

Home Learning TV: Emergent literacy

|  |  |
| --- | --- |
| **Segment lesson planning details** |  |
| Title for segment: | Helping others (Part 3) |
| Year levels *(e.g. Yrs1 – 3)*: | Yrs 1-3 |
| 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.  Social Sciences  ● Understand that people have different roles and responsibilities as part of participation in groups |
| Purpose of lesson:  (What learners will learn) | Purpose is to develop and use strategies to make connections between own experiences and the text about experience of belonging and to think critically about the text. |
| 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 are able to use new vocabulary like volunteers  Students will be able to make a logical prediction using the cues available  Students will be able to check on their predictions as they read/listen to |

|  |  |  |  |
| --- | --- | --- | --- |
| **Segment content/context details *(as appropriate)*** | | | |
| Māori specific content i.e. the learning draws on Mātauranga Māori: | T The whakatauki is the underpinning understanding of this lesson. | Pacific specific content i.e. the learning is focused on Pacific knowledge: |  |

|  |  |  |
| --- | --- | --- |
| **Segment production details** | | |
| Equipment requirements: | Story Isobel’s Garden, Poem Garden Angels, | |
| 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) | Isobel’s Garden by Maria Hansen Turquoise Level 2  Garden Angels by Sarah Penwarden Junior Journal 59  Map of NZ (no copyright - public domain) | |
| **Segment links and attachments *(list all links to recordings or attachments, the source and confirm that copyright permissions are granted)*** | | |
| Links to recordings /resources | Powerpoint with pictures and story recorded  Whakatauki (Gayle has paid for this) | |
| 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 | *This is the whakatauki used during Covid-19. This whakatauki implies that ‘we are all in this together’. it encourages us to explore the most effective ways to work together and can highlight what is needed in order for us to make this journey.*  *Map of New Zealand with some key place names on it.*  *Teacher points to the map*  *When writing up the word* ***Volunteers*** *on the whiteboard emphasise the syllables. vol/un/teers* | Kia ora welcome to our lesson today  **(\*\*\*ADLIB\*\*\*)**  Let’s start with a whakatauki (Slide 2) **(\*\*\*POWERPOINT OS\*\*\*)**  He waka eke noa (A canoe which says that we are all in this together). Let’s all say it together  **(\*\*\*ABLIB\*\*\*)**  **(\*\*\*POWERPOINT FF\*\*\*)**  **(\*\*\*ON CAMERA\*\*\*)** Today we are going to read a story about helping each other. This is a story set in a place called Christchurch/ Ōtautahi  **(\*\*\*POWERPOINT OS\*\*\*) (slide 3)**  Where do you live? Can you see your city or town on the map? Perhaps someone in your whanau/family can help you. I live here. (Wait time)  So we are all in a bubble called Aotearoa/New Zealand and we help each other especially while we are in lockdown. The story we are going to read is a true story that happened in Ōtautahi, Christchurch after the 2010 and 2011 earthquakes. Many people needed help to clean up their houses and gardens, and some people moved away. They needed volunteers to help them, because everything was a big mess. Some students formed a group called the Student Army and they helped in the clean up.  **(\*\*\*WHITEBOARD\*\*\*)** Write the word up. “Volunteers” is a big word isn’t it? Do you know what it means? Ask someone in your whanau what it means? Right, so volunteers are people who are offering to help. You volunteer for something when you say you want to do something like…  **(\*\*\*ADLIB\*\*\*)**   * help clean up after a meal * help someone to weed their garden * or help at school to get out the sports equipment |
| **Learn**: Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning | ***Draw a summary chart like in TSM top of page 3***  ***two columns***   1. ***What happened in Isobel’s garden?*** 2. ***Why was that important?*** | So we are going to read the story of Isobel's Garden. As we talked about earlier this story is set in Ōtautahi, Christchurch after the earthquake. We are reading this story to find out what happened to Isobel’s garden and to think about the important ideas in the story. I wonder if we will see any volunteers in this story?  **(\*\*\*POWERPOINT FF\*\*\***) slide 4 **(\*\*\*ROLL VT\*\*\*)**  **(\*\*\*ON CAMERA\*\*\*)**  So what happened in the story? What had happened to Isobel’s garden?  Let’s make a summary chart as we think about what happened in the story.  **(\*\*\*WHITEBOARD\*\*\*)**  **(\*\*\*ADLIB\*\*\*)** as per summary chart. |
|  | *Act out the poem using the cues. Teacher to model this* | **(\*\*\*POWERPOINT FF\*\*\*)** **Slide 5**  Here is a poem about volunteers.. I am going to leave the poem on the screen. I will read it first and then you can talk to someone from your family about who the volunteers are in this poem. How are they helping?  **(\*\*\*CAMERA\*\*\*)**  Pretend you are a person in that poem to show your family. Pretend you are Uncle Kevin raking the leaves, show me what this looks like. Now pretend to be Aunty Ana trimming the bushes, up high and down low. Be like Cousin Tom and mow the lawn slowly, now quickly.  **(\*\*\*ABLIB\*\*\*)**  The people aren’t called volunteers in this poem are they? They have another name, what is it?  **(\*\*\*POWERPOINT OS\*\*\*) slide 5**  **(\*\*\*ADLIB\*\*\*)** Ka pai, yes you are right they are called Garden Angels and that is also the title of the poem. Have you ever heard anyone calling someone an angel because they did something nice for them? Has anyone ever called you an angel? Usually when you are being an angel and doing something for someone else you are being a….What’s our new word today? A Volunteer!!! you’re right - kai pai - tu meke! |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next | Have a prepared note to share with the students as a model  e.g  Dear Mum  I am volunteering for any jobs you would like me to do today  Love Monique  While explaining the angel activity draw it on a piece of paper  Model folding a piece of paper in half  Invite students to use Te Reo Maori words if they would like to. | The student volunteers have been busy during the lockdown helping people in lots of different ways. Can you think of some of the ways they have been helpful?  Volunteers might do shopping, dropping off shopping, collecting prescriptions, looking after children in their homes while parents work  I’m thinking there might be a small job you could volunteer to do that would be helpful to Mum or Dad, or someone else in your whanau. Maybe you could write a note offering to give your time  Here let me help you. (show your note as an example)  You could draw yourself as an angel and draw bubbles around it showing all the things you have done for others during this lockdown  Fold a piece of paper in half and on one side draw the messy garden and on the other side draw the beautiful garden **Porohe** means messy and **ataahua** means beautiful. Please send us a photo of your drawing to:  [info@hltv.co.nz](mailto:hltvinfo@hltv.co.nz)  You might like to share with your teacher and classmates by taking it to school when you next go there.  **(\*\*\*ADLIB\*\*\*)**  Haere ra |