

Fun and Games with

Sounds, Rhymes, Syllables and Letters



Pre-reading and pre-writing skills for a successful learning

by Petra Hege

Teaching pre-reading and pre-writing skills
in Nursery School
based on the Framework for Early Childhood Development

by Petra Hege 2018

With ideas from:
„Hören, lauschen lernen“, Küspert/Schneider 2008
„Fun of phonics“, Jody Spencer 2015

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Foreword

This handout was created for the teacher training of the Dream School Mbale and the Amuka Nursery School, Manafwa, 2018.

Before children start to learn reading and writing some pre-skills are necessary. According to the Framework of Early Child Development by the government of Uganda a selection of activities to practice the most important skills is suggested. Before explaining the games, there is a summary of important background information. It explains, why these activities are important and which skills they will train. In every chapter you will find the reference to the framework.

You will find activities for sounds, rhymes, syllables, letters and for locating sounds. The activities for sounds train the phonological awareness to focus on certain aspects. Rhymes are the beginning of paying attention to the formally aspects of spoken language and not just to the context. Syllables are a tool to learn local languages or to divide long words in smaller parts. The framework requires teaching letters. In this program it is suggested to teach them in various contexts. Before starting process of learning reading and writing the children should be able to identify and to locate sounds in words.

You will find explanations and activity suggestions in every chapter. To prepare children every lesson in teaching Learning area 4 in baby class and middle class should include one activity of chapter 2 to 5 of this manual. In top class you should extend to chapter 6 of this handout.

The activities are adapted from:
„Hören, lauschen lernen“, Küspert/Schneider 2008
„Fun of phonics“, Jody Spencer 2015

Following this program the author suggest to continue with the first 10 lessons of „Fun of phonics“ by Jody Spencer 2015.

1. Phonological awareness

Learning to read and write is like learning a new language for children.

Please read this word, then write it:

教師

Before children start to learn reading and writing they should develop some pre-skills. Written language acquisition is based on the following:

At first children have to get an insight in the meaning of reading and writing. Maybe they see the preacher reading the bible or sisters reading and writing at school....

The best way to teach children this is literacy: Look at picture books, read stories to them and talk about them, write their names in class etc.

So they get an insight in the importance of reading and writing and you can observe the following:

First children play to read and write by taking a book and pretend to read, while telling a story or they pretend writing by scribbling.

To be able to learn to read and write children must focus on the form of language besides looking for the contents. Spelling a word bases listening for sounds in this word.

Before children start leaning to read and write they develop some skills called *phonological awareness*. This development means the first steps to look on the formal aspects of spoken language.

The researchers distinguish two levels of phonological awareness.

The first one ist the *phonological awareness in the wider sense*:

The children learn rhymes (Which words sound similar ?) and are able to speak words in syllables, clap a word in syllables and count syllables.(Ba-na-na has got three syllables, you clap your hand each syllable once).

In the next and higher level, the *phonological awareness in the narrower sense* , the children listen for sounds: in the beginning, in different places of the word. The recognize spelt words, they start spelling and blending on their own.

This is why you should start to listen to the first sound of a word by emphasizing and prolonging he first sound: `Mmmmm-ouse`. After you can ask: `Where do you hear `m`in the words mouse, drum, hammer- in the beginning, middle or end?`

The process of reading means to blend two sounds and to recognize the word. In the beginning the children will blend slowly, so it is hard to recognize the word. To train this skill you spell short words and ask them for the word e.g. m-e-n, (men).

Reading these sentences you can understand the importance of teaching the sounds of the words and not just the name of the letters. Eg. „`m-e-n`: if you say ``em-e-en``, how can the child know it is the word ``men``?

2. Sounds

The ability to recognize, locate or differentiate sounds means perception and processing of the heard impressions. For this the ears and brain work together.

We differentiate several areas of auditory perception and processing like identifying sounds, locating sounds, distinguishing similar sounds (Do you hear d or t?), recognizing a special sound (Where do you hear B? Board or pen?), separate sounds out of many.

To learn reading and writing the children must be able to listen attentively to the spoken language. They must identify sounds, locate them, distinguish them from other sounds and similar sounds.

Therefore the framework requires to teach listening to sounds.

Reference framework

LA 4 Outcomes i:

Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.

Competences:

- ➔ 3-4 years: I can differentiate between sounds. (p.60)
- ➔ 4-5 years: I can locate direction of sound. (p.61)
- ➔ 4-5 years: I can identify the source of sound. (p.62)
- ➔ 5-6 years: I can identify sounds made in the environment. (p.62)
- ➔ 5-6 years: I can differentiate between sounds made. (p.63)

Activities

2.1. Which animal is this?

Requirements optional: Cards of the animals

Making noises of animals.
The children guess the animal.



„Miau...“

2.2. Who are you?

The children are in a circle.
One child has closed eyes in the middle.
One of the children in the circle makes a noise.
Who was it? If the child guess it, you change.



2.3. Whisper the name of the animal

Requirements optional: Cards of the animals

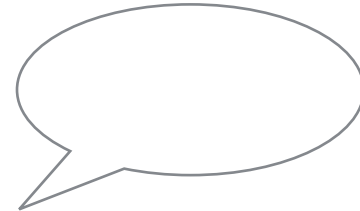
The children choose cards with an animal and whisper the names of animals (hiding their cards).

One child is going outside.

The teacher says: „Listen to cow“

The children whisper the name of the animal.

The child from outside tries to recognize the child or children which says the name „cow“.



„Cow, Cow, Cow...“

2.4. Making a noise

Requirements optional: Things to make a noise

The children are sitting in a circle.

They are closing their eyes.

The teacher makes a noise.

The children guess, what she has done.

(hit, stamp, knock, take paper...)



2.5. Mouse, say „Peep“

The children sit in a circle.

One child close his eyes. It stands in the middle

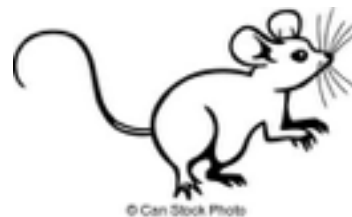
It says: „Mouse, say “.

One -by the teacher elected child- says „Peep“.

The child of the middle tries to find out the mouse and sit down on his knees.

If it is wrong it has to go in the middle again.

„Peep“



2.6. Silent post

The children a sitting in a circle.

One child whispers a word or a sentence to another ones ear.

What does the last child understand?



3. Rhymes

In the process of learning reading and writing children must set up their attention to formally aspects of spoken language instead of the contents. In the case of rhymes children figure out, that just the beginning of the word is different. By learning rhymes the children already train to pay attention to similarities and differences of spoken words.

Reference framework

LA4 Outcomes i:

Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.

Competences:

- ➔ 3-4 years: I can locate direction of sound. (p.61)
- ➔ 4-5 years: I can describe what I heard (p.61)
- ➔ 5-6 years: I can differentiate between sounds made. (p.63)

LA4 Outcomes ii:

Communicating confidently, effectively and meaningfully in spoken and sign language in a wide range of situations.

Competences:

- ➔ 5-6 years: I can have fun with spoken language. (p.65)

3.1. What belongs together?

Requirements: flash cards with rhymes



Show all cards one by one. Children name the pictures. Which rhyme? Find pairs.

3.2. Memory

Requirements: flash cards with rhymes



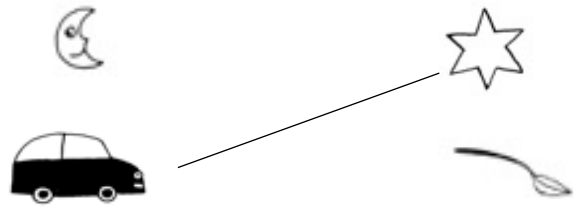
All of the cards must have a mate (pairs). Each turn, they are both turned back face down. If the cards match, they are left face up and the person who made the match receives a point.



3.3. Matching

Requirements: flashcards with rhymes

Match pictures which rhyme.



3.4. Find out the odd one

Requirements: flash cards with rhymes

Find out the odd one.



3.5. Finish the sentence

You start a sentence and the child says the missing word:

At the sky lives the star.

On the road drives the(car) .

To eat you need a spoon.

At night you see the...(moon).

3.6. Roll a dice

A child rolls the dice. The other children say a rhyme.



You dice a picture with: monkey. The rhyme could be: donkey

4. Syllables

Syllables help children to divide longer words in parts and write it step by step ba- na -na. To learn the written languages by syllables is versus suitable for the local languages of Uganda, because they consist of simple syllables (ka-ma-to-re). The USAIDs Early Grade Reading Program in Uganda supported by the government is based on syllables. It is designed for the primary school.

Activities

4.1. Clap the names of the children

Requirements optional: picture cards

T: „XX is there“

P: „Welcome XX „, clap the name in syllables.

Swing, clap, jump the syllables of the name.



„Jo-na-than“

The teacher shows the children a picture.

They say what they see.

The teacher speaks the word clearly?

and says: „We can clap the word“

Repeat again and clap the syllables with your hands.

4.2. Quiet and loud

Requirements optional: picture cards



The teacher speaks a word in syllables.

The children repeat it.

The teacher whispers the first syllable quiet and says the second loud.

The children guess the word.

The children repeat it with the teacher.

You can also speak the third or fourth syllable loud.

The teacher shows the pupil a picture card. The child tries to say one syllable quiet and another loud. The other children guess the word.

4.3. Memory

Requirements: picture cards



The children need picture cards. If they get two pictures with the same number of syllables, they win a pair.

ba-na-na

a-na-nas

4.4. Nameball

Requirements: ball

The teacher throws a ball to another child.
It say his name fluently and then in syllables.
After he throws the ball to another child.
At least, everyone should have been on turn.

4.5. Run to the syllables

Requirements: syllable cards (optional picture cards)

The teacher has got cards with syllables for example in the corners of a room.
He shows a picture to the children.
They say what they see and run to the corner with the card of the corresponding number of syllables.

4.6. Follow the king

Requirements optional: picture cards


The teacher shows one child a picture card or whispers him a word.
This child is the king and tries to play, what it saw on the picture card or the teacher whispered him, f.e. a pig.
The king is showing by playing a word.
The children guess the word and speak it in syllables.



4.7. Syllableball

Requirements: Ball, (optional: pictures)

Circle, show a word.  The child speaks: ba-na-na.

It throws the ball to  another child.
This child has to get and say the word banana.



4.8. Who`s name is it?

The teacher says the first syllable of one`s name. „Jo- “ (Jonathan)
The children guess the name.
Then all together speak an clap the name.

4.9. Winning syllables

Requirements: picture cards

The children have a deck with picture cards.
They take a card from the deck, one after the other
Who has the word with the most syllables? The child
with the most syllables gets the cards.
Winner at the end is the child with the most cards.



4.10. Collecting syllables

Requirements: picture cards, three children can play together

Every child decides to collect a special number of syllables (1-3).
They turn on the cards. If the picture has the number of
syllables, the child collect, it can take the card.



Girl collects
words
with 1
syllable, like
tree



Boy collects
words
with 3
syllables, like
ananas



5. Letters

The letters have names (M like „em“) and sounds („m“). You call them by their names, when you recite the alphabet. But to identify the sounds in the spoken language you have to realize the sounds, not the names. That`s why it is very important, to teach the children the SOUNDS.

You should introduce letters with a song, maybe also a story, a sign, and a picture where the letter is the initial sound.

Model Introduction Letter „M“

Reference framework

LA4 Outcomes i: *Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.*

Competences:

- ➔ 5-6 years: I can differentiate between sounds made. (p.63)
- ➔ 5-6 years: I can associate sounds with letters. (p.63)

If you introduce a new letter you should practise all the following steps to make sure that the child can remember the letter and the sound:

Sound: „mmm“

Name: „em“

Sign: Rub tummy as if seeing tasty food and say `mmm`

Song: I like meat and Maize` (Fun of phonics, Jody Spencer S.15)

Story:

Once there was a little mouse. It was very hungry. It asked all mice for food, but they all shake their head so she searched everywhere in its environment. Then it saw a hut and thought: „Oh there live people. Maybe I can find something there.“ So it crept carefully in the hut. It couldn`t believe what it saw with his eyes: mountains of maize!...

Picture card: Picture card with a mouse. Say: Mouse, „mmmm“

Writing: with the finger in the air, on the the table, the back of the neighbor, on slates.

6. Locate letter sounds

It is not easy to locate sounds in a word. You start to listen to the initial sound: „Mmm-other“
This chapter is for the top class, maybe middle class

References framework

LA4 Outcomes i: *Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.*

Competences:

- 5-6 years: I can differentiate between sounds made. (p.63)

Activities

6.1 The Initial Sound-

Introduction

Requirements: picture cards with initial sound m (mouse and maize) or drawings on the blackboard

The teacher takes two picture cards with the same initial sound (mouse, maize)..

Take the first card .

The children tell what they see.

The teacher says the word and speaks the initial sound very „mmmm-ouse. (extend it)

The children repeat the word.

Do the same with the second card/ drawing (mmmm-aize) .

Ask the children: What is the same at this two words? (Answer: the initial sound `m`)

Repeat with some cards with the initial sound m (mango, monkey, momey, mouse)



6.2. Sorting

Requirements



The idea is: You have got one letter/sound e.g. M/`m`.

Then you have got objects, pictures or drawings and sort or match what belongs to M. M likes objects, which start with the sound „m“, like mouse, maize,...

6.3. Names beginning with...

If any children in the room have names with the `m` sound in the beginning, say their names:

M like Mmmm-arsden. Is there another one whose name starts with `mm`?

6.4. Where is the Sound?

Options:

- ➔ Say the word
- ➔ Draw picture on the blackboard
- ➔ show picture



E.g.: Mouse, drum, hammer

Ask: Where is the sound `m`? Beginning, middle or end?

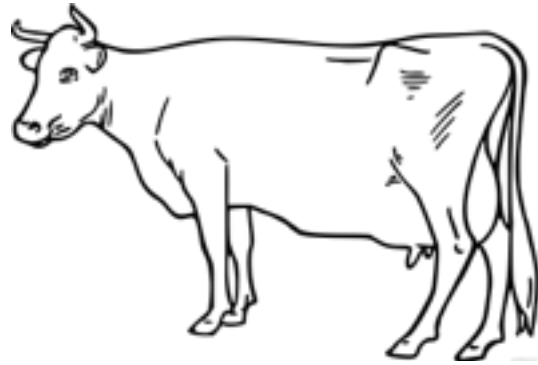
6.5. Names with Sound

If any children in the room have names with the `m` sound, say their names, emphasizing the `mm` (eg Mmmichael, Mmmmary, Sammmm)



Attachement

Sounds flaschcards animals





Rhyme flashcards



car



star



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mouse



house



frog



dog



spoon



moon

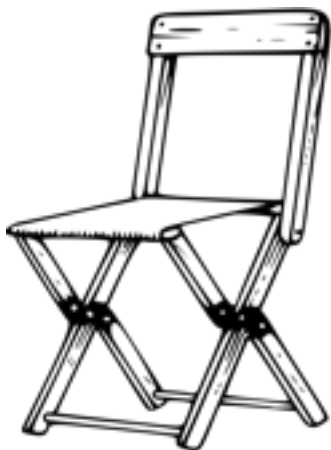


hut

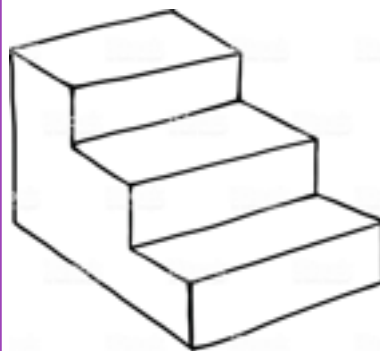


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nut

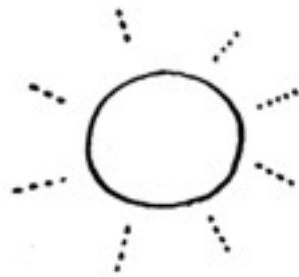
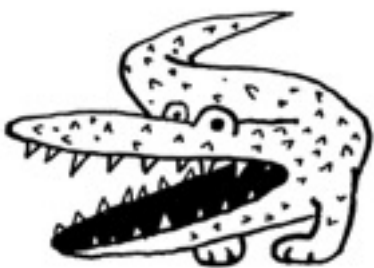
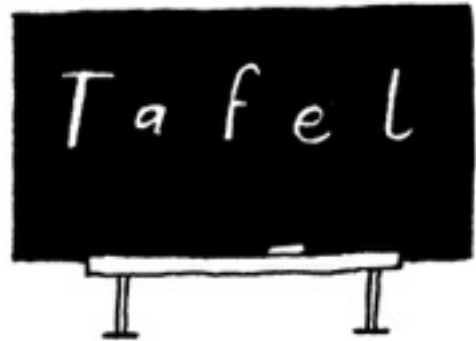
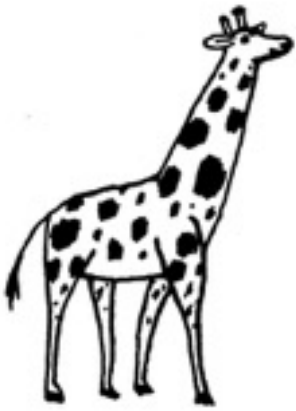


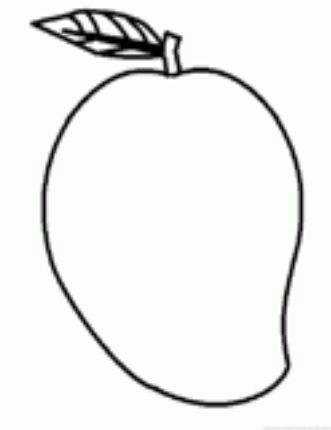
chair

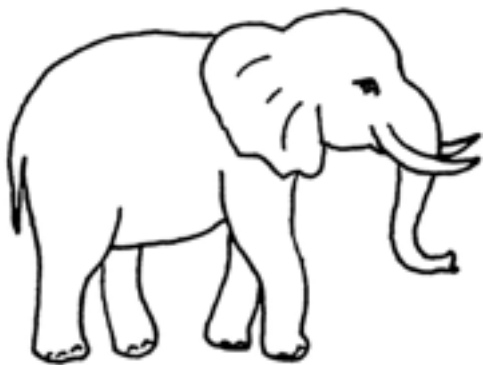


stair

Syllables flashcards







Literature

Learning Framework for Early Childhood Development (3-6 years of age)

National Curriculum Development Center

The republic of Uganda ministry of Education and Sport 2005

Hören, lauschen, lernen

Küspert/Schneider 2008

Fun of Phonics

Jody Spencer 2015

