Home Learning TV – Lesson Plan

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Segment lesson planning details** |  | | | |
| Title for segment: | From seed to feed | | | |
| Year levels *(e.g. Yrs1 – 3)*: | Year 1 | | | |
| NZC learning areas: | English - Reading and Writing  Science (levels 1 and 2, life processes) – Recognise that all living things have certain requirements so they can stay alive.  Social Sciences - Understand that people have different roles and responsibilities as part of their participation in groups | | | |
| Purpose of lesson:  (What learners will learn) | \* make connections to their prior knowledge to help them to identify and summarise the main ideas;  \* draw on multiple visual sources of information in multimodal texts and visual language features, in combination with their prior knowledge, to make meaning and consider new ideas | | | |
| Success Criteria – students will be able to:  (how they will know when they have learnt it) | Success Criteria: Students can;   * Make connections between their own experiences and information in multimodal texts * Sequence and order the main ideas across multimodal texts | | | |
| **Segment content/context details *(as appropriate)*** | | | | |
| Māori specific content i.e. the learning draws on Mātauranga Māori: | Korowaihia tōu a o ki to mātauranga  (envelop your world in education/knowledge) | Pacific specific content i.e. the learning is focused on Pacific knowledge: | | Talanoa |
| **Segment production details** | | | | |
| Equipment requirements: | TV screen, whiteboard, laptop, printed images, printed Te Reo/English vocabulary, bluetak | | | |
| Copyright requirements:  Please be specific: Source: (*Seven Sizzling Sausages* by Sam Smith –URL link to the source), intended use (to demonstrate alliteration), Length (timings for video clips) | <http://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read/Growing-Pumpkins>  Growing Pumpkins, Ready to Read text  Seeds JJ50  <http://instructionalseries.tki.org.nz/Instructional-Series/Junior-Journal/Junior-Journal-50-Level-2-2015/Seeds>  A Pumpkin Grows - <https://www.youtube.com/watch?v=AB-dfi_0TsQ&feature=emb_logo> (Scholastic)  Lifecycle of a Pumpkin (song) - <https://www.youtube.com/watch?v=tU-GwFHQZI8&feature=emb_logo> | | | |
| **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 |  | | | |
| **Segment plan content** | | | | |
|  | Teaching and learning activities linked to purpose | | High level script (key points/questions) | |
| **Activate**: Activating prior learning, knowledge of contexts and relationships | *\*to play video clips from PowerPoint, hover over slide and ctrl-click to follow link*  *Remind learners of a previous focus on helping whanau, family, and friends by sharing images, and inviting learners to reflect on how they have been helpful/showing awhina.*  *Activating prior knowledge of learners.*  \* make connections to activate their prior knowledge  *Show image and talk about a pumpkin - many learners will be familiar with pumpkins. Teacher/presenter supplies the kopu identify and to describe how the pumpkin looks.* | | **(\*\*\*ON CAMERA\*\*\*)**  Kia ora, talofa, malo e lelei, hello.  It's great to see you - welcome to our time together. Today our learning is going to be about remembering the main ideas in a story and then putting these into order. But more about that later.  We are continuing to learn about how we help and contribute to our families and whanau. There are lots of ways we can help.  You might remember when we looked at these pictures **(\*\*\*POWERPOINT OS\*\*\*) Slide 2, 3 and 4** How have you been helping and contributing to your family?  Sometimes we help our families by helping to tidy the backyard or growing food in the garden. Gardening is one way we can help our family so that we can have food to eat. We can also help our families get food from the supermarket and carry it to the car, or help put it away in the cupboards and fridge when we get home. Some people - called farmers - help us by growing lots of fruit and vegetables in their gardens, and then sending the delicious fruit and vegetables to the supermarket for us to buy.  **(\*\*\*POWERPOINT OS\*\*\*) Slide 5**  Here is a vegetable you can grow or get from your supermarket. Do you know what it is? It has a hard, shiny skin, and when you lift it up it is quite heavy! It’s a pumpkin or paukena. Do you eat paukena? Pumpkins can be lots of different sizes, shapes and colours.  What do you notice about this pumpkin?  **(\*\*\*ADLIB\*\*\*)** Prompts for presenter :  Skin on the outside - these can be different colours  Orange flesh - this is the part we eat  Seeds - some people dry these seeds to eat or you can take one of these tiny seeds and plant it in the garden. With a bit of care and aroha it will grow another pumpkin! | |
| **Learn**: Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning | *Learning Intentions:*  \* make connections to their prior knowledge and to help them to identify the main ideas in the story around how seeds grow.  The teacher is setting the purpose for the reading.  \* draw on multiple visual sources of information in multimodal texts in combination with their prior knowledge, to make meaning and consider new ideas  **Video 2, Slide 8 this is the start of the story**  Restating the learning intention  Consolidation of new learning - UDL | | **(\*\*\*POWERPOINT FF\*\*) Slide 6** Nearly all plants produce seeds. On the inside of the seed, there is also a tiny plant. When we put that seed in the soil, it grows.  Let’s look at this video and see how that tiny pumpkin seed grows. **(\*\*\*POWERPOINT FF\*\*) Video 1 - starts on Slide 7 2 mins**  **(\*\*\*ON CAMERA\*\*\*)** Tu meke! Isn’t it amazing that the little seed that was planted in the soil became such a big pumpkin that we can use to feed our whanau.  Today’s story is about a boy who helps his grandad to grow pumpkins in the garden.  Let’s see if they grow their pumpkins the same way as we saw on the video. I wonder what they will use their pumpkins for at the end of the story - there might be a little clue in the book. Let's read it together.  **(\*\*\*POWERPOINT FF\*\*) Video 2, Slide 8 this is the start of the story**  **3 mins**  **(\*\*\*ON CAMERA\*\*\*)** Yumm. Have you ever tried pumpkin soup? Delicious food to fill our puku. Did you also notice how the boy and his grandad helped each other and contributed to growing the food for their whanau?  And did you see how that tiny pumpkin seed grew?(pause)... and do you remember what it needed? (pause)  It needed soil, compost and water. These are all types of food for the plant. Just like we need to feed our bodies to grow big and strong, seeds need their food to grow.  We are learning so much about how seeds grow. (pause)  Here is a tune for us to read and sing-a-long to help us remember how seeds grow  **(\*\*\*POWERPOINT FF\*\*) Video 3, Slide 9 2 mins, 37 sec**  **(\*\*\*ON CAMERA\*\*\*)** What a great way to remember our learning about how pumpkins, other fruits and vegetables grow. | |
| **Respond**: Providing opportunities to use and practice | *Presenter to arrange images and labels for ordering. Please arrange randomly to begin.*[*https://docs.google.com/presentation/d/1PKbz8nHucHE4nFGuNgiYmsaRKdpZtKrUhGtMJ91RzQw/edit#slide=id.g84c2e2cbd0\_1\_20*](https://docs.google.com/presentation/d/1PKbz8nHucHE4nFGuNgiYmsaRKdpZtKrUhGtMJ91RzQw/edit#slide=id.g84c2e2cbd0_1_20)  *The presenter wonders about the order of the pictures that are showing how a seed grows. As she thinks aloud, and then arranges each of the images in order the presenter then matches up the correct sentence to the image. Finally the presenter looks for the Te reo Maori that connects to the image and sentence and blu tacks to corresponding image and sentence*  *Note for presenter: each image is on one slide, and the sentence and te reo Maori kopu are on the following slide*   1. *1.Plant the pumpkin seed and sprinkle it with water.* 2. *Soon the tiny plant will grow and grow.* 3. *It becomes a pumpkin vine.* 4. *A yellow flower appears.* 5. *When the yellow flower dies, the pumpkin grows bigger.* 6. *Now you can harvest the pumpkin to eat.* | | *Prepared a whiteboard with printed out images and labels for ordering. Please arrange randomly to begin.*  [*https://docs.google.com/presentation/d/1PKbz8nHucHE4nFGuNgiYmsaRKdpZtKrUhGtMJ91RzQw/edit#slide=id.g84c2e2cbd0\_1\_20*](https://docs.google.com/presentation/d/1PKbz8nHucHE4nFGuNgiYmsaRKdpZtKrUhGtMJ91RzQw/edit#slide=id.g84c2e2cbd0_1_20)  **(\*\*\*ON CAMERA\*\*\*)**  ***(\*\*\*ADLIB\*\*\*)*** *Teacher uses deliberate acts of teaching - think-aloud - to teach learners the strategies needed for ordering.* ***(***  This is our life cycle of the pumpkin, from a tiny seed to fully grown vegetable. Perhaps you have seen similar life cycle charts of a butterfly or a frog. | |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next | Success criteria   * Make connections between their own experiences and information in multimodal texts * Sequence and order the main ideas across multimodal texts   Inviting learners to try out some independent activities to support their new learning at home  Prompting students to reflect on learning outcomes and process by showing thumbs.  **OPTIONAL:** you could play the Pumpkin song again if you need to fill in time | | We have done a lot of korero about growing pumpkins from seeds and we have learnt the order of the life cycle of a pumpkin. Did you notice that as we did this, you put the main ideas into the right order? Ka pai! We have also made connections to being a helper and how we can contribute to helping get food for our whanau.  Now it is your turn to do some mahi. Here are three ideas that you might like to try at home;   * Perhaps you would like to draw pictures of how a pumpkin grows ,and label it. * Or next time you have pumpkin perhaps you could keep some seeds to grow * The boy and his grandad helped and contributed to their whanau. Make a list of all the ways you can help and contribute to your family - maybe you can help choose something for dinner - maybe even pumpkin soup!   Did you learn something new today? Did you manage to put the pictures of the pumpkin growing in the correct order? Give yourself a thumbs up, thumb to the side or thumbs down to show how much you learnt.  Make sure you share your ideas with your whanau, I’m sure they will love hearing you read it. Why don't you explain to them how a pumpkin grows?  Have a good day helping your whānau.  Mā te wā  **(\*\*\*POWERPOINT FF\*\*) Video 3, Slide 9** | |