Home Learning TV – Emergent Literacy

– Day 15 

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| **Segment lesson planning details** |  |
| Title for segment: | Identity and Telling our Story- Kiri’s Quilt |
| Year levels *(e.g. Yrs1 – 3)*: | Yrs NE -1 |
| NZC learning areas:  | English |
| Purpose of lesson:(What learners will learn) | We are learning to read for meaning:* making connections between our own experiences and and the story we read
* make predictions and confirm them using information from the text.
* think critically about the text

We are learning about similes that make a comparison of one thing with another thing of a different kind.  |
| Success Criteria – students will be able to:(how they will know when they have learnt it) | bbb Students are able to bring their prior knowledge and make connections to the text Students able to make connections between their own experiences and those of the people in the textStudents will be able to summarise the main points and share ways to communicate with family members who are far away.Students are able to use new vocabulary from other cultures and identify descriptive language in the text. |

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| **Segment content/context details *(as appropriate)*** |
| Māori specific content i.e. the learning draws on Mātauranga Māori: |  | Pacific specific content i.e. the learning is focused on Pacific knowledge: |  Kia orana as a greeting. Tivaevae is a cultural treasure that crosses generations. |

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| **Segment production details** |
| Equipment requirements: | Story: A quilt for Kiri, Audio, Video Clip from Te Papa |
| Copyright requirements:Please be specific: Source: (*Seven Sizzling Sausages* by Sam Smith –url link to the source), intended use (to demonstrate alliteration), Length (timings for video clips) | A quilt for Kiri written by Don Long with Illustrations by Judith KunzleSong, Ko Wai to Ingoa: <https://www.youtube.com/watch?v=URpRC32Bj3Y>Video clip from Te Papa. **Cook Islands Tivaevae, Stitched with Love** [Watch: Cook Islands Tīvaevae, stitched with love](https://www.tepapa.govt.nz/discover-collections/read-watch-play/pacific/watch-cook-islands-tivaevae-stitched-love) (3.25)  |
| **Segment links and attachments *(list all links to recordings or attachments, the source and confirm that copyright permissions are granted)*** |
| Links to recordings /resources | Audio from story (3.59) Video from Te Papa (3.37) Powerpoint  |
| Attachments  |  |
| **Segment plan content** |
|  | Teaching and learning activities linked to purpose | High level script (key points/questions)  |
| **Activate**: Activating prior learning, knowledge of contexts and relationships**7 mins** | Open the lesson with Ko wai to ingoa …..toko ingoa1. Ko wai to ingoa song engages the students to sing and join in

*Use Kia orana as a greeting today to align with the story*Have a special blanket/ hat/ jersey or something special that someone has made for you to share with the studentsListen to audio to guide pronunciation of key names and Cook Island words.Share the video: Cook Islands Tīvaevae, Stitched with Love Make notes as you adlib on the whiteboard about what you noticed. Ask the children things the woman said to each other as they were making the Tīvaevae | *Ko Wai to Ingoa song* ***1 min 53 sec****Today’s story comes from the Cook Islands so let's say Kia Orana when we say hello today. Kia orana!! Because that's how you greet people in the Cook Islands* **(\*\*\*ADLIB\*\*\*)**Today I have brought ……….. It was made for me by ……………… I love it because it was made for me by a special person. In our story today the girl received a special quilt that her grandmother had made. Let’s watch this video which tells us how these special quilts or tīvaevae are made in the Cook Islands.As you watch the video, listen to the women speaking, see if you can work out why tīvaevae are important.Video clip **(\*\*\*ROLL VT\*\*\*) ( \*\*\*ON CAMERA\*\*\*) *3 min 37 sec***Gosh wasn’t that amazing! Talk to someone about what you saw and heard. Did you work out why tivaevae was important? ‘Pause’.**(\*\*\*WHITEBOARD\*\*\*)**(\*\*\***ADLIB\*\*\*)** ( reinforce the idea that it is a gift, everyone working together, they called it a language - another way of talking is with the pictures in the quilt telling a story. Did you hear everyone singing while they were working? They tell stories through their songs. In the Cook Island culture giving a quilt is seen as giving a precious gift).  |
| **Learn**: Introducing learningReinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning **6 mins** | Show the students the cover of the book as it sets the tone for the story. Ask the question .Explain Kiri's Grandma was from a Pacific island and that the special name for a Pacific quilt is “tīvaevae”.Make a connection to the video they watched at the beginning.If possible, have an example of a quilt to show the children, or you could show them the illustration on page 13. You will have to have the illustration ready.Use the audio of the story.Questions to ask the students **after the story has been read to them.**Summarise the possible responses from the students about the text | **(\*\*\*ON CAMERA\*\*\*)(\*\*\*POWERPOINT FF\*\*\*)**Here is the cover of the book we are going to read. What does the illustration tell you about the person in the photo? Who do you think that is?This story is about a girl called Kiri who receives a very special quilt after her grandma dies. Kiri’s grandma was from the Cook Islands and that the special name for a Cook Island quilt is “tīvaevae” just like we saw in the video.You might have a quilt in your house. It might be a patchwork quilt. Think about what you use it for. (pause)**(\*\*\*ON CAMERA\*\*\*)**When we read the story, can you find out what the story tells you about the quilt? We are learning to understand the main idea of the story. We want to know how Kiri gets the quilt and who’s quilt it was? Why was it so special? Read the story as you hear the words**.(\*\*\*POWERPOINT FF\*\*\*)(\*\*\*ROLL VT\*\*\*) *3 min 59 sec*****(\*\*\*ON CAMERA\*\*\*)**Did you find the main idea in the story? How did Kiri get the quilt? Āe, it came in a parcel. And yes, it was her grandmother’s quilt.Why do you think Kiri’s grandmother wanted her to have the quilt? Why was it so special?How could Kiri keep the memory of her grandma alive?**(\*\*\*ADLIB\*\*\*)**It was the quilt that helped Kiri to have memories of her grandmother.  |
| **Respond**: Providing opportunities to use and practice **7 mins** | *Move to the white board and* ask the students to think about the descriptive language in the text. Explain that **descriptive** words help us imagine what things are like.Be ready to write these examples on the white board:It looked like a big wet rainbow (page 7)Like the words of a song (page 9)Explore these example with the studentsExplain that similes are when we say something that reminds us of something else. Write sentence using a simile related to personal object brought in and shared at beginning of lesson. | Some of the words in the story painted lovely pictures in our minds. Let’s see what I found. **(\*\*\*POWERPOINT OS\*\*\*) Slide 4**When Mum and Kiri hanging out the quilt with their clothes It looked like a big wet rainbow” This is a simile. It tells us that the quilt was like a rainbow. How is the quilt like a rainbow? Possible responses:* It’s bright/cheerful/colourful/makes me feel happy

**(\*\*\*POWERPOINT OS\*\*\*)** **Slide 5** “It goes in and out and up and down just like the words of a song” Kiri was talking about the stitches on the tīvaevae. Does that paint a picture in your mind? ‘Like the words of a song’ is another example of a simile.Remember I showed you my favourite ... at the beginning? I am going write a sentence and use a simile to help describe it so the reader has a clear picture about my ….**(\*\*\*WHITEBOARD\*\*\*) (\*\*\*ADLIB\*\*\*)****(\*\*\*ON CAMERA\*\*\*)** Walk over to the powerpoint agai**n. (\*\*\*POWERPOINT FF\*\*\*) Slide 5 L**et’s look at the picture on this page because I really liked it when Kiri traced the pattern with her finger because it shows how important the flower is in the tīvaevae. Can you come up to the TV and carefully trace the pattern with your finger? **(\*\*\*ADLIB\*\*\*)** trace slowly around the petals and the stamen, which is the yellow bit in the centre**(\*\*\*ON CAMERA\*\*\*) (\*\*\*POWERPOINT FF\*\*\*) Slide 6**We know that this flower is really important to KIri because on page 10 Kiri’s dad explains that the flower is one that grew in grandma's garden. Isn't it beautiful.  **(\*\*\*ADLIB\*\*\*)**Today we found out where the quilt came from and how it was a precious gift from her grandma. The quilt was stitched with love just like the ladies were doing in the video at the beginning.We also learnt how to use a simile to make a picture in the reader's mind. Ka pai, we have learnt a lot today. Thumbs up if you agree.We also know we can tell stories through pictures so here are some ideas to do at home. |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next**2 mins** | Presenter may bring in some flower or object that would be relevant to her family quilt design and model the process as she adlibs. | Design some quilt patterns of your own that show your culture and maybe ask somebody in your family to design some patterns to add to your quilt. **(\*\*\*ADLIB\*\*\*)** You might like to choose a flower that is special to your family. Try to draw the flower in a simple way so you can add it to your quilt design. You and your family might think of some other things that would make for good pictures on your family quilt. Put all your pictures together to make your quilt design. Practice your pictures by drawing with your finger on the floor or the window with your finger before you draw them on paper. Like this.Do you know someone who lives far away? Send them a picture or a message to tell them what you have been doing this week. I would love to see your designs so take a photograph and send it to us at info@hltv.co.nzAere ra, Good Bye, Ka kite ano |