

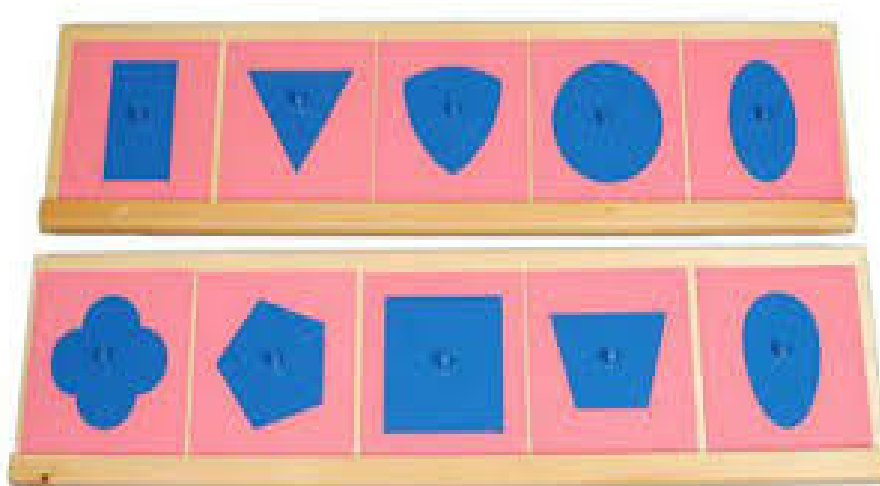
# Language Development 2



### Language Development 2:

Language Materials (For Reading and Writing)

#### 1. Insets For Design



#### Description of Materials:

- 10 geometric shapes in plastic or metal, each with a frame
- Squares of different coloured papers, which are exactly the same size as the frame
- A set of good quality coloured pencils

### Objectives:

- To develop the child's muscles for holding a pencil correctly
- To develop control and precision of movement with flexibility
- To give the experience in anti-clockwise movements, parallel straight lines when filling in shapes, downward and left to right strokes
- To provide indirect preparation for art development of pattern, design and use of colour
- To provide direct preparation for writing.

### Control of Error

The frame and inset control figure drawn or design created. To keep within the outlines

If the child's parallel lines go beyond the figure the error will be apparent.

### Presentation

There are various exercises that can be done using this material. You will need colour pencils for this work. Prepare the environment, ensure that you have paper and sharpened pencils available. It is the Guides or Assistant Teachers job to get the classroom and materials ready especially with your young pupils please do not leave the to sharpen the pencils especially if you are using blades!

## Language Development 2

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- Get all the materials needed together: a tray, a pad or board place on left side of tray, place paper on the pad, choose an inset and place on right of tray, place the frame on top of the paper, then place inset inside the frame, choose 2 colour pencils and place on the right side of tray.
- Take materials to table
- Demonstrate activity; Take the pencils out of tray and place it to the right. Then do the same with the inset. Place the frame to the right of the paper. Put the pad and paper in front of you.
- Select a colour pencil, and show child how to trace by starting the tracing at the bottom of the frame while holding the frame with the left hand. Trace around the frame making sure the pencil touches each corner, change direction and trace round.
- Replace the pencil, put frame on tray, and observe shape drawn.
- Cover the shape drawn with the inset, use the other colour pencil and trace around the inset, making sure the point of the pencil is always against the inset.
- Replace the inset on tray
- See the double outline
- Set the finished inset drawing to the side, place materials in front of the child, and ask the child to draw a double outline.
- Child repeats the activity as shown
- Name and date finished product
- Show child where to place finished work
- Encourage child to take another piece of paper and continue work.
- When child has finished the activity put away all materials back on shelf

### Exercise 1.

Child should work with any of the insets getting to work on all 10. Fill the shape with straight zig-zag lines and suggest the child making a booklet of all the double outline.

### Exercise 2

Do the double outline, now fill them in: with lines

apart, lines closer together progressively, and completely filled in. Child should continue to practice these exercises

There are several other exercises to be taught which are Art variations using just the insert.

Exercise 3

Dark and light applying pressure

Exercise 4

Two contrasting figures with 2 colour pencils

Exercise 5

One figure drawn 2 ways

Exercise 6

Three contrasting figures with 3 colour pencils

Exercise 7

One figure drawn 3 different ways using 3 pencils

Exercise 8

Designing, use lead pencil to trace outline and several colour pencils to fill in.

Age 4- 6

### 2. Sand Paper Letters - Teaching the sounds of the alphabet.

#### Objectives

- To teach the child the sounds relating to the alphabet, for example “a” and “e”
- To give the child a visual, auditory and tactile impression of the alphabet for long term memory.
- To prepare the child for future reading and writing success



#### Materials:

- Sandpaper letters
- Objects and Pictures that relate to the sound of the letter being taught

### Presentation:

- Take child to shelf where the sandpaper letters are kept.
- Introduce material name to the child. Take alphabet cards you wish to work on with the related object basket to the worktable and sit down to the left of the child's dominant hand.
- Put sandpaper card in middle of the table, trace with your 2 dominant fingers (the index and middle fingers.) Ensure that you follow the correct direction of writing the letter as you trace it.



- Then say “This is “ah”. “ah”. Trace again and say “ah”
- Now invite the child to trace the letter.
- Bring out from the basket the pictures and objects relating to the letter sound and say “a as in axe” “a as in apple” “a as in ant”
- Teach the child the slogan, telling them that it will help them to remember the sound of the letter.

“a for apple a fruit I eat”

- You can now put the “a” sandpaper card to one side and replace with the next.
- Following the same sequence as above introduce the sound of this letter and trace with the dominant fingers, invite child to trace the letter, show objects and pictures relating to the sound and teach the slogan.

Bring both cards to the front of table and now ask child “Show me “a”. Show me “e”. This is the Second Period. You may want to do the Third period at another time and continue to teach the alphabet sounds until all have been covered and mastered by the child.

Age: 3 years plus

Large Moveable Alphabet



Materials:

- A large wooden box containing cut out letters in cardboard. Consonants in red and vowels in blue. Letters may be script (generally used in Nigeria) or cursive.
- Box of Sandpaper letters
- A floor mat



### Objectives:

To get familiar with the letters and sounds for future exercises.

### Presentation

- Show the child how to set up the LMA
- Place the base on top of the lid and show how to remove letters, and then replace in the right compartment. Encourage the child to handle the letters.
- Place the box of Sandpaper letters just beneath the LMA on the right hand corner.
- Take one Sandpaper letter and ask, “What sound is this?”
- The child responds, then ask the child to find the letter from the LMA.
- The child removes the letter from the box and places it on top or beside the sandpaper letter
- Return the letter and sandpaper card and repeat exercise with another alphabet.
- Start with easy letters such as f, x, a, and then move on to the more difficult letters such as p, d, b, q.

### Exercise

- Suggest a three letter phonic word such as “dog”.
- Say the word slowly.
- Encourage child to say what sounds he can hear and find the letter.
- Help him to position the letter on the mat and invite the child to repeat the word and find the rest of the sounds to make up the word.
- Get the child to sound out and read the written word.
- Let the child build other words if he wishes. The child should practice this often.

