Home Learning TV: Emergent Oracy/Literacy – Day 17

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| **Segment lesson planning details** |  | | | |
| Title for segment: | Mya’s Finger | | | |
| Year levels *(e.g. Yrs 1 – 3)*: | NE – Yr 1 | | | |
| NZC learning areas: | English-Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas.  Health and Physical Education: ( Level 1, safety management) - Describe and use safe practices in a range of contexts and identify people who can help.  Health and Physical Education: ( Level 1, relationships)- Explore and share ideas about relationships with other people | | | |
| Purpose of lesson:  (What learners will learn) | Students will:   * Use information from the text and illustrations to make predictions and read to confirm. * Think critically about events in the story and how they relate to fairness and friendship. | | | |
| Success Criteria – students will be able to:  (how they will know when they have learnt it) | * Identify and discuss the behaviour of characters in the story, using key vocabulary to explain feelings and actions. * Make logical predictions using the cues available. * Think critically about the actions of characters in the story using key vocabulary to explore words describing feelings and actions. | | | |
| **Segment content/context details *(as appropriate)*** | | | | |
| Māori specific content i.e. the learning draws on Mātauranga Māori: | WH | Pacific specific content i.e. the learning is focused on Pacific knowledge: | |  |
| **Segment production details** | | | | |
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| Copyright requirements: | *‘Ko wai to ingoa’* - Lauren Prentice sings song written by Anika Moa  ‘*Crying’* by C. J Heck | | | |
| **Segment links and attachments *(list all links to recordings or attachments, the source and confirm that copyright permissions are granted)*** | | | | |
| Links to recordings /resources | Ko wai to ingoa Song, youtube clip:<https://www.youtube.com/watch?v=URpRC32Bj3Y>  Poem - <https://www.poemhunter.com/poem/crying-children/>  Walrus friends song - <https://www.youtube.com/watch?v=bVCKj0T9-gc>  Mya’s finger - <https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read/Mya-s-Finger> | | | |
| 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  **3 mins** | *Ko wai to ingoa song*  Hold up your bandaged finger.  Teacher might come with a plaster on her finger. She could tell a brief story about hurting it e.g. Shut it in a drawer, hit it with a hammer, cut it while chopping up a carrot (Make it up) | | Kia ora welcome to Papa Kāinga TV  Let’s start today with this wonderful welcome song and when it comes to your part you can say your name  **(\*\*\*ROLL VT\*\*\*) 1.53 Mins**  **(\*\*\*ON CAMERA\*\*\*) (\*\*\*ADLIB\*\*\*)**  I hope you are all well today. I’m feeling a bit sad because I hurt my finger. **(\*\*\*ADLIB\*\*\*)** It was an accident … I didn’t mean to …. it does hurt a bit.  Today we are going to read a story about someone who got hurt. Have you ever been hurt? What happened? Have you ever hurt somebody else by accident - maybe your brother or sister? How did you feel when that happened? Talk for a minute with your family about that accident. **(\*\*\*ADLIB\*\*\*)** share presenters story | |
| Learn: Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning  **6 mins** | Look at the cover of the book and the words in the title. Ask the questions Give the students time to think while the slide is up.  Emphasis on clues  On the whiteboard write the following words linking them to word predict as you are talking. Use the box showing the link between prediction and parts of the story. | | **(\*\*\*POWERPOINT OS\*\*\*) slide 2**  Look at the girl in this story. She has her arm in a sling. Have you ever had your arm in a sling? What do you think happened to her? Maybe the name of the story will give us a clue. “ Mya’s Finger”…… so maybe she hurt her finger? I wonder how it happened? What do you think? Tell the people who are watching TV with you. It’s good to have thinking time. (pause).  Thinking about what is likely to happen in a story before we read it is called making a prediction. We learnt about making predictions in another lesson, and today we are going to learn more about this, and how to know if your prediction is correct.  **(\*\*\* WHITEBOARD\*\*\*) (\*\*\*ON CAMERA\*\*\*)**  Were you able to predict what might have happened to Mya? When we predict we use lots of cues or clues. We look at the picture - that is a big clue. We think about the words on the cover - the title. That tells us that the girl in the picture is Mya and that the story is about her finger because the story is called Mya’s finger. When we put that clue together with the picture we can predict that Mya might have hurt her finger. Is that what you decided? When you were thinking about what might have happened you also use what you remember from times when you were hurt. Using things we already know helps us to predict as well.  Let’s try this by looking at the picture again. Who do you think this person is? Look how Mya is looking at her and smiling. I wonder why she is smiling at the other girl. Maybe she is her friend, do you smile at your friend? That’s using a picture to predict. Now let’s use what else we know. Shall we wait to answer this until after we have read the story. Let’s read the story together and let’s see if our predictions are right.  **(\*\*\*POWERPOINT FF\*\*\*) SLIDE 3 (\*\*\*ROLL VT\*\*\*) (\*\*\*CAMERA ON \*\*\*) 3.33MIN**  Did you predict that Mya was sitting next to her friend? What was her friend’s name? Yes, you’re right it is Lucy. You are getting good at making predictions. How did you feel when you discovered that Lucy had hurt Mya’s finger? I felt surprised because you don’t usually hurt your friends do you?  Let’s think about how Lucy was feeling. Let’s look back at this page. | |
| **Respond**: Providing opportunities to use and practice  **9 mins** | *Teacher now pays attention to how Lucy is feeling in this picture ?*  *Slide 4*  *P5 Lucy under the bed*  *Slide 5*  *Ask the children to think about why Lucy might be nervous about going to school ?*  *If you have time you might do a feelings chart on the whiteboard*  **Explore the feelings of Mya and Lucy then get them to think about what makes them happy and sad. Use the feelings chart.**    ***Read the Poem Crying***  *I cry when I am hurting*  *and sometimes when I'm sad.*  *I cry when I get punished*  *'cause I've done something bad.*  *I cry when I am angry*  *(that means when I'm mad) ,*  *but grownups sure are funny...*  *Mommy cries when she is glad.*  *Read it through once and then ask the children to read it with you. For the next reading, ask the children to stand up and mime the faces for the words, sad, bad, mad, angry and funny.*  *Thinking about helping Lucy not to feel ‘bad’ being friends, friends help each other, friends forgive each other , friends say sorry. Social justice* | | **(\*\*\*POWERPOINT OS\*\*\*) SLIDE 4**  How do you think Lucy is feeling in this picture? Think about what you might say to Mya, if you were Lucy? She looks worried, doesn’t she. Have you ever felt like that? **(\*\*\* ON CAMERA\*\*\*)** I have , I remember… **(\*\*\*ADLIB\*\*\*)** Presenter recounts a time when she was worried about someone she knew being hurt.  Let’s look at the next page. **(\*\*\*POWERPOINT FF\*\*\*)** **SLIDE 5**  What is Lucy doing now?  Why do you think she is hiding under the bed?  She’s not hiding to play hide and seek is she?  Pretend you are Lucy and pretend you are hiding under the bed. What are you thinking about? What would you say to your mum if she came to get you?  Act it out with someone in your family.  **(\*\*\*ON CAMERA\*\*\*)**  I think you might be feeling nervous because you don’t know what is going to happen. Just like Lucy was nervous about going to school the next day and all the children and her teacher finding out she had hurt Mya’s finger. But it’s ok isn’t it because she didn’t mean to do it , it was an accident.  Is there a time when you have been nervous going to school? How does your body feel when you are nervous? (\*\*\*ADLIB\*\*\*\*) When I get nervous I sometimes get butterflies in my tummy or feel a bit sick.  Talk to your family/whanau about how you feel when this happens to you.  Let’s watch the story again and think about how Mya and Lucy are feeling in the rest of the story.  **(\*\*\*POWERPOINT FF\*\*\*) SLIDE 3 (\*\*\*ROLL VT\*\*\*) (\*\*\*CAMERA ON \*\*\*) 3.33 MIN**  **SLIDE 6** Let’s talk about this feeling chart. Can you help me decide what we might put in each box (\*\*\*ADLIB\*\*\*)  **(\*\*\*ON Camera\*\*\*)**  Who cried in our story today, was it Mum or Dad? No you are right, it was  Lucy and Maya who cried in our story.  I'm going to read you a poem about crying  Here is a poem about why people cry.  **(\*\*\*POWERPOINT FF\*\*\*)**. **SLIDE 7** I will read it first and you listen.  Now I will read it again and you try to read it with me. **about 30 secs per read**  Now this time, while I read it you can act out the poem. Can you make the faces that match the words in the poem as I say them. Ready let's go...  Read the poem  **(\*\*\*ON CAMERA\*\*\*)**  So I am thinking about helping Lucy to not feel sad.. It is all about being friends, friends help each other, friends forgive each other, and friends say sorry. **( \*\*\*ADLIB\*\*\*)**  Let’s end our session today with a song about friends. Follow along and see if you can follow the actions. Make sure you have some space to move around  <https://www.youtube.com/watch?v=bVCKj0T9-gc> 3.07  Remember today we have practiced using different things to help us work out what is in the story. We used pictures and things we already know and the words in the story to make our predictions. Great work ,Ka pai. You are all going to be really good readers. | |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next  **4 mins** | *Debrief prompts student’s reflection on learning outcomes and process*  *Guide whānau*  *Includes opportunity to share learning or learn together with whanau, HLTV or others*   * *Reiterates the task if done outside of the lesson* * *Introduces ‘independent learning’ through a provocation*   *The Friend Song can be Faded out if you are short of time.* | | After today’s session you might like to do one of these activities:  Draw a picture of something you would like to do with your friend ready to give to them when they are back at school. Or make a list of all the things you would like to do with their friends when they get back to school.  Find someone in your family to talk about how to be a good friend.  Maybe your family/whānau can help you make a feelings chart for the people like we did in the story today.  I’d love to see more of your pictures, send it to Monique at [info@hltv.co.nz](mailto:info@hltv.co.nz)  Great learning today, remember to be a good friend.  See you later, I'm going to play the friend song again,Bye.  <https://www.youtube.com/watch?v=bVCKj0T9-gc> 3.07 | |