



# A learning from home pack

For learners in years 1–3

## Curiosity | Māhirahira

**Context 1: What if ...?**

**Context 2: How does ... work?**

### Layout of the resource

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

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

The activities follow an inquiry learning model (figure 1) exploring one theme through two contexts. Each day the learner will be working through one part of the model culminating with sharing their learning on days 5 and 10.



Figure 1 Inquiry learning model

## Realities

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

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

The pack contains a mix of activities using materials commonly found in most homes. Some activities will require adult support while others can be managed independently. This resource is provided as a Word document so that you can adapt it for your learners. We suggest starting each day with a karakia (see p.7), check in with the teacher, followed by setting up the learning environment. You can replace any of these suggestions with how you want your learner to start their day.

## Resources

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

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

## Resources to print

- <https://nzmaths.co.nz/sites/default/files/ProblemPikelets.pdf>
- [https://nzmaths.co.nz/sites/default/files/HowManyStrips\\_0.pdf](https://nzmaths.co.nz/sites/default/files/HowManyStrips_0.pdf)
- <https://nzmaths.co.nz/sites/default/files/MightyMetres.pdf>

## Resources to send home

- Ready to Read *Bread* by Bernadette Wilson  
<https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/Bread>
- Ready to Read *The Little Red Hen* retold by Kylie Parry  
<https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/The-Little-Red-Hen>
- Ready to Read *The Queen of Spain* by Alan Bagnall  
<https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/The-Queen-of-Spain>
- Ready to Read *Will they float?* by Feana Tu’akoi  
<https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/Will-They-Float>
- Ready to Read *Weka’s Boat* by Samantha Montgomerie  
<https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Phonics-Plus/Weka-s-Boat>
- A4 paper

## Setting up the learning environment

You might like to encourage whānau to support learners to set up a space for learning at home. This will help create structure for the learners, and they could even design their own space as a separate learning activity. Many of the suggested activities and experiences have the option to include online resources which can be accessed and viewed using a Smartphone if learners do not have access to a computer or tablet.

## Overview of the learning in this pack

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

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

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

Day 1	Day 2	Day 3	Day 4	Day 5
Sparking my curiosity with <i>Goldilocks and the three bears</i> – reading, writing and maths.	Exploring bread through reading, maths, and science.	Making meaning through investigating more about bread and following a process.	Going further with <i>The Little Red Hen</i> , planning a recipe, and considering tikanga around food.	Sharing my learning by publishing my recipe and applying my new learning in maths.
Day 6	Day 7	Day 8	Day 9	Day 10
Getting started with a boat theme which is spread across reading, writing and technology.	Exploring floating and sinking as I “think like a scientist” and question what I have observed.	“Arrr me hearty”. Making meaning by continuing to unpack my knowledge of boats through a pirate theme.	Going further with <i>Weka’s Boat</i> in literacy and a continued technology/science focus.	Sharing my learning by writing a letter and designing a boat for use out at sea.

## 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 throughout the day, such as Zooming with the class/teacher.

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

## Daily fitness – Choose something each day

It is important to include a fitness activity, at the learner's ability level, every day. Please ensure that your learner includes this in their daily timetable. If possible, it would be great to do the fitness activity with your learner or have them complete it with their siblings where appropriate. Remind your learner to exercise safely!

Below are some activities to choose from, adapt, or you can make up your own ideas!

### Alphabet exercise

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



### You've got rhythm

Listen to various types of music with different rhythms. See if you can find out what your favourite type of music is. See if you can feel the rhythm through vibrations. Think of different ways you can move to the rhythm with different parts of your body.

Are you able to make up a dance with another body part?

Are you able to make up a dance sitting down?

Are you able to make up a dance with your face and head?

- How else could you dance?



### Video exercises

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

Goldilocks and the three bears yoga <https://www.youtube.com/watch?v=bxd71qzw0UM>

## Daily wellbeing – Choose something each day

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

### Relaxation stretches



Little goose – lay on your back with your feet up on the wall and legs straight. Spread your arms apart flat on the floor



Little cat – Snuggle in tight! Sit cross legged on the floor. Bend forward at the hips and place your forehead on the floor.



Little cow – Standing up, clasp your hands together behind your back and bend forward at your hips.



Little foal – Lay on your back. Pull your knees in and hold them tight. Whisper something about your day.



Little fish – Sit comfortably. Take a deep breath. Puff up your cheeks and hold your breath. Slowly let it out.



Little sheep – Stand near a wall. Place both hands on the wall at your shoulder height. Bend your elbows slightly and push in and out against the wall.



Little bird – Sit comfortably. Close your eyes and take deep breaths. Breathe in through your nose and out through your mouth.



Little bee – Stand with your feet slightly apart. Bend forward at your hips. Swing your arms in a figure 8 motion.



Little snake – Lie on your back with your legs straight and cross at the ankles. Raise your arms over your head and cross them at the wrists. Stretch out long.



Little pup – Stand with your feet slightly apart. Bend forward at the hips and place your hands on the ground.

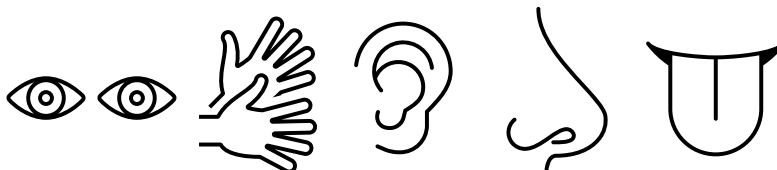


Little deer – Sit on the floor with your feet spread far apart. Bend forward at the hips and touch one foot and then the other.

### 5–4–3–2–1 Mindfulness

Look for:

- 5 things you can see
- 4 things you can touch
- 3 things you can hear
- 2 things you can smell
- 1 thing you can taste



### Video resources

Triangle breathing <https://www.youtube.com/watch?v=u9Q8D6n-3qw>

Cosmic kids “Peace Out” <https://www.youtube.com/watch?v=a1dgkivX9-A>

## 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, such as 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

<https://www.otago.ac.nz/cs/groups/public/@Māori/documents/webcontent/otago667429.mp3>

Whakataka te hau ki te uru Whakataka te hau ki te tonga Kia mākinakina ki uta Kia mātaratara ki tai E hī ake ana te atakura He tio, he huka, he hau hū Tīhei mauri ora!	Cease the winds from the west Cease the winds from the south Let the breeze blow over the land Let the breeze blow over the ocean Let the red-tipped dawn come with a sharpened air. A touch of frost, a promise of a glorious day.
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### Planning my day

- Have you chosen which activities you will do today and when?
- Have you chosen a fitness activity (see p. 5)?
- Have you chosen a wellbeing activity (see p. 6)?
- Have you done a 'Wellbeing check-in'?
- How are you feeling today?
  - How do you feel about your readiness to learn this morning?
  - What do you need extra help with today? Who could you get to help you?  
What strategies could you use to make your learning more effective?
  - What would you like to do as a quiet time activity to end your day?
- Remember to do your Reflection at the end of the day (see p. 8).



## Ending each day

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

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

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### **In this activity I am learning to: reflect on my learning.**

What do I need?

- A notebook or online doc that you can use each day for your reflection activity. We will call this your “reflective journal”
  - Materials for your quiet time activity
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Take some time to think about how you are feeling after today’s learning activities.

Reflect on the following prompts in your reflective journal.

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



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



## Context 1: What if...?

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

# What if ...?

**Curiosity | Māhira**



# Day 1 activity 1: Inquiry getting started

## Notes for teachers and whānau

Activity 1 requires learners to consider examples of curiosity in the story *Goldilocks and the three bears* and then make connections to themselves by sharing examples of when they have been curious about something. Younger learners may need someone to read the story to them if they don't have internet access and may need support from a whānau member to record their ideas in their home learning book.

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



Getting  
started

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### In this activity I am learning to: identify examples of curiosity.

What do I need?

- 30 minutes
- Copy of *Goldilocks and the three bears* (or follow the youtube link here: <https://www.youtube.com/watch?v=bxy2hCYX3SE>)
- Home learning book

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### Instructions:

You will listen to/read the story of *Goldilocks and the three bears* on the next page. In this story we see examples of curiosity. Goldilocks was curious about who lived in the house and the bears were curious about who was in their house. Being curious helps us to learn more about the world around us. What are some things you have been curious about before?

### Your task:

**Listen** to or **read** the story of *Goldilocks and the three bears*.

In your home learning book **write** a list or **draw** pictures or **talk** to somebody in your whānau about things you are curious about. Some examples might be:

- Why does detergent turn into bubbles when it is added to water?
- What makes a car move?
- Do carrots really help me see in the dark?
- Who invented the cell phone?

## Goldilocks and the three bears



Once upon a time, there was a little girl named Goldilocks. She went for a walk in the forest. Pretty soon, she came upon a house. She knocked and, when no one answered, she walked right in.

At the table in the kitchen, there were three bowls of porridge. Goldilocks was hungry. She tasted the porridge from the first bowl.

"This porridge is too hot!" she exclaimed. So, she tasted the porridge from the second bowl. "This porridge is too cold," she said. So, she tasted the last bowl of porridge. "Ahhh, this porridge is just right," she said happily, and she ate it all up.

After she'd eaten the three bears' breakfasts, she decided she was feeling a little tired. So, she walked into the living room where she saw three chairs. Goldilocks sat in the first chair to rest. "This chair is too big!" she exclaimed. So she sat in the second chair. "This chair is too big, too!" she whined. So she tried the last and smallest chair. "Ahhh, this chair is just right," she sighed. But just as she settled down into the chair to rest, it broke into pieces.

Goldilocks was very tired by this time; she went upstairs to the bedroom. She lay down in the first bed, but it was too hard. Then she lay in the second bed, but it was too soft. Then she lay in the third bed, and it was just right. Goldilocks fell asleep.

As she was sleeping, the three bears came home. "Someone's been eating my porridge," growled Papa bear. "Someone's been eating my porridge," said Mama bear. "Someone's been eating my porridge and they ate it all up!" cried Baby bear.



"Someone's been sitting in my chair," growled Papa bear. "Someone's been sitting in my chair," said Mama bear. "Someone's been sitting in my chair, and they've broken it to pieces," cried Baby bear.

They decided to look around some more and when they got upstairs to the bedroom, Papa bear growled. "Someone's been sleeping in my bed." "Someone's been sleeping in my bed too" said Mama bear. "Someone's been sleeping in my bed and she's still there!" exclaimed Baby bear.

Just then, Goldilocks woke up. She saw the three bears. She screamed, "Help!" and she jumped up and ran out of the room. Goldilocks ran down the stairs, opened the door, and ran away into the forest. She never returned to the home of the three bears.

The End

## Day 1 activity 2: Writing

### Notes for teachers and whānau

Learners retell the story of *Goldilocks and the three bears* but add a twist and consider how this might change the story. Younger learners may need support from a whānau member to record their story in their home learning book.

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### In this activity I am learning to: retell a story while changing one part of it.

What do I need?

- 30 minutes
- Home learning book

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### Instructions:

What if the three bears had eaten toast instead of porridge?

Today you are going to use your curiosity and rewrite the story of the three bears, imagining what might happen if they were eating toast instead of porridge. Think about:

- What kind of toast would each bear have had?
- What might they have put on each piece of toast?
- Whose toast would Goldilocks have eaten and why?

Have a look at the kupu Māori (Māori words) list in the table below and see how many of the words you can use to replace the English ones in your new story.

### Your task:

**Think** about *Goldilocks and the three bears*. What are the main parts of the story?

**Retell** the story of *Goldilocks and the three bears* in your own words but change part of the story so that the bears were eating toast instead of porridge.

Depending on your writing confidence you could do one of the following:

1. **Write** your retell into your home learning book. Remember to:
  - Start your retell with “Once upon a time”
  - Write in the past tense
  - Summarise the story by retelling the key events that take place
  - Include information about the setting, characters, problem, and resolution.
2. **Draw** pictures that retell the story and write a short sentence under each picture.
3. **Speak** your story to a whānau member.

Remember to **include** some kupu Māori in your story too.

Tūru — chair	Hikoi — walk	Pereti — plate	Makariri — cold	Pāpā — father
Moenga — bed	Toru — three	Ngege — tired	Oma — run	Pēpē — baby
	Tōhi — toast	Wera — hot	Māmā — mother	Pea — bear

# Day 1 activity 3: Mathematics

## Notes for teachers and whānau

Learners will compare the volumes of different containers by pouring from one to another. By using this direct comparison they will order containers from those that hold the least to those that hold the most. Task adapted from <https://nzmaths.co.nz/resource/three-bears>.

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**In this activity I am learning to: compare and order the volume of containers.**

What do I need?

- 30 minutes
  - Home learning book
  - Three bowls and three cups of different sizes
  - Water
  - A type of cereal (or something to represent cereal) that can be poured
- 

## Instructions:

Today you are looking at different sized bowls and cups and deciding which would be most suitable for Father bear, Mother bear, and Baby bear. Father bear has the biggest bowl, Mother bear has the middle-sized bowl, and Baby bear has the smallest bowl.

You are going to think about how to use measurement to prove which bowl or cup is the biggest, medium sized, and smallest.

## Your task:

Find 3 different sized bowls and fill each one with cereal. Pour the cereal carefully so that none is wasted so you can put it back into its bag or container later.

- Which bowl would belong to Father bear?
- Which bowl do you think has the most cereal in it?
- What makes you think that?
- How could you find out which bowl holds the most cereal?

**Record** the answers to these questions in your home learning book. Some younger learners may need to **discuss** their answers with someone instead and to record their answers if they are unable to.

**Find** 3 different sized cups and fill them with water (you may want to do this part of the activity outside so that you don't spill water all over the floor).

Put the cups in order from the largest to the smallest for Father, Mother, and Baby bear.

- Which cup do you think has the most water in it?
- Why do you think that one?
- How could you check?

**Record** the answers to these questions in your home learning book.

- Is there another way you could prove which cup holds the most water?

## Day 1 activity 4: The arts/drama

### Notes for teachers and whānau

Learners act out the story of *Goldilocks and the three bears* by using toys and other household objects. Learners might choose to use the retell that they completed earlier in the day. Encourage them to use an expressive voice to engage their audience.

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**In this activity I am learning to: act out a story using an expressive voice to engage an audience.**

What do I need?

- 30 minutes
- Toys

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### Instructions:

Using your toys and other household objects, see if you can act out the story of Goldilocks and the three bears.

Before you act out the story think about the following:

- What toys can I use to be Goldilocks and each of the bears?
- What other objects will I need? (e.g. bowls, spoons, cushions, pillows, etc)
- How can I change my voice, so people know which character is which?
- Who might have a deep sounding voice?
- Who might have a soft voice?
- Who might have a high-pitched sounding voice?
- What order will I tell the story in?

### Your task:



**Think** about the story of *Goldilocks and the three bears* or your retell from the earlier activity.



**Choose** some toys to be each of the characters and other things around your house to represent the objects in the story.



**Think** about what sort of voice each character would have and practice these.



**Think** about how the characters might move around and practice this.

**Practice** telling the story in the right order.

After you have had some time to practice, **show** your performance to a member of your whānau or to your teacher. Or you could **record** your performance on a phone, iPad, or other digital device and share it with whānau or your teacher at another time.

**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

Learners are introduced to the text *Bread* by Bernadette Wilson. Once they have read or listened to the story, they can make meaning by generating their own questions about the book and by exploring unknown or interesting vocabulary.

Explore,  
investigate,  
discover

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

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**In this activity I am learning to: use questions and vocabulary to help me understand what I am reading.**

What do I need?

- 30 minutes
- Home learning book
- Look for the book *Bread* in your pack or access the PDF and audio online <https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/Bread>

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

### Instructions:

Today you are going to listen to or read the book *Bread*. Once you have finished the book, use your curiosity to think of any questions you have and find the meaning of words that are new to you, or that you find interesting.

### Your task:

**Read** or **listen** to *Bread* by Bernadette Wilson.

**Think** of 3–5 questions you have after reading this text.

**Write** them in your home learning book (younger learners might tell a whānau member their questions and get that person to write the questions for them).

**Find** 3–5 words in the text that you don't know the meaning of, or that you think are interesting words. Use a dictionary, internet, or whānau member to find out what each of these words mean.

**Write** each word and its meaning in your home learning book.





## Day 2 activity 2: Writing

### Notes for teachers and whānau

*Learners take their learning further by researching bread recipes. This lets them familiarise themselves with vocabulary from the book and identify key ingredients used when baking bread. They will engage in procedural writing by writing out a chosen recipe, taking note of how it is set out and the language used.*

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### In this activity I am learning to: identify the key features of a recipe.

What do I need?

- 30 minutes
  - Home learning book
  - 2–3 different bread recipes
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### Instructions:

Now that you have read the book *Bread* you are going to search out other bread recipes and choose your favourite one to record in your home learning book. Use cookbooks, the internet, or knowledge from a whānau member to look for bread recipes, or you could use the examples below.

### Your task:

- **Search** for and **read** 2–3 different bread recipes.
- **Choose** your favourite recipe.
- **Copy** it into your home learning book.

Answer the following questions:

- What do you write first in a recipe?
- How are the ingredients written up? (Sentences, list, amounts at the start, etc.)

**Discuss** with a member of your whānau:

- What is a method?
- How are the instructions set out?
- What do you notice about the first word of each instruction?

## Basic Bread

Source: <https://www.tasteofhome.com/recipes/basic-homemade-bread/>

### Ingredients

- 1 package (¼ ounce) active dry yeast
- 3 tablespoons sugar plus ½ teaspoon sugar
- 2 ¼ cups warm water
- 1 tablespoon salt
- 6 cups flour
- 2 tablespoons canola oil

### Method

1. Dissolve yeast and ½ teaspoon sugar in warm water in a large bowl and leave it to stand until bubbles form on surface.
2. Whisk together remaining 3 tablespoons sugar, salt and 3 cups flour.
3. Stir oil into yeast mixture; pour into flour mixture and beat until smooth. Stir in enough remaining flour, ½ cup at a time, to form a soft dough.
4. Turn dough onto a floured surface and knead until smooth and elastic (about 8–10 minutes).
5. Place in a greased bowl, cover and let rise in a warm place until it has doubled in size (about 1 ½ to 2 hours).
6. Punch dough down. Turn onto a lightly floured surface; divide dough in half. Shape each into a loaf. Place in 2 greased 23 by 13 centimetre loaf pans. Cover and let rise until doubled, 1 to 1 ½ hours.
7. Bake at 190°C until golden brown and bread sounds hollow when tapped (about 30–35 minutes). Place on wire racks to cool.

## Best Banana Bread

Source: <https://thesaltymarshmallow.com/best-banana-bread-recipe/>

### Ingredients

- ½ cup **butter**
- 3 large ripe bananas
- 2 large **eggs**
- 1 teaspoon **vanilla** extract
- 2 **cups** flour
- 1 **cup** sugar
- 1 teaspoon **baking** soda
- ½ teaspoon salt
- ½ teaspoon cinnamon

### Method

1. Preheat oven to 175°C. Grease a bread pan with non-stick cooking spray or butter and put aside.
2. Melt butter in a large bowl in the microwave.
3. Add bananas to the same bowl and mash with a fork.
4. Add vanilla extract and egg to the bowl and use the same fork to mash and stir until everything is well mixed.
5. In a second large bowl whisk together flour, sugar, baking soda, salt, and cinnamon.
6. Add the dry ingredients to the wet ingredients and mix together with a wooden spoon until just until combined. Pour mixture into the greased bread pan and bake for 45–55 minutes

## Rēwena Bread

Source: <https://totspantry.co.nz/blogs/recipe/rewena-Māori-bread-recipe>

There are two parts to this recipe. The first part is the 'bug' which helps the bread to rise without adding yeast and is made a few days before you make the bread. The second part is the bread dough which makes the bread.

### Part one

Bug

#### Ingredients:

- 1 tsp sugar
- 1 cup water
- 2 cups flour
- 1 medium

#### Method:

1. Boil potato in the 1 cup of water until soft, then leave to cool.
2. Mash potato and water together once it is lukewarm and mix in the flour and sugar.
3. Add more water if needed to make a batter.  
Cover batter and leave to rise for 1 day in a warm place (the batter will smell like yeast and have small bubbles on the surface)

### Part two

#### Bread

#### Ingredients:

- 5 cups flour
- 1 tbsp salt
- 1 tbsp baking powder
- 1–2 tsp sugar
- 1 cup rēwena bug



#### Method:

1. Mix flour and salt in a large bowl and make a well in the centre.
2. Place rēwena bug in well and sprinkle over baking soda.
3. Mix together gently then knead lightly for 10–15 minutes adding more water if mixture seems too firm.
4. Shape into a ball and leave in a warm place to rise (a few hours or overnight).
5. Sprinkle flour over a baking tray and brush bread lightly with oil.
6. Bake at 200°C for about 40 minutes or until a skewer inserted into the centre of the bread comes out clean.

## Day 2 activity 3: Mathematics

### Notes for teachers and whānau

Learners practice estimation and compare the capacity of objects using different dimensions. To complete this task, they will need two cups or glasses that have different dimensions but similar capacity. There is a reading component to this activity so younger learners may need support from a whānau member.

---

**In this activity I am learning to: order and compare objects by volume and capacity.**

What do I need?

- 30 minutes
  - Home learning book
  - 2 cups or glasses that are different shapes but similar in capacity
- 

### Instructions:

You are going to compare how much water different glasses can hold and using estimation, predict which glass holds more, then you will test that prediction. Look for 2 different sized glasses – perhaps one that is tall and skinny and one that is short and fat. You may want to do this activity outside so that you don't spill water on the floor.

### Your task:

**Choose** 2 glasses (one tall and skinny and the other short and fat if possible.)

**Fill** the glasses with water.

Which of these 2 glasses would you choose if you wanted the one that holds the most liquid?

**Answer** these questions in your home learning book as you work through them.

1. Which glass do you think can hold more? Or do you think they can hold the same amount? Give a reason for your answer.
2. Try your idea out. Fill one of the glasses with water.
3. Now carefully tip the water from one glass to the other. What did you notice?
4. Which glass can hold more? Or do they both contain the same amount.
5. Give reasons for your answer.



**Check** back – were your predictions at the start of the lesson correct?

## Day 2 activity 4: Science

### Notes for teachers and whānau

Learners follow instructions to create a bread “bug” and use the scientific skill of observation to record what changes happen over a period of time. This experiment requires cooking so younger learners may need adult support. There are follow up activities to this on day 3 activity 5, and day 5 activity 3.

### In this activity I am learning to: follow and describe the steps of an experiment.

What do I need?

- 30 minutes
- Home learning book
- Ingredients: One medium potato, water
- Equipment: a pot, potato peeler, fork, glass jar, oven

### Instructions:

Yeast is an important ingredient in bread, but during the COVID–19 pandemic yeast has been tricky to find. Today we are going to learn how to make yeast from a potato. Your job is to follow the instructions, observe and record what you notice each day.

### Your task:

**Read** the instructions and **create** your potato yeast by following each instruction carefully.

**Write** up the experiment in your home learning book and **fill in the hypothesis** (what do you think is going to happen?). Younger learners may decide to discuss the experiment and their hypothesis with a teacher or whānau member instead of writing it up.

**Potato Yeast** (Source: <https://practicalselfreliance.com/potato-yeast-starter/>)

**Aim:** to create yeast from a potato that we can use for cooking.

Equipment:	Ingredients
<ul style="list-style-type: none"><li>• Peeler</li><li>• Pot</li><li>• Fork</li><li>• Oven</li><li>• Glass jar</li></ul>	<ul style="list-style-type: none"><li>• Potato</li><li>• Water</li></ul>

**Method:**

1. Peel the potato and place it in a pot of water. Bring the water to a boil and simmer for 35–45 minutes or until the potato is completely soft.
2. Pour the cooking water into a container and leave it to cool.
3. Mash the potato thoroughly and place it into a glass jar. Pour the cooled cooking water into the jar until it is full. Leave the jar on the kitchen bench either open or uncovered and wait.
4. Check back on your potato yeast after 24 hours to see if the first tiny bubbles have started to appear on the surface. Once you see the bubbles, put the lid on the jar and give it a really good shake up so that the yeast moves around.
5. Take the lid off and leave on the bench for another 24 hours. Record what you notice.

**Write** about or **discuss** the results of your experiment (what happened?).

**Draw** a picture of what you can see in the jar and label the picture “day 0”.


**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

Learners revisit the text *Bread* by Bernadette. In this task they can choose to complete one of the activities depending on the resources and support they can access. Some activities can be completed independently, and others will require adult support.

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



Making  
meaning

---

### In this activity I am learning to: make connections to the text so that I can improve my understanding

What do I need?

- 30 minutes
- Home learning book
- Look for the book *Bread* in your pack or access the PDF and audio online <https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/Bread>

---

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

### Instructions:

Today you are going to re-read *Bread* by Bernadette Wilson and choose one of the activities listed below to complete in your home learning book.

### Your task:

**Read** or **listen** to *Bread* by Bernadette Wilson, then complete **one** of these activities:

1. How do you like to eat bread? **Draw** a picture or take a photo of your favourite way to eat bread and **write** about it in your home learning book.
2. What are the different recipes or meals that you use bread for at home? **Write** a list of these in your home learning book (think about puddings, side dishes and recipes that use breadcrumbs.)
3. **Bake** bread with a member of your whānau.
4. Where do you get your bread from? **Draw** a table in your home learning book that looks like the one that is on page 9 of the book and **draw** a picture in each box that shows the different places that your whānau get their bread from. **Write** a sentence to go with each picture.
5. **Follow** this link: <https://www.newzealand.com/nz/feature/traditional-Māori-foods/> to **read** about traditional Māori foods. **Create** a chart in your home learning book that shows traditional Māori foods on one side and introduced ingredients on the other. Do you think that bread was a traditional Māori food or was it introduced? How do you know?

## Day 3 activity 2: Writing

### Notes for teachers and whānau

Learners explore the features of a flow chart as shown in the text *Bread* by Bernadette Wilson and use this as an exemplar to create a flow chart of their own. Learners will need to have the flow chart available to look at, and an idea in their mind of what they will create their flow chart about. To make this task more accessible for younger learners you may want to encourage them to draw the pictures in order, and then get them to tell you what they would like written underneath each picture.

---

### In this activity I am learning to: create a flow chart.

What do I need?

- 30 minutes
  - Home learning book
  - Look for the book *Bread* in your pack or access the PDF and audio online <https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/Bread>
- 

### Instructions:

Look at page 7 of the book *Bread* by Bernadette Wilson. Notice how they have made a flow chart for how to make bread. Today you are going to create your own flow chart in your home learning book. You could choose one of the following ideas or you could choose one of your own:

- How to make your favourite sandwich or meal
- How to brush your teeth
- How to make a cake/smoothie/etc
- How to get ready for school
- How to weave something using harakeke/flax

### Your task:

**Re-read** page 7 of *Bread* by Bernadette Wilson. This is an example of a flow chart.

**Notice** how:

- The flow chart has been broken up into steps.
- Each step is numbered.
- Each step has a picture.
- Each step has one sentence underneath the picture explaining what is happening.
- The steps are linked together with arrows showing the order things happen in.

**Choose** an idea and **brainstorm** each of the steps involved.

**Create** a flow chart in your home learning book to show each of those steps in order.

Remember to **include** the ideas you were asked to notice above and **check back** to page 7 as you need to.



## Day 3 activity 3: Mathematics

### Notes for teachers and whānau

Learners explore aspects of measurement using non-standard units to answer a ‘how many’ question. They make predictions and test them as they measure the capacity of a container using everyday household objects. This activity uses water so it could get messy, and we recommend a suitable space outside.

---

### In this activity I am learning to: order and compare objects by volume and capacity.

What do I need?

- 30 minutes
- Home learning book
- Tablespoon, a metric cup, bowl
- Water

---

### Instructions:

You are going to guess how many spoons of water fill a cup and how many cups fill a bowl. You will test your prediction by checking how much each container can actually hold.

Two words you will use today are:

- **Estimate** — A careful guess about the amount, size, or value of something.
- **Actual** — Something that is real or true. When you record the “actual” number today you are writing down the real number it takes instead of your guess.

### Your task:

**Draw** a picture of a cup in your home learning book and write the words “estimate” and “actual” underneath as shown:

Repeat this process, but this time draw a bowl and write the words “estimate” and “actual” underneath.

Look at the tablespoon and look at the cup and estimate how many spoons of water it will take to fill the cup. Write this number next to the word “estimate”.

Carefully pour tablespoons of water into the cup counting as you go until the cup is full. How many tablespoons did it take to fill the cup? Write this number next to “actual”.

Now look at the cup and look at the bowl and estimate how many cups of water it will take to fill the bowl. Write this number next to the word “estimate”.

Carefully pour cups of water into the bowl counting as you go until the bowl is full. How many cups did it take to fill the bowl? Write this number next to the word “actual”.

Compare your estimated number with the actual number. Were your estimates close or were they quite far apart?

Estimate and measure out water into other containers. Were your estimates closer this time or still far apart? Write what you have noticed in your home learning book.



Estimate:  
Actual:

## Day 3 activity 4: Science

### Notes for teachers and whānau

*Learners use the scientific skill of observation so that they can record what changes happen over a period of time. Today they will check back on the potato yeast they began to make on day 2 and make simple observations about what they can see and smell. Learners will then record these in their home learning books. Younger learners may require assistance with this task and depending on their confidence, they could draw the picture and then explain their thinking to a whānau member or teacher who could then write this for them underneath the picture.*

---

### In this activity I am learning to: make observations and record them.

What do I need?

- 30 minutes
  - Home learning book
  - Potato yeast experiment from previous day
- 

### Instructions:

Today you are going to look at your potato yeast experiment from yesterday and use your curiosity to make observations about what you can see and smell. You will then record these in your home learning book. For best results make sure it has been 24 hours since you first did the experiment before you complete this task.

### Your task:

**Look** at the potato yeast you started making yesterday and **think** about:

- What does it look like?
- What does it smell like?
- What changes have you noticed since yesterday?

**Record** your answers to these questions in your home learning book. Younger learners might **discuss** the answers to these questions with a whānau member and ask them to write their ideas for them.

**Draw** what you can see in the jar and **write** “day 1” underneath your drawing. **Put** the lid on the jar, give it a good **shake** and then **remove** the lid again.


**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

Learners are asked to read or listen to *The Little Red Hen*, retold by Kylie Parry, and then make a connection to the text by exploring what they have in their home that can be used to make something. Younger learners may require adult support as they look at different ingredients in their homes and think about how they can use them.

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



Going  
further/  
deeper

---

### In this activity I am learning to: make connections to the text.

What do I need?

- 30 minutes
- Look for the book *The Little Red Hen* in your pack or access the PDF and audio online <https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/The-Little-Red-Hen>

---

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

### Instructions:

You are going to read or listen to the story *The Little Red Hen*. In this story Little Red Hen sees some wheat and says, “I can use that wheat to make some bread”. After you have read/listened to the story think about what ingredients you have in your house that you could use to make something. Some ingredients or ideas you could consider are:

- Some fruit or juice that you could use to make an ice block or smoothie
- Some flour that you could use to make a cake or bread
- The potato yeast that you made to make bread
- Some vegetables that you could use to make a soup
- Some fillings for a sandwich

Once you have decided what you would like to make, use cookbooks, whānau knowledge or the internet to help you create your own special recipe. Use your curiosity to add new flavours or ingredients, but be careful what you add, we don’t want to waste food.

### Your task:

**Read or listen** to [The Little Red Hen](#), retold by Kylie Parry.

**Talk** with a member of your whānau about an ingredient that you have in your home and **brainstorm** different foods you could make using that ingredient.

**Decide** which food you would like to make and use cookbooks, whānau knowledge or the internet to **research** a recipe you would like to make.

**Think** about whether there is anything else you could **add** to the recipe to make it even better.

## Day 4 activity 2: Writing

### Notes for teachers and whānau

*Learners take their ideas from the previous activity and use them to write up their own recipe. This task requires learners to think about the process of procedural writing and specifically how a recipe is set out. Younger learners may require the support of a whānau member or teacher to record their ideas, or alternatively they could use a series of pictures to show the ingredients required and the method that should be followed.*

---

### In this activity I am learning to: write a recipe.

What do I need?

- 30 minutes
  - Home learning book
  - Ideas from previous task
- 

### Instructions:

Now that you have used your curiosity to create a recipe, you are going to write it up in your home learning book. Remember to include:

- A title for your recipe
- A list of ingredients which include the amounts needed
- A list of instructions that are numbered
- And start each instruction with a verb

You can use the recipes that were included in your Day 2 learning as an exemplar to check you have remembered everything.

### Your task:

**Think** about the recipe you brainstormed in activity 1.

**Write** the title of the recipe in your home learning book.

**Write** the list of ingredients one after the other, remembering to include the amount needed of each ingredient.

**Think** about the steps that you need to take to make your recipe.

**Write** each instruction one at a time. Number each instruction and start the sentence with a verb.

## Day 4 activity 3: Mathematics

### Notes for teachers and whānau

Learners work with fractions and capacity in the context of cooking. To support learning it could be helpful to discuss the mathematics involved in cooking and explore the measuring devices used when baking. Younger learners may need support reading the questions and answering the questions. The use of materials is strongly recommended to help learners work out the answers to these problems.

### In this activity I am learning to: use appropriate units to measure volume and capacity.

What do I need?

- 30 minutes
- Home learning book
- Look for this activity supplied in your home learning pack:  
<https://nzmaths.co.nz/sites/default/files/ProblemPikelets.pdf>

### Instructions:

Today you are going to apply your mathematics skills to some recipe problems. Read through your copy of *Problem Pikelets* and answer the questions in Activity 1 on the sheet.

If you complete those questions quite quickly, you may want to have a try at Activity 2 as well.

Remember to record your answers in your home learning book.

### Your task:

**Read** through Activity 1 of *Problem Pikelets*.

**Talk** to your whānau, teacher or a buddy about the questions and **use** materials to help you solve the problems if needed.

**Write** your answers into your home learning book.

Fast finishers could try **answering** the questions in Activity 2 as well.

The image shows a worksheet titled "Problem Pikelets" with a "TECHNOLOGY" section explaining that technologists use functional models and prototypes to evaluate outcomes and identify problems before manufacturing on a large scale. Below this is "Activity One" where Piripi, Ben, Maia, and Helen are making pikelets for a year 5 afternoon tea. They all use the same 25-pikelet recipe, but none are very accurate in their measuring. A list of "Pikelet ingredients" is provided: 1 egg, 1/2 cup sugar, 1 cup flour, 1 teaspoon baking powder, and 1/2 cup milk. A numbered list (1) states: "The first batch of pikelets Piripi makes are lumpy, Ben's are runny, Helen's are too sweet, and Maia's have lots of holes in them. Discuss with a classmate which wrongly measured ingredient would cause each pikelet problem." Below the text is an illustration of two girls in a kitchen. One girl says, "Perhaps there's a reason why the ingredients are listed in fixed amounts!" and the other says, "I thought extra baking powder would make them rise more." Above them are four frying pans, each containing a pikelet with a different shape or texture, representing the different measurement errors.

## Day 4 activity 4: Te Ao Māori

### Notes for teachers and whānau

Learners will engage with Māori tikanga (practices) around food and consider how this tikanga is similar or different to their own tikanga at home. Younger learners may need a whānau member to read and discuss the article with them. They may also need support recording their ideas, or they could draw pictures to represent their thinking.

---

### In this activity I am learning to: recognise Māori tikanga (practices) around food.

What do I need?

- 30 minutes
- Home learning book

Optional: Te mahi kai (preparing food) <https://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Reomations/Te-mahi-kai-Preparing-food>

---

### Instructions:

For this activity you are going to read the information on the next page about Māori tikanga related to food and talk with a whānau member about what practices you already follow in your home, and which ones are new. Once you have done this you are going to write your responses to the questions in your home learning book.

### Your task:

**Read** “Tikanga Related to Food” on the next page or **ask** a whānau member to read it to you.

**Ask** yourself these questions (talk to a whānau member if you are unsure):

- What practices do you already follow in your home?
- What practices are new to you?

**Write** the answers to these questions in your home learning book.

After reading this article, are there any new tikanga (practices) you would like to introduce in your home?

**Write** these in your home learning book or talk to a whānau member about them.



## Tikanga Relating to Food

In te ao Māori, tikanga can be translated to mean the correct procedure, custom, or practice. Here are examples of tikanga that relate to food and how you handle food. You will see that these examples are also good manners, as well as helpful health and safety practices.

- You look after your manuhiri (visitors) by offering food and drinks to them first and making sure they have what they need before you start eating.
- You also show care for manuhiri by ensuring elders (kaumātua and kuia) are seated and served first.
- You should be kind and respectful in what and how you share food with others, such as offering your manuhiri the biggest piece of baking or the freshest food.
- You should not pass food over the heads of people as your head is considered to be tapu (or sacred).
- Clothing (especially things you wear on your head or face such as sunglasses, hats, and face masks) or items that come into contact with bodily fluids (such as tissues) should not be placed on surfaces where you also place food and drinks.
- Items used in the preparation and serving of food should only really be used for those purposes, e.g. containers for drinks and water, tea towels for drying dishes, pots for cooking food.
- You shouldn't sit on tables, especially as these are surfaces where you might also place food.



Sarah Stewart, CC BY 2.0 <<https://creativecommons.org/licenses/by/2.0/>>, via Wikimedia Commons

**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

Learners re-read *The Little Red Hen*, retold by Kylie Parry, and practice retelling the story in their own words. Once they feel confident, learners will share their retell in the way that is best suited for them.

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



Sharing  
my  
learning

---

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

What do I need?

- 30 minutes
- Home learning book
- A digital device for recording (if you have one)
- Look for the book *The Little Red Hen* in your pack or access the PDF and audio online <https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/The-Little-Red-Hen>

---

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

### Instructions:

Today you are going to re-read or re-listen to *The Little Red Hen* and then retell the story in your own words. You could:

- Retell the story to a whānau member in your home or a friend at school.
- Use a digital device to record yourself telling the story and share this recording with whānau or your teacher.
- Retell the story to your favourite stuffed animal.

### Your task:

**Read** or **listen** to *The Little Red Hen*.

**Think** about the characters, the main events, and the order they happen in and **record** your ideas in your home learning book, either by **writing** them down or **drawing** pictures.

**Practice** telling the story in the order it happened, using your own words.

**Share** your retell using one of the ideas mentioned above in the instructions.

## Day 5 activity 2: Writing

### Notes for teachers and whānau

Learners are applying editing and publishing skills to their writing from the previous day. Once learners have produced a quality piece of published writing, they will share it in a way that is most suitable for them. Younger learners will need support from whānau to check they have an accurate draft of their recipe to copy over for their published recipe.

---

### In this activity I am learning to: publish my writing.

What do I need?

- 30 minutes
- Recipe that was created on previous day
- Home learning book or digital device

---

### Instructions:

You are going to publish the recipe you created yesterday. When we publish a piece of work, here are some things to remember:

- Check there are no spelling mistakes
- Set it out correctly
- Use your neatest handwriting (or you could type it on a device)
- Include a picture of what your finished product will look like (this could be a photo or drawing)

Once you have finished publishing your recipe, share it in one of the following ways:

- Show it to a whānau member at home
- Show it to your teacher or friend at school
- Email it to whānau or your teacher

### Your task:

**Re-read** the recipe you wrote yesterday and **check** there are no spelling mistakes (you could get a whānau member or teacher to do this with you).

Using your neatest handwriting and a pencil (if possible), carefully **copy** your recipe onto a clean sheet of lined paper, or onto a new page in your home learning book or **type** it up on the computer. If you make a mistake along the way, use an eraser to rub it out and fix it up. **Check** the list in the instructions above for useful reminders.



**Draw** a picture of what your completed recipe would look like at the bottom of your recipe and colour it in or **take** a photo and **attach** it to the bottom of your recipe.

**Share** your published recipe using one of the ideas in the instructions above.

You could also **ask** a whānau member or teacher to give you feedback on what they think of your recipe.

## Day 5 activity 3: Science

### Notes for teachers and whānau

Learners use the scientific skill of observation to record what changes happen over a period of time. Today they will check back on the potato yeast again from day 2 and make another set of observations. Younger learners may require assistance with this task and depending on their confidence, they could draw the picture and then explain their thinking to a whānau member who could then write this underneath the picture.

---

### In this activity I am learning to: make observations and record them.

What do I need?

- 30 minutes
- Home learning book
- Potato yeast experiment from day 2

Optional: <https://practicalselfreliance.com/potato-yeast-starter/>

---

### Instructions:

Today you are going to look at your potato yeast experiment again and use your curiosity to make a final observation about what you can see and smell. You will then record these in your home learning book. Since this is the last day of your experiment you may want to use your potato yeast to bake some delicious bread to celebrate the learning from the week. You can head to the website above for instructions on how to use the potato yeast to make bread:

### Your task:

**Look** at the potato yeast you made on day 2 and **think** about:

- What does it look like?
- What does it smell like?
- What changes have you noticed since Wednesday?

**Record** your answers to these questions in your home learning book. Younger learners might **discuss** the answers to these questions with a whānau member and ask them to write their ideas for them.

**Draw** what you can see in the jar and **write** “day 3” underneath your drawing.

**Think** about what changes have taken place over the last few days. Go back to the experiment you wrote up in your home learning book on day 2 this week and **record** your thoughts in the section that says “results”. Younger learners may decide to **discuss** this with a whānau member or teacher instead of writing it up.

## Day 5 activity 4: Mathematics, te ao Māori

### Notes for teachers and whānau

Learners use their mathematics learning from the week to compare and order the capacity of a range of household items that can hold something in them. Younger learners may need help reading the instructions for this task and identifying the correct words to match each of their pictures.

---

### In this activity I am learning to: order and compare objects by volume and capacity.

What do I need?

- 30 minutes
- Home learning book
- A variety of household items of different sizes (see list below)

---

### Instructions:

Show your learning from this week! Create a chart in your home learning book that shows different household items in order of the capacity (how much they can hold) from smallest to largest. Some household items you could include:

- teaspoon
- tablespoon
- cup
- serving spoon
- bowl
- drinking glass
- lunchbox
- laundry basket

### Your task:

**Collect** between 5–8 household items and **order** them from the one that can hold the smallest amount, to the one that can hold the largest amount in it.

**Draw** these objects into your home learning book, making sure you draw them in the same order that you have placed them in.

**Label** your pictures using the correct word in English and Māori.

Kupu Māori Tīpūnu — teaspoon tēpu pūnu — tablespoon kapu — cup kokotoha — serving spoon	kumete — bowl karaihe inu — drinking glass pouaka tina — lunchbox kōwara — laundry basket
---	--

You can look up the Māori words for other objects using the [Te Aka Māori Dictionary](#).

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

## Context 2: How does ... work?

The next five days indulge our curiosity by looking at how different things work.

# How does that work?

Curiosity | Māhirahira



## Day 6 activity 1: Inquiry getting started

### Notes for teachers and whānau

Learners read or listen to “The Queen of Spain” by Alan Bagnall and then use the story as motivation to draw and label a boat, using a combination of vocabulary from the book, their own knowledge, and the knowledge of whānau or their kaiako.

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

Getting  
started

---

### In this activity I am learning to: get information from the book.

What do I need?

- 30 minutes
- Home learning book
- Look in your pack for a copy of “The Queen of Spain”  
<https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/The-Queen-of-Spain>

---

### Instructions:

Today you are going to read or listen to *The Queen of Spain*. In this story the children go on a pretend trip in a boat and talk about the different parts of the boat when giving instructions. What are the different parts of the boat they talk about? Are there any other parts of the boat that you can name?

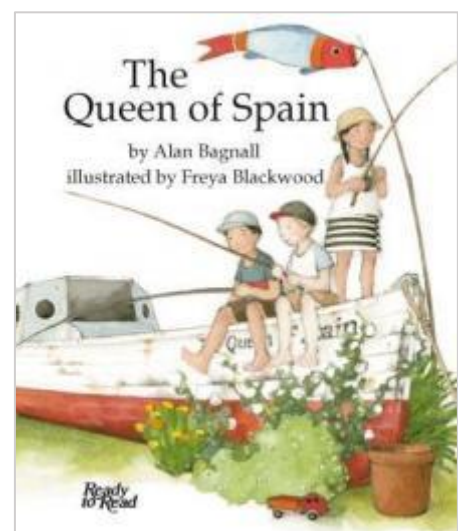
### Your task:

**Read or listen** to *The Queen of Spain* by Alan Bagnall.

**Record** the different parts of the boat that the author talks about in your home learning book.

**Draw** a picture of a boat in your home learning book.

**Label** the boat with the words from your list. Are there any other parts of the boat you can label using your own knowledge or with help from a whānau member or kaiako?



## Day 6 activity 2: Writing

### Notes for teachers and whānau

Learners view an image of waka being paddled, brainstorm ideas using a Y chart, and then write a description about what it would be like out on the water in a waka. Younger learners may need support to record their ideas. They could draw their own picture and share their ideas verbally while a support person writes them down.

### In this activity I am learning to: write a description.

What do I need?

- 30 minutes
- Home learning book

### Instructions:

A description helps someone to imagine what something is like. You want to paint a picture in the mind of the reader so that they can imagine what you saw. See if you can paint this picture in your mind – “The big red dog sat under the shady tree while the sun shone down making patterns through the leaves. He could hear the birds chirping and smell the apples growing in the tree.”



Image source: <https://www.flickr.com/photos/ccheviron/2264504952/>

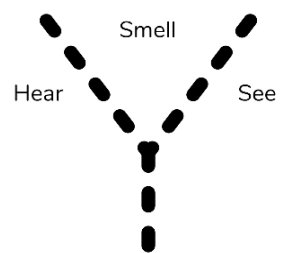
### Your task:

**Look** at the photo above of people travelling in a waka. Close your eyes and imagine you are there with them. Can you imagine the feeling of the breeze on your skin?

**Draw** a Y shape in your book and write **see**, **hear** and **smell** in each of the sections.

**Brainstorm** ideas for each of the sections.

- See – write or draw things you might see while you are in the waka
- Hear – write or draw what you might hear
- Smell – write or draw what you might smell.



**Read** back the ideas in your brainstorm.

**Use** your ideas to **write** a description (younger learners might choose to tell their ideas to a family member to record for them). Try some of these ideas:

- Use precise language (pick the best words to describe what is going on)
- Use language features such as similes, metaphors, or personification
- Organise your ideas in a way that makes the writing flow



## Day 6 activity 3: Mathematics

### Notes for teachers and whānau

*This task involves students estimating 1 metre and creating their own metre ruler by sticking A4 lengths of paper together. Once they have created their ruler, learners will use it to measure objects. Please note that the length of an A4 strip doesn't divide into 1 metre exactly. Learners may need support establishing the correct length of a metre and younger learners may need support when constructing their metre ruler.*

---

**In this activity I am learning to: create and use appropriate devices to measure length.**

What do I need?

- 30 minutes
  - A4 paper
  - 30cm ruler
  - Look for a copy of this in your pack  
[https://nzmaths.co.nz/sites/default/files/HowManyStrips\\_0.pdf](https://nzmaths.co.nz/sites/default/files/HowManyStrips_0.pdf)
- 

### Instructions:

How long is a metre? What can you see near you that is longer than a metre? What is shorter than a metre? Today you are going to create your own metre ruler using strips of A4 paper and use it to measure and compare objects in your home or classroom.

### Your task:

1. Using your ruler measure out 1 metre in length. You can mark the beginning and end of the metre with an object (we've used post it notes in the image below), or if you have chalk, you could mark it on the ground outside.
2. Now take your A4 piece of paper and cut it into strips lengthways.
3. Tape your paper together to make it as long as 1 metre

You may need a whānau member or kaiako to help you work out how long a metre is or make your ruler.

How many strips of A4 paper did you need?

**Write** your answer in your home learning book.



Use your ruler to **measure** other objects. **Find** 5 things that are longer than a metre and 5 things that are shorter than a metre. **Write** these in your home learning book.

**Keep** your metre ruler in a safe place. We are going to use it again this week!

## Day 6 activity 4: Technology

### Notes for teachers and whānau

Learners are asked to think about different boats and how they are powered. They are asked to label or sort how different types of boats are powered, but if they aren't sure they may ask you questions during this activity. Younger learners may need support from a whānau member or kaiako to record their ideas.

**In this activity I am learning: the different energy sources that can be used to make something move.**

What do I need?

- 30 minutes
- Home learning book

Optional - [https://lingokids.com/english-for-kids/modes-of-transport#Water\\_Transportation](https://lingokids.com/english-for-kids/modes-of-transport#Water_Transportation)

### Instructions:

In our story today we saw an example of a boat with an engine, but there are other ways that boats can be powered. The three main ways that boats can be powered are:

- **Powerboats** – powered by an engine
- **Paddle crafts** – powered by people (by using a paddle to row)
- **Sailboats** – powered by the force of the wind

### Your task:

**Look** at the list of boats below and **choose** 2 or 3 to draw in your home learning book and write what type of boat it is underneath the picture. For example:

Types of boats	
speed boat	canoe
schooner	catamaran
waka	houseboat
yacht	ferry
cruise ship	rowboat
sailboat	kayak



If you aren't sure what type of boat it is you could **ask** a whānau member to help you.

### Extension for older learners

**Draw** a table in your home learning book that looks like this:

powerboat	Paddle craft	sailboat

**Categorise** each of the boats in the list below by **writing** each of them into the correct column in the table at the list of boats below.

**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

Learners are introduced to a new text which will be used to guide learning throughout the week. Once they have read or listened to the text, they will then research unknown vocabulary to help support their understanding of what they read. Younger learners may require support to find the definitions of words and record these in their home learning books.

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

Explore,  
investigate,  
discover

---

### In this activity I am learning to: find the meaning of new words.

What do I need?

- 30 minutes
- Home learning book
- Dictionary or internet access (if available)
- Look in your pack for a copy of “Will they Float?”

<https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/Will-They-Float>

---

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

### Instructions:

Today you are going to read or listen to *Will they float?* by Feana Tu’akoi. What words in this text are new to you or have a meaning you are not sure about? Choose 5 words and use the resources you have around you to find their meaning.

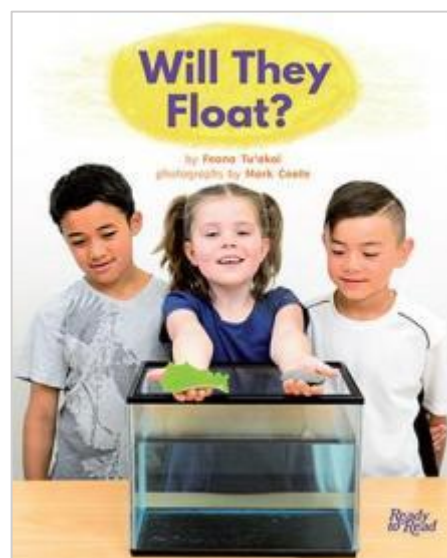
### Your task:

**Read** or **listen** to *Will they float?* by Feana Tu’akoi.

**Rescan** the text and **choose** 5 new or interesting words that you would like to find the meaning of.

**Use** a dictionary, the internet, or a member of your whānau to **find** the meaning of each of your 5 words.

**Write** the words and their definition (meaning) into your home learning book.



## Day 7 activity 2: Writing

### Notes for teachers and whānau

Learners look at a range of sentences and decide if they are a statement or a question. They write the sentences into their book and add the appropriate punctuation. Younger learners may find it helpful to talk with whānau about the difference between a question and statement before completing this activity.

---

### In this activity I am learning to: identify a question.

What do I need?

- 30 minutes
  - Home learning book
- 

### Instructions:

The text in Activity 1 asked you to be curious and “think like a scientist” by asking lots of questions. We knew these were questions because they were asking something and had a question mark (?) at the end of them.

Look at the sentences below and decide which ones are questions and which ones are statements. Write them into your home learning book and if they are a question put a question mark at the end, but if they are a statement, use a full stop.

### Your task:

**Read** each of the sentences.

**Decide** if it is a question or a statement.

**Rewrite** each sentence below into your home learning book and add a full stop if it is a statement or a question mark if it is a question.

#### Statement or Question:

Can I take your plate  
Is this your bag  
I like to eat vegetables  
How long will this take  
The car went very fast  
I like to read books at school  
What did you do at school today



Challenge: **Write** your own sentences and challenge someone in your house to tell you if it is a question or a statement and what punctuation you would use.

## Day 7 activity 3: Maths

### Notes for teachers and whānau

Learners compare the weight of objects to determine which is heavier and which is lighter. To complete this activity they will need a can of food. If this is not available they could use an item of similar weight instead.

**In this activity I am learning to: weigh objects by comparing the weight of one object with another.**

What do I need?

- 30 minutes
- Home learning book
- A tinned can of food

### Instructions:

For this activity you are going to go on a scavenger hunt around your home and find 5 things that are heavier than a can of food and 5 things that are lighter. You will need to hold each object in one hand and the can of food in the other and notice which one feels heavier. Don't forget to record your ideas in your home learning book.

### Your task:

**Choose** a can of food from your cupboard and **notice** how heavy it is.

**Look** around your house for 5 objects that feel heavier than the can and 5 objects that feel lighter than the can.

**Check** if you are right by holding the can in one hand and your chosen object in the other. **Notice** which one is heavier.

**Write** up a table in your home learning book and on one side write the 5 objects that are lighter than a tinned can of food and on the other side write the 5 objects that are heavier than the tinned can of food.



Lighter than a can of ...	Heavier than a can of ...
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

## Day 7 activity 4: Science

### Notes for teachers and whānau

Learners are encouraged to make predictions and then test these by dropping a range of objects into water to see if they sink or float.

Younger learners may need support to record their ideas and because this activity involves water, we recommend learners find a suitable spot outside.

---

### In this activity I am learning to: make predictions and observe whether objects sink or float.

What do I need?

- 30 minutes
  - Home learning book
  - Large bowl of water
  - Different objects that you are allowed to get wet
- 

### Instructions:

You are going to think like a scientist and choose some objects around you and make predictions about whether they will sink or float. Record your predictions and then drop each object into a bowl of water and observe what it does. Were your predictions correct?

### Your task:

**Fill** a large bowl or bucket with water.

**Collect** 5–8 objects from around you that are allowed to get wet.

**Make** a prediction for each object – will they float or sink?

**Write** your predictions into your home learning book (you may want to draw up a table like the one in *Will they float*).

**Drop** each object into the water and **observe** whether they sink or float and write this into your home learning book.

**Use** your curiosity and **think** like a scientist:

- Do big things sink?
- Do heavy things sink?
- Does it matter what size the object is?
- Does it matter what shape it is?
- Why did some things sink and some things float?

Objects	Floated	Did not float
apple	✓	
tennis ball	✓	
marble		✓
potato		✓
block	✓	
nail		✓
toy car		✓
toy boat	✓	
pencil	✓	
modelling clay		✓

Optional digital: If you have access to the internet you may want to **watch** this video about sinking and floating: [https://www.youtube.com/watch?v=eQuW8G2QV\\_Q](https://www.youtube.com/watch?v=eQuW8G2QV_Q)

**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

Learners revisit the text “Will they float” by Feana Tu’akoi and answer a series of questions by retrieving information from the text. Younger learners may prefer to share their thinking with whānau if they are still developing their writing skills.

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

Making  
meaning

---

### In this activity I am learning to: retrieve information from a text.

What do I need?

- 30 minutes
- Home learning book
- Look in your pack for a copy of *Will they Float?*

<https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/Will-They-Float>

---

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

#### Instructions:

Today you are going to re-read the book *Will they Float?* by Feana Tu’akoi and answer the questions below. Answering these questions will help build your understanding about what makes something float or sink.

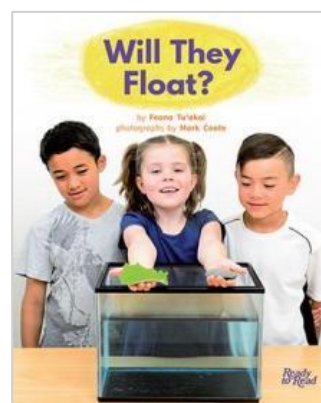
#### Your task:

**Re-read** or **re-listen** to *Will they Float?*.

**Think** about the answers to the following questions and **write** them into your home learning book.

**Focus on** pages 8–15.

- What are 2 things that the author says are light for their size?
- What are 2 things the author says are heavy for their size?
- If something sinks, can we do anything to make it float?
- What does the author suggest makes the difference between something sinking or floating?
- Do you think the dinosaur will float or sink? Why do you think that?





## Day 8 activity 2: Mathematics

### Notes for teachers and whānau

Learners use their home-made ruler from day 6 to build a sense of what is bigger than, smaller than, and about the size of a metre. Younger learners may need support with reading the questions and it may be more appropriate for them to explain their answers instead of trying to record them.

---

### In this activity I am learning to: recognise a metre length.

What do I need?

- 30 minutes
- Home-made metre ruler from day 6
- Home learning book

---

### Instructions:

You will need your home-made ruler to help Captain Blood learn how big 1 metre is.

### Your task:

Captain Blood wants to bury his treasure.

He started from the crooked palm tree and carefully counted 12 steps, (heel, toe) then stopped and placed the treasure on the ground. To make sure he remembered where he left it, he wrote 12 steps on his map.



He asked a young cabin helper to check his measurements to make sure he had measured correctly before digging the hole.

Captain Blood was puzzled. How could the young cabin helper have a different number of steps? Had he made a mistake?

**Think** about what could have gone wrong.

**Record** your answers to these questions in your home learning book:

- Why were Captain Blood's measurements different to the cabin helper's?
- What measure could Captain Blood use that is the same for everyone?

Captain Blood wants to use metres on his map but he's not sure how long, wide, or high a metre is.



He asks his crew to go around the island and make a list of all the things that are less than one metre, about one metre and more than one metre, so that he can learn about a metre.



Use the metre ruler you made on day 6 to measure things around you and decide if they are: less than 1 metre (shorter than your ruler); about 1 metre (the same as your ruler); or more than 1 metre (longer than your ruler).

**Draw** a table like this one and write the objects you measured into the correct column.

Less than 1 metre	About 1 metre	More than 1 metre

### Extra for fast finishers:

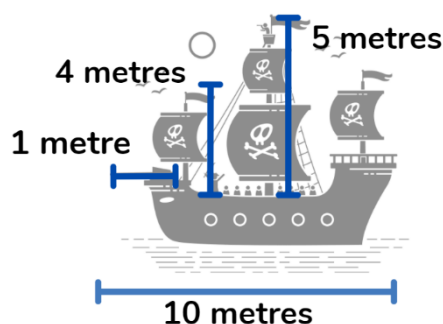
Captain Blood has decided that now he knows what a metre is he wants to draw up plans for his new pirate ship and he would like the crew to help.

Measurements of Captain Blood's new pirate ship:

- Hull: 10 metres long
- Middle mast: 5 metres high
- Front/back mast: 4 metres high
- Plank: 1 metre long

**Measure** and draw the outline of Captain Blood's ship using your home-made metre ruler from day 6.

You could work outside draw the outline with chalk if you have it, or you might use different objects to mark out the points of the ship so you can see how big it would be. Younger learners may need help with the measuring from a whānau member.



## Day 8 activity 3: Writing

### Notes for teachers and whānau

Learners write a narrative using their prior knowledge of pirate stories. A list of words is provided to encourage learners to experiment with new vocabulary. Some younger learners may need support with their writing, or in some cases it might be more suitable for them to draw a picture about their ideas and then tell their story verbally.

---

### In this activity I am learning to: write an imaginative story.

What do I need?

- 30 minutes
- Home learning book

---

### Instructions:

In mathematics today you read about Captain Blood and his mission to bury his treasure safely. Your task in this activity is to think about pirate stories you have heard before and write your own imaginative story about a pirate looking for somewhere to hide their treasure.

### Your task:

**Imagine** you are a pirate out at sea trying to find a safe place to hide your treasure.

**Think** about:

- Who will the characters be in your story?
- Where will the story take place? (Will you stay out at sea or end up on land?)
- What problem will your characters meet?
- What will be the solution to the problem?

**Write** your story in your home learning book and as an extra challenge, see how many of words below you can include.



### Words to include in your story

Rolling	creaked	splashed	staggered	glinting
moana (sea)	taonga (treasure)	ohorere (suddenly)		
ātaahua (beautiful)	paka (grumpy)			

## Day 8 activity 4: Visual Arts

### Notes for teachers and whānau

Learners sketch a picture of a pirate ship. They can follow along with YouTube instructions, or they can follow the written instructions. Some younger learners may need help reading and interpreting the instructions if using the offline option.

---

**In this activity I am learning to: observe shape, position, and size when I sketch.**

What do I need?

- 30 minutes
- Pirate ship image or Youtube clip (if using online option)

<https://www.youtube.com/watch?v=cbOmUz0HOsc>

---

### Instructions:

Can you sketch a pirate ship? Either follow along with the YouTube clip or follow the instructions below. Remember to press lightly with your pencil when sketching.

### Your task:

**Look** at the wooden body of the ship. This is called the hull. **Look** at the shapes, how big they are, and where they are placed.

- **Draw** the hull of the ship.

**Look** at the large t-shaped poles attached to the hull. These are called masts. **Look** at their shape, how tall they are compared to the hull and where they are on the ship.

- **Draw** the masts of the ship.

**Look** at the white triangles attached to the masts. These are called sails. **Look** at where they are attached to the masts, how many there are, and how big they are.

- **Draw** the sails of the ship.

**Look** at the long pole sticking out from the front of the ship. This is called the bowsprit. **Look** at how long it is and where it is attached to the ship.

- **Draw** the bowsprit of the ship.

**Look** at the ropes and wires you can see all around the ship. These are called rigging. **Look** at the 2 types of rigging and how they are attached to the masts.

- **Draw** the rigging of the ship.

Take a final **look** at the picture and then at your sketch. What is missing?

- **Add** any details you can see looking carefully at the shape, size, and where they are positioned.

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



*Walt Faulds, CC BY-SA 3.0, via Wikimedia Commons*

## Day 9 activity 1: Reading

### Notes for teachers and whānau

Learners read the book “Weka’s Boat” by Samantha Montgomerie and choose a follow up activity to complete. Younger learners may need support to write their ideas for the new ending to the story, or they may choose to draw a picture and share their ideas orally.

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

Going further/  
deeper

**In this activity I am learning to: combine my ideas with the authors ideas to help me understand what I read.**

What do I need?

- 30 minutes
- Home learning book
- Look in your pack for a copy of *Weka’s Boat* by Samantha Montgomerie  
<https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Phonics-Plus/Weka-s-Boat>

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

### Instructions:

Read or listen to *Weka’s Boat*. What if Weka had seen a waka floating in the water instead of a log? How might the story have ended differently? Write a new ending for the story or alternatively you may want to explore the names of other NZ native birds.

### Your task:

**Read or listen** to *Weka’s Boat*

**Choose** one of the following activities to complete in your home learning book:

1. **Draw** a picture of Weka in a waka. **Write** a new ending for the story.

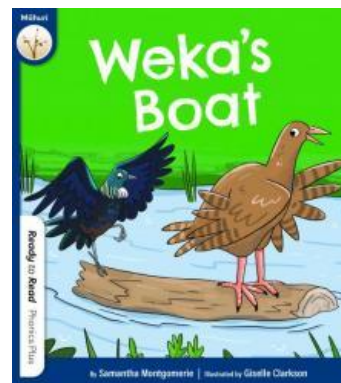
Or

2. Weka is a NZ native bird with a Māori name.

**Think** about other native NZ birds with Māori names.

**Ask** whānau, friends, or kaiako if they can think of other native NZ birds.

**Write** a list of NZ native birds with Māori names in your home learning book and **practice** saying them (if you have internet access you could **listen** to the pronunciation at [Te Aka Māori Dictionary \(Māoridictionary.co.nz\)](http://Te Aka Māori Dictionary (Māoridictionary.co.nz))).



## Day 9 activity 2: Writing

### Notes for teachers and whānau

Learners take the main ideas from “Weka’s Boat” and present them in visual form by creating a comic strip. Some younger learners may need support breaking up the ideas into main “chunks” and adding writing to their pictures.

**In this activity I am learning to: present ideas in a visual form.**

What do I need?

- 30 minutes
- Home learning book

### Instructions:

Today you are going to take the main ideas from the book “Weka’s Boat” and use them to create a comic strip that retells the story. Before you begin, look at this example.



Now think about *Weka’s Boat*:

- What are the main ideas in the story?
- How many boxes will I need to draw? (you will need 1 box for each main idea)
- What pictures will I need to draw in each box?
- What might I write in the speech bubbles to help tell the story?

Younger learners may decide to draw a series of pictures and ask a whānau member or kaiako to write a sentence underneath each picture to match.

### Your task:

**Brainstorm** the main ideas from *Weka’s Boat*.

**Draw** a line of boxes in your home learning book (see the comic strip example)

**Draw** the first thing that happened in the story into the first box.

**Add** speech bubbles and **write** what the characters would be saying.

**Draw** the second thing that happened in the story into the second box.

**Add** speech bubbles and **write** what the characters would be saying.

**Continue** following these steps until you have finished retelling *Weka’s Boat*.

**Colour** in your comic strip and **share** it with a whānau member or kaiako.



## Day 9 activity 3: Technology

### Notes for teachers and whānau

Learners make use of any materials handy and use them to build a boat that can float. It might be helpful for learners to talk with a whānau member or kaiako about their understanding of what makes something float before starting this activity.

---

**In this activity I am learning to: design something that is suitable for its purpose.**

What do I need?

- 30 minutes
  - Materials you have around that you can use to make a boat
- 

### Instructions:

Can you make a boat?

Using materials (such as items in your recycling bin, paper, clay, wood, a plastic bottle, etc) you have around your house see if you can create a boat that will float on water. Test out your boat by putting it in a sink, bowl, or bucket of water. Does it float? Try putting an object inside your boat. Does it still float when it has something inside it?



### Your task:

**Consider** what you have learnt so far about sinking and floating from your science experiment on day 7.

**Collect** materials that you have available (check your recycling box!) and **decide** which ones would be the best to create a boat with.

Get to work and **build** your boat.

**Fill** a sink or bucket with water and gently place your boat on top to **test** if it can sink or float.

### Something extra:

As an extra activity, if you have internet access you may want to have a go at making a paper boat demonstrated in this YouTube video:

<https://www.youtube.com/watch?v=3N7EUi3-PG8>



## Day 9 activity 4: Science

### Notes for teachers and whānau

Learners are asked to “think like a scientist” and answer a series of questions about what happened when they completed the previous activity. They will need to have created a boat and tested it before they can move onto this activity. It may be more appropriate for some younger learners to talk about their answers with a whānau member or kaiako instead of writing them up in their home learning books.

---

### In this activity I am learning to: inquire into why something may or may not have worked.

What do I need?

- 30 minutes
  - Home learning book
  - To have completed activity 3
- 

### Instructions:

It's time to use your curiosity and think like a scientist again. You are going to think about the boat you made in the previous activity and answer the questions below, writing them into your home learning book.

### Your task:

**Think** about the boat you just built and **answer** the following questions:

- Why did my boat float/sink?
- What happened when I put an object inside? Why did that happen?
- Did I choose the right materials for my boat?
- Would these same materials work if I used them to make a boat that was going out to sea? Why or why not?

**Write** your responses to these questions in your home learning book and **draw** a picture of what you saw when you tested whether your boat would float.

**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

Learners activate their prior knowledge and new learning and apply it to ideas from the story. Younger learners may need some support reading the book and writing their down their ideas.

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

Sharing  
my  
learning

---

**In this activity I am learning to: use my prior knowledge to help me understand what I read.**

What do I need?

- 30 minutes
  - Home learning book
  - Copy of “Weka’s Boat” by Samantha Montgomerie  
<https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Phonics-Plus/Weka-s-Boat>
- 

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

### Instructions:

Re-read *Weka’s Boat* by Samantha Montgomerie and use what you know (your prior knowledge) and what you have learnt to make connections with the book.

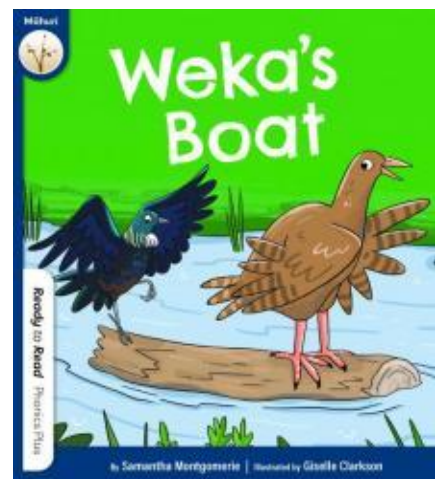
### Your task:

**Re-read** or **re-listen** to *Weka’s Boat*.

Why do you think the boat sank?

**Use** your prior knowledge and your learning from this week to **explain** what Weka could have done to stop the boat from sinking.

**Write** down your ideas and **draw** a picture of what a non-sinking boat for Weka could look like.



## Day 10 activity 2: Writing

### Notes for teachers and whānau

Learners write a letter to share what they have learnt this week. Younger learners may need support to complete this activity and it may be appropriate for them to share their ideas verbally and have someone write for them or they could share their learning verbally via a phone call. If possible, this task could be completed on a digital device or lined paper so that the letter can be sent.

---

### In this activity I am learning to: write a letter.

What do I need?

- 30 minutes
  - Home learning book or digital device or lined paper
- 

### Instructions:

Today you are going to write a letter to someone in your whānau and explain to them what you have learnt this week about how boats work. You might write about how they are powered, what makes them float. You could also write about your experience of building your own boat. Remember to set your letter out correctly and try using some of the suggested kupu Māori in your letter.

### Your task:

**Think** about your new learning this week and who you would like to write to.

**Look** at the example letter and see how it has been set out. **Notice** that it has:

- The date
- A greeting (saying who the letter is to)
- Similar language to when you are talking to someone
- The body (explaining about what you have been learning)
- A closing (saying who the letter is from)

**Write** your letter either on a digital device, on lined paper or in your home learning book using the format above.

Aim to write 3 or more sentences about what you have learnt in the body of your letter. (Younger learners may decide to **draw** a picture to show their learning instead).

**Use** some kupu Māori from the list on the next page for your greeting and closing.

**Send** your letter by email or in the post if you can. Otherwise, you could phone your whānau member and **read** it to them instead.

## Kupu Māori

Greetings - mihi Kia ora – hello (informal) Tēnā koe (1) kōrua (2) koutou (3 or more) Mōrena - good morning Ata Mārie - good morning	Closings – kupu whakapi Aroha nui - with deep affection (love) Nā - from Nāku iti noa, nā - Yours sincerely Hei kōna mai – goodbye for now Ngā manaakitanga – with care
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### Letter example 1

12 March 2022

Tena koe Pāpā

How are you? I hope you have been having an amazing week. I have been learning some new things about how boats work and wanted to share some of my learning with you.

I have learnt there are different ways that a boat can move. Lots of boats use petrol engines to move, but some have sails and use wind, some use steam to power the engines and some boats you have to use your arms to paddle.

I have also learnt about floating. I learnt that it doesn't matter how big something is, but it does matter how much it weighs. If an object is light for its size then it will float. If it is heavy for its size then it will sink.

I can't wait to come and visit you soon.

Hei kōna mai

Arana

### Letter example 2

12 March 2022

Kia ora Māmā

How are you? I am good and have been learning some new things.

I learnt the names for the different parts of a boat. Did you know the body of the boat is called the hull?

I also got to build a boat and it was fun. I built my one using a plastic bottle because I know they are strong and waterproof.

I hope you have a good week Māmā.

Aroha nui

Arana

# Day 10 activity 3: Mathematics

## Notes for teachers and whānau

Learners measure objects using their home-made metre ruler and then find a buddy to estimate the length of those same objects. This activity was initially designed to be used at school, but if a learner is working from home they could ask a whānau member to complete the task with them. This activity requires some reading so younger learners may need someone to do the reading for them. They may also need support to make accurate measurements.

**In this activity I am learning to: estimate and measure the length of an object in metres.**

What do I need?

- 30 minutes
- Home learning book
- Home-made metre ruler from previous days
- Look out in your pack for a copy of <https://nzmaths.co.nz/sites/default/files/MightyMetres.pdf>

## Instructions:

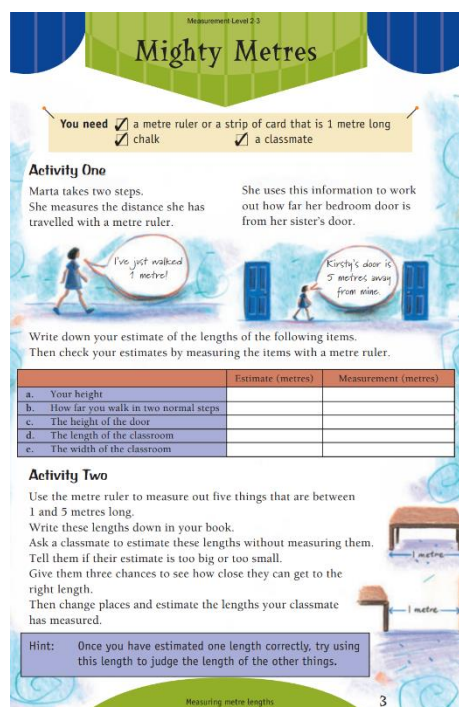
Today you are going to practise measuring objects in metres. You will need your home-made ruler you have used throughout the week to help you complete this task. Remember to write your answers into your home learning book.

## Your task:

**Read** (or get an older person to read) the instructions on the *Mighty Metres* activity sheet.

**Answer** each of the questions and **complete** the tasks. If you are working from home, **ask** a whānau member to complete the activity with you.

**Write** any answers into your home learning book or **talk** about your answers with a whānau member or your kaiako.



**Mighty Metres**

**You need** ☒ a metre ruler or a strip of card that is 1 metre long  
☒ chalk ☒ a classmate

**Activity One**

Marta takes two steps. She measures the distance she has travelled with a metre ruler. She uses this information to work out how far her bedroom door is from her sister's door.

I've just walked 2 metres!

Kirsty's door is 5 metres away from mine.

Write down your estimate of the lengths of the following items. Then check your estimates by measuring the items with a metre ruler.

	Estimate (metres)	Measurement (metres)
a. Your height		
b. How far you walk in two normal steps		
c. The height of the door		
d. The length of the classroom		
e. The width of the classroom		

**Activity Two**

Use the metre ruler to measure out five things that are between 1 and 5 metres long. Write these lengths down in your book. Ask a classmate to estimate these lengths without measuring them. Tell them if their estimate is too big or too small. Give them three chances to see how close they can get to the right length. Then change places and estimate the lengths your classmate has measured.

**Hint:** Once you have estimated one length correctly, try using this length to judge the length of the other things.

Measuring metre lengths 3

## Day 10 activity 4: Technology

### Notes for teachers and whānau

*Learners use their learning from across the week and apply it to a final boat design. Learners would benefit from having a whānau member or kaiako discuss the questions in the “instructions” section with them and listen as they share their ideas. Younger learners may need support to label their boat once they have drawn it.*

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**In this activity I am learning to: consider my design choices and decide what will work best.**

What do I need?

- 30 minutes
  - Home learning book
- 

### Instructions:

Apply your new learning from across the week and design a boat that would be safe to travel in out at sea. Draw a picture of your boat in your home learning book and label the different parts. Think about the following;

- What would the boat look like?
- How big would your boat need to be?
- What shape would it need to be to stay afloat?
- What materials would the boat be made from and why?
- Would your boat have sails or a motor? Why?
- What would you add to make sure your boat was safe?

Share your design with your teacher or a member of your whānau.

### Your task:

**Think** about how a boat moves and what it needs to be able to float.

**Draw** a picture of your boat in your home learning book.

**Read** the questions above with a whānau member, kaiako, or classmate and **share** your answers with them.

**Label** the different parts of your boat remembering to include details (e.g., hull made from steel so it lasts longer, hollowed out shape so that it will float, steam-powered engine so that I won't need petrol, etc)

**Share** your design with a whānau member or your kaiako.

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