



Ho Ho Ho - My Lower/Middle New Zealand Christmas Contracts 1-10



Teacher Notes - New Zealand Print Version (1 of 1)

- Please note that although the ideas and format are my own, the images are not (clip art/internet).
- A 'Student Job Sheet' is included so the child and teacher can keep track of which contracts have been completed and which haven't. This could be enlarged to A3 to allow more room for the child to write in the boxes.
- An extra blank student task sheet has also been provided, which allows children more room than is actually on the contract. It also gives some spare room in case either you or the child comes up with any further ideas/tasks to complete. Alternatively, they could just use their own paper.
- No answers are provided (except for E), as all others will vary between children and levels of ability. Answers for E are: Santa, Christmas, holidays, family, chocolate, presents, December, Rudolph, friends, chimney.
- An example blank unit planning and Assessment/Evaluation sheet has also been attached at the end of the document. If you need more room, simply enlarge it to A3. I have given two possible examples-one for NZ and one for AU (the AU one is based on QLD Education headings).
- Depending on the level and abilities of the children, some may find listing the place names on the map a bit difficult. In that case, you could just get them to name which Island the place is on rather than the location.
- Mini Writing Booklets: I have also included a blank cover sheet and a few extra inside pages. This allows the inside to have perhaps one side of writing, and on the other they could draw a picture. I have included these to open it up as wide as possible for as many different abilities. The two A4 sides once printed, back onto each other to make a small mini booklet. These could also be photocopied and enlarged to A3 size to make a 'Big Book'. These of course can then be read/shared with others.
- As always, there are no rules with this resource except your own. Please feel free to use them in any way which best suits you and your class/school.

I hope the resource is of some use and that the children enjoying doing it.

Wishing you a great end to this term and year, and wishing you all a very safe and relaxing festive season.





Ho Ho Ho - My Lower/Middle New Zealand Christmas Contracts - Student Job Sheet



Name		School		Class	
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Contract Number	Date Started	Date Completed	Self Assessment Grade/Mark	Ongoing Self Assessment Comment/Notes
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
Other Notes/ Comments				



Ho Ho Ho - My Lower/Middle New Zealand Christmas Contracts - Spare Student Sheet



Name

School

Class

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Ho Ho Ho - My Lower/Middle New Zealand Christmas Contracts - NZ Map



Name		School		Class	
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Ho Ho Ho - My Lower/Middle New Zealand Christmas Contract Number 1

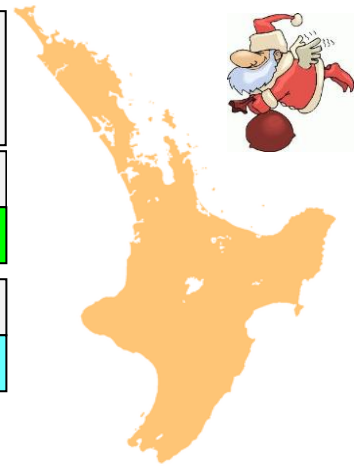


Name		School		Class	
Teacher		Date		Year/Age	

A. Write at least 5 words to do with Christmas that begin with the following letters: **A-B**

B. Using the map, help show Santa where he needs to go.

- North Island
Auckland
- South Island
Christchurch



C. Name one Christmas song that you know of. Do you also know who sings it?

D. Write down what would be your dream Christmas dinner and/or pudding.

E. What is the mixed up word?
atnsa

F. What Am I?



G. Write 5 words related to the picture.



3. Now show where in New Zealand you live

H. Now make up your own mixed up word (it has to be different from the one in E). Make sure you write the mixed up word and the answer.

I. Make up and complete one of your own activities related to Christmas. You may want to check with your teacher first. It must be one that you have not previously done in these contracts. Write what you chose to do?



My Christmas Wordfind 1

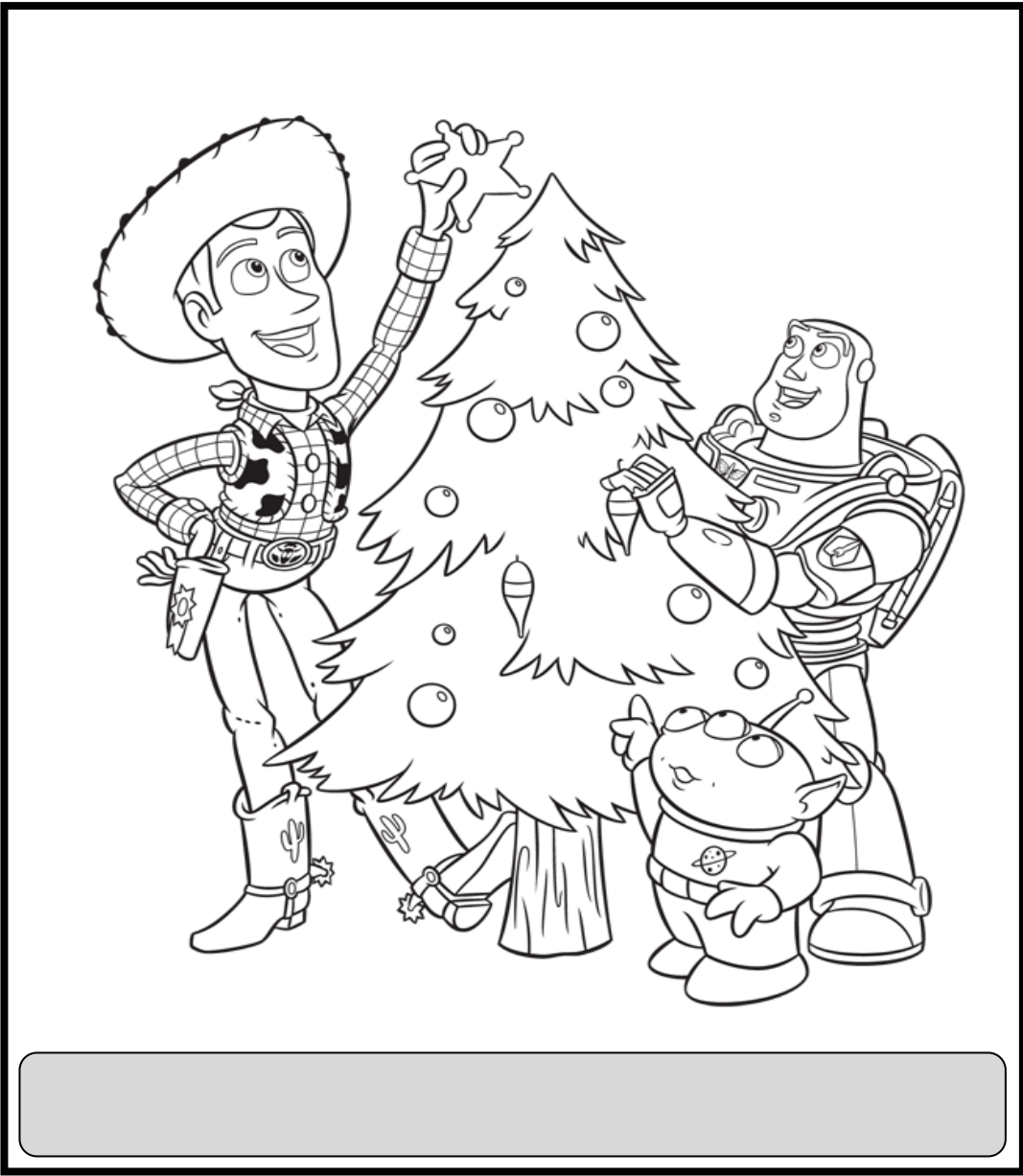


Using words from your writing, make up your own Christmas wordfind below.

Words to Find

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Ho Ho Ho - My Lower/Middle New Zealand Christmas Contract Number 2



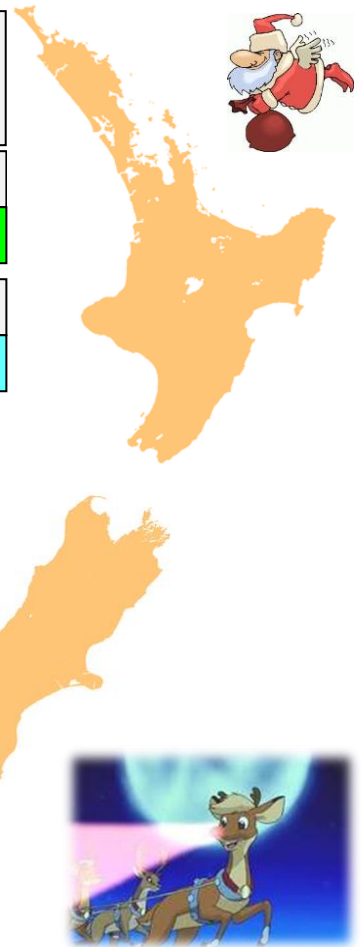
Name		School		Class	
Teacher		Date		Year/Age	

A. Write at least 5 words to do with Christmas that begin with the following letters: **C-D**

B. Using the map, help show Santa where he needs to go.




- North Island
Hamilton
- South Island
Dunedin



C. Name one funny Christmas song that you know of (a different one). Do you also know who sings

D. Write down one or two things you could do for a friend who is lonely or sad during Christmas.

E. What is the mixed up word?
samtsirhC

F. What Am I? 

G. Write 5 words related to the picture.

H. Now make up your own mixed up word (it has to be different from the one in E). Make sure you write the mixed up word and the answer.

I. Make up and complete one of your own activities related to Christmas. You may want to check with your teacher first. It must be one that you have not previously done in these contracts. Write what you chose to do?



My Christmas Wordfind 2



Using words from your writing, make up your own Christmas wordfind below.

Words to Find

Merry Christmas





Ho Ho Ho - My Lower/Middle New Zealand Christmas Contract Number 3



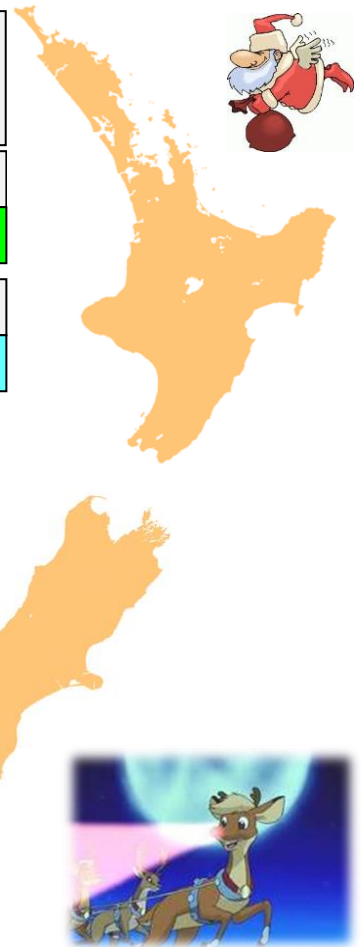
Name		School		Class	
Teacher		Date		Year/Age	

A. Write at least 5 words to do with Christmas that begin with the following letters: **E-F-G**

B. Using the map, help show Santa where he needs to go.



- North Island
- Wellington
- South Island
- Invercargill



C. Name one Christmas TV programme you know of.

D. If you had a free wish and could ask for anything you wanted from Santa, what would it be? Say why.

E. What is the mixed up word?
sydailoh

F. Who Am I?



G. Write 5 words related to the picture.

H. Now make up your own mixed up word (it has to be different from the one in E). Make sure you write the mixed up word and the answer.

I. Make up and complete one of your own activities related to Christmas. You may want to check with your teacher first. It must be one that you have not previously done in these contracts. Write what you chose to do?

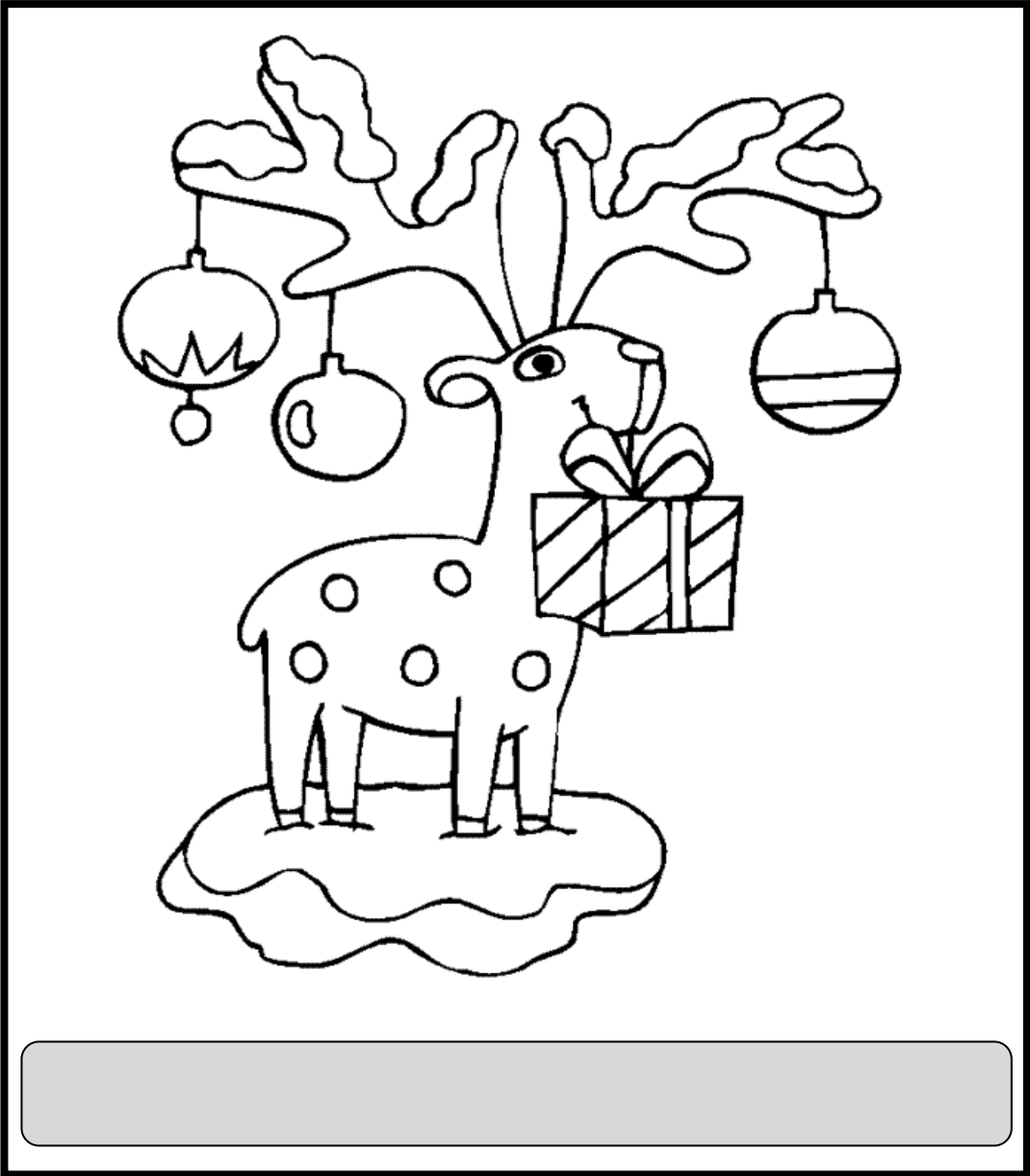


My Christmas Wordfind 3



Using words from your writing, make up your own Christmas wordfind below.

Words to Find





Ho Ho Ho - My Lower/Middle New Zealand Christmas Contract Number 4



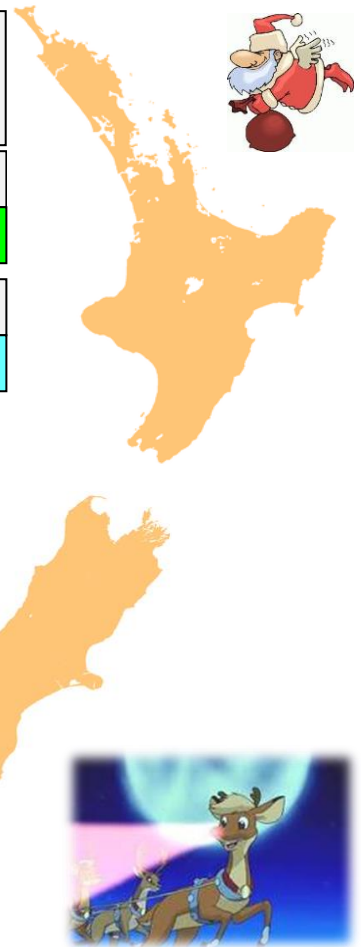
Name		School		Class	
Teacher		Date		Year/Age	

A. Write at least 5 words to do with Christmas that begin with the following letters: **H-I-J**

B. Using the map, help show Santa where he needs to go.



- North Island
Gisborne
- South Island
Greymouth



C. Name one cartoon that has a Christmas theme.

D. Write down at least 2 great things you have done this year where you have helped someone out.

E. What is the mixed up word?
failyrn

F. What Am I?



G. Write 5 words related to the picture.

H. Now make up your own mixed up word (it has to be different from the one in E). Make sure you write the mixed up word and the answer.

I. Make up and complete one of your own activities related to Christmas. You may want to check with your teacher first. It must be one that you have not previously done in these contracts. Write what you chose to do?



My Christmas Wordfind 4

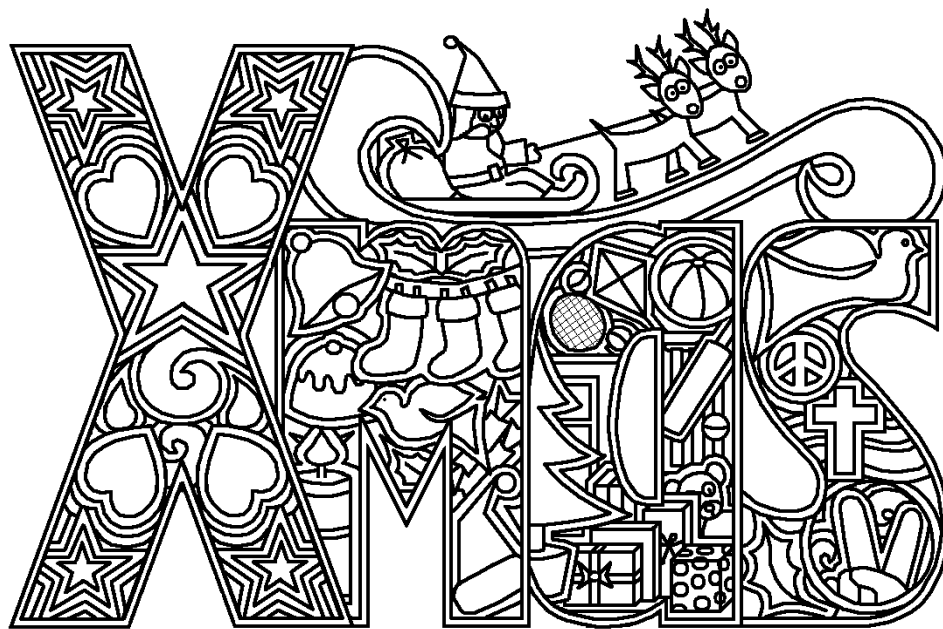


Using words from your writing, make up your own Christmas wordfind below.

Words to Find

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Debbie Neale - www.clicknocolour.com

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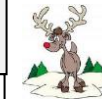
Ho Ho Ho - My Lower/Middle New Zealand Christmas Contract Number 5



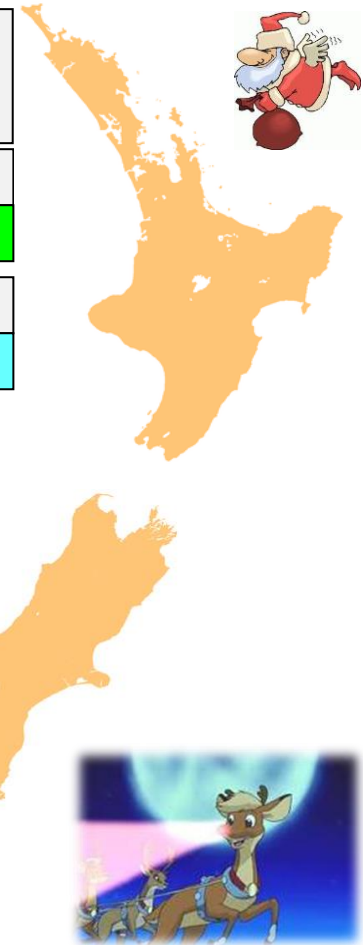
Name		School		Class	
Teacher		Date		Year/Age	

A. Write at least 5 words to do with Christmas that begin with the following letters: **K-L**

B. Using the map, help show Santa where he needs to go.



- North Island
- Palmerston North
- South Island
- Nelson



C. Name one book that has a Christmas theme.

D. Write down at least two great things where someone has helped you out this year? (what did they do?)

E. What is the mixed up word?
chclooeta

F. Who Are We?



G. Write 5 words related to the picture.

H. Now make up your own mixed up word (it has to be different from the one in E). Make sure you write the mixed up word and the answer.

I. Make up and complete one of your own activities related to Christmas. You may want to check with your teacher first. It must be one that you have not previously done in these contracts. Write what you chose to do?



My Christmas Wordfind 5



Using words from your writing, make up your own Christmas wordfind below.

Words to Find





Ho Ho Ho - My Lower/Middle New Zealand Christmas Contract Number 6



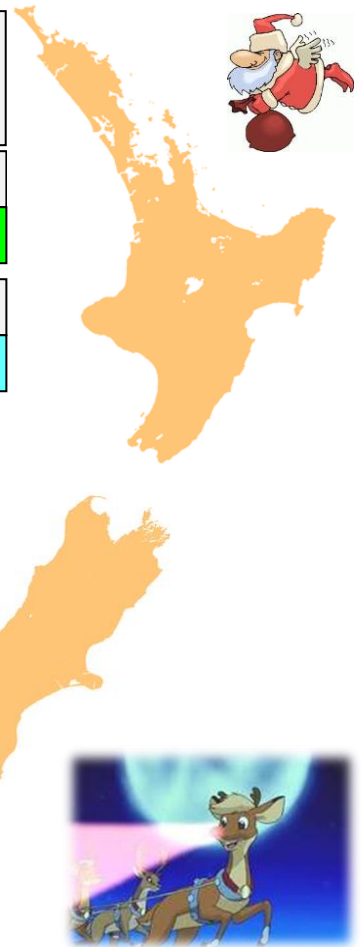
Name		School		Class	
Teacher		Date		Year/Age	

A. Write at least 5 words to do with Christmas that begin with the following letters: **M-N**

B. Using the map, help show Santa where he needs to go.



- North Island
 - South Island
- New Plymouth
- Picton



C. Name one Christmas song that you know of. Do you also know who sings it?

D. If you had another free wish and could ask for anything you wanted from Santa, what would it be? Say why.

E. What is the mixed up word?
psrtnese

F. Who Am I?



G. Write 5 words related to the picture.

H. Now make up your own mixed up word (it has to be different from the one in E). Make sure you write the mixed up word and the answer.

I. Make up and complete one of your own activities related to Christmas. You may want to check with your teacher first. It must be one that you have not previously done in these contracts. Write what you chose to do?



My Christmas Wordfind 6



Using words from your writing, make up your own Christmas wordfind below.

Words to Find





Ho Ho Ho - My Lower/Middle New Zealand Christmas Contract Number 7



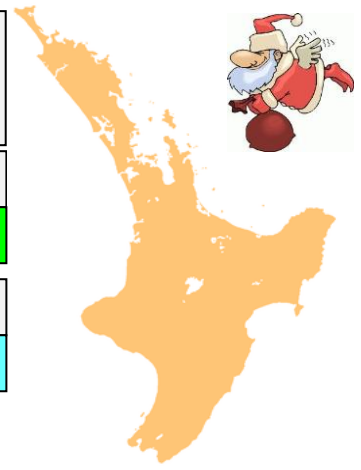
Name		School		Class	
Teacher		Date		Year/Age	

A. Write at least 5 words to do with Christmas that begin with the following letters: **O-P-Q**

B. Using the map, help show Santa where he needs to go.



- North Island
- Whanganui
- South Island
- Kaikoura



C. Name one TV programme that has a Christmas theme?

D. Santa has asked you to feed Rudolph for dinner. What are you going to give him?

E. What is the mixed up word?
Drebmeec

F. What Am I?



G. Write 5 words related to the picture.



H. Now make up your own mixed up word (it has to be different from the one in E). Make sure you write the mixed up word and the answer.

I. Make up and complete one of your own activities related to Christmas. You may want to check with your teacher first. It must be one that you have not previously done in these contracts. Write what you chose to do?



My Christmas Wordfind 7



Using words from your writing, make up your own Christmas wordfind below.

Words to Find





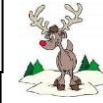
Ho Ho Ho - My Lower/Middle New Zealand Christmas Contract Number 8



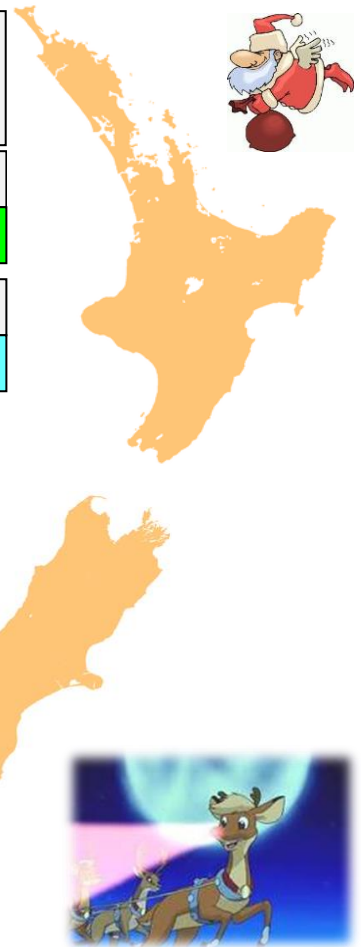
Name		School		Class	
Teacher		Date		Year/Age	

A. Write at least 5 words to do with Christmas that begin with the following letters: **R-S**

B. Using the map, help show Santa where he needs to go.



- North Island
Taupo
- South Island
Hokitika



C. Name one cartoon that has a Christmas theme?

D. Because you don't have a chimney, you have told Santa you will make a secret door for him. Where will it be?

E. What is the mixed up word?
hplodRu

F. Who Am I?



G. Write 5 words related to the picture.

H. Now make up your own mixed up word (it has to be different from the one in E). Make sure you write the mixed up word and the answer.

I. Make up and complete one of your own activities related to Christmas. You may want to check with your teacher first. It must be one that you have not previously done in these contracts. Write what you chose to do?





My Christmas Wordfind 8



Using words from your writing, make up your own Christmas wordfind below.

Words to Find





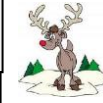
Ho Ho Ho - My Lower/Middle New Zealand Christmas Contract Number 9



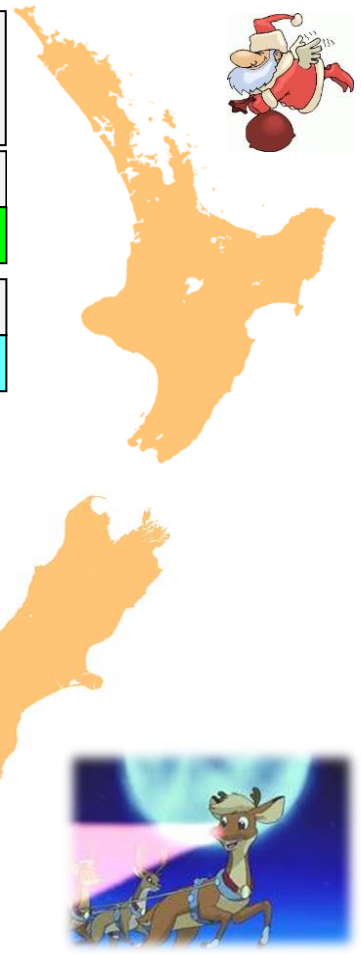
Name		School		Class	
Teacher		Date		Year/Age	

A. Write at least 5 words to do with Christmas that begin with the following letters: **T-U-V**

B. Using the map, help show Santa where he needs to go.



- North Island
- Napier
- South Island
- Westport



C. Name one funny Christmas song that you know of. Do you also know who sings it?

D. Santa has asked you to make up a secret saying for him to get into your secret door. What is the secret saying?

E. What is the mixed up word?
frsdnei

F. What is this?



G. Write 5 words related to the picture.

H. Now make up your own mixed up word (it has to be different from the one in E). Make sure you write the mixed up word and the answer.

I. Make up and complete one of your own activities related to Christmas. You may want to check with your teacher first. It must be one that you have not previously done in these contracts. Write what you chose to do?

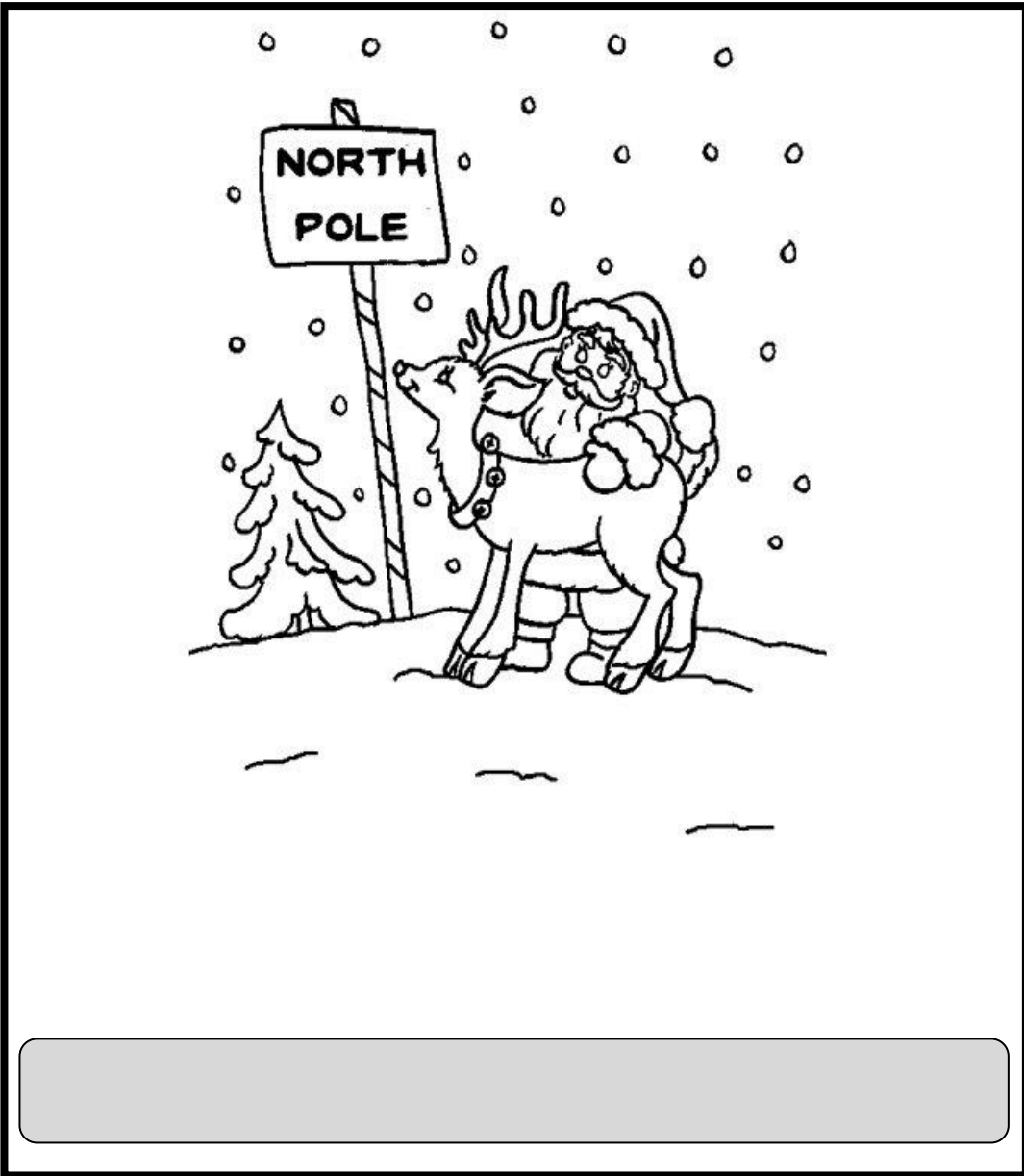


My Christmas Wordfind 9



Using words from your writing, make up your own Christmas wordfind below.

Words to Find





Ho Ho Ho - My Lower/Middle New Zealand Christmas Contract Number 10



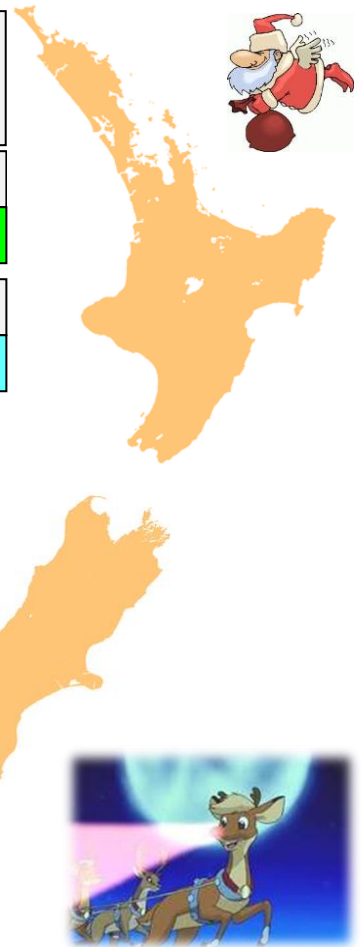
Name		School		Class	
Teacher		Date		Year/Age	

A. Write at least 5 words to do with Christmas that begin with the following letters: **W-X-Y-Z**

B. Using the map, help show Santa where he needs to go.



- North Island
 - South Island
- Cape Reinga
- Bluff



C. Name one book that has a Christmas theme.

D. Mrs Claus has asked you to send her a text to say what is taking Santa so long to get home. What do you say?

E. What is the mixed up word?
xmihcney

F. What Am I?



G. Write 5 words related to the picture.

H. Now make up your own mixed up word (it has to be different from the one in E). Make sure you write the mixed up word and the answer.

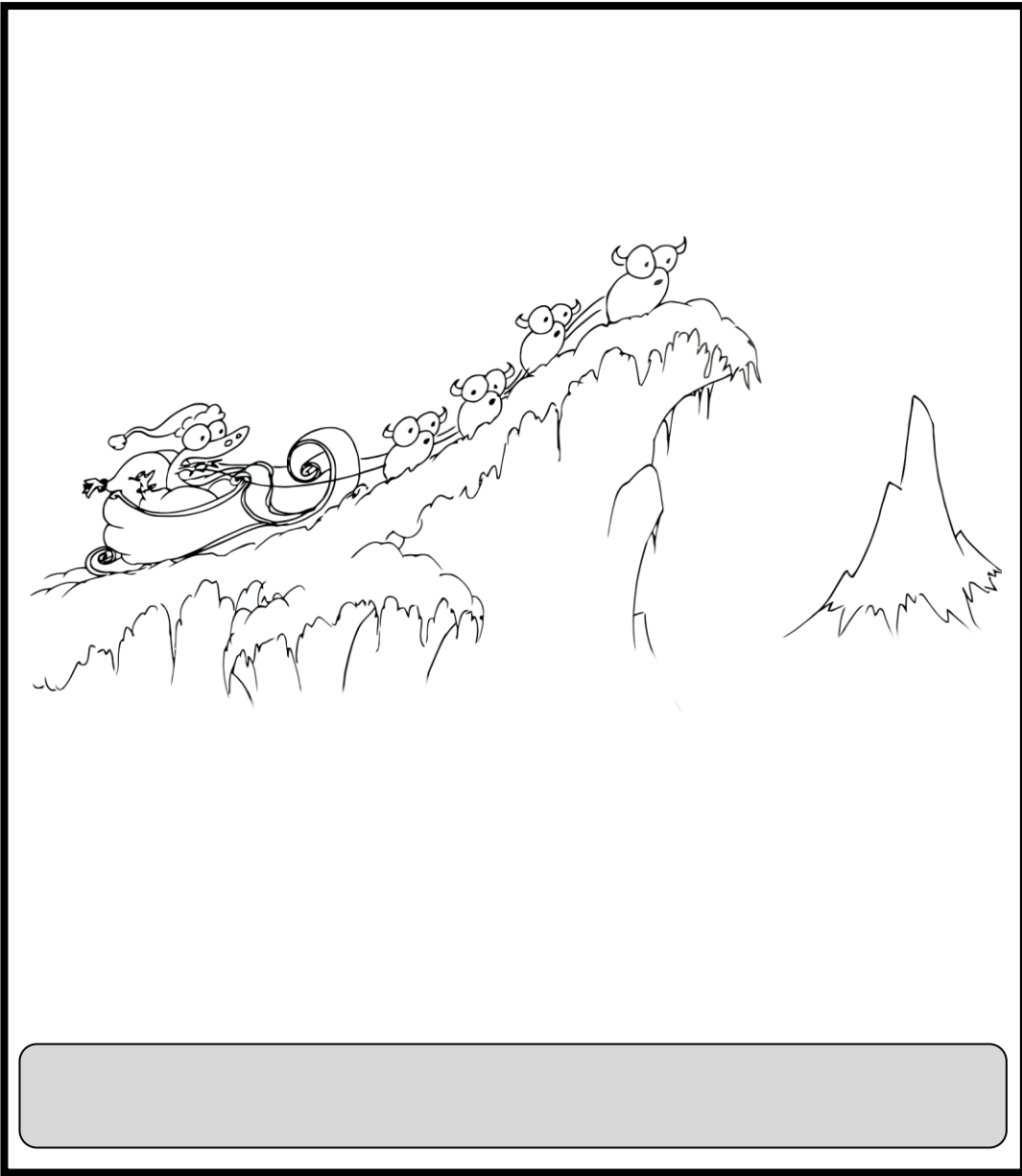
I. Make up and complete one of your own activities related to Christmas. You may want to check with your teacher first. It must be one that you have not previously done in these contracts. Write what you chose to do?



My Christmas Wordfind 10



Using words from your writing, make up your own Christmas wordfind below.



Words to Find

A large empty rectangular box with a red border, intended for listing words to be found in the wordfind.

A grey rounded rectangular box at the bottom of the illustration area, possibly for a name or additional notes.



My Own Christmas Wordfind



Using words from your writing, make up your own Christmas wordfind below.

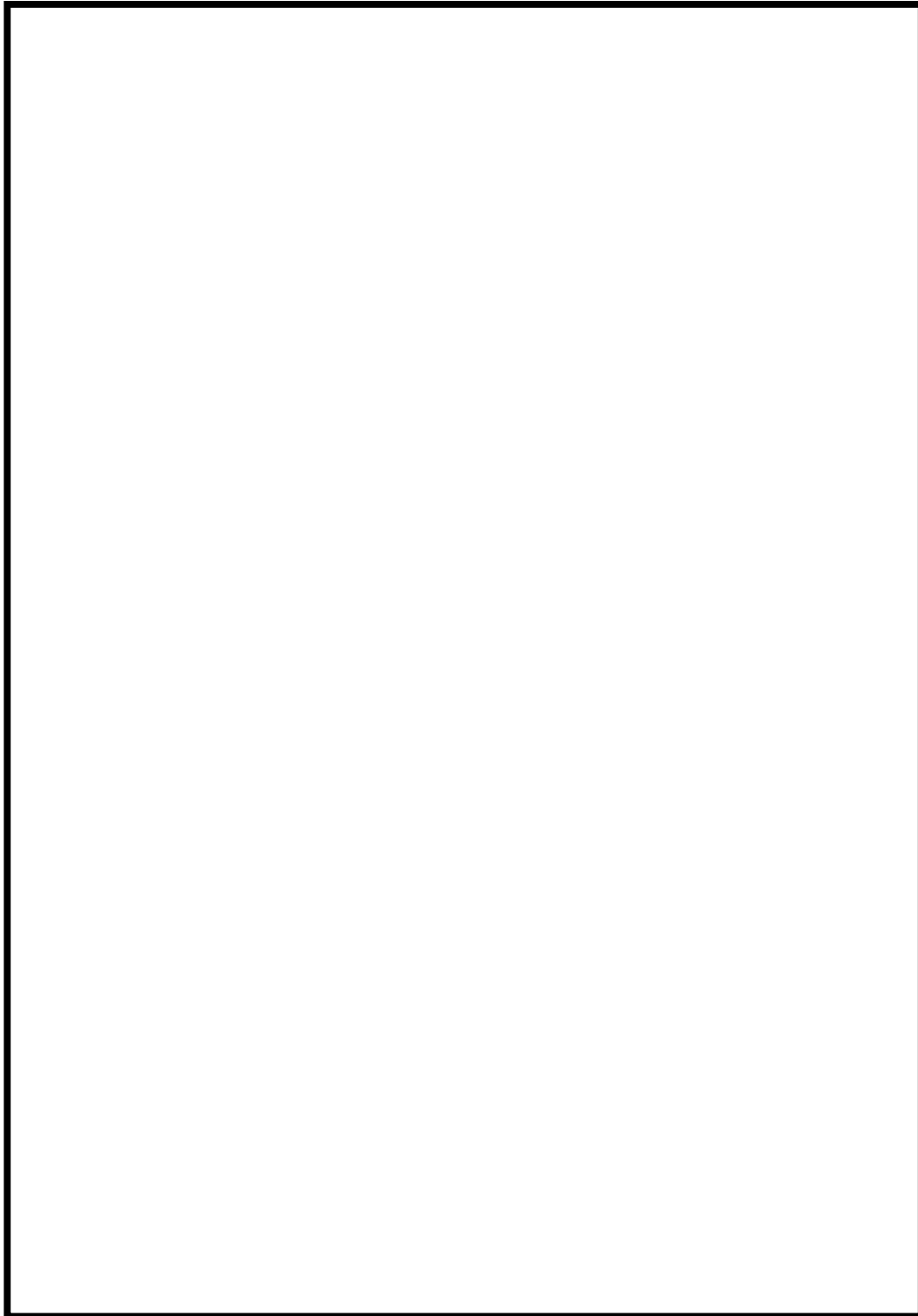
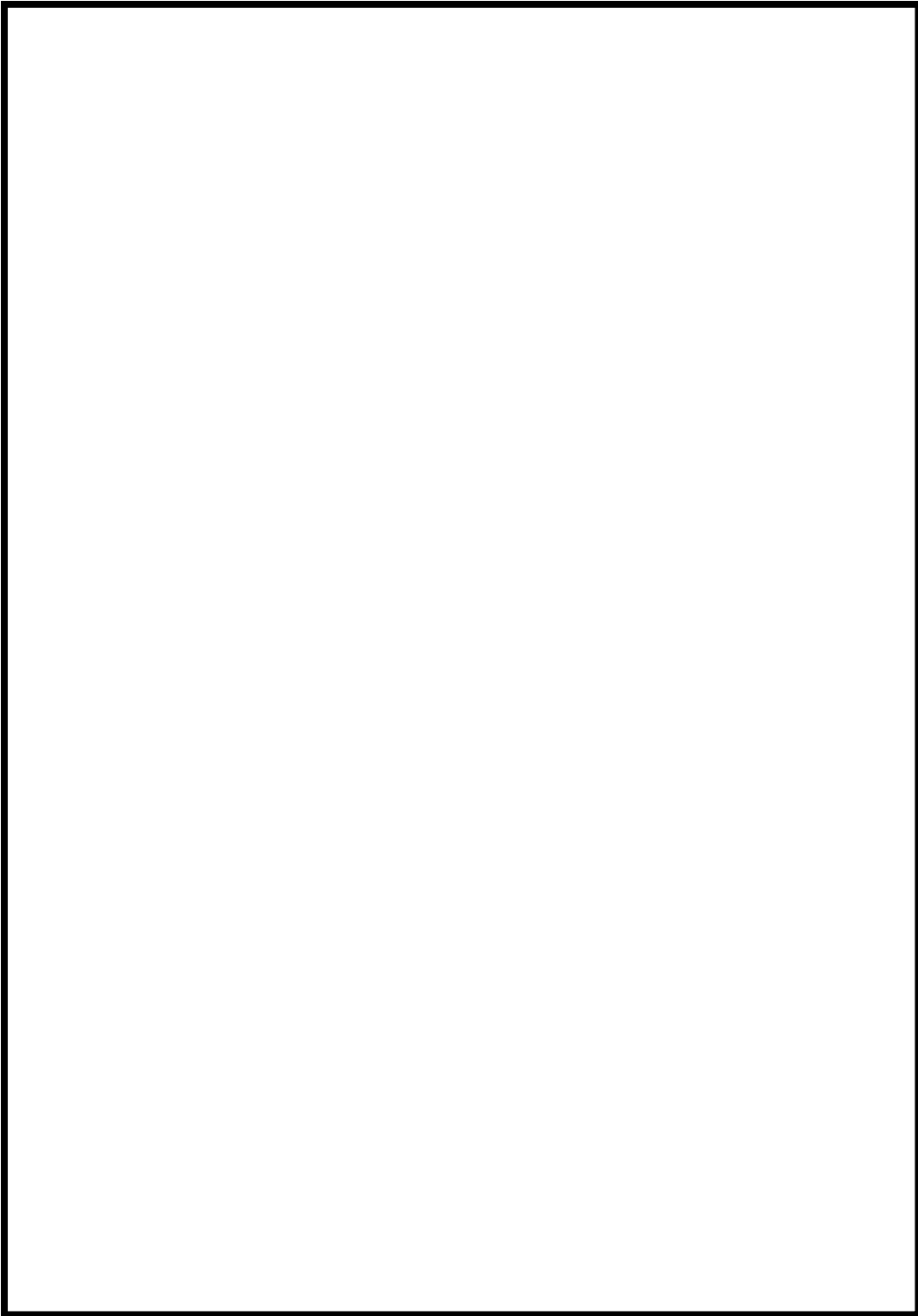
Words to Find

A vertical rectangular box with a black border. Inside the box, there are eight horizontal black lines, evenly spaced, extending from the left edge to the right edge. The lines are parallel to each other and to the top and bottom edges of the box.

A vertical rectangular box with a black border. Inside the box, there are eight horizontal black lines, evenly spaced, extending from the left edge to the right edge. The lines are parallel to each other and to the top and bottom edges of the box.

A rectangular box containing eight horizontal lines, spaced evenly, intended for writing.


An empty rectangular box, intended for drawing or additional notes.





NZ/AU Unit and Assessment Plan Example Sheet



 Theme / Unit						Term/ Week/Yr		Year/Class/ Cohort/ Syndicate	
Vision (NZ)	Confident		Connected		Actively Involved			Lifelong Learners	
Principles (NZ)	High Expectations	Treaty of Waitangi	Cultural Diversity	Inclusion	Learning to Learn	Community Engagement		Coherence	Future Focus
Values (NZ)	Excellence	Innovation, Inquiry and Curiosity	Diversity	Equity	Community and Participation		Ecological Sustainability		Integrity
Key Competencies (NZ)	Thinking	Using Language, Symbols and Texts		Managing Self	Relating to Others		Participating and Contributing		
Official Languages used in the Unit (NZ)	<input type="checkbox"/> English			<input type="checkbox"/> Māori			<input type="checkbox"/> Sign Language		
Official Languages used in the Unit (AU)	<input type="checkbox"/> English			<input type="checkbox"/> Aboriginal			<input type="checkbox"/> Sign Language		
Essential Learnings (AU)	Learning and Assessment Focus			Ways of Working			Knowledge and Understanding		
Planning (AU)	Curriculum Identification	Contexts for Learning		School Priorities		Teaching Strategies		Resources	
K.L.A (AU)									
Curriculum Areas (NZ & AU)									

Resources:	<u>Specific Skill Focuses (what you specifically want the children to learn)</u>	<u>Teachings / Learning Experiences / Extra Notes</u>



NZ Unit Assessment / Evaluation



Unit/Topic/Cm Area:

Levels:

Date of Assessment/Evaluation:

Teacher/s:

Successes:

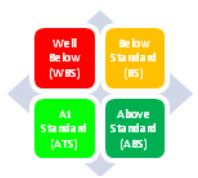
Barriers/Concerns:

Strategies to Address Barriers (for next time):

Assessment Methods Used:

Other Notes:

Assessment Data and Trends	Well Below Expectation/Standard (WBE)		Below Expectation/Standard (BS)		At Expectation/Standard (ATS)		Above Expectation/Standard (ABS)					
	Boys:	Girls:	Boys:	Girls:	Boys:	Girls:	Boys:	Girls:				
	Māori:	European:	Māori:	European:	Māori:	European:	Māori:	European:				
	Other Ethnic Groups:		Other Ethnic Groups:		Other Ethnic Groups:		Other Ethnic Groups:					
General Levels: (Children should be working at): <table border="1" style="display: inline-table; margin-left: 10px;"> <tr> <td>Years 0/1 and 2 = Level 1</td> <td>Years 3 and 4 = Level 2</td> <td>Years 5 and 6 = Level 3</td> <td>Years 7 and 8 = Level 4</td> </tr> </table>									Years 0/1 and 2 = Level 1	Years 3 and 4 = Level 2	Years 5 and 6 = Level 3	Years 7 and 8 = Level 4
Years 0/1 and 2 = Level 1	Years 3 and 4 = Level 2	Years 5 and 6 = Level 3	Years 7 and 8 = Level 4									



School:




AU Assessment/Evaluation

Class/ Cohort: Teacher/s: Curriculum level/s: Year P 1 2 3 4 5 6 7

Date Assessment Taken: School Priorities:

Assessment Tasks:

Contexts for Learning: 

Teaching Strategies used:

Key Learning Areas												
	A. ↓		B. ↓		C. ↓		D. ↓		E. ↓		N. ↓	
Achievement Standards →	Evidence in a student's work typically demonstrates a very high level of knowledge and understanding of concepts, facts and procedures, and application of processes.		Evidence in a student's work typically demonstrates a high level of knowledge and understanding of concepts, facts and procedures, and application of processes.		Evidence in a student's work typically demonstrates a sound level of knowledge and understanding of concepts, facts and procedures, and application of processes.		Evidence in a student's work typically demonstrates a limited level of knowledge and understanding of concepts, facts and procedures, and application of processes.		Evidence in a student's work typically demonstrates a very limited level of knowledge and understanding of concepts, facts and procedures, and application of processes. When making judgments about achievement, teachers consider how the qualities of the students work best match the achievement standards.		Not completed/ absent	
Write in children's names and/or numbers of children who achieved at the corresponding achievement levels →												
Assessment Trends → (numbers/ratios)	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>

Other Teacher Notes/ Successes/Barriers to Learning: