Home Learning TV – Lesson Plan

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| **Segment lesson planning details** |  | | | | |
| Title for segment: | Hooking into Writing Part One | | | | |
| Year levels *(e.g. Yrs1 – 3)*: | Years 4 to 6 | | | | |
| NZC learning areas/ KCs: | **English**   * Is reflective about the production of own texts: monitors and self-evaluates progress, articulating learning with confidence (processes and strategies) * construct texts that show an awareness of purpose and audience through deliberate choice of content, language and text form (purposes and audience) * form and communicate ideas and information clearly drawing on a range of sources (Ideas) * use a range of vocabulary to communicate precise meaning (Language features) * use a range of written features to create meaning and effect and to sustain interest (language features) * organise and sequence ideas and information for a particular purpose or effect (structure)   **Key Competencies**  Thinking is about using creative, critical, and metacognitive processes to make sense of information, experiences and ideas. Students will:   * actively seek, use, and create knowledge * reflect on their own learning, * draw on personal knowledge and intuitions, * ask questions, * challenge the basis of assumptions and perceptions.   Using language, symbols and texts recognise people use language and symbols to produce texts of all kinds.   * Interpret and use words in a range of context   Recognise how choices of language or text affect people’s understanding and they in which they respond to communications | | | | |
| Purpose of lesson:  (What learners will learn based on the above) | To   * understand that a narrative entertains or instructs * to be able to plan a narrative using the correct elements | | | | |
| Success Criteria – students will be able to:  (how they will know when they have learnt it) | Students will be able to   * write using the narrative structure- orientation, complication, sequence of events and resolution * use a plan to create their story * add detail to their plans | | | | |
| **Segment content/context details *(describe)*** | | | | | |
| Māori content/context: | Some use of te reo Māori, whānau based story, concept of ancestors | | Pasifika content/context: | Tongan family focus of the story | |
| Learning Support content/context: |  | | Other (specify): |  | |
| **Segment production details** | | | | | |
| Teacher talking time: | **20+ minutes** | | Studio requirements: |  | |
| Equipment requirements: | Whiteboard and markers, attached templates, dice | | | | |
| **Segment links and attachments *(list all links to recordings or attachments, the source and confirm that copyright permissions are granted)*** | | | | | |
| Links to recordings /resources | School Journal Level 3 August 2018, Ancestors by Simone Kaho (MoE resource) | | | | |
| 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 relationships | Teacher checks in with how learners and reminds them of previous strategies learned. Prompts them to think of how they used these strategies.  Teacher introduces theme of making connections. |  | | | Mōrena, bula and hello to everyone again. In the past few weeks we have been focusing in on strategies that help us understand and enjoy what we read. *We have started in the last few sessions to move into writing. Reading is breathing in… so looking at how authors share messages… and writing is breathing out, we use some techniques to share messages with others. We looked at how we join ideas (conjunctions) earlier in the week and had a go at putting several ideas into a sentence. Hopefully you had a go at continuing the narrative we started. Did you? How did it go? Did you read your story to someone in your whānau, or give it to them to read? Hopefully they enjoyed your story and you enjoyed writing it.*  The next 8 lessons will have a common theme of making connections. *Have you thought about how words connect people? Messages from an author connect them to you as a reader. As an author or writer, we get to connect our ideas with an audience or reader.* Today’s lesson will be about how we make better connections between the parts of our stories *when we write or share our ideas*. *We will have a look at a narrative structure an author has used, and then in the next lesson – we will try to be authors using this structure to organise our ideas.* |
| **Main part of lesson (a) :**  Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning | Teacher introduces learning for today.  We are learning to   * understand that a narrative entertains or instructs * to be able to plan a narrative using the correct elements   Teacher reminds learners of prior learning  Teacher recaps key points of prior learning  Teacher gives demonstration of prior learning using todays story  Teacher includes her own experiences  Teacher includes learner asking if they have had similar experiences | Ancestors by Simone Kaho School Journal Level 3 August 2018  |  |  | | --- | --- | | **Parts of a Narrative** | | | **Orientation**  Setting, characters | Tongan family  Dad, John and Harry  Camping | | **Complication** | Dad tells about story around the campfire about their ancestors | | **Series of events** | John is scared and won’t go to the toilet by himself | |  | He falls asleep and wets his sleeping bag | |  | Harry teases john | |  | They climb a tree | |  | Harry slips | | **Resolution** | John saves Harry |  *Teacher continues to explain the complication a brief series of events and a resolution. Keep it brief, we have had a whole lesson previously on this. The purpose is just to bring that learning back to the forefront so we can build on it today.* | | | We are going to remember to   * write using the narrative structure- orientation, complication, sequence of events and resolution * use a plan to create our story * add detail to our plans  Good writing is clear and easy to understand. This involves considering who the reader will be and what you are trying to tell them.Do you remember when we looked at reading strategies for retelling a story?We said all stories follow a roughly similar format :An introduction (orientation), where the scene is set.A trigger(complication)-something happensA series of eventsA resolution- the problem is solvedLet’s refresh our memory and get ready for todays lesson by listening to a story and identifying these elements.We will use a graphic organiser to order our thoughtsThe story we are going to read is called Ancestors by Simone Kaho. It comes from School Journal Level 3 August 2018. *I’m going to share a story with you. As we go, have a piece of paper handy and try to capture the main parts of the story. What happens at the start of the story? What is the complication or problem? What are the events that happen in the story? And how does it conclude. Have a go at capturing some key words or ideas as we go through. I have put a few into the graphic organiser to help you, you could add to this or use your own words.*Teacher reads the story while the pages are on the screen. (see attached images)Hmmm do you have brothers and sisters like Harry and John? I do sometimes we tease each other but when something happens, good or bad, we are always there for each other. *How did you go with capturing the main parts of the story? Did you manage to make some notes on your paper?**Let’s have a look together* the elements of this story, *what the author shares with us at the beginning…* so I can see in the introduction that the story is about a Tongan family- a dad and two brothers and they are camping.Dad tells a story about the ancestors, and as a result of this John gets scared. So scared he did not want to go to the toilet during the night. *I think we’ve all felt a bit like that at some stage… did that remind you of something?*Have you been camping? I have and I can remember feeling like this too, I lay in my sleeping bag a long time before I got up the courage to go out into the night to the toilet.John fell asleep and during the night he wet his sleeping bag. When they all get up, Dad explains that their ancestors love them and watch over them. But Harry teases John.*Presenter to unpack here further if necessary/time allows, modelling capturing main points on the board using the graphic structure.*Both the boys climb a tree and when Harry slips, John is there to help him, just like their ancestors. |
| **End of lesson:**  Learner and parent reflection on learning and engagement and what they can do next |  | Practice using the structure of the graphic organiser to recognise elements of a story.15 minute lesson | | | *Ok… we’ve had the chance to read a story today and look at the elements of what makes up the story (presenter revisit graphic organiser). Hopefully that is helpful – that’s our breathe in…. tomorrow we have a go and ‘breathe out’. That’s where we’ll leave it today. Tomorrow, you will need your notes so we can continue and use the structure to help us with our writing.* *Kia pai to rā! Ka kite apōpō.* |











