

Teachers capacity building



Teaching Reading and Writing successfully

Modul 1



„Give a man a fish and you feed him one day.
Teach a man fishing and you feed him his whole life.“

Konfuzius

Introduction

Africa (k)now Uganda is a young organization with the main goal building teachers capacity and empowering teachers. Ugandan teachers are training teachers. Africa (k)now provides workshops and is supervising and monitoring the process of implementing the contents. Thereby the training ensures a sustainable impact.

The story behind was the recognition of many students struggling in reading and writing. Therefore schools were requesting for support in that issue. So, Africa (k)now Uganda was founded in 2021.

Many activities by e.g. Unicef, Red Earth, Masindi or Read for life, Gulu. took place so far to improve reading competences of students in Uganda.

Africa (k)now Uganda realized that many teachers and parents prefer English as the main taught language. Researchers and the Ugandan curriculum want to teach reading and writing in the mother tongue. Sometimes it is a challenge, if there are different dialects within one class. But children should be able to read and write their mother tongue, that's what they're used to. We should avoid that they just read English, but aren't able to read their native language, because it is a treasure and part of their cultural identity!

That's why Africa (k)now Uganda recommends according to the Ugandan Curriculum to start teaching syllables (consonant-vowel), because most Ugandan languages are based on syllables: “in-de-mu”, “ko-pan-ge”.

For teaching English we adapted the program Fun of Phonics. It is a program developed in Uganda for teaching reading and writing in English at Primary School by J. Spencer, 2015. Since then it is successfully provided all over the country.

The program is adapted to nursery school by Africa (k)now Uganda. Africa (k)now Uganda included teaching syllables from the very beginning. That's why the first assessment starts with vowels- according to the Ugandan Curriculum.

The former program is divided into more smaller parts and assessments.

The introduction of sounds was enriched by stories, written by Ugandan teachers and creative activities to make learning holistic and joyful.

After teaching the program successfully in Nursery schools it is extended to Primary School also.

In this manual you will find some informations about reading and writing. Further it guides you through one term teaching one sound per week. It provides a weekly scheme, you can follow day by day. It was already conducted by Ugandan teachers. Attached you find the assessment and some flashcards.

We assure, if you follow this properly, your student will read first words after this term.



Your team

Africa (k)now Uganda

Mbale, April 2023





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Can you read this sign? (Japanese for teacher)

少年

Source: Fun of phonics, Jody Spencer

How great is the challenge to learn reading and writing!

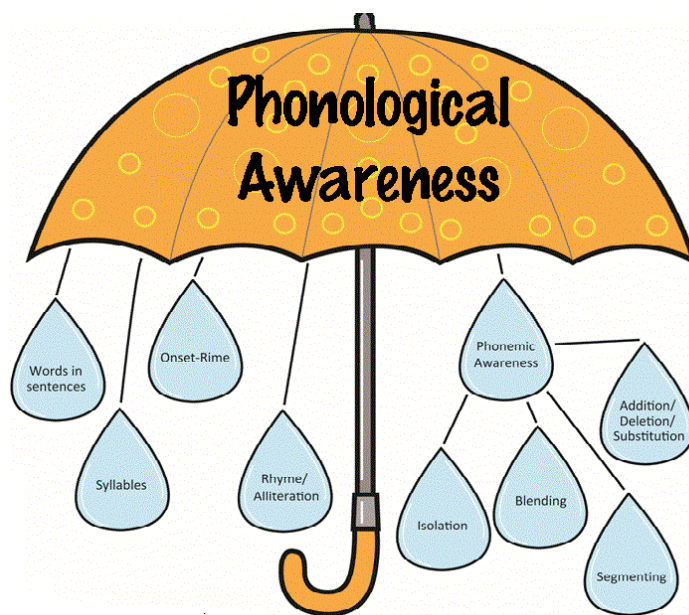
Read this word:

"Extracalifragile"

Source: Fun of phonics, Jody Spencer

What are the requirements to be able to learn reading and writing?

1. Phonological awareness



Source: Splash.Learn



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Before children start to learn reading and writing they should develop some pre-skills. Before you start teaching reading and writing you should consider the natural development of children and help children to develop following skills first.

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

Before children start learning 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.

1.1 Rhymes, Syllables, Onset-rimes, words

The researchers distinguish two levels of phonological awareness. During the first one (left side of the umbrella) the children learn **rhymes** (Which words sound similar ?) or **onset-rimes** (t -in, s- in) They 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). Also they have to realize that **words** are parts in a sentence.

Source:Readingrockets.org

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.

Why is it important?

Identify rhyme units and group words with common sounds help children to listen to similarities

You can use Poetry, songs, nursery rhymes. In the manual Preskills you find activities and learning aids.

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.

Why is it important?

Dividing words into parts or chunks helps the process of decoding

Knowing the rules for syllable division can students read words more accurately and fluently





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Understanding syllable can help learn spelling words correctly
In the manual Preskills you find activities and learning aids.

Onset-rimes

is the initial sound and a vowel and consonant c-at. Finding families such as f-at, etc.

1.2 Phonemic awareness

On the next and higher level, the *phonemic awareness*, Children realize, that sounds correspond with letters: letter a makes sound `a`.

They must learn, that a words is made by sounds.

The children have to listen for sounds: in the beginning of a word and in different places of the word. This is why they should start to listen to the starting sound of a word. You can help them by emphasizing and prolonging the first sound: `Mmmmm-ouse`. After you can ask: `What do you hear in the beginning of the word?` “ Yes, `mmm` “. Most easiest to identify are the vowels, because you can prolong them very well and they are sounding.

If students identify the starting sounds you can ask them for last sound:

“What can you hear in the end: pannnnn?” Yes, `nnn`”.

At least you ask : Where can you hear `m`in the words mouse, drum, hammer- in the beginning, middle or end?`

Activities: e.g. Starting sound, Where is the sound? etc.

2. Teaching reading and writing

Reading means to be able to blend sounds and to identify the word: C-a-t is cat. 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). This activity we call puppet talk, because you use a puppet made out of a sock

Learning writing means to analyze the different sounds of a word and write down in the right order. That is why syllables help especially weak learners very much, because you divide a word in smaller parts. And by writing syllable by syllable it is much easier to write longer words. Ugandan languages are appropriate for this method, because sounds are matching to letters and words are mostly made out of short syllable such as : “in -de mu” or “ka – sa- va”.

If you teach children whole words, they will copy the picture of the word.

They have to achieve themselves the secret of reading (analyzing and blending sounds) or they will just learn the words by heart. Then maybe they will not be able to read other languages such as their mother tongue or other languages.





2.1. Teaching and introduction of sounds

Teaching sounds

What are the sounds of the letters? Go through the alphabet and let the teachers sound:

a-b-c-d-e-f-g-...

Ask the teachers again to sound the word

c-a-t.

What is the word? Cat.

There are 44 sounds in the English language and 100 different ways to write them.

How to teach reading:

Sound out the word c – a – p . Point at each word sound while sounding it out.

Then blend with the finger as a bow from first to last sound and say the whole word.

If you start introducing sounds in baby class you should do it very holistic.

2.2 Introduction of a new sound

All children are different. There are fast learners such as slow learners. They come together with different knowledge and stages of development. But one is all the same: They are children and they like to learn joyfully and playfully. So make them loving and enjoying learning sounds by providing a wide range of activities. Actions help the children to remember the sounds and provide many possibilities for games.

Introduce a new sound with the following activities:

1. Present the sound on the chalkboard
2. Explain: “The name of the letter M is `em`, but
3. „We are reading with the sounds of the letters.“

And he sounds `mmmm`.”

4. Action: Give every sound with an actions, so they can remember the sound





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better. It also helps to learn reading.

5. Song: Sing the song

6. Story: Tell a story about the sound, speak rhymes

7. Activities:

- Writing in air, table, on the back of neighbour, slates
- Form it with play dough
- Form with the body
- Hollow letters: tear snippets, make, crumple ball
- (Flashcards. Can you hear?)
- Let children tinker something according to the sound.

2.3. Teaching vowels

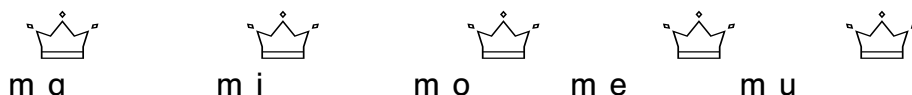
The curriculum of Primary teaches vowels. (Ref. p.

There is no syllable without a vowel.

Children can identify them easily in the beginning of a word. You can prolong them very well, so that children can identify the first sound of a word more easily.

2.4. Teaching syllables

Syllables are chunks of a word. Each syllable has got a vowel. Vowels are “kings” of a syllable and can be marked by a crown.



There are **open syllables** (a consonant and a vowel: b-a) and **closed syllables** (consonant-vowel-consonant: or r-a-b (bit).

Most native languages in Uganda are based on syllables: In- de mu, ko-pan-ge.

The Ugandan curriculum and researchers recommend to teach reading and writing in the mother tongue first.

Teaching open syllables in the very beginning makes it much more easier for children to get the process of blending and spelling. That means, children will be able to read their mother tongue as well as English!

Start with open syllables (consonant and vowels), train them (ma, me, mi, mo mu) and you will be surprised!

In the first term concentrate on sounds, songs, actions and syllables, then next term children will read words very quickly!!!





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You will find some wonderful activities for teaching syllables apart from charts, first of all the **bottle line**.

3. Structure of a lesson

Each lesson should follow the same plan:

1 Revision

2. Reading activity

3. Writing activity

So children know what you will do and they feel confident.

4. Activities for teaching

4.1. Revision activities

Flash

The teacher holds up a flashcard and the children have to say the sound the letter makes.

Try and do this as quickly as possible.

Fun of Phonics page 1

Sound table*

The teacher writes sounds on the chalkboards, the children have already practiced to.

Children read sounds

-Write on board

m	a
i	o

-point at sound

-children read

* (different name) Fun of Phonics page 1

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`?





Left or right hand?

Choose two sounds you would like to practice, e.g. `m` and `a` sounds. Write `m` on one side of the chalkboard and `a` on the other side. When you say a word beginning with one of those sounds, the pupils should point to that side of the board that shows the sound the word starts with.

To extend the game, the sound can be in any part of the word not just in the beginning.

4.2. Reading activities

Reading sounds

Starting 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 slowly:

„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)

Friends of sound ...

E.g. you teach sound `a`. Every object starting with a (apple, ant,...) is a friend of `a`. Things starting with another sound such as e.g m (maize) is not a friend of `a`.





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Present drawings, objects or flashcards to students and ask: “Who is friend of `a`?”

Reading first sound

Write some words on board. Underline the first sound and ask the children to read the first sound. mum insect ant

DON'T READ THE WHOLE WORD!!!

Can you find sound `m`?

Write some words on board and ask children to find sound `m` and circle or underline.

DON'T READ THE WORD OR OTHER SOUNDS!!

e.g. mouse, drum, mother, yam, hammer

Make actions of a sound or syllable

Make the actions of the sounds of a word and the children say the word.

Reading syllables

Bottle line

Take some empty water bottles out of plastic. Cut them in the middle. Put them on a line so that you can move them. Make sound cards. Each bottle gets one sound card. If you move bottles with sounds together you demonstrate the process of blending:” m-a, m-a, ma.”

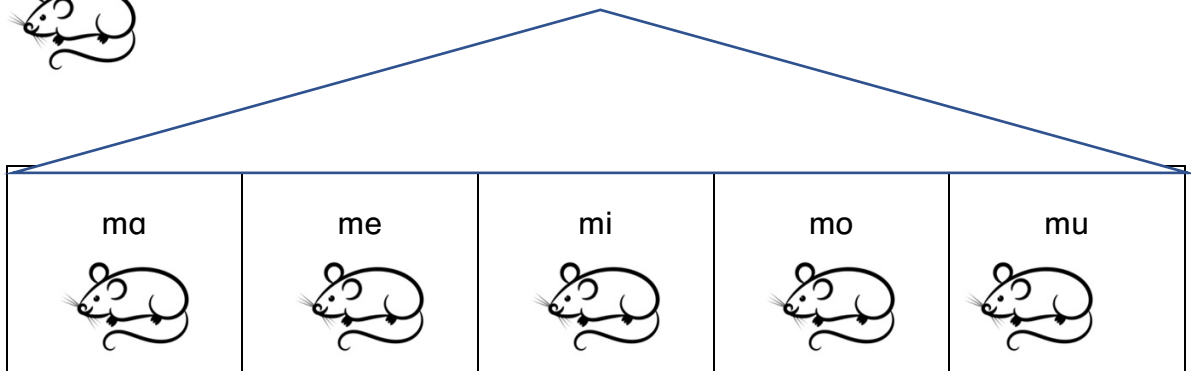
Idea: Red Earth Education, Masindi
i



House of the mouse

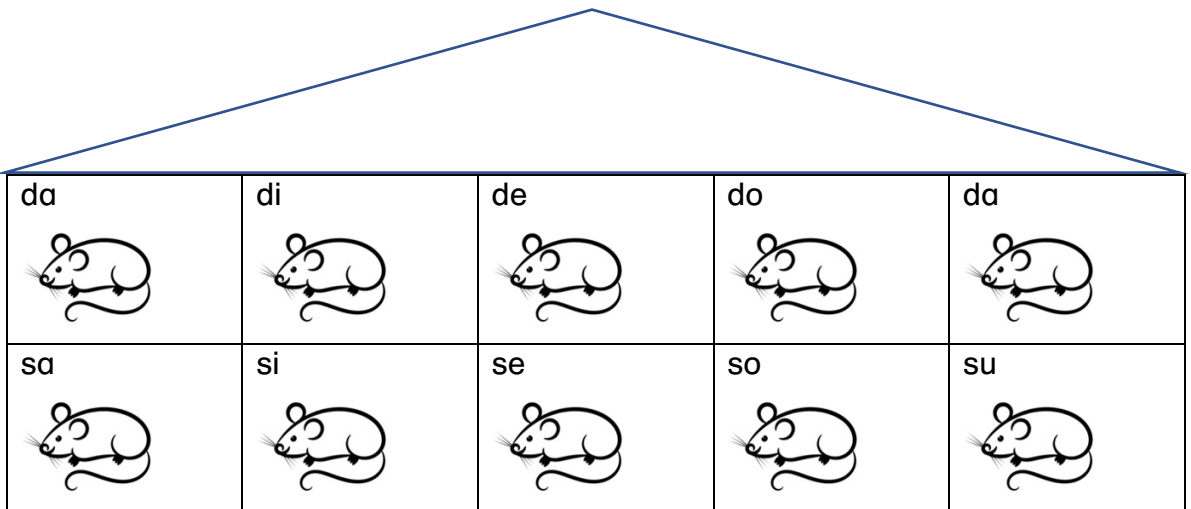
Tell a story: There is a house. In the house lives a family of mices. It the family of






m



Hotel

Family of mice M wants to go for holidays. Also family mice s and family mice d. They live in a hotel. First floor Family M. First room is for mouse “ma”. (Fill in Ma), next room is for Mo (fill in mo) and so on. Second floor lives Family s and last one family d.



ma	mi	me	mo	mu
				

Who is missing?

Wipe away one mouse name (syllable out and ask: Oh one mouse has gone lost, who is it?

Puppet talk

Say a word in sounds (don't say the whole word, but just the sounds separately in each, e.g. s- a - t.) The children try and guess the word. they practice orally blending sounds. this is the beginning of reading

Fun of Phonics page 2

George`s gym

You give an instruction to the children by sound-talking a word. The pupils guess the word and carry out the movement.

E.g. Put your hands on your b-a-ck.

Fun of Phonics page 3

4.3 Writing activities

Hold up a sound

Children are divided in rows. Each row is given another sound (one à`, another ò`..)

Teacher will say a word and if pupils are in the row with the starting sound for the word then they hold up their hands or slates
the children

Fun of Phonics page 5



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Write a syllable

Say a word or give actions of a syllable
Children write on slates.

5. Assessments

After teaching sounds teachers should assess, if students got the contents properly or they need some additional training. That's why there is an assessment at the end of a term.

Assessment 1: m-a-e-i-o-u-s-d



Week 1

Sound m



Action Rub tummy as if seeing tasty food and say ‘mmmmmm’.



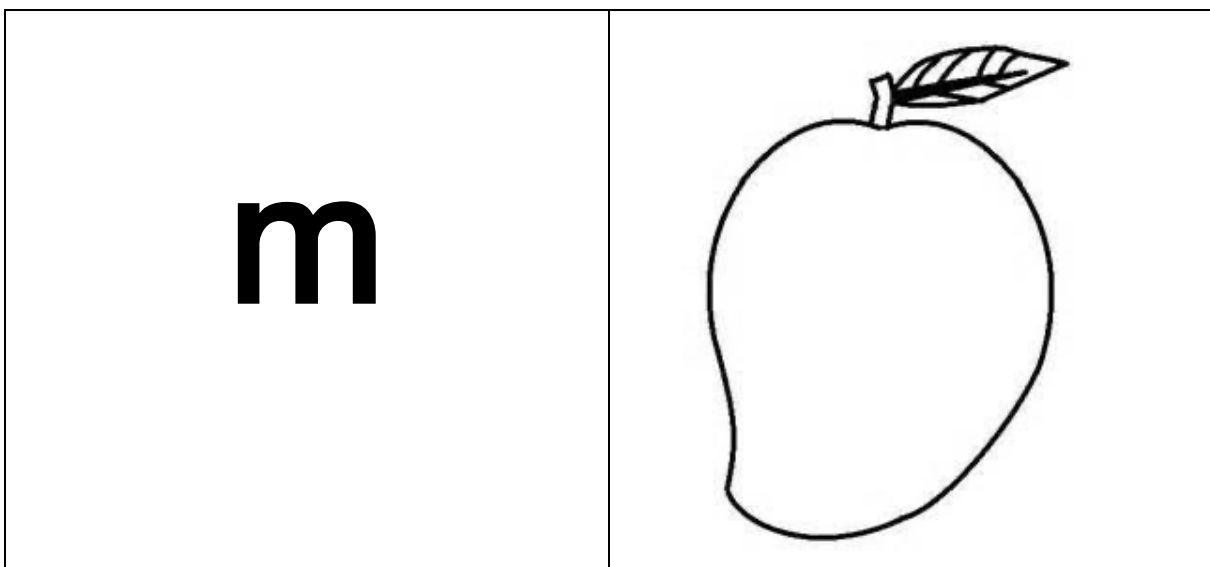
Song: Variation of *Mary had little lamb*

I like to eat maize and meat maize and meat

maize and meat I like to eat maize and meat mmmmmmm

out of Fun of Phonics, Jody Spencer 2015

Flashcard with initial sound m



Story, rhymes, activities

Shake, shake the mango tree

One for you and one for me.

M,m



One day when we were at home mummy was very happy. She asked us what we want to eat. We all said m, m, m. Then I replied: `maize`, my sister said: `meat`. So she went and brought for me maize. When I ate I said m, m, m, yummy. My sister ate meat and said: M, m, m, yummy. Thank you mummy!



Nasanga

By Joan Wegosasa & Fatuma

Mango out of Newspaper

Manufacture some paste out of kassawa flour (1 cup) and boiled water (cup)

Tear newspaper in small snippets. Crumple a page of newspaper as a mango. Then stip the snipes into paste and cover the crumpled mango over and over. After drying (up to two days, color it with green paint and you have got a mango for the shop to play.





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Scheme sound m

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Revision activity		Song and action `m` Flashcard activity	Song and action `m` Flashcard activity- sign a sound	Song and action `m` Flashcard activity - change your voice	Song and action `m` Flashcard activity
Reading activity	Introduction sound `m` Song, story, action	Names with sound. m or Starting sounds (Mmmmouse,)	Friends of `m`	Reading first sound mouse, maize, mat,...	Can you find sound `m`? mouse, drum, mother, yam, hammer
Writing activity	Writing sound In air, sand, back, table, board, copy	Activity Make a mango	Tracing m, M	Write sound In Exercise book	Write sound



Week 2

Sound a



Action: Walk fingers along hand as if ants are crawling on you and say ‘a, a, a’.

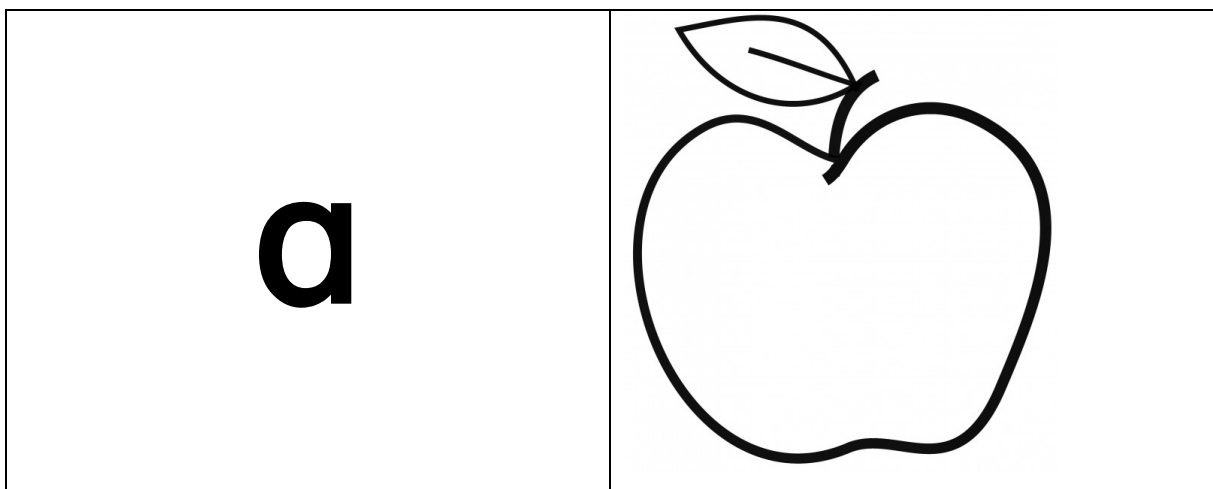


Song: Variation of ‘*The Wheels on the Bus*’ tune. Key: C

The ants on my hand go a, a, a, a, a, a, a, the
ants on my hand go a, a, a, a, a, a.

out of Fun of Phonics, Jody Spencer 2015

Flashcard with initial sound a



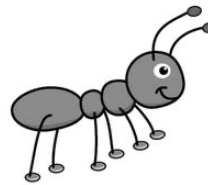
Story, rhymes, activities

Apple, apple, apple

I like an apple,

it's very, very sweet.

A, a



gg77484584 GoGraph.com

One day I visited my ant.

She gave me a mat to sleep on,

at night I felt something moving on my arm.

I saw ants moving on my arms.

I said a, a, a, while pushing them away from my arms,

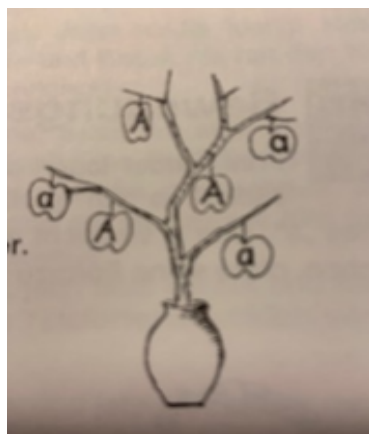
Saying a, a, a.

By Joan Wegosasa & Fatuma Nasanga

Apple tree

Find a stick/branch and a children on paper the form give them a scissor to cut. and small letter A, a and thread for hanging up on the

out of ABC mit allen Sinnen, 2002.



vase. Prepare for of an apple. If possible Children write capital colour the apple. Take a branch.



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Scheme sound a

Week 2	Monday	Tuesday	Wednesday	Thursday	
Revision	Flahcard m Song and action a	Song and action a Flashcards a, m	Song and action a	Song and action a	Song and action a Georgies gym: See below
Reading	Introduction `a` Song, story, action	Starting sounds with sound a	Friends of a	Left hand or right hand	Puppet talk: m .- a Bottle line m-a
writing	Write sound in air, sand, back, table, board, copy	Activity Make an apple tree	Tracing A, a	Write sound In exercise book	Copy ma or am

Georgies gym:

Stand u-p
Touch your h-i-p
Pick up your p-e-n
Touch your b-a-ck
Touch your l-i-p
Touch your l-e-g
Touch your ch-i-n

Reading with bottle-line

ma

Starting sounds

Just use these words no others for starting sounds

art, arm, arc, ant, apple, action, ambulance



Week 3

Sound e



Action: Pretend to crack an egg with a chopping motion,
saying ‘eh, eh, eh’.



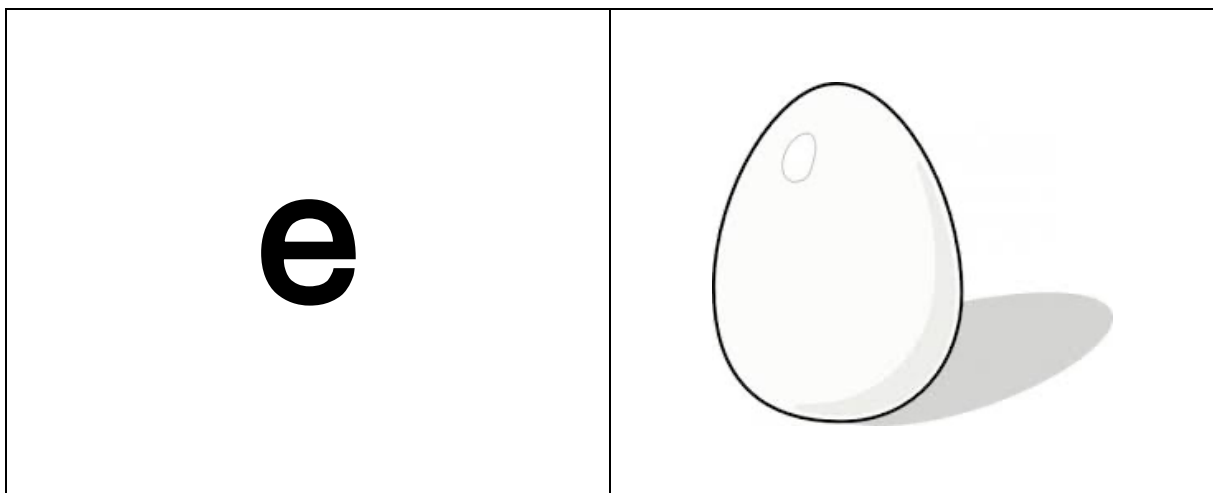
Song: Variation of ‘Old McDonald’ tune.



Eggs for break - fast eggs for tea. e, e, e, e, e,
eggs on the men - u come join me, e, e, e, e, e.

out of Fun of Phonics, Jody Spencer 2015

Flashcard with initial sound e



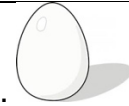
Story and rhymes

Egg for breakfast e, e, e. *Elephant elephant, in a bus*

Egg for lunch e, e, e. *Elephant elephant, in a bus*

Egg for dinner e, e, e.

E,e We had many hens at home and they would lay eggs.



So every morning we had eggs for breakfast.

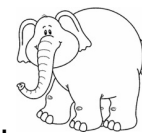
One day a hen lays an egg.

When my dad walked inside the house he stepped on an egg and did e, e, e.

We all ran inside and said e, e, e, he stepped the egg.

When we went outside, we saw an elephant and said e,e,e

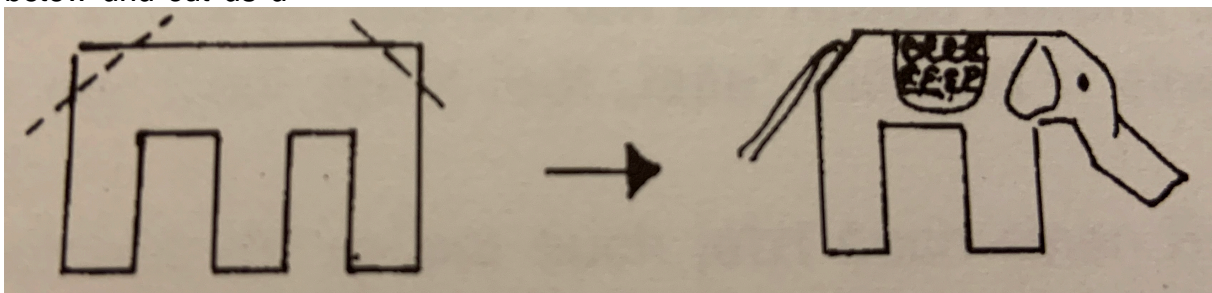
What a big elephant and then we ran back into the house.



By Joan Wegosasa & Fatuma Nasanga

Creative activity

Elephant Take a piece of paper (DIN A 4) and fold in the middle. Draw lines as below and cut as d



signed. Fold the trunk and let the children colour the elephant. out of ABC mit allen Sinnen, 2002



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Scheme sound e

	Monday	Tuesday	Wednesday	Thursday	Friday
Revision	Sign sounds M, a, e, I, o	<u>Sing song e</u> <u>Left hand o right hand?</u> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin: 5px;"> e o </div>	<u>Sing song e</u> <u>Puppet talk</u> m-a m-i m-o m-e	<u>Sing song e</u> Names eginning with e	<u>Sing song e</u>
Reading activity	Introducing sound `e` Song, sound, action, story, activity	Starting sound Eee-lephant Eee-ngine Eeee-gg Eee-mpty Eee-xit <u>Bottle line</u> m-a m -i m -o m -e	Reading first sound <u>E</u> lephant Insect Mouse Ant Engine Apple Maize Egg <u>Bottle line</u> m-a m -i m -o m -e	Friends of sound e Elephant Insect maize Ant Engine Exit egg <u>Bottle line</u> m-a m -i m -o m -e	Where is sound e? Pet Egg tablet elephant bed <u>Bottle line</u> m-a m -i m -o m -e
Writing activity	<u>Writing sound e</u> Writing in air, back, table, sand, chalkboard, exercise book	<u>Write sound e</u> Children write down	<u>Sound out a sound</u> Children write down	<u>Sign a sound</u> Children write down	<u>Copy syllable</u> Children copy the correct sentences and underline `e`.

Starting sounds

Just use the following words with the children and no others.

elephant, engine, egg, empty, exit

Reading with bottle line

ma, me



Week 4

Sound **i**



Action: Tip with your forefinger on your head, pretending making a dot on the small letter **i**.

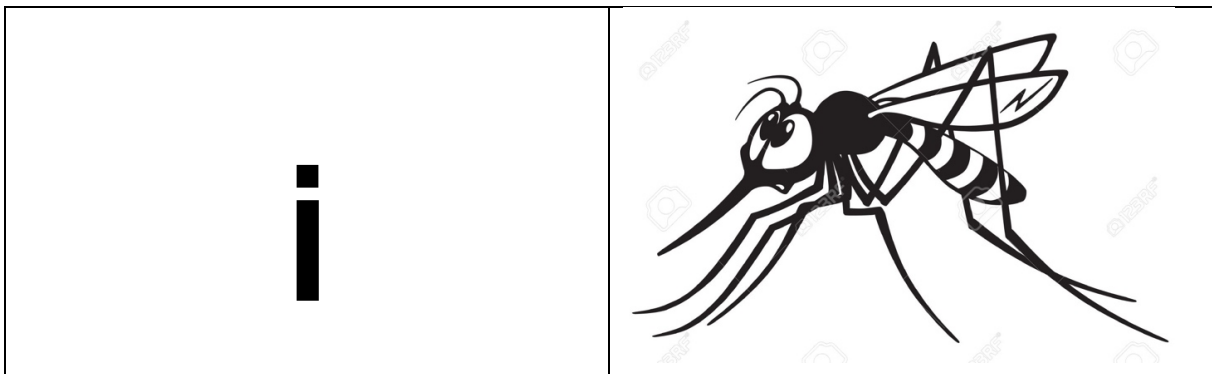


Song: Variation of ‘*The Farmer in the Dell*’ tune.

The rat said i, i, The rat said i,
i The rat is run ing round the hit the
rat said i, i,

out of Fun of Phonics, Jody Spencer 2015

Flashcard and picture with initial sound **i**



Story, rhymes, activities

I, i



One time our teacher taught us about different insects i, i, i, I we mentioned them and she hold us to draw them. I drew a funny insect and when my teacher saw she said i, i, i insect is that an insect and we all started laughing.

By Joan Wegosasa & Fatuma Nasanga

Cardboard insect

You need cardboards. Make shapes.





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Scheme sound i

Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
Revision activity	Flashcard m, a	Flashcard m, a, i Song and action i	Left hand or right hand (m, a) Song action i	Sign sounds m a, i Song and action i	Flashcards -change your voice m,a,s Song and action i
Reading activity	Introduction sound i Song, story, action	Starting sounds i liiii nk liiiiinsect Impossible infection injection india Bottle line m – a m – i	Friends of sound i link Insect Aant Apple Igloo Mmouse Injection mmaize Bottle line m – a m – i	Hold up a sound Row 1: m Row 2: a Row 3: i Words to Bottle line m – a m – i	Puppet talk: m – a m – i a – m l - m Bottle line m – a m – i
Writing activity	Writing sound in air, sand, back, table, board, copy	Activity i Make an insect	Tracing s i, l	Write sound Si i in exercise book	Copy ma mi

Starting sounds

Just use these words no others

for starting sounds

Ink, imp, into, ill,
injection, infection

Reading with bottle-line

Ma, me, mi



Week 5

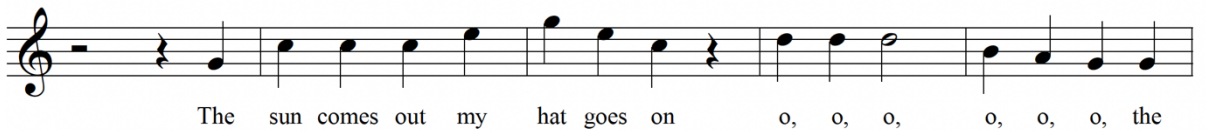
Sound O



Action: Form with thumb and forefinger a circle in front of your mouth. Pretend to say `o` and say ‘o, o, o’. (DSI)

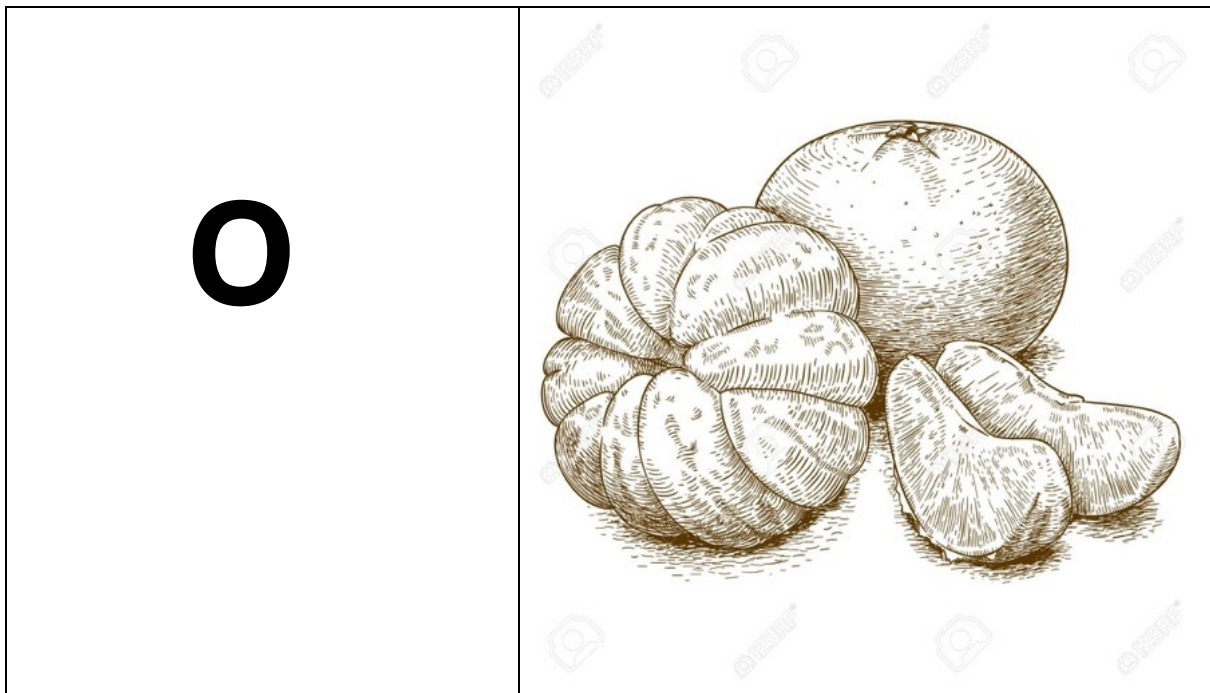


Song: Variation of ‘*The Wheels on the Bus*’ tune.



out of Fun of Phonics, Jody Spencer 2015

Flashcard with initial sound o



Story, rhymes, creative activity

O, o

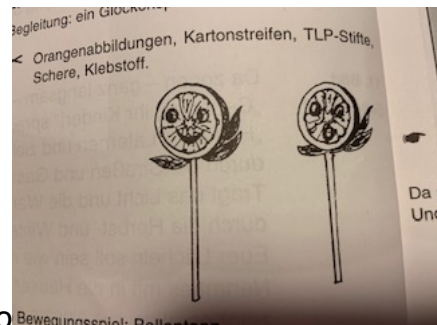
My grandfather put in his hat, whenever the sun comes out. The sun goes down, but one day the wind blew off his hat when the sun was out and he said: O, o, o,



my hat has gone off.

by Joan Wegosasa & Fatuma Nasanga

Orange-puppets



Draw oranges with a face, cut and stick with tape on a stick.

Now the children can play and talk with their puppets.



„Give a man a fish and you feed him one day.
Teach a man fishing and you feed him his whole life.“
Konfuzius

Scheme sound o

	Monday	Tuesday	Wednesday	Thursday	Friday
Revision	Flashcard m, a, i	Song and action `o` Left hand right hand	Song and action `o` Puppet talk m · a · m · i m · o	Song and action `o` Sign a sound m, a, I, o	Song and action `o` Read sounds m, a, I, o
Reading activity	Introducing sound o Song, sound, action, story, rhyme, creative activity	Starting sound Ooo-x Oooo -range Oos-trich oolive Bottle line m – a m – i m - o	Reading first sound Ox Orange Ostrich olive Bottle line m-a m -i m -o	Friends of o Who is friend of o? Orange, ox, ostrich, ant, mouse, mat, apple, insect Bottle line	Where is sound o? pot, over, top, chocolate, oil, Bottle line m-a m -i m -o
Writing activity	Writing sound Writing sound in air, on table, floor, back, slates... Tracing o, o	Write sound o Activityo	Copy syllable	Sign syllable Children write down	Copy syllable

Starting sounds

Just use these words no others for starting sounds

ox, orange, ostrich, olive

Reading with bottle

ma, me, mi, mo



Week 6

Sound U



Action: With forefinger, point up and down and say ‘u, u, u’.

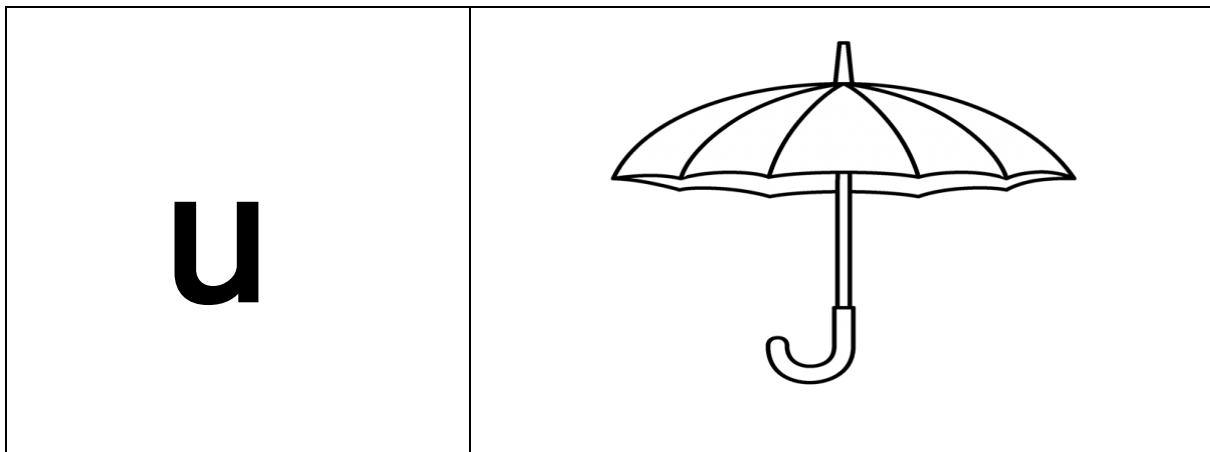


Song: Variation of ‘*He’s got the Whole World*’ tune.

The fish goes un - der the se - a, u, u, The bird goes up in
tre - e. u, u, And now here comes the mon - key u, u, u,
all go up and un - der me.

out of Fun of Phonics, Jody Spencer 2015

Flashcard initial sound u



Story, rhymes, creative activity



U, u

One day I was going to school. It started raining when I was on my way to school. I had to sit under a tree because I didn't have an umbrella. A car came and stopped near the tree and a man came out of the car and gave me an umbrella, u, u, u,. And I ran to school., u, u,u



by Joan Wegosasa & Fatuma Nasanga

An umbrella





„Give a man a fish and you feed him one day.
Teach a man fishing and you feed him his whole life.“

Konfuzius

Scheme sound u

	Monday	Tuesday	Wednesday	Thursday	Friday
Revision	Names beginning with a	Song and action `u` Puppet talk m-i m-u m-e m-o m-a	Song and action `u` Left hand or right hand O -u	Song and action `u` Sign a sound	Song and action `u` Reading sounds A, e, l, o, m, u
Reading activity	Introduce sound `u` song, sound, action, story, rhyme, creative activity	Starting sound u Uuu-umbrella Uuu-nder Uuu-ncle Uuu-nderline	Where is sound `u`? n u n s u n c u p g u n m u d d u ck Bottle line m-a m -i m -o m -e m -u	Read first sound ant meat up in am under on Bottle line m-a m -i m -o m -e m -u	Hotel Mouse Tell story of the mouse house And make a chart at chalkboard Children read names of the mice Bottle line m-a m -i m -o m -e m-u
Writing activity	Writing sound Writing sound in air, on table, floor, back, slates... Tracing U, u	Activity umbrella Write sound u	Copy the syllables Children copy the words and underline u.	Sign syllables Children write in t	

Starting sounds

Just use these words no others for starting sounds

umbrella, under,
uncle, underline, up

Reading with bottle-line

ma, me, mi, mo, mu



Week 7

sound **S**



Action: Weave hand in an s shape, like a snake, and say ‘sssss’.



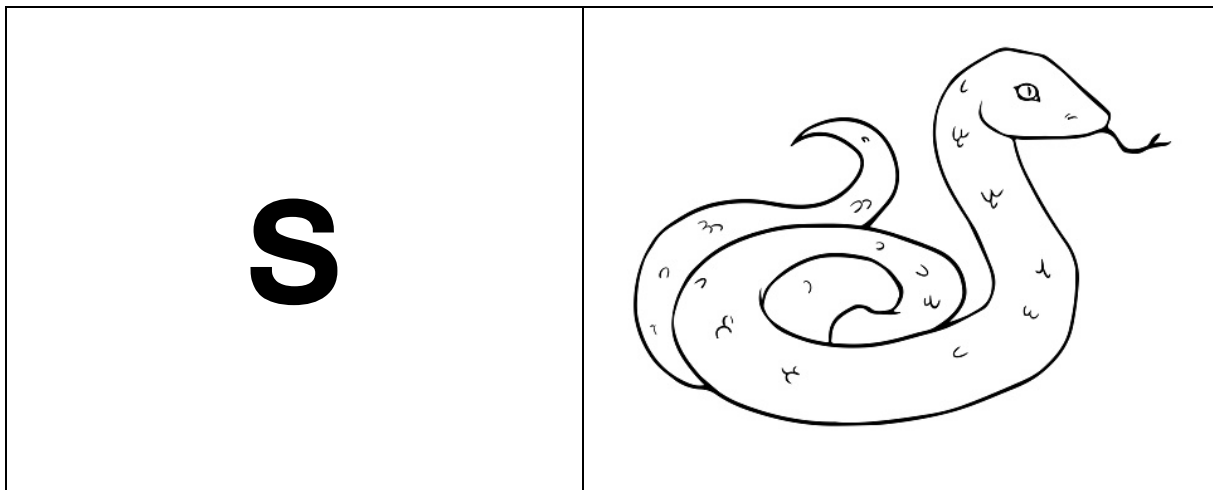
Song: Variation of ‘*The Campton Races*’ tune.

Have you seen the snake to - day: ssss ssss

Have you seen the snake to - day? hi - ding in the hut.

out of Fun of Phonics, Jody Spencer 2015

Flashcard initial sound s



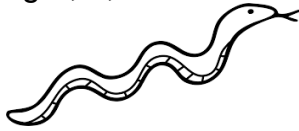
Story, rhymes, activities

S, s



My mother sent me to fetch some firewood and I saw dry sticks on the tree. So I had to climb and break them but I heard something in the leaves at the tree. The sound was s,s,s, s. I was scared. I looked again. Only to see was a snake, it was sounding s, s, s. I screamed and rushed down the tree and then I ran

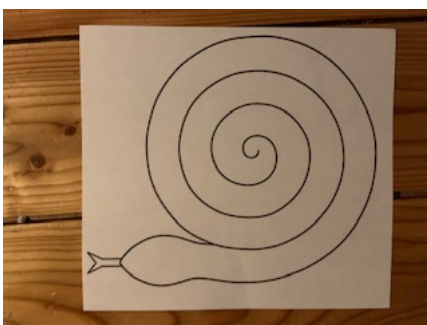
back home.



by Joan Wegosasa & Fatuma Nasang

A snake

Draw a form of a snake such as the picture. Children color the snake, then cut on the line . Start where the arrow is.





„Give a man a fish and you feed him one day.
Teach a man fishing and you feed him his whole life.“
Konfuzius

Week 7
Scheme sound S

	Monday	Tuesday	Wednesday	Thursday	Friday
Revision	Names beginning with s	Song and action `u` Puppet talk s-a s-i s-o s-e su	Song and action `u` Left hand or right hand O -u	Song and action `u` Sign a sound	Song and action `u` Reading sounds A, e, l, o, m, u
Reading activity	Introduce sound `u` song, sound, action, story, rhyme, creative activity	Starting sound s Sss-oup Ssss-nake Sss-oft Etc. Bottle line s-a s -i s -o s -e s -u -	Where is sound `s`? Son Son Post Sister ... Bottle line -a s -i s -o s -e s -u	Mouse house With s Sa, se, si, so, su Bottle line s -i s -o s -e s -u	Hotel with family m and s Bottle line s -i s -o s -e s -u
Writing activity	Writing sound Writing sound in air, on table, floor, back, slates... Tracing U, u	Activity s-snake Write sound s	Copy the syllables	Sign syllables Children write in t	Copy

Starting sounds

Just use these words no others for starting sounds

Sand, sit, sun,
sack, socks, sick

Reading with bottle

ma, me, mi, mo, mu
sa, se, si, so, su



Sound **d**



Action: Beat hands up and down as if playing a drum and say ‘d, d, d’.

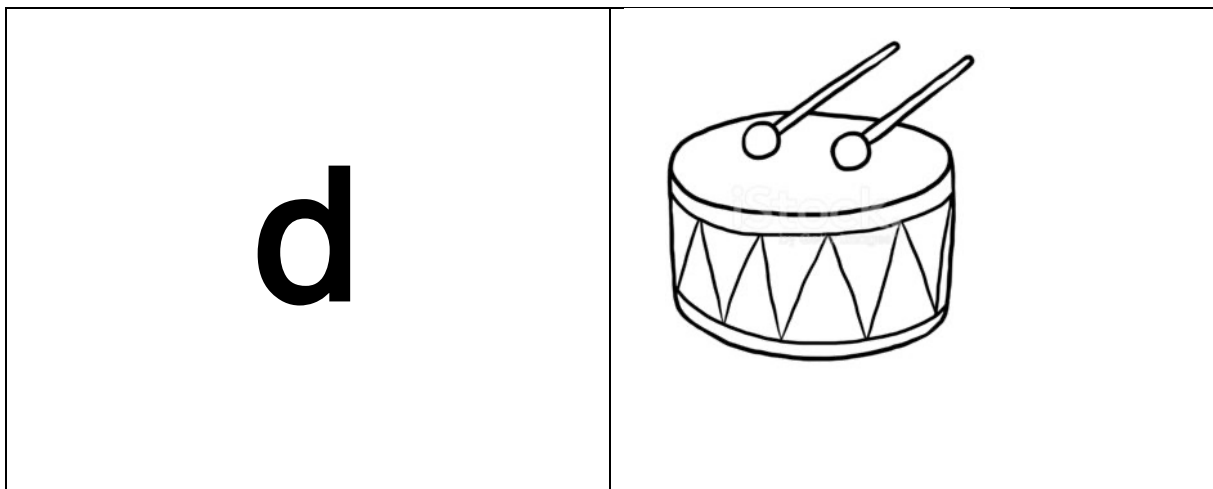


Song: Variation of ‘*The Wheels on the Bus*’ tune



out of Fun of Phonics, Jody Spencer 2015

Flashcard with initial sound **d**



Story, rhymes, activities

D,d

When I was young our dad used to buy us everything we wanted.
One day he bought something for d,d,d. It was a drum.
So my dad told me to beat.
On the drum, when I beat the drum and heard sound d,d,dd,
I was so happy to have a drum.
I thanked him for the drum, d, d, d.



By Joan Wegosasa & Fatuma Nasanga

Fold a dog

Adapted from <https://www.youtube.com/watch?app=desktop&v=ZNfZkEYk2pc>





„Give a man a fish and you feed him one day.
Teach a man fishing and you feed him his whole life.“
Konfuzius

Scheme sound d

	Monday	Tuesday	Wednesday	Thursday	Friday
Revision	Names beginning with s	Song and action `u` Puppet talk s-a s-i s-o s-e su	Song and action `u` Left hand or right hand O -u	Song and action `u` Sign a sound	Song and action `u` Reading sounds A, e, l, o, m, u
Reading activity	Introduce sound ù` song, sound, action, story, rhyme, creative activity	Starting sound s Dd -ad dd—oor ddd-uck ddd-og Bottle line d -a d -i d -e d -o d	Where is sound `d`? Dad Dog Lord under ... Bottle line d-a d -i d -o d -e d -u	Mouse house With d Sa, se, si, so, su Bottle line d -I, mi d -o ma d -e me d -u, mu	Hotel with family m and s and d Bottle line d-I, si d-o, so d -e, s-e d-u, su
Writing activity	Writing sound Writing sound in air, on table, floor, back, slates... Tracing U, u	Activity dog Write sound d	Copy the syllables	Sign syllables Children write in t	Copy syllables

Starting sounds

Just use these words no others for starting sounds

Desk, dress, duck,
dog, drum, door

Reading with bottle

ma, me, mi, mo, mu
sa, se, si, so, su
da, de, di, do, du



Reading assessment 1

Name: _____


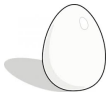






Date: _____

Class: _____



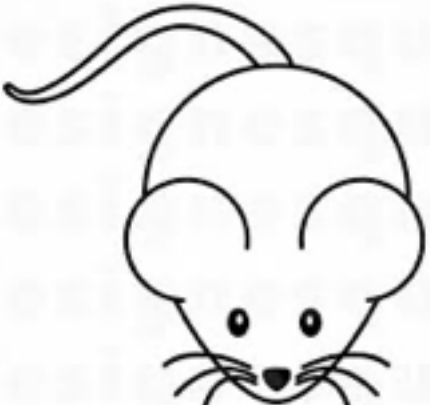



Teacher: _____

Circle the unknown sounds and syllable. In the first box match the sound with the correct picture of the starting sound. Stop, if there are more than three unknown syllable after another.







Score: Note the number of correct read words.

Object	Assessment	Score
Sounds	m a e d     o i u s    	/8
m	ma me mi mo mu	/4
s	sa se si so su	/4
d	da de di do du	/4
Total		/20

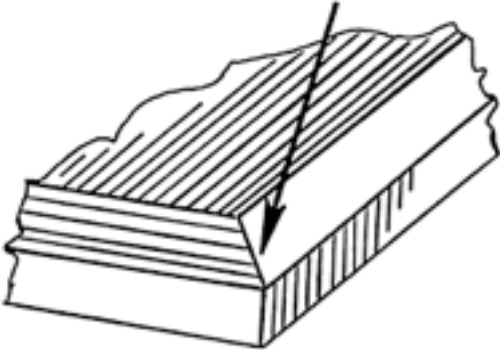
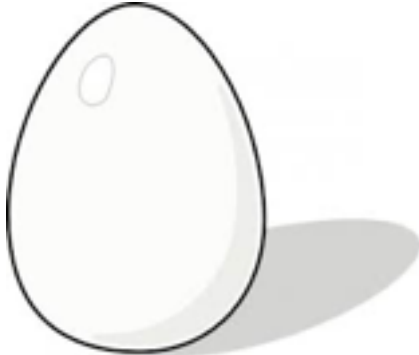

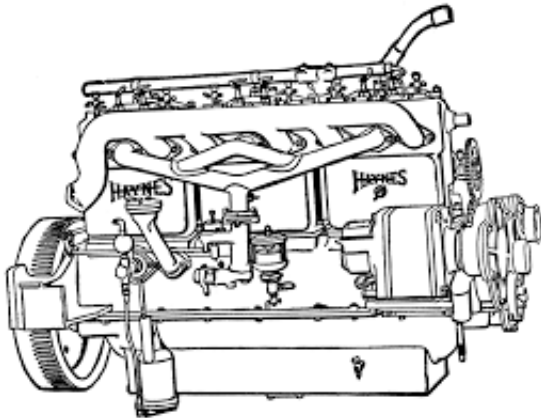
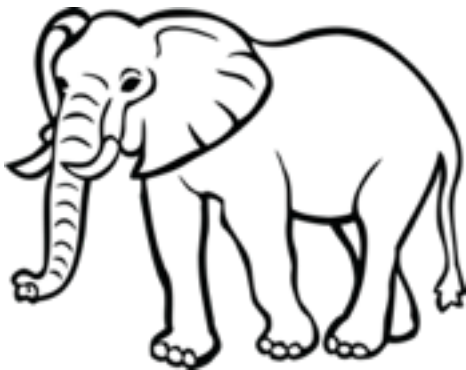

Flashcard Starting sound **m**

	
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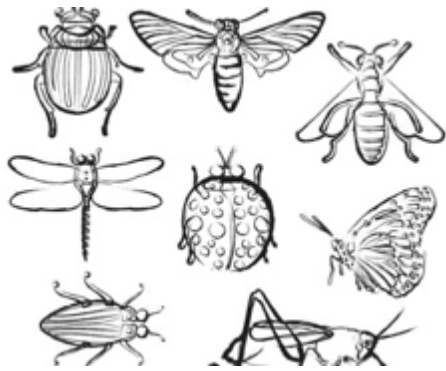
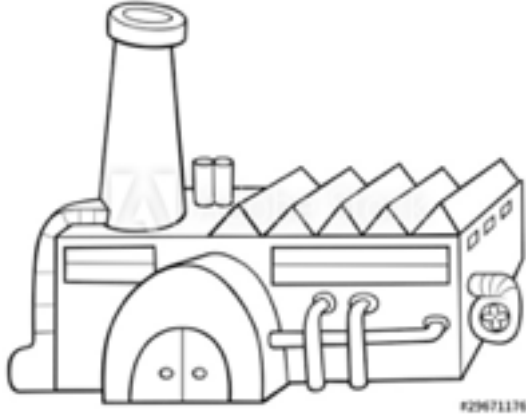


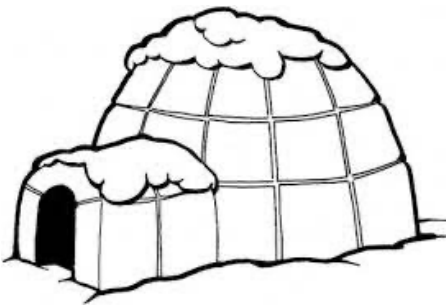
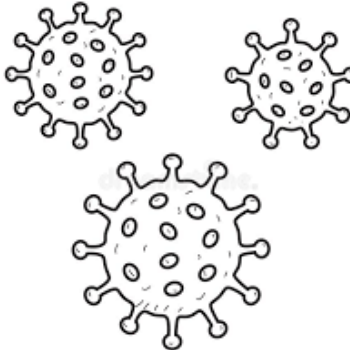
Flashcards Starting sound a

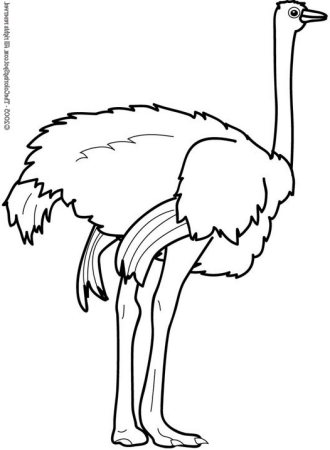
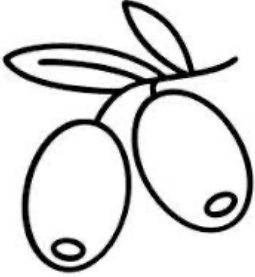

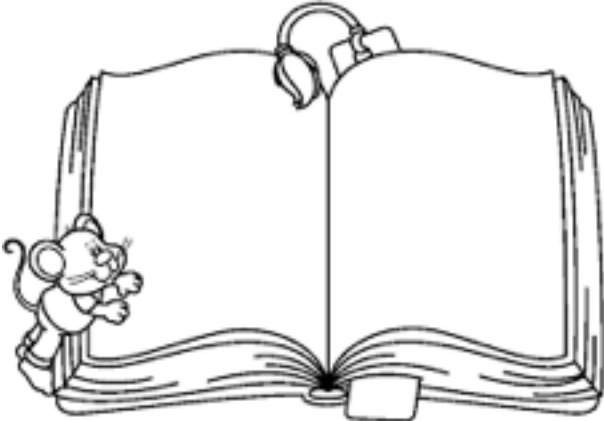
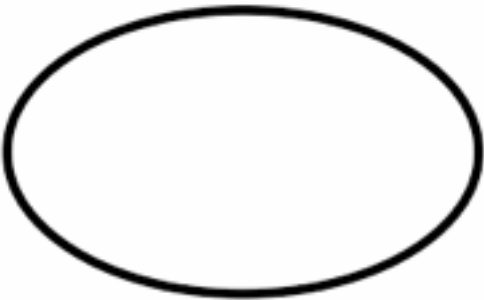
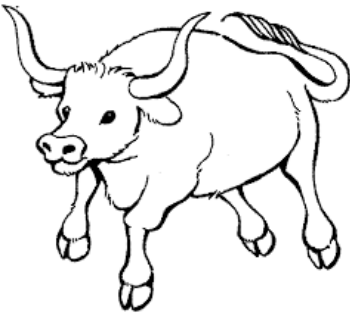
Flashcards Starting Sound e

	
<p>Elevator ▲ ▼</p>  <p><small>www.123clipart.com</small></p>	 <p>Engine</p>
	<p>Eskimo</p>  <p><small>illustrations of.com #1243289</small></p>



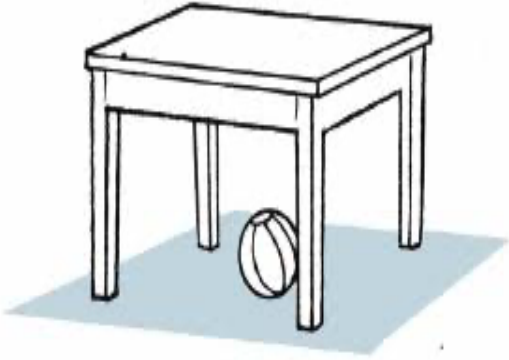
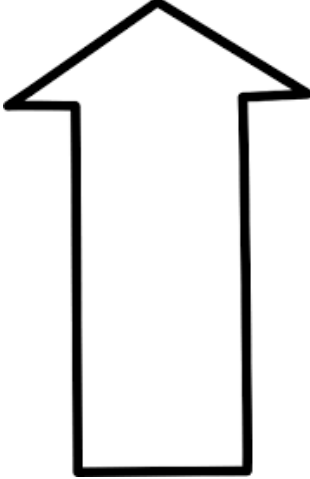
Flashcards Starting sound **i**

	
	 <p>infection</p>
<p>igloo</p> 	

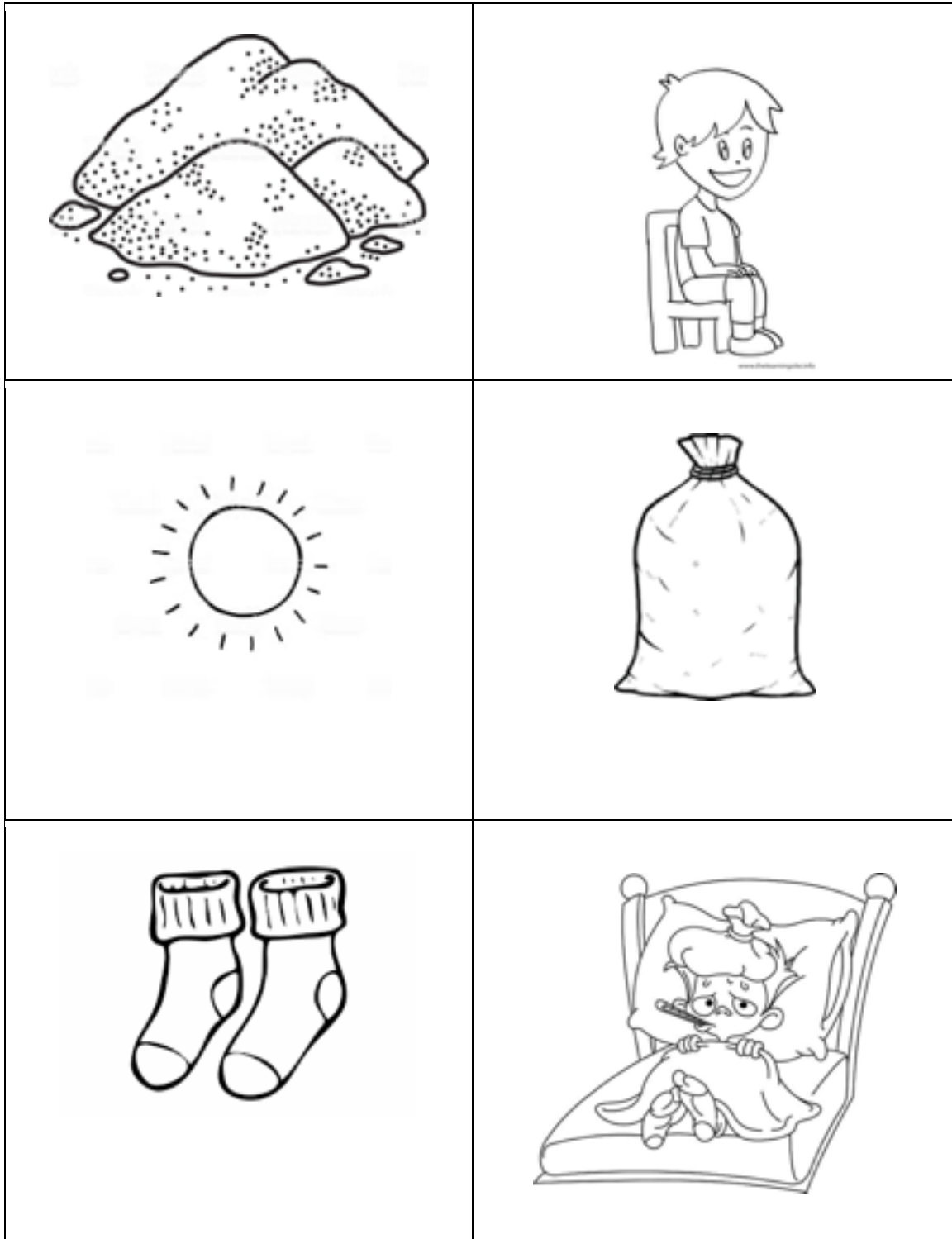
Flashcards Starting Sound o

<p>Ostrich</p>  <p>© 2000 - JACOBS/GETTY IMAGES</p>	<p>olive</p>  <p>shutterstock.com · 2186294287</p>
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<p>Oval</p> 	<p>ox</p> 

Flashcards Starting Sound u

	 <p>underline</p>
	 <p>up</p>

Flashcards Starting Sound s



Flashcards Starting Sound d

