Home Learning TV: **Junior Literacy, Monday 11th May**

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| **Segment lesson planning details** |  | | | | |
| Title for segment: | What a character | | | | |
| Year levels *(e.g. Yrs1 – 3)*: | Years 1-4 | | | | |
| NZC learning areas/ KCs: | **English:**   * constructs texts that demonstrate a growing awareness of audience and purpose through appropriate choice of content, language, and text form * expects the texts they create to be understood, responded to, and appreciated by others * uses oral, written, and visual language features to create meaning and effect * uses a large and increasing bank of high-frequency, topic-specific, and personal-content words to create meaning * uses knowledge of word and sentence order to communicate meaning when creating texts * organises and sequences ideas and information with some confidence * begins to use a variety of sentence structures, beginnings, and lengths.   **Key Competencies:**  Thinking is about:  using creative, critical, and metacognitive processes to make sense of information, experiences, and ideas  Languages and symbols are:  systems for representing and communicating information, experiences, and ideas. People use languages and symbols to produce texts of all kinds: written, oral/aural, and visual; informative and imaginative | | | | |
| Purpose of lesson:  (What learners will learn based on the above) | To choose the audience and purpose for my writing  To think of the reader when I write  To describe my character so the reader can visualise him/her and what kind of person he is. | | | | |
| Success Criteria – students will be able to:  (how they will know when they have learnt it) | Remember to say:   * what the character looks like * what the character does * how the character is funny/clever | | | | |
| **Segment production details** | | | | | |
| Teacher talking time: | **20 minutes** | | Studio requirements: |  | |
| **Segment links and attachments** | | | | | |
| Links to recordings /resources | Murray Gadd clip Our Granny <https://youtu.be/Djx2VCr6TME> | | | | |
| **Segment plan content** | | | | | |
| Stage | Teaching strategies linked to purpose | Learning tasks and activities | | | High level script (key points/questions for presenter) |
| **Beginning of lesson:**  Activating prior learning and relationships  08:00 (to the end of the story)  12:00 | Teacher welcomes the learners back and makes connections to prior learning and prior contexts.  Teacher introduces the story and encourages learners to make connections to their grandmother  While the video is playing the teacher gets ready to share what she did as a reader. (like Murray) Makes connections to her grandmother  Teacher writes up the SC as Remember to on the board | Learners recall characters from previous books this week.Learners listen to *Our Granny* for pleasure with a focus on thinking about their granny08:00 | | | Kia orana and Namaste everyone. How are you all? Good?Now, I said yesterday that our learning today would be about thinking about the character in our story.On our first writing day we had the story Library Mouse. Do you remember? The main character was Sam, the mouse, who was an author and we learned how to think of the reader.Then we had ...Possum who was a problem solver and we learned how to think of the reader.Both of them were strong characters. I could see them in my mind. I could see them as they went about their lives.Well today we are going to hear a story called *Our Granny* by Margaret Wilderead to you by Murray Gadd.Now I know you all have a granny, or perhaps another special person in your life who is older.If it’s your granny you might call her by a different name.Think about this person is special to you while you listen to the story. See what is the same about the granny in the story and your special person or what is different.The author, Margaret included lots of examples so the reader could think about his experiences of his granny.I noticed he thought about his granny as he read the story. He connected to the character. He remembered things about his granny as he read.I did too.When he read about what Granny looked like I thought about mine. Did you?My granny..... teacher shares about hers |
| **Main part of lesson (a) :**  Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning    20:00 | Teacher shares the learning for the day Learning: To describe my character so the reader can visualise him/her Teacher models her thinking out loud-what she remembers, spelling rules and sounding out difficult words as she records features about her granny (looks like)  Teacher models her thinking out loud about her actions/how she is funny  Teacher shares her granny’s actions that make her funny/clever/problem solver  Teacher records the SC as symbols  Looks like (eye)  Actions (action stick figure)  Personality not sure what symbol? | Learners watch the thinking as the teacher puts captions next to a picture of her granny.Learners make connections to their grandmother.Remember toSay what he/she looks likeInclude some actions so we know the personality | | | So today we are going to think about the character and how the author made her so real that we could imagine her, even without the pictures.That’s clever. I must remember to say what my character looks like when I write so the reader can see him/her when they read.My grandma. Let me see Teacher describes what her gran looks like.What does your granny look like?Remember when we talked about working out the character’s personality in our reading lesson?Actually, the author made me laugh and I’m sure if Mum or Dad were reading this they’d smile or laugh out loud at some of the parts. I think this granny was pretty funny.I loved the bit about....Teacher shares about her granny and how she is funny or cleverWhat part did you love? What part made you laugh? Really?Now, that’s something else I could do I could make my person funny, make her do funny things.What did we just notice?I noticed the author talked about someone she knew. That makes it a lot easier.Well granny was funny because she and of course because of her personality how much the author loved her granny. |
| **Main part of lesson (b)**  Providing opportunities to use and practice  28:00 | Teacher encourages children to think about their special person.  Teacher pauses to give them time to come up with one and thinks about hers at the same time.  Says it as a Think Aloud.  Teacher shares a model of a riddle of what someone looks like.  Models the thinking of what he will look like, line by line finishing with the prompt.  Teacher allows time for children to guess. (clown)  As teacher reiterates the key words she highlights them on the board.  Teacher shares another model based on behaviour/what the person does (dentist/dental nurse)  Teacher does a Think Aloud as she talks about the action words..  Smiling ....  When someone explains to me...  Numbing.....  Teacher models how to use word doc and dictation on the screen  Teacher texts her riddle or her character description into her phone  Teacher has an example of a character with labels on the board | Learners make connections to their own special person.*He bounces out into the ring in his baggy pants, balloons in hand**He has a painted face with a big smile**He performs funny tricks**Who is he?**She is someone I seek when I’m in pain**She smiles and puts me at ease**She explains what needs to be done in a gentle manner**She numbs my mouth before she begins.**Who is she?**Learners able to see as well as hear what the learning looks like.**Learners able to make connections to the learning**Learners able to connect to prior knowledge*Learners understand multiple ways to communicate their message | | | Who is your special person? It can be your granny or it could be someone else that is very special to you.What makes that person special to you? Now, I’m thinking how I might tell my reader about my special person.I’m thinking of someone I could include in my story or write about is.... Hang on I think I’ll share him with you but I’m going to do it as a riddle. I’ll give you some clues and if you get it right then I know I’ve been really clear for my reader.Let’s see...The first one I’ll have as my special person or character is...Let’s see if you can guess...So ,did you guess?Did you think about someone who wears ...baggy pants?Who carries balloons in hand?Has a painted face?Wears a big smile?Did you say clown? Well you’re right. I just love seeing the clowns at the Christmas Parade down Queen Street or if go to the circus. They really make me laugh. I could use some of those actions in my story if a clown was my character. When have you seen a clown?That was fun wasn’t it. Let’s try another. See if you can guess my next special character that I’m describing. This time it’s not about what my character looks like it’s about her job.Did you guess? You did! Well done.She’s a dentist or dental nurse.What kind of dentist do you think she was? What was her personality? Was she scary or kind?I think she was kind because the author said ... Teacher highlights or circles the key/action words on the board.So our learning today was about how we might make our character really interesting so our reader enjoys the story and wants to find out how he/she behaves.We talked about what he/she looked likeWe talked about what he/she did-the actionsWe talked about their personality-funny/kind/meanRemember we Had Sam, the mouse, the two possums.... and we had the granny from our story today. Did you notice your character can be a person or an animal?So, thinking about how you might share your character or your riddle with your reader here are some different ideas you might like to try.How about you ask if you can borrow a phone and record your character or text it to your reader? Describe what they look like and how they behave.If you have some paper, you could draw your granny and write captions or words that describe her around the picture. I would love to hear some of your characters, what they look like or how they behave. Maybe you could text or email them into me at [info@hltv.co.nz](mailto:info@hltv.co.nz) or text to 5811. |
| **End of lesson:**  Learner and parent reflection on learning and engagement and what they can do next | Teacher makes links to the learning and SC. Refers to the SC as symbols on the whiteboard.  Teacher makes links to prior learning and alerts parents and learners to how the new learning connects to the old learning. |  | | | So, that’s it from me today. Remember our learning today was to make our character stand out Remember toSay what he/she looks likeInclude some actions so we know the personality Tomorrow we are going to carry on with the idea of making our writing better. We are going to look at how we can make our sentences flow to again keep your reader interested. |