





<b>Lesson Topic : Reading - Red (Level 3). Initial Letter Sounds.</b>	
<b>Year Group : 2/3</b>	
<b>Learning Outcome</b>	WALT use initial letter sounds when we read.
<b>Links with the New Zealand Curriculum</b> 	<b>English</b> Listening, Reading and Viewing <i>Processes and Strategies</i> <ul style="list-style-type: none"> <li>- Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas.</li> <li>- associates sounds with letter clusters as well as with individual letters</li> </ul>
<b>Key Competencies</b> 	Using language, symbols and text.  Thinking.  Participating and contributing.
<b>Prior knowledge</b> 	This group has only been reading with me for a week at this stage. I am still getting to know their individual learning needs. On the whole they have an awareness of many alphabet letter sounds, but not all. Particularly the more difficult to recall, a, u, y, g, j, n sounds. Their high frequency word knowledge is still developing, although they have recognition of the most basic magenta high frequency words.
<b>Lesson Sequence</b> 	<div style="border: 1px solid black; padding: 10px;"> <b>Session Outline</b>  <p>Warm-up - looking at our RED High-frequency words (previously we have done the same activity with the Magenta ones), can you find the word on the wall?  Revisit any apparent alphabet letter-sound gaps that show up during this activity.</p> <p>Orientation - The teacher talks about the book that we will be reading today, with the aim of gifting vocab that will be required, in order to set the children up for success. In this case, the names of the characters will be tricky. Nick, James and Kate. Draw the children's attention to the initial letter sound, to assist them in remembering the words as they read the book.</p> <p>Read the book as a group. - Encourage the children to read at their own, individual pace. Remind them as they go, to look at the first sound and use this to make their best guess at the word. Notice when a mistake is made and encourage the child to try it again.</p> <p>Revisit a page from the book with each child. - This allows the teacher to hear the</p> </div>

	<p>child read a page they are comfortable with, by themselves. This also allows the children an opportunity to build some confidence. I like to give them a sticker at the end of this, this helps to encourage participation from all children.</p> <p>Revisit High Frequency words from the game at the beginning.</p> <p>Ask the children to download their Explain Everything activity.</p> <p><b>Student Activity</b></p> <p><b>Learn:</b> Read the book with the teacher.</p> <p><b>Create:</b> Complete the Explain Everything activity that relates to the story.</p> <ul style="list-style-type: none"> <li>- Mixed up sentences. Move the words into the correct place to make the sentence.</li> <li>- Practice your Red High Frequency Words.</li> <li>- Match the initial letter to the picture.</li> </ul> <p><b>Share:</b> Upload your completed Explain Everything Activity to your Google Drive.</p>
<p><b>Resources</b></p>	<p>The PM Reader, 'Holiday Time' by Jenny Giles. Alphabet Card High Frequency Word Cards at Red. iPads with Explain Everything on them. The <a href="#">Explain Everything Activity</a> by Trish Hockly.</p>
<h2>Reflection and Analysis</h2>	
	<p>The children all took an active part in their Reading Group and I was happy with the effort involved. It is clear that the group will need more practice with the letter sounds that they are unsure of. I am still familiarising myself with the individual learning needs of members of this group. It was interesting to note who has more confident high frequency word recognition and letter-sound knowledge. None of the children were confident with the letter sound 'n', which became obvious when we were looking for the word 'not' on the wall.</p> <p>The Explain Everything Activity was not created by myself, but another teacher at our school. I was happy for them to use the existing template as it targeted their learning needs just as well as if I created my own.</p> <p>This group will need to be read with regularly. I am aiming to see them four times a week, and give them a full 15-20 minutes at each session.</p>