Home Learning TV – Lesson Plan – 23 September

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| **Segment lesson planning details** |  | | | | |
| Title for segment: | Please explain | | | | |
| 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 explain how something works | | | | |
| Success Criteria – students will be able to:  (how they will know when they have learnt it) | Remember To use:   * when, as, which, (cause) * verbs that say what’s happening (effect) | | | | |
| **Segment content/context details *(describe)*** | | | | | |
| Māori 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. | | Pasifika content/context: | The Kiwileles text-learning to play the ukulele in an Auckland urban school  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: | Scissors, paper,  ukulele  Texts on whiteboard or on a PowerPoint to show | | | | |
| **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 | The Kiwileles (see text 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 9 minutes**  **09:00** | Teacher makes connections to prior learning.  Lesson builds on the success criteria from the previous lesson.  Teacher shows the written and picture text as the learners listen to the audio.  Teacher shares a model on the board from the text, reiterating prior learning of starting sentences differently and using different lengths.  Teacher reads text out loud showing with her hands the different sentence lengths.  Teacher shares the learning.  Teacher introduces the SC -when, then | Learners get a chance to hear children of a similar age.Learners listen to the article *The Kiwileles*05:00*A chord is three or more notes played at the same time. Each chord is known by a letter. The students learn the C chord first.**When you want to play this chord, you need to press down on the bottom string with one finger. Then use the other hand to strum all the strings at the same time.* | | | Mōrena and welcome. Following on from our lesson yesterday where we made our sentences flow using different sentence lengths today, we are going to look at using different sentence beginnings and words to explain.Here is an article about ukulele. It’s called *The Kiwileles*. Those children talked about in this article are in Year 3 &4, just like some of you. Listen and watch about learning the ukulele.I’m sure some of you know how to play the ukulele as well.I’ve always wanted to learn how to play the ukulele. That was useful to learn how to start and the importance of learning chords as you need them to play a song.I heard them explain how to play a chord.Here on the board I have written the explanation for a chord.I notice that the writer has used different sentence beginnings to make the explanation flow. I’ve bolded them for you. See the sentences are different lengths too so the writing flows.What is special about this is it’s explaining what something is.The author has used words to help the reader understand.Teacher highlights When, then |
| **Main part of lesson (a) :**  Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning  **This part should take about 12 minutes** | Teacher re-states the learning for the day.  Teacher uses a familiar model to scaffold new learning.  Teacher reiterates previous SC. The first words are bolded (not highlighted)  Teacher highlights the cause and effect words to support the new learning.  Teacher introduces the idea of specific verbs to say what’s happening.  Teacher provides another opportunity for learners to identify the cause-and-effect words and the verbs (what happens)  Not highlighted until discussed.  Teacher uses a graphic organiser to make criteria visible for the learners  Teacher records her out loud thinking in the table on the whiteboard. | ***The*** *spider keeps a line of silk from the web attached to its body.* ***When*** *an insect flies or walks into the web, it gets trapped in the sticky silk.* ***As*** *the insect moves, it shakes*  *the web.* ***This*** *shaking tells the spider that dinner has arrived!*  Imagine what would happen If you tied a long piece of string to your finger and attached the other end to a trampoline. When somebody bounced on the trampoline, the string would pull your finger.  *The silk line works the same way. When an insect gets trapped in the web it makes the web bounce and the line tugs on the spider.*  ***Not*** *all spiders make webs.* ***The*** *crab spider uses camouflage to make itself hard to see.* ***It*** *is the same colour as the green leaves it sits on.* ***It*** *has two long pairs of front legs, and it stays very still with these front legs stretched out, looking as if it’s ready for a big hug.* ***When*** *an insect lands nearby, the crab*  *spider does give the insect a “hug” – but it doesn’t let go again until it has finished eating the insect!*   |  |  | | --- | --- | | **Words used** | **Explains** | | Uses camouflage | Used his colour | | Stays still | The insect won’t see him | | Legs stretched out | He is ready and waiting | | Crab spider hugs | Hold him while he eats him | | | | So, that’s what we are learning to day with our sentences-to explain.I have another paragraph and this one is from our spider text the other day. I’ve used this one as it explains how a spider catches its food. Let’s see if you can see some of the words that are used when we want to explain.First of all, we can see how the author has started the sentences differently but what is special about some of these beginning words is that they help to explain.These words help us to explain what happens. I’ll show you what I mean.When…. Teacher draws an arrow from the cause to the effect and in turn to the next effect.When, As, ThisThe writer has also used some verbs to let us know what’s happening.When….trappedAs….shakesThis….tellsWhen…make and …..tugsHere is another explanation. This one tells us how the crab spider catches his meal. He does it differently. He doesn’t’ use a web. Let’s read it and then decide which words were used to explain what happens then what happens next.I can see the author has used when again.Uses camouflage-that explains that he is using his colourStays still- explaining that the insect won’t know he’s thereLegs stretched out-explains that he’s readyWHEN-now I know something is going to happenCrab spider hugs- explains how he held him until he had eaten him!Wow. So, if I want to explain how something works, I have to think about what the thing DOES and then say what happens. |
| **Main part of lesson (b)**  Providing opportunities to use and practice  This part should take about 7 minutes  28:00 | Teacher uses an object and models using the object how it works.  Teacher has the object drawn and labelled on the board (for vocab)  Then does a Think Aloud as she explains how it works.  Uses a Think Aloud to choose  As  Causes  When and the verbs  Squeeze  Move  Opens  Teacher encourages learners to try.  Teacher has another object ready to share, holds it up, makes it slowly work, saying only the prompts.  When… it…. Etc | *Scissors work by lever action. As you squeeze your fingers together, it causes the blades to cross one another. This is how the cutting gets done. When you move your fingers apart, it opens the blades so that you can move to the next section of paper*Learners hold up their object and say how it works. | | | Well this is the time now when we can explain how something works. Remember I said yesterday to look for a pair of scissors, or a stapler, or a pair of pliers or a tool. Have you got something there?I’ve got a pair of scissors.Now let me think. I’ll just pretend to use these in the air.Now I’ll try them on a piece of paper.So, what did I do to make them work? How do I explain how they work to someone? I’m not telling them how to cut something. I’m telling them what makes them work. There is a difference.So, how about you look at your object now. Make it work and ask yourself what you did. Can you tell me? Start withWhen I….. the….I’ll show you what I mean with…Well done. You could have a go at writing it down, you could use pen and paper, you could text it as a message, you could type it on the computer. Remember to use When **Remember To use:**   * **when, as, which** * **verbs that say what is happening**   I would love to hear some of the explanations of how something works either using diagrams or words. Your choice. |
| **End of lesson:**  Learner and parent reflection on learning and engagement and what they can do next | Teacher recaps the learning to reinforce.  Teacher signals transfer of the learning to a different context. | Learners make connections to what the learning looks like. | | | So, tomorrow then we will continue along the same themes of thinking of the reader as we write, or story tell and making sure our sentences flow like a river. Just so you’re ready see if you can think of something you would really like, something you would like to happen differently or changed or perhaps something you want more of. We’re going to see if we can be really persuasive!Can you do that? Yes, Thumbs up! See you next time. |









