Home Learning TV – Lesson Plan

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| **Segment lesson planning details** |  |
| Title for segment: | How are maunga made? |
| Year levels *(e.g. Yrs1 – 3):* | Y1-3 |
| NZC learning areas/ KCs:  | Science; thinking |
| Purpose of lesson:(What learners will learn based on the above) | Students will learn how mountains are made, and that explanations for how landforms came to be can be different in different cultures. |
| Success Criteria – students will be able to:(how they will know when they have learnt it) | Talk about two different explanations on how landforms incl. mountains came to be. |
| **Segment plan content** |
| Stage | Teaching strategies linked to purpose  | Learning tasks and activities | High level script (key points/questions for presenter)  |
| **Beginning of lesson:**Activating prior learning and relationships | Link to personal experience & prior knowledge.Hook: how did Mana Island get its funny shape? | What is a maunga?Link to own lives – what is your maunga? Think about shape of maunga. | Give short pēpeha, including Ko \_\_\_ to maunga.Do you know what ‘maunga’ is?What’s your maunga? What kind of shape is your maunga?I know about a certain maunga in a place called Porirua called Whitirea. Do you know that maunga? There’s also an island near Whitirea that has a funny shape. Its name is Mana Island. Do you know it? It looks like it was once tall like a big tall maunga, but it got squished! The top is completely flat!Mana Island’s proper name is Te Mana o Kupe – the Mana of Kupe. Some of you might know about Kupe – he’s in lots of stories. But that’s for a different day. Today, I have a story here that tells us about how Mana Island that got its funny shape, and how the valley next to Whitirea was formed. There are some pictures I’ll show you too. |
| **Main part of lesson (a) :** Introducing learningReinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning  | Engage audience with story about Awarua, the taniwha of Porirua.Challenge question: how did Mana Island get there in the first place? | Listen to story about Awarua ō Porirua. | Read ‘Awarua, the taniwha of Porirua’.Did you hear the part when Awarua made the valley next to Whitirea by crash-landing and sliding along?I wonder - how did Whitirea get there in the first place? How do you think maunga are made? We might get some ideas about how mountains are made from this video – have a watch. |
| **Main part of lesson (b)**Providing opportunities to use and practice  | Scientific inquiry about how mountains are made. | Watch video about how mountains are made. | Watch ‘How are Mountains Made’? 9:55Goes through scientific inquiry: hypotheses, experiment, etc.What did you learn from the video about how mountains are made? |
| **End of lesson:**Learner and parent reflection on learning and engagement and what they can do next | Repetitions of key learning and offer ways to solidify this after the show.Reiterate how to use playdough or soil and rocks to make mountains for those who wish to try at home.Explicit stating of part of lesson purpose. | Share new learning with someone on whānau.Suggest making own mountains if you have playdough at home.Look out for mountains in your area when you go walking | Repeat the key learning: three ways that mountains are made.The techtonic plates are pushed inwards from either side, and they fold upwards to form peaks: fold mountainsThe crust separates at a rift zone or a fault line. The sides are pushed up to form mountains with a valley in the middle: block mountains.Magma bursts through the earth’s crust and as it cools down it forms solid rock: volcanic mountains.Link back to question – how did Whitirea get there in the first place?It might have been one of these three ways.I have learned that explanations for how parts of the land came to be can be different in different cultures. Maybe you have heard some stories about the land in your area – what do you know about where you live?Or maybe you used to live far away. Do you know anything about that land? You might like to ask someone in your bubble to tell you what maunga they know about.If you live close to Whitirea, have a look next time you go on a walk and see what you think about how it was made.If you don’t live close to Whitirea, see what other maunga you can see when you go for a walk. How do you think those were made?[Offer ways to solidify this after the show – practice with playdough or soil and rocks if you have it, share learning with someone in your whānau, or you could draw a picture of a maunga]. |
| **Segment links and attachments** |
| List attachments and source: | <http://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/School-Journal-Level-2-May-2016/Awarua-The-Taniwha-of-Porirua>TKI School Journal Level 2 May 2016: Awarua the Taniwha of Porirua. |
| Links to recordings and source:  | <https://www.youtube.com/watch?v=75_2dyCf7UE&t=18s> Suzy’s World: How are mountains made? |
| **Segment production details** |
| Teacher talking time: | **10 min** |
| Equipment requirements: |  |