Home Learning TV - Segment submission 

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| **Segment lesson planning details** |  | | | |
| Title for segment: | Starting out with sounds | | | |
| 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/  • Learners will learn letter names and sounds for the letters a, t and m.  • Learners will learn letter formation for the lowercase letters a, t and m.  • Learners will learn to segment then blend sounds together to read a word using letters taught in isolation  • Learners will learn to segment then blend sounds together to write a word 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 a, t, and m  • 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  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 Slide - Papa Kainga TV slidedeck | | | |
| 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 1 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 skill:**   * Explains what an initial (first) sound is in a word * Share which sounds we will be listening for - /a/, /t/, /m/ * Using the images, model the first sounds in words eg, /t/ is the first sound in tepu * Encourage participation * Give affirmation   **Activity - On-Screen game - *Phonological Awareness - Initial Sound Awareness Focus***  Identify initial sounds in spoken words /objects**:**   * Demonstrate how to play the game * Invite the learner to join in the activity with you - encourage students to jump in the direction of the word matching the beginning sound * Tamariki play the game - identifying initial sounds when images are shown and sounds are given | | Greeting of choice - - Welcome to Papa Kāinga TV.  Kia ora, Talofa, Malo e leilei- welcome to this Early Literacy episode.  Do you have your pepa and pene rākau ready for your mahi? (pause)  To begin today’s lesson we will be listening carefully to hear the first sounds in words. This is a really good skill for us to learn because it helps us to get ready to learn how to read and write. Whakarongo mai - it’s time to listen.  Let’s have a go - you do this one with me. Image of an apple pops up on screen with the presenter also showing. Here is an apple. Did you say apple? Now let’s say the first sound we hear in apple. Yes, that’s right - we say /ah/.  Tino pai - let’s see if you can do this one without me. We will say the object first then I am going to listen carefully when you can say the first sound. Click to show the slide of objects. Image of tēpu pops up on screen - this is a tēpu - a table. The first sound in tepu - table is….. Pause here giving time to respond. Tino pai, that’s right /t/ is the first sound in Tēpu - table.  Let’s have another go. When I say mat - click to show an image of a woven mat pops up on screen - say mmmmm slowly to accentuate the first sound. The first sound I hear is m. Did you hear that too?  Tino pai - you are getting really good at this! Shall we play a game?  In this game, I am going to say a sound. You need to listen to the sound and jump towards the picture you think starts with that sound.  Click to show the slide of objects with arrows.  Let me show you what I mean. If I say the /a/ sound, I need to jump towards the apple. Presenter to do one jump left to demonstrate.  If I say the /t/ sound, I need to jump towards the tepu. Presenter to do one jump forward to demonstrate.  If I say the /m/ sound, I need to jump towards the mat. Presenter to do one jump right to demonstrate.  E tū -presenter to indicate standing up . Now it’s your turn to have a go. The sound is /a/. Which way will you jump? Pause to give time. Wow, that’s right, you had to jump to the left to land on a picture of an apple. Presenter to jump left.  Let’s try that again. This time the sound is /t/. Which way will you jump? Pause to give time. Tino pai. That’s right, you had to jump forward to land near the table because the sound was /t/. Presenter to jump forward.  Let’s try that again. This time the sound is /m/. Which way will you jump? Pause to give time. Tino pai. That’s right, you had to jump to the right to land on the mat because the sound was /m/. Presenter to jump left  Well done everyone! E noho - presenter to indicate sitting down. | |
| **Learn**: Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning | **Introduce Letters and Sounds**   * Introduce activity * Use sound cards to teach the connection between letter names and sounds for a, t, m * 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 | | We have been listening for sounds in words. We heard the /t/ in tepu, the /a/ in apple and the /m/ in mat. Let’s now learn about the letters that would help us to read and write these sounds.  *Presenter, please be sure to articulate clean sounds - do not add a vowel on eg., mi when it should be a clean mmmm*  This is the letter a - this letter is called a vowel. Whakarongo mai - let’s listen to my little rhyme…  *Presenter points to the …../a/ sound card - in A4 size on set. Build a sound wall over time.*  This is the letter a - My name is a, my sound is /a/ and /ah/. I am a vowel, that’s why I have two sounds.  *Presenter points to the …../t/ sound card*  This is the letter t - My name is t, my sound is /t/  *Presenter points to the …../m/ sound card*  This is the letter m - My name is m, my sound is /m/  Are you ready to say these with me? Maybe someone at home can join in with us too? Let’s say the letter names and sounds as I point to the sound card..  Presenter points to A sound card - this is the letter a - My name is a - my sound is /a/ and /ah/  Presenter points to T sound card - This is the letter t - My name is t - my sound is /t/  Presenter points to M sound card - This is the letter m - My name is m - my sound is /m/  Tino pai, that was great! You could make your own sound cards at home if you wanted to. I wonder what pictures you would use to show your sounds?  Are you ready to do some writing with me now? Tino pai - Let’s get our pene rakau and pepa and practise writing the letters we have learned today.  Presenter moves to the whiteboard - the handwriting magnets are already set up - a on one line, m on another, and t on the final line (zoom in on this when it is being modelled).  Some letters are tall, some letters are small and some letters sit right down here - presenter to indicate size / height with hands.  Titiro mai - Can you see the line the letters are sitting on? a and m stay in the grass but the letter t starts up in the sky and comes down to the bottom of the grass.  Pause and Wait  I am going to practise forming my letter a - watch how I do this and listen carefully when I say the sound. I am training my brain to remember these letters and sounds. Join in with me and practise your letters and sounds too. Presenter to encourage the learners to try to do this at home.  Presenter goes on to do the same for modelling a line of a, t and m. Encourage and praise the learners to try it too.  Tino pai - That was fun - I hope you will keep practising these every day. | |
| **Respond**: Providing opportunities to use and practice | **Make and Read Words :**   * Introduce activity - sounds make words * Model verbally how sounds /a/ /m/ can be blended to form the spoken word am * Using the magnetic letters, model how two letters and sounds can come together to form a written word. * Create a list of words using magnetic letters and repeating process for at, am, mat * 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 fingerspelling * Write the word * Read the word back | | Hey, guess what? Did you know that words are made up of sounds? … presenter leans into the camera - and whispers When we join sounds and letters together, we make words. Are you ready to learn some words now? I am going to make some words on the board using my special letters.  Presenter to hold the magnetic letters towards the camera. I have brought along my magnetic letters. Do you remember these letters and the sounds they make? Presenter to show each letter and say the corresponding sound.  Tino Pai - well done. We have been learning a, t and m. Watch what happens when I join the a and the t together.  Presenter will sweep their hand showing directionality from left to right when they blend to reinforce concepts about print.  Presenter says /a/ /t/ at. Hey, I just made a word! Wow, that was smart. Let me try another one. Presenter takes a and m and slides them together - Listen carefully as I read the sounds and then blend the word - join in with me - /a/ /m/ am. Wow! Look, now I have two words - /a/ /t/ at and /a/ /m/ am. We are so clever, let’s see if we can make one more word with three sounds - Presenter moves m a t magnets under the other two words and says /m/ /a/ /t/ mat  That was very cool - 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- at, am, mat - without segmenting sounds.  .  You might like to practise writing these too. Hey, do you think we could write these words now? If we can read them then we can try and write them. I have this special page of words. I am just going to show you how I would write the first one.  The first word I am going to write is am. Can you say am? Let’s listen for all the sounds in, am. I hold my pene rakau or marker in one hand and I use the other hand to say each sound. Watch me. Hold up non writing hand and using your thumb first (ensuring directionality indicates left to write for viewers), raise a finger for each sound. /a/ /m/ I know I have to write two letters, one for each sound. Write each letter. Read the word back We have written am. Right, now it’s your turn to write the word am. Encourage the learners to write each letter to form the word, giving tips / praise. How did you go? ( pause) | |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next | **Review activities and teaching:**   * Initial sounds * Letter names, sounds and formation * Blending and segmenting sounds in words * Reading through words * Writing a word | | Ka pai  Today we learnt about the first sounds in words. We identified the sounds at the start of some words and remember how we played that fun game?  Did you enjoy learning the letters a, t and m and their sounds? You did so well at saying the letter sounds and writing these letters. Maybe you will practise some more at home? I loved how we made our word list.  I thought you did really well reading the words and using your fingers showing the sounds to write. Then we wrote our new words - we are amazing!  I can’t wait to see you again - Ka kite anō | |