Home Learning TV: Emergent Oracy and Literacy

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| **Segment lesson planning details** |  | | | |
| Title for segment: | Helping others | | | |
| Year levels *(e.g. Yrs1 – 3)*: | yrs 1-3 | | | |
| NZC learning areas: | English | | | |
| 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 to make predictions and confirm them using information from the text.  We are learning to identify the main events in the story  We are learning 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  Stude Students are able to make connections between their own experiences and those of the people in the text  St Students are able to sequence events that happen in the story  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 the text | | | |
| **Segment content/context details *(as appropriate)*** | | | | |
| Māori specific content i.e. the learning draws on Mātauranga Māori: | Te Reo Te Reo Māori for words in the story such as putiputi (flower), kakano (seed), tupu (grow), kia ora, (hello) | Pacific specific content i.e. the learning is focused on Pacific knowledge: | |  |
| **Segment production details** | | | | |
| Equipment requirements: | Kia ora video 1min 50 sec,  poem My Flower  Story: The Garden Surprise | | | |
| Copyright requirements: | Song performed by Lauren Prentice, written by Anika Moa | | | |
| **Segment links and attachments *(list all links to recordings or attachments, the source and confirm that copyright permissions are granted)*** | | | | |
| Links to recordings /resources | Song: <https://www.youtube.com/watch?v=URpRC32Bj3Y>  Ready to read: The Garden Surprise <https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read/The-Garden-Surprise>  Ready to Read: Poem card - My Flower <https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read/My-Flower> | | | |
| Attachments | Powerpoint | | | |
| **Segment plan content** | | | | |
|  | Teaching and learning activities linked to purpose of activating prior knowledge | | 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 3. Read the poem again slowly so students can act out being a growing flower modelled by the teacher   *Activating prior knowledge in using The Flower and then linking through to the story “Garden Surprise”*  ***Front loading introducing the flower poem and acting out the stages of growth. Students need to draw on the vocab from the story.*** | | 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\*\*\*)**  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. (Identifying learning)  Here is a poem I am going to read to you, 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 rhyme. Did you find pot and lot, grow and hello? (Second reading)  Stand up. (e tu) This time let’s pretend to be a growing flower, you will need to start off very small. You will have to grow slowly as you hear me read the poem. Follow my actions  **(\*\*\*CAMERA ON\*\*\*)**  ***T****oday we are learning about how we can help each other to grow plants. What do you already know about planting flowers? What did we learn from the poem that helps plants to grow?*  *Korero with your family/whanau about what helps a plant to grow.*  **(\*\*\*ADLIB\*\*\*)** | |
| **Learn**: Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning | *I****ntroduce resource The Garden Surprise***  ***Introduces new vocab that is topic specific in way that builds on learners existing knowledge through make predictions about what they think is going to happen in reference to the visuals in the text***  *Use the whiteboard to write up the words that are shared in both stories.*  *e.g. seed, flower, grow, plant, leaves,*  ***The Garden Surprise. Hold the book up and point to the cover. Give them time to look at the cover and to talk to someone about what is happening***  *Prompts could be, what do you notice, what do you see? Oh it looks like a school garden? Why do you think this?*  *Suggest you have a pointer of some description so you can be deliberate about pointing to the pictures relating to the following questions, and then refocus students as you read the text.*  *Turn to the title page*  ***Critical thinking*** | | *We’ve learnt some of the words in our poem today. Some of the same words are also in this story as well. We are going to find them.*  **(\*\*\* WHITEBOARD\*\*\*)**  *See if you can match the te reo Māori words with the English words on the whiteboard* **(\*\*\*ADLIB\*\*\*)**  *Let’s look for these words when I read the story to you.*  **(\*\*\*POWERPOINT FF\*\*\*)**  *Here is the book we are going to read today, Slide 3*  *It is called The Garden Surprise. I am wondering what the surprise might be in the story ? Lets see if we can predict what the surprise is and who will be surprised. (pause)***(\*\*\*ADLIB\*\*\*)**  *What sort of surprise might you get if you were trying to grow something? (pause)*  *I wonder what they are going to plant?( pause)*  *I think it might be about some thing to do with being outside (teacher think aloud)*  *Click onto slide 4 .Let’s look on the title page to see what they are going to be planting.*  *Does this change your thinking about what the ‘garden surprise’ might be?*  *mmmm I’m wondering now if the surprise has something to do with carrots because there are some packets of carrots seeds on this page. Thats’ a really good clue. (slow, deliberate and ponderous!)*  *Click to slide 5.* | |
| **Respond**: Providing opportunities to use and practice | *Directly relevant to learning intention*  *Involve student participation in looking at the visual on Page 2 and identify what the children in the picture might be thinking and what they might do next . Teacher might want to draw speech/ thought bubbles to provide examples for students*  *Share pages 3 & 4 and then ask the question in the script about how the children are caring for the plants?*  *Share page 5 and ask why is Milly looking confused? Could this be the garden surprise?*  *Share page 7 and ask what does Mr Langi suggest to find out what plant it is*  *Thinking critically:*  *Teacher to model story strip (4)*  *number the steps and write each step underneath the picture*   |  |  |  |  | | --- | --- | --- | --- | | *1.* | *2.* | *3.* | *4.* | | | *Why do you think there is a thought bubble? (pause)*  *I’m thinking that he is imagining himself eating the carrots. What do you think?*  *slide 6* **(\*\*\*ADLIB\*\*\*)**  *Let’s read the whole story Slide 7*  **(\*\*\*CAMERA ON\*\*\*)**  *Wow that was a surprise because I was thinking it might have been pini (beans)*  *I am wondering if this is a true story? Why do you think there was a tomato growing with the carrots?*  *MMMM I am wondering why didn't Mr Langi just tell Milly what the plant was? What do you think? Talk to someone in your family*  **(\*\*\*WHITEBOARD\*\*\*)**  *Lets list on the whiteboard what the steps are to growing a flower or vegetable?*  *Draw the strip on the whiteboard*   1. *Plant the seed in soil* 2. *water the plant* 3. *put in a warm place* 4. *watch it grow* | |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next | * *Debrief prompts student’s reflection on learning outcomes and process* * *Think about planting some seeds with your children* * *Talk to children about gardens they have planted. Children could be encouraged to send in pictures of their flower gardens to HLTV or to family members* * *What could we grow in our garden?* | | *Here are some ideas you could do (use some chart paper with suggestions listed.* **(\*\*\*ADLIB\*\*\*)** *Encourage parents to take a photo of the ideas*  *Children could draw their family as flowers to make a garden of flowers and maybe stick them on a window.*  *OR*  *Draw a picture of your favourite vegetable and how they like to eat it. Maybe your favourite vegetable is taro or kumara. We would love to see what vegetables are important in your whānau or aiga.*  *Writing frame: My favourite vegetable is ………...I like it best when it's……*  *OR*  *You might like to go and help your family by weeding the garden, picking up leaves or planting some seeds.*  *With the leaves you could make patterns, sort into shapes, sizes, colours*  *I am going to pick up some of the leaves in my garden.*  Return to learning intention identified in introduction “Today we were learning to- ‘**use what we already know to help us read new words and think about new ideas’**. Ask learners to reflect on learning and share a new word that they learnt with their whānau.  *Ma te wa. See you soon.* | |