Home Learning TV – Lesson Plan – 13 September

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| **Segment lesson planning details** |  |
| Title for segment: | Suzy the Farmer |
| Year levels *(e.g. Yrs1 – 3)*: | 1-2 |
| NZC learning areas/ KCs:  | Mathematics and StatisticsParticipating and ContributingThinkingUsing language symbols and textsManaging Self |
| Purpose of lesson:(What learners will learn based on the above) | The problem may be solved with different combinations of these components.* Counting one to one
* Counting on
* Equal sharing
* Partitioning
 |
| Success Criteria – students will be able to:(how they will know when they have learnt it) | Students will be able to use counting or additive thinking to count groups of objects and/or use partitioning strategies to add groups of objects. |
| **Segment content/context details *(describe)*** |
| Māori content/context: | Using Māori numbersSome vocabulary in te reo Māori | Pasifika content/context: |  |
| Learning Support content/context: | Scaffolding and differentiating to “show” how to one-to-one count. | Other (specify): |  |
| **Segment production details** |
| Teacher talking time: |  | Studio requirements: |  |
| Equipment requirements: | Toy farm animals – fencing for paddocks / a “barn” or space to show where animals are hiding.Paper or whiteboard plus vivid/whiteboard marker |
| **Segment links and attachments *(list all links to recordings or attachments, the source and confirm that copyright permissions are granted)*** |
| Links to recordings /resources | Suzy Cato’s “Suzy the Farmer” recording (or read aloud) <https://www.youtube.com/watch?v=ir51aetbjSQ> |
| Attachments  |  |
| **Segment plan content** |
| Stage | Teaching strategies linked to purpose  | Learning tasks and activities | High level script (key points/questions for presenter)  |
| **Beginning of lesson:**Activating prior learning and relationships10 minutes | Setting the scene and context for the learning. Some literacy links and questions to the audience about farms and farm animals. | Suzy the FarmerSuzy Cato’s story. | Presenter (Suzy Cato) starts the lesson with the collection of her farm animals and soft toys. *Aue! I’ve just found my collection of farm animals which reminded me of a story called Suzy the Farmer and what happened to her one day on the farm. Me titiro mai.**Have you ever been on a farm? Or maybe you live on a farm? What do you think we might see in the story? What animals do you think we will see in the story?*[Play story](https://www.youtube.com/watch?v=ir51aetbjSQ)What did you notice in the story? What animals did you see? Did you see a poaka pig? Did you see a kau cow? What did you notice about the surroundings? Did you see a paddock?Back to Suzy with her farm animals with some farm animals arranged in “paddocks”. Presenter is placing farm animals in their paddocks. |
| **Main part of lesson (a) :** Introducing learningReinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning  | Modelling counting and counting strategies. | Mathematics problem solving – using counting, addition and subtraction by grouping and sorting objects. | *I’ve got a problem!* *Some of my farm animals kararehe went and hid in the barn . But here … some of them are in the paddock! I’m not sure who is hiding in the barn and I need to find out!* *So I’ve got 24 rua tekau ma whā animals on my farm all together – I’ve got some sheep, some cows, some horses, some chickens and some pigs.**Let’s see how many animals I have got out here in the paddock – can you count with me?*Have groups of animals arranged in the “paddock” – 3 sheep, 3 horses, 4 cows (or pigs) and 4 chickens)*Can you tell how many of each animal I’ve got.*Suzy adds up the different types-eg*Tahi, rua, toru …1-2-3 – I’ve got 3 sheep.**Tahi, rua, toru 1-2-3 – I’ve got 3 horses**Tahi, rua, toru whā 1-2-3-4 – I’ve got 4 cows (or pigs)**Tahi, rua, toru whā 1-2-3-4 – I’ve got 4 chickens too!* |
| **Main part of lesson (b)**Providing opportunities to use and practice  | Students use/apply methods such as skip-counting, making ten and counting on to solve a problem. |  |  *Okay – I need to add - what is 3+3+4+4 …*Suzy shows the groups of animals as above and writes the equation on board/paper with vivid.*Pause**What is a strategy we could us to add these numbers up? Is someone else watching with you that could explain the strategy you would use?*I could count them all up, or I might use doubles to help me … hmmmWhat do you think?*Double 3 is the same as 3 plus 3. That’s 6!**Double 4 is the same as 4 plus 4 – that’s 8 waru!**Now I need to figure out what 8 plus 6 is…*Suzy puts up 8 fingers – using one hand plus thumb and first two fingers, leaving little finger and ring finger folded. *Well I know 8 and 2 more makes 10 tekau.* Suzy puts the two “hidden” fingers up to show 10 fingers. *And tekau plus 4 more is 14! So I’ve got tekau ma whā animals out here in the paddock!*Eg:*Hmmm so how many of my farm animals are hiding in the barn? E hia?**I should have 24 animals all together. If there are 14 out here in the paddock, how many are in the barn? What do I need to do to find out?*Suzy could again use fingers to show as follows.*If I start at 14 I can jump up to 20!* start at 14 and count up – firstly to 20 (a jump of 6) then another jump of 4 to get to 24. Modelling 6 and 4 Using fingers one by one showing first finger (thumb) as 15, then next finger saying 16 – all the way to 20.*How many fingers did I use to count to 20 – see six –* showing the five on one hand and thumb from second hand.Then counting up from 20 to 24 by showing final four fingers.*21,22,23,24! How many fingers have I used to count from 14 up to 24? Tekau – ten!**So there are tekau, 10 animals hiding in the barn. What animals might be hiding in the barn?*I know there are 10 animals hiding in the barn – some of them are chickens and some of them are pigs and sheep.What are some other addition problems you could do? Can you work out these?2+34+56+7+8+8Which strategy are you using? Counting one to oneCounting onEqual sharingPartitioning  *Ka pai! Thanks for helping me out with my farm animals today!* |
| **End of lesson:**Learner and parent reflection on learning and engagement and what they can do next | Practice grouping and counting different objects.Activities where children can predict equal groups leads to early algebraic thinking. |  | *I’ve got a new challenge for you to try at home. You could draw a picture and count the legs on animals!**I could draw 6 ducks floating on a pond .. how many ducks legs would be underneath the water?**Why don’t you make a picture that would have 10 legs? How many animals would you draw? What animals would you draw?* |