Home Learning TV – Middle literacy Day 17

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| **Segment lesson planning details** |  | | | | |
| Title for segment: | Connections – (Lit series) | | | | |
| Year levels *(e.g. Yrs1 – 3)*: | Years 4 to 6 | | | | |
| NZC learning areas/ KCs: | **English**   * Is reflective about the production of own texts: monitors and self-evaluates progress, articulating learning with confidence (processes and strategies) * construct texts that show an awareness of purpose and audience through deliberate choice of content, language and text form (purposes and audience) * form and communicate ideas and information clearly drawing on a range of sources (Ideas) * use a range of vocabulary to communicate precise meaning (Language features) * use a range of written features to create meaning and effect and to sustain interest (language features) * organise and sequence ideas and information for a particular purpose or effect (structure)   **Key Competencies**  Thinking is about using creative, critical, and metacognitive processes to make sense of information, experiences and ideas. Students will:   * actively seek, use, and create knowledge * reflect on their own learning, * draw on personal knowledge and intuitions, * ask questions, * challenge the basis of assumptions and perceptions.   Using language, symbols and texts recognise people use language and symbols to produce texts of all kinds.   * Interpret and use words in a range of context * Recognise how choices of language or text affect peoples understanding and they in which they respond to communications | | | | |
| Purpose of lesson:  (What learners will learn based on the above) | Connecting words join words, phrases and clauses to create more complex sentences | | | | |
| Success Criteria (SC) – students will be able to:  (how they will know when they have learnt it) | Remember:   * Connecting words are conjunctions * Conjunctionsjoin words, phrases and clauses * Use therefore, until, though, where, although, wherever, whenever, since, while, once, neither, nor, either * Create more complex sentences | | | | |
| **Segment production details** | | | | | |
| Teacher talking time: | ***10 minutes + 5 minutes reading story*** | | Studio requirements: | Whiteboard and markers | |
| Equipment requirements: | Whiteboard and pens for graphic organiser and sentences | | | | |
| **Segment links and attachments *(list all links to recordings or attachments, the source and confirm that copyright permissions are granted)*** | | | | | |
| Links to recordings /resources | Spirit of the bird by Ben Brown School Journal Level 3 August 2015 | | | | |
| Attachments |  | | | | |
| **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 | Teacher introduces new series about writing  Teacher engages prior knowledge | Aproximately 1 minute intro…Share story on screen if possible so viewers can see illustrations.*Presenter reads the story, approximately 5 minutes.*Presenter can share SC below on whiteboard to refer to throughout lesson.We will learn that….  * conjunctions are connecting words * conjunctions can be used to connect your ideas * connecting words can join words, phrases and clauses.  conjunctions make your writing flow more smoothly | | | Mōrena, Talofa and hello to everyone again. In the past few weeks we have been focusing in on strategies that help us understand and enjoy what we read.  Have you learned some new ways to look at what you are reading? Have the strategies we have introduced been useful for you?  *I heard a lovely quote not so long ago… reading is breathing in and writing is breathing out… so we’ve been breathing in, learning about how to understand messages that other people write for us… now we are going to start breathing out… being the writer or author and communicating messages that are interesting for others to read… lets start looking at some techniques writers use…*  As we start to look at ways to make us better writers, remember to keep using those new strategies for reading as well. *Breathing in (reading) – and breathing out (writing).*  The next 8 lessons will have a common theme of making connections. So today’s lesson will be about how we make connections between words, phrases and clauses in sentences to make our writing flow more smoothly.  Today we are going to learn about an important part of writing, using connecting words these are also known as **conjunctions**. Connecting words are very important because they make our writing flow smoothly. *We will do this by looking carefully at a story after we have read it.*  *So, our first job today is to listen to a story ‘Spirit of the Bird’, by Ben Brown from the school journal. Later we will unpack some of the writing to see how sentences are put together to be interesting for the reader. Next time, we will look further at this and then try to use some ideas in our writing.*  *I really like this story, as we read it, think about when and where the story might be set, who the characters are, and what images are in your mind… use some of the strategies we have learnt about in our reading.*  *…what did you think of the story? Did the characters draw you in? Did you imagine what Aotearoa might have been like back when moa’s still roamed the land? Did you identify with Pai’s character… perhaps you are an artist too? I love stories from long ago, they capture my imagination! I learnt some interesting facts about moa eggs… did you notice that too?*  *OK, to be better writers, let’s look at some ways the author made the story interesting for us… we are going to explore sentence structure, in particular, conjunctions, how sentences join together to make them descriptive and interesting – connecting ideas….* |
| **Main part of lesson (a) :**  Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning | Teacher shares the learning (to connect words, phrases and clauses so that our writing flows smoothly)  *Teacher uses a table to make the joining words clear and the role they play.*  *Teacher explains the two ideas and identifies the joining word (SC)*  *Pause to solidify learning, enhance student memory and ease cognitive load*  *The complete sentence written as a sentence for clarity* | |  |  |  | | --- | --- | --- | | **Idea (1)** | **Joiner** | **Idea (2)** | | For Pai the long days of summer meant work | and (her) | For Pai’s people the long days of summer meant work | | She had other things on her mind | like | *She was thinking about* painting | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  |   **There are many kinds of joining words… you can look for them in stories…** *Therefore, until, though, where, although, wherever, whenever, since, while, once, neither, nor, either,* *and, so, but, because, that, which, yet, as, if, before, since, like* | | | Let’s try some sentences from our story.  *For Pai and her people, the long days of summer mean work.*  The two ideas in this sentence I can see are  *For Pai the long days of summer meant work.*  *For Pai’s people the long days of summer meant work.*  Yes, I can see what the author has done to combine these ideas, can you see it?  That’s right he has used **and** as his connecting word. Now the sentence reads:  *For Pai* ***and her*** *people, the long days of summer mean work.*  Let’s try another one…  *She has other things on her mind,*  *things like painting.*  Hmm the two ideas here could have been:  She had other things on her mind.  She was thinking about painting.  Ahh now I can see what the author did, he linked the two ideas by using the word **like.**  *So two kinds of conjunctions so far…*   * *and* * *like*   *Let’s look at another one, this time there are three ideas joined together, see if you can spot them….*  *The heavens contain the stars that guide her people, the stars that mark the seasons throughout the year.*  How did you go, were you able to see how the author used connecting words? Let’s check together….  The heavens contain the stars.  The stars guide her people.  The stars mark the seasons throughout the year.  Wow three ideas this time, now how have they been joined?  Oh I see, the first two ideas are joined by deleting *The stars* at the beginning of the second idea and replacing it with *that.*  So now we have – *The heavens contain the stars that guide her people.* And now the author links these two ideas with the third idea by placing a coma at the end of the sentence and using another *that.*  So finally we have:  *The heavens contain the stars that guide her people, the stars that mark the seasons throughout the year.*  *Lets add to our list:*   * *and* * *like* * *that* * *, (a comma to list ideas)*   *Lets try one more so we really get the idea… then we can come back to it tomorrow…*  *This evening, by the firelight, she will begin a picture on the cave wall.*  *Four ideas:*   * *Evening* * *Firelight* * *Beginning a painting* * *On a cave wall*   *The author puts a lot of detail into one sentence to make it interesting. He has put four ideas into this sentence by using commas to list ideas… and also ‘on the’ to tell us where the picture will be, can you see that?*  *Let’s look at the sentence again, all put back together…*  *This evening, by the firelight, she will begin a picture on the cave wall.*  *Are you getting the idea? It would be great if you could practice some of what you have learnt today with someone at home…and then tomorrow we can have a go at putting it all together in our writing by being authors. We will need to have several ideas for one sentence, and look at how we join them together. In the meantime…*  *A way you could practice is…* You could have fun with your family by making a game out of this. *Pick a theme… hmm, I’m thinking ‘te moana’, ‘the sea’.* Each person could think of an idea, write it down. Once you have about 10 different ideas. Try drawing two ideas out of the pile and joining them together to make one sentence. *Remember to use some of the joining words we have noticed today…*Try making the ideas more and more challenging. I bet you have fun doing this.You can even play this game without paper, two people share an idea and the third person must join them into one sentence. |
| **End of lesson:**  Learner and parent reflection on learning and engagement and what they can do next | Parents and learners can practise sharing ideas and identifying the joining word.  They can identify them when reading. They start to use them in their writing. |  | | | So remember   * conjunctions are connecting words * conjunctions can be used to connect your ideas * connecting words can join words, phrases and clauses.  conjunctions make your writing flow more smoothly |







