Home Learning TV: Junior Literacy 

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Segment lesson planning details** |  | | | |
| Title for segment: | The Missing Socks | | | |
| 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   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   SOCIAL STUDIES Level 2   * Understand how people make choices to meet their needs and wants. | | | |
| Purpose of lesson:  (What learners will learn) | **Learners will:**   * identify the problem in the text and how the character solved it * learn how to write a plan to organise their ideas for solving a problem * write using action details and dialogue | | | |
| Success Criteria – students will be able to:  (how they will know when they have learnt it) | **Learners will be able to:**   * make connections to their prior knowledge and experiences to make predictions * draw on multiple sources of information, for example: language choices, context, and/or illustrations to make meaning * use a planning framework to identify a problem and think of possible solutions (Being Enterprising) * use the plan to create their own story about losing something. | | | |
| **Segment content/context details *(as appropriate)*** | | | | |
| Māori specific content i.e. the learning draws on Mātauranga Māori: | * Greetings, Farewell, Affirmations * A universal experience for all learners * Specific te reo Māori vocabulary used in context:   ngaro (missing or lost)  i rapu (looked for) | Pacific specific content i.e. the learning is focused on Pacific knowledge: | | * Greetings * A universal experience for all learners * Specific Samoan vocabulary used in context: leiloa (missing or lost)   vaavaai mo (looked for) |
| **Segment production details** | | | | |
| Equipment requirements: | Whiteboard, whiteboard pens or chart paper and marker pens | | | |
| 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 Missing Socks” by Bernadine Ngaheu. – Ready to Read (Blue)  “Lost Again” by Kylee Goodwin. – JJ 47 (Level 2) | | | |
| **Segment links and attachments *(list all links to recordings or attachments, the source and confirm that copyright permissions are granted)*** | | | | |
| Links to recordings /resources | <https://drive.google.com/file/d/1C14AK2EH_1SbUjnGiCfSXzRo1t-1bMoU/view> | | | |
| 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 relationships | * make connections to their prior knowledge and experiences   ***POWERPOINT - SLIDE 2 (Look at pictures on slide to predict where the keys might be).***    ***SLIDES 2-5 - No audio recording - Presenter to read the poem*** *(approx 1.30 mins) (Read slowly so the students can read along with you)*  **Words to write on the whiteboard** (write in a list down the side of the board):  scoured  looked (i rapu, vaavaai mo)  hunted  searched  combed  ngaro (te reo Māori for missing or lost)  leiloa (Samoan for missing or lost) | | **(\*\*\*ON CAMERA\*\*\*)***Kia ora, Talofa lava, bula vinaka, hello.*  *It's great to see you again.  A special welcome to our learning time for those who are joining us for the first time. I’m looking forward to sharing some learning with you today!*  *Have you ever lost something?  You might have looked and looked, but still couldn’t find the missing thing. Losing something and trying to find it is a problem and sometimes we need to try lots of things before we can solve our problem. Today we are going to read a poem and a story that tell us about some characters and how they tried to solve the problem of their missing belongings.*  *(Optional joke, now where did that book go? I can’t find it anywhere, oh* *yeah we are reading it on the slideshow)*  *Now, have a think about something that you have lost. Tell your whānau what it was that went missing.* ***PAUSE.****Maybe it was your shoes, or your sunhat or maybe it was your book bag or a library book.  Losing these things sometimes makes us a bit worried and a bit cross.  Think about where you found that thing and who helped you to look. Maybe someone else in your family has lost something and you have all had to help them to look for it. In my house it is the car keys that go missing all the time.  I wonder why that is?*  **(\*\*\*POWERPOINT OS\*\*\*)** *Here is a poem that talks about Mum’s missing keys. It is called Lost Again, by Kylee Goodwin.  This will help us to think about what it is like to lose something and how that feels. As we read it, you could think about who helped Mum and where they looked.*  **(\*\*\*POWERPOINT FF\*\*\*)** *The pictures might give us some clues. These will help us make a prediction. Where do you think the keys are?  Let’s read together.* ***Presenter to******read the poem 1.30 mins***  **(\*\*\*ON CAMERA\*\*\*)***Well, that was a funny poem - fancy even looking in the toilet!! That made me laugh!  The children and Dad helped Mum to look for her keys.  Did you notice all the places they looked?  I noticed that they were looking all over the house - the lounge, the hall, the kitchen, the bathroom … and the toilet. Oh yes, and the front door - why might they look in the front door?  Where did they find them in the end?*  *Yes, on the hook.  That must have been where they were supposed to be. Did you predict that they were on the hook all the time? That’s what I thought was funny.*  **(\*\*\*WHITEBOARD\*\*\*)***Have you heard the word scoured before?* ***Write scoured on the whiteboard.*** *“We’ve scoured the living room and the hall”.  I think it means that they looked extra carefully and very thoroughly.  I wonder what other words you can remember from the poem that were used to talk about looking? Let’s write them here, so that we can use them later in our writing. They will be very useful verbs to use when we write about the actions of someone looking for something as they try to solve their problem. We can also use some Māori and Samoan words here, or maybe you could suggest some others from your language.* **(\*\*\*ADLIB\*\*\*)** | |
| **Learn**: Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning | * make connections to their prior knowledge and experiences to make predictions * draw on multiple sources of information, for example: language choices, context, and/or illustrations to make meaning   ***POWERPOINT SLIDE 6 - Video “The Missing Socks” 3 minutes***  <https://drive.google.com/file/d/1C14AK2EH_1SbUjnGiCfSXzRo1t-1bMoU/view>   * use a planning framework to identify a problem and think of possible solutions (Being Enterprising)   **Grid / Plan - Have this ready on the whiteboard or draw it as you talk. Bullet point - no sentences.**    **SLIDES 8 and 9** | | **(\*\*\*ON CAMERA\*\*\*)***The book we are reading today is about someone who has lost something important. We are looking at how the author shows us what the character does to try to solve his problem.  Next, we will think about a time that we have lost something and then write a plan to help us find it if we lose it again.*  *What is another thing that goes missing in your house?  Sometimes socks go missing in my house – not two, but just one.  That can be very annoying.  In our reading today we are going to read “The Missing Socks” by Bernadine Ngaheu.*  **(\*\*\*POWERPOINT FF\*\*\*)** *Let’s see if we can predict what might happen in the story. Good readers make predictions before they read. They use what they already know to help them understand a new story or poem Sometimes the cover gives us a clue.  This is Jack and this must be his bedroom.  What else can you see?  I can see a rugby ball on his bed and some boots under his table.  What’s this on the bedside table? I think it is his mouthguard.  I wonder if that tells us that he is looking for his rugby socks – that would be a good prediction to make, because the pictures give us a clue. We’ll have to read to check this out.  Before we read, let's also look at the title page.  Maybe this is Jack’s dog.  What do you think the dog is doing?  I wonder if we can make a prediction about this story from this picture?  PAUSE.  Let’s read and find out where the missing socks have gone.* **(\*\*\*ROLL VT\*\*\*) *The Missing Socks 3 mins***  **(\*\*\*ON CAMERA\*\*\*)***So it was his rugby socks that he was looking for.  Our prediction was correct.  Did you predict that the dog, Noodles, was smelling Jack’s socks? Tino pai. I didn’t predict that the socks would be in his boots.  Did you?  Tino pai, you are getting good at predicting what might happen in a story. That makes you a good reader.*  *Did you notice that the story started with Jack getting ready for rugby?  That is called setting the scene and is part of the introduction.  Then we read that Jack had a problem - he couldn't find his boots. All good stories have some sort of problem in them. What the character does to solve the problem is what helps it to become a good story.  Let’s now think about how the author showed us ways Jack was trying to solve his problem and let’s see if we can use those ideas for solving our own problems when something goes missing.* **(\*\*\*WHITEBOARD\*\*\*)***To help us I have drawn a grid to record our ideas on. This will become our plan.  If you have paper and pen handy you could make your own plan.  You could fold your paper into four boxes or draw some lines like I have done on mine. PAUSE. Let’s write in this box first: “Where to look.”  In the story Jack looked in the bedroom, in the kitchen, the lounge and the garage. In the poem we read earlier, we heard that the children looked in the lounge, the hall, the kitchen and the bathroom.  I’m going to think about finding my keys, so I am going to write: in the car, in my bag and in the kitchen.  Have you decided what you are looking for? Maybe it is your book bag or your sunhat.  Where might you look? These are all ideas to solve the problem of the missing thing.  PAUSE. Now let's go to the next box.  “Who could I ask for help?” Jack asked Dad, Mum and Nana.  I could ask my friend or my daughter.  Who might you ask? PAUSE. In the story Jack asked people in his whānau. Do you have a pet at home that might help you find something missing like Jack’s dog? Or maybe your pet is the reason things go missing!   It is a good idea to ask your whānau first or if you have lost something at school to ask your teacher to help you. The next box is “What else could I do?”  Mmmm … this is where we really need to start thinking hard. If we are enterprising or creative here, we might be able to solve our problem. That means that we will need to try an idea that we might not have tried before.   In The Missing Socks, Jack asked the dog. In the poem, Dad thought of where the keys were supposed to be.  Both those solutions made for a funny ending, which always makes a good story.  Mmmm …. I’m thinking about what would happen if my keys weren’t missing inside my house? What if I had dropped them somewhere outside, maybe even down the road? How could I get help from people I don't even know?  …..  I’ve got it.  I could make a sign or a poster.  Have you ever* *see the big book “Lost”?  In the story the boy finds a baby monster and decides to make a plan to help him to find its mother.* **(\*\*\*POWERPOINT FF\*\*\*) *SLIDE 8.*** *See, he wrote a plan, just like we are doing.* ***SLIDE 9.*** *His plan was to make a poster.  His poster said found at the top, but mine would need to say lost.  He hung his poster on the front gate. Maybe I should do that too or maybe hang it up on the window at the dairy.*  **(\*\*\*WHITEBOARD\*\*\*)***So, this is what I am going to write in my plan.  Make a poster and hang it on the gate.  What will be something else you are going to do? Maybe you could make a poster too.  PAUSE.  Our last box says: “How can I make sure that I don’t lose it again?”  To help us think about that one, let’s go back to the end of the story.  How did Noodles, the dog, know to look in Jack’s boots? Why do you think the socks were in his boots? What do you do with your socks when they are dirty? Talk with your whanau about what Jack will do with his socks after today’s rugby game.  PAUSE. Did you think that he should have put his socks in the wash as soon as he took his uniform off? Great idea. Now let's see if I can use that idea to make my plan so that I don’t keep losing my keys.  In the poem the keys had a hook, but I don’t have a hook in my house.  We put our keys on the top of the fridge.  Might that work?  Yes, I am going to write “put my keys on top of the fridge when I get home”.  That might work. What is your plan? PAUSE. Ka pai, great thinking.* | |
| Respond: Providing opportunities to use and practice | * use the plan to create their own story about losing something. * write using action details and dialogue   **Refer to plan, pointing to who. Choose a person to help.**  **SLIDES 10 AND 11**    **Refer to plan, pointing to where. Choose a place to look.**  **List of words on the whiteboard (from earlier)**  scoured  looked (i rapu, vaavaai mo)  hunted  searched  combed  ngaro (te reo Māori for missing or lost)  leiloa (Samoan for missing or lost)  **Writing sentences on the whiteboard.** | | **(\*\*\*WHITEBOARD\*\*\*)***Have a look at your plan.  A plan gives you great ideas for solving problems.  A plan is also a great way to organise your ideas before you start writing your own story.  I wonder if I could use my plan to help me write a story.  What might I call it?  What about “The Missing Keys?” Did you notice that the author used speech or dialogue to show Jack asking his whānau for help? Maybe we could role play asking for help. Let’s look at our plan.* ***(Pointing to who).*** *Who were we going to ask for help? I am going to ask Ann – she is my friend.*  **(\*\*\*POWERPOINT OS\*\*\*) SLIDE 10** *In the story it said: “Nana, have you seen my rugby socks?” said Jack. Now let’s try one of our own. I’m going to use this model here. I’m going to say “Ann, have you seen my car keys?” What could you say? Turn to someone in your whanau. Can you use the model to ask them about your missing things?* ***PAUSE.* SLIDE 11** *Now, let’s try another one. This one says “Mum, I can’t find my rugby socks”, said Jack. I’m going to use this model to try asking another friend.*  *“Josh, I can’t find my car keys”. Now it’s your turn to have a try. Tell your whanau, or if you have pen and paper, why don’t you write it down this time. You can follow our model and add in the speech marks as well.* ***PAUSE.***  **(\*\*\*WHITEBOARD\*\*\*)** *Now let’s use some ideas from another part of my plan. This section* ***(pointing to where)*** *in the plan was the ideas for where to look. I said I was going to look in my bag. I wonder how I might say that. I want a different word to looked. I’m trying to be a good writer by choosing the best words. Oh, yes, I could use the list of words that we made after we read the poem. Let me see, I want to use an action word or verb that shows that I was beginning to be a bit worried. How about hunted? I’m going to write that on the board. I hunted through my bag. Mmmm, is that the best word? I might think about that again. What if I used the word combed? I’m going to write that too. I combed through my bag. Yes, that verb gives the best picture. It sounds like I was looking at everything in my bag and getting more and more anxious. Now it is your turn to have a try. Where are you going to look for your missing thing? How might you use a verb or action word that best shows how you are feeling? Are you feeling really worried and maybe you were looking everywhere? Then you might use searched or hunted. Have a go – tell your whānau or write it down.* ***PAUSE.***  **(\*\*\*ON CAMERA\*\*\*)** *Tino pai, great mahi. Can you see how the plan gives us great ideas for writing? The best thing about a plan is that it shows all your ideas and thinking. It helps you to organise those ideas into a good sequence or order and to choose the best words and characters. It helps you to remember your ideas while you are writing. With the use of the* *plan, you have been able to identify the problem, work out some possible ways of solving the problem and come up with a great solution at the end. This is such a great plan you will be able to keep writing after we have finished today’s lesson. Tino pai.* | |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next |  | | *You might like to try some of these ideas at home.*  **(\*\*\*POWERPOINT FF\*\*\*) *SLIDE 14***   * *write about a time you lost something.  You could use your plan to make sure you include where you looked, who helped you and something else you did that helped.* * *tell someone in your whānau about your plan for finding lost things.* * *make a poster about something that you have lost.  Think about where you might display it for people to read.*   ***(\*\*\*ON CAMERA\*\*\*)*** *How did your new learning go today? …*  *Give yourself a thumbs up, thumb to the side or thumbs down to show how much you learnt. … What helped you with your learning? … He tino pai! The next time you are reading I wonder if you will be able to find the problem and discover the ways the character searches for a solution.*  *I wonder how you will be able to use your new kete of knowledge in your writing! Tino pai.  Make sure you share your learning with your whanau.*  *Mā te wā* | |