Home Learning TV – Lesson Plan

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| **Segment lesson planning details** |  | | | |
| Title for segment: | Matariki – Weta – A Precious Taonga | | | |
| Year levels *(e.g. Yrs1 – 3)*: |  | | | |
| NZC learning areas: | English | | | |
| Purpose of lesson:  (What learners will learn) | To develop students’ perceptions and understanding of Matariki through understanding about caring for our natural environment and native species.  To identify facts and record these  To understand how we use a glossary to help the reader comprehend the article | | | |
| Success Criteria – students will be able to:  (how they will know when they have learnt it) | Understand that we need to care and protect our native species  Learn more about our native wētā  Understand what a glossary is and how to use it when they read an article | | | |
| **Segment content/conarticle details *(as appropriate)*** | | | | |
| Māori specific content i.e. the learning draws on Mātauranga Māori: | Matariki  Use of reo | Pacific specific content i.e. the learning is focused on Pacific knowledge: | |  |
| **Segment production details** | | | | |
| Equipment requirements: | whiteboard | | | |
| 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) | Meet the locals: Mahoenui Wētā  <https://www.youtube.com/watch?v=PTe_15Ex8II&feature=youtu.be>  Slide 5 2 images :  Weta on a boot  <https://teara.govt.nz/en/photograph/9717/weta-on-a-boot>  Weta on man’s face  <http://www.stuff.co.nz/auckland/local-news/manukau-courier/2840953/Giant-wetas-big-day-out> | | | |
| **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 |  | | | |
| **Segment plan content** | | | | |
|  | Teaching and learning activities linked to purpose | | High level script (key points/questions) | |
| **Activate**: Activating prior learning, knowledge of conarticles and relationships  ( 2 mins) |  | | Matariki is here soon and when Matariki arrives we will see the 9 Matariki stars in the sky.  It is a special time when the Māori New Year begins, many celebrations take place and the 9 stars become visible in the night sky.  Tupu-ā-Rangi is one of the Matariki stars. Tupu-ā-Rangi, is a daughter of Matariki, she loves to sing and bring life into the dark of the forest.  Tupu-ā-Rangi has long looked out for the ngahere (forests), and our native wildlife – manu (birds and bats), mokomoko (lizards), and ngārara (bugs).  Today we are going to read about one of Tupu-ā-Rangi’s precious creatures - a New Zealand native ngārara or bug and then we will meet a giant variety of this creature.  Can you guess who this creature might be…….?  Here’s some clues………   * They have been here since the dinosaurs – over 100 million years! * Some people are scared of them * They have their skeleton on the outside * They are a brown or dark brown colour * They cannot fly * They look a bit like a grasshopper   Have you guessed who I am talking about?  Yes you are right it is the wētā!  Today we are looking at this marvellous creature that belongs to us here in Aotearoa and is not found anywhere else in the world.  Our learning goals for today are to   * understand that we need to care and protect our native species * learn more about our native wētā * understand what a glossary is and how to use it when we read an article | |
| **Learn**: Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning  (10 mins) | Introduce the journal  Glossary - frontloading vocabulary  Think aloud to support learning  Recording Knowledge    Developing knowledge further – the Giant Wētā  Reinforcing LI  Recording information  Summing Up | | Here is a journal article that tell us more about Wētā  Before we read we are going to remember how to use something called a glossary to help us understand the article.  And as we read we are listening for facts about the wētā.  Sometimes in an article the author uses words they call “technical words” which are words that we might not know about, but they are words that are specific to the topic the author is writing about.  So as the author writes the article they add a list of words and their meanings so we can understand them. This is called a glossary and it is always placed at the end of the article we are reading. It helps us with our understanding.  Let’s look at the Glossary for this Wētā article and see if it helps us understand the article.  **(\*\*\*POWERPOINT FF\*\*)** Slide 2  This glossary has 7 technical words that we can use to help us understand what we are reading.  You can join in as I read.  **(Marissa to read all of the words and their meanings)**  *Glossary*  ***antennae:*** *long, thin feelers on*  *the head of an insect, used*  *mostly for touching and*  *sensing things*  ***endangered:*** *close to becoming*  *extinct (dying out)*  ***habitat:*** *the type of place where*  *something usually lives*  ***nocturnal:*** *active at night*  ***predator:*** *an animal that hunts*  *another animal*  ***skeleton:*** *a hard structure,*  *usually made of bone, that*  *supports the body of a*  *living thing*  ***species:*** *a group of living*  *things that are similar*  *and are able to produce*  *young*  Do you see that the words from the glossary are in bold print?  I am going to look at 2 of the words:  I see **Endangered** – which, means close to dying out or becoming extinct and  **Species -** which is a group of living things that are similar and can produce babies.  Knowing what these two words mean will help us understand the article.  We can pause and come back to the glossary as we are reading if we need to.  So, I will read it and you notice when you hear words from the glossary and facts about wētā.  **(\*\*\*POWERPOINT FF\*\*)** Slide 3  **Marissa to read the article.**  **Article:**  Wētā by Philippa Werry Many People are scared of wētā. They are big and covered in spikes, they hide in dark places, and they can sometimes jump. You might find one in the garden or in a piece of old wood. There could even be one hiding in your letterbox – or even in your shoe!  But don’t worry – wētā can’t really hurt you. At worst they might give you a nip if you try to pick them, It’s the wētā that should be scared of you because many of them are **endangered.**  **Types of Wētā**  Wētā are similar to crickets and grasshoppers. Those insects can be found in other parts of the world. The name wētā is used only in New Zealand/  There are five types of wētā   * Ground wētā * Tree wētā * Giant wētā * Tusked wētā * Cave wētā   Each ofthese types includes many different **species,** for example, ther**e** are over fifty types of cavewētā. New Species of wētā are still being found.  Did you see those 2 words in bold – endangered and species?  I was glad I had looked at the glossary and remembered what they meant.  **Endangered** – which, means close to dying out or becoming extinct and  **Species -** which is a group of living things that are similar and can produce babies.  Did you hear some facts?  **(\*\*\*WHITEBOARD\*\*\*) (On whiteboard have a title – true facts about Wētā.)**  Let’s put some on the whiteboard:  I heard:  Wētā are big and are covered in spines  There are 5 types of wētā  Each type has many different species - remember the glossary told us species mean they are similar but slightly different  The Cave Wētā has 50 different species.  Let’s read the next piece and listen for why the wētā are endangered.  **(\*\*\*POWERPOINT FF\*\*)** **Slide 4**  I can see two words in bold which means they are from the glossary.  Can you see them – the words are predator and habitat.  Let go back to the Glossary to see what they mean:  **(\*\*\*POWERPOINT FF\*\*) Slide 5**  Yes, here they are  predator means an animal that hunts another animal  And Habitat means – the type of place where something usually lives Did you notice that I paused and looked at the glossary before I went on reading. Now I will have help to understand what I am reading.  So, listen to me reading and listen out for those 2 words and what the facts are.  **(\*\*\*POWERPOINT FF\*\*) Slide 6**  **Article:**  Before people arrived in Aotearoa, only birds, bats and tuatara  Hunted wētā. People brought rats, cats, stoats and ferrets with them. These animals will all eat wētā if they get the chance. Wētā don’t  have wings, so they can’t fly away to escape danger.  Some wētā will bite, scratch, or use the spines on the backs of  their legs if they are attacked. Others will burrow into a hiding  place so they can’t be seen, But that’s not much of a defense against  large **predators.** One way to keepwētā safe is to take them to new homes on islands that don’t have any **predators.**  Another threat is loss of **habitat.**  If forests are cut down and not replaced, wētā will have nowhere to live.  Did using the glossary help you?  Knowing that predators are the animals that eat other animals helped me work out that wētā don’t have much of a chance against these enemies.  And knowing that habitat is the type of place where something usually lives helped me understand that losing that place puts the wētā in danger.  Could we add to our list of facts about the wētā?  **(\*\*\*WHITEBOARD\*\*\*)**  **I am thinking about the article and want to add**   * Predators like rats, cats and stoats are dangerous to wētā * We need to protect the habitat of wētā to keep them safe   Well done we have learnt lots of new facts about wētā. Let’s look at the rest of the article and see if we need to look at the glossary to clarify the meaning of words. Also, we want to find some more facts about wētā.  **(Read next section of text) (Slide 7)**  Before we read this are there any words we need to clarify the meaning of, good, you spotted the words in bold print- nocturnal and skeleton.  When we look at our glossary **(PowerPoint slide 5)** we can see that nocturnal meansactive at night and skeleton means a hard structure, usually made of bone, that supports the body of a living thing. Ok I understand those words so I am ready to read the text.  ***More about wētā***  *Wētā are* ***nocturnal****, which means they come out at night to feed.*  *They don’t have noses – they breathe through holes in the sides*  *of their bodies. Three types of wētā (tree, giant, and tusked) have*  *ears on their front legs!*  *In autumn, female wētā lay their eggs in the soil. The eggs*  *hatch the next spring.*  *Why do wētā look like they’re wearing tiny suits of armour?*  *It’s because their* ***skeletons*** *are on the outside. This hard covering*  *helps to protect them. But the skeleton of a wētā doesn’t stretch,*  *so as the young wētā gets bigger, it has to get rid of its skeleton*  *and grow a new one. This is called moulting. Wētā moult up to ten*  *times as they grow.*  Wow there are lots of new facts in this part of the text, I will put a couple more up on the whiteboard. I wonder if they are the same facts you chose.  I am going to add   * They come out at night (nocturnal) * Their skeletons are on the outside | |
| **Respond**: Providing opportunities to use and practice  (7min) | *Conclusion*  *Making links back to the conarticle of Matariki* | | It is your turn now, when I put the last page up see if you can spot any other words to check out in the glossary. As I read the text try and find at least 2 more facts about wētā.  **(Slide 8)**  **Cave Wētā**  *Cave wētā often live in groups. Despite their name, they don’t*  *only live in caves. They live in other dark, damp places as well.*  *You might find them under rocks or loose bark. They could be in*  *rotten logs or holes in trees.*  *Cave wētā are smaller than other wētā. They have long, thin*  *legs that are good for jumping. (They are also called jumping*  *wētā.) Their* ***antennae*** *are also very long. They use them to feel*  *around and find food. Cave wētā like to eat fruit, leaves, fungi,*  *and dead insects.*  *Cave wētā have no ears at all. Instead, they sense vibrations*  *through their feet and antennae.*  ***Amazing Wētā***  Wētā have been around for over 100 million years. Scientists have found  fossils that show wētā lived at the same time as the dinosaurs. So next time you see one, don’t jump with fright – take a moment to stop and think about what amazing creatures they are.  Did you notice the words in bold, what 2 facts did you choose, you could share your facts with someone at home.  now let’s go a little further……  We have heard that there 5 different types of wētā :  Did you know the biggest wētā is called the Giant Wētā and this is the one we are going to meet right now?  As you watch this clip take a look at the size of the Giant Wētā ( perhaps that is how it got its name) and listen out for facts  **(\*\*\*ROLL VT\*\*\*)**  <https://www.youtube.com/watch?v=PTe_15Ex8II&feature=youtu.be>  4.01  Aren’t Giant Wētā amazing – did you see how big they are – some the size of your hand (presenter to hold up her hand and show it)  Did you hear any facts about the Giant Wētā?  **(\*\*\*WHITEBOARD\*\*\*)** we can make a new list of facts about the Giant Wētā (Use the Other half of the whiteboard)  On the whiteboard we can write some of the facts we heard Let me see  I heard:  Giant Wētā: \_ this is the heading and I have added a bullet points under this heading  So Giant Wētā:   * Are not dangerous at all * are very gentle * females have a long spike at the end of their bodies to lay eggs * eat gorse flowers * been here for over 190 million years which is longer than the tuatara   These are all facts that we listened for in the video - and aren’t we lucky that these beautiful creatures are protected and we still have them living in Aotearoa. They really are taonga.  **(\*\*\*POWERPOINT OS\*\*\*)**  **(\*\*\*ON CAMERA\*\*\*)**  But would you like to hold one? I’m not sure, they are so big but remember we did hear they are very big but they are gentle. Maybe it would be a special thing to do?  So remember the Matariki star, Tupu-ā-Rangi, a daughter of Matariki, loves to sing and who has always looked out for the ngahere (forests), and our native wildlife – manu (birds and bats), mokomoko (lizards), and ngārara (bugs). She is watching over our precious taonga the wētā.  Do you remember our goals for today? That is right we were going to   * understand that we need to care and protect our native species * learn more about our native wētā * understand what a glossary is and how to use it when we read an article   Do you think we have achieved our goals, let’s reflect on what we have been doing?  We learnt lots about these ngārara and we also learnt to use a glossary to help us understand technical words when we are reading. When you are reading especially nonfiction make sure you check to see if there is a glossary. It will usually be at the end of what you are reading and in the article the words from the glossary will be in bold print. It will help you understand some of the tricky words.  Well done with your learning.  Perhaps……. when you go outside today if you have a woodpile or native bush you could have a look on the ground or in a hole in a tree just in case you might see one of our native wētā. Don’t touch them or hurt them as they need to be looked after so they don’t become extinct and help Tupu-ā-Rangi, to look after them | |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next  **(1 min)** | *Debrief prompts student’s reflection on learning outcomes and progress*  *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*   *Guide whānau* | | Here’s some other things you could do at home with your whanau:  Investigate some of the other places in New Zealand that have Giant Wētā – you could find a map and label the places you can find Giant Wētā.  Make a chart of the 5 different types of wētā – find a picture of them, give them their name and tell us the special features of each type of wētā  Find a picture of a wētā, draw and label the parts and write a description of your wētā | |