Home Learning TV: Junior Literacy 

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| **Segment lesson planning details** |  | | | |
| Title for segment: | Let’s Read and Write Words | | | |
| Year levels *(e.g. Yrs1 – 3)*: | Yr 1-2 | | | |
| NZC learning areas: | English  Literacy Learning Progressions Reading and Writing within Year 1 | | | |
| Purpose of lesson:  (What learners will learn) | • Learners will hear and identify initial sounds in spoken words beginning with a/t/m/e/n/p/i/s/b  • Learners will review letter names and sounds for the letters e, n and p  \* Learners will learn names and sounds for /i/s/b/  • Learners will learn letter formation for the lowercase letters i, s and b and uppercase I.  • Learners will learn to segment then blend sounds together to write words using letters taught in isolation  • Learners will learn about concepts of print - directionality | | | |
| Success Criteria – students will be able to:  (how they will know when they have learnt it) | • Learners develop increased confidence and ability to hear, identify and say the initial sounds in words  • Learners develop increased confidence and ability to connect sounds and corresponding letters  • Learners develop increased confidence and ability to correctly form letters i , s and b  • Learners develop increased confidence and ability to read and write simple words | | | |
| **Segment content/context details *(as appropriate)*** | | | | |
| Māori specific content i.e. the learning draws on Mātauranga Māori: | Effective evidence-based skills and strategies that are culturally responsive. Selected ako, kupu and greetings connect the learner to relevant and familiar contexts. | Pacific specific content i.e. the learning is focused on Pacific knowledge: | | Effective evidence-based skills and strategies that are culturally responsive. Selected ako, kupu, and greetings connect the learner to relevant and familiar contexts. |
| **Segment production details** | | | | |
| Equipment requirements: | Whiteboard and Whiteboard pens  Magnetic letters  Pen/pencil - at home learner  Paper - at home learner  Handwriting magnet x 2 (1 for letters and 1 for words)  **Phonological awareness sound hunt items** - have 12 objects on set -these will all be objects that start with the sounds that have been focused on during the first three episodes a,t,m,e,n,p,i,s,b  Examples: Apple, teapot, mat, eggs, noodles, bear, socks, paper, pene rakau, insect, ball, buzzy bee, pineapple lumps, beehive, sunhat | | | |
| 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) | Learning MATTERS handwriting magnet (supplied by Learning MATTERS)  Sound Cards - A4 (provided by Learning MATTERS)  Learning MATTERS Formation Poster showing where letters sit - sky, grass, dirt. | | | |
| **Segment links and attachments *(list all links to recordings or attachments, the source and confirm that copyright permissions are granted)*** | | | | |
| Links to recordings /resources | [Learning MATTERS Letter Formation Poster](https://www.learningmatters.co.nz/shop/product/338454/letter-formation-poster-pdf/)  [Handwriting magnet for letter placement](https://www.learningmatters.co.nz/shop/product/526679/new--whiteboard-handwriting-lines-magnet/) | | | |
| Attachments | Early Literacy Episode 3 Supporting Materials | | | |
| **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 | Open the lesson with a greeting in x 3 languages  **Share the learning outcome for this ako.**  **Explicit Introduction of activity:**   * Explains and models the sound hunt activity through song * Hunt for objects that have all sounds previously taught as well as new sounds /i/ /s/ /b/ * Encourage participation * Give affirmation | | Greeting of choice - Welcome to Papa Kainga TV.  Kia ora, Talofa, Malo e leilei- welcome to another Early Literacy Episode.  To begin today’s lesson we are going to listen for the first sounds we hear in words. Today we are going on a sound hunt and it’s going to be so much fun. I’m sure you’ll want to hunt with me. I wonder what sounds we will find?  After our sound hunt, we will practise writing our sounds, and then we will write some words. Pretty cool eh. So… have you got your pepa (paper) and pene räkau(pen or pencil) ready for your mahi? (pause) Maybe you’ve got some sound cards too?  Ok, let’s get on with our mahi. There are lots of things around me today. I don’t know if you can see them but I got a bit carried away playing and I haven’t managed to tidy everything up yet. I thought you could help me. When we are tidying up we could do a sound hunt. Does that sound like a good idea? Pause Ka Pai - thank you for offering to help!  Do you know the story, We're *going on a Bear hunt?* Sings We’re going on a bear hunt… it is one of my favourite books. I thought today we could go on a sound hunt. We will hunt for the first sounds in words. So, if I hunt and find a mop, I will have found the /m/ sound because /m/ is the first sound I hear in mop.  Sings to the tune of *We’re going on a Bear Hunt -*  we're going on a sound hunt - we’re gonna hear lots of sounds - /s/, /m/, /n/, /b/. I wonder what sounds we’ll find?  Are you ready to sing along with me? E tu, get ready to come on a sound hunt with me.  Sings We're going on a sound hunt - we’re gonna hear lots of sounds - /s/, /m/, /n/, /b/. I wonder what sounds we’ll find?  Move around the set looking for sounds. Stop by a sock. Look - I have found a sock - what sound have we hunted? Ssss sock - yes that’s right, we found the /s/ sound.  Sings We’re going on a sound hunt - we’re gonna hear lots of sounds,/s/, /m/, /n/, /b/. I wonder what sounds we’ll find?  Move around the set looking for sounds. Stop by a ball. Look - I have found a ball - what sound have we hunted? /b/ ball - yes that’s right, we found the /b/ sound.  Sings We’re going on a sound hunt - we’re gonna hear lots of sounds,/s/, /m/, /n/, /b/. I wonder what sounds we’ll find?  Move around the set looking for sounds. Stop by an insect. Look - I have found an insect - what sound have we hunted? /i/ insect - yes that’s right, we found the /i/ sound.  This is so much fun. Let’s keep hunting?  Sings We’re going on a sound hunt - we’re gonna hear lots of sounds,/s/, /m/, /n/, /b/. I wonder what sounds we’ll find?  Move around the set looking for sounds. Stop by a bee. Look - I have found a bee - what sound have we hunted? /b/ bee - yes that’s right, we found the /b/ sound.  Sings We’re going on a sound hunt - we’re gonna hear lots of sounds,/s/, /m/, /n/, /b/. I wonder what sounds we’ll find?  Move around the set looking for sounds. Stop by the eggs. Look - I have found some eggs - what sound have we hunted? /e/ eggs - yes that’s right, we found the /e/ sound.  Sings We’re going on a sound hunt - we’re gonna hear lots of sounds,/s/, /m/, /n/, /b/. I wonder what sounds we’ll find?  Move around the set looking for sounds. Stop by the sunhat. Look - I have found a sunhat - what sound have we hunted? /s/ sunhat - yes that’s right, we found the /s/ sound.  Sings We’re going on a sound hunt - we’re gonna hear lots of sounds,/s/, /m/, /n/, /b/. I wonder what sounds we’ll find?  Move around the set looking for sounds. Stop by the noodles. Look - I have found some noodles - what sound have we hunted? /n/ noodles - yes that’s right, we found the /n/ sound.  Tino pai! That was fun. I think we could have played that all day - maybe you could go on a sound hunt around your home. But first, let’s practise the letters we learnt last time and learn some new ones. | |
| **Learn**: Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning | **Introduce Letters and Sounds**   * Review letters and sounds previously taught, a,t,m,n,e,p * Use sound cards to teach the connection between letter names and sounds for i, s, b, * Presenter says sound and letter rhyme * Invite the learner to say the rhyme with you * Once all 3 letters have been taught, move to formation teaching * Presenter models how to form the letter correctly using a pen on a whiteboard. * Invite the learner to write the letters at home using their pen and paper | | Move towards sound cards on the wall.  Let’s learn our letters and sounds now. Are you ready to join me?  Remember, this is the letter e - this letter is a vowel. **Join in with me as I say our rhyme…**  *Presenter points to the …../e/ sound card.*  This is the letter e - My name is e, my sound is /e/ and /eh/ - I am a vowel, that’s why I have two sounds.  *Presenter points to the …../n/ sound card*  This is the letter n - My name is n, my sound is /n/  *Presenter points to the …../p/ sound card*  This is the letter p - My name is p, my sound is /p/  *(Be sure to articulate clean sounds - do not add a vowel on e.g., mi when it should be a clean mmmm)*  Presenter moves back to the table or bench. **Now let’s learn some new letters** - are you ready? Ka pai. I wonder what letters we will learn today?  *Presenter holds up the …../i/ sound card (in A4 size on set. Card is then placed with the vowels a and e.)*  This is the letter i - My name is i, my sound is /i/ and /ih/ This letter is a vowel, that’s why it has two sounds.  *Presenter holds up the …../s/ sound card*  This is the letter s - My name is s, my sound is /s/  *Presenter holds up the …../b/ sound card*  This is the letter b - My name is b, my sound is /b/  It’s your turn now - **join in with me**. Maybe someone at home will join us too? Let’s say the letter names and sounds as I point to the sound card. E tu - let’s stand up to do this.  Presenter *holds up the …../i/ sound card*  This is the letter i - My name is i, my sound is /i/ and /ih/ This letter is a vowel, that’s why it has two sounds.  *Presenter holds up the …../s/ sound card*  This is the letter s - My name is s, my sound is /s/  *Presenter holds up the …../p/ sound card*  This is the letter b - My name is b, my sound is /b/  Tino pai, that was fun! E noho, we are going to write these sounds now. Have you got your pene rakaü and pepa ready to write today's letters?  Presenter moves to the Letter Formation poster. Camera zooms in.  The letters i and s start at the top of the grass and the letter b starts in the sky.  Titiro mai - look at e and n (say letter names) They start and stay in the grass - point to them on the poster but b starts in the sky and then moves down - can you see the ball part of b sitting in the grass?  Move to the handwriting magnet on the whiteboard.  Can you see the line the letters are sitting on? I am going to practise forming my letter i (say name) - watch how I do this and listen carefully when I say the sound. I am training my brain to remember these letters and sounds. Right, now it’s your turn - Join in with me and practise your letters and sounds too.  /i/ /i/ i/ model three i letters and encourage the learners to try to do this at home.  /s/ /s//s/ model three s letters and encourage the learners to try to do this at home.  /b/ /b/ /b/ model three b letters and encourage the learners to try to do this at home.  Tino pai - your brain is getting really strong with all our new learning! Today we have something extra special because I am going to teach you how to write a capital letter. This has the same sound as the little letter but we use a capital letter to start a sentence and when we write our name.  I am going to write the capital letter I. All capital letters start in the sky. Capital I is like a stick with a hat and shoes on - watch me. Now it’s your turn, - practise forming a capital I too. Give praise and encouragement so they try it at home.  Let’s also have a turn at forming a capital S. The shape is the same as the little s, but it starts all the way up in the sky and finishes in the grass. You have a try - . Give praise and encouragement so they try it at home  Tino pai - we are getting good at forming our letters. | |
| **Respond**: Providing opportunities to use and practice | **Make and Read Words:**   * Introduce activity - sounds make words * Model verbally how sounds can be blended to form spoken words * Create a list of words using magnetic letters * Model how to read through word list * Invite the learner to join in and read the words with you - segmenting and blending sounds for each word * Repeat reading whole words without segmenting sounds * Model finger spelling * Write the word * Read the word back | | Hey, you know what time it is now don’t you? … presenter leans into the camera - and whispers - it’s word building time. When we join sounds and letters together, we can make words. Are you ready to make some new words now?  We have been learning /i/, /s/ and /b/ today. Are you ready to make some words with me using these sounds and the other ones we learnt yesterday?  Presenter takes magnets s, a and m and places them together. Read sounds individually say /s/ /a/ /m/ Sam.  Presenter will sweep their hand showing directionality from left to right when they blend to reinforce concepts about print. Hey, I just made a word! Did you notice that I used a capital /S/ because Sam is a name?  Wow, that was smart. Let me try another one. Presenter then takes s, i, t and slides them together to form a word under the word sit - Listen carefully as I read the sounds and then blend the word - you can join in with me - /s/ /i/ /t/ - sit.  Wow! Remember, good readers read every sound. That’s how we teach our brains to build a word bank. Look, now I have two words - /S/ /a/ /m/ Sam and /s/ /i/ /t/ sit. We are so clever, let’s see if we can make one more word with three sounds - Presenter takes magnets again and moves b i t magnets under other words and says /b/ /i/ /t/ - bit.  That was really fun - let’s read down our list of words. You can join me and we can read them together. Presenter to read the list of words- Sam, sit, bit. without segmenting sounds.  I am pretty sure we can write these words now? If we can read them, then we can try and write them. I have this special page of words. Points to the handwriting magnet that has words already written on it. I am going to practice writing these words now that I can read them. Make sure you have your pene räkau and pepa ready.  The first word I am going to write is Sam. Sam is someone’s name so I am going to use a capital letter when I write this. Can you say Sam? Let’s listen for all the sounds in Sam. To do this I will hold my pene räkau or marker in this hand and I will use the other hand to say each sound. Watch me. Hold up non writing hand, palm facing viewers and using your thumb first (ensuring directionality indicates left to write for viewers), raise a finger for each sound. /S/ /a/ /m/. I know I have to write three letters, one for each sound. Write each letter saying the sound as you write it. Awesome, let’s read our word - Sam.  Ka pai.  Let’s try another word. Do you have your fingers ready to show the sounds in the word? Let’s write, sit. Remember we have to say all the sounds in sit, /s/ /i/ /t/. Show finger spelling then write the word down. Right, now it’s your turn to write the word sit. Encourage the learners to write each letter to form the word, giving tips / praise. How did you go? Ka Pai, let’s read our word - sit.  Ok last word for today. Repeat after me, bit. Do you have your fingers ready to show the sounds in the word? Let’s write, bit. Remember we have to say all the sounds in, bit, /b/ /i/ /t/ Show finger spelling then write the word down. Right, now it’s your turn to write the word bit. Encourage the learners to write each letter to form the word, giving tips / praise. How did you go? Tumeke - let’s read our word - bit. Shall we read through all of the words we wrote? Off we go, ready let’s read… Sam, sit, bit. | |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next | **Review activities and teaching:**   * Sound Hunt * Letter names, sounds and formation * Sound Wall * Reading and writing words | | Ka pai  I really enjoyed going on a sound hunt with you today. Wasn’t it fun?  Did you enjoy learning about the letters i, s and b and their sounds? You did so well at saying the letter sounds and writing these letters.  We did so well today reading and writing our words and learning about capital letters.  You might like to practice some more using the practice sheets we have made for you. Example sheet pops up on screen with a link where to find this for caregivers to access. Or you might like to use what you have at home to practice writing these letters and words.  I hope you’ll tune in again next time so we can learn some more letters and sounds. I am having so much fun learning with you. Ka kite ano | |