Home Learning TV: **Middle Literacy & Language, Tuesday 12th May**

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| **Segment lesson planning details** | |  | | |
| Title for segment: | | Same, Same or different | | |
| Year levels *(e.g. Yrs1 – 3):* | | Years 4-6 | | |
| NZC learning areas/ KCs: | | Literacy | | |
| Purpose of lesson:  (What learners will learn based on the above) | | To be exposed to different books/authors/themes  To understand that the best literature has the message or big idea about life and living and authors imply what they want you to understand.  To compare and contrast | | |
| Success Criteria – students will be able to:  (how they will know when they have learnt it) | | Remember To:   * find what’s the same (compare)using the clues * find what’s different (contrast) using the clues | | |
| **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 | Reading for Enjoyment  Using Compare and contrast to identify characteristics of the cat and the dog that are similar or different | | <https://demo.etv.org.nz/tv/vod/view/177549>  Kitbull (8 mins 57 sec) Cat Dog  Same | Mōrena, Talofa and good morning everyone.  Yesterday we were looking at non-fiction texts and how to locate information in them.  Today we are looking for what is the same or different when we read. This is called comparing and contrasting. You can do this with any text whether fiction or non-fiction. For today I will demonstrate the strategy to you using a fiction text. You can practice at home with either sort of text.  Today we are going to start by watching a short cartoon. As you are watching the cartoon I would like you to compare and contrast the 2 main characters.  So find out what is the same (compare) and what is different (contrast)  A quick and easy way to record your thinking is to use a Venn diagram, like this one.  *Play the clip*  *How did you go? Did you find some things that were similar and different?*  So when I watched the story these are the things I thought were the same and different about the cat and pitbull  Teacher records ideas in a venn diagram on the whiteboard. |
| **Main part of lesson (a) :**  Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning | Clarity of the learning. Teacher shares the learning  Checking in with prior knowledge  Sharing the purpose of written texts | |  | Now this part is about supporting you to be a better reader. Today our learning is about how to compare (find the similarities) and contrast (show the differences between 2 or more things).  If you’re not sure about how to compare and contrast you might like to watch the junior session from this morning by tuning into it **On Demand**. *If they have internet access.* |
| **Main part of lesson (b)**  Providing opportunities to use and practice | Engage prior knowledge  Organise thinking in a graphic organiser-Venn diagram  Engaging prior knowledge  Telling  Organising thinking in a graphic organiser  Organising thinking in a graphic organiser  Shared success criteria for understanding and independence | | Teacher recaps in Venn diagrams what the characters look like in …….The behaviour of the characters (within a story or between stories )Teacher scribes as she thinksabout into a Venn Diagram with two intersecting ovals.Teacher shares two summaries of two different texts on board  |  |  | | --- | --- | | Rat | Octopus | |  |  |  Teacher scribes on a table the actions of the characters in both fables | Firstly, we will compare or find similarities between characters we know well from stories we are familiar with. Thinking about  We can:   * look at the physical traits of characters’ bodies * look at their behaviour or actions they took   Now I also know that writers write for lots of different reasons. That’s called the author’s purpose. They try to persuade, inform or entertain you. They use writing to send a message about life or living to the reader. You have to use the clues they leave in the text through the characters’ actions to determine the message.  *I’m going to share a story with you that is known by many Pacific Cultures. It tells of a rat and an octopus. The story explains something as well. See if you can work out what it is. Also, as you listen, think about the similarities and differences of the two characters. If you have some paper handy, try to note down what you notice about the two characters, what do they have in common? What is different.*  *Presenter read or play the story.*  *What did you notice about the characters? What was similar? What were their differences?*  *Both rat and octopus could swim*  *They both were friendly and had friends.*  *They were different in that rat was adventurous and cheeky, and octopus was helpful, but then angry!*  *What did you think the story was explaining? It was a bit funny aye! Hmm, I thought…*  So, can you see what I did?  When I was comparing I looked for what was similar or the same.  When I contrasted I looked for what was different.  So,  Remember when you want to compare and contrast two things to:   * find what‘s the same using the clues   find what’s different using the clues  If you have any questions or you would like to share some of your work with us can email to: [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 | Parents can use it when they’re talking about books with their children | | Choose a couple of stories as a family and decide what is similar about the characters or the story or where it takes place and what is different.You can record it as a Venn diagram.Try comparing and contrasting information found in non-fiction texts for instance newspaper articles from different papers on the same subject.Enjoy | So, thinking about our learning today. What are you going to remember to think about when you compare two or more things.  * find what is the same * find what is different  Enjoy |
| **Segment links and attachments** | | | | |
| List attachments and source: |  | | | |
| Links to recordings and source: | <https://demo.etv.org.nz/tv/vod/view/177549> Kitbull  <http://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read/Rat-and-Octopus> | | | |
| **Segment production details** | | | | |
| Teacher talking time: | **20 to 25 mins** | | | |
| Equipment requirements: | Whiteboard and markers | | | |