Home Learning TV – Junior Maths – Day 15

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| **Segment lesson planning details** |  |
| Title for segment: | Slap Slap Clap - Sauni Sauni Pati |
| Year levels *(e.g. Yrs1 – 3)*: | Year 1 - 3 |
| NZC learning areas:  | Maths and Stats |
| Purpose of lesson:(What learners will learn) | Learners will:explore a repeating patternjustify and explain what comes next in a pattern |
| Success Criteria – students will be able to:(how they will know when they have learnt it) |  Learners will be able to continue a repeating pattern Learners will be able to explain what comes at different positions in a pattern eg A clap because … Learners will be able to create and share their own repeating pattern  Learners will represent their pattern using symbols and different materials. |
| **Segment content/context details *(as appropriate)*** |
| Māori specific content i.e. the learning draws on Mātauranga Māori: |  | Pacific specific content i.e. the learning is focused on Pacific knowledge: | Samoan Sasa as a context to explore repeating patterns. |
| **Segment production details** |
| Equipment requirements: |  |
| Copyright requirements:Please be specific: Source(*Seven Sizzling Sausages* by Sam Smith –url link to the source), intended use (to demonstrate alliteration), and length (timings for video clips) | Source – The Coconet tv - <https://www.thecoconet.tv/creative-natives/polyfest-performance-highlights/samoa-stage-st-pauls-college-faataupati-sasa/> (from start to 2.14min) |
| **Segment links and attachments *(list all links to recordings or attachments, the source and confirm that copyright permissions are granted)*** |
| Links to recordings /resources | <https://www.thecoconet.tv/creative-natives/polyfest-performance-highlights/samoa-stage-st-pauls-college-faataupati-sasa/>  |
| Attachments  |  |
| **Segment plan content** |
|  | Teaching and learning activities linked to purpose | High level script (key points/questions)  |
| **Activate**: Activating prior learning, knowledge of contexts and relationships | Warm up to practice skip-counting and notice patterns in numbers.  | Presenter welcomes students to maths using different languages.Let’s warm up and start off with some counting.But today I thought, why don’t we clap our hands everytime we say a number! That will be fun. Hmm let’s begin with the number 2, and we will skip count in 2’s. Stopping when we get to 28.Ready - Go - [have these written on the board as below already so presenter can join in with clapping]Representation:2 4 6 8 1012 14 16 18 2022 24 26 28Tino Pai - excellent work! Are you seeing what I can see? There are so many patterns. Remember yesterday we talked about when a pattern repeated it was predictable?Take a second to have a look at what you see. Maybe you could talk to someone at home about it. [give 30 seconds]Look at this column. [gesture to the 8s]I can see that all of these numbers have an 8 in the ones place. I wonder what number would go here? 8, 18, 28 ...[point underneath 28] Ka pai rawa! It is 38. We know that because we can see from the pattern that the number will end in 8 and is increasing by 10 each time. Here’s a tricky question for you. Look at the pattern. We know that this number would be 38, so what number would come next in the pattern? [presenter to represent as in example]Well done. The number is 40! We know that because we can see from the pattern that each number increases by two. You might also have noticed that all the numbers in this column [gesture] are tens numbers. Ka pai everyone. Now that we are all warmed up, let’s look at another pattern.  |
| **Learn**: Introducing learningReinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning  | Introduction of a Sasa as an example of the incorporation of repeating patternsLearners connect to their prior knowledge <https://www.thecoconet.tv/creative-natives/polyfest-performance-highlights/samoa-stage-st-pauls-college-faataupati-sasa/> Learners connect to prior knowledge of the Sasa | Today we are going to look at the Samoan Sasa. Some of you will have seen this many times. Some of you may even know how to do it. This is often done sitting down, so e noho if you are standing and have a look at this dance. Maybe someone at home could watch with you. What do you notice the dancers doing?[show clip] 2:14Wow! What an amazing dance! What did you notice?I noticed as part of the Sasa each person slaps their legs twice and claps once. Watch me. [presenter models this].”Slap, slap, clap…”Let’s do it together. Go! [do a few times together]. “Slap, slap, clap…”Let me show you how we could represent this on the board. I will use an X to represent the slaps and a circle to represent the claps. Watch me. [presenter writes X X 0 X X 0 ] “Slap, slap, clap, slap, slap, clap” [gesture to each symbol] I'll give you some time now to think about how else you could show this pattern. You could use a pen and paper, blocks, toys or something else! [give some time].Remember the pattern is slap, slap, clap, slap, slap, clap. I wonder what would come next? Why don’t you see if you can continue the pattern now? I’ll give you some time. [30 seconds]Tino pai! Well done, it does go slap, slap, clap, slap, slap, clap, SLAP!Represent this on the board (X X 0 X X 0 X)This is called a repeating pattern because it repeats again and again. We can also think about what happens at different positions for the pattern. We can call the first slap position one and the clap would be position three (record numbers underneath). I wonder what would be at position 9 or position 12? Can you work it out? [30 seconds] What did you think? I think it will be a clap at position 9 and another clap at position 12 because the claps are on the positions that you land on when you skip count in threes. Let’s check … [keep recording pattern representation and count emphasising multiples of 3s]  |
| **Respond**: Providing opportunities to use and practice  | Using Sasa movements to explore repeating patterns and to make predictions Learners encouraged to noticePresenter modelsPresenter to show using symbolsPresenter refers to sc.Presenter lifts expectations for older/more able learnersPresenter plays musicPresenter refers to the learning-repeating patterns  | Let's do another pattern together - watch me carefully and see what you notice. Presenter to: slap - slap - clap - slap ground. slap - slap - clap - slap ground.Ohhh did you notice what I did differently? I will do that one more time, watch carefully. Presenter to: slap - slap - clap - slap ground. slap - slap - clap - slap groundWow! Let's see if we can do this together, join in.. Presenter to: slap - slap - clap - slap ground.What did you notice that was different from our first pattern? That’s right, we have added in a ground slap.Why don’t you use symbols to represent the pattern like we did before? I will give you a minute to have a go… (pause 30 seconds) I’m going to represent the pattern like this. (Presenter to write on board X X 0 + X X 0 + )Can you see that we have added in a new symbol to represent the ground slap? Do you know of another way we could represent this pattern? Have a think! We could represent this pattern with flowers and leaves. (presenter to get flower flower leaf stick flower flower leaf stick )What would come next? Yes a flower would continue the pattern. Lets act this out. {presenter to act out: slap slap clap ground slap slap clap ground SLAP]You could use something else to represent this pattern like blocks, stones or felts from home. You may like to do this later. Wow! We now know three ways to represent a pattern. With our bodies, symbols and materials! AMAZIIIING. Now let’s think about the positions in the pattern (record numbers to show the positions under the representation) I’m going to give you a few minutes to think about these questions… What action would you do in the sasa for position 11? What about position 16? Can you think about position 21? Have a go at explaining how you know what action will be at different position numbers. [give a few minutes to work this out] I think it will be a clap at position 11, a group slap at position 16 and a clap at position 21. Let’s check (could either act out pattern and count position numbers out loud or record pattern symbols and then count them)Now it’s time to have some fun and come up with your own repeating Sasa pattern. You could think of two ways to represent your pattern, using movement, symbols or materials. (give time to do this)Okay, are you ready to do your Sasa? Let’s go![play some music, not necessarily Samoan presenter to join in with a pattern].Wow! That was so much fun! What moves did you use in your Sasa? What repeating patterns did you use? I used….. |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next | Summarises key learning Presenter recaps the success criteria for repeating patterns | Now you could share your Sasa with your whānau and see if they can spot the repeating patterns that you use. Challenge them to think about what actions you would use in different positions. We have learnt all about the repeating patterns that can be found in dances. Did you know that there are repeating patterns in dances from all over the world?We also learnt that there are different ways to represent patterns. We can use our bodies [model] we can use symbols [gesture] and we can use materials [gesture]. Wow! I wonder if you can find any patterns around your house? How might you represent them?Thank you for joining me for another fun maths lesson. Remember if you want to share what you’ve done with me[on screen: text 5811 or email info@hltv.co.nzkeyword: Sasa |