Home Learning TV: Junior Literacy – Day 18

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| **Segment lesson planning details** |  | | | |
| Title for segment: | At the Game | | | |
| Year levels *(e.g. Yrs1 – 3)*: | Years 1-4 | | | |
| NZC learning areas: | **English (Reading) Level 2** –  Ideas: Show some understanding of ideas within, across, and beyond texts.  **Social Science: Level 2** -  Understand that people have social, cultural and economic roles, rights, and responsibilities | | | |
| Purpose of lesson:  (What learners will learn) | **Learners will:**   * analyse texts to gather the main ideas and understand author's purpose around the idea of what it means when we are making good choices and being fair to others * recognise how authors help readers keep track of which character is speaking by stating who spoke; starting a new line each time there is a new speaker; and indicating speech with speech marks | | | |
| Success Criteria – students will be able to:  (how they will know when they have learnt it) | **Learners will be able to:**   * identify the choice Brady faced, and how he acted in a fair way * recognise how authors indicate speech attributing who spoke; starting a new line each time there is a new speaker; and indicating speech with speech marks * indicate speech in their own writing by attributing who spoke; starting a new line each time there is a new speaker; and indicating speech with speech marks | | | |
| **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: | |  |
| **Segment production details** | | | | |
| Equipment requirements: | ***\* WHITEBOARD Recording - what is in red needs to be recorded prior to the lesson. The writing in black is to be modelled ‘live’ by Monique.***  ***Making good choices and being fair to others***  *getting along with others*  *working together*  *solving problems*  *having fun*  *caring for others*  *feeling safe*  *getting along*  *being respectful*  *being respected*  *feeling good*  ***We are learning how to show dialogue.***  ***Success Criteria:***   * *say who spoke* * *new speaker - new line!* * *speech marks around the spoken words*   *Monique to print and display images of the characters: the little red hen, duck, cat, and pig*  *“Who will help me bake the bread?” asked the Little Red Hen.*  *“Not I,” said the duck.*  *“Not I,” said the cat.*  *“Not I,” said the dog.*  *“Then I’ll do it myself,” she said. And she did!*  Also, please practise saying this - it’s an easy phrase and rhythm for learners to remember.  ***\*\**** *Suggested rhythm for saying ‘new speaker - new line!’* | | | |
| Copyright requirements: |  | | | |
| **Segment links and attachments *(list all links to recordings or attachments, the source and confirm that copyright permissions are granted)*** | | | | |
| Links to recordings /resources | The story is captured on the PowerPoint attached  *At the game, Junior Journal 43* [*http://instructionalseries.tki.org.nz/Instructional-Series/Junior-Journal/Junior-Journal-43-Level-2-2011/At-the-Game*](http://instructionalseries.tki.org.nz/Instructional-Series/Junior-Journal/Junior-Journal-43-Level-2-2011/At-the-Game) | | | |
| Attachments | PowerPoint for screening e..g. slides for story and examples of dialogue  PowerPoint Images for printing | | | |
| **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  **2 mins** | *Words recorded on whiteboard for Monique to talk around - use script, or adlib as appropriate:*  ***Making good choices and being fair to others***  *get along with others*  *work together*  *solve problems*  *have fun*  *care for one another*  *feel safe*  *get along*  *be respectful*  *trust*  *feel good* | | ***(\*\*\*ON CAMERA\*\*\*)*** *Kia ora, talofa, malo e lelei, hello.*  *It's great to see you - welcome to our learning time. I’m looking forward to sharing some learning with you today!*  *There are two main things we are going to learn today: The first is about making choices and being fair to others; and the second is about ‘dialogue’. We will talk more about dialogue later.*  *Let’s start by thinking about what it means when we are making good choices and being fair to others. Let’s look at some of the important ideas on our whiteboard.*  ***(\*\*\*WHITEBOARD\*\*\*)*** *Being fair is important in helping people get along with each other. When people are being treated* ***fair*** *everyone works together, solves problems easily, has fun, cares for one another, feels safe and gets along. It’s* ***important*** *that we act with fairness. If you do this people will respect and trust you. When you know you have acted fair towards others, you usually feel pretty good, too.* | |
| **Learn**: Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning  **14 mins** | **Learners will be able to:**   * understand how authors indicate speech attributing who spoke; starting a new line each time there is a new speaker; and indicating speech with speech marks   **SLIDE 2**    ***Making good choices and being fair to others***  *getting along with others*  *working together*  *solving problems*  *having fun*  *caring for others*  *feeling safe*  *getting along*  *being respectful*  *being respected*  *feeling good*  ***SLIDE 10***  *Monique records this on the whiteboard during the lesson*  ***We are learning how to show dialogue.***  ***Success Criteria:***   * *say who spoke* * *new speaker - new line!* * *speech marks around the spoken words*   ***\*\**** *Suggested rhythm for saying new speaker - new line!*     |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  | | *New* | *speaker* | *pause* | *pause* | *new* | *line* | *pause* | *pause* | | | ***(\*\*\*ON CAMERA\*\*\*)*** *Our story today is called At the game. In the story, Brady, his sister Sarah, and their dad are at a stadium to watch Brady’s favourite rugby team play. Brady is especially excited - he dreams of becoming a rugby player when he grows up, and he can hardly wait to see his favourite team play. But, before the game even starts, there’s a problem that means Brady and his family have to make a hard choice, and it might mean they miss the game! Poor Brady! What would you do if you had to make a choice - do the right thing immediately and risk missing out on the game, or do the right thing later that might mean someone else misses out? What would be the fair thing to do? This isn't going to be easy!*  *There’s also quite a lot of dialogue in this text. Dialogue means the characters are speaking to each other – having a conversation. As you are reading along, or listening to this story, think about how you know which character is speaking. You might hear little clues like ‘ …said Dad.’ See what else the author has done to help you to keep track of which character is speaking as you look at the text. Do you have some ideas already? What are you expecting to see?*  *Let’s get ready to read, remembering that we are thinking about two things: One, Brady’s choice, and if he acts in a fair way, and two the dialogue or conversations between the characters.*  ***(\*\*\*POWERPOINT FF\*\*\*) (\*\*\*ROLL VT\*\*\*) SLIDES 2-9 Monique will need to read this story.***  ***(\*\*\*ON CAMERA\*\*\*)***  *Wow! Imagine meeting your favourite rugby player or sports star, just like Brady did! I don't think he thought his night would end like that! And to think, meeting his favourite rugby player only happened because he and his family made the choice to hand in the wallet. The owner got their tickets and were able to watch the game.. That’s really being fair and solving a problem in a way that left everyone feeling good!*  *Do you recall what Brady first did when he found the wallet? He immediately told his dad that someone had lost their wallet, and then he handed it to dad. He knew the wallet needed to be returned to the person who lost it. What was the choice Brady had to make? Yes, It was* ***when*** *they would return the wallet: if they did it immediately, the person who dropped the wallet with their tickets would get to see the game - but Brady might miss part of the game while they explained to the policeman how they had found the wallet. If they handed in the wallet to the policeman after the game, Brady and his family would have enjoyed the game, but the person who lost the wallet - and his family - would have missed the game. Hmm. Would this have been a difficult decision for you to make, too?*  ***(\*\*\*WHITEBOARD\*\*\*)*** *Let’s look at our whiteboard ideas on* ***Making good choices and being fair to others.*** *Brady’s dad said it was important to hand in the wallet - that’s working together, solving problems and caring for others. The owner of the wallet - Mr Pritchard - and his family felt miserable that they had lost their tickets for the game. When the wallet was returned to them, they were very grateful and excited - that’s feeling good, being cared for and respected. Then Mr Pritchard revealed that he was Josh Pritchard’s dad, and invited Brady’s family to meet him - again that’s caring for others, being respectful and respected. Brady was really excited now - he was definitely feeling good! I thought it was funny that at the beginning of the story Brady couldn't wait to see his favourite team, the Lionhearts play, but at the end of the story he couldn't wait for the game to be over so he could meet his favourite player!*  ***(\*\*\*ON CAMERA\*\*\*)*** *Let’s talk about our second main focus today - dialogue, the conversations between the characters. We were looking to see what the author has done to help you to keep track of which character is speaking. How did you know? What did you notice?*  *Let’s take a closer look at some of the text together. Point to the screen, or share your thinking with someone at home. I’ll read - join me. Think about what the author has done to help you to keep track of which character is speaking.*  ***(\*\*\*POWERPOINT FF\*\*\*) SLIDE 10*** *There was a huge crowd at the stadium when they arrived. There was a buzz of excitement in the air. “Watch out for gate number six,” said Dad, checking his ticket again. Brady felt very excited. He wanted the Lionhearts to win.*  *“One day, I’ll play for the Lionhearts,” he said.*  *“Yeah, right,” said Sarah.*  *“I will so,” said Brady.*  *“Hey, you two,” said Dad. “Be kind to each other. It’s good to have dreams.”*  *Brady felt angry at Sarah. He walked in front of her, his shoulders slumped and his head down. That was how he spotted the wallet.*  *Hmm. What did you notice about what the author has done to help you to keep track of which character is speaking?* ***SLIDE 11*** *Can you see those words now showing up in red?* *I noticed the use of* ***said Dad,******he said****,* ***said Sarah****,* ***said Brady****, and* ***said Dad.*** *Let’s add this (say who spoke) to our success criteria and what we are learning about how to show dialogue.* ***(\*\*\*WHITEBOARD\*\*\*) (\*\*\*POWERPOINT FF\*\*\*)******SLIDE 12*** *There are some other things the author has done to help you to keep track of which character is speaking, too. There’s one really big clue, and it’s got to do with how the author has started a new line – even though they still have space. These red arrows show ‘new speaker - new line!’ Authors do that whenever there is a new person speaking. So,****\*\**** *‘new speaker – new line!’ Can you say that with me? ‘new speaker – new line!’ Look, (indicating/pointing) this part is spoken by Dad, this part is spoken by Brady, then Sarah, then Brady, and this last part is spoken by Dad. So, ‘new speaker – new line!’ Ka pai, everyone! Let’s add this (new speaker - new line!) to our success criteria.****(\*\*\*WHITEBOARD\*\*\*)*** *That was great noticing. There are some other things the author has done to help you to keep track of which character is speaking.* ***SLIDE 13*** *What have you noticed? There are speech marks in red. Speech marks are these little symbols, and authors use them around the words a character has actually spoken. Good looking, everyone! Let’s add this (speech marks around the spoken words) to our success criteria.* *Wow! I think we noticed all of the things author’s do to help us to keep track of which character is speaking.*  ***(\*\*\*ON CAMERA\*\*\*)*** *So, there are three things that authors do to help us to keep track of which character is speaking. Get your fingers ready, and we can count them together. (Refer to prepared Success criteria already recorded on whiteboard.)*  *Firstly, authors use words like,* ***said Dad****, or* ***asked Brady****. Secondly, authors start a new line every time there is a new speaker: ‘new speaker - new line! ‘ And thirdly, authors put speech marks around the words a character has actually spoken.*  *All of these features help the author make their writing clearer, and also help the reader to understand what the author means.* | |
| **Respond**: Providing opportunities to use and practice  **4 mins** | ***Learners will be able to:***   * *indicate speech in their own writing by attributing who spoke; starting a new line each time there is a new speaker; and indicating speech with speech marks*   ***Success Criteria:***   * *say who spoke* * *‘new speaker - new line!’* * *speech marks around the spoken words*   *Monique to print and display images of the characters: the little red hen, duck, cat, and pig*  *“Who will help me bake the bread?” asked the Little Red Hen.*  *“Not I,” said the duck.*  *“Not I,” said the cat.*  *“Not I,” said the pig.*  *“Then I’ll do it myself,” she said. And she did!* | | *We have done a lot of korero about how authors help readers keep track of the dialogue. That’s important so that we know who is speaking, and we can follow what is happening in the story. Now it is your turn to do some of the mahi.*  *Do you know the story of the Little Red Hen who asked her friends to help her make some bread? You might remember us reading this on Home Learning/Papa Kaāinga TV a few weeks ago. Every time the Little Red Hen asked who would help, they said, “Not I.” Do you think that was fair? Let’s see what that would look like if I wrote it using our new learning. As I am writing, I want you to watch me very carefully and see what I do.*  ***(\*\*\*WHITEBOARD\*\*\*)*** *Here’s a picture of the Little Red Hen/rawa, and her friends the duck/pārera, the cat/ngeru, and the pig/poaka*  *First of all it’s the Little Red Hen speaking. She asks,*  *“Who will help me bake the bread?” asked the Little Red Hen.*  *“Not I,” said the duck.*  *“Not I,” said the cat.*  *“Not I,” said the pig.*  *“Then I’ll do it myself,” she said. And she did!*  ***(\*\*\*ADLIB\*\*\*)***  *(Re-read it and make comments such as, So this is when the Little Red Hen is talking, and this is the duck, etc.)*  *What did you notice I did to help you keep track of who was speaking?*  *Did you see me writing who said what? (Underline the* ***asked the Little Red Hen, said the duck, said the cat, said the dog*** *and tick the success criteria.)*  *What else did you notice I did? Ka Pai! You noticed that each time a different character spoke, I started a new line! (tick the success criteria)*  *Hmm. I wonder if you noticed the third thing I did. Did you notice I used speech marks around what each character said? Amazing! (tick the success criteria)* | |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next  **2 mins** | ***Slide 14***    *Encouraging metacognition as learners reflect on their learning using thumbs up, sideways, or down.* | | ***(\*\*\*ON CAMERA\*\*\*)*** *We have learnt how to keep track of the dialogue as we read, and as we write. That’s important so that we know who is speaking, and we can follow what is happening in the story. It’s fun to add dialogue to your stories, and now you know how to do it really well!*  *You might like to try some of these ideas at home.*  ***(\*\*\*POWERPOINT FF\*\*\*) SLIDE 14*** *Mahi Ideas for you to try at home:*   * *retell a familiar story - like a fairy tale, myth, or legend that includes dialogue* * *show the dialogue that would happen if you met your favourite sporting star - what would you say to each other?* * *find some dialogue in a book or a magazine*   ***(\*\*\*ON CAMERA\*\*\*)*** *How did your new learning/ako go today? Do you feel confident that you learned about why it is important to make good choices that are fair to others? Give yourself a thumbs up, thumb to the side or thumbs down to show how much you learnt. Ka pai!*  *Do you feel confident that you know how to read dialogue in a story, and keep track of which character is speaking? How about writing your own story with dialogue - do you feel confident that you can use our success criteria to show your readers who is speaking? Give yourself a thumbs up, thumb to the side or thumbs down to show how much you learnt. Wonderful!*  *Make sure you share your learning/ako with your whanau.*  *Mā te wā* | |