Home Learning TV - Segment submission 

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| **Segment lesson planning details** |  | | | |
| Title for segment: | Making a Timeline | | | |
| Year levels *(e.g. Yrs1 – 3)*: | 1-3 | | | |
| NZC learning areas: | Maths and Stats | | | |
| Purpose of lesson:  (What learners will learn) | * Sequence events within a day * Sequence the steps involved in an activity | | | |
| Success Criteria – students will be able to:  (how they will know when they have learnt it) | * Place events in the correct order | | | |
| **Segment content/context details *(as appropriate)*** | | | | |
| Māori specific content i.e. the learning draws on Mātauranga Māori: | Process of making a hāngi/umu  g | Pacific specific content i.e. the learning is focused on Pacific knowledge: | | Process of making a hngi/umu |
| **Segment production details** | | | | |
| Equipment requirements: | Piece of string, pegs, paper and pens  Five pictures of events in a day – as described in script. | | | |
| 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) |  | | | |
| **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 contexts and relationships | Connection to personal experiences | | Welcome in multiple languages  Talking about time – the order we do things in… | |
| **Learn**: Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning | Introducing a timeline | | I’ve been drawing some pictures of things I do every day. Let’s have a look at them… (five pictures as below, with captions to make it clear what they are - not in order)   * Get up and get dressed * Breakfast * Go to work (you can replace this with something else if you like) * Dinner * Bed   I want to take these pictures and make a timeline. Do you know what a timeline is? It’s when I put a number of things into the order they happen in.  I’ve got five pictures here, can you see what they are all about? [discuss each one]  Which one do you think I do first each day? That’s right – I get up and get dressed first. Actually some days I’d like to do this one first (breakfast) – but nobody brings me breakfast in bed. [if you’d prefer you could say that occasionally you get breakfast in bed, but not usually – but that does cloud the issue a little]  Now, I’ve got a piece of string and some pegs here and I‘m going to use them for my timeline, so the first thing goes right here at one end.  What shall I put at the other end? Yes – going to bed happens at the end of the day, I’ll put that at the other end.  I go to work in the middle of the day. Sometimes I don’t have to go anywhere – some of my work happens right here at home…[put that in the middle of the timeline.  What about this one – breakfast – can you guess when I have breakfast. Yes I always have breakfast before I go to work – otherwise I get too hungry…  And my last picture – dinner. Where shall I put that? Yes – after work but before I go to bed. | |
| **Respond**: Providing opportunities to use and practice | Introducing context of a hangi – may be unfamiliar to some viewers  Reinforcing that time doesn’t start and end – it continues – there are things before and after the events on the timeline. | | That was fun – shall we make another timeline? Ok – I’ve got an idea. I’ve got some pictures here from some people having a hangi. Do you know what a hangi is? Hangi are amazing – they use mātauranga Māori to cook food in a hole in the ground. In the Pacific islands they do a similar thing with rocks but it is called an umu.  Rocks are heated up in a fire and then they are buried with food on top of them so that the heat from the rocks heats the food through.  It’s really important that things are done in the right order so that the food is cooked properly. Let’s have a look at the pictures and work out what happens first…  Images from PDF. Start with just the first six.   * Dig the hole * Light the fire * Stop the fire * Put the kai in * Take out the kai * Serve the kai   Discuss them and put them into order on the timeline.  Add the remaining images one at a time.  Discuss. What happens after this last one (Kai time)? We don’t have any more pictures, but is that the end? It is the end of making the hangi, but what do you think happens after everyone eats? Yes – I bet there is plenty of cleaning up to do!  What about at the start – is there something that happens before the hole is dug? Maybe – someone has to go and buy all the kai!  I could draw pictures of those too if I wanted, but then I could keep on going forever – thinking of what might have happened next!  If you need more to fill in the time in the session – read a short story (suggest Māori creation story, or Maui and the sun), and build a timeline of the important events. | |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next | Follow up activity to do at home. | | You might like to make a timeline at home. All you need is a piece of string, some pegs and some pens and paper. You don’t even need the string and pegs really – you could just put your pictures in order! Can you think of any other ways you could make a timeline?  It might be a timeline of a day, or a week, or just one activity. It could even be a timeline of the whole year – you could put the special holidays, and your family’s birthdays on it.  Sign off in multiple languages. | |