Home Learning TV - Segment submission 

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| **Segment lesson planning details** |  | | | |
| Title for segment: | Starting Out with Sentences | | | |
| 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/o/c/g  • Learners will review letter names and sounds for the letters i, s and b  \* Learners will learn names and sounds for /o/c/g/  • Learners will learn letter formation for the lowercase letters o, c and g and capital letter 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  \* Learners will learn how to construct a simple sentence | | | |
| 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 o , c, and g  • Learners develop increased confidence and ability to read and write simple words  \* Learners develop increased confidence to read a simple sentence with a capital letter and full stop | | | |
| **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 powerpoint | | | |
| 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 4 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 activity - listening for words that have the same starting sound * Listen for previously taught sounds as well as new sounds /o/ /c/ /g/ * 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. We are also going to play a game where we try and figure out whether words have the same beginning sound or not. It’s going to be so much fun.  After our game we will practise writing our sounds. We will write some words and today - guess what? We are going to write a sentence. 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. I am going to say 2 words and if they start with the same sound I am going to put my thumbs up - like this. Presenter to demonstrate thumbs up. If the 2 words do not start with the same sound I am going to put my thumbs down like this. Presenter to demonstrate thumbs down. Let me show you what I mean.  Slide 2 appears of a kete and kai. Presenter visible beside the slide.  Kete and Kai - these words both start with the /k/ sound. I’m going to put my thumbs up. Presenter to demonstrate put thumbs up.  Let’s try another one.    Slide 3 appears of an orange and a poi. Presenter visible beside the side.  Orange and poi - hmmm… these words have different beginning sounds. I’m going to put my thumbs down. Presenter to demonstrate by putting thumbs down.  Are you ready to have a turn? Whakarongo mai- it’s time to listen.  Slide 4 appears of a girl and a goat. Presenter visible beside the side.  Girl and goat - listen really carefully to those first sounds, girl and goat. Are these beginning sounds the same or different? Put your thumbs up if they are the same, put them down if they are different. Ka rawe, that’s right - they both start with the /g/ sound. Presenter to put thumbs up.  Here’s another one.  Slide 5 appears of an kea and a kiwi. Presenter visible beside the side.  Kea and Kiwi - hmmm, are these beginning sounds the same or different? Kea and Kiwi? Presenter to emphasis the /k/ sound. I wonder what beginning sound we can hear at the start of those words? Is it the same or different? Ka pai, that’s right, they are the same. Presenter to put thumbs up. They both start with the /k/ sound.  Ready for another one? You are getting really good at this.  Slide 6 appears with some jandals and some gumboots. Presenter visible beside the side.  Jandal and gumboots. Are these sounds the same or are they different? Pause. You are so clever at this, that’s right. We need to put our thumbs down because they do not have the same beginning sound. Presenter to put their thumbs down.  Slide 7 appears of some glasses and a gate. Presenter visible beside the side.  Let’s listen carefully to the next two words. Glasses and gate. What beginning sounds can you hear? Listen carefully again. Glasses and gate. Pause. Kai pai - that’s right. We can hear the /g/ sound at the start of glasses and gate. We need to put our thumbs up. Presenter to put their thumbs up.  Ready for the last one?  Slide 8 appears of an octopus and some eyes (karu). Presenter visible beside the side.  Listen carefully. Octopus and karu. Presenter points to their eyes for karu. Are these beginning sounds the same or are they different? What sounds can you hear? Pause Malo - Well done. That's right, they are different. Octopus starts with an /o/ sound and karu starts with the /k/ sound. We need to put our thumbs down. Presenter puts thumbs down.  That was so much fun. Maybe you can have a turn playing this game with someone in your whanau. | |
| **Learn**: Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning | **Introduce Letters and Sounds**   * Review letters and sounds previously taught, i,s,b * Use sound cards to teach the connection between letter names and sounds for o,c,g * 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 in with me?  Remember, this is the letter i - this letter is a vowel. **Join in with me as I say our rhyme…**  *Presenter points to the …../i/ sound card.*  This is the letter i - My name is i, my sound is /i/ and /ih/ - I am a vowel, that’s why I have two sounds.  *Presenter points to the …../s/ sound card*  This is the letter s - My name is s, my sound is /sss/  *Presenter points to the …../b/ sound card*  This is the letter b - My name is b, my sound is /b/  *Presenter, please be sure to articulate clean sounds - do not add a vowel on eg., 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 rawe. I wonder what letters we will learn today?  *Presenter holds up the …../o/ sound card.*  This is the letter o - My name is o, my sound is /o/ and /oh/ This letter is a vowel, that’s why it has two sounds.  *Presenter holds up the …../c/ sound card*  This is the letter c - My name is c, my sound is /c/  *Presenter holds up the …../g/ sound card*  This is the letter g - My name is g, my sound is /g/  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 …../o/ sound card*  This is the letter o - My name is o, my sound is /o/ and /oh/ This letter is a vowel that’s why it has two sounds.  *Presenter holds up the …../c/ sound card*  This is the letter c - My name is c, my sound is /c/  *Presenter holds up the …../g/ sound card*  This is the letter g - My name is g, my sound is /g/  Kai pai, that was fun! E noho, we are going to write these sounds now. Have you got your pene rakau and pepa ready to write today's letters?  Presenter moves to the Letter Formation poster. Camera zooms in.  The letters o and c start at the top of the grass and the letter g starts in the grass but then down into the dirt.  Titiro mai - look at o and c (say letter names) They start and stay in the grass - point to them on the poster but g starts in the grass and then moves down - can you see the tail of g digging down into the dirt?  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 o (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. Join in with me and practise your letters and sounds too.  /o/ o/ o/ model three o letters. Encourage the learners to do this at home.  /c /c/ c/ model three c letters. Encourage the learners to do this at home.  /g /g/ g/ model three g letters. Encourage the learners to do this at home.  Do you and your strong brain remember how to write a capital I? I am going to write the capital letter / I / again. 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. Encourage the learners to try to do this at home. Kai pai. Well done. | |
| **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 * Sentences - introduce the concept of a sentence * Reading a sentence * Invite the learner to write the sentence at home using their pen and paper | | 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 /o/, /c/ and /g/ today. Are you ready to make some words with me using these sounds and the others that we learnt last time?  Presenter takes magnets c, o and t and places them together. Read sounds individually say /c/ /o/ /t/ cot.  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!  Wow, that was smart. Let me try another one. Presenter then takes c, a, n and slides them together to form a word under the word cot - Listen carefully as I read the sounds and then blend the word - you can join in with me - /c/ /a/ /n/ - can.  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 - /c/ /o/ /t/ cot and /c/ /a/ /n/ can. Tino Pai - we are so clever! Let’s see if we can make one more word with three sounds - Presenter takes magnets again and moves g e t magnets under other words and says /g/ /e/ /t/ - get.  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- cot, can, get. without segmenting sounds.  Ka Pai - now it’s time to write our words - do you have your pene räkau and pepa ready?  Ok, let’s get to work - If we can read our words, 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 practise writing these words now that I can read them.  The first word I am going to write is cot. Can you say cot? Let’s listen to all the sounds in cot. To do this I will hold my pene räkau or marker in this hand and I 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 right for viewers), raise a finger for each sound. /c/ /o/ /t/  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 - cot. Tino pai.  Let’s try another word. Do you have your fingers ready to show the sounds in the word? Remember we have to say all the sounds in can, /c/ /a/ /n/ show finger spelling then write the word down. Right, now it’s your turn to write the word can. Encourage the learners to write each letter to form the word, giving tips / praise. How did you go? Nice, let’s read our word - can.  Ok last word for today. Repeat after me - get. Do you have your fingers ready to show the sounds in the word? Let’s write, get. Remember we have to say all the sounds in, get, /g/ /e/ /t/ show finger spelling then write the word down. Ok, now it’s your turn to write the word get. Encourage the learners to write each letter to form the word, giving tips / praise. How did you go? Now it’s my turn. Is your word spelt the same as my one? Ka rawe, let’s read our word - get.  Shall we read through all of the words that we wrote? Off we go, ready let’s read… cot, can, get.  Wow, you are really good at writing words now.  Right, it's time for something very special! We are going to learn about sentences. A sentence is when we write a set of words, just like when we speak. Sentence - I can sit - is written on board. Model reading of sentence to viewers. I can sit. I can see the sentence has three words. Can you see the spaces between the words? Point to these. These spaces show me when each word starts and stops in the sentence. Can you also see that my sentence starts with a capital letter and look... point to full stop... Can you see this special dot? It is called a full stop and it tells me that my sentence is finished.  Listen as I read my sentence to you again. Read along with me if you like. I can sit. Tino pai.  This sentence is about me. A sentence always has to be about someone or something. Can you say - I can sit? I’m going to write this sentence on my board. Look carefully and then you might like to try and write this at home as well. Have a go.  Give encouragement and praise. | |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next | **Review activities and teaching:**   * Initial sound activity * Letter names, sounds and formation * Sound Wall * Reading and writing words * Simple sentence construction | | Ka pai my friends, we have done lots of new learning today.  I really enjoyed playing our beginning sound game with you today. Wasn’t it fun?  Did you enjoy learning about the letters o, c and g and their sounds? You did so well at saying the letter sounds and writing these letters. We are learning so much!  We did so well today reading and writing our words and learning about a sentence. You did a great job of reading the sentence too.  You might like to practice some more at home 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 could use what you have at home to practice writing your letters and words.  I hope you’ll tune in again so we can learn some more letters and sounds. I am having so much fun learning with you. Ka kite ano | |