to doing tomorrow

Thorn – one thing that upset you



Glow and grow

Share one thing that you are proud of from your day (glow)

And one thing you would like to work on (grow)



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

Context 1: Environmental Sustainability

In the first five days we will investigate the theme of sustainability by looking at how we understand and work towards environmental sustainability.

Environmental sustainability

Sustainability | Toitū



Day 1 activity 1: Inquiry getting started

Notes for teachers and whānau

In this lesson learners read a text and then retrieve specific words from it. There are two texts to choose from depending on the reading proficiency of the learner. Younger learners may need support decoding words in the text.

Getting started

I am learning to: recognise the letter “e” and the sound it makes OR recognise compound words.

What do I need?

- 30 minutes
- Home learning book
- *Get to the Vet* by Maggie Boston
<https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Phonics-Plus/Get-to-the-Vet>
- “Down the Drain” by Philipa Werry
<https://instructionalseries.tki.org.nz/Instructional-Series/Connected/Connected-2017-Level-2-Taking-Action/Down-the-Drain>

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

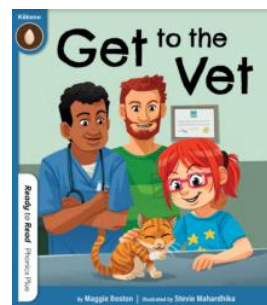
Instruction

Today we are exploring the text *Get to the Vet* to explore the letter “e”; or *Down the Drain* to look at compound words. Have your home learning book ready and follow the sequence below.

Younger learners

Watch out for the letter “e” in your story.

- **Read or listen to** *Get to the Vet*.
- **Look** for words in the story that have the letter “e” in them.
- **Write** these words into your book (only write them once).
- **Think** of 5 things that start with “e” and **draw** these into your book.



Older learners

Compound words are words that are made up of 2 smaller words that make sense on their own. For example “something” is made up of “some” and “thing”. Look for compound words in the story.

Read or listen to *Down the drain*. How did it make you feel when you read this story?

1. **Record** what you felt and why in your home learning book.
2. **Scan** back through the story and **find** 8 different compound words.
3. **Record** these in your home learning book.



Day 1 activity 2: Science

Notes for teachers and whānau

In this lesson learners watch a video or read a transcript about taking responsibility for rubbish in the environment. There are 2 levels of complexity depending on the needs of the learner. Younger learners may need the transcript read to them if they cannot access the video and may also need some support recording their ideas.

I am learning how to sort waste correctly.

What do I need?

- 30 minutes
- Home learning book
- Video of *Kiki Kiwi & Friends* or the transcript below
<https://www.youtube.com/watch?v=s6HcXKyUooY>

Instructions

Watch the video about the travelling rubbish or get someone to **read** the transcript to you. In this story Kiki and his friends find rubbish and must decide what to do with it. Some rubbish must go in the bin, but other rubbish they can sort and recycle. We can sort our waste like this as well.

Transcript

Have you heard of an organisation called *Keep NZ Beautiful*? Well they're a team that work really hard trying to keep NZ beautiful. Do you know how they do that? They are very tidy Kiwis, and they want us to be tidy kiwis too. Are you a tidy kiwi?

Their book *Kiki Kiwi and Friends – the travelling trash* is all about how we can be tidy kiwis.

Kiki Kiwi ran through the bush on his speedy little legs. He was in a hurry to meet his friends for a picnic. "Ouch," he cried, tripping over something. He looked around seeing a pile of empty cans dumped on the track. Some had dangerous sharp edges that could hurt unsuspecting animals. "Oh no! What litter critter would do this?" he exclaimed. "Why can't everyone do the right thing?" Kiki quickly picked up the cans and put them in his bag to take to the recycling bin.

"Hey Puka!" said Kiki to Puka Pūkeko when they met outside the shop. "Are you looking forward to our picnic at the beach?"

"You bet!" Puka replied.

Sybil Seagull gave them a friendly squawk. She was loitering outside the shop hoping to pick up tasty scraps. At the shop Kiki and Puka collected what they needed for the picnic. School had finished for the day and some school kids were buying lollies, chips, and ice creams. The shop assistant put their treats in a blue plastic bag and the school children wandered out into the sunshine. Kiki and Puka followed. Ahead of them the schoolkids threw their wrappers in the bin and dropped the blue plastic bag on the ground. This annoyed Kiki.

"Hey!" he yelled. "What litter critter would do this? Why can't everyone do the right thing?"

A gust of wind picked up the blue plastic bag. It darted up into the sky and sailed away. "Don't worry, I'll catch it," Sybil cried, spreading her wings, and taking flight. "See you at the beach." Kiki and Puka set off for the beach. As they were walking they saw Sybil flying high above them

with a blue plastic bag in her beak. Spotting a rubbish bin nearby Kiki and Puka flapped and pointed hoping Sybil would see the right place to put the bag.

Kiki and Puka arrived at the beach at the same time as their friend Turi Tuatara. They were looking for a spot to set up their picnic when Tamati Turtle ambled up. Turi saw something poking out of the sand and went to inspect it. "A chip packet!" he said angrily pulling it out.

"What litter critter would do this?" screeched Kiki. "Why can't everyone do the right thing?"

Sybil swooped in looking exhausted and upset. "I lost the blue plastic bag in the wind," she said. "It blew down into the gutter and I couldn't pick it up again because there were too many people around."

"Oh, no!" said Tamati, "I hope it doesn't end up in the ocean. It's dreadful what's going on out there," he rasped. "I gobbled what I thought was a tasty jellyfish then I realised it was a plastic bag. My stomach has hurt ever since. Some little ones have died because the plastic clogs their stomachs."

"That's awful!" cried Kiki. "What can't everyone do the right thing?"

Sybil looked worried. She felt bad that she had dropped the blue plastic bag. She had seen on her travels what happened with litter. She knew where the bag would end up. A black cloud moved overhead, and fat raindrops began to plop on their heads. The rain grew heavier as the sky darkened.

"Looks like we won't be having a picnic today," cried Kiki. "Let's come back for our picnic tomorrow," he called as everyone scurried for cover. It rained for the rest of the afternoon. Water began to stream through the gutters as people hurriedly walked by. The rainwater picked up the blue plastic bag and swirled it down the street collecting the rest of the gutter rubbish as well. It eventually swept the plastic bag into a big stormwater drain.

The bag travelled quickly at first through the darkness, then slower until it emerged at the other end. It arrived at the same beach where Kiki had been. It was still raining the next day. The tide surged up high up the beach and snatched the blue plastic bag with its foamy arms dragging it back out to the sea. The blue plastic bag bobbed on the waves, backwards and forwards, like a surfer. It laid for hours wet and sandy on the beach as the tide retreated. Everyone walking past ignored the blue plastic bag except for a few dogs who sniffed at it curiously. Kiki and his friends stayed dry at home postponing their beach picnic for another day.

The night sea finally sucked the blue plastic bag away from the beach and out into its current. By daybreak it was far from shore. Back on the mainland Kiki and his friends were discussing the cans he had tripped over, the buried chip packet Turi had found on the beach, and the blue plastic bag that had blown away.

"It's so sad," said Kiki. "I wonder how many little sea creatures are sick right now because they have eaten litter by mistake?"

"It's disturbing," sighed Turi.

"Distressing!" exclaimed Puka.

"Disgraceful," grunted Tamati.

"Despicable!" squawked Sybil.

"What litter critter would do this?" cried Kiki. "Why can't everyone do the right thing? Let's do the right thing! Let's organise a beach clean-up day to stop more litter ending in the oceans."

"Great idea," agreed his friends.

At sea, sunny and stormy days came and went.

Plastic bottles and food containers floated past the blue plastic bag. Sea creatures struggled by entangled in old fishing lines and nets. A fishing boat caught the blue plastic bag in its net and pulled it onboard with the fish. But a fisherman hurled it back into the ocean. Fish nibbled small holes in the tatty blue plastic bag thinking it was food. Days, weeks, and even months passed. The blue plastic bag was once again caught in a net hanging from a ship. This one was a huge international cargo ship stacked high with containers. The blue plastic bag had journeyed a long way. A large wave slapped the bag off the cargo ship pulling the blue plastic bag free. With each passing day the blue plastic bag floated a little further out to sea until it reached its destination – the big ocean garbage patch – which is also known as a gyre

Surrounding the blue plastic bag were great clumps of knotty seaweed tangled with foreign visitors – plastic bottles once filled with shampoo, bottle caps, old shoes, Styrofoam cups and plastic straws. This was a gathering place for litter that had travelled from faraway places brought together by the ocean currents. Fish, sea mammals, and seabirds fed on the trash afterwards feeling sick, and some even dying. And all because many people in many places didn't do the right thing. Like the school kids who threw the blue plastic bag on the ground causing it to start its journey to this huge ocean garbage patch.

Back at the beach the sun was shining, and the waves sparkled. Kiki and his friends were having their clean-up day. They put plastics, cans, and paper into one sack to recycle. Puka stalked up and down the beach picking up other trash. Sybil flew along the beach gathering plastic bags in her beak. She dropped the plastic bags into Puka's sack. "At least these ones won't join the plastic soup in the middle of the ocean!" she squawked.

"Phew," said Kiki looking around. "What a perfect spot for a picnic."

Of course, they remembered to do the right thing by taking away all their trash leaving nothing on the beach except their footprints.

What did you do today to be a tidy kiwi? I bet your whānau and your school help you to be a tidy kiwi but maybe you could talk to your folks about some of the ways you like to be a tidy kiwi. Maybe one day you can be part of a big beach clean-up. Every piece we put in the bin, or reuse or recycle, we are making a difference.

If you want to know more visit knzb.orgnz.

Younger learners

1. **Look** at the waste at home or at school and **find** 1 thing that you can compost, 1 thing you can recycle and 1 thing that might need to go to the landfill.
2. **Draw** these items into your home learning book.
3. **Write** underneath whether they would be compost, recycled or landfill.

Older learners

Draw the table in your book and **write** each item in the correct column in the table.

Compost	Recycle	Landfill	
orange peels	grass clippings	soft drink can	empty pizza box
muesli bar wrapper	glass bottles	tin cans	ice block sticks
apple cores	sticky tape	envelopes	
banana peel	clingfilm	grapes	
plastic bottles	chip packets	newspapers	

Day 1 activity 3: Writing

Notes for teachers and whānau

In this lesson learners write a recount about a time they helped care for the environment. Younger learners are encouraged to draw a picture and write a sentence or two and older learners are reminded of the different elements that make up a recount. Younger learners may need support writing their sentences or may need to share their ideas verbally and have someone do the writing for them.

I am learning to write a recount.

What do I need?

- 30 minutes
- Home learning book

Instructions

In science today you saw how Kiki and his friends were caring for the environment by sorting rubbish and getting rid of it correctly.

Can you think of a time when you did something to care for the environment? Maybe you did a beach clean-up or walked to school instead of going in the car, or maybe you helped to plant some trees. If you can't think of something you have done to care for the environment, don't worry, you could write about something you would like to do instead.

Younger learners

Draw a picture of what you did (or what you would like to do) to care for your environment in your home learning book.

Write about it underneath the picture or tell your story to an older whānau member and ask them to write it for you.

Older learners

Write a recount about a time when you did something to care for the environment.

When you are writing your recount remember to:

- Start by **brainstorming** and **mapping out** your ideas.
- **Begin** your recount with an orientation that explains what, when, where, who and why.
- **Write** about the events in the order they happened using time connectives such as first, then, after that, etc.
- **Include** language features and interesting vocabulary
- **Conclude** your recount by **describing** to the reader how you felt and why.

Day 1 activity 4: Mathematics

Notes for teachers and whānau

In this lesson learners solve a series of word problems. There are two levels of complexity within this activity depending on the needs of the learner. Younger learners may need an older person to read the questions to them and support them to find the appropriate materials to help them solve the problems.

I am learning to solve word problems using the strategies I know.

What do I need?

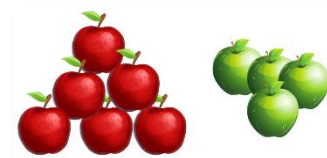
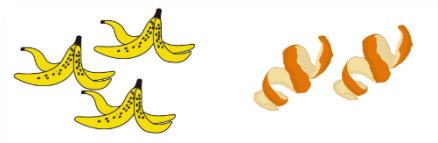
- 30 minutes
- Home learning book

Instructions

Today for maths you are going to use your known strategies to solve word problems. Remember to read each question carefully, decide what the problem requires you to do (such as addition, subtraction, or multiplication), decide what strategy will help you solve the problem and then work it out. Write your answers into your book.

Younger learners

- Moana has 3 banana peels and 2 orange rinds. How many things can she put in her compost bin?
- Noah had 6 apples and Adam had 4 apples. How many apples do they have altogether?
- Put these numbers in order from the smallest amount to the biggest amount:
1 banana, 5 pears, 9 kiwifruits, 4 apples, 6 mandarins.
- Harvey had 8 soft drink cans. He gave half to his friend Mike. How many cans did each boy have?
- Tawhiti and Hohepa put 5 pieces of rubbish each in the landfill bin on Saturday and Sunday. How much rubbish did they put in altogether?
- Rose had 10 pieces of litter, but she was able to recycle 7 of them. How many pieces does she have left?



Older learners


- There are 12 pieces of rubbish on the ground. 3 children pick up the same number of rubbish pieces. How many pieces did they each pick up?
- Tom picked up 18 pieces of rubbish and Jerry picked up 12 pieces of rubbish. How many pieces of rubbish did they pick up altogether?
- Aimee recycles 3 tin cans on Monday, 5 plastic bottles on Tuesday, 6 empty pizza boxes on Wednesday, 5 newspapers on Thursday and 4 takeaway containers on Friday. How many items did Aimee recycle?
- Put these numbers in order from smallest to biggest. 43 wrappers, 18 cereal boxes, 56 tin cans, 81 banana peels, 22 orange rinds, 33 newspapers.
- Aroha ate 4 apples on Monday, Tuesday, Wednesday, Thursday, and Friday. How many apple cores should be in her compost bin?
- A class of 30 students were given one piece of fruit each. 8 people got bananas and 11 people got mandarins. How many people got pears?
- Room 4 went outside to do a litter pick up. Rosie picked up 12 pieces of litter, Arana picked up 16 pieces of litter, Suzie picked up 18 piece of litter and Tupou picked up 14 pieces of litter. How much litter did they pick up between them?
- Pene was doing a waste audit for his whānau group at school. He counted 42 pieces of rubbish in the landfill bins and there are 6 classrooms in his whānau group. If each classroom had the same amount of rubbish in their bin, how many pieces of rubbish were in each bin?

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

Day 2 activity 1: Reading

Notes for teachers and whānau

In this lesson learners read a text and then respond to questions. There are two texts to choose from depending on the reading proficiency of the learner. Younger learners may need support decoding words in the text and will need an older person to discuss the questions with.



Explore,
investigate,
discover

I am learning to read for understanding.

What do I need?

- 30 minutes
- Home learning book
- *Get to the Vet* <https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Phonics-Plus/Get-to-the-Vet>
- “Down the Drain” <https://instructionalseries.tki.org.nz/Instructional-Series/Connected/Connected-2017-Level-2-Taking-Action/Down-the-Drain>

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

Instructions

Today we are learning to read for understanding by answering questions about the story. Carefully re-read your text before answering the questions. It might be helpful to keep your text nearby so that you can refer back to it if you need to.

Younger learners

Re-read *Get to the Vet*.

Think about the answers to the following questions and **share** your ideas with someone in your whānau or with your kaiako or a friend.

Draw a picture of your favourite part of the story in your home learning book.

- Why did Nat’s cat have to go to the vet?
- Why was there glass on the ground?
- What other ways can our rubbish hurt animals or people?
- What can you do to help stop animals from getting hurt by rubbish?

Older learners

Re-read or **listen** to “Down the Drain”.

Think about these questions and **write** your answers into your home learning book.

- Where did the rubbish come from?
- Where would the rubbish have gone if the litter traps hadn’t been there?
- Why is that a problem?
- How many years does it take for cardboard to break down?
- How many years does it take for polystyrene to break down?
- What were the main messages from Jemma, Ethan, and Harvey?
- What can you do to make sure our rubbish doesn’t end up in the ocean?

Day 2 activity 2: Writing

Notes for teachers and whānau

In this lesson learners create a diary entry about their lunchbox. There are two levels of complexity in this activity. Younger learners may need support writing their sentences or they could share their ideas with someone who can do the writing for them.

I am learning to record my thoughts and ideas.

What do I need?

- 30 minutes
- Home learning book
- Your lunchbox filled with food (or lunch if you are at home)

Instructions

For this task you are going to be recording your thoughts and ideas by writing a diary entry about what litter is in your lunchbox. Have a look at the example below to help you. See how much kupu Māori you can include in your writing too.

Younger learners

- **Draw** pictures of the things that are in your lunchbox.
- **Write** the name of the item under each picture.
- **Use** the kupu Māori list, how many items can you label in te reo Māori and English?
- **Write** a sentence about how much waste was in your lunchbox today.

Older learners

- **Write** a diary entry about what is in your lunchbox today.
- **Draw** some pictures within your diary entry to go along with your writing.
- **Include** in your entry what food was in your lunchbox, how much waste was included and any feelings you might have about either of those ideas.
- **Use** the kupu Māori list and see how many kupu you can use in your diary entry.

Kupu Māori

Sandwich – hanawiti

Apple – āporo

Banana – panana

Orange – ārani

Crackers – pihikete

Carrot – kāreti

Chips – tītipi

Cake – keke

Cheese – tīhi

Yoghurt – miraka tepe

Plastic wrap – tākai

Rubbish – para

Lunchbox Diary Entry Example

Tuesday 12 April 2022

Today I opened my lunchbox and I saw peanut butter sandwiches (my favourite), a mandarin, some biscuits, and a packet of chips. My sandwiches and biscuits were wrapped up in paper towels which was good because I could put the paper towels in the compost. The mandarin peels could go in there too. My chips were in a packet that couldn't be recycled so it had to go into the landfill bin. I felt proud that I only had 1 piece of rubbish in my lunchbox today, but tonight I want to talk to Papa and see if I can have a zero-waste lunchbox tomorrow.

Day 2 activity 3: Mathematics

Notes for teachers and whānau

In this lesson learners complete a waste audit in their home or at school. Some learners may need support copying the tally chart into their home learning books and it may be beneficial to have a conversation about bundling things into groups of 5.

I am learning to record data using a tally chart.

What do I need?

- 30 minutes
- Home learning book
- Rubbish bin with waste in it

Instructions

For this activity you are going to look at the rubbish in your bin at home or at school. Please check with an adult before you begin this activity, and we suggest you do it outside. You are going to sort out the waste in your bin and then record the types of waste by creating a tally chart. Remember to clean up the rubbish and wash your hands once you have finished.

Your task:

Copy the tally chart below into your book (younger learners may need help with this).

Sort the rubbish in your bin using the categories in your table.

Record each piece of rubbish on your tally chart by **drawing** a I. Every time you get to a fifth line draw it going across the bundle like in the example below.

Count and **write** the total number of each type of rubbish on your tally chart.

Tally Chart to Copy into your book

Type of rubbish	Number of pieces	Total number
food scraps		
plastic		
glass		
cans		
foil		
other		

Example of a Tally Chart

Type of fruit	Number of people who like it	Total number
Āporo (apple)		4
Panana (banana)		8
Ārani (orange)		5
Pea (pear)		3
Merengi (watermelon)		11

Day 2 activity 4: Science

Notes for teachers and whānau

In this lesson learners study a photograph and classify objects into 2 categories – those that belong to the beach and those that don't. Younger learners may need support reading the questions and in some cases it may be more suitable to have them respond orally to the questions instead of writing them down. This task is based on a similar activity available in the Assessment Resource Banks <https://arbs.nzcer.org.nz/>.

I am learning to: classify objects into categories.

What do I need?

- 30 minutes
- Home learning book

Instructions

In this lesson you are going to classify objects into 2 different categories – what belongs at the beach and what doesn't.

Your task:

Look carefully at the photo.



Read the questions below.

- Which things in this photo belong at the beach?
- Which things in this photo do not belong at the beach?
- Why is it bad to have all these things on the beach?
- What might happen if all these things get into the sea?
- What could you do if you went to the beach and found it like this?

Write the answers to these questions in your home learning book or **talk** about your answers with a buddy or whānau member.

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

Day 3 activity 1: Reading

Notes for teachers and whānau

In this lesson learners read a poem and then explore different rhyming patterns found within the poem and based on their own knowledge. There are two levels of complexity within this activity depending on the needs of the learner. Younger learners may need support reading the poem and recording their rhyming words.

Making
meaning

I am learning to: hear and create rhymes.

What do I need?

- 30 minutes
- Home learning books
- *Noke Worm* <https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/Noke-Worm>

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

Instructions

For this task you are going to read the poem “Noke Worm” and listen carefully for any rhyming you can hear. Then you will experiment with more rhyming words and older learners will use this knowledge to create their own rhyming poem.

Read *Noke Worm*

Younger learners

Find the words that rhyme with:

wiggly	blues	ngū
--------	-------	-----

Use your knowledge of rhymes to **create** a rhyming string for each of the following words and **write** them in your home learning book:

cat	dog	man
-----	-----	-----

Older learners

Use your knowledge of rhymes to **create** a rhyming string for each of the following words from the poem and **write** them in your home learning book:

feet	wear	shoes
------	------	-------

Create your own short poem about an animal or insect with rhyming words like in *Noke Worm*.



Day 3 activity 2: Writing

Notes for teachers and whānau

In this lesson learners edit and recraft sentences so that they make sense. There are two levels of complexity in this activity depending on the needs of the learner. Younger learners may need support reading the words and recording the sentences accurately.

In this activity I am learning to: create sentences that make sense.

What do I need?

- 30 minutes
- Home learning book

Instructions

Do my sentences make sense? Today you are going to read some sentences and then edit them so that they make sense.

Younger Learners

Someone has accidentally chopped up the sentences and jumbled them up! Can you put them back in the right order?

- **Unjumble** the words below to make a sentence that makes sense.
- **Say** the sentence out aloud to check it sounds right.
- **Write** the sentence correctly into your home learning book.

I in the bin. my rubbish put
legs. Worms have don't
can cardboard. recycle I
make a difference. I can
Apples compost go bin. in the
pihikete have I in lunchbox. my

Older learners

Read the sentences below you are going to write the corrected sentences in your home learning book. Don't forget to check for capital letters and full stops too!

- **Read** the sentences below and decide what needs to be added or swapped so that they make sense.
- **Say** each sentence out aloud to check it sounds right.
- **Write** the corrected sentences into your home learning book.
- **Check** for capital letters and full stops.

Plastic bags bad for environment
i can help the environment sorting waste.
A rāhui when you are banned from taking food from area
everyone can make difference for environment
We can stop food waste only taking what can we eat.
All our rubbish has go to somewhere
panana and āporo can in the bin compost
i can my family recycle help

Day 3 activity 3: Mathematics

Notes for teachers and whānau

In this lesson learners take information and display it in a sequential order. There are two levels of complexity in this activity depending on the needs of the learner. Younger learners may need support reading the maths questions and it may be beneficial to discuss the order of numbers from 1-20. Older learners will need access to a copy of their reading text “Down the Drain” in order to complete this task.

In this activity I am learning to: present and interpret information

What do I need?

- 30 minutes
 - Home learning book
 - Look in your pack for a copy of Breaking Down (for older learners only)
- <https://nzmaths.co.nz/resource/breaking-down>

Instructions

Sometimes when we see a list of numbers jumbled up it can be hard to read, so we change how it is presented to make it easier to read. In this task you are going to take information and display it in a certain way. Then you will interpret the information by answering some questions about it.

Younger learners

- **Draw** a line in your home learning book.
- **Sort** the numbers below into order from smallest to largest and **place** them in the right order on your line.

9	15	3	7	20	4	11	1
---	----	---	---	----	---	----	---

Write the answers to the following questions in your home learning book:

- Which number is the biggest number?
- Which number is the smallest number?
- How many numbers are smaller than 9?
- How many numbers are bigger than 11?
- How many numbers are smaller than 4?
- How many numbers are bigger than 15?

Older learners

- **Read** Breaking Down Maths activity from Figure it Out.
- **Complete** the questions using the “how long until it’s gone” chart from slide 4 of your reading text “down the drain” to help you.
- **Write** your answers into your home learning book.

Sustainability: Mathematics in science contexts, Levels 2+–3+
Breaking Down

You need: access to relevant books and/or the Internet a classmate

Activity
Mary and Jake's group want to know how long it takes for the things we throw out to break down. With a classmate:

1. Find out how long it takes for some everyday items to break down under normal conditions. (For example, bread, fruit, newspaper, polystyrene, plastic shrink-wrap, disposable nappies, tins, cardboard)
2. Draw up a timeline that begins at 0 and ends at 100 years. Divide it into 10-year intervals. Put your items where they belong on the timeline. At the end of the timeline, list the items that take more than 100 years to break down.
If you find a range of years for an item, choose the middle (median) year and label that on your timeline.
3. What does your timeline tell you?
Which items on your timeline would be best put in:
a. a compost bin?
b. a landfill with a 40 year lifespan?
c. a permanent landfill?
4. Mary and Jake's group decide to use what they have learnt about compost. They go to their principal to get permission to try out their ideas.

And we can make some charts to show what can and can't go into compost bins.

Val's label bins "compostable food waste" and "non-compostable waste".

Later, they find that most of the bins for compostable food waste are only about $\frac{1}{2}$ full but are quite heavy to lift. The other bins are full but can be lifted easily. With a classmate, discuss reasons for their findings.

Day 3 activity 4: Te ao Māori

Notes for teachers and whānau

In this lesson learners explore a te ao Māori perspectives on conservation and learn about traditional Māori practices around caring for our environment. There are two levels of complexity within this activity depending on the needs of the learner. Younger learners may need someone to read the information and discuss it with them. They may also need support recording their sentence in their home learning book.

I am learning: about te ao Māori perspectives on caring for the environment.

What do I need?

- 30 minutes
- Home learning book

Instructions

From te ao Māori perspective, caring for the environment or being kaitiaki of the environment around us is incredibly important. In this task you will learn about traditional practices Māori used to care for their environment and discuss this learning with a whānau member, kaiako, or friend.

Younger learners

Get someone to **read** the information about te ao Māori environmental practices below.

- **Discuss** the different practices and how they help the environment.
- **Choose** one of the traditional practices.
- **Draw** a picture of it in your home learning book.
- **Write** what the practice is underneath or get an older person to do the writing for you if you need to.

Older learners

Read the information about te ao Māori environmental practices below.

- **Discuss** the practices and how they help the environment with a buddy or whānau member.
- **Create** a poster about one of the traditional practices in your book.

Remember to

- think carefully about where to place things on your poster so it is easy to read
- choose pictures and symbols that best represent the message you are trying to give to people
- write a short and catchy message somewhere on your poster.

The following excerpt was adapted from: <https://teara.govt.nz/en/kaitiakitanga-guardianship-and-conservation>

Guardianship and conservation

Te ao Māori can be translated as *the Māori world*. In the Māori world view, people are closely connected to the land and nature. Kaitiakitanga means guardianship and protection and is the Māori way to look after the environment. Mana, tapu, and mauri are important parts of *te ao Māori* – keep reading to find out more!

In the past, people's traditional practices when hunting, fishing, growing, or finding food helped them to care for the environment. These practices included:

- temporary bans (rāhui) on taking food from an area
- using the lunar calendar (maramataka) to decide when to plant and harvest
- taking only what was needed
- hunting and fishing only for food, not as sport
- using bird snares at the right time – for example, not during breeding.

Mana, tapu and mauri

- **Mana** means spiritual power. If a forest has mana, it will have plenty of flowers, fruit, and birds.
- **Tapu** can mean spiritual restriction. Sometimes rāhui are needed to help the mana of the forest. A rāhui might stop people taking birds, fish, or fruit from a certain area, or at a certain time.
- **Mauri** means life force. This must be protected in forests, rivers, gardens, lakes, and the sea.

Kaitiakitanga today

Kaitiakitanga is important today. Iwi are restoring their environment and culture and using traditional ideas in the modern world. Here are some examples:

- Ngāi Tahu are guardians of pounamu in the South Island.
- Te Āti Awa ki Taranaki made a claim to the government to stop pollution in their fishing areas.
- Four iwi (Ngāti Kahungunu, Rangitāne, Muaūpoko and Ngāti Raukawa) have come together to stop the Manawatū River being polluted.
- Te Rarawa people are working to save the kākū (New Zealand pigeon).

Source: Te Ahukaramū Charles Royal, 'Kaitiakitanga – guardianship and conservation', Te Ara - the Encyclopedia of New Zealand, <http://www.TeAra.govt.nz/en/kaitiakitanga-guardianship-and-conservation> (accessed 20 April 2022)

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

Day 4 activity 1: Reading

Notes for teachers and whānau

In this lesson learners read a text and develop their understanding by making connections or seeking out specific information. There are two texts to choose from depending on the reading proficiency of the learner. Younger learners may need support decoding words in the text and recording their ideas. They will also need someone to discuss their ideas with.

Going
further/
deeper

I am learning to: make connections to/find specific information in the text

What do I need?

- 30 minutes
- Home learning book
- *Weka Helps Out* by Maggie Boston (younger learners)
<https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Phonics-Plus/Weka-Helps-Out>
- *Extraordinary Earthworms* by Sean O'Connor (older learners)
<https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/Extraordinary-Earthworms>

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

Instructions

Today we are reading to find information in our stories. Have your home learning book ready and follow the sequence below.

Younger learners

In your story today Weka is being helpful by looking after the eggs in his nest and keeping them safe so they can hatch. What other ways are animals or insects helpful? Can you think of any creatures that help our environment?

- **Read or listen to** *Weka Helps Out*.
- **Think** about 3 other creatures that are helpful.
- **Draw** a picture of each one in your home learning book.
- **Write** about how they are helpful or **share** your ideas with an older person and ask them to write for you.

Older learners

In your story today you are going to learn about an incredible creature who might be small but helps our environment in a big way. Once you have read the story you will go deeper with your understanding by answering the questions that have been set out.

Read or listen to *Extraordinary Earthworms*.

Answer the following questions in your home learning book:

- According to the story, how many earthworms might you find in your garden?
- Why are earthworms so important?
- What are 2 helpful things that earthworms do?
- Why do earthworms live under the ground?

Copy the worm diagram on page 7 into your book and **label** the different parts.

Day 4 activity 2: Writing

Notes for teachers and whānau

In this lesson learners exercise their imaginations and write a story pretending they are a worm. There are 2 levels of complexity within this activity depending on the needs of the learner. Younger learners may need support with writing their sentences and in some cases it may be appropriate for the learner to share their ideas with an older person and get them to write the sentences for them.

I am learning to: write an imaginative story

What do I need?

- 30 minutes
- Home learning book

Instructions

Imagine if you were a worm. Think about how you would feel being under the cool dark earth creating tunnels, looking for rotting vegetables and leaves to eat. What sorts of things would you enjoy doing? What do you think you would need to watch out for? Today you are going to write an imaginative story about being a worm and use some kupu Māori in your story too.

Younger learners

- **Draw** a picture of yourself as a worm.
- **Think** about where you would be and what would be around you.
- **Write** a sentence or two that matches your picture or tell your sentences to an older whānau member and get them to write them for you.
- **Use** some kupu Māori in your sentences.

Older learners

Imagine you were a worm and **think** about the following questions:

- What sorts of things would you enjoy doing if you were a worm?
- What would you need to watch out for?
- What would the setting and characters be like in your story?
- What problem might you encounter?
- How would you solve that problem?

Write an imaginative story where you were a worm living in the soil in a garden.

Use as much kupu Māori as you can in your story.

Draw an illustration to go with it when you have finished.

Kupu Māori

Worm - noke

Soil - oneone

Leaf - whā

Tunnel - anaroa

Sun - rā

Danger - mōrearea

Bird - manu

Cold - makariri

Wet/damp - mākū

Safe - haumarū

Underground - munamuna

Day 4 activity 3: Mathematics

Notes for teachers and whānau

In this lesson learners solve addition and subtraction problems using the materials provided. There are 2 levels of complexity within this activity depending on the needs of the learner. Some younger learners may need support cutting out the material cards and using them to solve equations. Older learners would benefit from a discussion beforehand about how to use place value materials to solve problems.

I am learning to: solve addition and subtraction problems using materials.

What do I need?

- 30 minutes
- Home learning book
- Older learners look in your pack for copy master 1 and 2
<https://nzmaths.co.nz/sites/default/files/PV-people-1.pdf>
<https://nzmaths.co.nz/sites/default/files/PV-people-2.pdf>

Instructions

In your lesson today you are going to add and subtract numbers using materials to help you. You will need to cut out the materials before you start. Read each question and write the question and your answer into your home learning book.

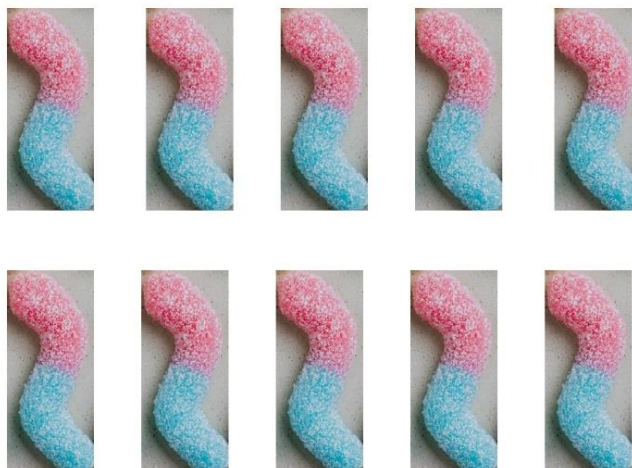
Your task

Younger learners

Cut out each of the worm squares.

Use the worm squares to answer the equations below.

Write the equations and the answer in your home learning book.



$2 + 1 =$	$6 - 4 =$
$3 + 2 =$	$5 + 2 =$
$4 + 1 =$	$3 - 1 =$
$4 - 2 =$	$4 + 3 =$

Older learners

Cut out the place value people on copy master 1.

Use the place value people to **solve** the equations on copy master 2.

Write your answers directly onto the sheet.

Glue it into your home learning book when you are finished.

Day 4 activity 4: Science

Notes for teachers and whānau

In this lesson learners grow their understanding of what is compostable and what is not. There are 2 levels of complexity within this activity depending on the needs of the learner. Younger learners may need some support labelling their pictures.

I am learning: to classify waste as “compostable” or “not compostable”.

What do I need?

- 30 minutes
- Home learning book
- Look in your pack for a copy of the Wellington Compost bin poster
<https://wellington.govt.nz/-/media/rubbish-recycling-and-waste/reducing-your-waste/para-kai-miramar/compost-bin-fridge-card.png>

Instructions

Composting is one way that we can reduce the amount of waste that goes to the landfill. Today you are going to look at some information about what we can compost and what we can't and record some of this information in your home learning book.

As an optional extra you may like to learn more about why we can and cannot compost certain things. See <https://www.stuff4tots.com/composting-for-kids/> to learn more.

Younger learners

1. **Look** at the chart about what we can compost and what we can't.
2. **Choose** 2 things we can compost and draw these in your home learning book.
3. **Write** “compost these” underneath those pictures.
4. **Choose** 2 things we cannot compost and draw these in your book.
5. **Write** “cannot compost these” underneath those pictures.

Older learners

- **Look** at the chart about what we can compost and what we can't.
- **Copy** the table below into your home learning book.
- **Write** the items from the list into the correct column of the table.

Can be composted	Cannot be composted

Vege scraps, cheese, dog poo, grass clippings, bread, wooden utensils, oil, meat, milk, paper towels, pasta, noxious weeds

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

Day 5 activity 1: Reading

Notes for teachers and whānau

In this lesson learners are encouraged to practice reading and re-reading their choice of a text from this week until they have developed fluency and expression. Younger learners may need some initial support decoding some words and all learners are encouraged to share their reading aloud to a whānau member, kaiako, or buddy.

Sharing
my
learning

I am learning to: read with fluency and expression.

What do I need?

- 30 minutes
- A copy of a reading text from this week

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

Instructions

When we read with fluency and expression it makes what we are saying more interesting for the person who is listening. It also helps us to make sense of the story because we can hear the ideas grouped together more easily. Today you are going to practice reading one of your texts from this week so that you can share information with someone in your whānau or kura.

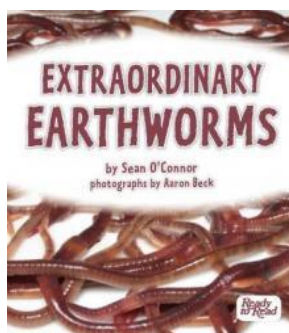
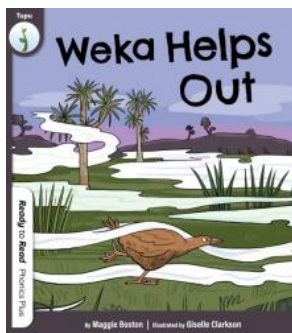
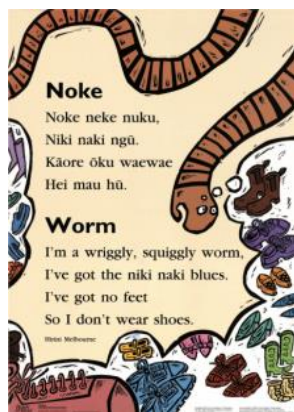
Reading with fluency and expression means reading like you talk. You read at the same speed as you talk, stopping for punctuation and you change your voice to emphasise the meaning of the story.

Your task:

Choose one of the texts you read this week.

Practice reading it over and over again out aloud until you know all the words and can read the sentences like you are talking.

Ask a whānau member, kaiako or friend to listen while you read your story out aloud to them.



Day 5 activity 2: Writing

Notes for teachers and whānau

In this lesson learners create a poster that shows some of their new learning from this week. Learners may need some support mapping out their initial ideas to ensure their poster has the desired impact. Younger learners may need some help writing the message on their poster.

I am learning to: present my ideas for others to read.

What do I need?

- 30 minutes
- Home learning book

Instructions

Today you are going to choose something from your learning this week and create a poster so you can share that learning with others.

Some ideas you might like to think about include:

- A poster encouraging people to recycle
- Information about composting
- Advertising a traditional Māori practice to care for our environment
- A poster encouraging people to put their rubbish in the right place
- A poster that advertises how worms are helpful to us

When you are creating your poster, it might be helpful to think about the following questions before you start:

- What pictures could you use?
- What is the important message you would like to share?
- What writing will you include in your poster?
- What kupu Māori could you use?
- How will you present your poster? (In your book, on a device, etc.)

Your task:

- **Choose** an idea to create your poster about.
- **Plan** out what pictures and writing you will include in your poster.
- **Draw** up your poster in your home learning book, on paper or on your device using pencil first (unless you are using a device).
- **Check** your spelling is correct and you are happy with how everything is laid out on your poster.
- **Colour** in your poster.
- **Share** it with a whānau member, kaiako or friend.

Day 5 activity 3: Science/visual arts

Notes for teachers and whānau

In this lesson learners are encouraged to take action and make a difference to their immediate environment by organising and taking part in a litter pick up around their neighbourhood. They also have the opportunity to create a piece of art using recyclable items that are handy. It will be important to talk about safety practices before going out to do the litter pick up.

I am learning to: think about how I can make a difference to the environment.

What do I need?

- 30 minutes
- Bag for collecting rubbish
- Gloves and/or hand sanitiser
- Optional: <https://www.royalacademy.org.uk/article/family-how-to-make-recycled-sculpture-art-kids-phyllida-barlow-sustainable>

Instructions

How can you make a difference to the environment around you? Talk to your whānau about your new learning and see if you can arrange a litter pick up. Go for a walk around your neighbourhood and see what waste you can find and dispose of properly.

If you have internet access, you could read about recycled sculptures on the Royal academy site and follow the instructions to make your own sculpture. If you don't have access to the internet, that's okay! Use your creativity and see what you can create using recyclable materials.

Your task:

Talk to your whānau about your new learning this week.

Walk around your neighbourhood and collect any rubbish you can find.

Sort the rubbish into landfill, recycling, and compost.

Dispose of the rubbish in the correct place.

And/or

Collect rubbish from your bin or from your neighbourhood walk that you could reuse to make a piece of art (choose things that aren't smelly or messy). Take a member of your whānau with you, and always look carefully before you pick it up!

Read the information and instructions from the website link above if you have internet access or think about how you might use your rubbish to create a piece of art if you don't.

Arrange your rubbish and use materials you have around you such as glue, sticky tape, string, and colouring in materials to create your piece of art.

Share your piece of art with a whānau member, kaiako or friend.

Day 5 activity 4: Mathematics

Notes for teachers and whānau

In this lesson learners are asked to take the data they collected on day two and present it using a bar graph. It would be beneficial to have a discussion with learners about how to display data on a bar graph before they begin this task. Younger learners may need some support drawing up their graph and transferring the data over.

In this activity I am learning to: display information on a graph.

What do I need?

- 30 minutes
- Home learning book
- Completed tally chart from Day 2

Instructions

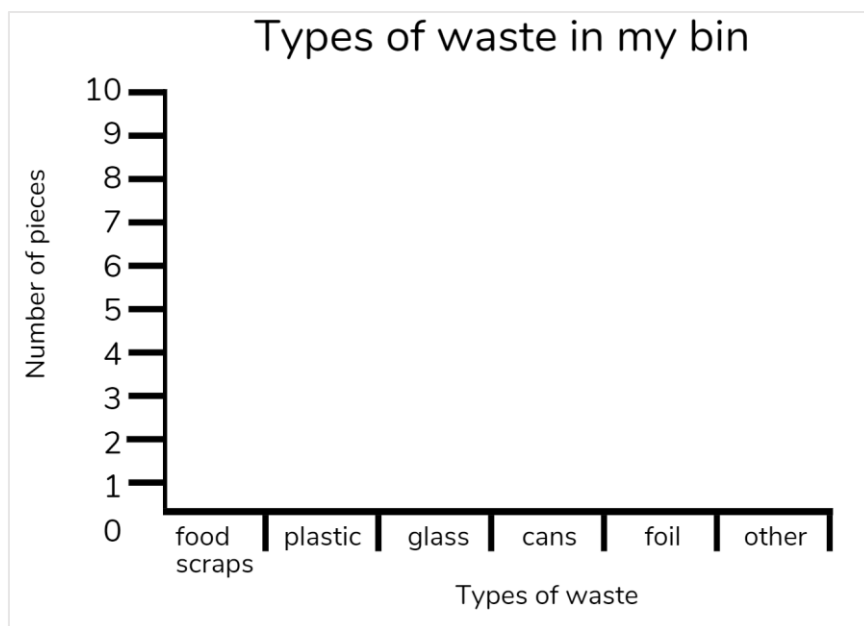
Today you are going to use your tally chart information to create a graph that shows the results of what was in your rubbish bin. Copy the graph below into your home learning books and fill it in using the information you collected. Remember to give your graph a title and label both axis of the graph.

Your task:

Copy the graph below into your home learning book.

Look at your results from Day 2 and use them to **draw** the bars on your graph.

Share your completed bar graph with a whānau member, kaiako or friend



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

Context 2: Cultural Sustainability

Over the next five days we will investigate the theme of sustainability by looking at how we can understand and work towards cultural sustainability.

Cultural sustainability

Sustainability | Toitū



Day 6 activity 1: Reading

Notes for teachers and whānau

In this lesson learners read a poem and identify the rhymes. Some younger learners may need someone to read the poem to them and help them identify the rhyming words. Some older learners may need support writing their own rhyming poem.

Getting
started

I am learning to: identify rhyming words and create a rhyming string

What do I need?

- 30 minutes
- Home learning book
- Look in your pack for a copy of *Mālō e Lelei*

<https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/Malo-e-Lelei>

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

Instructions

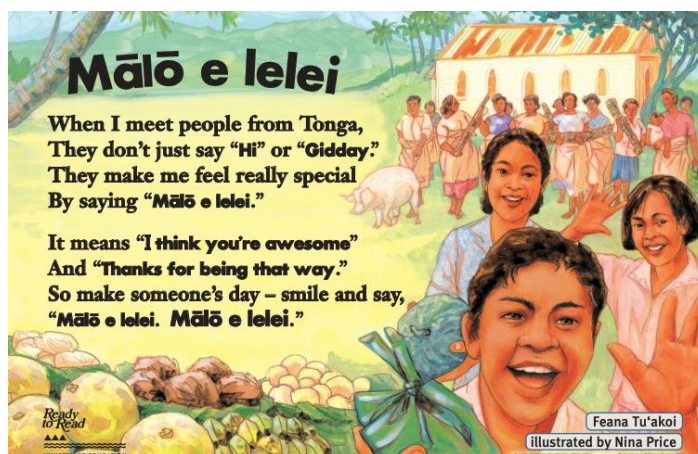
Today we are reading a poem about a special greeting from Tonga - *mālō e lelei*. For this task you are going to talk with a whānau member about how the author feels about people speaking to her in her home language. You will also look at rhyming words in the poem and create a rhyming string.

Your Task:

Read through the poem by yourself or with a whānau member.

Discuss how the author feels when someone speaks to her in her home language. How might you feel if someone spoke to you in a language you didn't understand? Why?

Practice reading the poem and notice all the different words that rhyme with day. **Write** these down.



Write down all the rhyming words you can think of for the following words:

- Make
- Me
- When

Extra for older learners

Choose one of your rhyming strings and create a poem from it.

Share your poem with a whānau member.

Day 6 activity 2: Writing

Notes for teachers and whānau

In this lesson learners create a picture dictionary or translation page using either their home language (if it's not English) or te reo Māori. Younger learners may need some assistance deciding what words to use and then translating and writing them.

I am learning to: create a picture dictionary or translation page.

What do I need?

- 30 minutes
- Home learning book

Instructions

For writing today you are going to create a picture dictionary or a translation page that shares some words in your home language. If English is your home language, then see if you could explore te reo Māori instead. You could use your kaiako, friends at school, whānau at home or a translator on the internet to help you create your picture dictionary or translation page. You may want to look at the example below to help you.

Your task:

Younger learners

Draw 5–8 pictures in your home learning book.

Write the word in your home language or te reo Māori underneath each picture.

Share your picture dictionary with a whānau member, kaiako or friend.

Older learners

Choose 10–15 words you know in your home language.

Write these, along with the English translation in your home learning book.

As an extension, see if you can **write** a short story that uses as many of your words as you can.

Day 6 activity 3: Mathematics

Notes for teachers and whānau

In this lesson learners are asked to create star shapes using a selection of other shapes. It would be beneficial to discuss the names and attributes of these shapes at the beginning of the lesson.

I am learning to: assemble parts of a shape to form a whole.

What do I need?

- 30 minutes
- Home learning book
- Look in your pack for a copy of *Matariki Star Puzzles*
<https://nzmaths.co.nz/sites/default/files/2019-11/matariki-L1-1.pdf>

Instructions

Celebrating Matariki is an important part of New Zealand culture. Matariki is a cluster of stars (also known as the Pleiades cluster) that has held great significance to Māori for hundreds of years. Its reappearance in the sky during the month of Pipiri marks the beginning of a new year and is a special time of reflection and celebration for whānau.

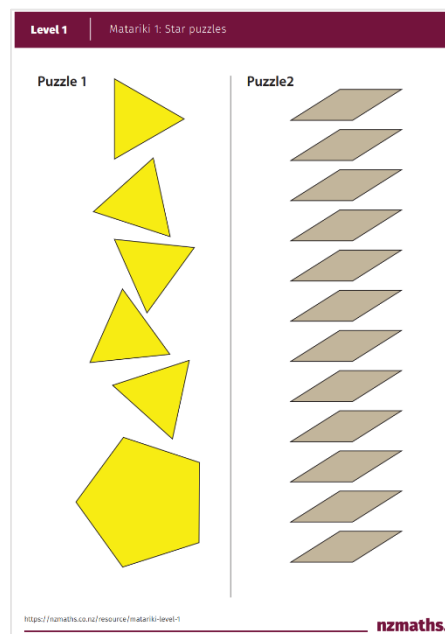
Today you are going to cut out a series of puzzle pieces and see if you can assemble them to make different star shapes. Make sure you keep your puzzle pieces in a safe place because you will use them again tomorrow.

Your task:

- **Cut** out the puzzle 1 pieces from the *Matariki star puzzle*.
- **Arrange** the shapes to make a star shape.
- **Draw** the star into your home learning book.
- **Repeat** this process for puzzle 2.

Think about these questions and **discuss** your answers with a whānau member, kaiako or friend:

- What are the names of the shapes you used to make your stars?
- Can you think of any other shapes you could use to make a star shape?
- Which puzzle pieces were easier to turn into a star?
- Why do you think that was?



Older learners

Write your answers into your home learning book.

Extra activity:

Rearrange your puzzle pieces and see what other shapes you can make.

Day 6 activity 4: Social studies

Notes for teachers and whānau

In this lesson learners explore the definition of culture. Culture can often be assumed as being ethnicity, but the concept of culture can also be our communities, families, and schools. Learners would benefit from having the opportunity to discuss the ideas in the videos before completing the rest of the task. Some younger learners may need support with the writing component of this activity.

I am learning to: define what culture is.

What do I need?

- 30 minutes
- Home learning book
- *Cultures and traditions* video <https://www.youtube.com/watch?v=FOEB87B0Zas> (or the transcript)
- Optional extra video *What is culture?* <https://www.youtube.com/watch?v=Q0lqjUIRzJ0>

Instructions

What is culture?

Today you are going to be exploring what culture is by talking to the people around you, watching some information on YouTube and writing down your ideas in a brainstorm.

Your task:

Talk to the people around you and discuss what you know about culture.

Watch *Cultures and traditions* (or read the transcript if you don't have internet access).

Optional extra: **watch** *What is culture?* as well.

Cultures and traditions transcript

What does it mean when people talk about cultures and traditions? What is a culture? A culture is a pattern of behaviour of a group of people. These can include what kind of food they eat, the language they speak, the sports they enjoy and play, their music, their beliefs, and many other things. Every culture has their own traditions.

What is a tradition anyway? Traditions are the beliefs, routines, and ways of celebrating in families or cultures. Traditions can include what kinds of meals you eat when you celebrate holidays. They can include what kinds of gifts are given. A tradition can be a special prayer you say before bedtime. It can be how you celebrate thanksgiving or Halloween, or a special treat your grandma likes to make for you. Many families have a special tradition for decorating their Christmas trees or for their first days of school.

What traditions do you have in your family?

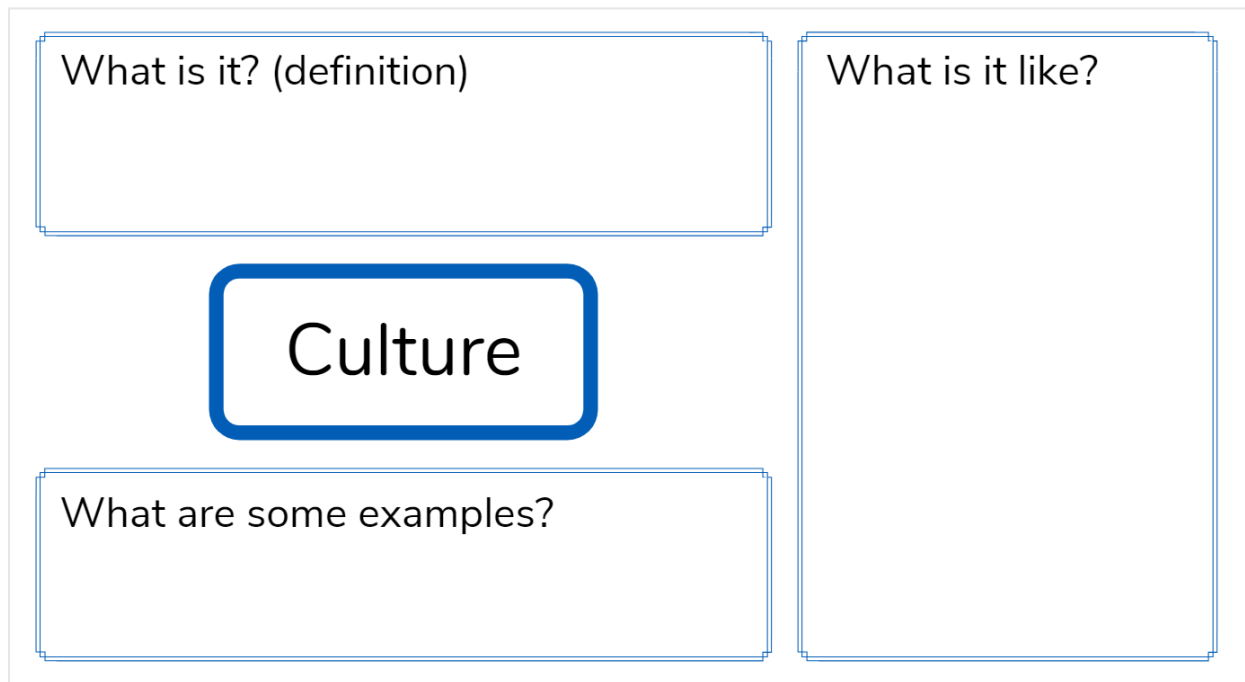
Younger learners

Draw a picture in your home learning book that describes what culture is.

Write a sentence or two underneath your picture explaining your picture (or tell your ideas to an older whānau member and get them to do the writing for you).

Older learners

Copy the concept definition map into your home learning book.



A concept definition map for the word 'Culture'. The word 'Culture' is centered in a blue rounded rectangle. To its left are two stacked rectangular boxes: the top one contains the text 'What is it? (definition)' and the bottom one contains 'What are some examples?'. To the right of the central 'Culture' box is a large, empty rectangular box containing the text 'What is it like?'.

Write your ideas about culture into each of the boxes.

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

Day 7 activity 1: Reading

Notes for teachers and whānau

This lesson has two levels so you can choose the most suitable level. Younger learners read *Be Brave* or have an older person read it to them. Some may need support deciding on the next word to write on their word ladder. Older learners read “*Dawn Parade*” and look at word endings, and some may need help finding these.

Explore,
investigate,
discover

I am learning to: create word ladders or identify word endings.

What do I need?

- 30 minutes
- Home learning book
- Look in your pack for a copy of
Be Brave <https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Phonics-Plus/Be-Brave> (younger learners)
Dawn Parade <https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/Dawn-Parade> (older learners)

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

Your task:

Younger learners

Read or listen to *Be Brave*.

This story is about a girl called Nat. We can use her name to complete a word ladder:

- Nat (I changed the first letter and make)
- Bat (I changed the middle letter and make)
- Bit (I changed the first letter and make)
- Pit (I changed the last letter and make)
- Pip (I changed the first letter and make)
- Lip (I changed the middle letter and make)
- Lap

Create word ladders using the following words. You don't have to write the words in brackets – that was just the example to show you.

kid	can	fun
-----	-----	-----

Older learners

- **Read or listen to** *Dawn Parade*.
- **Copy** the table below into your book.
- **Look** at the examples of word endings that are found in today's story.
- **Think** of other words with the same word ending and **write** these into the table.

mn	le	ial	ne
solemn	people	memorial	stone

Day 7 activity 2: Writing

Notes for teachers and whānau

In this lesson learners write about the different family members in their home. Some younger learners may need to share their ideas orally or have support recording their ideas. For older learners it may be helpful to have a discussion about the sorts of things they could include in their descriptions before they begin.

I am learning to: write a description of a person.

What do I need?

- 30 minutes
- Home learning book
- *Ranginui and Papatūānuku* <https://www.youtube.com/watch?v=g1Kpekzytg0>

Instructions

Today you are going to learn about the whānau members in the story of *Ranginui and Papatūānuku*.

Your task:

Watch the story of *Ranginui and Papatūānuku* or get an adult to **read** the transcript to you.

Draw a picture of each of your family members in your home learning book.

Write their name under each picture and **add** some words that describe that person.

- How would you describe their personality?
- What sorts of things do they like doing?

Extension for older learners

Write a short description to go with each picture (2-3 sentences).

Transcript

This is a Māori tale of creation, the story of Ranginui – the sky father, and Papatūānuku – the earth mother, and how the heavens and the earth were created.

In the beginning lived the earthmother Papatūānuku and the sky father Ranginui, and they dwelt together in each other's embrace. In between them lived their children but their children lived in darkness, and they had to crawl between the narrow spaces between their parents, so they had never seen the light. Neither had they stood. After much complaining one of the sons came up with the plan that he would separate his parents. His name was Tāne. Tāne placed his feet against his father, and he placed his shoulders against his mother, and with all of his might he began to push – pushing his father high into the sky, separating his parents. To cover his mother's nakedness, Tāne was charged with clothing her with all the beautiful greenery, with the forest, with the birdlife and he became known as Tāne-Mahuta, The God of the Forest.

Because of the longing for his beloved Rangi the sky father would cry down tears from the heavens. His tears would fill up the crevices, and become the many lakes, rivers, and seas.

Now, there was a brother who wasn't happy that Tāne had separated his parents and he stayed with his father in the sky. His name was Tawhiri-mātea, the god of the winds and the storms and rain. He would blow down his fury from the heavens.

Whiti mai te ra means 'let the sunshine through!' Through what Tāne did it allowed light and life to come into the world.

Day 7 activity 3: Mathematics

Notes for teachers and whānau

In this lesson learners are asked to find patterns in their everyday surroundings. You can support learners with this task by discussing what a pattern is and helping them to identify patterns around them. Some younger learners may need support drawing their patterns into their home learning books.

I am learning to: find and create a pattern.

What do I need?

- 30 minutes
- Home learning book
- Puzzle shapes from previous day

Instructions

Patterns are a repeated arrangement of objects, colours, sounds, etc. Patterns are all around us. We can see patterns in the environment around us and we can hear patterns too. Sometimes patterns can be seen represented in cultural art, such as kōwhaiwhai patterns, patterns in tapa cloth and patterns in tīvaevae.

Today you are going to see what patterns you can find around you and have a try at creating some of your own patterns.

Your task:

- **Search** the environment around you and look for 3 – 5 different patterns.
- **Draw** these patterns into your home learning book.
- **Create** your own patterns using the puzzle shapes from yesterday's lesson.
- **Choose** one of these patterns and glue it into your home learning book.

Optional Extra

Research whether there are any patterns that are a part of your culture. You could do this by talking to whānau or searching on the internet.

Day 7 activity 4: Social studies

Notes for teachers and whānau

In this lesson learners brainstorm different aspects of their culture and record their ideas in their home learning book. It would be beneficial for them to discuss before recording their ideas. Younger learners may need support drawing the graphic organiser into their books or may prefer to write headings and draw a picture instead.

I am learning to: identify elements of my culture.

What do I need?

- 30 minutes
- Home learning book

Instructions

What is your culture?

Think about your culture and consider the follow questions. You may want to talk to a whānau member about them:

- What is your ethnicity? What is your nationality?
- What language do you speak at home?
- Do you have any clothing that is unique to your culture?
- Are there any foods that are special to your culture?
- What music or dance is part of your culture?

Once you have thought about these questions and/or spoken to a whānau member about them you are going to record your ideas in your home learning book.

Your task:

- **Copy** the graphic organiser into your home learning book (you may need to get an older whānau member to help you).

Younger learners

Draw at least 1 picture or **write** 1 idea in each section of the graphic organiser.

Older learners

Write as many ideas as you can think of into each section of the graphic organiser.




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

Day 8 activity 1: Reading

Notes for teachers and whānau

*This lesson has two levels so you can choose the most suitable level. Younger learners read *Be Brave* or may need an older person to read it to them. Some may need support writing about their idea for the task. Older learners read *Dawn Parade* and consider the ways we acknowledge celebrations and events. It would be beneficial if learners had the opportunity to discuss their ideas before beginning the task.*



Making
meaning

I am learning to: make connections to the text.

What do I need?

- 30 minutes
- Home learning book
- Look in your pack for a copy of
Be Brave <https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Phonics-Plus/Be-Brave> (younger learners)
Dawn Parade <https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/Dawn-Parade> (older learners)

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

Instructions

Younger learners

Today you are going to make connections to the text by thinking about a time when you needed to be brave like Maia was.

- **Re-read/listen** to *Be Brave*.
- **Think** of a time when you were brave like Maia was.
- **Draw** a picture of that time in your home learning book and **write** about it or **tell** your idea to a whānau member and get them to help you with the writing.
- **Start** your sentence with “I was brave when...”.

Older learners

Anzac Day is an important part of Aotearoa New Zealand culture.

Re-read/listen to *Dawn Parade*.

Answer the following questions in your home learning book.

- Why do you think the dawn parade is important?
- How do you currently acknowledge Anzac Day?
- What is another way you could acknowledge Anzac Day?

Think about other holidays or events are a part of your culture.

Write these down in your home learning book and next to each one **record** what you do to acknowledge it.

Here is an example:

Christmas: decorate a tree, have a special meal as family, give gifts to each other

Day 8 activity 2: Writing

Notes for teachers and whānau

In this lesson ākonga are asked to write a list of ideas about the practices and traditions that they have in their home. It would be helpful if ākonga had the opportunity to discuss any family practices or traditions with an older whānau member before beginning this task. Please also note that some younger learners may require support with the writing component of this task.

I am learning to: write a list of ideas.

What do I need?

- 30 minutes
- Home learning book

Instructions

What should we know if we came to your house? Every home has their own culture and ways of doing things. In some families you always take your shoes off before you walk into someone's home, but in other families you leave them on. In some families it is respectful to greet a visitor with a hug or kiss, and in other families you might shake their hand or say hello.

Think about some of the customs and traditions that you follow in your home and record these as a list.

Your task:

Younger learners

Draw 3–5 pictures that show some of the customs and traditions in your home.

Write a short statement under each or **tell** your ideas to a whānau member and get them to do the writing for you.

Older learners

Write 5–8 traditions or customs in your home into your home learning book.

Remember to:

1. Make each idea 1 sentence
2. List your sentences starting each one with a number or bullet point
3. Start each instruction with a verb.

Draw a picture at the bottom of your work to go along with your ideas.

Day 8 activity 3: Mathematics

Notes for teachers and whānau

In this lesson learners create repeating patterns using a range of everyday objects. If working at school it might be helpful to have a range of classroom materials positioned around the classroom for them to use. As a part of this lesson learners are asked to check in with an older whānau member or kaiako to share their understanding of a repeating pattern. Some learners may need initial support creating a repeating pattern.

I am learning to: create a repeating pattern

What do I need?

- 30 minutes
- Home learning book
- A collection of objects you can use to make patterns

Instructions

Today we are going to continue our work with patterns. How complicated can you make your patterns today?

Your task:

Look at the patterns that you copied into your home learning book yesterday and **think** about what makes them a pattern.

Gather objects you can use to create your own patterns. Some ideas might include:

- Stationery (pencils, pens, glue sticks etc)
- Cutlery
- Toys
- Tin cans
- Books
- Fruit (be careful not to bruise it)
- Stones, shells, branches, or other outside items

Create a two-object unit of repeat pattern (see example).



Draw this into your book.

Create a three-object unit of repeat pattern (see example).



Draw this into your book.

Continue to create another 3 or 4 patterns and see how complicated you can make your pattern. How many different objects can you use to create a repeating pattern?

Choose one of your patterns to share with someone and **discuss** these questions:

- Can you describe your pattern?
- What will come next in your pattern?
- How do you know?

Day 8 activity 4: Social studies

Notes for teachers and whānau

In this lesson learners observe photos and consider how they reflect an expression or celebration of culture. As a part of this lesson ākonga are encouraged to reflect on a set of questions and share their responses with an older whānau member or kaiako. Some younger learners may need support with the writing component of this task.

I am learning to: identify the ways that culture can be expressed and celebrated.

What do I need?

- 30 minutes
- Home learning book

Instructions

Look at pictures of children celebrating their cultures in different ways.



Your task:

- What sorts of things are they doing?
- How do you think they are feeling while they do it?
- Why do you think they feel that way?
- What do you do to acknowledge and celebrate your own culture?

Discuss your thinking with a whānau member or kaiako or write your answers in your home learning book.

Draw a picture (or pictures) in your home learning book showing ways you could acknowledge and celebrate your culture.

Write a sentence (or sentences) explaining your picture or tell your ideas to a whānau member and get them to help you with the writing.

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

Day 9 activity 1: Reading

Notes for teachers and whānau

This lesson has two levels so you can choose the most suitable level. Younger learners read Letter to Samoa or they may need an older person to read it to them. Some may need support identifying and writing the different phonemes. Older read “Rātā me te Rākau” and complete work about syllables. It would be beneficial if learners had the opportunity to discuss and practice clapping syllables before beginning this task.

Going
further/
deeper

I am learning to: break unknown words into phonemes (sounds) or into syllables.

What do I need?

- 30 minutes
- Home learning book
- Letter to Samoa <https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Phonics-Plus/Letter-to-Samoa>
- “Rātā me te Rākau” <https://instructionalseries.tki.org.nz/Instructional-Series/Junior-Journal/Junior-Journal-57-Level-2-2018/Rata-me-te-Rakau>

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

Instructions

Sometimes when we come across a tricky word it can help to break it up into phonemes (or sounds) or into smaller chunks like syllables. After you have read or listened to your story today you are going to practice breaking up words into either phonemes or syllables. Don't forget to record this learning in your home learning book.

Your task:

Younger learners

- **Read or listen to** Letter to Samoa.
- **Look** at the words below from the story and see if you can **break** them up into each phoneme (sound). For example moon would be m-oo-n.
- **Practice** sounding out and saying the words.
- **Write** them into your home learning book showing how the phonemes can be broken up (like in the m-oo-n example above)

fish	miss	hats	soon	last	send
------	------	------	------	------	------

Older learners

- **Read or listen to** “Rātā me te Rākau”.
- **Look** at the words below from the story and see if you can **break** them up into syllables. For example hungry would be hun-gry.
- **Practice** clapping the syllables as you say the words.
- **Write** them into your home learning book showing how each one would be broken up into syllables (like in the hun-gry example above)

searching	enough	powerful	Tangaroa	massive	Rātā
creature	thunderous	whoever	amazement	Wētā	guardian

Day 9 activity 2: Writing

Notes for teachers and whānau

This lesson has two levels so you can choose the most suitable level. Younger learners are asked to draw a picture and write a message or letter to accompany it. Some may need support with the writing component. Older learners are asked to retell a story that contains a moral or important message. It would be beneficial if learners discussed their ideas before beginning this task.

I am learning to: write a message or letter or write a retell.

What do I need?

- 30 minutes
- Home learning book

Instructions

Younger learners

Today you read *Letter to Samoa* and in this story Lani wrote a letter and drew a picture to send to her grandma who lives in Samoa. Do you have a whānau member you could write to? They might live far away, or they might live in your home with you.

- **Draw** a picture for a whānau member.
- **Write** a letter or message underneath your picture (you may need to ask someone to help you with the writing).
- **Post/email** or **give** your letter to the whānau member you wrote it for.

Older learners

Today you read “Rātā me te Rākau”. It is a story with an important message about showing respect. What other stories do you know that have a moral or important message in them? Choose one and retell it in your home learning book.

- **Think** about a story you know that has a moral or important message (if you can't think of one you could use “Rātā me te Rākau”)
- **Retell** the story in your own words by writing it into your home learning book.

Remember when we retell a story we:

- **Write** the main ideas of the story
- **Include** the setting and characters
- **Tell** the story in the correct order
- **Tell** people the moral or important message.

Draw a picture to go along with your retell.

Day 9 activity 3: Mathematics

Notes for teachers and whānau

In this lesson learners explore the coins and notes that make up our currency. They answer questions that focus on how our culture is represented in our money. Younger learners may need someone to read the questions and discuss the answers with them.

I am learning to: recognise New Zealand notes and coins.

What do I need?

- 30 minutes
- Home learning book
- Look in your pack for a copy of *Money for starters: NZ money*
<https://nzmaths.co.nz/sites/default/files/2019-07/money-for-starters-1.pdf>

Instructions

Our money in Aotearoa New Zealand demonstrates different aspects of our culture, from famous people to native New Zealand birds. Today you are going to take a close-up look at the notes and coins and answer some questions about them.

Your task:

Look closely at the different Aotearoa New Zealand money.

Talk to a whānau member, kaiako or friend about the answers to these questions (younger learners) or **write** your answers in your home learning book (older learners).

- What colour is the \$5 note?
- Who is on the \$50 note?
- What bird is on the \$100 note?
- What Māori image appears on the 10c coin?
- Which two coins are gold in colour?
- What is the name of the famous building on the \$20 note?
- What famous boat is on the 50c coin?
- What flower appears on the \$10 note?
- Draw the pattern you can see on the 20c coin.
- Which coin is the only bronze coin?

Optional extra

Who are the famous people on our notes?

Research the people that are on the New Zealand bank notes (you could research by asking a whānau member or kaiako or by searching on the internet).

Write in your home learning book who they are and what they were famous for.



Day 9 activity 4: Social studies/Te ao Māori

Notes for teachers and whānau

In this lesson learners can work on their te reo Māori acquisition by choosing from a range of learning tasks. Some learners may need support choosing an appropriate task and younger learners may need support with the writing component of this lesson.

I am learning to: speak and write te reo Māori.

What do I need?

- 30 minutes
- Home learning book
- Look in your pack for the *Te Reo Māori* activity book from Te Papa
<https://www.tepapa.govt.nz/sites/default/files/te-reo-maori-activity-book-v2-eng-a4.pdf>

Instructions

What can I do to acknowledge and celebrate Māori culture?

Māori are the indigenous people of Aotearoa New Zealand, and it is important that we honour and celebrate Māori culture so that we can see it continue to flourish across the country. One way that we can do that is to practice our use of te reo Māori. Complete one of the activities below and build your te reo Māori.

Your task:

Choose one of the tasks below and **share** your learning with someone.

- Write out and share your Pepeha (see template below)
- Create a family book in te reo Māori (see next page)
- Explore <https://www.reomaori.co.nz/resources> and use some of the interactives to practice your te reo Māori.
- Work through the *Te Reo Māori* activity book.

Pepeha Template

Ko _____ toku maunga. (_____ is my mountain)
Ko _____ toku awa. (_____ is my river)
Ko _____ toku iwi. (_____ is my tribe)
Ko _____ toku whānau. (_____ is my family)
Ko _____ toku ingoa. (_____ is my name)

This is one example of how you could create your Pepeha, but there are other variations that you could also use. If you have been given guidance by mana whenua for your area around what you include in your Pepeha, you may want to follow that guidance instead.

You could also try using the NZ Herald Pepeha generator to create your Pepeha online.

<https://www.nzherald.co.nz/kahu/maori-language-week-2021-create-your-own-pepeha/PJPFQLE6WAGNSNGUFMBIMS764Y/>

Pukapuka whānau



Ko _____ toku māmā.

(_____ is my mum)



Ko _____ toku pāpā.

(_____ is my dad)



Ko _____ toku tuakana.

(_____ is my older sibling)



Ko _____ toku teina.

(_____ is my younger sibling)



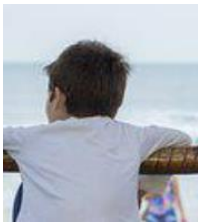
Ko _____ toku kuia.

(_____ is my grandmother)



Ko _____ toku koro.

(_____ is my grandfather)



Ko _____ ahau.

(I am _____)

All images found on www.pixabay.com

Other vocabulary you may wish to use:

- Aunty – whaea kēkē
- Uncle – matua kēkē
- Cousin - whanaunga

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

Day 10 activity 1: Reading

Notes for teachers and whānau

In this lesson learners re-read their text from the previous day and complete a task in relation to that text. Some may benefit from having the text read to them and discussing it with an older whānau member or kaiako before completing the task. Younger learners may need support setting out their answers in their home learning book.

Sharing
my
learning

I am learning to: find word endings in the text / draw conclusions about the text.

What do I need?

- 30 minutes
- Home learning book
- *Letter to Samoa* <https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Phonics-Plus/Letter-to-Samoa> (for younger learners)
- “Rātā me te Rākau” <https://instructionalseries.tki.org.nz/Instructional-Series/Junior-Journal/Junior-Journal-57-Level-2-2018/Rata-me-te-Rakau> (for older learners)

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

Instructions

Younger learners

Today you are going to re-read or re-listen to *Letter to Samoa* and watch out for the word ending “er”. Can you find all the words in the story that end with “er”?

- **Re-read** or **re-listen** to *Letter to Samoa*.
- **Look** for all the words in the story that end with “er”.
- **Write** each of these words into your home learning book.
- **Put** a circle around “er” in each of the words.
- **Practice** saying those words and **listen** for the sound that “er” makes.

Older learners

Today you are going to re-read or re-listen to “Rātā me te Rākau”. Rātā experiences a range of emotions in this story. You are going to identify some of those emotions and think about what caused Rātā to feel that way.

- **Re-read** or **re-listen** to “Rātā me te Rākau”.
- **Identify** 3 different emotions Rātā experiences during the story.
- **Think** about why he was feeling that way.
- **Draw** and **complete** the following table in your home learning book:

Page number	How was Rātā feeling?	Why was he feeling that way?

Day 10 activity 2: Writing

Notes for teachers and whānau

In this lesson learners publish a piece of work that they have created throughout the week. It might be beneficial to talk with ākonga about what quality work looks like before getting them to begin this task. Younger learners may need guidance from an older whānau member or kaiako when publishing their work to ensure accuracy.

I am learning to: publish my writing.

What do I need?

- 30 minutes
- Home learning book

Instructions

Today you are going to choose a piece of work from this week to publish. Remember when we publish a piece of work we want to make sure it has no spelling errors and is as neat and tidy as possible. You might decide to publish your writing on a device, on a piece of paper or in your home learning book. Some ideas of work you might like to publish from this week include:

- Things to know when you enter my home
- My family book (pukapuka whānau)
- My Pepeha
- Retell of a story

Your task:

- **Decide** which piece of work from this week you would like to publish.
- **Check** that it has no spelling mistakes and that the punctuation is correct.
- **Decide** how you will publish your work (digitally, on paper or in your home learning book).
- Carefully **write** out your piece of work using your neatest handwriting.
- Do a **final check** for any spelling or punctuation errors.
- **Draw** a picture to go with your work and **colour** it in neatly.
- **Share** your work with a whānau member, kaiako or friend.

Day 10 activity 3: Mathematics

Notes for teachers and whānau

In this lesson learners are asked to apply their knowledge of money to a range of questions. It would be beneficial to discuss skip counting in 10s and place value in the 10s and 1s before getting students to work on this activity. Younger learners may need support reading the questions, counting in 10s and recording their answers in their books. In some cases it may be more appropriate for learners to discuss their answers with a whānau member or kaiako instead of writing them into their home learning book.

I am learning to: use coins to make a total.

What do I need?

- 30 minutes
- Home learning book
- Look in your pack for a copy of *Money for starters: NZ coins*
<https://nzmaths.co.nz/sites/default/files/money-for-starters-3.pdf>

Instructions

Today you are going to continue your learning about money and see what coins add together to make different amounts. There are a lot of questions today so go at your own pace and see how many you can complete. Make sure you have your *money for starters* sheet handy as it will help you to answer the questions.

Your task:

Answer as many of the following questions as you can in your home learning book.

1. How many 10c coins would you need to make 20c?
2. How many 10c coins would you need to make 50c.
3. How many 10c coins would you need to make \$1?
4. How many 50c coins would you need to make \$1?
5. How many 20c coins would you need to make \$1?
6. How many \$1 coins would you need to make \$2?
7. If you had \$1, 50c, 50c, and \$2, how much money would you have altogether?
8. If you had 3 coins that added up to 40c, what coins would you have?
9. If you had 5 coins that added up to \$1, what might the coins be?
10. How many ways can you make 50c?
11. How many ways can you make 80c?
12. What coin/s could you use to buy a piece of fruit that cost 40c?
13. What coin/s could you use to buy a pencil that cost 70c?
14. What coin/s could you use to buy an icecream that cost \$1.80?
15. What coin/s could you use to buy a card that costs 99c?



Day 10 activity 4: Te ao Māori/social studies/the arts

Notes for teachers and whānau

To finish off this set of tasks learners are asked to choose a way to celebrate and express their culture. They are given a list of suggested ideas but may have their own ideas as well. If this work is being carried out at school, kaiako may decide to hold a cultural celebration day to showcase the different ways learners choose to celebrate their culture. If this work is being carried out at home whānau might like to all get involved in celebrating culture together. Learners may need some support and guidance choosing and carrying out a suitable expression of their culture.

I am learning to: celebrate and express my culture.

What do I need?

- 30 minutes
- Home learning book

Instructions

Today you are going to celebrate your learning from this week and your culture. Think of a way that you could celebrate your culture. It might be something that you read about or noticed earlier in the week, or it could be something different. Here are some possible ideas you might want to use:

- Learning and performing a dance or waiata
- Cooking a favourite cultural dish
- Practicing your use of te reo Māori
- Practicing the use of your home language
- Wearing your cultural clothes and talking about their significance with a buddy or whānau member at home
- Creating a piece of artwork that represents your culture

Your task:

Choose a way to acknowledge and celebrate your culture.

Ask whānau, friends or kaiako to help you as needed.

Carry out your task.

Reflect on how you felt when you did that activity.

Write a short reflection about it in your home learning book (younger learners may wish to **talk** about their ideas with a whānau member or kaiako instead). Try to include:

- A description of the task you chose to do.
- How did it acknowledge or celebrate your culture?
- How did it make you feel?
- Why did you feel that way?

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