Home Learning TV – Lesson Plan – 22 September

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| **Segment lesson planning details** |  | | | | |
| Title for segment: | Topic, topic, topic | | | | |
| 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  Learning: To make my sentences flow (non-fiction) | | | | |
| Success Criteria – students will be able to:  (how they will know when they have learnt it) | Remember to:   * use different sentence lengths * start my sentences differently | | | | |
| **Segment content/context details *(describe)*** | | | | | |
| Māori content/context: | Text: Kurī  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: | 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: | Texts on whiteboard- Excerpts from A jungle in my garden Junior Journal 52, Level 2, 2016  Pens to highlight or circle SC | | | | |
| **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 | Kurī text below SJ Level 2 October, 2015 | | | | |
| **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 is likely to only take 4 minutes  04:00 | Teacher reminds learners about possible context and prior learning.  Teacher recalls previous day’s SC (Remember to use different length sentences)  Teacher introduces new SC  Teacher draws same river analogy for making our story flow and sentences flow. This time draws the river flowing over the text.  Teacher reiterates sentence lengths stopping after *A jungle is an exciting place.*  Teacher uses her hands to demonstrate different lengths.  Teacher records SC on board as symbols | *Some spiders and insects live in jungles.*  *A jungle is an exciting place. When you imagine what a jungle is like, you might picture creatures like monkeys and tigers and other wild animals, but I’m more interested in the spiders and insects. To me, my garden is just as exciting as a jungle*. | | | Kia ora, Malo and Talofa. Remember yesterday I suggested that you look in your garden for leaves or spider webs or for insects under stones or in crevices?  Well today I am going to use a text about spiders to help you write some non- fiction paragraphs next to any diagrams you might do. I’m sure you will notice how the author has used different sentence lengths here too. So, that’s something you can continue to do.  Let’s show the different lengths with our hands.  Great. I stopped after *A jungle is an exciting place* as I thought about what I already knew about jungles. Did you? Well done.  So, can you see we do the same whether it’s fiction or non-fiction. Remember To:use different sentence lengths  * **and start your sentences differently** |
| **Main part of lesson (a) :**  Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning  This part should take 10 minutes  14:00 | Teacher makes connections to prior learning.  Teacher introduces new SC with a familiar model to scaffold.  Teacher reinforces prior learning of sentence beginnings and endings, using colour coding to support.  e.g. . C  Teacher lists the beginnings  Teacher shares texts. Emphasises first words in each sentence.  Teacher responds after each sentence beginning complimenting the learners on noticing the beginnings. Circles the word.  Writes the words in a list.  Teacher points to the Remember TO written as symbols on the board | Learners follow along and look for the first word in the sentence.  *Some spiders and insects live in jungles.*  *A jungle is an exciting place. When you imagine what a jungle is like, you might picture creatures like monkeys and tigers and other wild animals, but I’m more interested in the spiders and insects. To me, my garden is just as exciting as a jungle*. SomeAWhenTo **A** lot of spiders build webs to catch insects. **These** webs catch flying insects as well.  **To** make a web, a spider spins silk out of its spinnerets. **The** orb web spider builds a  web that looks like the spokes of a bicycle wheel. **At night**, the spider sits in the middle  of its web, but during the day, it hides so that birds and wasps can’t see it (and eat it).  **A**  **These**  **The**  **At** | | | Today we are going to carry on our learning about making our sentences flow, only today as I said with factual text. We are going to notice how authors often start their sentences differently to make their writing flow. Let’s have another look at that last paragraph and this time we will look at the word at the beginning of each sentence.  Remember sentences start with a capital letter so that’s a clue as to where to look.  Remember too that a capital letter comes after a full stop so that’s another clue.  Green for GO!  Red for STOP!  Here are two more paragraphs. How about you put your hand up when you hear a new sentence start and I’ll write up the word (or circle it)  **A** (wait time) yes, you’re right…it started with A Teacher reads to the end of the sentence. Stops. Starts obviously with **THESE**  Ooh yes, well done for putting your hand up that’s a new sentence and a different beginning. Great. We are getting quite a list of different sentence beginnings. You might like to write some of these down so you remember. You can always re watch the lesson too if you want.Remember To:use different sentence lengths  * **and start your sentences differently** |
| **Main part of lesson (b)**  Providing opportunities to use and practice  This part should take about 10 minutes  28:00 minutes | Teacher shares a different paragraph again highlighting the SC but a text about Polynesian explorers.  Teacher puts map up on the screen and explains where it is thought the Polynesian voyagers came from with their kūri. | *Kūri arrived in Aotearoa, New Zealand with the early Polynesian voyagers. Scientists think that the dogs were brought here because people knew that kūri would help them to stay alive in the new land. Dogs were good hunters. They could help find and catch birds like kiwi and they could also be eaten if their owner was starving.*Learners notice the extra detail on the map not in the text. Learners think about how they might use maps or diagrams to add more information to their text. | | | Now, remember back to when we were learning about reading information in the pictures and diagrams when we used the text about Stick Insects last week?Well this author has put a map in alongside the text for the reader.I’ll read you the text, you notice the sentence beginnings and that short sentence that makes you think in the middle and then I’ll show you the picture that goes with it. (see map page 3 in text below)See how the map connects to the text? If you’re going to add pictures, maps or diagrams to your writing they need to match the text. They often show more detail.So, thinking about that. Have you got your leaves ready, or can you see your rock outside where there might be something living, or a spider web in your room or outside on a branch? *I’ve got a job for you!*What if you drew or sketched that first, perhaps label it if you want to then think about what you’re going to write. *If you don’t know about the insect, you could ask for some help from someone in your whānau. They might be able to tell you some facts… perhaps you have a way you can research or find out?**If not, just observe… watch very carefully and write sentences about what you see… size, shape, colour, movement, sound…* Remember you’ll start your sentences differently when you talk about it and you will also?????That’s right have some long and middle- sized sentences and a short one to make the reader stop and think. *Remember that you can join several ideas together with joining words, and try to start your sentences in different ways.*Well done. You’ve listened so well. *Now go and be a writer! Have fun and remember to find an audience to share your writing with. 😊* I would love to see some of your writing and a diagram or map with labels you have come up with. 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 | Teacher reiterates the Success Criteria for clarity. | Learners able to transfer the learning to the context of their choice. | | | Well that’s it for today. Remember to think of your reader when you’re writing and that it doesn’t matter if you’re writing a story or you’re writing about facts you need to  * **use different sentence lengths**   **and start your sentences differently**  And I’ll be back with some learning that builds on this, so we can continue to make sure how writing flows like a river. |









