

Kia pai tō haere

Te reo Māori

Possible contexts for kaupapa: Keeping whanau safe on a journey is everyone's work. Safe journeys. Safe: spiritually, physically and mentally.

Ta – Procedural writing: writing instructions for a variety of tasks and in a range of safe journey contexts.

A-waha: giving instructions for someone to follow and complete a safe journey task or get to a destination.

A-taringa: listen to instructions to complete a safe journey task or get to a given destination.

Panui: read a variety of procedural texts around making a safe journey.

Matakitaki: design visual text - signposts and instruction/warning posters/ collectors game cards/road or pavement markings for safe journeys - road safety, bicycle safety etc.

Ngā putanga ako tauwhāiti – whāinga paetae achievement objective	Aromatawai: intended learning outcomes
<p>Ka tāea e te ākonga te:</p> <p>Pānui</p> <p>Tāutu i ngā ariā matua e puta ai i ngā tuhinga huhua.</p> <p>Tuhituhi</p> <p>Te toro ki ngū kupu, kīanga uaua hei whakawhāiti kōrero kia tuhi i tētahi tuhinga tohutohu.</p> <p>Whakarongo</p> <p>Tāutu i ngā kupu mahi/tū mahi o te kōrero me ngā ariā matua</p> <p>Mātaki</p> <p>Te whakamahi i ngā pānui ataata kia kōhi kōrero</p>	<p>Pānui</p> <p>Ka taea e te tamaiti te tāutu me te tuhi i ngā ariā matua (main ideas) ka pānuitia ki ngā tuhinga huhua.</p> <p>Tuhituhi</p> <p>Kua mōhio te ākonga ki te kōhi kōrero, kātahi ia ka whakaritea aua kōrero ki tētahi tuhinga tohutohu.</p> <p>Whakarongo</p> <p>Kua tau te tamaiti ki te whakarongo ki te kaikōrero; te tuhi i ngā ariā matua me te tāutu i ngā tū mahi o āna kōrero.</p> <p>Mātaki</p> <p>Kua mārama te tauira ki te mātaki i ngā momo pānui ataata me te whai i ngā tohu(symbols), ngā tuhinga me ngā whakamārama hei kōhi kōrero.</p>

Raupapa mahi: possible learning intentions and learning experiences

Your school will have its own criteria for developing learning intentions. Emphasise the learning intentions that best match the abilities of your students.

LI: Define procedural/explanation writing. (What is?) [Unistructural]

LE: What is 'procedural/explanation writing'. Discuss as a class and then get every student to record their own response. Paste exemplars onto a wall chart. Identify types of language used – verbs/tū mahi.

Add relevant information to your class wall chart.

LI: Describe procedural/explanation writing.

LE: Identify activities that may require written instructions. Make up a wall of examples of procedural writing from a range of sources. Explore and then list the surface features of procedural/explanation writing. Explore and then list the deeper features of procedural/explanation writing.

LI: Compare and contrast procedural/explanation writing.

LE: Compare and contrast different examples of procedural/explanation writing. Find features in common. Include surface and deep features in your comparison. Compare and contrast different exemplars on TKI, stating the differences and the similarities. Use the similarities to identify the features of successful procedural/explanation writing. Use these to develop success criteria so students can self-assess their own writing. Make a generalisation about the attributes/features of procedural/explanation writing.

LI: Analyse procedural/explanation writing.

LE: Look through school journals and other resources identifying other examples of procedural/explanation writing.

Identify who the audience might be for each piece of writing. Enlarge a procedural/explanation writing sample onto A4 paper and in groups identify the features of successful procedural/explanation writing identified previously. In addition, highlight and discuss the surface and deeper features identified. Ask if any of these features were missing how might the nature of the written text change. Evaluate which features seem more important in a piece of procedural/explanation writing.

LI: Co-construct success criteria for procedural/explanation writing.

LE: Ask - has the writer been successful in communicating the message? How can we tell? Give groups of students a range of material (newspapers/magazines/library books etc) and get students to identify other examples of procedural/explanation writing. Write examples as a class, a group, in pairs, individually.

Identify the features that make the writing effective. Co-construct these as success criteria with the students so they can assess their learning as they write their own procedural/explanation writing.

LI: Generalise about the message of procedural/explanation writing.

LE: Look at the form of the procedural/explanation writing sample – make a generalisation about the message/s they convey.

LI: Evaluate a piece of procedural/explanation writing.

LE: Use the success criteria constructed previously to evaluate the effectiveness of a piece of procedural/explanation writing.

LI: Identify instructions for safe travel [Unistructural]

LE: Recall examples of written instructions for safe travel from the examples shared in class, personal experience and elsewhere. Collect examples to share with the class. Justify why these are instructions - procedural/explanation writing. Give examples to back up your claim.

LI: Describe instructions for safe travel [Multistructural]

LE: Choose an example of written instructions for safe travel. Identify and describe its features/attributes - note surface and deep features.

LI: Sequence instructions for safe travel [Relational]

LE: Cut up written instructions for safe travel. Mix up the pieces and ask students to organise the section in the correct order. Paste these onto large sheets of paper. Get students to justify the order by annotating the sequence.

LI: Evaluate instructions for safe travel [Extended Abstract]

LE: Use the success criteria constructed previously to evaluate the effectiveness of procedural/explanation writing containing instructions for safe travel.

LI: Create instructions for safe travel [Extended Abstract]

LE: Use the success criteria constructed previously to write your own instructions for safe travel for people you care about. Your instructions should be persuasive – and contain a strong message/catch phrase/slogan.

Student inquiry

Your task

Design the ultimate “How to Guide” for whānau who travel to events around the country. Your guide must take into account all areas of safety – wairua (spirit), tinana (body), hinengaro (mind). Your guide can be in any form – digital, booklet, poster, powerpoint, audio file, documentary etc.

Examples

How to get from _____ to _____ in one piece.

How to keep whanau safe while travelling.

How to read road signs and symbols.

How to recognise danger on the road.

How to keep Nanny and Papa safe on journeys.

How to work together to keep safe when travelling.

How to prepare for the great New Zealand road trip.

How to travel safely to ten top sights in around a big event.

How to get safely to and from a big event.

How to get safely to and from the airport.

How to be a safe bicycle rider.

[BikeReady](#)

How to be a safe pedestrian.

[Walking to school: useful videos and tips](#)

How to keep safe on a skateboard.

How to cross the railway tracks.

How to get off a bus.

How to be a safe passenger on a bus/train/plane.

Ngā rauemi: resources

Print

Te Manu Tuhituhi

Te Marautanga o Aotearoa

Te Pataka Kupu

He Reo Tupu He Reo Ora

Te Tautoko Journal Series/Teachers Notes

Wharekura Journal Series/Teachers Notes

Kohikohinga Journal Series/Teachers Notes

Te Reo Whakatauki

Te Reo Matatini Tau 1-4

Electronic

[Ka Mau te Wehi - Multimedia resource, lesson plans](#)

[Te Whanake](#)

[Mātaiako](#)

Assessment for learning: teacher/peer/self

Teachers to highlight learning experiences above that will be used for assessment for learning throughout the unit. These can be recorded in portfolios/school management systems.

Examples of self-assessment rubrics

Teachers to code in the first column the symbols that they use in the school for assessment.

These could be against levels, MOE guidelines or internal criteria. The rubric can be written against the AOs or rewritten as success criteria for children depending on the preference of the school.

Highlight the relevant phrases at each step.

Example 1: Identify features (surface and deep) of procedural/explanation writing.

Extended abstract	I can identify several relevant surface/deeper language features, can explain their purpose and can make generalisations about features of language in explanation writing. I can continually reflect on my work to improve my outcomes.
Relational	I can identify several relevant surface/deeper language features of procedural/explanation writing and can explain their purpose.
Multistructural	I can identify several relevant surface/deeper language features of procedural/explanation writing.
Unistructural	I can identify one relevant surface/deeper language feature of procedural/explanation writing.
Prestructural	I need teacher help to identify surface/deeper language features of procedural/explanation writing.

Example 2: Design instructions for others to follow to get from one place to another safely.

Extended abstract	<p>I use several strategies to design instructions for others to follow to get from one place to another safely and I know when and why to use them.</p> <p>I can teach others to design instructions for others to follow to get from one place to another safely.</p> <p>I act as a role model for others to help them design instructions for others to follow to get from one place to another safely.</p> <p>I seek feedback on how to improve how I can design instructions for others to follow to get from one place to another safely.</p>
Relational	<p>I use several strategies to design instructions for others to follow to get from one place to another safely and I know when and why to use them.</p> <p>(Strategic or purposeful use of strategies – knows why and when.)</p>
Multistructural	<p>I use several strategies to design instructions for others to follow to get from one place to another safely but I am not sure when and or why to use them.</p> <p>(Trial and error – aware of strategies but not sure why or when to use them so makes mistakes.)</p>
Unistructural	I can design instructions for others to follow to get from one place to another safely if I am prompted or directed.
Prestructural	I need help to design instructions for others to follow to get from one place to another safely.