Home Learning TV: Middle Literacy 

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| **Segment lesson planning details** |  |
| Title for segment: | Middle school language and literacy lesson 2 Bledisloe Cup |
| Year levels *(e.g. Yrs1 – 3)*: | Middle years 4-7 |
| NZC learning areas:  | English |
| Purpose of lesson:(What learners will learn) | Students will learn how to gather and use ideas within text |
| Success Criteria – students will be able to:(how they will know when they have learnt it) | Use text to learn about the creation of a new productDescribe the steps in the design process Use this process to create their own new product   |
| **Segment production details** |
| Equipment requirements: | An egg carton for presenterSlides provided  |
| Copyright requirements:Please be specific: Source (*Seven Sizzling Sausages* by Sam Smith –url link to the source), intended use (to demonstrate alliteration), and length (timings for video clips) |  |
| **Segment links and attachments *(list all links to recordings or attachments, the source and confirm that copyright permissions are granted)*** |
| Links to recordings /resources | Original text for reference This is a level 2 text from the connected series titled Winning the Bledisloe Cup by Neale Pitches<https://instructionalseries.tki.org.nz/Instructional-Series/Connected/Connected-2014-level-2-How-Do-You-Know/Winning-the-Bledisloe-Cup> |
| 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 relationshipsSLIDE 2SLIDE 3SLIDE 4 | *Teacher greets students**Teacher poses true/false question to link to students’ prior knowledge of Bledisloe Cup and engage students in today’s content for learning**Show slide 2 – the Bledisloe Cup Awarded to horticulture**Teacher explains to students that there are two different types of Bledisloe Cups! And the cup they are looking at today is a cup awarded to market gardening**Show slide 3 that contains a definition of horticulture from the article used to support this lesson**Make connections to students’ prior knowledge of horticulture/ gardening/market gardening in their own home region and own whānau/anau/ainga**Show slide 4 and read descriptions of citizen scientists and innovators* | *Mōrena tamariki mā, Tālofa Lava, Mālo e lelei**Teacher shares slide 2 as the background slide for her introduction**Today, I have a query to pose to you as we start our lesson. It is a true/false question: is the following statement true or is it false?**You can win the Bledisloe Cup without kicking a rugby ball or making a tackle.**What do you think? He aha to whakaaro?**Talk to your family/ whānau /lou aiga/kaiako or a friend, and tell them what you think – true or false. Ask they what they think. Did they agree with you?**How did you get on? Pause 3-5 seconds**Well – it’s true - The winners of the Bledisloe Cup in our text today don’t even play rugby – they are market gardeners. They grow vegetables for a living. There are actually two Bledisloe Cups: one for rugby and one for horticulture.**Teacher shares and* ***reads*** *from slide 3**Do you know what horticulture is? Here is a definition (teacher reads definition from slide 3)**Horticulture is the science, technology and business of growing plants. It includes growing fruit, vegetables, flowers and shrubs. Horticulture is important to New Zealand’s economy, and it’s also important to our health and enjoyment of life**We often use the words gardening, market gardening, and agriculture when we talk about horticulture. These are synonyms for horticulture. In other words, these words mean the same thing (or close enough) as the word “horticulture”. Perhaps you have gardens that grow plants, fruit, and vegetables near your home or kura. Businesses that sell these things are horticulture businesses.**Think of the plants, fruit and vegetables (huawhenua) enjoyed by your whānau /anau/ainga/family. Think of how you have grown these plants – and how members of your whānau/anau/ainga/family have gardened. Perhaps some of you grow fruit and vegetables at home or at your marae and churches. Other people might buy their fruit and vege from supermarkets or fruit and vege shops**Share slide 4.* *Say the following script**Today, we are going to learn about two people who contributed greatly to horticulture in New Zealand. They are Joe and Faye Gock and they worked in market gardening all of their lives. They became Bledisloe Cup champions for their work solving problems within the market gardening workforce. Their solutions helped not only themselves – but many other people involved in horticulture. Joe and Faye have been described as* ***Citizen scientists*** *and* ***innovators*** *for their work in identifying and solving problems. They not only identified problems – but they found ways to solve them.****Now Teacher to Read from slide 4*** *the definitions of citizen scientists and innovators**This slide has the definitions of citizen scientist and innovators on it* |
| **Learn**: Introducing learningReinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning SLIDE 5SLIDE 6SLIDE 7SLIDE 8SLIDE 9SLIDE 10 | *Introduce, explain, and clarify the success criteria for today’s lesson with students – show slide 5 and read from this**Introduce the design process used by the Gocks. Share and unpack the steps on slide 6**Show slide 7 and talk through****Note – the teacher can either refer to slides provided in this next section or draw the table (as per slide 7) on a whiteboard and fill it in as she identifies*** 1. ***The problem***
2. ***Action 1***
3. ***Action 2***
4. ***Solution***

*Show slide 8 and read aloud**Teacher shows slide 9* *Teacher shares slide 10 and discusses the information in each section****Note*** *– an example of a completed table – for teacher reference – is provided in* ***slide 10******Refer to slide 5 success criteria and fill in for the first success criteria***  | *In our mahi today, we are going to investigate the design process undertaken by the Gocks to solve their problems. A design process is a series of small steps that we can use to solve a larger design problem. It is a step-by-step process. Then we are going to create our own product to solve a problem.* *Share slide 5. Let’s review our success criteria for today. Teacher reads from slide 5 We will be successful when we have:** *used text to think about the creation of a new product.*
* *described the steps in the design process.*
* *used this process to create our own new product*

*Okay! Ka pai. Now to our next step**Share slide 6**Today we will examine a problem the Gocks solved using the following design process. This will help us understand the steps in the design process and then help us with our own task.* *This slide illustrates the design process undertaken by the Gocks. We can see the five steps of questioning, collecting evidence, experimenting, collecting more evidence and applying that evidence.****Let me explain*** *– the Gock’s solved many problems**They did this through a process – which is called the design process. The process involves* *Questioning – asking questions to understand the problem* *Collecting evidence – looking for examples**Experimenting – giving ideas and actions a try**Collecting more evidence – looking for more examples**Applying that evidence – using what they discover**Share slide 7**Now let’s look at the problem the Glocks solved using this design process. I have summarised this process in a table – let's take a look (show slide 7)**Let’s read and find out what the first problem the Gocks solved using this design process. Read along with me. (Show slide 8 and read aloud)**Ask – What was the problem? What changes were made?* *Talk to your family/whānau/anau/ainga/kaiako or a friend and tell them what you think.**Teacher shows slide 8 and READS from it**Then teacher shares - When I read this, I remembered times when I had bought broccoli. I remembered that if I left it out of the fridge for too long – or did not eat it in time – it would go yellow and limp. This helped me understand the problem the Gocks were trying to solve. I’m going to add this to the table under “problem”**Now let’s re-read what they did as they collected evidence, experimented and analysed to see if this first solution worked.**We know that they tried many different solutions – and that eventually they learned that ice worked! Let’s add this to our table. I noted that they needed to try out a range of ideas before they discovered that ice worked. This reminded me that sometimes when we are solving problems the answer does not come immediately and we need to try many different things – just like the Gocks did!* *Think about what will go in the next part of the table.* *The Glocks had another problem. Let’s read to find out what it was.**Teacher shows slid 9 and reads from this**Can you remember what it was? Talk to your family/whānau/anau/ainga/kaiako or a friend about this problem**Here’s what I thought. Did you identify the same problem?* *When making changes the Gocks had to think about a container, one that needed to be strong but also lightweight. The outcome was the design of a polystyrene box. Take a look at the box – you can see that it is a white box that is strong and durable. Polystyrene is a kind of plastic.**Teacher shares slide 10 and reads below**Let’s look at the information summarised in our table. We can see the problem was that broccoli did not keep very long. We learned that the first action was to try to cool it in the fridge and spray it with water. We found that ice worked best.**But – this caused a second action – they had to find a way to transport the broccoli and the ice. The solution was a new invention – a Gock box!**Let’s summarise what we have done so far – if we look back at our success criteria what have we achieved?**Are we able to describe the steps used in the design process? I think so - Ka pai Tell your hoa/friend/whānau what you have learned... Now to the next task* |
| **Respond**: Providing opportunities to use and practice SLIDE 11SLIDE 12 | *Teacher has an egg carton to show students during this part of the lesson. Teacher tells students information about the problem people had with transporting eggs and how the egg carton was designed to solve this problem**Teacher demonstrates as they read this section* *Teacher explains the task. Teacher may show some items to support this – e.g., a heavy can, a box, 2 tomatoes etc**Teacher shows slide 11 and guides students through the steps to identity a problem – take action and plan to create their own new product**Teacher makes a list of materials that they might use – these are written on slides or on whiteboard**Materials could include cardboard from packaging, boxes of different sizes, empty containers**Slide 12 could also be used here – it has been designed to include examples of materials from recycling at home that could be used as ‘compartments’ in a shopping bag/carry vessel* | *Now I am going to tell you about another problem and a solution that we are all familiar with. Did you know that many years ago eggs were carried in baskets. But there was a problem. The eggs in these baskets tended to break when people carried them from one place to another. So, people tried to come up with a solution to this problem. First, they invented an egg box with strips of cardboard to keep the eggs separated. Later, people tried using cut, folded and glued cardboard. Through trial and errors, these cartons developed into the egg cartons we use today. They keep eggs from cracking, allow other items to be stacked alongside them and allow shops and supermarkets to stack eggs one on top of another without breaking.* *Again, we can see that a problem was identified, actions were taken, changes were made until the problem was solved. That has led me to think about a problem I often have. When I go to the supermarket or store, I often buy lots of different things. I put them in the same bag to transport them home. BUT some things get squashed, other things might spill, some things are too heavy, some small things get lost in the bag. Some items have stiff outer coverings (boxes, cans, bottles, etc.). Some have flexible outer coverings (coffee beans, rice, etc.). Some of my vegetables and fruit, like mushrooms and tomatoes, need protecting. Oh dear!* *So now it’s your turn to be a citizen scientist. We are going to design our own new product to solve this problem. Using what we know about the design process – your task is to design a shopping bag/or shopping box or some kind of carrying vessel for yourself and/or members of your whānau. Kōrero with whānau to find out what might need to go in your shopping bag and think about what items might need to be separated and how you might do this.* *Using the table on this slide – begin the process of identifying your problem and taking action.**Let’s record the problem you are setting out to solve**Plan out your first actions – you will need to think about and plan* *What your shopping bag/box carrying vessel will look like –**What will it be made from?**What materials will be used? Think about materials that are sustainable and are locally provided? Think about materials in your own community.**How might you create sections within your design to hold different items?**Think about how your whānau might use what you create – what it will need to do and how they might use it (e.g., carry it on your back, hold with your hands). Talk with whanau about the different vessels they might use and why.**You might like to sketch your ideas and think about the materials you have at home that you would use. You also might like to think about the cultural design you might use e.g., a design that connects to or reflects the word kai, meaai (Samoan word for food). Ask yourself – will different cultures use a different kind of vessel? How might this influence your choice?**I will make a list of some materials I might have at home that I could use in my design while you do the same for yours - (include here materials such as felt pens to draw designs, needle and cotton, old boxes that students could decorate and put in the car - with compartments)**How did you go? Ka nui te pai?**Were some of your materials the same as mine – and were some different? Ka pai!**Now you are ready to create your own shopping bag/carry vessel that will store and look after all the different items you buy.* *You will need to remember to go through the design processes we have learned about today* |
| **Share**: Learner and parent reflection on learning and engagement and what they can do nextSlide 13**OPTIONAL** SLIDE 14 | *Teacher directs students to Slide 13 – the success criteria for today and asks them to self-assess* *Debrief prompts student’s reflection on learning outcomes and progress**Includes opportunity to share learning or learn together with whanau, HLTV or others* * *Reiterates the task if done outside of the lesson*
* *Introduces ‘independent learning’ through a provocation*

*Guide whānau* | *Let’s check back on our goals for today. What have we been able to achieve? How successful do you think we have been today?**Share what you have learned with your friends/whānau/ lou aiga/ family.* *Now that you have completed your plan it’s time to create your own innovative shopping bag/carry vessel.**Invite your friends/ whānau/lou aiga/ teacher/Kaiako to help you with this**You might like to take a photo of your design when you have completed. Share what you have designed with family and friends. Perhaps a friend has tried this design activity too!* |