Home Learning TV - Segment submission

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| **Segment lesson planning details** |  | | | | |
| Title for segment: | Joiners | | | | |
| Year levels *(e.g. Yrs1 – 3)*: | Years 1-4 | | | | |
| NZC learning areas/ KCs: | **English:**   * constructs texts that demonstrate a growing awareness of audience and purpose through appropriate choice of content, language, and text form * expects the texts they create to be understood, responded to, and appreciated by others * uses oral, written, and visual language features to create meaning and effect * uses a large and increasing bank of high-frequency, topic-specific, and personal-content words to create meaning * uses knowledge of word and sentence order to communicate meaning when creating texts * organises and sequences ideas and information with some confidence * begins to use a variety of sentence structures, beginnings, and lengths.   **Key Competencies:**  Thinking is about:  using creative, critical, and metacognitive processes to make sense of information, experiences, and ideas  Languages and symbols are:  systems for representing and communicating information, experiences, and ideas. People use languages and symbols to produce texts of all kinds: written, oral/aural, and visual; informative and imaginative | | | | |
| Purpose of lesson:  (What learners will learn based on the above) | To choose the audience and purpose for my writing  To think of the reader when writing (make connections)  Learning: to make my sentences flow | | | | |
| Success Criteria – students will be able to:  (how they will know when they have learnt it) | Remember to:   * write some long and some middle and a short sentence -sized sentences-Goldilocks effect * use a short sentence to make the reader stop and think  Remember To join your ideas with:and, but, when, so, that, which | | | | |
| **Segment content/context details *(describe)*** | | | | | |
| Māori content/context: | Links to their world  Culturally responsive pedagogy-making learning and SC visible and scaffolding new contexts through linking to prior knowledge, modelling, practice, visual and oral delivery. | | Pasifika content/context: | Text set in the Cook Islands  Culturally responsive pedagogy-making learning and SC visible and scaffolding new contexts through linking to prior knowledge, modelling, practice, visual and oral delivery | |
| Learning Support content/context: | Effective pedagogy-making learning and SC visible and scaffolding new contexts through linking to prior knowledge, modelling, practice, visual and oral delivery. | | Other (specify): |  | |
| **Segment production details** | | | | | |
| Teacher talking time: | **20 minutes** | | Studio requirements: |  | |
| Equipment requirements: | Whiteboard | | | | |
| **Segment links and attachments *(list all links to recordings or attachments, the source and confirm that copyright permissions are granted)*** | | | | | |
| Links to recordings /resources |  | | | | |
| Attachments | Mariri Junior Journal 60 text (see below) | | | | |
| **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  **This part should take about 13 minutes total**  **13:00 minute mark** | Teacher connects to prior learning/knowledge  Teacher reminds them that as writers we need to think of our reader/audience  Teacher shares rationale for the use of the story  Teacher encourages wondering/prediction. | Learners share if they have been writers or storytellersLearners listen to and watch the story09:15 | | | Kia orana, Ni hao and good morning everyone. Welcome writers. I hope you’ve been doing lots of storytelling or writing in your bubble or over the phone or internet with someone who is important to you.I’m sure you thought of them as readers or the audience and so you hooked them in, then gave them more detail and hopefully finished with leaving them satisfied or wanting more? Yes?Great.I thought this morning you might like to hear an ancestral story from the Cook Islands about the explorer, Mariri, the flying man retold by Marla Samuela.We will then use some of the story to look at how we might make our writing even better.Mariri, the flying man…. I wonder how he could fly? Listen for the hook, listen for the events or how the author kept you interested and then checkout the ending to see if you feel it was a good ending. You can follow the text and pictures on the screen as well.Can you guess how they got there? Maybe they did. Maybe it was many years later and they went by plane? So, that ancestral story explains how the people came to be living in what is now known as Atiu.You know there are ancestral stories from all other cultures: Greek, Roman, Māori, Chinese, Indian, as they wanted to explain natural phenomena or why something is. You might like to read some of them. |
| **Main part of lesson (a) :**  Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning  **This part should take about 9 minutes total**  **22:00 minute mark** | Teacher shares the learning  *To make our sentences flow*  Teacher makes connections to prior learning  Teacher refers to the learning on the board.  Has RT ready to be recorded as symbols or examples  Teacher share the example on the board, holding her hands in front of her, gradually pulling them apart as she reads the sentence to demonstrate the length. Stops at the end of the first, starts again for the 2nd, does the same (about the same length), then the 3rd-much longer, then the 4th, short.  Says what she notices and the impact of the short sentence after the others.  Teacher shares 2nd example and demonstrates the same thing. Talks about the impact of highlighted sentences (short ones) -makes her feel.  Sentences are not highlighted during first reading. Teacher highlights after.  Teacher records the Remember To on the board as symbols that represent different length and short for impact. | *Mariri felt shamed, but he didn’t give up. He straightened his wings and tried again. He ran and flapped his wings as hard as he could, but he stayed on the ground. Soon he was puffed.*Learners demonstrate the length of the sentences while the teacher re-reads the paragraph and does the same.*For a moment, Mariri was worried they were right. He felt panic. “This hill is so high. Aue!” Then he remembered his wife, and he took a deep breath, spread his wings wide, and stepped forward off the side of the hill.*Learners alerted to the SC. Hear them and see them as symbols to make it easier to remember | | | Well today, we are going to look at how the author wrote the story, in particular how she made the sentences flow. We’ve talked about making the story flow from beginning to end, now let’s look more closely at how the sentences flow within the story so it makes it easier to read.See, I have written it up on the board and as we decide what the learning looks like we will put it up as our Remember To.Now I want to share with you some of the text from the story. Watch my Hands as I read the sentences and I want you to notice what happens. I want you to think about that.See instructions in left columnYou’re right. The sentences were different lengths. Some were middle sized, there was a long one and then there was a short one. That’s a bit like Goldilocks with her big bowl, her middle- sized bowl and her small bowl.This author has written 2 medium, 1 long then 1 short. I wonder why?Let’s read it again and this time you show the length with your hands.Got it? You know when I read that short one at the end. I stopped and thought. I thought about how Mariri was feeling. I think the writer snuck that short sentence in there so I would! Clever Huh?Alright, let’s try another one. You can use your hands while I read and use mine too. Let’s see what you notice.Well where were those short sentences this time? Here and here. Teacher highlights or circles the short sentences.You know the author did it again. I stopped. I thought about how Mariri was feeling-panicked, worried and then I stopped again after Aue! Because that emphasised how he was feeling.What happened when you heard those? Did you want to stop and think about how Mariri was feeling?*I think that’s what the author intended… to keep us wondering.*Wow, that’s really clever I think I’ll remember to do that in my writing, so the reader stops and thinks about how the character is feeling. That’s a great idea. That’s what writers want from their readers.Let’s write that up as our Remember To.Remember to:write medium, long and short sentences.use short sentences to make the reader stop and think. |
| **Main part of lesson (b)**  Providing opportunities to use and practice  **This part should take about 6 minutes total**  **28:00 minute mark** | Teacher links the learning to the length of the sentences.  Teacher re-reads the paragraph. Stops after the first sentence and identifies the two ideas and the connector.  Teacher refers to the graphic organiser (table) on the board to emphasise.  Closes fist on one hand for first idea.  Closes fist on the other hand for the second idea.  Joins them together with the connector/joiner.  Repeats for each example.  Encourages children to do it with their fists too.  Teacher refers to the Remember To on the whiteboard recorded as  examples | *Mariri felt shamed, but he didn’t give up. He straightened his wings and tried again.*   |  |  |  | | --- | --- | --- | | Idea 1 | Connector | Idea 2 | | Mariri felt shamed | but | didn’t give up | | He straightened his wings | and | tried again | | He lifted his face to the sky | and | wept | | Mariri’s wife was standing on the beach | when | she saw something far away on the horizon | |  | that |  | |  | which |  | |  | so |  |  Learners -children and parents are clear about the success criteria as they are written as examples | | | Now, the other reason this story flows is because the author has using joining words or connectors to connect two ideas. Let’s look at that paragraph again and I’ve added some more examples.In that first sentence there were two ideasMariri felt shamed.He didn’t give up.Instead of writing two short sentences they were joined with BUT which made the sentence a medium one. Remember we said a short one is good every now and then for impact.Now let’s read the next one, read the first idea and the second idea with meHe straightened his wings.He tried again.This time the author made a longer sentence by using AND .How about you try the next one at home. Have a go.Say the first idea. Close your fist.Say the second idea. Close your fist.Join them together and say the joining word/connector. GO!Well done. And this time the author used ANDNow say the whole sentence with the joiner/connectorAnd we have one last exampleTry it again with me this time.Say the first idea. Close your fist.*Mariri’s wife was standing on the beach*Say the second idea. Close your fist.*She saw something far away on the horizon*Join them together *when*Now say the whole sentence with the joiner/connectorI’ve added some other useful joiners you might like to try at home. *That, which, so* Remember you can write these down or you can re watch the lesson on tvnzondemand.An easy way for you to practise this at home is to try it with two others. Two of you have an idea each and the other person is in the middle as the joiner or connector. I’ll show you what I mean.So, Remember To join your ideas with:and, but, when, so, that, which I would love to hear some of the ideas you’ve joined to make your story flow. Maybe you could text or email them into me at [info@hltv.co.nz](mailto:info@hltv.co.nz) or text to 5811. |
| **End of lesson:**  Learner and parent reflection on learning and engagement and what they can do next  **2 minutes to wrap the session up** | Teacher gives a heads up for tomorrow’s learning to prepare them for non-fiction and to make it clear that the learning is building on the prior learning. |  | | | Thinking about tomorrow. We are going to continue to learn how to make our writing even better for the reader. We are going to look at writing some non- fiction for a change and how we might share our facts so they flow and can sit next to diagrams.  So, before tomorrow’s lesson if you can have a look outside and see if you can find some different coloured leaves, a spider web, an insect’s home under a stone or in a crevice. You choose. |









