Home Learning TV – Junior Literacy

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| **Segment lesson planning details** |  |
| Title for segment: | Being helpful |
| Year levels *(e.g. Yrs1 – 3)*: | Years 2-4 |
| NZC learning areas:  | **Level 1 & 2 English*** Acquire and begin to use sources of information, processes and strategies to identify, form, and express ideas.
* Recognise and identify ideas from within and across texts.
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| Purpose of lesson:(What learners will learn) | Focus for lesson: - To use a range of processing and comprehension strategies to make meaning from and think critically about - retelling by summarising sections, identifying the main idea- to explore ways of writing and saying thank you to those who have helped them |
| 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 the story to make inferences
* identify the main idea in the story and in their writing
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| **Segment content/context details *(as appropriate)*** |
| Māori specific content i.e. the learning draws on Mātauranga Māori: | WhanaungatangaManaakitanga | Pacific specific content i.e. the learning is focused on Pacific knowledge: | Talanoa |

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| **Segment production details** |
| Equipment requirements: | TV screen for powerpoint images, whiteboard for writing |
| 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/content/search?SearchText=Helpful+by+Feana+Tu%E2%80%98akoi+&SearchButton=&CurrentTab=junior_journal_landing_page&SubTreeArray%5B%5D=22577&ColourWheelLevel=all&Type=all&LearningArea=all><http://instructionalseries.tki.org.nz/content/search?SearchText=Dig+it&SearchButton=&CurrentTab=is_homepage&SubTreeArray%5B%5D=22574&ColourWheelLevel=all&CurriculumLevel=all&ReadingYearLevel=all&LearningArea=all><https://www.gettyimages.co.nz/photos/raking-leaves?family=creative&license=rf&phrase=raking%20leaves&sort=mostpopular#license> |
| **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 | *Focus for learning* * how we participate and contribute in a family context.
* make connections between their own experiences and information in the story to make inferences
* identify the main idea in the story

*Prompting thinking about this concept of helping and being helpful.* *Further supporting thinking about this concept of helping and being helpful using* ***SLIDES 2,3,4****Activating prior knowledge by reminding learners of* ***ways of helping*** *they might already be doing. Images are the visual reminder; the presenter provides some of the oral language that can support learners to think about how they help.**Revisiting the learning intention and supporting learners to connect to prior knowledge to support reading a new text.**Students need to recognise the importance of participating and contributing with whanau, and developing their understanding of what belonging means.* | ***(\*\*\*ON CAMERA\*\*\*)*** *Kia ora, talofa, malo e lelei, hello.**It's great to see you - welcome to our learning time. Today we are learning about how we help and contribute to our families and whanau. Helping is always a good thing to do. There are lots of ways we can help.* *We call this participating and contributing. Some other words for helpful are āwhina, fetokoni’aki and fesoasoani.**We are going to start by thinking about what you might already be doing that is helpful at your place, and then we are going to read a story about when two children are asked to help in the garden.* *Think about some of the ways you are already helping at home. What are some of the things you do in your whanau and around the home?* ***(\*\*\*POWERPOINT OS\*\*\*)*** ***SLIDE 2****Let's look at some pictures of children who are helping and contributing to their family’s mahi. Here are some children helping outside. Can you see what they are doing to help?….. Yes they are helping in the garden. They are picking the silverbeet to cook and eat for their dinner.**And look here the boy is helping by putting away his toys****SLIDE 3****How are these children helping?* *The girl is tying up the apron for the boy - I think he is going to help by doing some cooking.* *Some children in the autumn help by raking up all the leaves that fall from the trees.* ***SLIDE 4****Another way we can help our family and whanau is by washing and wiping the windows.**Here is a boy helping his dad cook dinner on the BBQ while down here this boy is vacuuming the floor to help keep the carpet clean.****(\*\*\*ON CAMERA\*\*\*)*** *How does it make you feel when you are being helpful? or when somebody helps you to do something? I know that when people help me I feel valued and when I help others I feel kind and it makes me feel good. When you are part of a whanau everybody needs to help out. Some people say that many hands make light work.*  |
| **Learn**: Introducing learningReinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning  | *Possible reading purposes (What can the students expect to find out or think about as a result of reading this text?)* * *To find out what happens when Grandad asks for help in the garden*
* *To find out what’s important to Grandad*

***SLIDE 5*** *is the audio story***SLIDES 6,7,8***Retelling part of the story using words from the text to show the* ***main idea*** *that Grandad thinks it is good to help: Vika and Kele liked eating Grandad’s veges but they groaned because gardening was hard work.* ***Identifying the main idea - that it is good to help others*** *Supporting young learners to make the connection that Grandad values helping, and he is happy if the grandchildren are helping their friends. We know this because he says:**“You go and help your friend. Kele can help me.”* *“Off you go, Kele. It’s always good to help your friends. We’ll be fine here, won’t we, Vika?”* | *Today we are going to read about what happens when Grandad asks Vika and Kele to help out in the garden.* *As we are listening to, and reading, the story, think about what’s important to Grandad, and what the main idea is.* *Let’s listen to the story together and you can follow the words on the screen as we hear the story being read to us. While we are listening, think about Grandad, Kele and Vika. What might they be feeling about helping and contributing in the vegetable garden?* ***(\*\*\*POWERPOINT FF\*\*) SLIDE 5 [audio read through story using slideshow]******(\*\*\*ON CAMERA\*\*\*)*** *Vika and Kele liked eating Grandad’s veges but they groaned because gardening was hard work.* ***(\*\*\*POWERPOINT OS\*\*\*) [these slideshow images of Grandad’s speech bubbles support the presenter speaking]* SLIDES 6,7,8***Grandad loved helpful people. He didn’t mind what they did to help, as long as they did help others. Remember in the story when Vika said she had to help her friend Risha with some Maths work? Grandad said, “You go and help your friend. Kele can help me.”* *At the end of the story, Grandad told Kele to go and help his friend Matt learn some basketball moves. “Off you go, Kele. It’s always good to help your friends. We’ll be fine here, won’t we, Vika?”****(\*\*\*ON CAMERA\*\*\*)*** *Grandad likes people being helpful to whanau and friends.**I think Kele thought he was very lucky to get out of helping in the garden!* *Sometimes we make up excuses so we don't have to help others, but I think it is really important to do your bit to help your whanau and friends.**I remember when I was young, a way I liked to help was by putting away my toys. When I did this, I knew that my toys wouldn’t get lost or broken, and I could find them easily next time I wanted to play with them.* ***(\*\*\*WHITEBOARD\*\*\*) [presenter to write on whiteboard the story shown here in red]*** *When I was young, I liked to help by putting away my toys. When I did this, I knew that my toys wouldn’t get lost or broken, and I could find them easily next time I wanted to play with them.*  |
| **Respond**: Providing opportunities to use and practice  | **SLIDES 9,10,11** *The examples of student work on the slideshow support learners to consider how they could choose to respond. The examples have been created by a student in Year 4, aged 8.* | ***(\*\*\*ON CAMERA\*\*\*)*** *We have done a lot of korero about being helpful and why it is important. Now it is your turn to do some mahi on your own. Here are three ideas you could try;***SLIDES 9,10,11*****\*\*\*POWERPOINT OS\*\*\*)[slideshow writing prompts on screen]*** *- Write a thank you card or letter to somebody who has helped you. Sample from* Lucy Zanders, aged 8.*- Ask people in your whanau what they like to do to help. Then draw a picture of them with a speech bubble telling us what they said. Sample from* Lucy Zanders, aged 8.*- Write about a time when you helped somebody. Think about how you felt and how they felt at the time.*  |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next | *Reminding learners of the learning intention about making connections to understand the story, and thinking about the main idea.* | ***(\*\*\*ON CAMERA\*\*\*)*** *Today we have learnt about how we can participate and contribute by helping our family and whanau. We learnt to make connections about what we already knew and learnt that helping is important.**Did you learn something new today? Give yourself a thumbs up, thumb to the side or thumbs down to show how much you learnt.**Make sure you share your writing with your whanau, I’m sure they will love hearing you read it.**Remember what Grandad says “It’s always good to help” and it feels good too!**Have a good day helping your family.**Mā te wā* |