Home Learning TV: Junior Literacy

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| **Segment lesson planning details** |  | | | |
| Title for segment: | Reading Sounds, Words and 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/u/h/d  • Learners will review letter names and sounds for the letters o, c and g  \* Learners will learn letter names and sounds for /u/h/d/  • Learners will learn letter formation for the lowercase letters u, h and d 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 u , h, 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 5 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 /u/ /h/ /d/ * 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 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 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. To begin today’s lesson, we will listen for the first sounds we hear in some words. Are you ready? Whakarongo mai - it’s time for you to listen.  Let’s look at the pictures that come onto the screen. To play our ‘same-same’ game, we have to match the pictures that have the same first sounds.  Slide 2 appears - an umbrella, a dolphin and a door. Presenter visible beside the side.  Listen /u/umbrella, /d/ dolphin, /d/ door.  Two of these pictures have the same first sound and one does not.  I will show you - Click for a tick to appear for the dolphin, a tick for the door and a cross for the umbrella. The dolphin and the door have the same first sound; they both start with the /d/ sound. But the umbrella starts with the /u/ sound, that’s why I put the cross underneath it. The cross tells us that the first sound in this word is different to the other two words.  Are you ready to play the ‘same-same’ game now? Can you say ‘same-same’ game? Tino pai.  Let’s look at some more pictures and find the ‘same-same’ sounds.  Slide 3 appears - orange, dog and an octopus. Presenter visible to the side.  Titiro mai - look… we can see an orange, an octopus and a dog. Can you say orange, octopus and dog?  Two of these pictures have the ‘same-same’ first sound and one does not. Can you tell me what has the ‘same-same’ first sound? Yes - ka pai, you were right, it is the orange and the octopus because the first sound we can hear is /o/. Click to make ticks appear under these images - dog begins with a different sound, the first sound we hear in dog is /d/.  Slide 4 appears - a hangi, umbrella and a ham. Presenter visible to the side.  Now we can see a hangi, an umbrella and a ham. Can you say hangi, umbrella and ham.  Two of these pictures have the same first sound and one does not. Can you tell me what has the ‘same-same’ first sound? Yes, - ka pai, you are right! It is the hangi and the ham because the first sound we can hear is /h/. Click to make ticks appear under these images - umbrella begins with a different sound, the first sound we hear in umbrella is /uh/.  Slide 5 appears - some undies, a cat under a table and a heart. Presenter visible to the side.  Look, we can see some undies, a cat under a table and a heart for this picture (presenter to point to the cat under the table), our word is under.  Two of these pictures have the same first sound and one does not. Can you tell me what has the ‘same-same’ first sound? Yes - Tino pai, you are right! It is undies and under because the first sound we can hear is /uh/. Click to make ticks appear under these images - heart begins with a different sound, the first sound we hear in heart is /h/.  Slide 6 appears - a duck, hill and some dice. Presenter visible to the side.  Now we can see a duck, a hill and some dice. Two of these pictures have the same first sound and one does not. Can you tell me what has the ‘same-same’ first sound? Yes - Ka rawe, you are right! It is the duck and the dice because the first sound we can hear is /d/. Click to make ticks appear under these images - hill begins with a different sound, the first sound we hear in hill is /h/.  Slide 7 appears - a deer, haka and a hat. Presenter visible to the side.  Look! We can see a deer, the haka and a hat. Two of these pictures have the same first sound and one does not. Can you tell me what has the ‘same-same’ first sound? Yes - tino pai, you are right! It is the picture of the haka and the hat because the first sound you can hear is /h/. Click to make ticks appear under these images - deer begins with a different sound, the first sound we hear in deer is /d/.  Slide 8 appears - a cat, an arrow pointing up and a car. Presenter visible to the side.  Now we can see a cat, an arrow pointing up and a car. For this picture (presenter to indicate the arrow pointing up), our word is up.  Two of these pictures have the same first sound and one does not. Can you tell me what has the ‘same-same’ first sound? Yes - awesome work, you are right again. It is the picture of the cat and the car because the first sound you can hear is /c/. Click to make ticks appear under these images - up begins with a different sound, the first sound we hear in up is /uh/.  That was so much fun. Maybe you could try playing this game with someone in your whanau. You could use objects that are in your home to play our ‘same-same’ game. | |
| **Learn**: Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning | **Introduce Letters and Sounds**   * Review letters and sounds previously taught o,c,g * Use sound cards to teach the connection between letter names and sounds for u,h,d * 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 o- this letter is a vowel. **Join in with me as I say our rhyme…**  *Presenter points to the …../o/ sound card*  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 the …../c/ sound card*  This is the letter c - My name is c, my sound is /c/  *Presenter points to the …../g/ sound card*  This is the letter g - My name is g, my sound is /g/  *Presenter, please 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 …../u/ sound card.*  This is the letter u - My name is u, my sound is /u/ and /uh/ This letter is a vowel, that’s why it has two sounds.  *Presenter holds up the …../h/ sound card*  This is the letter h - My name is h, my sound is /h/  *Presenter holds up the …../d/ sound card*  This is the letter d - My name is d, my sound is /d/  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 …../u/ sound card*  This is the letter u - My name is u, my sound is /u/ and /uh/ This letter is a vowel that’s why it has two sounds.  *Presenter holds up the …../h/ sound card*  This is the letter h - My name is h, my sound is /h/  *Presenter holds up the …../d/ sound card*  This is the letter d - My name is d, my sound is /d/  Tino pai, that was fun! E noho, we are going to write these sounds now. Have you got your pene räkau and pepa ready to write today's letters?  Presenter moves to the Letter Formation poster. Camera zooms in.  The letter u starts at the top of the grass and the letters h and d start in the sky but then they come down into the grass to finish.  Titiro mai - look at u (say letter name) This starts and stays in the grass - point to the letter u on the poster but h and d start in the sky and then moves down into the grass - can you see the tall sticks on the letters h and d? When you write these letters you start up high in the sky and move down into 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 u (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.  /u/ u/ u/ model three u letters. Encourage the learners to do this at home.  /h /h/ h/ model three c letters. Encourage the learners to do this at home.  /d /d/ d/ 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 writing a capital I too. Encourage the learners to try to do this at home.  Ka rawe. 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 the 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 - review 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 /u/, /h/ and /d/ today. Are you ready to make some words with me using these sounds?  Presenter takes u and p magnets and places them together. Read sounds individually say /u/ /p/ up.  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’s clever! Let me try another one. Presenter then takes h, u, t and slides them together to form a word under the word hut - Listen carefully as I read the sounds and then blend the word - you can join in with me - /h/ /u/ /t/ - hut.  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 - /u/ /p/ up and /h/ /u/ /t/ hut. Kai pai- we are so clever! Let’s see if we can make one more word with three sounds - Presenter takes magnets again and moves d o g magnets under other words and says /d/ /o/ /g/ - dog.  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- up, hut, dog. without segmenting sounds.  Tino 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. 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 up. Can you say the word up? Let’s listen to all of the sounds in up. To do this I will hold my pene räkau 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. /u/ /p/  I know I have to write two letters, one for each sound. Write each letter saying the sound as you write it. Awesome, let’s read our word - up. 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 - up. Kai pai.  Let’s try another word. Do you have your fingers ready to show the sounds in the word? Let’s write the word hut. Remember we have to say all the sounds in hut, /h/ /u/ /t/ show finger spelling then write the word down. Ok - your turn! Can you write the word, hut? 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 - hut.  Ok, last word for today. Repeat after me - dog. Do you have your fingers ready to show the sounds in the word? Let’s write the word dog. Remember we have to say all the sounds in, dog, /d/ /o/ /g/ show finger spelling then write the word down. Right, now it’s your turn to write the word dog. 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 - dog.  Shall we read through all of the words that we wrote? Ready, let's read… up, hut, dog.  Wow, you are really good at reading and writing your words - congratulations!  Right, it's time for something very special! We are going to write a sentence. A sentence is when we write a set of words, just like when we speak. Sentence - I am up up up - is written on the board. Model reading of sentence to viewers. I am up up up. I can see the sentence has five 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. I am up up up. Tino pai.  This sentence is about me. A sentence always has to be about someone or something. Can you say - I am up up up 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 - Same same game * 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 ‘same-same’ sound game with you today. Wasn’t it fun?  Did you enjoy learning about the letters u, h and d 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 practice sheets we have made for you. Example sheet pops up on screen with a link where to find this for caregivers to access. You could also use what you have at home to practice writing these 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 | |