Kia ora from your kaiako!

Welcome to week 6!

Back for another week, hope you're enjoying extra time with whānau and being able to choose what to work on when you're in that zone!

On these slides you will find tasks and learning activities you can do while you are safe in your bubble at home. There will be different activities you can choose from - you do not have to do everything!

Everyone has their own copy of these slides in your INQUIRY folder in your google drive. When you have finished a task - put one of the ticks in the box. Your teacher will check your slides if to see what you've been working on - just like they mark your books. You can add photos of your work to your folder (you might need some help from whanau at home to do this) or even to the slides.

Your teacher will be online from 11am - 12pm and 2:30 - 3:00pm everyday.

Use your google calendar to join the meeting! The instructions are on the next slide.

You can share your learning with your classmates, ask questions, get activities explained during this time and listen to stories.

Monday's google meets will explain and show you how to share your work with the teacher!

Learning tasks expectations this week

|			
Reading	Writing	Maths	Other
Read every day for at least 15 minutes if you can - re-read books you have at home, go on epic reading, listen to stories on RNZ storytime … Try to complete 2-3 reading activities	Try to complete 2 or 3 writing tasks this week	Complete at least 2 of the problem solving questions Try one of the other maths activities	Get your body moving everyday Choose at least one of the challenge activities

We think you should spend around 20 minutes on a learning activity. Then you could do a choosing activity of your own, like some of your own play, a creative task or do something active to give your brain a break. You could set a timer with the help of an adult at home. This will help you with your self management skills.
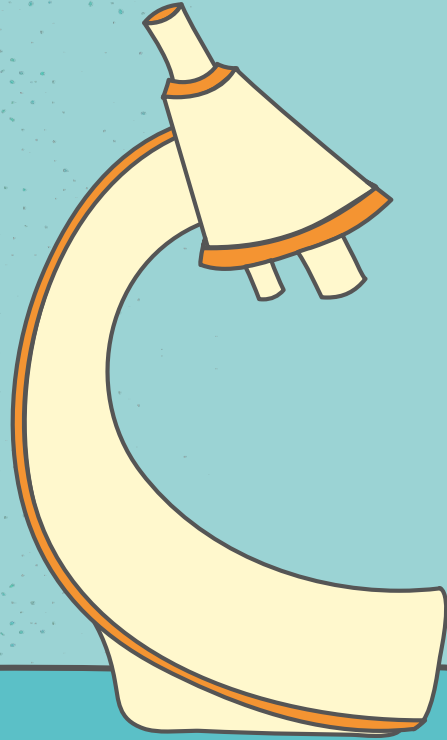
Reading Activities

Reading

Choose 2 tasks to try this week

Food for Thought What is your book character's favourite food? Is there a certain type of food that keeps coming up in your book? Try and find a recipe to make this type of food - or create the recipe yourself! Share the results with your teacher and whānau.	**Draw a Lifetime** Draw a character from one of your books at different stages in their life - a baby, a kid, an adult, and older person. Write underneath what they would be doing at each stage of their life - would they have a job? Where would they live?	**Create an Infograph** Find out about a natural phenomenon, and show your learning by creating an infograph about how it works. You need to include labels of parts, textboxes explaining processes, as well as using colour and details for your diagram
In My Shoes Imagine that you wake up and find yourself in the world of the last book you read - what do you do? Explain how you will survive and save the world or day. What is the problem? How can you help the main characters solve it?	**Act It Out - Video A Scene** Act out a short scene from the novel you are reading. Use people in your bubble, soft toys, lego figurines, sock puppets, or anything you have lying around! You could even make a stop motion film. Film it and send it to your teacher.	**Write A Letter** Write a letter to your favourite author - tell them why you liked their story (or stories) and ask where they got their inspiration or ideas from. Make sure to talk about the parts of the book you liked the best, and maybe give them some feedback about what you didn't like.

BOOK REVIEW

NAME:

1234

TITLE _____

AUTHOR _____

GENRE _____

QUOTE

WORST PART

BEST PART

SURPRISE

CHARACTER

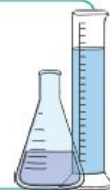REVIEW _____

SETTING

SUMMARY
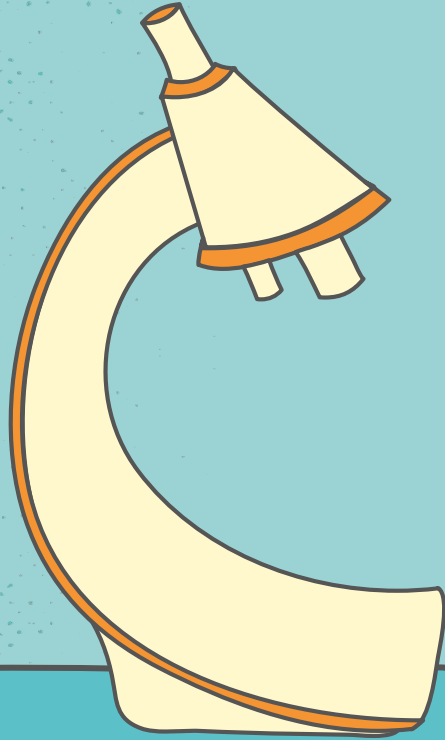
Equipment

My Prediction
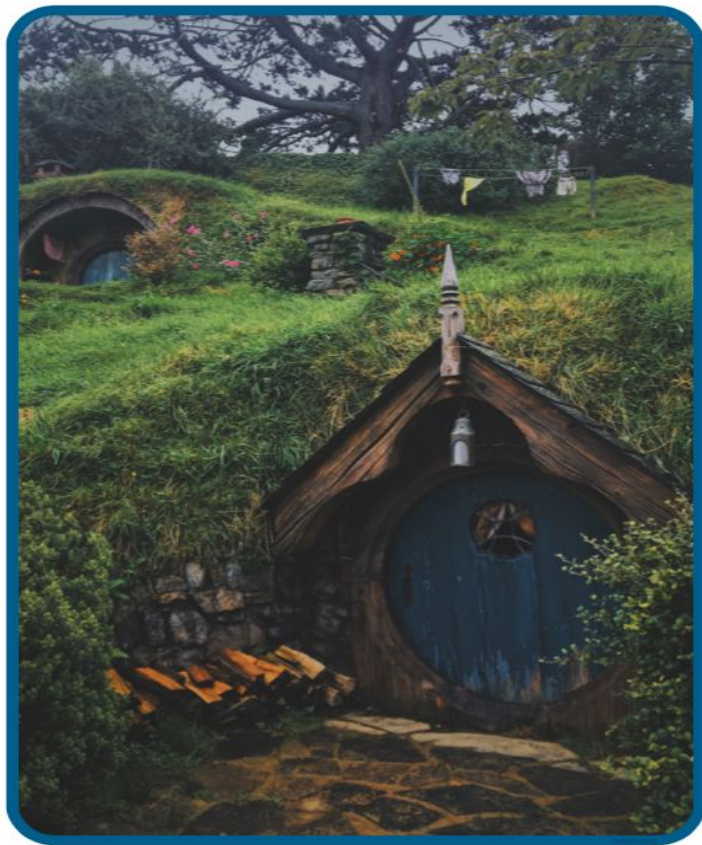
Method

Results

Conclusion

Writing Activities

Writing Complete 2
Choose ... tasks to do this week

What kind of story could this be? Who could the characters be?
When could this story be set? What could a possible problem be?

Who could live here? When is this story set? Where could this be located? What kind of story could this be?

If your toys were to come alive whilst you were asleep, what sort of things would they get up to?

Think about:
- the things they would say;
- the feelings they would have;
- the things they would do and places they would go to.

Check:
- capital letters and full stops;
- that every sentence makes sense;
- that you have used inverted commas.

twinkl.co.uk

Describe your dream holiday...

Think about:

- where you would go;
- what sorts of things you would want to do there;
- who you would want to go with.

Check:

- Capital letters and full stops;
- that every sentence makes sense;
- that you have explained why you want to go there.

You are an amazing and famous inventor, maybe even a little mad! What would you invent and why?

Think about:

- what problem your inventor solves;
- who might buy it;
- any problems you may come across whilst making it;
- what it is made of.

Check:

- capital letters and full stops;
- have you written in paragraphs?
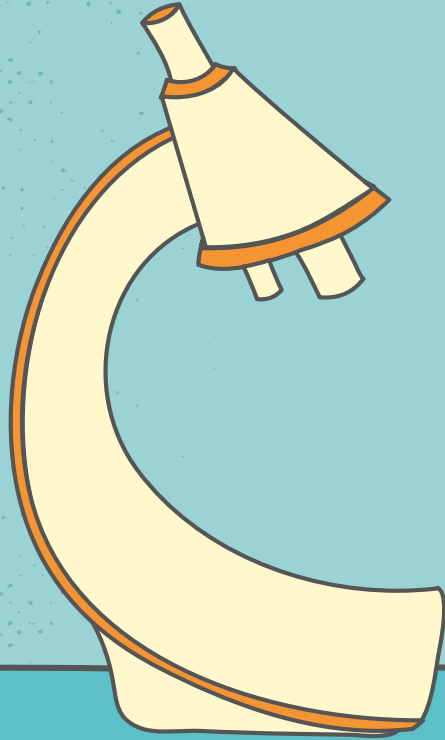- what is the name of your invention?

Create a recipe slide

Miss Crossett will send you all an example of a slide she has created.

Follow a recipe at home take pictures of the steps you are taking and create a slide with ingredients and the steps to take to create your recipe.

Make it easy to follow. Your recipe might get sent out for students to follow in their bubble.

Maths Activities

Create yourself a multiplication grid

Create yourself a multiplication grid to practise facts you don't know. Here's an example:

Yours can be a
3 by 3
5 by 5
Or even 10 by 10!

Time yourself, see if your PB
(personal best!)

Fractions at Home

- Divide a large pile of objects (cereal, plastic animals, blocks, etc.) equally into 4 piles to illustrate one-fourth. Recombine the group to divide into other fractions.
- Count the rooms in your house and make some fraction facts about them. One-half of the rooms have windows. One-third of them have pillows.

Bowl a Fact

Draw the 10-pin bowling triangle with the numbers 1 to 10 inside each circle. Choose any <u>THREE</u> numbers on a die (one dice) 1-6. Combine them with any of the four operations, and brackets if needed, to make up a number sentence that "bowls out" numbers in the triangle.

For example, if 6, 4, and 2 are thrown, a number sentence might be 6 x 2 ÷ 4 = 12 ÷ 4 = 3, so the ball with 3 in it is "bowled out". Similarly, 8 might be bowled out with 6 + 4 – 2.
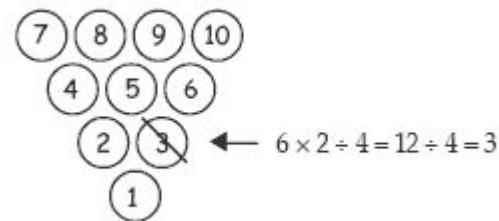
Adding Fractions

There's MILD, MEDIUM and SPICY worksheets on the next few slides.

Remember to make each DENOMINATOR the same when adding or subtracting decimals. Ask your teacher if you need help.

Magic Squares

Notice every line - diagonal, vertical and horizontal all equal the same number.
Here's a [link](#) to do some on your own.

$6 \times 2 \div 4 = 12 \div 4 = 3$

Adding fractions

Make the denominators the same.
Notice that 3/4 is the same as 6/8s.

So this is 6/8s + 5/8s, which equals 11/8s or 1 3/8s

$$\frac{3}{4} + \frac{5}{8}$$
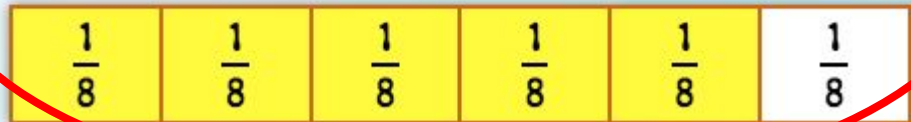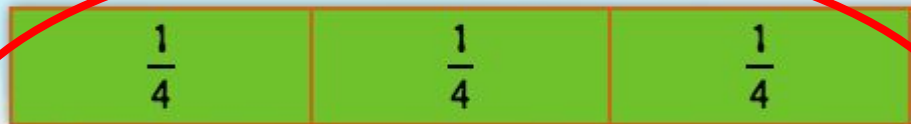
$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$

$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$

$$\frac{3}{4} = \frac{6}{8}$$

Therefore

$$\frac{3}{4} + \frac{5}{8} = \frac{6}{8} + \frac{5}{8}$$

$$= \frac{11}{8}$$

$$= 1\frac{3}{8}$$

Fraction Word Problems

1. Olivia went out for a walk. She walked $\frac{1}{4}$ of a mile and then sat down to take a rest. Then she walked $\frac{1}{4}$ of a mile. How far did she walk altogether?

2. Noah made two types of cookies. He used $\frac{3}{8}$ cup of sugar for one recipe and $\frac{1}{8}$ cup of sugar for the other. How much sugar (in cups) did he use in all?

3. $\frac{3}{10}$ of the colored chocolates in a bag are red and $\frac{3}{10}$ are blue. What fraction of the colored chocolates is red and blue?

4. Emily has $\frac{4}{12}$ of a chocolate bar. Nathan has $\frac{5}{12}$ of the chocolate bar. How much do they have together?

5. Grace ran $\frac{4}{6}$ of a marathon. Anita ran $\frac{5}{6}$ of a marathon. Who ran further? What fraction further?

6. A running track is one mile long. If I jog for $\frac{1}{3}$ mile and sprint for $\frac{1}{3}$ mile, will I complete the full distance of the track?

7. You give $\frac{3}{6}$ of a box of cakes to Anna and $\frac{1}{6}$ of the box of cakes to Haris. How much of the box of cakes did you give away?

8. Peter walks $\frac{7}{8}$ of a mile to school. Layla walks $\frac{5}{8}$ of a mile to school. How much farther does Peter walk than Layla?

9. There is $\frac{7}{10}$ of a pizza in one box and $\frac{3}{10}$ of a pizza in another box. How much more is there in the first box compared to the second box?

10. A jug contains $\frac{5}{8}$ gallons of juice. After you pour $\frac{3}{8}$ of a gallon into some glasses, how much is left in the jug?

11. At a class party $\frac{3}{8}$ of a vegetarian pizza and $\frac{4}{8}$ of a meat-feast pizza were eaten. How much pizza was eaten altogether?

12. Harry and Dele shared a chocolate bar. Harry ate $\frac{3}{5}$ and Dele ate $\frac{2}{5}$. Who ate more? What fraction more?

Mild

Medium

Fraction Word Problems

1. Olivia went out for a walk. She walked $\frac{3}{4}$ of a mile and then sat down to take a rest. Then she walked $\frac{1}{8}$ of a mile. How far did she walk altogether?

2. Noah made two types of cookies. He used $\frac{3}{8}$ cup of sugar for one recipe and $\frac{1}{4}$ cup of sugar for the other. How much sugar (in cups) did he use in all?

3. $\frac{1}{10}$ of the colored chocolates in a bag are red and $\frac{1}{5}$ are blue. What fraction of the colored chocolates are red and blue?

4. Emily has $\frac{1}{3}$ of a chocolate bar. Nathan has $\frac{5}{12}$ of the chocolate bar. How much do they have together?

5. Grace ran $\frac{2}{3}$ of a marathon. Anita ran $\frac{5}{6}$ of a marathon. Who ran further? What fraction further?

6. A running track is one mile long. If I jog for $\frac{1}{6}$ mile and sprint for $\frac{2}{3}$ mile. Will I complete the full distance of the track?

7. You give $\frac{1}{3}$ of a box of cakes to Anna and $\frac{1}{6}$ of the box of cakes to Haris. How much of the box of cakes did you give away?

8. Peter walks $\frac{7}{8}$ of a mile to school. Layla walks $\frac{1}{2}$ of a mile to school. How much farther does Peter walk than Layla?

9. There is $\frac{7}{10}$ of a pizza in one box and $\frac{2}{5}$ of a pizza in another box. How much more is there in the first box compared to the second box?

10. A jug contains $2\frac{3}{4}$ gallons of orange juice. After you pour $\frac{5}{8}$ of a gallon into some glasses, how much is left in the jug?

11. At a class party, $\frac{3}{8}$ of a vegetarian pizza and $\frac{1}{2}$ of a meat-feast pizza were eaten. How much pizza was eaten altogether?

12. Harry and Dele shared a chocolate bar. Harry ate $\frac{2}{5}$ and Dele ate $\frac{3}{10}$. Who ate more? What fraction more?

Spicy

Fraction Word Problems

1. Olivia went out for a walk. She walked $2\frac{3}{4}$ miles and then sat down to take a rest. Then she walked $1\frac{1}{8}$ miles. How far did she walk altogether?

2. Noah made two types of cookies. He used $1\frac{5}{8}$ cups of sugar for one recipe and $2\frac{1}{4}$ cups of sugar for the other. How much sugar (in cups) did he use in all?

3. $\frac{1}{5}$ of the colored chocolates in a bag are red and $\frac{3}{10}$ are blue. What fraction of the colored chocolates are not red or blue?

4. Emily has $\frac{1}{3}$ of a chocolate bar. Nathan has $\frac{5}{12}$ of the chocolate bar. How much of the chocolate bar is left?

5. After three hours, Grace has run $\frac{2}{3}$ of a marathon and Anita has run $\frac{5}{6}$ of a marathon. Who has more to run to finish?

6. A race is five miles long. If I jog for 4 miles and sprint for $\frac{1}{2}$ miles, how much further do I need to run?

7. You give $2\frac{2}{5}$ bottles of water to Anna and $1\frac{7}{10}$ bottles of water to Haris. How many bottles of water did you give away in total?

8. Peter walks $1\frac{7}{8}$ miles to school. Layla walks $2\frac{1}{2}$ miles to school. How much farther does Layla walk than Peter?

9. There is $\frac{9}{10}$ of a pizza in one box and $\frac{1}{2}$ of a pizza in another box. How much more is there in the first box compared to the second box?

10. A jug contains $2\frac{3}{4}$ gallons of orange juice. After you pour $1\frac{7}{8}$ gallons into some glasses, how much is left in the jug?

11. At a class party, $\frac{3}{8}$ of a vegetarian pizza, $\frac{1}{2}$ of a meat-feast pizza and $\frac{3}{4}$ of a pepperoni pizza were eaten. How much pizza was eaten altogether?

12. Harry, Dele and Christian shared a chocolate bar. Harry ate $\frac{1}{5}$, Dele ate $\frac{3}{10}$ and Christian finished the bar. What fraction did Christian eat?

Magic Squares - In a magic square, each row, column and diagonal add up to the same total. Can you fill in the missing numbers in these magic squares?

Mild

The sum is 15.

2		
	5	3

The sum is 60.

32		
		28
		8

The sum is 30.

	10	6
12		

The sum is 60.

		16
28		
24		

Medium

1) The sum is 75.

	25	15
10	45	

2) The sum is 42.

		11
		8
	2	

3) The sum is 36.

9		
		10
	15	

4) The sum is 150.

20	70	
	30	

Spicy

The sum is 7 ½.

	2 ½	1 ½
1	4 ½	

The sum is 7.5

1		3
4.5		0.5

The sum is 10 ½.

2	4 ½	
		1 ½
	2 ½	

The sum is 1.5

		0.7
	0.9	0.2
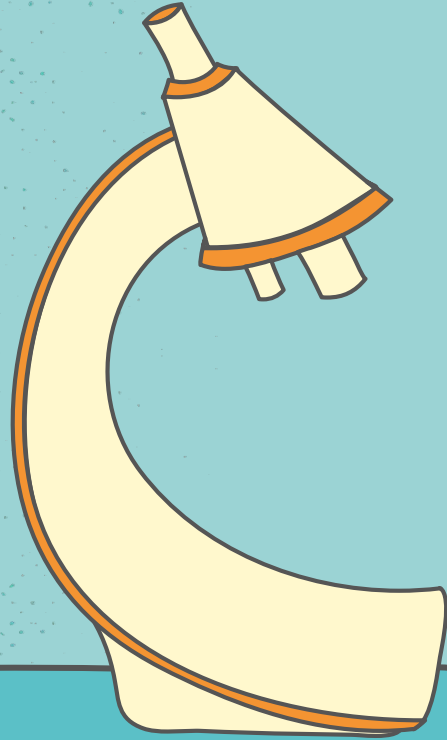
Challenge

Choose 2 - 3 tasks to try this week

Relating to Others:
Use your food technology skills to prepare, serve (and clean up after) lunch/brunch or dinner to your family.
Include a menu, shopping list and 'customer' feedback.

Thinking:
Fort building Competition! Create a fort for you, your siblings or one of your pets!

Send pictures of your progress and the final result! We'll show them on here next week.

Relating to Others:
Plan and organise an activity for your bubble, e.g. a bushwalk with snacks, a movie night with snacks, a bike ride, or a whole-family sleepover

Participating and contributing:
(click on the picture)

JUMP JAM™

Managing Self
Showing initiative by doing a chore in the house without being asked. This could be anything such as emptying the dishwasher, do the dishes, hanging out or bringing in the washing <u>OR</u> you choose!

Using Language, Symbols and Texts:
Design and build a sculpture or piece of art using items from your backyard or out on a walk with your whānau.
Try and make it all natural!

Bird Watching Challenge

On your daily Bubble Walks with your family, or at your home garden, count how many birds of each species you see. Learn to identify each type of bird by their special features, bird songs and calls by using these websites. The **NZ Garden Bird Survey** which was in 26 June to 4 July. The main survey is closed, but you can still use all the information and watch a short video about why Healthy Bird populations are important. There is a Tally chart you can print out to help with counting and to take on your walks.
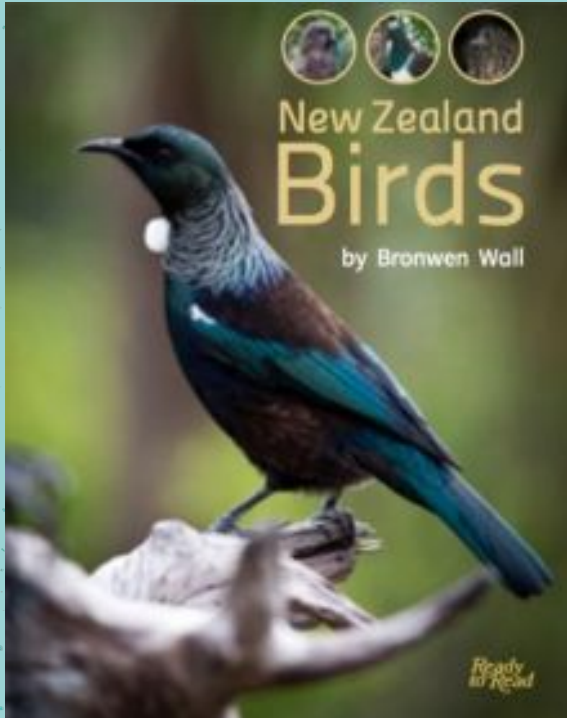
https://gardenbirdsurvey.landcareresearch.co.nz/

https://gardenbirdsurvey.landcareresearch.co.nz/identification.html

https://www.doc.govt.nz/nature/native-animals/birds/birds-a-z/

https://gardenbirdsurvey.landcareresearch.co.nz/https://gardenbirdsurvey.landcareresearch.co.nz/uploads/1/1/5/9/115962649/nzgbs_tally_sheet_2021.pdf

New Zealand Birds By Bronwen Hall

You can learn more about New Zealand birds by reading and listening to this online book and bird calls on the Literacy online - Ready to Read ebook.

https://instructionalseries.tki.org.nz/content/search?SearchText=%23LFH+New+Zealand+Birds&SearchButton=&CurrentTab=is_homepage&SubTreeArray

<u>Prodigy Maths</u>

<u>Epic Reading</u>
Karaka class code
mud7354
Rimu class code - tij7664
Rata class code - jqg9672

<u>RNZ storytime</u>

<u>Story Line</u>

<u>Art Hub for kids</u>

<u>Kiwi kids news</u>

Some awesome learning links: (click on the the underlined words to open link)

MOE - Learning from home
Kiwi Kids News
Virtual Museums
Kids News
Basic Facts Practice
Kids National Geographic

Art for Kids Hub

But Why? A Podcast for Curious Kids

Great 'Kiwi As' lockdown quiz

Bill Nye the Science Guy

Audible (100s of free audio books)
Library Blog
World stories for kids
David Walliams Daily Story
Best art programme: Patty Palmer
Fun online fitness and dancing on Go Noodle
My Hero Is You-storybook Covid19

Puzzles for the Family

Scavenger Hunt

Astronauts Reading from Space !

500 Word Challenge
Creative Writing Story Starters
Disney Time
Common Sense Media
Capital E
Wellington Zoo
Auckland Zoo
DOC Activities with KIds

Kelly Tarlton's Virtual Aquarium

Arts and Crafts

Playdough Recipe

Get off that screen and do something different :)
Have fun and take some of the strain off your whānau

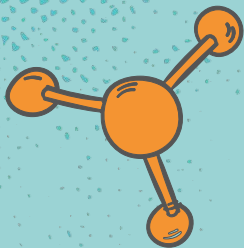|		
Go for a run around the block	Get the board games out	Call an elderly neighbour / relative and have a chat
Help cook up some treats in the kitchen	Find a comfy spot and read a book	Learn to knit, crochet or cross-stitch!
Do some gardening / Plant some winter veggies	Go to the library (online) / audiobooks	
Get the paints out	Explore the world on Google Earth	

Te Reo / Tikanga Māori

Kapa Haka 4 Kids

English - Learn Māori

35 videos • 7,737 views • Last updated on 13 Aug 2021
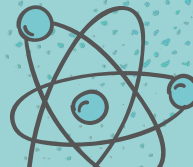
Ako Māori

SUBSCRIBE

2 unavailable videos are hidden

1 — Pronunciation - Learn Māori — Ako Māori — 5:51

2 — Greetings - Learn Māori — Ako Māori — 4:24

3 — How are you? - Learn Māori — Ako Māori — 4:39

4 — What's your name? - Learn Māori — Ako Māori — 2:26

5 — Where are you from? - Learn Māori — Ako Māori — 2:58

6 — Where do you live? - Learn Māori — Ako Māori — 4:14

Te Reo Lessons - <u>Link</u>

Lock down
scones.
With Miss
Crossett

Ingredients

2 cups flour

250g cheese

1 tablespoon paprika

4 teaspoons baking powder

1 cup milk

Pinch of salt

12 slices of shaved ham
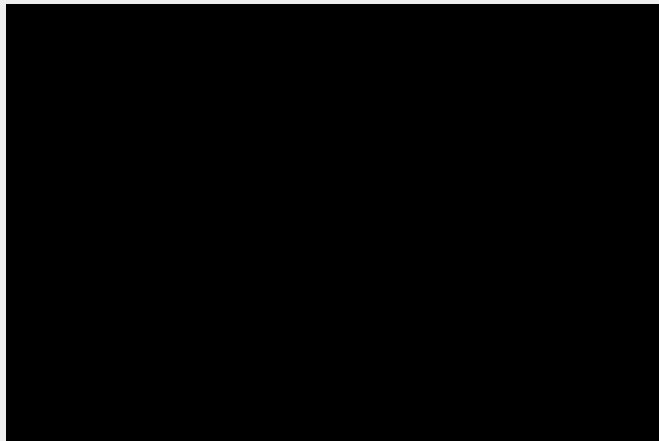
4 tablespoons cream cheese

¼ cup sweet chilli sauce

Steps 1:

Preheat the oven to 200 degrees

Grab a large bowl and place a sieve on top. Add the flour, baking powder, salt and paprika. Sieve through.

Step 2:

Now add the grated cheese and milk. Stir until well combined. The mixture will look wet and sticky.

Step 3:

Grab a chopping board and dust it with flour. Divide the mixture into 4. Create rectangle shapes and place onto the chopping board.

Open the scones mixture in half and 3 slices of ham and a tablespoon of cream cheese. Fold the mixture back together and close up any openings so that the filling doesn't fall out

Step 5:

Place scones on a lined baking tray. Brush the top of the scones with sweet chilli sauce.

Place in the oven for 20-25 minutes. Look and see when they look golden. Rest to the cool a little and then enjoy :)

Step 6: