Print resources:

- At the Beach: Explore and Discover the New Zealand Seashore by Ned Barraud and Gillian Candle.
- New Zealand Shore and Sea by Dave Gunson.
- A Hole in the Bottom of the Sea adapted by Jessica Law. Poem/song
- A House for Hermit Crab by Eric Carle. Picture book
- Sea Stars: Saltwater Poems by Avis Harley. Poems

Digital content:

- Rocky Shore with Mussels and Limpets, Eastbourne. Image. DigitalNZ
- Zones of a Rocky Shore. Diagram. Te Ara
- Coastal Shoreline. Encyclopedia entry. Te Ara
- Tangaroa: The Sea. Encyclopedia entry. Te Ara
- Coast. Encyclopedia entry.* EPIC (Britannica School)
- Rocky Shore. Services to Schools, Topic Explorer

Guides, tools, exemplars:

- NZ Curriculum Standards correlated to ‘Coast’.* EPIC Britannica School
- NZ Rocky Shore Activities. University of Otago
- Maua School - Discover Tasman: The Tasbay Rocky Shore. Living Heritage

Other resources & experiences:

- Grouping Rocky Shore Animals. Science activity. Te Kete Ipurangi
- The Sounds of the Sea. Dance unit. Te Kete Ipurangi
- A Hole in the Bottom of the Sea. Song and animation. Barefoot Books, publisher

* Requires school logon

AnyQuestions student’s facilitated research service.
### Rocky Shore

**Print resources:**
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- How I Paint my Tissue Papers. Slideshow. Eric Carle, author website

### Example Inquiry Questions Supported by Resources and Organised by Learning Area

**Arts focus**
- How does the ‘skin’ of a fish feel different to the ‘skin’ of a rock? Seaweed? A crab shell?
- How can we visually represent those different textures? Using materials?

**Health & PE focus**
- What kinds of food can we get from the sea? How can we prepare these foods? Which is the yummiest food?
- What kinds of nutrients are in seafood? How do these help our bodies?

**Mathematics & Statistics focus**
- How might we sort and group the plants and animals of the rocky shore?
- How might a blind person sort the plants and animals of the rocky shore?
- How can we make records of sorted groups?

**Social Sciences focus**
- How does litter affect the lives of coastal creatures?
- How can we help protect coastal habitats?

**English focus**
- What are the different ways we can use language to describe the rocky shore?
- Why is observation important when describing things?

**Te Reo & Tikanga Māori focus**
- What is a myth? What is a legend?
- What are some of the myths and legends about the sea?
- Why are these stories important and how are they kept alive?

**Science focus**
- What is a habitat?
- How does the colour, shape, texture, size of a fish/crab/sea anemone help it live in its habitat?

**Technology focus**
- Without using our hands how might we pick up rubbish on the rocky shore?
- Can we use materials found on the rocky shore to construct a tool for picking up rubbish?
## Print resources:

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## Digital content:

- **Zones of a Rocky Shore**. Diagram. [Te Ara](https://www.teara.govt.nz/en)
- **Coastal Shoreline**. Encyclopedia entry. [Te Ara](https://www.teara.govt.nz/en)
- **Coast**. Encyclopedia entry. [EPIC (Britannica School)](https://www.epic.britannica.com)
- **Rocky Shore**. [Services to Schools, Topic Explorer](https://services hônau.edu.nz/topic-explorer/)
- **Rocky Shore with Mussels and Limpets, Eastbourne**. Image. [DigitalNZ](https://digitalnz.govt.nz)

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## NZ Curriculum: Principles & Values:

- Innovation, inquiry and curiosity
- Ecological sustainability

## Six-step Inquiry Framework:

- **I wonder**
- **Find out**
- **Make meaning**

## Guided Inquiry Process:

- **Immerse**
- **Explore**
- **Gather**
- **Create**
- **Share**

### Example Inquiry Behaviours and Approaches Supported by These Resources

- **At the Beach: Explore and Discover the New Zealand Seashore**
  - [Te Ara](https://www.teara.govt.nz/en)
- **Coastal Shoreline**
  - [Te Ara](https://www.teara.govt.nz/en)
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  - [EPIC (Britannica School)](https://www.epic.britannica.com)
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  - [Services to Schools, Topic Explorer](https://services hôna.edu.nz/topic-explorer/)
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  - [DigitalNZ](https://digitalnz.govt.nz)

### ROCKY SHORE EXAMPLE EXEMPLAR FOR: Rocky Shore

- **Organised by Inquiry Behaviours & Approaches**
- **For:** Rocky Shore
- **Year Levels:** 1 to 3
What are the defining features of animals and plants that live on the rocky shore? What would you need to change about yourself in order to cope with the tide coming in and out like they do?

According to the article, many beach visitors don’t realise birds nest in the sand dunes. What are some of the possible consequences of this for the nesting birds? How could you make people aware of the birds’ nests?

How are rock pools formed? Are rock pools always there?

According to the article, the pōhutukawa ‘clings’ to cliffs and rocks. How does it do this? What might happen if we tried to plant some other kinds of trees on coastal cliffs?