Home Learning TV: Emergent Oracy and Literacy – Day 20

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| **Segment lesson planning details** |  | | | |
| Title for segment: | Helping Others 2 | | | |
| Year levels *(e.g. Yrs1 – 3)*: | Y1-3 | | | |
| NZC learning areas: | **Level 1 & 2 English**   * Acquire and begin to use sources of information, processes and strategies to identify, form, and express ideas. * Recognise and identify ideas from within and across texts.   **Social Sciences**   * Understand that people have different roles and responsibilities as part of participation in groups | | | |
| Purpose of lesson:  (What learners will learn) | Shared guided reading  Reading purpose:  We are reading this story to find out how Simi tries to help.  Readers will make inferences from texts and link them to their own actions about helping adults. | | | |
| Success Criteria – students will be able to:  (how they will know when they have learnt it). | Stude Students are able to bring their prior knowledge to the text  Stude   S Students able to make connections between their own experiences and those of the people in the text  St           St Students are able to use new vocabulary in context  Studen St Students will be able to make a logical prediction using the cues available                St Students will be able to check on their predictions as they read/listen to the text | | | |
| **Segment content/context details *(as appropriate)*** | | | | |
| Māori specific content i.e. the learning draws on Mātauranga Māori: | Video using instructional language in Te Reo Maori e.g korero, mahi, tu meke (awesome) as part of the presenter’s adlib. | Pacific specific content i.e. the learning is focused on Pacific knowledge: | | There There are 4 words that are Tongan in the text  umu, t umu, talo, papa, nena  The kn Knowledge of using an umu and its importance to family life |
| **Segment production details** | | | | |
| Equipment requirements: | Pictures to be printed to be put up on the whiteboard | | | |
| 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 | Umu youtube clip: <https://www.youtube.com/watch?v=I9LzCubwOGQ> stop at 2.00 minutes  <https://instructionalseries.tki.org.nz/content/search?SearchText=simi&SearchButton=&CurrentTab=is_homepage&SubTreeArray%5B%5D=22574&ColourWheelLevel=all&CurriculumLevel=all&ReadingYearLevel=all&LearningArea=all> | | | |
| Attachments | Powerpoint | | | |
| **Segment plan content** | | | | |
|  |  | | High level script (key points/questions) | |
| **Activate**: Activating prior learning, knowledge of contexts and relationships | Teaching and learning activities linked to purpose  Connection to last lesson.    Poem: Malo e lelei  Read the poem to the students using a pointer as you read.  Then invite the students to join in the second reading.  **Point to the beginning of each line as you read.** | | Kia ora, malo e lelei. So how have you been getting on with helping at home? **(\*\*\*ADLIB\*\*\*)**  So now I am going to start with a poem about how people from Tonga greet each other in a special way. Later on we are going to read a story about a Tongan family helping each other, so this will help us get started.  **(\*\*\*POWERPOINT OS\*\*\*) Slide 2**  Listen very carefully, as the next time I am going to ask you to join in  **(\*\*\*POWERPOINT FF\*\*\*)**  See if you can find the words that rhyme.  Did you hear: (gidday/malo e lelei, way/say/malo e lelei)  **(\*\*\*ON CAMERA\*\*\*)**  Now can you practice greeting someone in your family/whanau with a smile and say Malo e lelei ( teacher to model greeting someone)**(\*\*\*ADLIB\*\*\*)**  What do you already know about preparing food outside? This could be an earth oven, umu, hangi, bbq.  Today we are learning about helping to prepare food in an umu  **(\*\*\*ADLIB\*\*\*)** | |
| **Learn**: Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning | Show cover of the story: *Simi Helps*  Use the illustrations on the cover and the title page to introduce the concept of a Tongan family preparing food to be cooked in an earth oven (an ‘umu). Show the students the video clip.  Note that an ‘umu is usually reserved for a special occasion. Introduce the concept that an umu means plenty of work for everyone.  Introduce the name of the story. (Listen to the audio of the story to get pronunciation correct). Still looking at the cover page.  Point to the boy on the cover.  Ask the question and give the children time (30secs) to answer.  \ | | We have a new book about people helping each other, today.  This story is about a Tongan family who are preparing an umu. That’s like a hangi, where the food is cooked in the ground.  Let’s watch this video about an umu and notice the jobs people are doing  (play video)**(\*\*\*ROLL VT\*\*\*) stop at 2.00 minutes**  **(\*\*\*ON CAMERA\*\*\*)**  What do you notice about the people working on the umu?  Turn and korero with someone about what you saw in the video.  **(\*\*\*ADLIB\*\*\*)**  Food is normally cooked in an umu when there is a special occasion, so this must be a special occasion. That means there will be a lot of work – everyone will need to help.  The story today is called “Simi Helps” written by Feana Tu’akoi  **(\*\*\*POWERPOINT OS\*\*\*) Slide 3**  I think this is Simi. I wonder what he could do to help with the umu? Think about how you might help if you were there.  Tell your family what you think. **(\*\*\*ADLIB\*\*\*)**  That’s right there are lots of ways a child could help at an umu.  **(\*\*\*ON CAMERA\*\*\*)**  We are reading this story to find out how Simi tries to help with the umu preparation You will use your knowledge you learnt from the video to help you with the new words you will see in the text.  **(\*\*\*POWERPOINT OS\*\*\*) (\*\*\*ROLL VT \*\*\*) Slide 4** | |
| **Respond**: Providing opportunities to use and practice | Use pictures of each character and match them to the words. (Photocopies of the 5 characters in the story. Attach with blue tack to the white board)      These photos need to be used  Writing the verbs randomly on the white board  Lighting, helping, cutting, peeling  Then show the students how to match them using lines and arrows  As you talk underline the **ing** in each word.  Repeat words demonstrating the actions | | **(\*\*\*ON CAMERA\*\*\*)**  Did you hear words like dad lighting the fire, Mum cutting the meat Nena peeling the talo?  Poor Simi, he wants to help, but nobody will let him. What can he do? (pause) Tell your family/whanau what you think**. (\*\*\*ADLIB\*\*\*)**  There were lots of jobs to do weren’t there?  Let’s see if we can remember what each person was doing. **(\*\*\*WHITEBOARD\*\*\*)** Let's write the words on the whiteboard.  Dad’s job was **lighting** the fire, Papa’s job was **helping** with the fire, Mum’s job was **cutting** the meat and Nena’s job was **peeling** the talo.  Simi did help in the end.  He was **looking** or watching - that was a big help!!  Let’s match these words to the pictures  These words are all verbs or doing words. Notice how they all end in ‘ing”.  Let’s see how each person in the story helped,  Dad was ………. lighting  Papa was ……… helping  Mum was ……… cutting  Nena was ………. peeling  Simi was ……….. looking/watching  Gosh look at all the new words we have read.  They are doing words and sometimes you will hear people calling them verbs.  Let’s see if we can mime the words e.g Dad was lighting the fire, Papa was helping……**(\*\*\*ADLIB\*\*\*)**  I have been thinking about this story and I’m wondering why the adults didn't want Simi to help them?  Let’s read the story againto find out why the adults didn't want him to help **(\*\*\*POWERPOINT FF\*\*\*) slide 4( \*\*\*ROLL VT\*\*\*)**  **(\*\*\*ON CAMERA\*\*\*)**  Simi really wanted to help but everyone said no to him. Do you think it would have been safe for Simi to use a big knife? Or to light a fire? We all like to help, you could talk to the adults in your family about jobs that are safe and ones that are not safe for you to do in your house. | |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next | *When you are writing the list try to reiterate the concept of verbs* | | We are nearly finished for today and here are some things you could do:  To make a plan with your family with ways you could help **(\*\*\*WHITEBOARD\*\*\*) (\*\*\*ADLIB\*\*\*).** Teacher model and think aloud a list on the whiteboard e.g bullet point and a tick list: dry the dishes, set the table, tidy my room, pick up my toys, clear the letterbox, prepare a meal, feed a pet and let’s not forget to water the plants)  I wonder if you will be able to think of the verb or doing word to add to your list. Remember the verbs/doing words we had on the whiteboard.  *Here’s another great idea you could do.*  Take a photo of you helping or draw a picture of you helping with a sentence or two to say what you have been doing. Wouldn’t that be a beautiful picture to give to someone like nanny, grandma, nonna or someone special in your family like Mum or Dad.  **(\*\*\*ADLIB\*\*\*) goodbye.** | |