

Festivals

Curriculum Level : 3
Component : eXplore
Module : Festivals
Strand : My Place in the World

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Overview

This is the eXplore poster for **Festivals**. The poster can be shared as a whole class EXCITE activity or as guided reading group activity. The poster can be assigned individually to students to have on their device. When sharing with a class, have students sit in groups so they can discuss the images and videos. Encourage students to ask questions and share their ideas.

Curriculum links

Specific Learning Outcomes

Social Studies

Understand how cultural practices vary but reflect similar purposes.

Literacy

Level 3:

Students will integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas. By using these processes and strategies when listening, reading, or viewing, students will: Show a developing understanding of how texts are shaped for different purposes and audiences; Show a developing understanding of ideas within, across, and beyond texts; Show a developing understanding of how language features are used for effect within and across texts; Show a developing understanding of text structures.

Students will integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas. By using these processes and strategies when speaking, writing, or presenting, students will: Show a developing understanding of how to shape texts for different purposes and audiences; Select, form, and communicate ideas on a range of topics; Use language features appropriately, showing a developing understanding of their effects; Organise texts, using a range of appropriate structures.

Viewing

- Recognising the features and purposes of some common text types e.g. nonfiction, fiction, all genre
- Talking about abstract ideas
- Interpreting words and phrases using the clues in the context, photographs, illustrations, diagrams and/or written explanations

Speaking

- Share ideas with others on a given topic
- Make clear and concise statements from information given

Instructional Reading

Page	Possible Teaching Opportunities
How to use the eXplore Poster.	The poster can be shared as a whole class EXCITE activity or as guided reading group activity. The poster can be assigned individually to students to have on their device. When sharing with a class, have students sit in groups so they can discuss the images and videos. Encourage students to ask questions and share their ideas.
<u>EXCITE</u>	
Introduce topic / theme.	Have students share their prior knowledge.
Look at images.	Have students talk in pairs or groups. They should record ideas, questions and what they notice. Share to class. Think about the focus of the session and guide students' attention to the areas for intended instruction.
Watch video	Have students talk in pairs or groups. They should record ideas, questions and what they notice. Relate back to the images and conversations from before. Share to class.
<u>ASK</u>	
Share central idea with students.	Central Ideas: Groups, communities and cultures celebrate a variety of events through festivals. Historically, festivals have celebrated change, love and life. Break the central ideas down and discuss them with students so they understand all parts. Have them explain the central idea to each other and talk about what it means.
Record the students' prior knowledge.	Have students begin to discuss how they will find out more about the central idea. Students should write any questions they have, any ideas they have, and what they might do to start finding the answers. Students could begin a bank of words they think might be important in this inquiry.
Share poem.	There is an audio read of the poem, or read it together. Talk about how the poem relates to the topic. (There is a guided reading plan and writing plan for the poems)

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This eXplore Poem, Festivals, is actually 4 separate short poems about festivals. All the festivals, Pasifika, Matariki, Diwali and Chinese New Year are covered in books from the series. These poems could be used to introduce the festivals and then again to support the learning from books.



Curriculum links	Specific Learning Outcomes
<p>Social Studies Understand how cultural practices vary but reflect similar purposes.</p> <p>Literacy Level 3: <i>Students will integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas. By using these processes and strategies when listening, reading, or viewing, students will:</i> Show a developing understanding of how texts are shaped for different purposes and audiences; Show a developing understanding of ideas within, across, and beyond texts; Show a developing understanding of how language features are used for effect within and across texts; Show a developing understanding of text structures. <i>Students will integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas. By using these processes and strategies when speaking, writing, or presenting, students will:</i> Show a developing understanding of how to shape texts for different purposes and audiences; Select, form, and communicate ideas on a range of topics; Use language features appropriately, showing a developing understanding of their effects; Organise texts, using a range of appropriate structures.</p>	<p>Reading Focus:</p> <ul style="list-style-type: none"> • Recognising the features and purposes of some common text types e.g. nonfiction, fiction, all genres (POETRY) • Linking abstract ideas to their prior knowledge • Making connections between text and their prior knowledge to interpret figurative language – metaphors, similes, personification <p>Writing Focus:</p> <ul style="list-style-type: none"> • Attempt to convey thoughts and feelings by adding detail • Enhance writing by using adverbs, adjectives, verbs, nouns

Language features	
<p>Vocabulary: Topic specific vocabulary, including language:</p> <ul style="list-style-type: none"> • (Pasifika) "kaleidoscope", "grass-skirted hips", "sarongs", "leis", "pride of the Pacific", "conch shells", "pineapple", "coconut", "delicious", and "Polynesian" • (Diwali) "sequined", "saris", "rich spiced dishes", "diya clay-pots" and India's colourful communities" • (Matariki) "pākau", "Pleiades", "Kaumātua", "waka", "land of the Long White Cloud", "hāngi", "puku", "kai" and "kia ora" • (Chinese) "lotus", "dim sum", "ball-round moon" and "fortune cookies" 	<p>Possible Teaching Strategies: Have students identify language words and find or give their English translation. This could be built on through the module.</p>
<p>Language Features:</p> <ul style="list-style-type: none"> • Variety of poetry structures (including free verse) • Descriptive language, including a variety of metaphoric and adjectives 	<p>Possible Teaching Strategies: Have students notice and discuss the structure of the poems. They should be able to notice that only one poem has rhyme. Have students point out any interesting figures of speech. They could attempt these in their own writing.</p>

Instructional Reading

Possible Teaching Opportunities	Possible Student Responses
<p>Introducing poem.</p> <p>Have students discuss the festivals they know and what different activities and events are linked to them. Students could record ideas and come up with any questions they have.</p> <p>Read through or listen to poems. This could be done one at a time then discussed or all together then compared.</p> <p>Have students go through the poem and highlight the rhyming words. Discuss the patterns. Note that some of the poems do not rhyme and have different structures.</p> <p>Students could highlight any language features that are a focus for this reading session (i.e. adjectives, specific nouns, etc.).</p> <p>Have students read through the poem together or in groups or individually. Check they notice the way the text is organised into stanzas.</p> <p>Have students relate the ideas in the poem to the images. Students could look at the images and discuss alternative lines.</p>	<p>Are students able to recognise the text type?</p> <p>Do students recognise stanzas?</p> <p>Can students identify rhyme and rhythm in the poem?</p> <p>Are students relating prior knowledge about plants, to this text?</p> <p>Are students able to identify topic specific vocabulary and relate to what they know?</p>

Instructional Writing

Purpose for the lesson – student or teacher identified purpose	Audience for writing – who the students are writing for	Text Type
To produce a poem based on a model to show how a festival is celebrated by a particular culture	Classmates, families.	Poetry
(these are suggested ideas, depending on your class and students they may be different)		
Curriculum Objectives:	Learning Outcomes:	
<i>Students will select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas. By using these processes and strategies when speaking, writing, or presenting, students will:</i> Show some understanding of how to shape texts for different purposes and audiences; Select, form, and express ideas on a range of topics; Use language features appropriately, showing some understanding of their effects; Organise texts, using a range of structures.	<ul style="list-style-type: none"> Attempt to convey thoughts and feelings by adding detail Enhance writing by using adverbs, adjectives, verbs, nouns 	
Resources:	Model of poem/s	
Success Criteria – What am I looking for?	<p>To be successful students will produce a stanza of a poem that includes:</p> <ul style="list-style-type: none"> - facts and information about a specific festival - timeless present tense - a metaphor or analogy 	
Challenges for Writers	<p>Including factual information in the poem in a poetic way. Using metaphor / analogy to support an idea.</p>	

	Learning Sequence	Assessment Opportunities
<p>How will I lead the learning? What tasks will I need to design?</p> <p>Considerations:</p> <ul style="list-style-type: none"> • Discussion around the purpose of writing • Clarification of the intended learning • Links to previous work (Prior Literacy Knowledge) • Sharing the Learning Intention • Link to students' experiences / history • The exploration of a text model • Support of new learning challenges – Questioning – making links back to intended learning and purpose • Clarifying responses together with specific reference back to the text model to confirm • Inferential and deeper level questioning to support students to identify what the writer has done • Encourage varying points of view • Exploration of new concepts, vocabulary, language features • Variety of interactions (e.g. Buddy, across group, peer response) • Feedback linked to Learning Intention (written and verbal, peer and from teacher) • Feedback to confirm, clarify and extend learning 	<p>Read poems. Have students choose one poem as the model for their own writing.</p> <p>Discuss the information the author gives. Why has the author chosen to use a poem?</p> <p>We could use poetry to give information about many festivals.</p> <p>Some possible areas to focus on could be:</p> <ul style="list-style-type: none"> - use of timeless present - rhyme and rhythm - use of metaphor. <p>Students could choose other festivals they know to write a stanza for. Have them focus on how it looks, its function and what makes it interesting.</p> <p>Have students write these, using the poem as a model. Share and discuss.</p> <p>These could be combined to make a group / class poem anthology about other festivals.</p> <p>Students could record their poems and share these on a class blog or other sharing site.</p>	<p>Are students able to identify rhythm and rhyme?</p> <p>Can students identify facts from the poem?</p> <p>Are students able to recognise language features, and include these in their own writing?</p> <p>Are students able to recognise and create appropriate metaphors?</p>

Festivals

Written by Jax Taylor

Pasifika

A Celebration of Polynesia

The Islands showcase their colourful cultures every year
in a kaleidoscope of clashing colours.

Drums beat as stages fill with moving hands and stomping feet,
and dried grass-skirted hips swing and sway.

Sarongs and leis, flowers of every imaginable shade for sale today.

The drums get louder... the pride of the Pacific is magnificent.

The performers dance until the air rumbles.

Our ears hum. Suddenly a Conch shell calls,
“Hear me, listen to me” – but what is that smell?

“Try me, try me.”

We have wandered where some sell mouth-watering treats
of pineapple, coconut, noodles and meats,
trays and trays of delicious Polynesian things to eat.

Diwali

The Indian Festival of Light

Sequined saris shimmer and new shoes shine.
Noses twitch with the smell from rich spiced dishes.
Sweet breads melt on tongues.
Diwali day turns into Diwali night.

The darkness of five evenings is lit up with rows of diya
clay-pots with fat candles that dance and flicker.
Festival fireworks flash across skies sparkling with stars.

The legends and stories of India's colourful communities
are shared with many eager ears,
until the new moon signals it is pillow time.

Mataríki

The Māori New Year

Pākau flying into the morning,
special crafted Māori kites,
made to celebrate the occasion.
With fireworks throughout the night.

Pleiades, Matariki, legend passed on.
Kaumātua elders tell the crowd
of the group of stars that guided waka
to this Land of the Long White Cloud.

Hangi sizzle below ground with a hissing sound
as the stars are replaced by the sun.
Puku filled with steaming kai,
kia ora... the New year has begun.

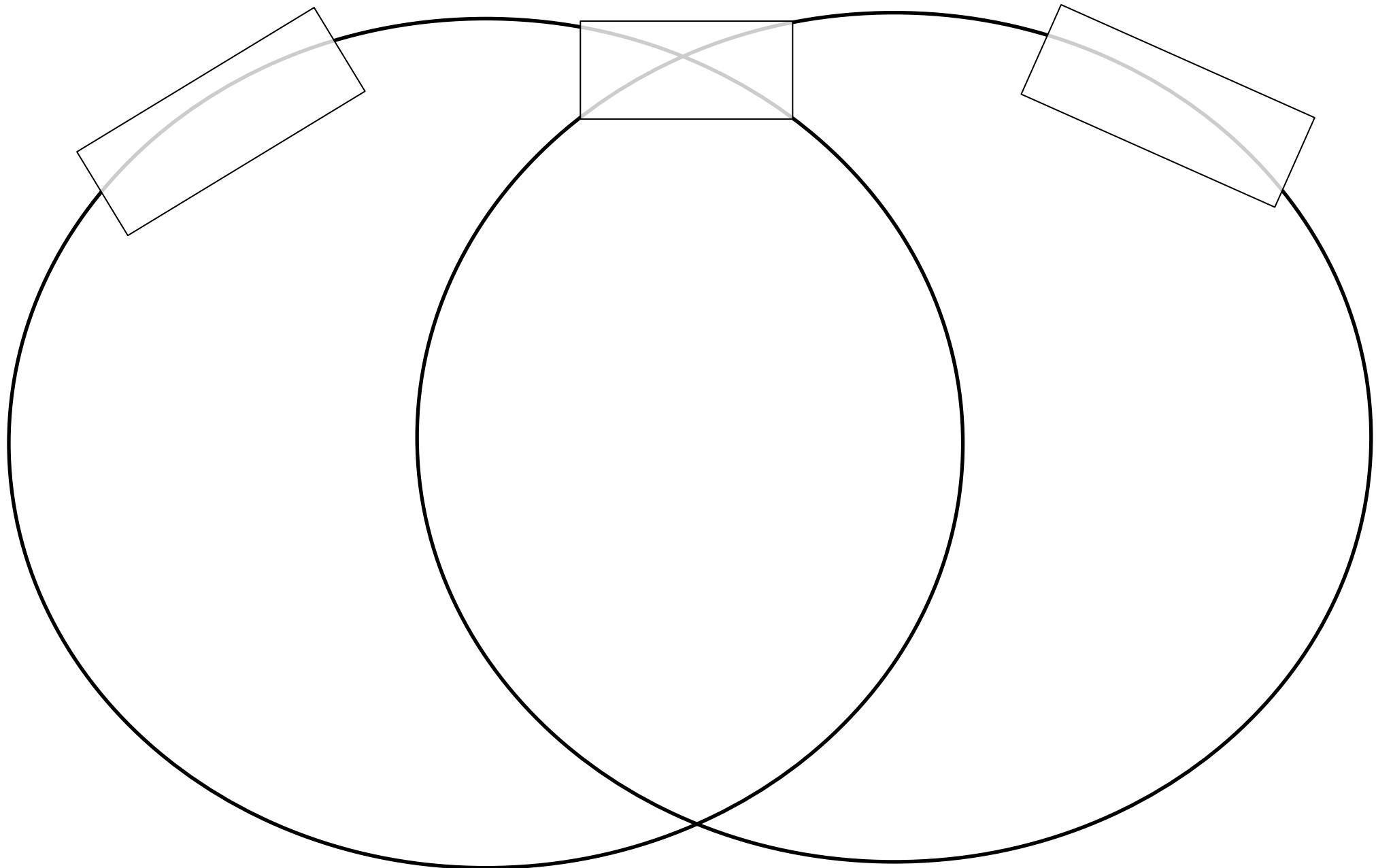
Chinese New Year

The Lantern Festival

There are paper butterflies, crane,
fish and lotus lanterns as far as we can see.
Little children begin to squeal with glee, and grown-ups grin,
as dragon and tiger dancers swoop and twirl.

Waves of rippling red shapes of all sizes,
with glowing centres bob brightly on sticks and strings.
They greet us at stalls selling dim sum and fortune cookies.

A ball-round moon smiles down on all.
Young and older eyes are wide with delight as papers are peeled,
lucky, lucky, lucky sayings are shared, pocketed,
sweets swallowed before a thousand coloured lanterns fly free into the night.



3 Venn

