

Reading- Pythons
Earthquake (School Journal, L3, Nov 2011)
One City - Two Earthquakes (School Journal, L3, Nov 2011)

Date: *Week 6 , Term 1, 2016*

WALT- <i>- make connections across multiple texts</i>	Context- <i>Volcanic Auckland - Pt England Way</i>
Achievement Outcome/Strand - English L3 Processes and strategies Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas. Purposes and audiences Show a developing understanding of how texts are shaped for different purposes and audiences. Ideas Show a developing understanding of ideas within, across, and beyond texts. Language features Show a developing understanding of how language features are used for effect within and across texts. Structure Show a developing understanding of text structures.	Learning Experiences/teaching Sequence DAY 1 Warm up discussion and focus questions • Intro WALT and discuss why it is important to make connections across multiple texts. • How does this relate to Volcanic Auckland • Discuss what type of text this is and why it may have been written, how might it connect to other texts? <i>Discuss the idea that fictional stories can be based on factual events.</i> • Predict what the text will tell us. Pg 3 • When did Ellie find out she was in an earthquake • Have you ever been woken up before, and been confused? Do you think this would have made it hard for Ellie to remember what to do in the earthquake? • Why do you think she went to the wrong place first • Where did she learn this? Where did you learn this? Pg 4 • What kind of damage did the earthquake cause? • What does it mean that buildings will have to be demolished? Watch the <u>Get thru</u> video • What are the 3 things you need to remember and do in an earthquake? • Why do you think safety messages like this are short and simple? • Did Ellie follow these steps right away? (<i>no</i>) Why not do you think? • If these instructions were long and confusing would that be harder or easier in a disaster? <i>T will intro <u>follow up activity</u> and students will begin it.</i> DAY 2 Warm up discussion and focus questions • Review what we have learned from the Get Thru video and why it is important that safety messages are short and simple, thinking about Ellie in the Christchurch earthquake Open the <u>Get Thru</u> Site • Discuss Before an Earthquake • Discuss During an Earthquake • Discuss After an Earthquake Open our Presentation Activities • Share responses with the group • Discuss answers and pictures • Discuss whether our presentation would be useful to people like Ellie in the journal article? Why is it good to practise/ be reminded of what to do?

	Students to finish/ edit their Get Thru presentations Day 3 Review previous learning • Rewatch Get Thru video • Discuss finished presentations • Re Discuss the need for short and simple safety messages • Read the Christchurch earthquake news article. What do you expect the people of christchurch to have thought of when they felt the earthquake? • What about Ellie in the story when she felt the earthquake? • How could we re-create a Pt England Get thru video? Open the Get Thru Safety vid <u>planning doc</u> • Discuss who will film each part • Discuss Location • Discuss how this will need to be filmed? <i>Serious this is not a joke</i> DAY 4 Read one city two earthquakes Page 8 • Discuss why this earthquake was so serious and such a tragedy. • Why was it more serious in heart of the city? • Discuss need for education in how to react before, during and after and earthquake Students to finish/ edit their filming Day 5 Students to finish/ edit their Get Thru presentations
Follow Up Activity PES Get Thru Presentation PES Get Thru Safety Video Plan	Resources and Links Text Get Thru Website Weather Wiz Kids NZ Herald Article - Christchurch Eathquake Example Presentation (quality)
Vocabulary Earthquake, Magnitude, Damage, Destruction, Demolish, Aftershock, Supplies	Reflection and Evaluation