




<b>Lesson Topic : Matariki Art - The Stolen Stars of Matariki</b>	
<b>Year Group : Year 5</b>	
<b>Learning Outcome</b>  <b>Links with the <a href="#">New Zealand Curriculum</a></b>  	Students will create a piece of artwork from a section of the story "The Stolen Stars of Matariki"  <b>Structure:</b> <ul style="list-style-type: none"> <li>- understands that the order and organisation of words, sentences, paragraphs, and images contribute to and affect text meaning</li> <li>- identifies a range of text forms and recognises some of their characteristics and conventions.</li> </ul> <b>Developing Practical Knowledge:</b> <ul style="list-style-type: none"> <li>- Explore some art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.</li> </ul> <b>Developing Ideas:</b> <ul style="list-style-type: none"> <li>- Develop and revisit visual ideas, in response to a variety of motivations, observation, and imagination, supported by the study of artists' works.</li> </ul> <b>Communicating and Interpreting:</b> <ul style="list-style-type: none"> <li>- Describe the ideas their own and others' objects and images communicate.</li> </ul>
<b><a href="#">Key Competencies</a></b>  	<ul style="list-style-type: none"> <li>- <b>Thinking:</b> Students will need to think about the story they are being read and reflect on their favourite part. They will need to also think about why this is their favourite part and why they have chosen to create this piece of art.</li> <li>- <b>Relating to others:</b> Students will need to relate to others in the story in order to see their perspectives and capture this in their artwork.</li> <li>- <b>Participating and contributing:</b> Students will need to participate in a reading lesson and then contribute their ideas from this reading into a piece of art accompanied with a piece of writing.</li> </ul>
<b>Prior knowledge</b>  	Students will need to think about what they already know about Matariki and the stars of Matariki in order to understand why they might have disappeared and why they might have disappeared in this story. They will need to think back to what we have been learning this term about planet earth and beyond and how this can relate to the solar system and space.  <b>Activating Prior Knowledge</b> <ul style="list-style-type: none"> <li>• Students will need to relate back to what they already know about Matariki in order to understand what is going on in the story. They will activate prior knowledge to what they already know about stories and articles and the differences between them. Students will also need active prior knowledge to what they know about authors and illustrators and their key purposes when creating a picture book.</li> </ul>

**Lesson  
Sequence**



**Session Outline**

**Introduction to text:**

Start out by looking at the front page and discuss the differences between articles and stories. We are reading a story so go into detail about what this means. Talk about the illustrator and the author and what each of the roles of these people is in creating this book.

- Look at the images on the cover and the title. What do we think this story might be about? How can we tell?
- Flip to the back of the book and read about the author and the illustrator to make connections.

**Reading:**

- Read the story aloud on day one to the whole class as it is an unfamiliar text. Stopping at key points to ask questions and have the students predict what might happen next. Look at the \* words and see that there is an explanation at the bottom of the page as to what the word means and what it is.
- For the rest of the week continue to read this as a text to the whole class as shared reading and have students when they feel comfortable to read along with the teacher so that by the end of the week students are reading the whole part of the story. Choose some confident readers who are able to read different sections of the text on different days so that each child is reading aloud.
- Small reading groups - unpack the text in more detail in smaller reading groups with the focus on what each group is needing to get out of the text.

**Student Activity**

**Teacher Activity**

**Learn:**

1. Read aloud while listening along with the class.
2. Learning about the text features and conventions.
3. Relating this to a New Zealand author and other Matariki stories they have read.
4. Continued reading throughout the week - shared reading.

**Create:**

A piece of art from their favorite part of the story. Using pastels as well as creating a piece of text to go with the art.

1. Introduce the front page of the book and discuss who the author and illustrator of the book is.
2. Reading the story to the class and asking questions while reading that relate to the text - what do you think is going to happen next?
3. Relating what we are reading about the star in the sky to our topic for this term.
4. Continuing to read this each day as a class as a shared reading book so that each of the students is reading and gaining confidence with their reading.
5. Rereading the story with reading groups to unpack what is going on in the story in more detail.

	<div><b>Share:</b><ol style="list-style-type: none"><li>1. Take a photo of the piece of art</li><li>2. Post this on their blog.</li><li>3. Hang the art on the wall in the classroom.</li></ol></div>
<b>Resources</b>	<a href="#">The Stolen Stars of Matariki Video</a>
<b>Reflection and Analysis</b>	
	<p>This lesson went really well. The students were really engaged and excited to hear a different story about the stars of Matariki. They were asking questions throughout the reading of the story and relating this to what we have been learning in class about stars and the solar system. It was a great way to open up the conversation and topic of Matariki this week.</p> <p>I have found that my class really enjoys art and I have some very talented students in my class. Upon rewatching the video I can see that some of my students are a bit nervous about art as they are worried they are not good enough at completing art. This is something I worried about at school so I would like to do more of this in class to give confidence to those who think they are not so good at art - I want them all to know they are all amazing artists and art doesn't have to be perfect.</p> <p>Another thing I would do differently would read the text in a bit more detail before reading it to the class. Miriama Kamo has a really great video of her reading the text and I wish I had read with more expression and was more familiar and better at pronouncing Māori words in the story.</p> <p>I think this lesson went really well. The students were really engaged in the picture book and loved listening to the story. They were really interested in this story when they found out it was written by Miriama Kamo, a New Zealand journalist. We had looked at the traditional Matariki stories in the lead up to Matariki but this one was a new text and the students really loved listening to it being read and also reading it as a class throughout the week.</p> <p>It was really beneficial reading this each morning in the classroom and having this as a shared reading text towards the end of the week as the students were getting a lot out of this. By letting the students pick the part they liked the most they were able to look into this in more detail and reread the section over and over again to have a solid knowledge of the story.</p>