Home Learning TV – Lesson Plan – 29 September

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| **Segment lesson planning details** |  | | | |
| Title for segment: | Tūrangawaewae | | | |
| Year levels *(e.g. Yrs1 – 3)*: | Yr 2-6. Technology | | | |
| NZC learning areas: | Social Scienes | | | |
| Purpose of lesson:  (What learners will learn) | To appreciate the importance of Tūrangawaewae and pepeha  To contextualise a flow chart  To follow a flow chart to make a model (that represents the learners’ special place). | | | |
| Success Criteria – students will be able to:  (how they will know when they have learnt it) | * Identify a special place where they feel connected and a sense of belonging (their*Tūrangawaewae* ) * Understand that land is important to people in NZ * To order instructions and record as a flow chart * Follow instructions to create a model of a landmark or special place | | | |
| **Segment content/context details *(as appropriate)*** | | | | |
| Māori specific content i.e. the learning draws on Mātauranga Māori: | *Tūrangawaewae*  Pepeha | Pacific specific content i.e. the learning is focused on Pacific knowledge: | |  |
| **Segment production details** | | | | |
| Equipment requirements: | Whiteboard, PowerPoint, carboard box, glue, scissors, magazine, or free coloured pamphlets | | | |
| 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) | All images used are Getty images or the writers’ own. | | | |
| **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 presentation | | | |
| **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 | Capturing the interest of the audience.  Teacher shares her pepeha based on the model in the PowerPoint (Slide 9 Pepeha)  Setting the context for Tūrangawaewae | | *Enter and write the word Tūrangawaewae. on the white board.*  *Stand back and look at the word with a curious expression. Look as if you are going over the word slowly in your mind.*    *Sees audience and mihi to them.*  *Teacher shares her pepeha as it links with the learning in this segment and they can refer to it throughout the segment.*  *Finishes with Tēna koutou, tēna koutou, tēna tatou katoa.*  *I’ve just shared with you my* ***pepeha*** *which tells you about where I am from, my special place, where I stand tall and feel grounded.* | |
| **Learn**: Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning | Connecting to learners’ prior knowledge  Teacher uses a Think Aloud to model how she is working it out.  Teacher makes connection to reading strategy  Teacher models correct pronunciation based on chunking it into parts.  Teacher writes meaning on whiteboard next to the word Tūrangawaewae so learners can see it and hear it.  *Tūranga (standing place), waewae (feet),*  Link to prior learning  Teacher uses a Think Aloud to demonstrate her thinking for clarity  Teacher shares Slide 7  Teacher scribes on the whiteboard  Front loads elements of significant places in NZ  Makes connections to Pacific viewers | | *Now, I’m sure you noticed my puzzled look when I wrote that word on the whiteboard at the beginning. Well I want to share that word with you now as it’s a big part of our learning today. Explain to the audience that you want to share with them a word. A very long word and one that will need to be practiced, to be able to say it correctly.*  *OK. Great. Some of you are lucky enough to already know all about this word,* ***tūrangawaewae*** *or if you don’t then you might know waewae from that song Upoko, pukahiwi, hope, waewae. (Teacher sings). So, what do you think waewae might mean? Legs! Yes, you’re right. I then look at the beginning of the word and I think of what I often use in the classroom to get my students to stand up and I’m sure you all hear it E Tū! So, I’m thinking… we stand up and we stand with our legs, so this is likely to mean something about standing. What do you think?*  *Let’s say it correctly now by chunking the word, just as we do in reading when we come across an unknown word.*  *Tū/ rangā / waewae*  *So Tūrangawaewae means a’a place to stand’. Tūrangawaewae are places where we feel connected. They are our foundation, our place in the world, our home.*  *Tūranga (standing place), waewae (feet),*  *See we were right when we thought about the parts we already knew. Well done!*  *So where is your special place? Where do you feel connected? Are you there right now? Will you be able to go there during Level 2 or will it mean waiting for Level 1?*  *Teacher shares her special place and why-how it makes her feel*  *What words come to mind when you think of your special place? What makes it special? Do you have more than one special place? Why are they special places?*    *Throughout the world there are significant places. I will show you those slides again of places that are significant and see if you can identify them – these are significant to the people who live there. Some are natural, others are man-made. You may have seen some in movies or learned about them at school.*  *Show the slides and give audience time to think about where they are, then give the answer and who they might be important for.*  *What is it? Where is it? Who might be special for?*  *Eiffel tower*  *Mt Aōrangi, Mt Cook*  *Sydney Opera House*  *Ayers rock, Australia*  *Golden bridge, San Fransisco*  *Tell the audience that they are now going to think about Aotearoa and what it means to belong to a place.*  *You know that Aotearoa is New Zealand and that New Zealand is Aotearoa.*  *Ao/tea/roa*  *Let’s say that. Well done all of you. So, what does this word mean? The best definition is the "land of the long white cloud”. This refers to the cloud formations which helped early* [*Polynesian*](https://en.wikipedia.org/wiki/Polynesians) *navigators find the country. Watch out for these early navigators as they feature early on in our story.*  *So, our learning today is about Tūrangawaewae, a special place where someone feels they belong.*  Teacher shares Slide 7 *Book cover for* ‘Child of Aotearoa’*.*  *Ask the audience to note down who are the children of Aotearoa?*  *Then list on the whiteboard words like, alive and dead, young and old, men and women, Māori and non-Māori. All of us.*  *How is the land important to you, the children of Aotearoa? When I think of Aotearoa, New Zealand where we live, I think people would think of the sea, beaches, a local river or stream or creek, hills, valleys, gardens, soil, native trees, deciduous trees which are losing their leaves now, mountains.*  *For those viewers who live in the islands you need to think of what your country looks like, some of it will be the same but some will be different. When I think of the islands I think of coral reefs, flowers, lots of green.*  *Remind the audience that Tūrangawaewae means place and people, this is what makes a place special. This is what decides how firmly we can stand in a place.* | |
| **Respond**: Providing opportunities to use and practice | Creativity  Teacher gives them one minute to get materials and shows PowerPoint slides 1-6 are shown during that time.  1:00 only  Context to support activity  Teacher shares Slide 8 of PowerPoint  Link concept of Tūrangawaewae.  Teacher refers to the flow chart for each step as she goes through the process  Teacher shows Slide 10 | | *Now we are going to look at your place to stand, your Tūrangawaewae*  *We are going to make a model of your special place. Take some time to think about what that looks like. Is there a mountain? Trees? sea?*  **I am going to need you to gather some material for today’s session. Can you find: a small carboard box (shoe box or weetbix box size is perfect) or pieces of cardboard, glue, scissors magazine or free coloured pamphlets. (show them). Maybe if there is someone else in the house they can get these for you? I’ll give you one minute and, in the meantime, here are some clues as to what today’s word means.**  *Right, now Have you got a special place in mind? Mine is a beach which has a mountain right behind it and I can see it clearly in my mind – can you see yours? I am sure you have made models before, so let’s start on making your Tūrangawaewae.*  *We are going to use yesterday’s learning about following a flow chart to create a model of our special place.*  Teacher shares Slide 8 of PowerPoint  *First take the box and cut out the front to make the stage. Model how*    *My special place is by the sea, so I’m going to find some blue paper and glue onto the back of the box. What colour will you choose for your place? Now for the beach – I couldn’t find a picture of the beach so I’m going to use bits of yellow and brown paper.*  *Cut out a tree shape from green paper and make it stand at the front using an extra piece of paper.*  Step 1= Think about your special place  Step 2 = Choose your special place  Step 3= Cut the front of your box off to create a stage  Step 4= Create the scene on the back of your box  Step 5 =Create the scene on the floor of your box  Step 6= Cut out shapes and add to your box  Step 7= Take a photo of your special lace  Step 8 =Admire your work. Ka pai.  *Use some black /brown to cut out the mountain.*  *Talk through the significance of each part of the Tūrangawaewae.*  *How is your model going? Have you got the special features included? You could add some things from outside to make it more effective. Maybe some stones, leaves or twigs could help make it more realistic.*  *We would love to see your finished model. It would be great if someone could take a photo of it and email it to:* [*info@hltv.co.nz*](mailto:info@hltv.co.nz) *or take a photo and text it to: 5811, use the key word “turangawaewae”.*  *Remember how we have been talking about flow charts? Let’s see if we can make the steps we took into making the model of our special place into a flow chart.*  *Today I would like to share with you a whakataukī from Ngati Porou*  Teacher shows Slide 10 | |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next | Debrief prompts student’s reflection on learning outcomes and progress towards meeting success criteria  Reiterates two key terms  ***Tūrangawaewae*** *and pepeha*  *Examples of some extra tasks they can do based on this lesson* | | *The goals of this lesson were to give you understanding of two important words for all of us and to use those words to identify why each of us is an important child of Aotearoa.*  *Tūrangawaewae and Pepeha*  *So, let's finish by saying those two words again and then saying who is the important person and the two important places that help form your special place, your place to stand. Can you identify these in your model?*  *It has been a real treat sharing with you today, I feel so lucky to be a child of Aotearoa and I’m sure that you do as well.* | |