



INTRODUCING www.starters.co.nz lessons at the click of a mouse

BULLETIN BOARD

LESSONS INDEX

SUBSCRIBE

TEACHER MAGAZINES

EDUCATION WEBSITES

1000 LESSONS COVERING ALL AREAS AND LEVELS OF THE NEW ZEALAND CURRICULUM

- www.starters.co.nz is a new and innovative website for New Zealand educators developed by the team at starters & strategies
- 1000 lessons across all learning areas of the New Zealand Curriculum
- Additional cross-curricula Environmental Education section
- Additional and extensive Study Skills section
- Lessons are for all levels – Years 1–8 +
- Additional lessons are added every week.
- MANY LESSONS HAVE EMBEDDED VIDEOS & LEARNING OBJECTS – all screened for safe student use.

years 1-4	years 4-8 +
ENGLISH UNITS INDEX	ENGLISH UNITS INDEX #1
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ADDITIONAL SPECIAL FEATURES

- A powerful Search Engine makes it easy to locate specific topics
- The Learning Area index pages feature a short description of each unit to aid lesson selection
- The Bulletin Board and Lessons Library Index feature weekly current affairs lessons and highlight lessons appropriate for weeks and events during the year – Conservation Week, Food Smart Week...
- BRIGHT IDEAS. Teachers will find the extensive Bright Ideas an absolute must when looking for activities for early finishers, homework, and providing topics for class work stations. Many Bright Ideas can also be developed into a major classroom unit of work.

Sample English Lesson Descriptor

LOGO DESIGN

Logos as visual identifiers have been around for hundreds of years. Since the advent of computer design technology they have assumed an even greater importance. In this unit, students consider the elements that go into making a highly effective and distinctive logo and then apply these principles to their own designs. Strong links to the Visual Arts.



Additional Resources for this Unit

[Create a logo online interactive & Video](#)

[Principles of Logo Design Video](#)

RELIEF TEACHER PREPARATION

Not only will www.starters.co.nz provide all teachers in the school with a rich and growing source of lessons, [starters.co.nz](http://www.starters.co.nz) is also produced with the relief teacher clearly in mind. Lessons are carefully detailed and formatted in an easy-to-follow style. Simply visit the Lessons Index, select your lessons, print them out and leave for the relief teacher.

ALSO ON www.starters.co.nz

- starters&strategies Teacher's Magazine will be printed in 'flip book' magazine format on the Teacher's Magazine section of the site.
- An extensive section of Educational Websites is on site covering all curriculum areas. This section also features NZ Supersites that have special relevance for New Zealand teachers. Websites featured are screened for suitability.





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SOCIAL SCIENCES
YEARS 4-8+

UNDERSTANDING MONEY UNIT 2 PAGE
NEW ZEALAND NOTES & CO

Curriculum: Social Sciences, English, Maths

- The Economic World
- Identity, Culture, and Organisation
- Writing, Presenting, Viewing, Speaking

Indicative Learning Outcomes

- Being able to identify, name and describe the bank notes and coins that make up our currency.
- Showing an understanding of why it is convenient to have different denominations in our monetary system.
- Demonstrating how the different denominations of our currency relate to each other in terms of value.
- Understanding the concept of giving change and demonstrating increasing fluency in the counting up method.
- Identifying everyday situations where we use money and keeping a money diary of our transactions.
- Being able to explain foreign currency in simple terms.

Strong Links to Mathematics – Number

TEACHER INTRODUCTION

In the first of our understanding money series for primary aged students we investigated: the origins of money; why we need money; how we use it and how money works in everyday life. In this lesson



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VISUAL ARTS
MULTI LEVEL

LINE, COLOUR AND TEXTURE

EXPLORING AND USING ART MAKING CONVENTIONS

Visual Art Strands

- Developing Practical Knowledge in the Visual Arts
- Developing Ideas in the Visual Arts
- Communicating and Interpreting through the Visual Arts

Achievement Objectives

- Students will demonstrate imagination in experimenting with line, pattern and colour
- Students will create continuous lines to create areas



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SCIENCE
YEARS 4-8

COMPILING A PENGUIN DOSSIER

PAGE 1 OF 2

IN DOSSIER

the scenario that they are going to create 'a penguin' environment so that people can enjoy them and learn more about these exciting

discuss why it would be totally necessary to create an environment for the penguins that was as possible to their own natural environment. What information would they first need to collect?



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BRIGHT IDEAS
YRS 1-4

BRIGHT ...instant lessons

DAILY BREAD MOTIVATION

- The class is going on a school camp, far from shops. You want to choose the best way to store the bread and the type of bread which stays freshest for the longest time.
- Brainstorm different storage methods – plastic bags, paper bags, plastic containers, no wrapping at all etc.
- Select a range of bread types – white, rye, wholemeal etc.
- Decide on freshness criteria – look, touch, smell ...
- Run the experiment over a period of the week, limiting the exposure time of the bread when testing daily for freshness.
- Groups compile the results of the experiment in a report and recommendation for use by other classes going on school camps.
- Design posters promoting their choice of 'long life bread', with suitable slogans.

FOOD CHAINS

- Have a class member start the food chain by naming a food, the next student has to name a food starting with the last letter of the first food. For example eggs, spinach, ham etc.
- Continue around the class. No repetition is allowed. Other topics could be used such as sports and games, animals, christian names, cities and towns or countries.

TOP TEN

- Collect titles on the top ten most popular videos over a three week period, published in papers or from the local video store.
- Chart on graph position of different titles over the three week period. Use different colours for different titles.
- Prepare predictions based on trends shown on graph and compare with results published the following week.
- Hold a class survey to find their Top Ten favourites.
- Discuss how close the Top Ten videos were to the predictions.



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ENGLISH
YEARS 4-8

THE ART OF GOOD REPORT WRITING

A TRANSACTIONAL WRITING

TEACHER NOTES

Why Report Writing is Important?

- A report is an important part of the genre writing – that is writing that is intended to inform.
- A report can be ...
 - an account of an investigation into a challenge
 - an argument to validate a point of view
 - a collection of evidence to support this aim
- Learning to write effective reports is an important skill for students to learn and refine as they pay a many areas including science, environmental science, media and community involvement.
- By providing students with a simple template to improve the quality of their report writing.
- Regular positive peer analysis and appropriately completed reports also provides a strong improvement quality.

GETTING STARTED

- Find what the students know all ready about **eg**
 - what is a report?
 - why are reports written and who writes it
 - what does the dictionary say about reports
- Develop the idea that a report is the written what information does a school report give for both students and parents?
- Tell students that reports are very important. They provide solutions for real problems, **eg**
 - the local district council could employ experts to investigate and write a report on problems in the local district and suggest



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MATHEMATICS
YEARS 1-4

BIKES AND PICTOGRAPHS

LEARNING AREAS

- Mathematics and Statistics
 - Geometry and Measurement
 - Creating and using appropriate graphical ways to display data in a meaningful way

KEY COMPETENCIES

Thinking • Using language, symbols and texts

INTRODUCTION

- This lesson will use the topic of 'learning to ride my bike' as a topic for exploring graphs.

COLLECTING INFORMATION

- Ask students if they think it would be interesting to find out what age most people learn to ride a two wheeler bike. Could this be helpful for teaching about cycle safety?
- Have students recall (or ask their family) about the age (to nearest half year) they were when they first rode their bike.
- Prepare a chart with headings for each six month period of age.

3 1/2 yrs 4 yrs 4 1/2 yrs 5 yrs 5 1/2 yrs ...

- Ask students if they can think of another way we can show what information we have gathered other than by numbers? Did they think of making shapes to represent the number **eg** they could draw themselves on a bike and put the picture in the right column.
- Discuss whether this might be a very big picture and could be hard to take to show other classes.
- Could it be possible to have one drawing represent more than one cyclist? Could there be one picture for every two/four/five students (depending on class size)? Would this make the picture a bit smaller?
- If we decided to have one picture for every four students, how would we show 6 students?
- Can students say there would be 1 picture for 4 students? How are they going to show that there are two more in this column.
- Could this be done by showing only a bit of a picture? Discuss. Can the picture be cut into pieces to show that there are less than 4 students?
- Have students decide on a symbol or picture to represent a number of students (if they decide on a bicycle wheel this will make it easy for representing part numbers)

www.starters.co.nz goes live in term four

- www.starters.co.nz goes live on the web in term four 2011. An announcement will be made on www.teachingonline.org
- www.starters.co.nz is a school only annual subscription website
- schools can subscribe online, by phone or by email
- school subscription prices reflect the number of teachers at the school
- Once your school has subscribed – all teachers at your school will have access to starters

School Subscription
(per annum by School U Grade)

U1 – U2	\$NZ 99.00	+ gst
U3 – U4	\$NZ 150.00	+ gst
U5 – U6	\$NZ 200.00	+ gst
U7 +	\$NZ 250.00	+ gst

For more information, a sample lesson pack, and to register your interest email us at: starters@reap.org.nz