

Think Outside the Box

Literacy Level 23 • Maths Level 3 • Number and Algebra

Wise Up!



Inquiry Learning
for Years 5 and 6

Inquire to Learn!

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There are many ways in which *Think Outside the Box* can be used as a base for Inquiry Learning. This is just one suggestion.

Literacy Achievement Objective:

Identify plot structure: introduction, middle (rising action, climax, falling action), resolution.

Specific Literacy Learning Outcome:

Understand and identify the plot elements of *Think Outside the Box*.

Numeracy Achievement Objectives:

Know basic multiplication and division facts.

Know fractions in everyday use.

Specific Numeracy Learning Outcome:

Use additive, multiplicative, and divisive strategies to solve problems.

Session 1: Using the Big Book, share-read *Think Outside the Box*, stopping at natural points for discussion. Draw on the students' prior knowledge of fund-raising.

Session 2: Using the Big Book, work through the Literacy Focus questions. Guide the students towards achieving the Specific Literacy Learning Outcome.

Literacy Focus:

Write the elements of plot structure on the board: Beginning, Middle, End. As a class, reread *Think Outside the Box*. Then ask the questions below. Write the answers under the relevant headings.

Additional Achievement Objective –

Science: Living World

Understand the processes of life, and how living things interact with each other.

Specific Science Outcome:

Learn about social relationships within the animal world, and how survival can depend on working together. (Extension activity 2)

Additional Achievement Objective –

Social Sciences

Understand how people make choices to meet their needs and wants. (Level 2)

Specific Social Sciences Outcome:

Learn how people work together to achieve goals.

Additional Achievement Objective –

Financial Capability: Setting Financial Goals

Create a plan for short term and long term saving based on personal or family goals. (Level 3)

Specific Financial Capability Outcome:

Write a business plan to achieve an earning/savings goal. (page 24 challenge)

1. Plot Summary – Beginning:

Ask: What do Jody and Taine want to do? [Go on a music camp.]

Ask: What is their problem? [The camp costs \$90.]

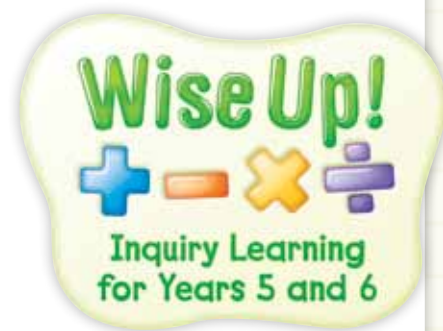
Ask: What is their solution? [They decide to raise money by selling T-shirts.]

CLEAN
SLATE
PRESS

Continued on page 2

Think Outside the Box

Teacher's Notes continued



2. Plot Summary – Middle:

Ask: What happens next? [Answers will vary, but should follow the process of finding the company on the Internet, planning their sales strategy, making lists, taking orders, ordering the T-shirts, and panicking when they don't remember who has ordered what.]

3. Plot Summary – End:

Ask: How does the story end? [They raise enough money to go to camp.]

Ask: Do you think that Jody and Taine's plan works well? Why/Why not? [Answers will vary, but may include reference to planning and co-operation]

Session 3: Using the Small Books, have the students reread *Think Outside the Box*. Model answering the Wise Up! on page 3. In their maths groups, have the students answer the Wise Up! questions on pages 5, 7, 8, 9, 11, 12, 15, 16, and 21. Help individual groups as necessary.

Session 4: Have the students work in small groups to complete the challenge on page 24.

Inquiry Learning Extension:

1. Talk about Jody and Taine working together to achieve a goal. Without that cooperation, they might not have been able to raise the money to go to the music camp. Ask the students to suggest other examples of people working together to achieve a goal. Write examples on the board.
2. In small groups, have the students research a species of animal that works together to achieve a goal. [Examples could be ants, honey bees, beavers, termites, humpback whales, and wolves.] They could write a short report on their chosen animal.