Home Learning TV – Junior Literacy –

10 September

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| **Segment lesson planning details** |  |
| Title for segment: | Matariki Whai |
| Year levels *(e.g. Yrs1 – 3)*: | NE – Yr 1 |
| NZC learning areas:  | **English*** Recognise that texts are shaped for different purposes and audiences.

**Health and PE Level 1** * Explore and share ideas about relationships with other people
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| Purpose of lesson:(What learners will learn) | **Students will:*** read this story to find out what happens when Mahi and Hani play string games
* identify and discuss the main idea (author’s purpose)
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| Success Criteria – students will be able to:(how they will know when they have learnt it) | **Students will be able to**:* tell what happens when Mahi and Hani play string games
* understand and share why the author wrote the story
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| **Segment content/context details *(as appropriate)*** |
| Māori specific content i.e. the learning draws on Mātauranga Māori: |  Tikanga (traditional Māori games played at Matariki) Whanaungatanga: working together and learning together | Pacific specific content i.e. the learning is focused on Pacific knowledge: |  Talanoa: Let students talk Teu le va: * We are all connected
* Creating space for the relationships
* Taking care of the relationship
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| **Segment production details** |
| Equipment requirements: | String to demonstrate |
| Copyright requirements:Please be specific: Source: (*Seven Sizzling Sausages* by Sam Smith –URL link to the source), intended use (to demonstrate alliteration), Length (timings for video clips) | <https://www.youtube.com/watch?v=_ivlVnsCMMo> Lauren Prentice (permission given) A ha ka ma - practice vowel sounds 2.01 mins<https://www.youtube.com/watch?v=0AtT-pioprk> string game video for the response section of the lesson.[String Tricks! How To Make A 1 Diamond String Figure](https://www.youtube.com/watch?v=iba7Wq7_0Bs) Star string video if time |
| **Segment links and attachments *(list all links to recordings or attachments, the source and confirm that copyright permissions are granted)*** |
| Links to recordings /resources | audio |
| 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 | *Allowing time to go and get a piece of string or wool* | Kia ora tamariki ma. Welcome to today’s learning on Papa Kāinga televisionI love what we have planned for today, as it involves us learning a new game. That’s always a fun thing to do. To start today, we are going to practice our Maori vowel sounds, as there are some te reo Maori words in our story. We would like to say them correctly. We can do this by singing along with Lauren to A ha ka ma.**(\*\*\*ROLL VT\*\*\*)**<https://www.youtube.com/watch?v=_ivlVnsCMMo>**(\*\*\*ON CAMERA\*\*\*)**Kai pai, you all sounded fantastic.I bet you are excited that we are going to play a game. I am! First of all you need to find some string or wool. It will need to be about as long as your arm and a little bit more. Perhaps your whānau can help you find a piece of string or wool and tie a knot to join it, so it forms a circle. Like this *(teacher to demonstrate)* If children don’t have access to string or wool they could use a shoelace and replace it afterwards. Check with an adult first.Let's play our pronunciation song again while you look for some string or wool.**(\*\*\*ROLL VT\*\*\*)**<https://www.youtube.com/watch?v=_ivlVnsCMMo>**(\*\*\*ON CAMERA\*\*\*)**Are you ready? Did you find some string or wool to use? If you didn't have time that's ok, you can watch and maybe later you could find some string or wool and have a go.  |
| **Learn**: Introducing learningReinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning  | *Gets the most out of the resource* *Introduces new knowledge or skills in way that build on learners existing knowledge* *Front loads what students need to draw on for the activity**Expect high order thinking* ***Slide 3*** | Remember how we have been learning about Matariki and the different ways to celebrate the Māori New Year? One of the ways is to spend time with your whānau playing games and learning new things.Before we read our story shall we practice some of the Māori words that are in the story. Can you repeat after me?Hani (Hah-nee) Hōhā (hor-har): to be bored Mahi (Mah-hee) Titiro mai (tee-tee-raw my): watch me Whai (fy): string gamesKa pai. You are fantastic. It helped with practicing our vowels sounds with Lauren first didn't it? It helped me for sure. In our story today called ‘Whai - string games’ we want to find out what happens when Mahi and Hani play their string games. Have you played string games before? I remember playing some when I was younger. I remember that it was hard at first but with lots of practice it got easier. Sometimes when you are learning something new you need someone to show you what to do. Once you copy them a few times you finally get it and then you can do it by yourself.Let’s read and see how Mahi and Hani get on playing string games.**(\*\*\*POWERPOINT FF\*\*\*) Slide 2 (\*\*\*ROLL VT\*\*\*)****(\*\*\*ON CAMERA\*\*\*)** Did you hear those vowel sounds in the Te Reo Māori words in the story? You did, you were listening carefully. Ka pai.So what happened? Can you tell someone in your whānau how Mahi and Hani got on with playing string games? (Pause). **(\*\*\*ADLIB\*\*\*)**It certainly looked like it was quite hard for Hani. Let's look at page 6 and 7 to see if it tells us and then what Hani did next.**(\*\*\*POWERPOINT FF\*\*\*) Slide 3** Read P. 6 & 7Can you find the sentence that tells us it was hard for Hani?How did Hani describe his cup and saucer? I love that Hani describes it as spaghetti. That created a picture in my head of lots of spaghetti all tangled up. Learning something new can be hard at first, but it looks like if you keep practising, like Hani you will get it right. But you need a good teacher to help you. Who was the teacher in this story?.... Yes, it was Mahi teaching her cousin Hani. How did Aunty feel when she was watching them? On page 5, it said, “Aunty watched and smiled”. I think she was proud of them both, Mahi was a good…. teacher and Hani was a quick….learner.Do you think that this is why the author wrote this story? Can you think of times in your whānau when someone has helped to teach you something new? (Pause) **(\*\*\*ADLIB\*\*\*)** |
| **Respond**: Providing opportunities to use and practice  | *Directly relevant to learning intention**Involves student participation – with options about how it can be done**Model the steps of the cup and saucer string game.* | Let’s see if we can learn something new. Get your string ready. Can you remember how to do that, just like Mahi showed Hani in the story. Let’s watch this video and see if we are quick learners. **(\*\*\*ROLL VT\*\*\*)** <https://www.youtube.com/watch?v=0AtT-pioprk>**(\*\*\*ON CAMERA\*\*\*)** How did you get on? **(\*\*\*ADLIB\*\*\*)**Remember how Hani needed to practise a few times before he got it right. Let’s watch the video again.**(\*\*\*ROLL VT\*\*\*)**  <https://www.youtube.com/watch?v=0AtT-pioprk> **(\*\*\*ON CAMERA\*\*\*)** I think I am starting to get the hang of it, I will just have to keep practising **(\*\*\*ADLIB\*\*\*)** Let’s try and do the cup and saucer together. We will do very slowly to start with. Follow me. (**\*\*\*ADLIB\*\*\*)**Maybe someone in your whānau can help you. How did you go?Can we now make a star like Matatriki with our string? I think we need to have a look at another video first then we can practice together.**(\*\*\*ROLL VT \*\*\*)**[String Tricks! How To Make A 1 Diamond String Figure](https://www.youtube.com/watch?v=iba7Wq7_0Bs)**(\*\*\*ON CAMERA\*\*\*)** How did you get on? **(\*\*\*ADLIB\*\*\*)**Oh my goodness. That was tricky, wasn’t it? We need to just follow each step slowly. Again, remember how Hani needed to practise a few times before he got it right? Let’s watch the video again and practise.[String Tricks! How To Make A 1 Diamond String Figure](https://www.youtube.com/watch?v=iba7Wq7_0Bs)**(\*\*\*ON CAMERA\*\*\*)**Let’s see if we can make the star. Let’s go. Follow me while I explain step by step. *(teacher to demonstrate)* Does your string look like Matariki or one of her sisters? Or does yours look like spaghetti, like Hani’s? It’s okay – remember not to give up and keep trying. Tino pai rawa. I loved learning how to make a Matariki star.If you get the hang of that one you could maybe go online and find some more instructions to make other shapes. So, we have learnt from our story that you need to be patient and keep practising when you are learning something new. It is a good thing to do with your whānau because you can help each other out, so it is a great time to learn something new as part of your Matariki celebrations. We also learnt how to pronounce the te reo Māori words in the story correctly. Maybe you can practice saying them out loud. What have you been learning to do? Play whai, string games.I had so much fun learning new string games today. Did you? Give me a thumbs up if you think you did a good job of being a learner.  |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next | *Debrief prompts student’s reflection on learning outcomes and process**Guide whānau**Includes opportunity to share learning or learn together with whanau, HLTV or others* * *Reiterates the task if done outside of the lesson*
* *Introduces ‘independent learning’ through a provocation*
 | Today you might like to practice the string games we learnt and then you can teach someone in your family. Remember to be a patient teacher like Mahi. I would like to see a photo of you showing someone in your family how to make a cup and saucer or a star. Remember that you can watch this again on demand if you need to see the instructions. Ask someone in your whānau to help you find the programme again.Do you know any other string games you could share? Maybe you have made your own game. How clever are you!  |