Home Learning TV – Lesson Plan – 21 September 

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| **Segment lesson planning details** |  | | | |
| Title for segment: | Celebrating Puanga at Ramanui | | | |
| Year levels *(e.g. Yrs1 – 3)*: | Years 1-4 | | | |
| NZC learning areas: | **English (Reading) Level 2** –  *Structure:* Shows some understanding of text structures  *Ideas:* Selects and uses sources of information (meaning, structure, visual and grapho-phonic information) and prior knowledge with growing confidence to make sense of increasingly varied and complex texts )  **Social Science: Level 2** -  Understand how cultural practices reflect and express people's customs, traditions and values | | | |
| Purpose of lesson:  (What learners will learn) | **Learners will:**   * learn about Matariki by making connections to celebrations in their own culture that celebrate new year/ harvesting of crops and /or play an important part in their culture * learn how to read a visual text and some of its key elements * use visual text features when writing | | | |
| Success Criteria – students will be able to:  (how they will know when they have learnt it) | **Learners will be able to:**   * talk about Matariki and make connections to important celebrations in their own culture * recognise and use some aspects of a visual text - photos/images maps, diagrams and text boxes to support their understanding of new concepts when they read | | | |
| **Segment content/context details *(as appropriate)*** | | | | |
| Māori specific content i.e. the learning draws on Mātauranga Māori: | Understanding of the importance of Matariki for Māori and how they use the moon and stars to guide their lives  Ranginui - sky father  Papatūānuku - earth mother  hāngī - earth oven  hākari - feast  manu tukutuku -kites  rama - lanterns  puanga - star  waka - canoe  pātaka- storehouses  mihi - speech  karakia - chant | Pacific specific content i.e. the learning is focused on Pacific knowledge: | |  |
| **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), Length (timings for video clips) | <http://drblayney.com/nzmap.html> - map of NZ showing Hawera  <https://www.tepapa.govt.nz/discover-collections/read-watch-play/maori/matariki-maori-new-year/whare-tapere/six-sisters>  <https://www.newstalkzb.co.nz/news/national/dawn-karakia-kicks-off-matariki-celebrations/> | | | |
| **Segment links and attachments *(list all links to recordings or attachments, the source and confirm that copyright permissions are granted)*** | | | | |
| Links to recordings /resources |  | | | |
| Attachments | PowerPoint for screening e.g., slides for story | | | |
| **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  **2 mins** | ***SLIDE 2***    **Learners will:**   * learn about Matariki by making connections to celebrations in their own culture that celebrate new year/ harvesting of crops and /or play an important part in their culture   ***SLIDE 3*** | | ***(\*\*\*ON CAMERA\*\*\*)*** *Kia ora, talofa, malo e lelei, hello.*  *It's great to see you and it's great to have all you learners joining with me today - welcome to our learning time.*  *There are two main things we are going to learn today*   * *The first is we are going to learn about Matariki* * *The second thing we are going to learn is how to read a visual text. We will talk more about this part later in the lesson.*   *Matariki is a Maori custom that celebrates the start of the Māori New Year. It is a celebration that begins with the rising of the Matariki star cluster in the sky.*  ***(\*\*\*POWERPOINT OS\*\*\*) SLIDE 2*** *Matariki is the Māori name for a group of stars known as the Pleiades star cluster. There are many different explanations of Matariki. Some people think there are nine stars. Other people think there are seven stars - a mother star with six daughters, while others refer to them as the Seven Sisters. Another story says that Matariki are the ‘eyes of the god’ Tāwhirimātea who was so angry when Ranginui, the sky father, and Papatūānuku, the earth mother, were separated by their children that he threw his eyes into the heavens. The stars in Matariki appear in the eastern sky sometime around the shortest day of the year, which happens in June. Māori have always looked to the skies to provide guidance either on their great sea voyages in waka (canoes) or during winter, to see what the weather for the next season will be like. If the Matariki star cluster shines brightly, it means there is a good growing season ahead. Matariki is also a time when food crops have been harvested, and the pātaka (storehouses) are full. Matariki is a time to share food from their harvest and celebrate. It is a time to reflect on the past while looking forward to the future.*  ***SLIDE 3*** *There are many ways Maori celebrate Matariki. They spend time with family and friends, they have hāngī and hākari / feasts together, play games, make manu tukutuku (kites), or rama (lanterns). Matariki is celebrated in many ways around New Zealand.* | |
| **Learn**: Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning  **15 mins** | **Learners will:**   * learn about Matariki by making connections to celebrations in their own culture that celebrate new year/ harvesting of crops and /or play an important part in their culture   ***SLIDE 4***    ***SLIDE 5***    **Learners will:**   * learn how to read a visual text and some of its key elements   ***SLIDE 6***    ***SLIDE 7***    ***SLIDE 15 - all visual features and labels have appeared on screen.***    *Click and get up the first picture on the slide - then do a think aloud like Hmm now what is that visual text feature...then click and read the text box that comes underneath* | | ***(\*\*\*ON CAMERA\*\*\*)*** *Today's book is about Matariki. It is an article that has two pieces to it. This story is read by a man and a woman. They each read different pieces. One piece is a story or a recount of how the children from a small school in Hawera, in the North Island, celebrated Matariki. The other piece of the story is what we call visual text. Some examples of visual text are pictures, photos, diagrams, text boxes and maps. Today’s story is called Celebrating Puanga at Ramanui. As we read, can you work out what part each person reads and which part they read first. Let’s learn some more information about Matariki. Get ready to listen and read along with the story.*  ***(\*\*\*POWERPOINT FF\*\*\*) (\*\*\*ROLL VT\*\*\*) SLIDE 4 - 6:15 mins (\*\*\*ON CAMERA\*\*\*)*** *Did you work out what piece the woman read in the text? Yes! You are right. The woman read the recount or story piece of the text. The story recounted a school’s celebration of Matariki. What a wonderful way to celebrate. Everyone helped. A hāngī was put down and there was a hākari / feast. The evening celebration started with a mihi /speech and karakia / chant and the students made Puanga stars, manu tukutuku /kites, and rama / lanterns that they hung on the walls of the hall. There was even a sleepover! People can celebrate Matariki in many different ways. Does your whānau or school celebrate Matariki? What have you done to celebrate Matariki?*  *Now we are going to look at the next part of our learning for today. Let's go back into the text again to see how the author uses visual text features.*  ***(\*\*\*POWERPOINT FF\*\*\*) SLIDE 5*** *Let's look at these pages from the story*  *When you look at these first pages what are your eyes drawn to? Was it the writing?... or the pictures? (pause) Did your eyes go first to the visual text features - the photos, the diagrams and the map? Or did you start looking at the words on the left of the page that start to tell the story?*  *By the way there is no right answer to that question! But here's a tip to help you read these types of text. If you don't have prior knowledge around what the story is about, then looking at the visual clues first can be helpful. It quickly gives you some background knowledge and understanding about what this story is about. However, if you think you bring a lot of knowledge and understanding and know quite a bit about what this story is about, the order doesn't matter! You may need to go back between the story and the visual text features lots of times so that you keep building your knowledge and understanding of what the text is about. Hey - that’s ok too!*  *There are four different visual text features in this story that help us to understand and build our knowledge around Matariki. Let's look closely at these pages of the text - what do you notice? (pause) Tino pai - that's great. Not only is there a story but the author gives the reader a map. We call a map in the text - a visual feature. This is the first visual feature that this author uses in this text. Why do you think the map has been included in this text? (pause) Great thinking! Maps help us to understand where places are in the world and gives the reader more knowledge and understanding about what they are reading. Here is a map of the North Island in New Zealand. What label has the author put on this map? (pause) Yes it shows us where Hawera is and Hawera is the town where Ramanui school is. This map helps us know exactly where this story takes place. This is a map of the North Island of New Zealand. If you live in the North Island, can you point on the map where you live? (pause) Do you live a long way from Hawera? (pause)*  *There is also another visual text feature on this page. Look. Can you find the second visual feature the author used? (pause) Well done it’s a diagram of the stars of Puanga and Matariki. See it over here on the right-hand side in the text box with the blue border. Why do you think that the author included this diagram? (pause) Yes! A diagram is a picture someone draws to make things clearer and to help us with our understanding of key words or ideas when we read a text? This diagram helps us understand more quickly where to find Puanga, the star that appears in the Eastern Sky near Hawera at Matariki time.*  *Keep looking! Can you see the third visual feature on this page? (pause) Yes there are photos. The author gives the reader photos to help them know what something looks like. The photos help us to see what Ramanui School looks like and some of the fun activities the children did to celebrate matariki.The author also uses this visual text feature of photos on the next pages of the story.*  ***SLIDE 6:*** *Look at these wonderful photos of the children on this page. Photos are visual text. They are looking through telescopes to see the Matariki stars. Look at how big the telescope needed to be to see the Matariki star cluster! If the photo wasn't there, would you have known how big the telescope needed to be to see Matariki? Did the photo help you take a more accurate picture in your head. Now look at the circle in the middle of this page. It has a photo of a boy on his Ipad. This photo helps us to see what he was looking at to help him identify the stars in the sky. Photos or images help us to quickly recognise what the text is about, or what the author means when we are reading something we don't quite understand. Photos or images can also help us to quickly summarise what the text is about.*  ***SLIDE 5*** *There's one last visual text feature the author uses on this page to help our understanding. Can you see something we haven't talked about yet? (pause) Yes! It’s the boxes over here. I wonder why they put the writing in boxes? Hmmm... and I wonder why this information is kept separate from the other parts of the text? What are you thinking?*  ***SLIDE: 7***  *Look here’s another lot of boxes on the right side of this page. Have you worked out why they have text inside a box? That's right! Inside these boxes the author gives you more in-depth information about certain parts of the story. They usually have a title and explain important key words or ideas in the story that we may not know much about. This helps build our knowledge and understanding of the text. These boxes are called text boxes. The box has a blue frame around it to keep this extra information separate from the story and also to stand out and catch your attention. The text boxes were the parts that the man read. In this text box it explains what puanga kai rau means. The text boxes have really helped me understand more about this story.*  *Wow - we found the four different visual text features that the author used in this story. Can you remember why the author uses visual text features? ( Pause) Tino pai. Visual text features give us more knowledge and understanding about what we are reading. Can you recall them all?*  *(Pause) Remember there are four of them. Here are some clues.*  ***SLIDES: 8 -15******(\*\*\*AD LIB\*\*\*)*** *Click and get up the first picture on the slide - then do a think aloud like Hmm now what is that visual text feature...then click and read the text box that comes underneath*  *Tino Pai - great - you remembered them all.* | |
| **Respond**: Providing opportunities to use and practice  **3 mins** | **Images for Whiteboard - 3 slides for printing prior to lesson.**    This is Ramanui School where the celebrations of Puanga are held each year.  Ramanui School is near a town called Hawera, in Taranaki.  Paul is an astronomer who is teaching the students to use telescopes to view the Puanga stars.  **Learners will:**   * use visual text features when writing | | ***(\*\*\*WHITEBOARD\*\*\*)***  *Now let's look at these photos and have a go at writing some captions for them. Remember, a caption is a short sentence about a picture. Visual texts often use captions to give more information for the reader.*  *Look at these images*  *\*\*\*Think aloud\*\*\**  *Now I wonder what caption I could put under this picture. It is a picture of the school the children went to. What about this?*  *[presenter to write on board]*   1. *This is Ramanui School where the celebrations of Puanga are held each year.*   *Look over here at this image. This is a map of where the school is in New Zealand. I wonder what caption I could put under this map. What about this?*  *[presenter to write on board]*   1. *Ramanui School is near a town called Hawera, in Taranaki.*   *And finally - look at this photo of Paul the astronomer who helped the children use the telescope to see Matariki. Perhaps we could write*  *[presenter to write on board]*   1. *Paul is an astronomer who is teaching the students to use telescopes to view the Puanga stars.* | |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next  **2 mins** | **The purpose of the lesson:**   * learn about Matariki by making connections to celebrations in their own culture that celebrate new year/ harvesting of crops and /or play an important part in their culture * learn how to read a visual text and some of its key elements   **Learners will be able to:**   * talk about Matariki and make connections to important celebrations in their own culture * recognise and use some aspects of a visual text - photos/images maps, diagrams and text boxes to support their understanding of new concepts when they read * use visual text features when writing   ***SLIDE 16*** | | ***(\*\*\*ON CAMERA\*\*\*)*** *So ...what have we learnt today? We have learnt about Matariki, when it happens, why it is important and some of the ways we can celebrate it. We have also learnt about 4 types of visual text features; photos, maps, diagrams and text boxes, and how we can use them to help us understand more about what we are reading.*  ***(\*\*\*POWERPOINT FF\*\*\*) SLIDE 16*** *All cultures have special and important dates on their calendar that they like to celebrate. Here are some things you could do:*   * *Find out about special occasions your family / whānau celebrate. Ask them why you celebrate them and what special things you do.* * *Write an invitation asking friends or family to join in your celebration and use some visual text features to add more information. You could plan an event for just a small number, or a bigger event to be held when we are able to mix with more people.* * *draw some pictures and write captions to help explain something you are interested in e.g. caring for a pet, playing basketball, making a decoration.*   ***(\*\*\*ON CAMERA\*\*\*)*** *How did your new learning /ako go today? Do you feel confident that you learned about Matariki? Give yourself a thumbs up, thumb to the side or thumbs down to show how much you learnt. Ka pai! Do you feel confident that you know how to recognise and use some visual text features? Give yourself a thumbs up, thumb to the side or thumbs down to show how much you learnt. Wonderful!*  *Thanks for joining me for some great learning today. Hope to see you again soon.*  *Mā te wā* | |