Home Learning TV - Segment submission 

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| **Segment lesson planning details** |  | | | |
| Title for segment: | Identity and Telling our Story – Talking to Nanny | | | |
| Year levels *(e.g., Yrs1 – 3)*: | Yrs 1-3 | | | |
| NZC learning areas: | English - Has an awareness of connections between oral , written, and visual language  Health and PE Level 1 - Explore and share ideas about relationships with other people | | | |
| Purpose of lesson:  (What learners will learn) | We are learning about making connections between our own experiences and the poem and stories we read  We are learning about the use of pronouns  We are learning to think critically and evaluate the solution to the problem  We are learning to identify Te Reo Maori vocabulary in context and understand it’s meaning | | | |
| Success Criteria – students will be able to:  (how they will know when they have learnt it) | Students are able to bring their prior knowledge to the text  Students able to make connections between their own experiences and those of the people in the text  Students will be able to summarise the main points and evaluate ways to communicate with Nanny  Students are able to use new vocabulary in Te Reo Maori and attempt to use the pronoun she, when talking to others | | | |
| **Segment content/context details *(as appropriate)*** | | | | |
| Māori specific content i.e., the learning draws on Mātauranga Māori: | Use of Te Reo Maori - Aroha, kia ora, ka kite Ko ..toko ingoa, use of Te Reo Maori for conversational phrases | Pacific specific content i.e., the learning is focused on Pacific knowledge: | | Many Highlight students may have grandparents living in the Islands |
| **Segment production details** | | | | |
| Equipment requirements: |  | | | |
| 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) | Nanny - Ready to Ready poem  Talking to Nanny - RR Yellow | | | |
| **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 | Open the lesson with  Kia ora koutou ko …..toko ingoa   1. Kia ora song engages the students to sing and join in 2. Read the poem to the students first then invite the students to join in the second reading. Point to the lines as you read them | | Kia ora welcome to Papa Kainga TV  Let’s start today with this wonderful welcome song and when it comes to your part you can say your name  **(\*\*\*ROLL VT\*\*\*)**  **(\*\*\*Camera on\*\*\*)**  Let's practice saying hello my name is in Te reo Maori  Kia ora ko Monique toko ingoa  Your turn now. Let's do it together  Ka pai I love your beautiful pronunciation  Today we are going to be reading together and we are going to use what we already know to help us read new words and think about new ideas.  Here is a poem I am going to read to you, it is called Nanny. Listen carefully to me first and then I will read it again and you can join in.  **(\*\*\*POWERPOINT OS\*\*\*) Slide 2**  Listen and see if you can find the words that start with the same sounds/blends Did you hear criss cross, snip snap?  Nanny is teaching the girl how to weave flax. I wonder what things your nanny has taught you? **(\*\*\*ADLIB\*\*\*)**  **(\*\*\*POWERPOINT OS\*\*\*)Slide 3** | |
| **Learn**: Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning | Links to the feelings of Aroha and the problem she is having | | Today is a story about Aroha’s Nanny, who she loves very much  It is called Talking to Nanny, written by Jo Carson-Barr. illustrated by Martin Simpson.  Aroha misses her nanny very much but lives too far away to go visit her. I think this could be a problem for Aroha so today we want to find out how Aroha and her nanny talk to each other, even though Nanny lives far away and to decide if this is a good solution to the problem.  Do you have someone special in your family/whanau who lives far away? It might be somewhere in New Zealand or Samoa, Cook Islands, Tonga or even further away in another country on the other side of the world. How does your family keep in touch? Korero with your family to see what ways you keep in touch.  There are lots of ways aren't there?  Can you help me make a list? **(\*\*\*ADLIB\*\*\*)**  **(\*\*\*WHITEBOARD\*\*\*)** cellphone, iPhone, email, text, messenger, Instagram, zoom, letter, postcards | |
| **Respond**: Providing opportunities to use and practice | *Directly relevant to learning intention*  *Involves student participation – with options about how it can be done*  *Link back to lockdown, have they been talking with family members through any of the way suggested on whiteboard.*  Use symbols to categorise lists e.g., listen - ear  see - eye and write - pencil.  Teacher to bring in her photo album or a picture and share telling a story about why it is special. (telling a story)  TALK THROUGH THE SECOND EXAMPLE  SHE missed Nanny’s big H=hugs | | I am wondering how Aroha contacts her Nanny? Let's read the story and see if we can find out the answer.  **(\*\*\*POWERPOINT FF\*\*\*) (\*\*\*ROLL VT\*\*\*) Slide 4 (1.18 min)**  **(\*\*\*CAMERA ON\*\*\*)**  Did you hear how Aroha contacted her Nanny? Can you korero with your family and tell them the answer? **(\*\*\*ADLIB\*\*\*)**  Well done! I know you would have got the answer right. It was by the computer and internet. Ka pai e hoa. Tu meke!  I am thinking about all the ways we can keep in contact with our families. Let’s go back to our list and put a symbol to represent how we keep in contact **(\*\*\*WHITEBOARD\*\*\*) (\*\*\*ADLIB\*\*\*)**  I noticed on page 2 Aroha is looking at her photo album. (**\*\*\*POWERPOINT** **OS\*\*\*) Slide 5** I wonder why she is doing that? Why do you think people keep photo albums? Can you ask your family if they have photo albums and why they keep them? **(\*\*\*ADLIB\*\*\*)**  After today’s programme you could look at your album and ask Mum or Dad to tell you a story about one of the photos that are special to them.  I am going to share a photo which is very special to me **(\*\*\*ADLIB\*\*\*)**  My favourite memory of my nana/nanny is the story she told me about….  Now we are going to look at the page again and see if you can find out what Aroha and her nanny like to do together and how they feel about each other. Do the pictures in the photo album give you any clues? Sometimes as readers we have to be real detectives and look for clues in the pictures. Oh, Look I can see in one of the photos that it shows Aroha helping Nanny to feed an animal, what is the animal? OH, it is a baby cow, we call a baby cow a calf. So, Aroha is helping Nanny to feed the calf. That means Nanny must live on a farm.  How do you know they are happy? Why does Aroha want to talk to Nanny? **(\*\*\* ABLIB\*\*\*)**  (**\*\*\*POWERPOINT OS\*\*\*)** slide 6  **(\*\*\*WHITEBOARD\*\*\*)**  Let’s look at the picture on this page. Aroha has closed the photo album and now she is thinking about one time when she was with Nanny. She remembered Nanny giving her a big hug. You might not be able to see this very clearly but this little picture of them hugging is in a thinking bubble. A thinking bubble looks like this (demonstrate on the whiteboard). Maybe later you could try drawing something you are thinking about in a think bubble. For example, I am thinking about… **(\*\*\*ADLIB\*\*\*)** so I might draw a picture of….  Let’s go back to the story and reread the words on this page. **(\*\*\*POWERPOINT FS\*\*\*)** Aroha missed Nanny. She missed Nanny’s big smile. She missed Nanny’s big hugs.  Mmmm… Who does it mean when it says SHE? Sometimes at the beginning of a sentence we use a pronoun that describes the person we are talking about in the story. The person we are talking about in this part of the story is Aroha. Instead of saying Aroha missed Nanny’s big smile we say SHE missed Nanny’s big smile and you know we mean Aroha. The word SHE is called a pronoun.  Can you see another place on this page where the author has used a pronoun? **(\*\*\*ADLIB\*\*\*)**  Fantastic work everyone ka pai tamariki  Let's listen to the story again to make sure we found out the answer to Aroha’s problem. How does talking to Nanny on the computer help solve her problem?  **(\*\*\*POWERPOINT FF\*\*\*) (\*\*\*ROLL VT\*\*\*) Slide 4**  **(\*\*\*CAMERA ON\*\*\*)**  We know Aroha misses Nanny’s smile and now she can see her nanny smile. What about how she is missing Nanny’s hugs? This doesn't really solve that problem does it?  Aroha gets to hear what Nanny has been doing and she can share her news with nanny. That's wonderful for both Nanny and Aroha  I think Aroha was feeling sad at the beginning, but I thought talking and see Nanny solved that problem.  I think that seeing Nanny on the internet helped Aroha see and hear Nanny which made her happy. She ( oh look I just used the pronoun like they did in the story) got to talk with nanny on the computer and that made feel happier.  We have all worked hard today. Do you agree? Thumbs up if you think so  **(\*\*\*ADLIB\*\*\*)** | |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next | If there is time the teacher could model on the whiteboard the suggestion of drawing a picture of someone special and writing a caption | | Remember I mentioned earlier what you could do after the programme finishes. Ask Mum or Dad to show you a photo album or a photo and tell you a story about the person in the photo.  You could use one of the ways to contact your grandparents or someone special outside of your family and ask them to tell you a story of when they were little. It might be something they liked doing, or a place they went to or a special occasion.  Draw a picture of someone special to you and talk about them e.g. This is my Nana, and **she** tells me funny stories about my Dad. See we can use that pronoun **She** when we are talking too, can’t we?  As we finish today let’s think about some of the Te Reo Māori words we heard in the story. How did Aroha say hello to Nanny? How did she say goodbye? Watch and read the story again to find the Te Reo Māori words she used to say hello and goodbye **. (\*\*\*POWERPOINT** \*\*\*) **(\*\*\*ROLL VT\*\*\*)Slide 4**  **(\*\*\*CAMERA ON\*\*\*)**  Did you find them? The Te Reo Māori word for hello is… Kia Ora  The Te Reo Māori word for goodbye is…. ka kite  Why don’t you try saying hello and goodbye to people using Te Reo Māori words for the rest of the day.  Time to finish now- goodbye- Ka kite | |