

## Teachers capacity building



**Teaching  
Reading and Writing  
successfully**

**Modul 2**



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

*Konfuziu*

## 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 realization 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. The program is based on Fun of Phonics by Jody Spencer, 2015. Africa (k)now Uganda adapted it for Nursery school and extended some activities.

This manual is the continuation of Teachers capacity building Modul 1. It contains the sounds for the second term. Each week should be taught one sound by a variety of activities. The meaning of blending sounds will be in the focus now. You can follow the scheme to every sound. Then you are sure to be very successful and children will achieve to read at the end of the term. The schemes have been developed with Ugandan teachers and practiced by themselves.



Your team  
Africa (k)now Uganda

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Mbale, July 2023



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*Konfuziu*

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## **Teaching English**

Teaching reading and writing in English is a special challenge because the alphabet has got 26 letters with 26 sounds. But English language has got 44 sounds, made out of different combinations of letters, e.g. oy into boy. Further there are 100 ways of writing these sounds.

## **Program Fun of Phonics**

The program was developed by Jody Spencer in 2015. She is training teacher with her organization Read for life. Jody Spencer provided the program to Africa (k)now Uganda. Together with teachers of Africa (k)now Uganda the program was adapted to nursery schools during 2020-2021. It is also appropriate for beginners in lower Primary.

If you follow this program you will be astonished about the great success of your children.

The following things are very important to know:

### **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.

### **Sound buttons**

Some sounds consists of one letter like ´m´

other sounds have more letters like `sh`.

To emphasize this to children, mark one- sound-one letter marked by one point.

Underline sounds, consisting of more letters.



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## Tricky words

are not-decodable, because the sounds don't match to the letters.

They must be taught to be memorized.

the most frequently used 'tricky words' are taught in the manual fun of phonics.

*(Fun of Phonics, J. Spencer, p.13)*

## Decodable words

With the taught sounds, children can read simple words quickly.

The decodable words are always based on the already taught sounds.

Use the flashcards to do many activities with these words

are not-decodable, because the sounds don't match to the letters.

They must be taught to be memorized.

the most frequently used 'tricky words' are taught in the manual fun of phonics.

*(Fun of Phonics, J. Spencer, p.13)*

**Exercise:** (Write on board):

“You taught already: m, s, d, a,t, i,g, p Which words are they able to read? tin, cat, Sam, pig, gap, sun, pot, dog”

## Structure of a lesson

The sounds are taught in a fixed order.

Every lesson has got a structure:

- Revision activity
- Reading activity,
- Writing activity

## 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.

Sounds are divided into sections.

Set 1:

Assessment 1:m-a-e-i-t-s-d-p-n

Assessment 2 g-o-c-k-ck-u-b-f

Assessment 3 e-l-h-sh-r-j-v-y

Assessment 4 w-th-z-ch-qu-x-ng-nk



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## **Flashcard activities**

Use flashcards to enroll your students, motivate them and make them active to have child-centered lessons.

### **Lip Reading**

Use the flashards so that you know which word to say and to show the children if they are correct.

Silently mouth the vocabulary word. Make it as exaggerated as needed.

### **Fast Flash**

Having the flashcard facing down and away from you, start low and raise the flashcard above your head so that the image shows, but only for a second. Children try to guess what it is they saw. You can do this in different ways to make it more exciting, such as from side to side and a simple flash turnover.

### **Slow reveal**

Opposite to Fast Flash is Slow reveal. Use a blank or piece of paper to cover the Flashcard. Slowly slide the cover paper to reveal only a small part of the flashcard at a time. Children can shout out and guess what it is.

### **Quiet and Loud**

Hold the Flashcard in front of you and squat down. Whisper the vocabulary word. Rise up slightly. Say the word quietly. Rise up more. Say the word in a regular voice. Continue until you hold the card over your head and are standing straight up the students shout the word.



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### **Pass and say**

Children sit in a circle. Show them a flashcard and say the word. Pass it to the child next to you and encourage him/her to say the word and pass to the next person. For larger groups you could have two cards going around at once.

### **Duel**

Have two students stand back to back. Give them each a different flashcard to hold facing out and away from them. When you say:”Go”, they walk three steps, turn to face each other and say what the other child has. You can make a competitive with older kids.

### **Slap the floor**

Lay out the cards on the floor. Decide whether to call one or two children up at the time. When you shout out a word, they should hit it with their hand.

# Week 1

## Sound t



**Action:** Turn head from side to side as if you are the secondhand on a clock that is ticking and say ‘t, t, t’.



**Song:** Variation *‘ll be Coming Round the Mountain* tune.

Time is tick-ing on the clock, t, t, t, is tick-ing on the clock, t, t,  
t, time is tick-ing on the clo-ck, tick-ing on the clo-ck, time is  
tick-ing on the clock, t, t, t.

out of Fun of Phonics, Jody Spencer 2015

### Flashcard initial sound t

<h1>t</h1>	
------------	--



## Story, rhymes, activities

### T, t



In our village there is an old funny man. He had a watch under the tree near his house. Everybody pass his place. We could hear something: `t, t, t, t. So we had to go and see what was clocking under the tree. It was the old mans watch ticking: t, t, t, t.



*by Joan Wegosasa & Fatuma Nasanga*

### A Tree

Draw the trunks and branches.

The children dip their finger in color

and print the leaves on the tree.

Take a toilet roll, children color brown.

On paper they color green and cut out.

Make two small cut into the top of the roll

to stuck the green paper in it.

### Creative activities - A tree





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## Scheme sound t

Week 5	Monday	Tuesday	Wednesday	Thursday	Friday				
<b>Revision activity</b>	<b>Flahcard - slow reveal</b> m, a, s, d	<b>Flashcard -change your voice</b> m, a,s, d  Song and action t	<b>Left hand or right hand</b> (s, d)  Song action t	<b>Sound table</b> <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td>m</td> <td>a</td> </tr> <tr> <td>d</td> <td>s</td> </tr> </table> Song and action t	m	a	d	s	<b>Flashcards - sign sounds:</b> m,a,d  Song and action t
m	a								
d	s								
<b>Reading activity</b>	<b>Introduction</b> t  Song, story, action	<b>Starting sound or Friends of sound. t</b> ,	<b>Where is t?</b> Write down: Tip, butter, fat,	<b>Puppet talk: s .- a</b> <b>Bottle line</b> s-a-t  m-a-t	<b>Read with sound button</b> At Mat Mad Sat sad				
<b>Writing activity</b>	<b>Write sound</b> in air, sand, back, table, board, copy	<b>Activity t</b> tree	<b>Write sounds, d,</b> m, a, s,t		<b>Copy words</b>				

## Reading with bottle line

### Syllables

ta, te, ti, ta, tu, to
------------------------

### Decodable words

Read syllable and add the third sound: ma -t, si - t

<b>at    it            sat            sit            mat            mist</b>
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Source: Election out of Jody Spencer 2015

## Week 2

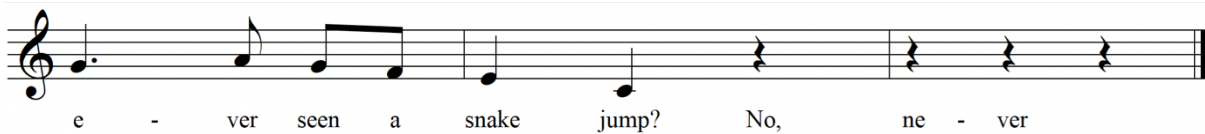
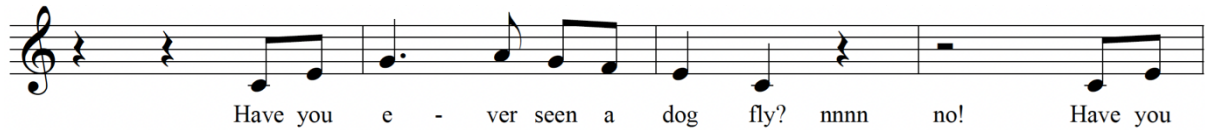
### Sound n



**Action:** Wag your forefinger from side to side as if to say no and say ‘nnnnnn’.

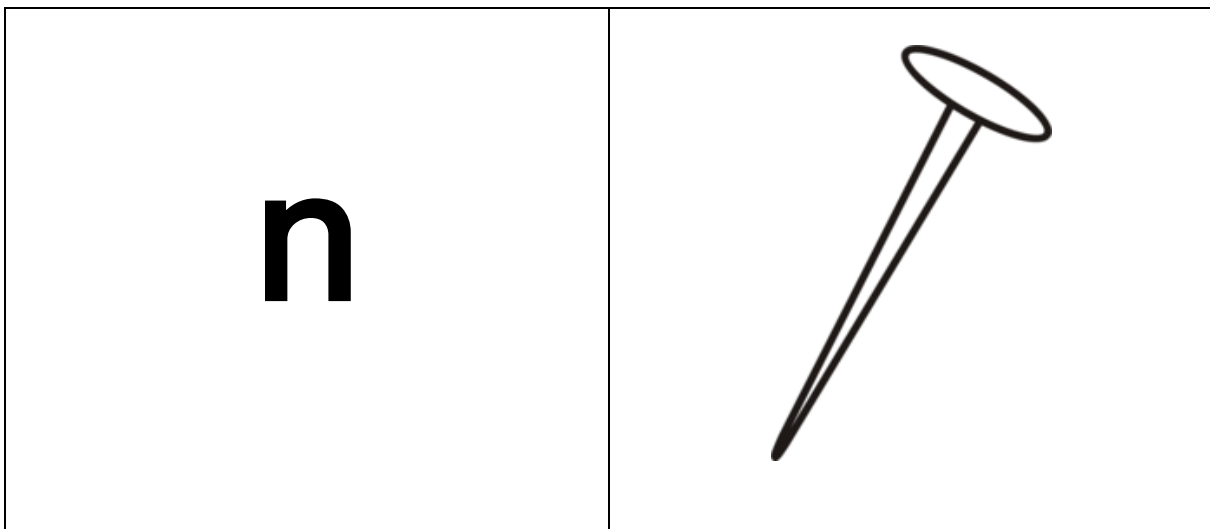


**Song:** Variation of ‘*Have You Ever Seen a Lassie?*’ tune



out of Fun of Phonics, Jody Spencer 2015

### Flashcard with initial sound n



## Story, rhymes, activities

### N, n

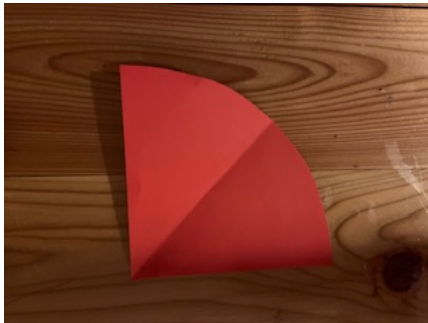
One day a nail got lost from home. So mummy asked me: `Have you seen the nail?` I said: `Nnno!` She asked my brother and he said :`Nno!` She was angry and she was going to coin us and she asked us one more time wehter we have seen a nail. We all said:`No, no, no!`. Then our dad came from out with the nail

and we were all happy we got mummys nail, n, n, n.

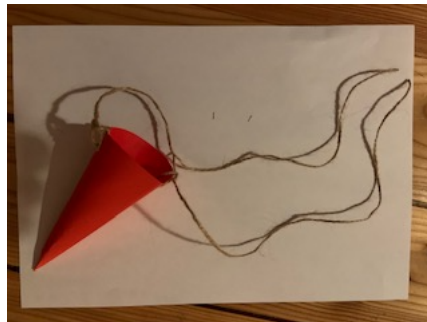


*by Joan Wegosasa & Fatuma Nasanga*

## Creative activity - Funny nose



Take red  
off a  
circle.  
sides.  
on the



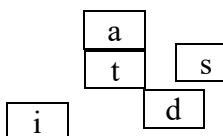
paper. Cut  
quarter of a  
Stick the two  
Put a string  
sides.





„Give a man a fish and you feed him one day.  
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Konfuziu

## Scheme sound n

Week 7	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revision activity</b>	<b>Flash</b> 	<b>What`s last sound?</b> -Teacher speaks words emphasizing last sound <u>pinnn</u> , <u>pannn</u> , <u>tannn</u> , <u>cannn</u>	<b>Read first sound</b> <u>S</u> ip <u>a</u> nt <u>d</u> oor Mouse <u>t</u> ap insect	<b>Flascards-slow reveal</b> Mad Sad mat	
<b>Reading activity</b>	<b>Introduction sound `n`</b> Song, story, action	<b>Missing sound</b> t I ___ s. i ___ m a ___ a ___ t s a ___ t	<b>Reading decodable words</b> - i n I t s I n t i n n I t t a n m a n sand ant	<b>Matching</b> read and match to pictures  sand ant sit man tin,	<b>Puppet talk</b> i n I t s I n t i n n I t t a n m a n sand ant  <b>Bottle line</b>
<b>Writing activity</b>	<b>Write sound</b> in air, sand, table, back,... <b>Tracing</b> N, n	<b>Activity</b> nose	<b>Copy words</b> i n I t s I n t i n n I t t a n m a n sand ant	<b>Copy words</b> sand ant sit man tin,	<b>Write words</b> man, pan, map, ant

## Reading with bottle line

Syllables

na, ne, ni, no, nu

Decodable words

in	man	tin	an
nit	tan	ant	sand

Source: Election out of Jody Spencer 2015

## Week 3

### Sound p



**Action:** Place your finger in front of the closed mouth as if you wanted to say `psst` and say ‘p, p, p’. (DSI)

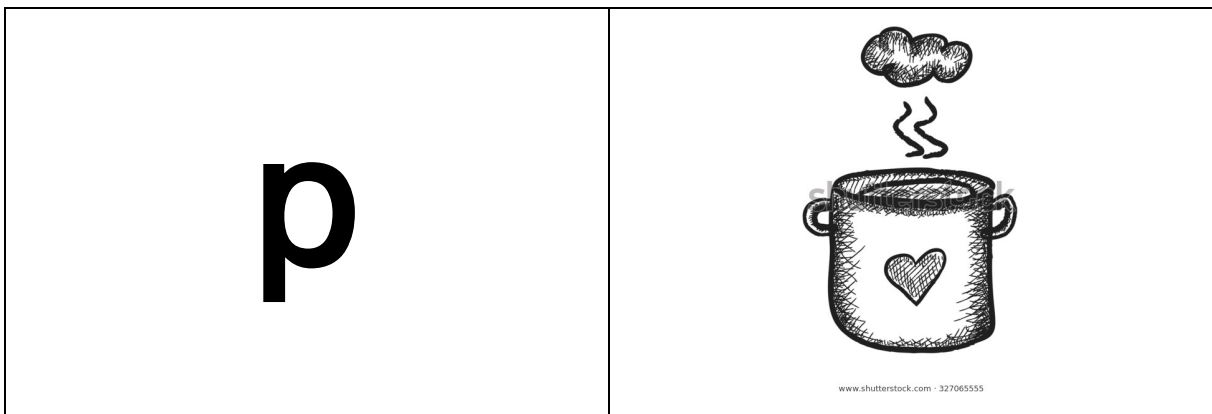


**Song:** Variation of ‘Apples and Bananas’ tune



out of Fun of Phonics, Jody Spencer 2015

### Flashcard initial sound p



## Story, rhymes, activities

### P, p

An old man had a garden full of fruits. So he invited all children to his home and pick any fruit they like. So they picked and picked and they said `thank you` to the old man. But I picked mangoes and bananas, my sister picked oranges and lemons. We went home saying: pick, pick, pick. We are happy p, p, p.



*by Joan Wegosasa & Fatuma Nasanga*

### Creative activity

#### Popcorn

Put some oil in a pot and heat. Put some corn kernals (maize) and put a cover on top. The corns will plop against the cover. At least add some sugar. The children like popcorn.

#### Pig





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## Scheme sound p

Week 8	Monday	Tuesday	Wednesday	Thursday	Friday									
<b>Revision activity</b>	<b>Flashcards</b> -Show flashcards shortly t s a t i d n	<b>Where s p?</b> Tip, pan hope,, pot, top, rope	<b>Wordtable</b> <table border="1"> <tr><td>p</td><td>i</td><td>n</td></tr> <tr><td>o</td><td>n</td><td>a</td></tr> <tr><td>t</td><td>o</td><td>p</td></tr> </table> Sounds blend into words: pin, nap, top, in, on, an	p	i	n	o	n	a	t	o	p	<b>Which sound is missing?</b> s__t (sit), p__t (pit) m__t (mat) m__ (map) m__p (mop). p__t (pot)	<b>Assessment</b> <u>1</u>
p	i	n												
o	n	a												
t	o	p												
<b>Reading activity</b>	<b>Introduction sound p</b> Song, action, story Write in air, back, sand, table, board	<b>Reading decodable words</b> p i n p i t p a n p a t n I p t I p -	<b>Matching words and pictures</b> m a n p a n, m a p a n t t a p	<b>Puppet talk</b>  <b>Bottle line</b>	<b>Assessment</b> <u>1</u>									
<b>Writing activity</b>	<b>Tracing</b> p , P	<b>Activity p pig</b>	<b>Copy words</b>	<b>Write words</b> -teacher says a word: children write it down man, pan, map, ant	<b>Assessment</b> <u>1</u>									

## Reading with bottle line

Pa, pe, pi, pe, pu, pu

## Syllables





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

## Decodable words

Read syllable and add the third sound: ma -t, si - t

tap	pan	spit	stop
sip	pin	pat	map
nip	dip	pit	

Source: Election out of Jody Spencer 2015

## Week 4

### Sound g

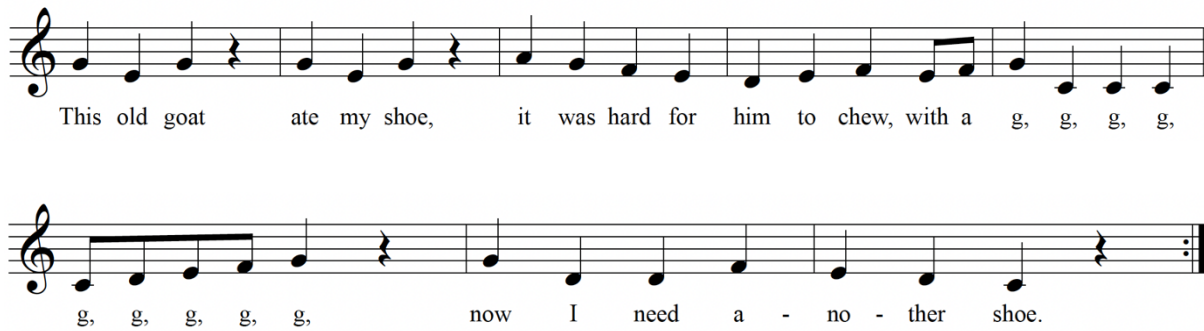


**Action:** Put your hand at your throat and say ‘g, g, g’.

*Explain:* There is where the voice comes from. (DSI)





**Song:** Variation of the ‘This Old Man’ tune.



This old goat ate my shoe, it was hard for him to chew, with a g, g, g, g,  
g, g, g, g, g, now I need a - no - ther shoe.

out of Fun of Phonics, Jody Spencer 2015

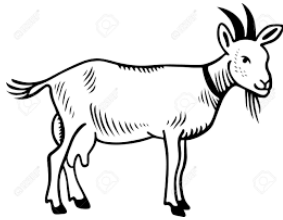
### Flashcard with initial sound g

	
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## Story, rhymes, creative activity

### G,g

There was a girl who had nice shoes and a beautiful goat. One day when she had gone out the goat entered the house and ate her nice shoes. And she said: g, g, g. The girl came home and said: The goat ate my shoes, g,g,g I need other ones.



*by Joan Wegosasa & Fatuma Nasanga*

### Make a garland

Give every child a triangle to color. Prepare a thread to tighten through your classroom. Then fix every triangle at the thread and make a garland.



Freshideen.com.



kribbelbunt.de



„Give a man a fish and you feed him one day.  
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## Scheme sound g

	Monday	Tuesday	Wednesday	Thursday	Friday								
<b>Revision activity</b>	<b>Flash</b> with Flashcards with sounds from last set (m, a, d, s, t, i, n, p)	Song and action `g`  <b>Sound table</b> - <table border="1" style="margin-left: 20px;"> <tr><td>g</td><td>t</td></tr> <tr><td>i</td><td>m</td></tr> <tr><td>a</td><td>d</td></tr> <tr><td>n</td><td>p</td></tr> </table>	g	t	i	m	a	d	n	p	Song and action `g`  <b>Make actions of a word</b>  gap gas pig	Song and action `g`  <b>Left hand or right hand?</b>  g                      d gggoat, dddoll, gggirl, dddog, gggun, gggreat, mmmouse	Song and action `g`  <b>Puppet talk</b>  g - a - p p - i - g g - a - s
g	t												
i	m												
a	d												
n	p												
<b>Reading activity</b>	<b>Introduction sound `g`</b>  Song, sound, action, rhyme, creative activity	<b>Reading decodable words- bottle line</b>  g a s g a p p i g	<b>Missing sound</b>  _as (gas) _ap (gap) pi _ (pig)	<b>Matching words and pictures</b>  gas gap pig	<b>Read captions</b>  It is a gap. It is a pig. It is gas.								
<b>Writing activity</b>	<b>Writing sound</b> In air, sand, back, table, board, <b>Tracing</b> G, g	<b>Write sound g</b> in exercise book	<b>Copy words</b>	<b>Copy decodable words</b>	<b>Copy caption</b>								

## Reading with bottle line

### Syllables

Pa, pe, pi, pe, pu, pu
------------------------

### Decodable words

Read syllable and add the third sound: ma -t, si - t

gas pig. Gap
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Source: Election out of Jody Spencer 2015

## Week 5

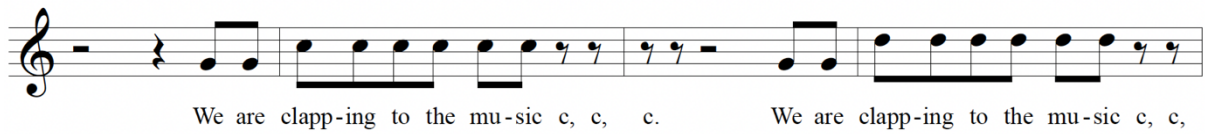
### Sound C



**Action:** Pretend to clap but don't meet hands and say `ck,ck, ck`

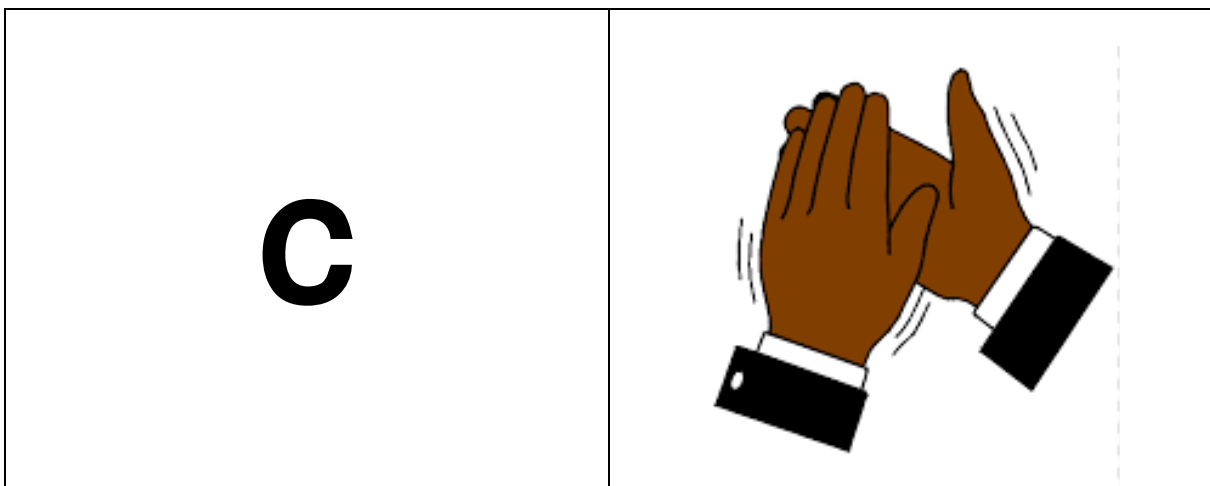


**Song:** Variation of 'She'll Be Coming' tune.



out of Fun of Phonics, Jody Spencer 2015

### Flashcard with initial sound c



## Story, rhymes, creative activity

Cat, cat, cat, knocking on the door

Who is that? A mother pussy cat.

What do you want? A bottle of milk.

*by Lydia*

### C,c

One day my mother went to the market until it was dark, so I was scared and I had to go in the house. Because I was alone at home I heard something on the floor c, c, c



It was moving on cement with high healed shoes.

It was sounding c, c, c, c.



I had to switch on the light and I saw my mother. I was happy.

*By Joan Wegosasa & Fatuma Nasanga*

### Make a cat

out of toilet rolls



<https://kreativraum24.de/katze-basteln>



„Give a man a fish and you feed him one day.  
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Konfuziu

## Scheme sound c

	Monday	Tuesday	Wednesday	Thursday	Friday																		
Revision	<p><b>Georgies Gym</b></p> <p><b>Sign a sound</b> m, d, s, t, i, a, n, p, g, o</p>	<p>Song and action `c`</p> <p><b>Word table</b> -Write on a paper</p> <table border="1"> <tr><td>d</td><td>p</td><td>g</td></tr> <tr><td>d</td><td>i</td><td>g</td></tr> <tr><td>a</td><td>n</td><td>d</td></tr> </table> <p>Sounds to blend into words: <b>pin, in, an, dig, and</b></p>	d	p	g	d	i	g	a	n	d	<p>Song and action `c`</p> <p><b>Puppet talk</b> c · a · n c · a · t c · a · p c · o · p c · o · t a · c · t c · o · s · t</p>	<p>Song and action `c`</p> <p><b>Word table</b> -Write on a paper</p> <table border="1"> <tr><td>c</td><td>a</td><td>n</td></tr> <tr><td>o</td><td>t</td><td>o</td></tr> <tr><td>p</td><td>m</td><td>t</td></tr> </table> <p>Sounds to blend into words: <b>can, cop, an, on, at</b></p>	c	a	n	o	t	o	p	m	t	<p>Song and action `c`</p> <p><b>Rhyme:</b>” Cat, cat, cat”</p>
d	p	g																					
d	i	g																					
a	n	d																					
c	a	n																					
o	t	o																					
p	m	t																					
Reading activity	<p><b>Introducing sound c</b></p> <p>Song, sound, action, story, rhyme, creative activity</p>	<p><b>Read decodable words-bottle line</b></p> <p>ca n c a t c a p c o p c o t a c t c o s t</p>	<p><b>Friends of sound c</b> Pictures of can cat cap cop cot cost and others with other sounds</p>	<p><b>Matching pictures and words</b></p> <p>ca n c a t c a p c o p c o t a c t c o s t</p>	<p><b>Read a caption</b></p> <p>I c a n s i t. I c a n p a t. I c a n t a p. I c a n m o p.</p>																		
Writing activity	<p><b>Writing sound</b> Writing sound in air, on table, floor, back, slates... <b>Tracing C,c</b></p>	<p><b>Copy words</b></p>	<p><b>Sign the words</b> Children write down</p>	<p><b>Copy the words</b></p>	<p><b>Copy captions</b> Children copy sentences in their books</p>																		



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

## Reading with bottle line

### Syllables

ca, ce, ci, ce, cu, cu

### Decodable words

Read syllable and add the third sound: ma -t, si - t

can cap. Cat

Source: Election out of Jody Spencer 2015



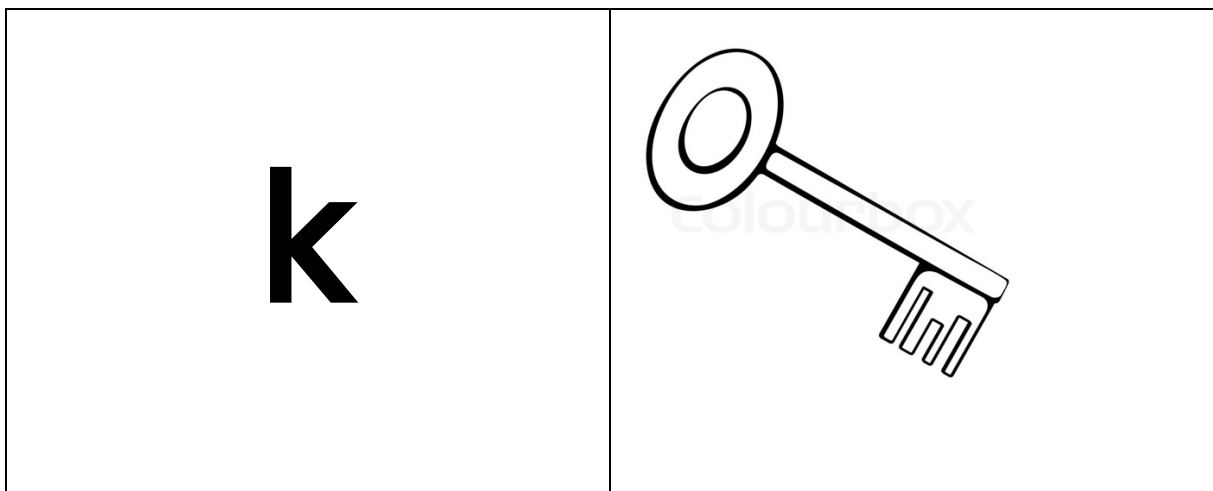
## Week 6

### Sound k, ck



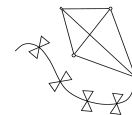
**Action:** Take your hand and pretend to cut your throat, hit against your throat and say: `k, k, k.

### Flashcard with initial sound k



### Story, rhymes, creative activity

**K,k**



One day my mother went to the shop and left me at home. I locked the door and went to play with my kite in the field. I had a key in my pocket. When my mother came back she called to bring for her the key. I brought the key and

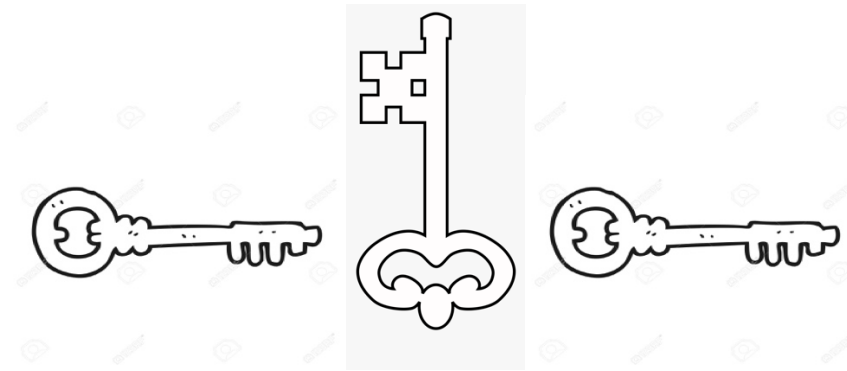


she opened the door k, k, k.

by Joan Wegosasa & Fatuma Nasanga

## Activity with keys

All keys are different. Draw different keys (each a pair) and ask children to match the same ones. You also can play memory with it.







## Scheme sound k, ck

	Monday	Tuesday	Wednesday	Thursday	Friday									
Revision	<p><b>Word table</b></p> <table border="1"> <tr> <td>p</td> <td>i</td> <td>n</td> </tr> <tr> <td>o</td> <td>n</td> <td>a</td> </tr> <tr> <td>t</td> <td>o</td> <td>p</td> </tr> </table> <p>Sounds to blend into words: <b>pin, nap, top, in, on, pan</b></p>	p	i	n	o	n	a	t	o	p	<p>Song and action `k`</p> <p><b>Left hand right hand</b></p> <p>k            g</p> <p>goat, key, kidney, grass, kid</p>	<p>Song and action `k`</p> <p><b>Flashcards Slow reveal</b></p> <p>Pick, sack, sick, pick, socks</p>	<p>Song and action `k`</p> <p><b>Where is sound k, ck?</b></p> <p>kid sick sack kin</p>	<p>Song and action `k`</p> <p>Revision <b>Tricky word</b> l, no</p>
p	i	n												
o	n	a												
t	o	p												



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

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<p>Reading activity</p>	<p><b>Introducing sound k, ck</b></p> <p>song, sound, action, story, rhyme, creative activity</p>	<p><b>Read decodable words with sound buttons</b></p> <p>k i d          . .          s i ck          . . _          p i ck          . . _          p a ck          . . _          s a ck          . . _          s o ck s          . . _ .</p>	<p><b>Last sound?</b></p> <p>si__ (sick)          sa__ (sack)          so__s(socks)          pi__ (pick)          pa__ (pack)</p>	<p><b>Match pictures and words</b></p> <p>sick          sack          socks          pick          pack</p>	<p><b>Introduction tricky word</b></p> <p>go          Read:</p> <p>I go </p> <p>I go. </p> <p>I go </p> <p>I go </p>
<p>Writing activity</p>	<p>Writing sound in air, on table, floor, back, slates...</p> <p><b>Tracing</b> K, k</p>	<p><b>Copy words with sound buttons</b></p>	<p><b>Copy words</b></p>	<p><b>Copy words</b></p>	<p><b>Sign words</b></p>

## Reading with bottle line

### Decodable words

Read syllable and add the third sound: ma -t, si - t

pack pick. tick neck

sick socks sack stick

Source: Election out of Jody Spencer 2015

## Week 7

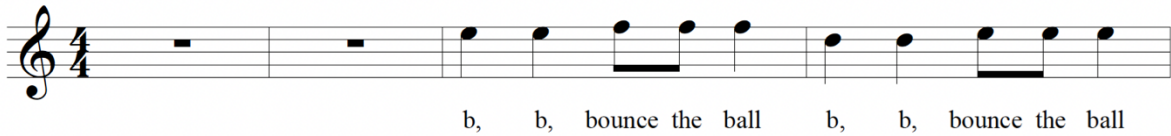
### Sound **b**



**Action:** Pretend to bounce a ball and say ‘*b, b, b*’. (*Dream School international*)

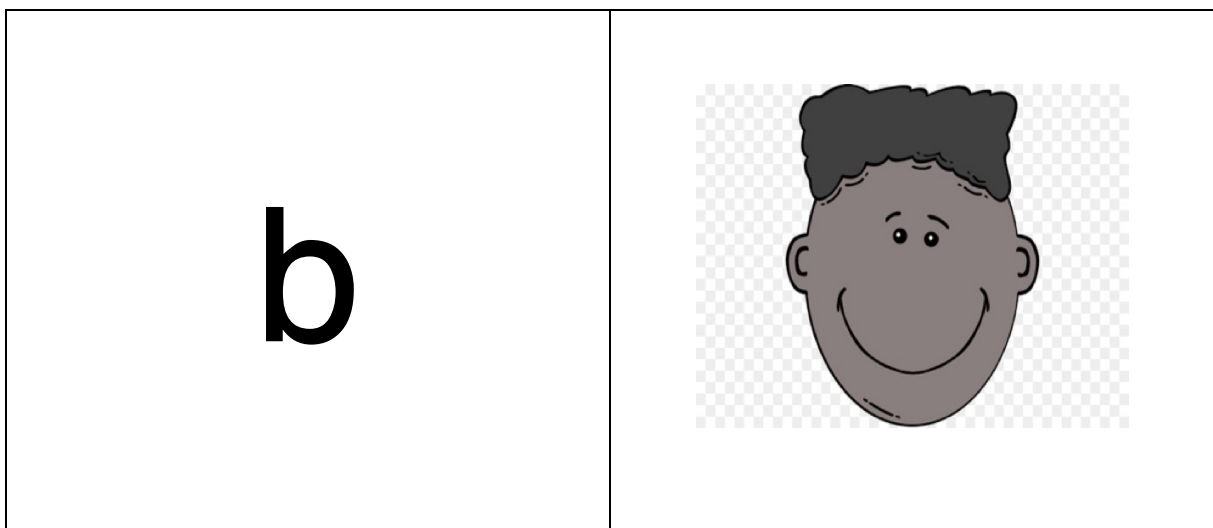


**Song:** Variation of ‘*B-I-N-G-O/B-I-B-L-E*’ tune.



out of Fun of Phonics, Jody Spencer 2015

### Flashcard with initial sound **b**



## Story, rhymes, creative activity

Bag to beat the ball. Ba, ba, ba,

Bounce the ball. Ba, ba, ba

Butterfly, butterfly

Dance to me

### B, b



Gianny is sitting on a bench in the park.

She is with her grandson and his baby brother.

The boy goes and plays with a friend who has a bat and ball.

They throw the ball, b, b, b

To each other and bash it as hard as they can

as the bat hits ball.

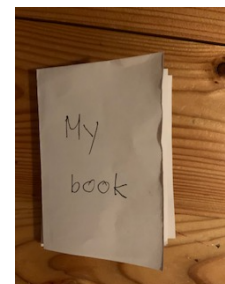
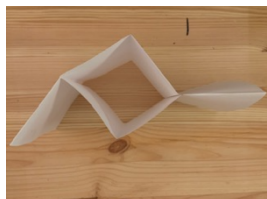
And it goes b, b, b.



*by Joan Wegosasa & Fatuma Nasanga*

## Creative activity - Make a book

Take a piece of paper





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

	Monday	Tuesday	Wednesday	Thursday	Friday									
Revision	<p><b>Sing:elephant, elephant, go to the bus</b></p> <p>Flashcards from previous sounds <b>Slow reveal</b></p>	<p>Song and action `b`</p> <p><b>Puppet talk</b></p> <p>b · a · ck b · i · n b · a · g b · u · n b · u · b b · i · g b · u · g</p>	<p>Song and action `b`</p> <p><b>Rhyme</b> Bag to beat the ball</p>	<p>Song and action `b`</p> <p><b>Sound table</b></p> <table border="1"> <tr> <td>b</td> <td>a</td> <td>ck</td> </tr> <tr> <td>a</td> <td>t</td> <td>a</td> </tr> <tr> <td>u</td> <td>k</td> <td>b</td> </tr> </table> <p>Sounds to blend into words: <b>back, at, gas, sack, bag</b></p>	b	a	ck	a	t	a	u	k	b	<p>Song and action `b`</p> <p><b>Flash</b> Flashcards with the words</p>
b	a	ck												
a	t	a												
u	k	b												
Reading activity	<p><b>Introduce sound b`</b></p> <p>song, sound, action, story, rhyme, creative activity</p>	<p><b>Read decodable words-bottle line</b></p> <p>b a ck b i n b a g b u n b u b b i g b u g</p>	<p><b>Friends of sound b</b> Flashcards with pictures of</p> <p>b a ck b i n b a g b u n b u b b i g b u g and others with other sounds</p>	<p><b>Matching pictures and words</b></p> <p>b a ck b i n b a g b u n b u b b i g b u g</p>	<p><b>Read captions</b></p> <p>It is a bin. It is a bag. It is a bub. It is a bub. It is big. It is a bug.</p>									
Writing activity	<p>Writing sound Writing sound in air, on table, floor, back, slates...</p> <p><b>Tracing B, b</b></p>	<p><b>They copy words</b></p>	<p><b>Sign words</b> and let children write</p>	<p><b>Copy words</b></p>	<p><b>Copy sentences</b></p>									



„Give a man a fish and you feed him one day.  
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*Konfuziu*

## **Reading with bottle line**

**Syllables**

**ba, be, bi, be, bu, bu**

**Decodable words**

Read syllable and add the third sound: ma -t, si - t

<b>bag</b>	<b>bin</b>	<b>bus</b>	<b>bat</b>	<b>big</b>
	<b>back</b>	<b>bun</b>	<b>bug.</b>	<b>bad</b>

Source: Election out of Jody Spencer 2015

**Week 8**

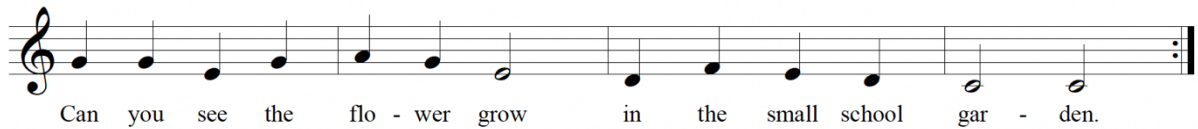
## Sound **f**



**Action:** Put hands one hand above another and move the together (you pretend to press the air out of a ball) and say ‘ffffff’ *.(Dream School International)*

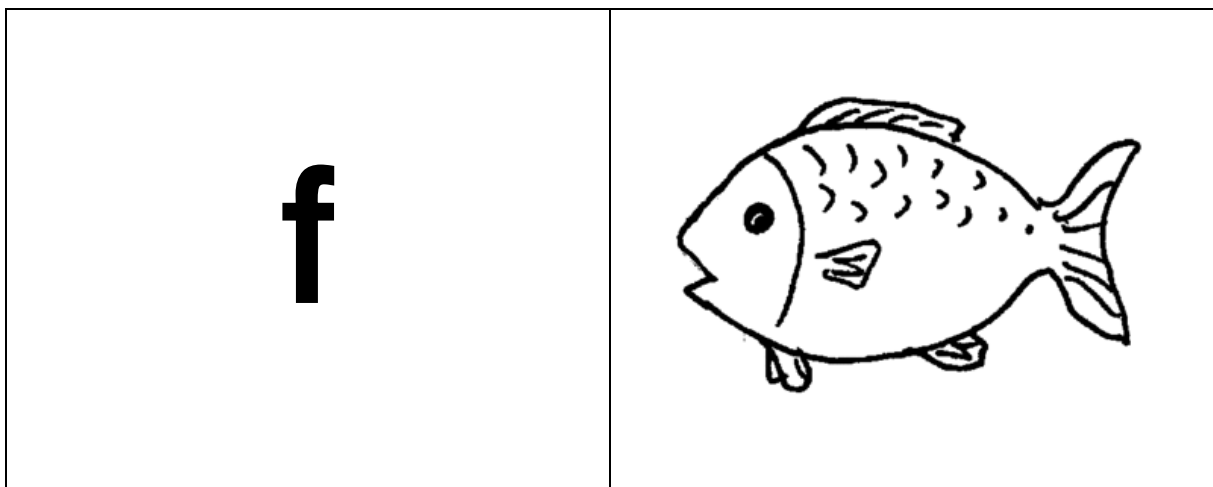


**Song:** Variation of ‘*Campton Races*’ tune.



out of Fun of Phonics, Jody Spencer 2015

## Flashcard with initial sound **f**







## Story, rhymes, creative activity

A flea and a fly,

Flew up in a flue.

Said the flea, "Let us fly!"

Said the fly, "Let us flee!"

So they flew through a flap in the flue.

Five fingers f,f, f

fingers on one hand

Five fingers f,f, f

fingers on the other hand

### F,f

Our school had a big nice garden. It had many things like trees, plants and part of it had beautiful flowers, f, f, f.

When I went back home I told my mother about the beautiful flowers in our school garden.

*by Joan Wegosasa & Fatuma Nasanga*

### Fish

*Pinterest.de*

### Scheme sound f







„Give a man a fish and you feed him one day.  
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## Reading with bottle line

### Syllables

fa, fe, fi, fe, fu, fu
------------------------

### Decodable words

Read syllable and add the third sound: ma -t, si - t

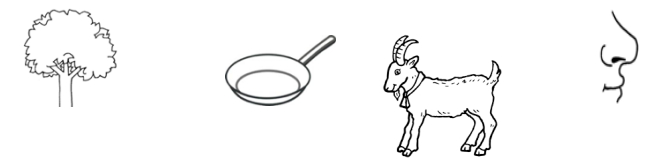
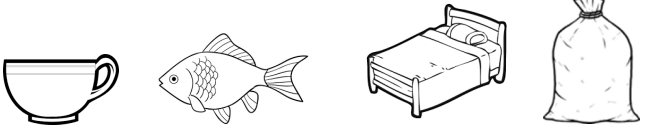




fun	fig	fat	fin	gift	fist
-----	-----	-----	-----	------	------




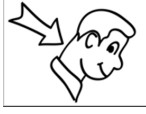





Source: Election out of Jody Spencer 2015

## Reading assessment 2 Fun of Phonics Set 1

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Date: \_\_\_\_\_ Teacher: \_\_\_\_\_

Object	Assessment	Score
Sounds	<p><b>t</b>                      <b>n</b>                      <b>p</b>                      <b>g</b></p>  <p><b>c</b>                      <b>ck.</b>                      <b>b</b>                      <b>f</b></p> 	/8
t	<p><b>sad</b>                      <b>mat</b>                      <b>sit</b></p> 	/3
n	<p><b>sand</b>                      <b>man</b>                      <b>tin</b>                      <b>ant</b></p> 	/4
p	<p><b>pan</b>                      <b>pin</b>                      <b>pat</b>                      <b>map</b></p> 	/4
g	<p><b>pig</b>                      <b>gap</b>                      <b>gas</b></p> 	/3

c	can	cat	cap			
				/3		
ck	sack	socks	neck			
				/3		
b	bag	bin	bus			
				/3		
f	fun	fig	fat			
				/3		
Tricky words	<b>I</b>	<b>to</b>	<b>no</b>	<b>go</b>	<b>into</b>	/5
<b>Total</b>					/39	



„Give a man a fish and you feed him one day.  
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## Teaching activities out of Modul 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)*

#### Slow reveal

Opposite to Fast Flash is Slow reveal. Use a blank or piece of paper to cover the Flashcard. Slowly slide the cover paper to reveal only a small part of the flashcard at a time. Children can shout out and guess what it is.

#### Sign a sound

Children say the sound.

Change and let the child be a teacher.

#### Word table\*

write a small table/chart on the chalkboard. Each box includes a sound, the children already practiced to.

Use a pointing stick and point each sound, the children read out.

then point sounds in a various order and let the children read out.

p	i	n
o	n	a
t	o	p

Sounds blend into words: pin, nap, top, in, on, an

\* (different name than in the Original of Fun of phonics. All word tables in this manual are taken from Fun of phonics, Jody Spencer 2015)

*(Fun of Phonics page 1)*

#### 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



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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.

(Fun of Phonics page 1)

## Reading activities

### 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, money, 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`.

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

### 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 who's name start with `mm`?

(Fun of Phonics page 1)

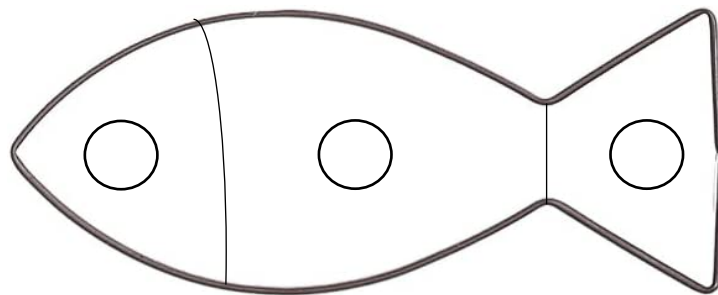
### Reading first sound

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

### Where is sound e.g. g....?

Teacher writes some words with the sound e.g. g on board and asks Where the sound is, in the beginning, middle or end.

To help children make a fish with three wholes: the eye, in the middle and the fin. Children can put their fingers in 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)*

### 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)*

### Make actions of a word

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





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### Read words with sound buttons

This activity is important from the moment you start with the first sound consisting out of two letters (ck).

Write some words with sound buttons on the chalkboard. If the sound has one letter make a dot underneath, if the sound has two letters (as ck, ch) a line.

Talk about the difference of dot and line.

*(Fun of Phonics page 3)*

### Missing first sound

Speak the word without first sound. Children guess the word

\_ouse (mouse) \_aize (maize)

\_ad (dad), \_oll (doll)

### Which sound is missing?

Write words with blank on paper. Teacher says: It is word `sit`. Which sound is missing?

s\_t (sit)

p\_t (pit)

m\_t (mat)

m\_ p (map)

m\_p (mop)

p\_t (pot)

### Reading decodable words

A m

d a d

m a d

s a d

Teacher reads by pointing at sounds: a...m, then connecting with finger: am  
Children read.

### Matching

Write words and draw pictures or use flashcards e.g.

s a d





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m a d

m a t

Children read and



match.



## 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)*

### Write a word

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

# 1 Flashcards Sounds t

<p><b>mist</b></p>	
<p><b>sit</b></p>	
<p><b>mat</b></p>	



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## 2 Flashcards Sound „n“

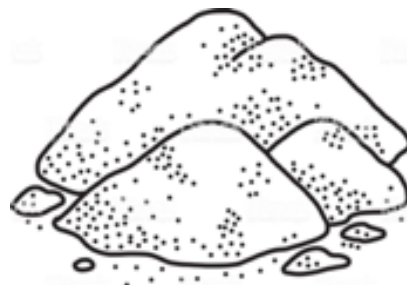
**tin**



**man**



**sand**



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**ant**



### 3 Flashcards sound „p“

**pan**



**map**



**pat**



„Give a man a fish and you feed him one day.  
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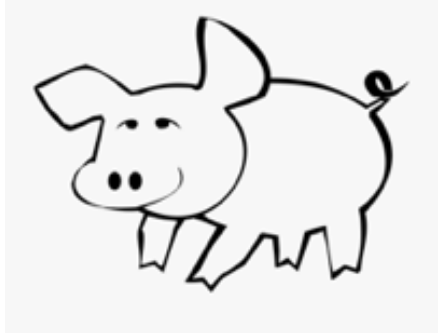


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**pit**



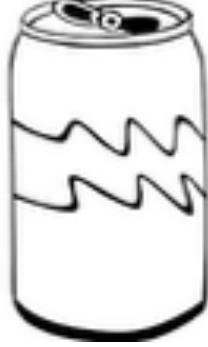




## 4 Flashcards sound „g“

<p><b>pig</b></p>	
<p><b>gap</b></p>	
<p><b>gas</b></p>	

**5**

## Flashcards sound „c“

<p><b>can</b></p>	
<p><b>cap</b></p>	
<p><b>cat</b></p>	

**6**

## Flashcards sound „ck“

**sick**



**pack**



**socks**



**sack**



**neck**



**pick**



**tick**



**stick**



## 7 Flashcards Sound „b“

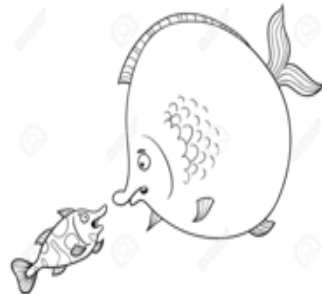
**bat**



**bun**



**big**



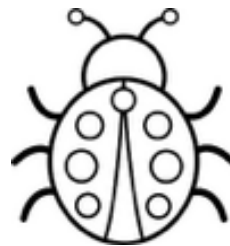
**back**



**bin**



**bug**



**bag**



**bus**



**bad**





## 8 Flashcards Sound „f

**fist**



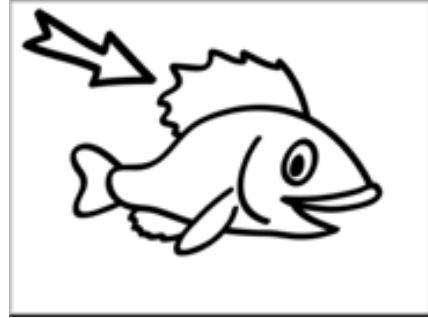
**fun**



**fat**



**fin**



**fig**



**gift**



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**fit**



### **Fish template**

Where is sound...?

