Home Learning TV - Segment submission 

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| **Segment lesson planning details** |  | | | |
| Title for segment: | Careers: Fingerprints | | | |
| Year levels | Years 1-4 | | | |
| NZC learning areas: | **English (Reading) Level 2**  Ideas: Show some understanding of ideas within, across, and beyond texts.  Structure: Show some understanding of text structures.  **Social Sciences Level 2**  Understand how people make significant contributions to New Zealand’s society. | | | |
| Purpose of lesson:  (What learners will learn) | **Learners will:**   * use their prediction strategies * learn about a job that helps our neighbourhoods and communities * learn another type of visual text feature - subtitles or subheadings | | | |
| Success Criteria – students will be able to:  (how they will know when they have learnt it) | **Learners will be able to:**   * use their prediction strategies * learn about a job that helps our neighbourhoods and communities * recognise and use an aspect of a visual text - subtitles or subheadings to help them locate information within a text | | | |
| **Segment content/context details *(as appropriate)*** | | | | |
| Māori specific content i.e. the learning draws on Mātauranga Māori: | ako - learning | Pacific specific content i.e. the learning is focused on Pacific knowledge: | |  |
| **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) | Fingerprints JJ - 54, 2017 | | | |
| **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 | **Learners will:**   * learn about jobs that help our neighbourhoods and communities. | | ***(\*\*\*ON CAMERA\*\*\*)*** *Kia ora, talofa, malo e lelei, hello.*  *It's great to see you - welcome to our learning time. I hope you are looking forward to some new learning today! Great!*  *Today we are learning about jobs or occupations people have, and how they contribute to our neighbourhoods and communities. There are so many different jobs or occupations that people can have. Some people are firefighters, some are nurses, some are teachers and some work in shops, some build, some fly planes, some are gardeners while others are bakers, architects, electricians, sports players or - even a prime minister. All of these jobs contribute in some way to the neighbourhoods and communities that we live in. What are some of the jobs or occupations people in your whanau do? What do you want to be when you grow up? (Pause) Hey... just to let you in on a secret - you can be whatever you want to be! Believe in yourself - anything is possible - and that's the truth!*  *So... there are two main things we are going to learn today*   * *The first is, we are going to learn about a job that helps our neighbourhoods and communities.* * *The second is, we are going to learn another type of visual text feature - called subtitles or subheadings.*   *We will talk more about this part later in the lesson.* | |
| **Learn**: Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning | **Learners will:**   * use their prediction strategies * learn about a job that helps our neighbourhoods and communities.   **Learners will:**   * learn another type of visual text feature - subtitles or subheadings   ***SLIDE 3***    *( presenter to have already ON WHITEBOARD)*  *LI: recognise and use subtitles*  *Success Criteria:*  *then under Success Criteria write the following as the script on the right*   1. *Words are written in bigger letters - B✅ b ❌* 2. *Letters are in a bold font* ***Z*** *✅ z ❌* 3. *No full stop* ***.****❌*   ***SLIDE 3***    ***SLIDE 4***    **Learners will:**   * learn about a job that helps our neighbourhoods and communities | | *Today’s story is called Fingerprints. I bet you're wondering how a book with a title like that, can be about a job or occupation. Well let's find out! The purpose or reason for reading this book is to find out about a man called Julian and what his job or occupation is. Good readers are like detectives - they look for or locate clues to help them understand what they are reading. I'm going to give you a few clues about Julian’s occupation. As you listen to the clues, see if you can predict what his job is. Listening? He wears a blue uniform. He goes to crime scenes and he also looks for clues - not to help him read his books but to help him solve a mystery. He uses powder, brushes and some sticky paper to do this job. Hmm is that last clue making you think you want to change your prediction? Finally - the book title Fingerprints is also a clue! Now what are you predicting that Julian’s job might be? Shhhh don't tell me yet. Let's read the text to find out if your prediction is correct.*  *Our purpose or reason for reading this text to find out three things:*   * *What is Julian’s job?* * *How does Julian do his job?* * *How does Julian's job help and contribute to our neighbourhoods and communities?*   ***(\*\*\*POWERPOINT FF\*\*\*) (\*\*\*ROLL VT\*\*\*) SLIDE 2 - 6:46 mins***  ***(\*\*\*ON CAMERA\*\*\*)***  *Was your prediction about Julian’s job correct? What clues did you use? As we read more of the text, did you change your prediction about his job? That was a good idea. As a reader if your first prediction is wrong, no worries - good readers change their predictions as they get more information when they are reading. Did you find the answers to the questions we were looking for?*  *Remember our first question? It was - What is Julian’s special job? What is your answer? (Pause) Ka pai - you're right! By reading the text we answered the question around what is Julian’s job? Julian is a police officer but he isn't a police officer we would see in a patrol car driving around. He is a police officer who has a special job. He is a fingerprint expert. Julian’s job is to find people’s fingerprints at crime scenes. He looks on any surface like a door, a window or anything that the criminal might have touched. Have you ever heard of that? Who would have ever thought that someone’s job is to know everything about your fingertips and the prints they make? Isn't it fascinating how each of us has a unique fingerprint - there's no one else in the world with a fingerprint like you or me. I'm glad they gave us the instructions on how to take a copy of the fingerprint. I'm going to try that when I get home. (Pause)*  *Our next purpose for reading this text was to find out how Julian does this job? Can you remember how Julian did his job of finding and taking fingerprints? No? I’m struggling to remember that information also.*  *Did you know that when we read a text we are not expected to remember* ***everything*** *that we read. Good readers go back into a text - many, many times- to answer a question they may have, or find the information they are looking for. When the reader forgets some important piece of information and goes back into the text - do they need to start at the beginning of the story and re -read the whole text? No! That would take way too long! So what do they do? (Pause)*  *Well - here's our second piece of learning for today. Today we are learning how to use a visual text feature called subtitles or subheadings to locate information we are looking for.*  *So what does a subtitle or subheading look like? Let's go back into the text to find out*  ***(\*\*\*POWERPOINT FF\*\*\*) SLIDE 3*** *Here's a clue - the word subtitle is made up of two parts: sub and title. Sub is what we call a prefix. A prefix goes before a word. The prefix sub means under. So a submarine is a ship that goes* ***under*** *water, a* ***sub****way is a path or road that goes under the ground. (and I thought it was a sandwich 😂🤪) So a subtitle or a subheading is a phrase that goes under a title or heading. Looking at this page. Can you see the two subtitles that come under the big title of Fingerprints? That's right - one says* ***LOOKING FOR EVIDENCE*** *and the other says* ***WHAT ARE FINGERPRINTS?***  *What are you noticing about those subtitles? (Pause)*  ***(\*\*\*WHITEBOARD\*\*\*)*** *(presenter to have ON WHITEBOARD the LI: recognise and use subtitles and the word Success Criteria) Let's make a list of what you noticed under our learning intention - (presenter to read learning intention)*  *Can you tell me what you noticed about the subtitles again? These will be our Success criteria.*  *The first one is? (pause)**Great noticing!*   1. *Words are written in bigger letters (presenter to also draw visual clue) B✅ b ❌*   *What's the next thing that you noticed about the subtitles? tino pai - Yes!*   1. *Letters are in a bold font (presenter to also draw visual clue)* ***Z*** *✅ z ❌*   *Yes, both these things make the subtitles stand out on the page and make them easy to find quickly. Is there one more success criteria we noticed. Good spotting!*   1. *No full stop (presenter to also draw visual clue)* ***.****❌*   *That's because it is a phrase or title that comes under the main title of the text. It is NOT a sentence.*  *Now we have learnt about subtitles and how to recognise them - let's use this new learning and go back into the text to see if we can now find the answer to the question we were asking before. Remember? It was: How does Julian do his job?*  ***(\*\*\*POWERPOINT OS\*\*\*) SLIDE 3*** *(same slide as before writing segment - presenter to do a think aloud) Hmmm I can't remember all the information about how Julian does his job but I do remember good readers don't read all the text from the beginning. They quickly look at the subtitles to see whereabouts on the page the information is they are looking for. Oh - here are the subtitles - I know they are the subtitles because*   * *The words are written in bigger letters* * *The letters are in a bold font* * *There’s no full stop*   *(Presenter to point to each subtitle as she talks about it)*  *So this subtitle says* ***WHAT ARE FINGERPRINTS?*** *I don't think the information will be there, because the information that is below that subtitle will be about* ***WHAT*** *fingerprints are. It's not going to tell me* ***HOW*** *to find the fingerprints! This subtitle over here says* ***LOOKING FOR EVIDENCE*** *hmmm that subtitle tells me* ***WHERE*** *Julian may find fingerprints or evidence but I want to know* ***HOW*** *he does it.*  ***SLIDE 4*** *Let's look at the next page. I wonder if these subtitles might have the information under them to help me answer the question. Look I can now find the subtitles quite easily. Here’s a subtitle that says* ***HOW DO THE POLICE FIND FINGERPRINTS?***  *I should start reading under this subtitle to see if this helps me to answer my question.*  *(Presenter to re-read what is under this subtitle ’How do the police find fingerprints?’ from the slideshow)*  *Here's what I’m looking for. Now I remember how he finds fingerprints that are really hard to see at the crime scene. I found the information quickly because I used the subtitles rather than re-read the whole story from the beginning. That's a good reading strategy for me to remember to use!*  *And ...if I look at the other subtitle* ***MATCHING A FINGERPRINT*** *I reckon I’ll find out about how he does the other part of his job once he has found the fingerprints and taken a copy of them. Yes, the other part of his job is to find an identical match - a fingerprint that's exactly the same. Julian magnifies the fingerprint from the crime scene to make it bigger, and then he compares it with fingerprints from the database. He compares every ridge in the fingerprint pattern and if that pattern matches someone's fingerprint on the database at the police station - then they know who did the crime.*  *So now we can also answer our last question. How does Julian’s job help and contribute to our neighbourhoods and communities?*  *Julian’s expertise in finding fingerprints at crime scenes and then looking very closely at the patterns on the fingerprints helps him to find who has committed a crime. Wow, that job helps our communities and neighbourhoods to stay safe because Julian’s job is to help catch criminals!*  *And great police work from you. You found all the clues we needed to answer our questions by using subtitles to help you find the information we needed. Ka pai - Well done. Maybe you could be a police officer when you grow up!* | |
| **Respond**: Providing opportunities to use and practice | **Learners will:**   * learn another type of visual text feature - subtitles or subheadings   ***SLIDE 5***    ***SLIDE 6***    ***SLIDE 7***    ***SLIDE 8***    ***SLIDE 9***    ***SLIDE 10*** | | *Today we have learnt how to* ***recognise*** *subtitles or sub headings when we read. Now let's look at how to* ***use*** *or create subtitles when we write.* ***(\*\*\*POWERPOINT OS\*\*\*) SLIDE 5***  *Here is some text I have written about jobs and occupations but all the information is together which makes it hard for the reader to find the information they might be looking for.*  *Let's look quickly and see if we can find all the sentences that are about the same thing and then let's try to write our own subtitles. Hmm I'm starting to see some keywords that will help me group these sentences together and then I can create a subtitle.*  ***(\*\*\*POWERPOINT OS\*\*\*) SLIDE 6*** *(presenter to read the first three bullet points only - the green sentences) When I read these sentences I noticed some keywords that are the same. I have highlighted these words. The keywords are all about outside jobs. I think a good subtitle for these sentences would be OUTSIDE JOBS.*  ***(\*\*\*POWERPOINT OS\*\*\*) SLIDE 7*** *I have put the subtitle OUTSIDE JOBS above the sentences about outside jobs.**When I read the next 3 sentences I noticed again that there are some keywords that are the same. Listen out for them. (presenter to read the three bullet points only - the purple sentences) Did you hear these keywords I have highlighted? (presenter to read the highlighted keywords) Hmm they are all about inside jobs. I think a good subtitle for these sentences would be INSIDE JOBS.*  ***(\*\*\*POWERPOINT OS\*\*\*) SLIDE 8*** *I have now put the subtitle INSIDE JOBS above the sentences that talk about inside jobs.**(presenter to read the remaining bullet points the blue sentences) When I read the next few sentences I noticed it said to get your dream job - that is the job you really really would like to have when you grow up - it said you need three things. I found those three things and highlighted them - Aim high, Be the Best you can be and work hard. All of this part of the text is about what I have to do to get my dream job. I think a good subtitle for these sentences would be - GETTING MY DREAM JOB .*  ***(\*\*\*POWERPOINT OS\*\*\*) SLIDE 9*** *Wow grouping the sentences and making a subtitle for each section makes it really quick to find the information. Let’s see if we have been successful in creating subtitles by checking against the success criteria on the whiteboard.*  ***(\*\*\*POWERPOINT FF\*\*\*) SLIDE 10 (****Presenter to read one at a time then cross check against the work)*  *Are our words written in bigger letters - yes!*  *Did we write our letters in a bold font - Tino pai - amazing!*  *and finally we have got no full stops - great.*  *So we have been successful in creating subtitles that make this text easier to find information in. Well done learners.* | |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next | ***SLIDE 11*** | | ***(\*\*\*ON CAMERA\*\*\*)*** *So ...what have we learnt today? We have learnt about a job or occupation - a police officer who is a fingerprint expert. That job helps our communities and neighbourhoods stay safe for us all. We have also learnt about another type of visual text feature - the subtitle or subheading and how we can recognise and use them to quickly know what the story is about. We also use them to find information quickly when we can’t remember what we have read.*  ***(\*\*\*POWERPOINT FF\*\*\*) SLIDE 11*** *Here are some things you could do at home:*   * *make fingerprints and compare to others in your family* * *make a book about the job you would like to have and write your own subtitles or subheadings* * *create your own fingerprint family or fingerprint comics*   *How did your new learning /ako go today? Do you feel confident that you learned about a job or occupation called a fingerprint expert and understand how they can help keep our communities and neighbourhoods safe? Give yourself a thumbs up, thumb to the side or thumbs down to show how much you learnt. Ka pai!*  *Do you feel confident that you know how to recognise and use subtitles. Give yourself a thumbs up, thumb to the side or thumbs down to show how much you learnt.*  *Thanks for joining me today for some great learning. Hope to see you again soon.*  *Mā te wā* | |