Home Learning TV: Junior Literacy 

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Segment lesson planning details** | **J** | | | |
| Title for segment: | Greedy Cat and the Chooks | | | |
| Year levels *(e.g., Yrs1 – 3)*: | Years 1 -4 | | | |
| NZC learning areas: | **ENGLISH: Reading Level 2**   * **show some understanding of ideas within, across, and beyond texts** * **show some understanding of how language features are used for effect within and across texts**   **ENGLISH: Writing Level 2**   * **Ideas: select, form and express ideas on a range of topics** * **Language features: use language features appropriately, showing some understanding of their effects** | | | |
| Purpose of lesson:  (What learners will learn) | **Learners will:**   * read/listen to the text for enjoyment * ask questions of the text to clarify their understanding * identify the problem in the text and how the character solved it * decide if the solution to the problem is the right choice * Increase their vocabulary using precise verbs * learn how to structure their writing using descriptive and action details | | | |
| Success Criteria – students will be able to:  (how they will know when they have learnt it) | **Learners will be able to:**   * make connections with their prior knowledge and experiences with texts about Greedy Cat * talk about their response to the text and what they enjoyed about it * explain if the main character made the right decision to solve the problem * decide if there is a better solution to the problem * create a book of their own which will feature some descriptive facts and some action facts | | | |
| **Segment content/context details *(as appropriate)*** | | | | |
| Māori specific content i.e., the learning draws on Mātauranga Māori: | Greetings  Te Reo used in the text | Pacific specific content i.e., the learning is focused on Pacific knowledge: | | Greetings  Invitation to use first language in their writing |
| **Segment production details** | | | | |
| Equipment requirements: | whiteboard, whiteboard markers | | | |
| 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) | [The Online Dictionary of New Zealand Sign Language - NZSL ...](https://www.nzsl.nz/)  <https://www.nzsl.nz>  Marama Buck and Lita Kumea give permission to use their video | | | |
| **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 presentation includes:   * [Greedy Cat and the Chooks Part 1 - YouTube](https://www.youtube.com/watch?v=qzteKuw7p-8) * [Greedy Cat and the Chooks Part 2 - YouTube](https://www.youtube.com/watch?v=1Gw3009QOdQ)   [**https://youtu.be/ch4ekVTuS5o**](https://youtu.be/ch4ekVTuS5o) | | | |
| Attachments | audio/visual 6.26 minutes | | | |
| **Segment plan content6.266** | | | | |
|  | Teaching and learning activities linked to purpose | | High level script (key points/questions) | |
| **Activate**: Activating prior learning, knowledge of contexts and relationships | *Prior Knowledge is activated*  *Learners will be able to:*   * *make connections to prior knowledge and experiences with texts about Greedy Cat.*   ***Slide 2***    ***Prepare this on the whiteboard prior to the lesson***   |  |  | | --- | --- | | **Title** | **What Greedy Cat looks like** | | **What Greedy Cat likes to eat** | **What Greedy Cat Does** |   ***Prepare on the whiteboard underneath the above table: Actions (This is for later on in the lesson)*** | | [**https://youtu.be/ch4ekVTuS5o**](https://youtu.be/ch4ekVTuS5o) **49 seconds**  *Kia ora, talofa, kia orana, malo e lelei and a big hello to you all. Kia ora and Malo to Marama and Lita for getting us ready for our learning today. I found myself singing along and doing the actions too. Did you? I am excited about our new learning because our story is about one of my favourite book characters: Greedy Cat. I have read lots of stories about Greedy Cat and how he gets up to so much mischief. Sometimes he is naughty and doesn't do what he is told! Can you imagine that!*  *In today’s story we see that he is up to his old tricks! Greedy Cat has to do some problem solving due to the situations he finds himself in. We often have to make decisions about tricky situations, don't we, especially when we are in a new situation. We need to think about what is the right decision to make. Greedy Cat finds himself in a new situation and this poses a problem for him. We are going to see if he makes the right decision to solve his problem. We are being very enterprising which means we are trying something new and thinking of clever ways to solve problems.*  *I’m sure you will be familiar with Greedy Cat and his antics. Let's look and see if these books are familiar**to you.*  **S*LIDE 2***  *Do you see your favourite story about Greedy Cat? (Read the titles) My favourite one is* **(\*\*\*ADLIB\*\*\*).** Which one’s your favourite?  *Can you help me to describe Greedy Cat from what you remember of your favourite story about him. Let's see if we can make a chart about him. I am going to write our ideas on the whiteboard.*  *I am going to write in 4 squares. In the first square, let’s write the title - Greedy Cat - and the name of the author - Joy Cowley. Next, I’m going to write what we remember about Greedy Cat. Can you help me by telling me what Greedy Cat looks like? I remember that he:*   * *Is a large orange fat cat* * *Has a bottomless puku (which means ‘Stomach’ in Māori)* * *Has sharp claws*   *Now let's think about what Greedy cat likes to eat:*   * *he likes chocolate cake* * *he likes sausages*   *Can we think of some of the things he does?*   * *he sneaked down to school to eat the students’ lunches* * *he stopped off to the market and caused mischief*   *We have remembered a lot of details about Greedy Cat. Sometimes Greedy Cat gets into trouble because he does not make good decisions, like when he sneaked off to the market and caused all sorts of problems.*  *As readers and writers today, we are going to focus on two main things*   * *to ask ourselves questions about the story that help us think about the choices Greedy Cat makes and if they are the right ones.* * *the second thing we are going to learn is how the author: Joy Cowley, uses describing words to help us as readers picture what is happening in the story and to make it an exciting story to listen to.* | |
| **Learn**: Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning | ***Slide 3***    ***Slide 4***    [***Go to the NZLA website and see what these signs look like in action if unsure from pictures***](https://www.nzsl.nz/)  ***Slide 5***    ***Slide 6***    *Learners will be able to:*   * *discuss the reason why Greedy Cat was not allowed inside* * *decide whether this is fair or unfair decision and justify their answer*   ***Slide 7***    ***Slide 8***    *Learners will be able to:*   * *talk about their response to the text and what they enjoyed about it*   ***Slide 9***    *Learners will be able to:*   * *explain if the main character made the right decision to solve the problem* * *decide if there is a better solution to the problem*   ***Slide 10***    ***Slide 11*** | | *Before we listen to the story, I have been doing some new learning myself. Sometimes new learning can be a challenge but it is good to give it a go. Would you like to see what I have learnt?*  ***SLIDE 3***  *ngeru pukunui means greedy cat in Te Reo Māori. Remember ngeru means cat, puku means stomach and nui means big so greedy cat is a cat with a very big stomach!*  *Can you try it with me? Ngeru pukunui. Tino pai te korero Maori, you picked that up quickly.*  *Now for my next new learning*  **SLIDE 4**  *This is the New Zealand sign language for Greedy Cat. Did you know that sign language is the third official language of New Zealand as well as English and Maori.*  *Shall we try signing together? (Demonstrate) First in English and now in Maori. Miharo, amazing your signing is spot on!*  *You could share your new learning with your whanau and with your teacher and class when you return back to school. (Presenter show thumbs up which is the sign for awesome, great)**This is the sign for awesome, great, tino pai*  *Now let's find out what Greedy Cat is up to today and what decisions he has made. Firstly, we are going to look at the cover of our story today:*  **SLIDE 5**  Greedy *Cat and the Chooks. Do you know what chooks are? Can you tell your whanau what they are?* *The picture gives you the clue, doesn't it? Yes, you are right they are chickens. Chooks is another word for chickens. Heihei is the Maori word for chickens and Moa is the Samoan word for chickens. What do you call chickens in your family? Perhaps you know what Greedy Cat is in another language and you could teach your class that one as well. What do you notice about the cover of the story? Did you notice it has a title and it is called Greedy Cat and the Chooks. (point) The title lets the readers know what the story is going to be about. I bet you noticed that it tells us who wrote the story. Joy Cowley is the author and the person who illustrated the story is Robyn Belton.*  *Good readers always have a purpose for reading. Our purpose is to ask questions as we read to think about what's happening in the story and to find out if the decisions made are good choices.*  *We are going to start with page 1 and I am going to help you think of some questions to sort out our purpose for reading.*  ***SLIDE 6*** *I wonder if Aunty lives a long way away from Kaitie or maybe close by? This might be Greedy Cat’s first visit to Aunty’s house. This might be a new situation for Greedy Cat to cope with.*  ***SLIDE 7***  *Do you think it is fair or unfair that Greedy Cat is not allowed in the house? Talk with your whanau to decide whether it was fair or unfair that Greedy Cat had to stay outside.*  *What did you decide? I am thinking it is fair as Aunty may not like cats and doesn't want to have a cat inside, or she might even be allergic to cats. She tells us the reason - she doesn’t want fur and mess on her furniture. By the look on Greedy Cat’s face he certainly didn't think it was fair at all.*  *I have another question I would like you to think about while you are listening to the story.*  *Do you think that Greedy Cat makes good decisions to solve his problem?*  *Hmm that will be interesting to see what Greedy Cat decides.*  *Let's listen and see how this story unfolds.*  ***SLIDE 8***  *Did you enjoy the story? What was your favourite bit?*  ***SLIDE 9***  *I enjoyed the story especially when the rooster came out and shooed Greedy Cat away and strutted about crowing and squawking. He sure showed Greedy Cat that he was the boss of the hen house. Korero with your whanau about what you thought of this story.*  *Remember I asked you to think about whether Greedy Cat made good decisions to solve his problem of being hungry? Here is the question I want you to think about*  **SLIDE 10** *Talk to your whanau and decide if Greedy Cat made a good choice. Also explain why you think this.*  *I think that Greedy Cat could have thought of a different solution and maybe pay back is not the right answer. Perhaps Greedy Cat could have waited his turn and not upset the chooks. That would have been a good solution to his problem. Sometimes when we find ourselves in a tricky situation, we need to make good decisions to solve the problem in a good way and not in a hurtful way to others. Payback is never a good decision. My last question to korero with whanau is this:*  ***SLIDE 11***  *(Do you think being naughty was the best way for Greedy Cat to solve his problem?*  *That's an interesting discussion. In my experience as a child, I would get into more trouble by being naughty, so I don’t think it is a good option to solve any problems. Did you and your whanau think the same as me? Good decisions come when we think about our actions carefully and decide what is the best option for everyone, but most importantly for ourselves. Greedy Cat may have thought upsetting the chickens was a good solution so he would be sent home where Katie would feed him, but we thought that they may have been better ways to solve his problem.* | |
| **Respond**: Providing opportunities to use and practice |  | | *Joy Cowley uses lots of verbs to describe how Greedy Cat behaves in the story. This helps us to visualise or play the story in our head. I am thinking we could pretend to be Greedy Cat and show our whanau how he behaves. While we are acting out what Greedy Cat does, don't forget to make the noises that you think Greedy Cat would be doing.*  *I will write the words on the whiteboard so we can remember what they are -**hissing and growling, chasing stomping, sneaking, diving, creeping, pouncing. Now follow me (act out the verbs)*  *That was fun, wasn't it? I love the way you were such great Greedy Cats. Do you have a cat at your house that sometimes behaves like Greedy Cat? Does your cat get into mischief like Greedy Cat? Sometimes my cat hides in the clothes horse and when you walk by, he tries to scratch you with his paw. It always gives me a fright even though my cat thinks it is a game. There are times when my cat is just like Greedy Cat, especially when it comes to eating. It seems like my cat is always waiting by the fridge like Greedy Cat, wanting to be fed.* | |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next | *Learners will be able to:*   * *create a book of their own which will feature some descriptive facts and some action facts*   *Slide 12* | | *Today we learnt how asking questions helps us to understand the story and also to get us to think about making the right choice when we need to solve a problem. We also learnt how an author can use verbs to make the story exciting and to help us visualise or see the story in our head. Now it is time for you to do some mahi on your own.*  *Earlier on we wrote down some descriptive facts about what Greedy Cat looks like and what he likes to eat. We also included some action facts about what he likes to do.*  *Let’s be an author like Joy Cowley and create a book to take to school and share with your teacher and class.**Do you have a cat? If not, your book could be about Greedy Cat.*  *Let's have a look at how you can set it out.*  *Get a piece of paper and fold it in half. The front page can be your cover*  ***SLIDE 12***  *Write the title of your story. You could use your cat’s name. Illustration is a big word for a picture. Remember that the author is you so put your name*  *On the next page: describe what your cat looks like*  *On the other side: describe what your cat likes to eat*  *On the back page describe what your cat likes to do - these are action facts. Remember to include some of those action verbs we learnt about like sneaking, growling, pouncing.*  *On the inside cover you could add some details about you as an author. You could ask your whanau to help you write your book, maybe even be the illustrator - the person who draws the pictures.*  *I am sure your teacher and class would love to see your book about your cat or Greedy Cat.*  *Before we go let's practice our sign for Greedy Cat in both English and Maori. (Demonstrate) Ka rewa - that's awesome!*  *Did you learn something new today? Give yourself a thumbs up, thumbs to the side or thumbs down to show how much you learnt…*  *I am loving all those thumbs up. Make sure to share your new learning and your book with your teacher and class. I'm sure they would love to read about your cat or Greedy Cat. Enjoy making your special book. Have a great day.*  *Tolofa lava, ma te wa. (one of the signs for goodbye is waving)* | |