Home Learning TV: Junior Literacy 

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| **Segment lesson planning details** |  | | | |
| Title for Segment: | Zip Zap | | | |
| Year Levels *(e.g. Yrs1 – 3)*: | Yr 1-2 | | | |
| NZC Learning Areas: | English Level 1  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/u/h/d/f/v/k/l/r/j/w/x/y/z/qu  • Learners will hear and identify digraphs in spoken words beginning with qu  • Learners will review letter names and sounds for the letters w, x and y  \* Learners will learn letter names and sounds for z and qu  • Learners will learn letter formation for the lowercase digraphs qu  • 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 hear, identify and say the initial digraphs in words  • Learners develop increased confidence and ability to connect sounds and corresponding letters  • Learners develop increased confidence and ability to correctly form digraphs sh and th  • 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  Handwriting magnet x 2 (1 for letters and 1 for words)  Phonological Awareness Objects for activity:  Cloth, fish, dish, pan, fan, toy car, star, key, buzzy bee, toy dog, toy frog, toy cat  Pen/pencil - at home learner  Paper - at home learner | | | |
| 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 9 Supporting Materials | | | |
| **Segment plan content** | | | | |
|  | Teaching and learning activities linked to purpose | | High level script (key points/questions) | |
| **Activate**: Activate 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:**   * Explain and model the sound activity - listening for words that have the same end sound * Listen for previously taught sounds as well as new sounds /z/ /qu/ * Encourage participation * Give affirmation | | Greeting of choice - MOE karakia - Welcome to Papa Kainga TV.  Kia ora, Talofa, Malo e leilei- welcome to another Early Literacy episode.  In today’s lesson we are going to learn about rhyming words. We will then play a game where we figure out if words rhyme with each other or not. It’s going to be lots of fun.  After our game we will practise writing our sounds, we will write some more words and - guess what? We are going to write a sentence. Our brains will be really strong once we’ve finished! So… have you got your pepa (paper) and pene rākau (pen or pencil) ready for your mahi? Pause Maybe you’ve got some sound cards too?  Ok, let’s get on with our mahi. To begin today’s lesson I’ve got a fun rhyming game to play. Are you ready?  To play my game, I have some special objects under this cloth. When I lift the cloth, see if you can work out which objects rhyme. Let’s have a try.  Presenter has a fish, a dish, and a pan under the cloth. Presenter removes the cloth.  Titiro mai, look closely - I have a fish, a dish and a pan under my cloth. Can you point to and say the objects that rhyme. (Pause) Ka pai - fish and dish rhyme. These words have the ‘ish’ sound at the end. The word pan does not rhyme with fish or dish. It has the ‘an’ sound at the end. Let’s play again.  Presenter has a pan, fan, and car under the cloth. Presenter removes the cloth.  Titiro mai, look closely - I have a pan, car, and a fan under my cloth. Can you point to and say the objects that rhyme. (Pause) Tino pai - pan and fan rhyme. These words have the ‘an’ sound at the end. The word car does not rhyme with pan or fan. It has the ‘ar’ sound at the end. Let’s play again.  Presenter has a car, a star, and a key under the cloth. Presenter removes the cloth.  Titiro mai, look closely - I have a car, a star and a key under my cloth. Can you point to and say the objects that rhyme. (Pause) E koe - car and star rhyme. These words have the ‘ar’ sound at the end. The word key does not rhyme with car or star. It has the ‘e’ sound at the end.  Presenter has a key, a bee, and a dog under the cloth. Presenter removes the cloth.  Titiro mai, look closely - I have a key, a bee and a dog under my cloth. Can you point to and say the objects that rhyme. (Pause) Well done - key and bee rhyme. These words have the ‘e’ sound at the end. The word dog does not rhyme with key or bee. It has the ‘og’ sound at the end.  Presenter has a dog, a frog, and a cat under the cloth. Presenter removes the cloth.  Titiro mai, look closely - I have a dog, a frog and a cat under my cloth. Can you point to and say the objects that rhyme. (Pause) Ka pai - dog and frog rhyme. These words have the ‘og’ sound at the end. The word cat does not rhyme with dog or frog. It has the ‘at’ sound at the end.  There were so many great rhyming words:  Fish - Dish  Pan - Fan  Car - Star  Key - Bee  Dog - Frog  Tu meke, you were so good at this game! | |
| **Learn**: Introduce learning,  reinforce routines, provide multiple exposure to concepts, and strategies. Scaffold learning | **Introduce Letters and Sounds**   * Review letters and sounds previously taught x and y * Use sound cards to teach the connection between letter names and sounds for z and qu * Presenter says sound and letter rhyme * Invite the learner to say the rhyme * Once all 3 letters have been taught, move to formation teaching * Presenter models how to form the letters correctly using a pen on the whiteboard * Invite the learner to write the letters at home using their pen and paper * Review how to form a capital N | | 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 w- this letter is a consonant. Join in with me as I say our rhyme…  *Presenter points to the …../w/ sound card*  This is the letter w - My name is w, my sound is /wi/  *Presenter points to the …../x/ sound card*  This is the letter x - My name is x my sound is /ks/  *Presenter points to the …../y/ sound card*  This is the letter y - My name is y, my sound is /yi/  *Presenter, please be sure to articulate clean sounds - do not add a vowel on eg., mi when it should be a clean mmmm*  Before we learn our new letters and sounds today, we will go over our vowel letters and sounds. Are you ready to join me?  Presenter points to sound card /a/  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 sound card /e/  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 sound card /i/  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 sound card /o/  This is the letter o - My name is o, my sound is /o/ and /oh/ - I am a vowel, that’s why I have two sounds.  Presenter points to sound card /u/  This is the letter u - My name is u, my sound is /u/ and /uh/ - I am a vowel, that’s why I have two sounds.  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 …../z/ sound card - in A4 size on set.*  This is the letter z- My name is z, my sound is /zzz/  *Presenter holds up the …../qu/ sound card.* I am going to show you something different. I have the letter q and the letter u together. The q can never be without the u. These letters together make the /kw/ sound. This is called a digraph.  This is the digraph qu - My sound is /kw/  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 …../z/ sound card*  This is the letter z - My name is z, my sound is /zzz/  *Presenter holds up the …../qu/ sound card*  This is the digraph qu - My sound is /kw/  Tino pai, that was fun! E noho, we are going to write these sounds now. Have you got your pene rākau and pepa ready to write our new letters?  Presenter moves to the Letter Formation poster. Camera zooms in.  The letter z starts and finishes in the grass. The letters q and u both start in the grass. The letter q’s tail finishes in the dirt. (Presenter to demonstrate with hands).  Titiro mai - look at z (say letter name) It starts in the grass and finishes in the grass - point to the digraph qu on the poster. Look at the letter q, can you see the tail digs down into the dirt? When you write this letter you start up in the grass and move down into the dirt. The letter u starts in the grass and finishes in the grass as well.  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 z (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.  /z/ z/ z/ model three letters. Encourage the learners to do this at home.  /qu/qu/ qu/ model three qu letters. Encourage the learners to do this at home.  Do you and your strong brain remember how to write a capital letter? These letters are important because we use a capital at the start of a sentence and when we write our names. I am going to write the capital letter / N / today. All capital letters start in the sky. Watch how I form my capital N. Now it’s your turn - practise writing a capital N too. Encourage the learners to try to do this at home.  Mahi tika ana. Well done. | |
| **Respond**: Provide 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 the word list * Invite the learner to join in and read the words - 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 - review the concept of a sentence * Read a sentence * Invite the learner to write the sentence at home using their pen and paper | | Hey, do you know what time it is now? … 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?  We have been learning /z/and /qu/ today. Are you ready to make some words with me using these sounds?  Presenter takes qu, i and t magnets and places them together. Read sounds individually say /qu/ /i/ /t/ quit.  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 - quit!  Wow, that’s clever! Let me try another one. Presenter then takes qu, i, z and slides them together to form a word under the word quit - Listen carefully as I read the sounds and then blend the word - you can join in with me - /qu /i/ /z/ - quiz.  Mīharo - awesome! Remember, good readers read every sound. That’s how we teach our brains to build a word bank. Look, now we have two words -  /qu/ /i/ /t/quit and /qu/ /i/ /z/ quiz. Tino pai- we are so clever! Let’s see if we can make another word with three sounds - Presenter takes magnets again and moves z i p magnets under other words and says /z/ /i/ /p/ - zip.  Ka pai! You are so clever. Let’s make one more word with three sounds - Presenter takes magnets again and moves z a p magnets under other words and says /z/ /a/ /p/ - zap.  That was really fun - let’s read our list of words. You can join me and we can read them together. Presenter to read the list of words- quit, quiz, zip zap. without segmenting sounds.  Tino pai - now it’s time to write our words - do you have your pene rākau 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. We can practise writing these words now that we can read them - watch me and I’ll show you what to do.  The first word I am going to write is quit. Can you say the word quit? Let’s listen to all of the sounds in quit. To do this I will hold my pene rākau or marker in this hand and I’ll 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. /qu/ /i/ /t/  I know I have to write four letters this time but there are three sounds. Write each letter saying the sound as you write it. Awesome, let’s read our word - quit. Right, now it’s your turn to write. Encourage the learners to write each letter to form the word, giving tips / praise. How did you go? Nice work, let’s read our word - quit. Ka mau te wehi!  Let’s try another word. Do you have your fingers ready to show the sounds in the word? Let’s write the word, quiz. Remember we have to say all the sounds in quiz, /qu/ /i/ /z/ show finger spelling then write the word down. Ok - your turn, can you write the word, quiz? Encourage the learners to write each letter to form the word, giving tips / praise. How did you get on? Great job - let’s read our word - quiz.  Let’s try our next word. Do you have your fingers ready to show the sounds in the word? Let’s write the word, zip. Remember we have to say all the sounds in zip, /z/ /i/ /p/ show finger spelling then write the word down. Ok - your turn, can you write the word, zip? Encourage the learners to write each letter to form the word, giving tips / praise. How did you get on? Great job - let’s read our word - zip.  Ok, last word for today. Repeat after me - zap. Do you have your fingers ready to show the sounds in the word? Let’s write the word, zap. Remember we have to say all the sounds in zap, /z/ /a/ /p/ show finger spelling then write the word down. Right, now it’s your turn to write the word, zap. 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? Mīharo! Let’s read our word - zap.  Shall we read through all of the words that we wrote? Ready, let’s read…quit, quiz, zip, zap.  Wow, you are really good at reading and writing your words - congratulations!  Right, it's time for sentences. A sentence is when we write a set of words, just like when we speak. Sentence – Nan did a quiz - is written on the board. Model reading of sentence to viewers. Nan did a quiz. I can see the sentence has four words. Can you see the spaces between the words? Point to these. These spaces show me when a 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? Remember, 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. Nan did a quiz. Tino pai.  This sentence is about Nan. A sentence always has to be about someone or something. Can you say - Nan did a quiz? 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:**   * Rhyme guessing 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 the Guess the Rhyme game with you today. Wasn’t it fun?  Did you enjoy learning about the letter z, and the digraph qu and their sounds? You did so well at saying the letter sounds and writing these letters.  We did a great job reading and writing our words and learning about a sentence.  You might like to practice some more using the sheets we have made for you. Example sheet pops up on screen with a link where to find this for caregivers to access. You might like to use what you have at home to help you to write your letters and words.  I hope you’ll tune in next time so we can keep learning. Ka kite ano. | |