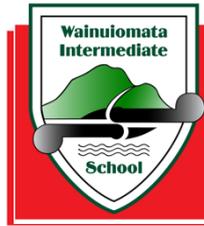


Wainuiomata Intermediate School



A learning from home pack for Black Group

Notes for parents

Purpose

As we start the 2022 school year, we know there will be additional challenges for our learners and their whānau. The purpose of these learning from home packs is to support you as we attempt to provide continuous learning for all ākonga through this next period of the Covid pandemic.

Realities

We know our learners pretty well and have a reasonable understanding of their learning situations at home.

We know many learners will have siblings at home, as well as whānau who share the same space and devices. Some have access to the internet and devices, and others have not. Learners will also have varying levels of adult support available. With that in mind, the activities in this pack are a mix of tasks that use materials that are commonly found in homes. We have been mindful to provide activities that our ākonga can do with minimal adult support.

Expectations

The following pack has been designed to build on the school values work that we are working on in class during Term 1, but tailored so the activities can be done in the home environment. While the pack includes suggested activities for each day, the main thing is the well-being in your whare. If this pack helps, please use it, if it is causing stress, ditch it and turn on the tv!

There are no set expectations from teachers how many activities are done or in what order they are completed in - that's a decision for your whare how long you spend on school work each day. But whatever works for you, it is great if you can create a routine where the expectations you establish are clear. Making a timetable and putting it up somewhere for all to see is a great way of doing this. A timetable template is below if you wish to use this.

This pack is to keep our tamariki in the habit of learning for the few weeks that they are away, if they don't use it they will not be behind when they return to school.

Keeping in touch

Each day, your child's teacher will try to find ways to connect with their class (unless they are unwell of course). This is a great way to keep those connections strong, as well as help answer any questions your child may have about the activities.

Please ask your child to check their class' Google Classroom page for communications from their teacher. This will also be where they can get the link for any video chats (Google Meets) if they take

place. They can log into their Google accounts using their school email address and the same password that they use to log into the Chromebooks at school.

If you need to email any of your children’s teachers, then their email addresses can be found on our school website (www.wis.school.nz click on “**More**”, then “**Staff**”).

Daily timetable

As mentioned earlier, having a routine to your time at home can help keep a calm and settled whare - however, how this looks will differ for each home. Below is a timetable template that you can personalise and put up in your home if you wish.

TIME						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Below is a possible daily timetable to give you an idea

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

Start the Day Activity: Starting the day (30 min)

Good to do at the start of each day

PREPARE my day of learning	
Ākonga activity instructions	What do I need?
<ul style="list-style-type: none">● PRACTICE our karakia● DO a wellbeing self-check● PLAN out my day and where I will learn● CHECK IN with your teacher	<ul style="list-style-type: none">● Log into your Google Classroom (if possible to check for any class messages or meetings)● My home learning book

Karakia

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

Kia hora te marino

May peace be widespread

Kia whakapapa pounamu te moana

May the sea be like greenstone

Hei huarahi mā tātou ite rangi nei

A pathway for us all this day

Aroha atu, aroha mai

Give love, receive love

Tātou i a tātou katoa

Let us show respect for each other

Wellbeing check

Choose **one** of the below options to do

Option 1	Option 2	Option 3
<p>Watch the reading of “Aroha’s Way” (e minutes). You can view this on a smartphone.</p> <p>https://www.healthnavigator.org.nz/videos/a/aroahas-way</p> <p>In your home learning book draw up a table with two columns.</p> <p>In the left-hand column make a list of all the things that make you worry.</p> <p>In the right-hand column write two strategies that you use to overcome worry (example below).</p>	<p>What do you think the following quote means? Write your thoughts down.</p> <p>All the best games are easy to learn and difficult to master. – Nolan Bushnell</p> <p>The gratitude game</p> <p>This game helps you to think about things you are grateful for.</p> <p>For this game you will need a dice and your reflective journal.</p> <p>Name a PERSON you are grateful for</p> <p>Name a PLACE you are grateful for</p> <p>Name a FOOD you are grateful for</p> <p>Name a THING you are grateful for</p> <p>Name a TALENT you are grateful for</p>	<p>Take time to reflect – your wellbeing check</p> <ul style="list-style-type: none"> • Take some time to think about how you are feeling and your readiness to learn this morning. • What do you need extra assistance with today? Who could you get to help you? What strategies could you put in place to help make your learning more effective? • What do you need to finish today from yesterday? <p>Provocation – How do games help people preserve their culture and language? Write your thoughts in your notebook or google doc.</p> <p>What do you think the following quote means?</p> <p>It’s the things we play with and the people who help us play that make a great difference in our lives – Fred Rogers</p> <p>.Has there been a time when playing games has helped you achieve something or develop skills? Write your experience in your notebook or Google Doc.</p>

Planning my day

Set up your space for learning. Get the activities you are going to complete today. Do you need to get anything for these activities? Set up a timetable of the activities you are going to do today. Your daily plan could look something like this:

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

End of Day Activity: End of Day Reflection (30 minutes)

Good to do at the end of each day

In this activity we are learning to: Reflect and Plan

Ākonga activity instructions	What do I need?
<ul style="list-style-type: none">● REFLECT on my learning● PLAN for tomorrow	<ul style="list-style-type: none">● My home learning book● Pencils/crayons/felts

TALK with someone in your whānau:

Tell them all the things you have done today. Explain all the things you have noticed around your whare (home). How did those things make you feel?

Wellbeing check

Choose **one** of the below options to do

Option 1	Option 2
<p>Take some time to think about how you are feeling and after today's learning activities. Reflect on the following prompts in your reflective journal.</p> <ul style="list-style-type: none">● What did you enjoy most about today?● What is one thing you feel you learnt today?● What is one strategy that helped you with your learning?● What did you find challenging or distracting? (You ran out of time for some activities, or you finished them quite quickly and felt a little bored)● Is there anything you need extra help with? Who can you ask to help you with that?● Is there anything you need to catch up on tomorrow?	<p>Belly breathing is easy to do and very relaxing. ... Put one hand on your belly just below your ribs and the other hand on your chest. Take a deep breath in through your nose, and let your belly push your hand out. Your chest should not move. Breathe out through pursed lips as if you were whistling.</p> <p>Repeat this ten times.</p>

Planning for tomorrow

Thinking about your learning today, what is something that you want to do tomorrow to make your learning day even better?

WRITE or DRAW this in your home learning book.

CLOSE your book – Celebrate! School is finished for today 😊

Contents Page

Activity	Description	Completed (tick when done)
Start of Day	Tasks to get your head in the game	Mon, Tue, Wed, Thur, Fri
End of Day	Tasks to reflect on your day	Mon, Tue, Wed, Thur, Fri
Every Day	Fitness	Mon, Tue, Wed, Thur, Fri
1	Inquiry getting started	
2	History of Games - Reading	
3	Game - Writing	
4	Maths - Dodgy Dice	
5	Wordsearch - Writing	
6	Reading - Language Features	
7	The Game - Writing	
8	Art + Wellbeing	
9	Multiplication - Maths	
10	Drama - Get creative	
11	Roundabout Rugby - Maths	
12	Writing and problem solving - Games	
13	Alphabet - PE	
14	Kilikiti - Reading	
15	Health, Wellbeing, and Art	
16	Maths Strategy - MŪ Tōtere	
17	Checkmate - Reading	
18	Promote a game - Writing	
19	Inquiry – thinking critically	
20	Fun Fitness - PE, wellbeing, and writing	
21	“No girls allowed” - Reading	
22	Present or share our learning	

Fitness break – Let’s get physical (30 minutes)

Do one of these each day

In this activity we are learning to: PRACTICE fitness

What do I need?

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

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

For this session, pick one of the activities below to engage in for the next 20-30 min. Remember – the aim is to let out the bad stuff, take in the good stuff and have fun while you’re doing it!

<p>Hopscotch</p> <p>This is a fun hopping game.</p> <p>Challenge yourself to say the numbers in te reo Māori.</p>	<p>“Ninja”</p> <p>Watch The Graeme Dingle Foundation’s lesson about resilience and join in the activities:</p> <p>https://www.tvnz.co.nz/shows/home-learning-tv/episodes/sage-5-8-e254</p>				
<p>Complete a Tik Tok dance challenge</p>	<p>Foursquare</p> <p>Find someone to play foursquare against, or play up against a wall</p>				
<p>Skipping</p> <p>Can you make skipping into a game that you could challenge someone else?</p>	<p>Play with the family pet</p>				
<p>Just Dance</p> <p>Find a dance challenge to try by searching Just Dance videos on YouTube...maybe even try this one Just Dance - September</p> <p>Level up by seeing if you can get family to join in (if they’re feeling well of course)</p>	<table border="1" data-bbox="786 1809 1402 1944"> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table>				

Activity 1: Inquiry getting started

In this activity we are learning to: **ACTIVATE** my prior knowledge about games.

What do I need?

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

Take time to reflect – How are you feeling today?

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

Write 3 things you like about learning at home	Write 3 things you like about learning at school
What are you looking forward to this term?	

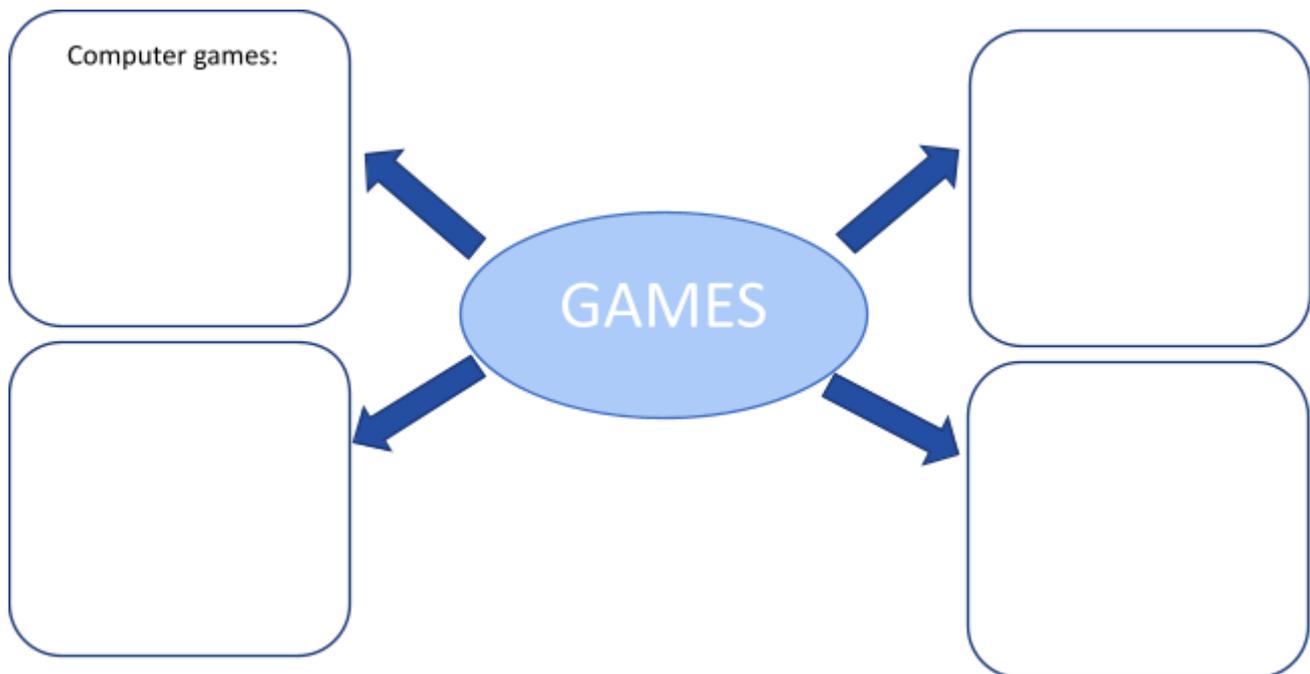
Activate your prior knowledge on games

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

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

Brainstorming

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



T chart template

Use a T chart to respond to this: **Games should have rules.**

Pros (Reasons why games should have rules)	Cons (Reasons why games should NOT have rules)

Activity 2: History of Games Reading (30-60 minutes)

In this activity we are learning to: USE my prior knowledge, along with information in the text, to interpret ideas.

What do I need?

- Text: "[A brief history of games](#)"
- Dictionary (or online www.dictionary.com)
- Paper, workbook, or Google doc to record your thinking and the answers to the questions

READ "[A brief history of games](#)" (or visit www.boardgamesland.com and search "the complete history of board games"). Then complete the tasks below:

Vocabulary

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

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

Comprehension

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

- What was the oldest known game mentioned in the text? (Remembering)
- Why do you think the writer was able to make the statement that dice games was where it all began? (Inferring)

Activity 3: Game Writing (60 minutes)

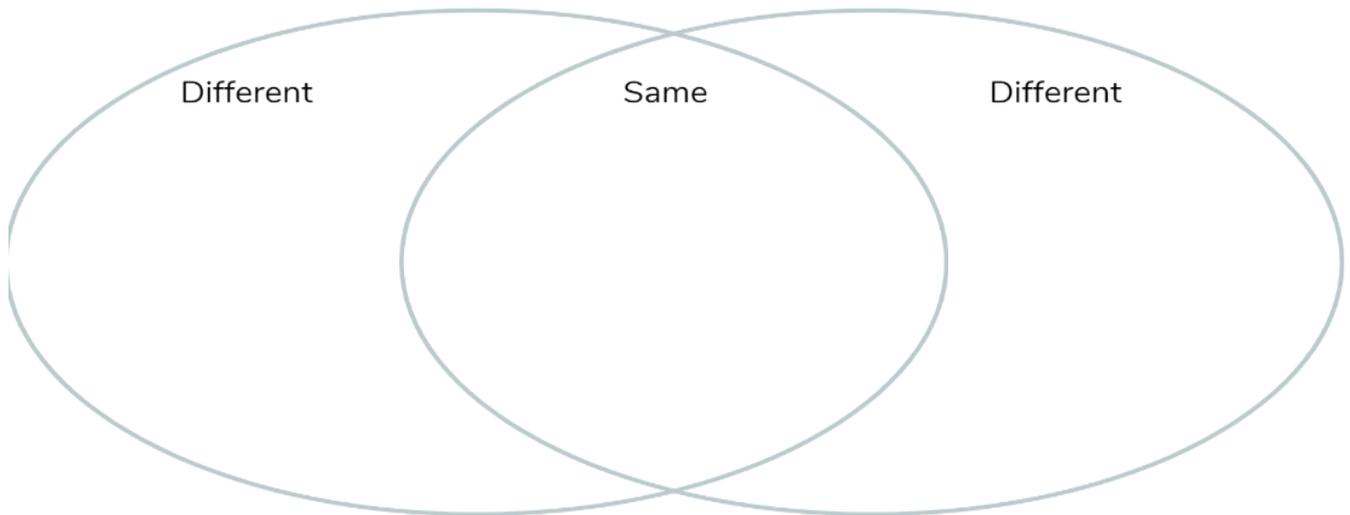
In this activity we are learning to: COMPARE and CONTRAST in our writing.

What do I need?

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

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

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



Venn diagram

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

Activity 4: Maths Dodgy Dice

In this activity we are learning to: LIST all the possible outcomes using a table.

What do I need?

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

As you will have read in a “brief history of games” early (see Activity #2), games come in a variety of forms. Today’s maths activity will use one of the oldest bits of games equipment – DICE.

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

READ the instructions in the task sheet on the next page and COMPLETE the tasks included.

Dodgy Dice



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

ACTIVITY

1. Look at the three dice. Think about which would be the best dice to use in a competition based on the highest points rolled. Why have you chosen that particular dice?
2.
 - a. Keep for yourself the dice you chose in question 1. Get your classmate to pick one of the other dice. Each player rolls their dice. The player whose dice shows the highest number gets 1 point. Which colour dice is the first to win 3 points? What about 5 points?
 - b. The loser swaps their dice with the winner, and they play again. Which dice is first to 5 points this time?
 - c. Continue playing until you have found the best dice. Explain what you found out.
 - d. Try increasing the number of points you need to win (for example, to 10 points). Does this make a difference to which dice is best?

3.
 - a. Complete this table so that it shows which dice wins for each combination of blue and red numbers:

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



- b. What information does the table give you?
 - c. Draw results tables for the blue dice versus the yellow dice and the yellow versus the red.
 - d. What would you expect to happen when the blue dice competes with the yellow dice?
 - e. What would you expect to happen when the yellow dice competes with the red dice?
4.
 - a. Invent a fourth dice. If possible, it should beat one of the three dice and be beaten by another.
 - b. Make results tables that show that your new dice can beat and be beaten by one of the other dice.

Activity 5: Wordsearch

In this activity we are learning to: Use new words to create a wordsearch for others

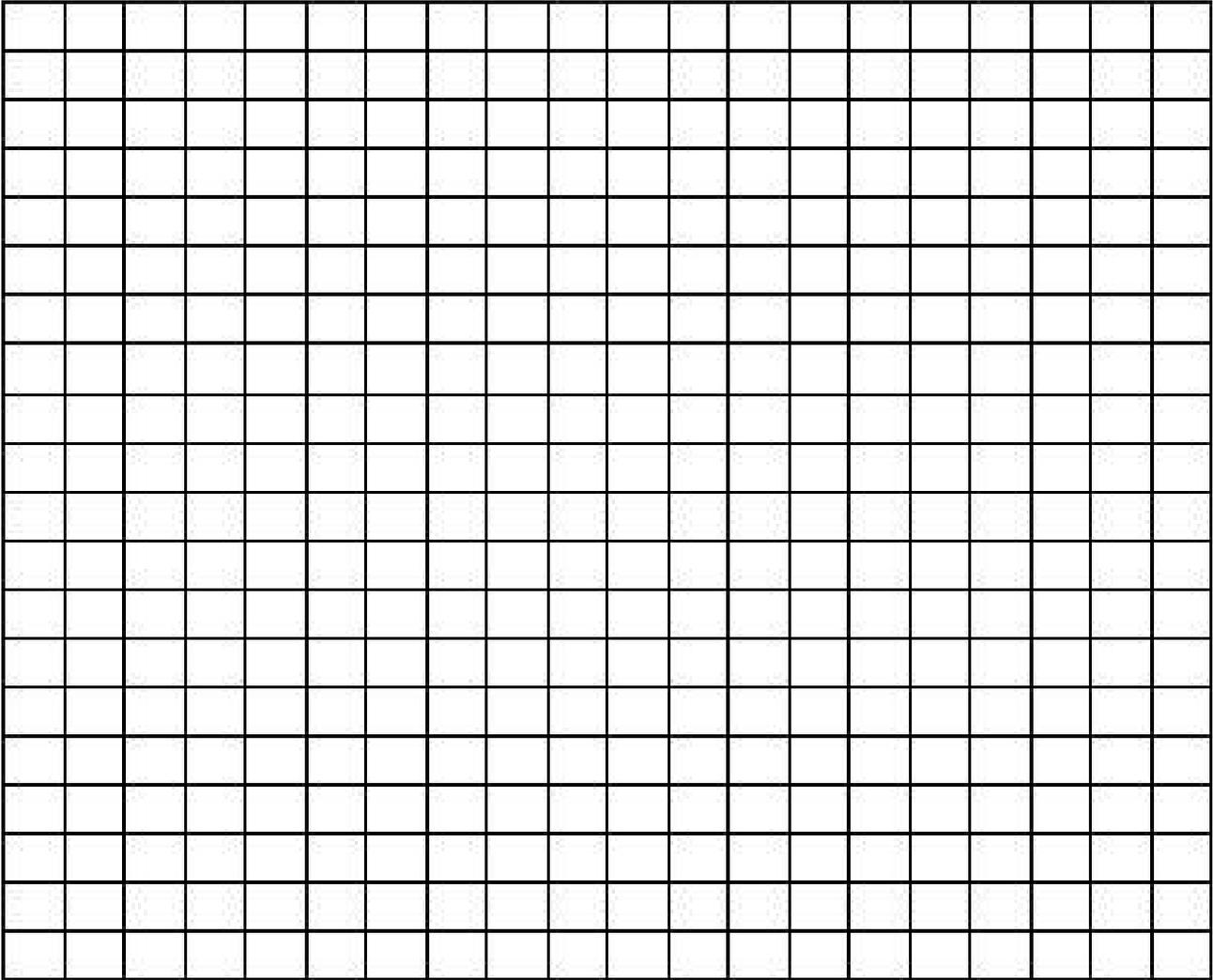
What do I need?

- New words you've learnt over the last few days (think about new readings you may have done)
- Wordsearch template.

CREATE Use **ten** new or unique words from today's activities to **create** a wordsearch for a friend or family member. Remember to try and make it challenging but not too hard.

- o USE the blank [wordsearch template](#) (available on the next page)
- o USE UPPERCASE letters in the puzzle area and keep your lettering consistent
- o ASSIGN a catchy title to your wordsearch
- o USE forward, backward and diagonal methods to hide your words
- o CHECK your spelling to make sure your puzzle is accurate

WORD SEARCH



Words To Find:

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

Activity 6: Reading - Language Features (30 minutes)

In this activity you are learning to: RECOGNISE different literary language features and understand how they can change the meaning of text.

What do I need?

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

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

Then complete the activities below.

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

THE GAME

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

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

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

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

Louise Wallace



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

Activity 7 – Game Writing (60 minutes)

In this activity you are learning to: USE different literary language features to communicate extra meaning to our reader.

What do I need?

- The table below
- Paper, workbook, or Google Doc

In the Cricket reading activity (activity #6) you just completed, you recognised where different literary language features were used to describe a game of cricket and the feelings of the main character. For this task you will need to choose a game or sport and **WRITE** a poem using similar features to the one you just read. You can make yourself the main character, or you can write about someone else. **DRAW** a picture to accompany your poem.

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

Literary language features

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

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

Activity 8: Art + wellbeing

In this activity you are learning to: CREATE a picture based on the lyrics of a song.

What do I need?

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

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

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

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

Activity 9: Multiplication Maths (30-60 minutes)

In this activity we are learning to: APPLY a mental strategy to solve multiplication and division problems involving whole numbers.

What do I need?

- A copy of [Team Schemes](#) (see the next page)
- Your notebook

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

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

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

Team Schemes

You need a classmate

Activity

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

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

School Name	Number of Students
Hampton School	26
Kahunui School	28
Te Horo School	32
Sherwood School	31
Waikino School	35
St Joseph's School	30
Mapui School	28

Ms Kelly's estimate: 7×30 students.

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

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

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

How many teams will there be for each sport?



3.

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

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

4.

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

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



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



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



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Activity 10: Drama, get creative (30 minutes)

In this activity we are learning to: Creatively EXPRESS ourselves through information, volume, and accents to MAKE CONNECTIONS.

What do I need?

- A copy of “The Game”
- A device to record yourself (optional)

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

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

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

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

You will need to download the PDF of the play -

<https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/School-Journal-Level-4-November-2019/The-Game> (or visit www.tki.org.nz and search “The Game Play”)

Activity 11 - Maths (30 minutes)

In this activity you are learning to: FIND all the possible combinations for a round robin tournament and create a timetable.

What do I need?

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

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

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

Activity

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

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

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

WEST FIELD EAST FIELD

No team can play more than two games consecutively.

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

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

Activity 12 – Writing and problem solving (30 minutes)

In this activity you are learning to: CREATE a set of rules for a new game.

What do I need?

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

Scenario

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

Instructions

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

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

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

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

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

Activity 13: Alphabet PE (30 minutes)

In this activity you are learning to: LOOK after yourself by getting some physical activity

What do I need?

- 30 minutes
- Activity chart below
- Space to exercise

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

CHOOSE three words to spell from the day 1 glossary.

DO the exercise for each letter.

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

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

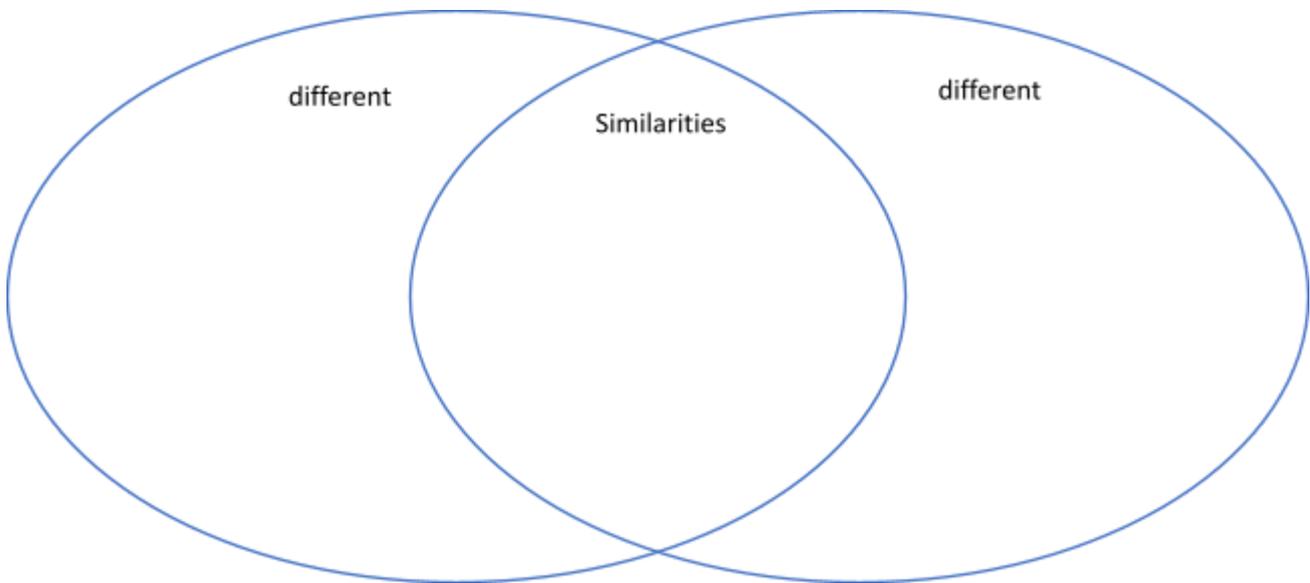
Activity 14: Kilikiti Reading (30 minutes)

In this activity we are learning to: PRONOUNCE words in a different language.

What do I need?

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

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



Kilikiti

Try this one: eller-funny.
Eller-funny (pronunciation's not exactly right, but kinda close).
Eller-funny is Samoan for elephant,
and it's spelt like this: elefane.
But don't say it so it rhymes with aeroplane.
Remember: eller-funny
(not exactly right, but kinda close).

So, elefane (eller-funny) is Samoan for elephant,
which is funny 'cos there are no elephants in Sāmoa.
It's the English word first – elephant –
transliterated (Google that!) to Samoan. Elefane.
Funny, eh?

Then there's kilikiti.
Kee-lee-kee-tee (perfect – top marks this time).
Have a guess. What could it mean?
Ummm ... Kittycat? Kilometre? Kitchenette?
Nope!
Try cricket (the game, not the grasshopper).

Makes sense, right, if you repeat it:
cricket (kee-lee-kee-tee)
cricket (kee-lee-kee-tee)
cricket (kee-lee-kee-tee).
You can hear it, the transliteration
from English to Samoan.

(By the way, kilikiti is a bit different from cricket,
and it's way more fun.
It's like a party.
When someone gets a run, the whole team
does a dance, sings a song, has a laugh.
And everybody – even the nanas – plays.
Not just the dudes in white.)

Tusiata Avia



Activity 15: Health, wellbeing, and art (45 minutes)

In this activity we are learning to: DEVELOP healthy habits for our mind and body through creative arts and crafts.

What do I need?

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

[Children's Crafts - How to do Star Weaving - YouTube](#) (or visit YouTube and search “How to do a Star Weaving”)

For this task you will need:

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

[Weaving Stars – Whetū | Otago Museum](#) (or visit www.otagomuseum.nz and search “Weaving Stars”)

For this task you will need:

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

Activity 16: Maths Strategy - Mū Tōtere (30 minutes)

In this activity you are learning to: PLAY Mū Tōtere

What do I need?

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

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

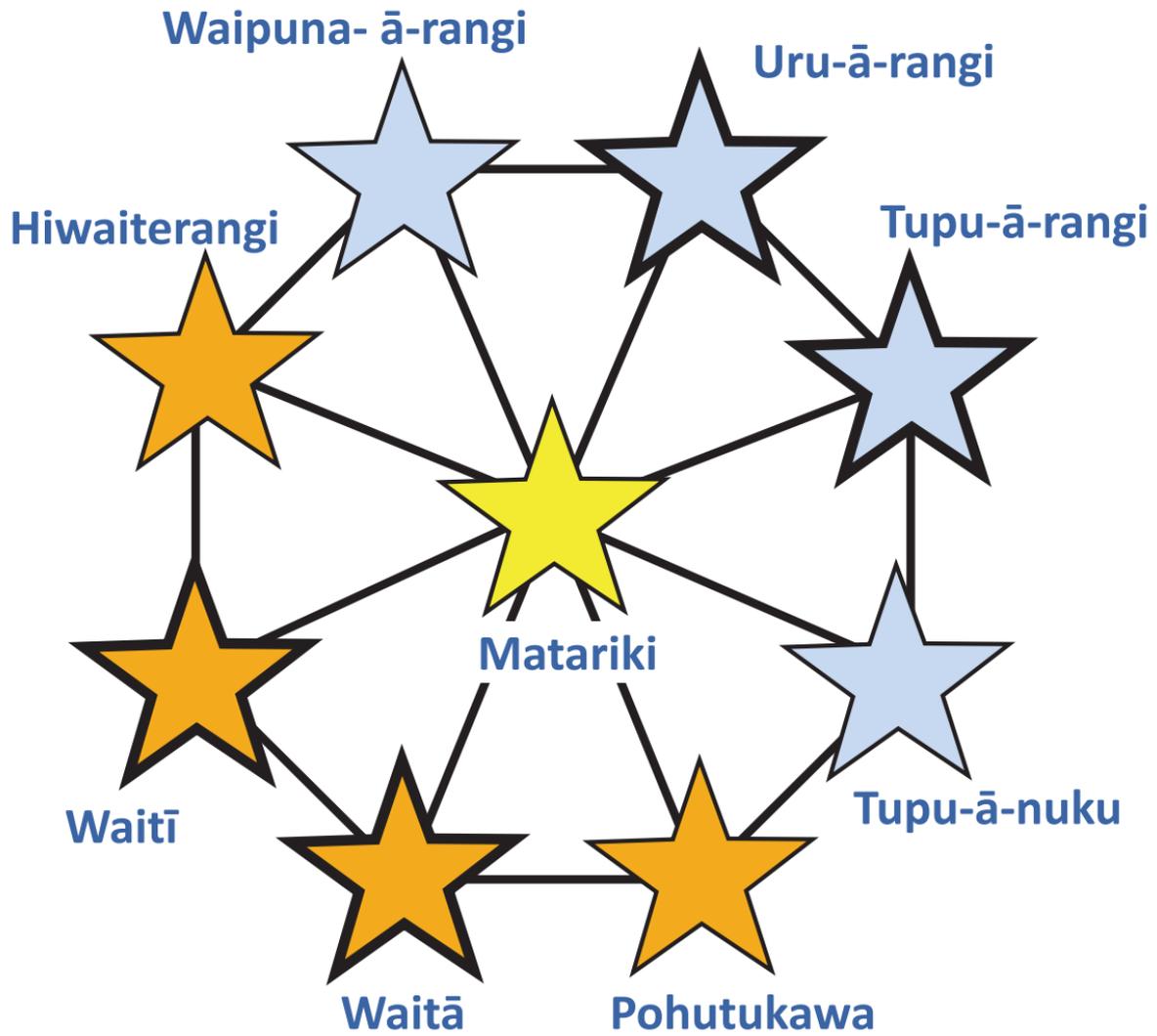
Rules

This is a game for two players.

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

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

Mū Tōrere



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

Activity 17 – Checkmate Reading (30 minutes)

In this activity you are learning to: READ for meaning

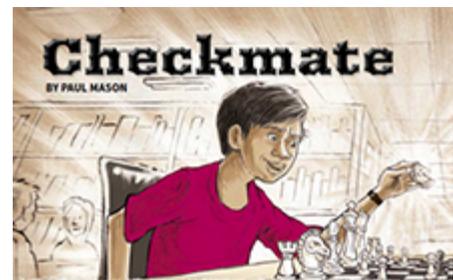
What do I need?

- 30 minutes
- [Checkmate / School Journal Level 3 August 2019](#) (or visit www.tki.org.nz and search “Checkmate”)

READ “[Checkmate](#)” by Paul Mason. When you have finished reading the story, reflect on the provocation (thought provoking saying) below, and then answer the question that follows.

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

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



Activity 18: Promote a game (60 minutes)

In this activity we are learning to: USE persuasive language and appealing visuals to advertise a game

What do I need?

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

Instructions:

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

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

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

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

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

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

Activity 19: Inquiry – thinking critically (60 minutes)

In this activity we are learning to: THINK CRITICALLY about games from around the world.

What do I need?

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

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

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

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

COMPLETE a compare and contrast table like the one below.

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

Compare and contrast table

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

Activity 20: PE, wellbeing, and writing (60 minutes)

In this activity you are learning to: DESIGN a fun fitness circuit that the whole family can be involved in.

What do I need?

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

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

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

Instructions:

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

Activity 21: “No girls allowed” Reading (45 minutes)

In this activity you are learning to: UNDERSTAND words in context

What do I need?

- 45 minutes.
- <https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/School-Journal-Level-3-November-2020/No-Girls-Allowed> (or visit www.tki.org.nz and search “No girls allowed”)

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

Colloquial language: Kiwis sometimes have sayings that seem like a language of their own. Examples of this are “sweet as”, “jandal” and “he’s a hard case”.

COPY the table below into your notebook or Google doc.

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

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

Activity 22: Present or share our learning

In this activity you are learning to: UNDERSTAND words in context

What do I need?

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

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

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

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

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

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