

# Language Development 4

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## Early Grammar 1

At this point you can start introducing the children to the parts of speech but it is never done in the traditional way.

Below are 2 presentations introducing Nouns and Verbs to children through Games. We are able to help them practice their reading skills as well as learn what nouns and verbs are through these games.

You can make them as fun as you want them to be. Children get the basics down and never forget this way.

## Noun Box 1

Materials:

- Black cards with three-letter phonic words of objects in the classroom, for example: lid, pot, map, ink, jug, tin, ten, pen, gum, mug and box.
- A floor mat

Objectives:

- To practice reading
- To develop reading vocabulary related to cultural subjects or project work.
- To teach that nouns are names

Presentation:

This can be done as a group presentation, carried out with a group of children on the floor

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- Show the children where the box is kept on the shelf and take it to the workstation
- Introduce the Noun Box 1 to the child, “Today we are going to play the Noun Game from Noun Box 1”
- Open the lid and place it underneath the box on the mat
- Take out the white card with the word ‘Noun’ and place it on the mat.
- Give a card to each child and ask them to read the word on the card and the place the card at or on the object
- When they have placed the cards in the respective places explain to the children, “What we have done is naming things. We are naming things, Nouns are names of things”
- Complete the work-cycle by replacing the box in its correct place.

### Verb Box 1

Materials:

Red cards with three-letter phonic words such as: run, hop, sit, jog, tap, hug

Objectives:

- To practice reading
- To teach that verbs are doing words
- To foster communication through mime

Presentation:

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- This can be done as a group presentation carried out with a group of children on the floor.
- Introduce the Verb Box 1, say “Today we are going to play the Verb Game from Verb Box 1”.
- Open the lid and place it underneath the box on the mat. Take out the white card with the word ‘Verbs’ and place it on the mat
- Hand out a card face down to each child and ask the child to read the word silently.
- Ask the children to act out the word on their card one by one while the rest of the children try to guess the word from the action.
- Once they have all completed the task, explain to the children that they have all done something and these words are called “Verbs”. “Verbs are doing words. We have all done something”.
- Complete the work cycle by returning the box to its proper place on the shelf.

### Blue Level

Words in the blue level are longer phonic words containing consonant blends. The sequence of lessons is the same as in the Pink Level.

#### Blue Box 1 – Objects and LMA

Materials:

A blue box containing six small objects representing longer phonic words with a consonant blend at the beginning of each word.

Eg. Flag, stem, tongs, , vest, belt

- Large Moveable Alphabet
- Floor Mat.

Objectives:

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- To practice forming longer phonic words.
- To prepare for reading longer phonic words
- To blend consonant sounds at the beginning of a word.

Presentation:

- Show the child where materials are kept on the shelf, ask child to carry them to the workstation
- Invite the child to setup the LMA, place the Blue box 1 with the lid underneath the box beneath the LMA on the right hand corner
- Take out three objects, name and lay them out one object at a time in a vertical line below the LMA box
- Point to the first object e.g. Flag and say the name of the object again “ Flag. What sound can you hear in frog?”(Accentuate the individual sounds you want the child to pick up). Then encourage the child to find the letter for the sound from the LMA and place it beside the object. Ask the child to repeat the word and to listen for each of the sounds, and direct the child to place the letters for initial sounds and the final sounds leaving a gap in the middle for the vowel. Ask the child “What is the middle sound in Flag?” (Emphasize the middle sound, a). The child will respond by sounding the vowel “a” and the pick up the letter from the LMA and place it in the middle between the letters ‘f’ and ‘g’.
- Repeat this exercise for all the objects in the Blue Box 1. When completed ask the child to go through naming all the objects by asking, “What is this?”

The child may repeat this as often as he wishes to independently.

If the child builds a word incorrectly, ask him to name the object and listen carefully as the child may be mispronouncing the word.

You may have additional blue object boxes for additional practice or change the objects constantly.

**Blue Box 2 – Pictures and LMA**

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Materials:

A blue box containing six blue picture cards, representing longer phonic words, these are one-syllable words with consonant blends in the initial and final positions in the word.

E.g. desk, hand, tent, stamp, pram, gift

- Large Moveable Alphabet
- A floor mat

Objectives:

- To practice building longer phonic words
- To extend practice with the LMA
- To prepare reading and writing longer words and blending consonant sounds

Presentation:

- Show the child where materials are kept on the shelf, ask child to carry them to the workstation
- Invite the child to set up the LMA and place the Blue Box 2 with the lid underneath the box, just beneath the LMA on the right hand corner.
- Select three picture cards, taking one card at a time placing it on the mat in front of the child and naming it at the same time. Arrange the picture cards in a row on beneath the other.
- Punt to a picture card and ask the child to name it e.g. “stamp”
- Ask, “What sound can you hear in STAMP?” (Accentuate the individual sounds you want the child to pick up). Then encourage the child to find the letter for the sound from the LMA and place it beside the picture. Ask the child to repeat the word and to listen for each of the sounds, and direct the child to place the letters for initial sounds and the final sounds leaving a gap in the middle for the vowel. Ask the child “What is the middle sound in Stamp?” (Emphasize the middle sound, a). The child will respond by sounding the vowel “a” and the pick up the letter from the LMA and place it in the middle between the letters ‘st’ and ‘mp’.
- Repeat this exercise for all the pictures in the Blue Box 2. When completed ask the child to go through naming all the pictures by asking, “What is this?”
- After the lesson the child should return the materials to their proper place on the shelf
- The child may repeat the exercise as often as he wants independently.

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Incorrect word building may be a result of mispronouncing the word.

Do not give the child words that are not phonetic at this stage.

Have a good collection of picture boxes to provide variety.

## **Blue Box 3 – Objects and Words**

Materials:

A blue box containing six objects representing longer phonic words with a consonant blend at the beginning of each word.

Eg. Ring, stamp, string, grip pump etc

- Six reading cards with the corresponding words to the objects.
- Floor Mat.

Objectives:

- To practice reading longer phonic words.
- To extend decoding skills
- To learn new letter patterns

Presentation:

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- Show the child where materials are kept on the shelf, ask child to carry them to the workstation
- Place the Blue box 3 with the lid underneath the box on the right hand corner
- Take out three objects, name and lay them out one object at a time in a row
- Take the word cards, check that they are not upside down, and put them neatly in a stack
- Take one card and place it in front of the child and invite the child to sound out the letters, then encourage the child to sound them a bit faster, blending them. Ask the child “What does it sound like?” The child will respond and then invite the child to place the word card below the respective object.
- Repeat this exercise for all the objects in the Blue Box 3.

The child may repeat this as often as he wishes to independently.

You may have additional blue object boxes for additional practice or change the objects constantly.

### Blue Box 4 – Pictures and Words

Materials:



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- A blue box containing six pictures or six pictures mounted on blue cards representing longer phonic words. E.g. bell, hill, cross, egg, etc
- Six reading cards with corresponding words to the pictures.
- A tablemat

### Objectives

- To practice reading longer phonic words
- To enrich reading vocabulary
- To develop decoding skills

### Control of Error

The same number of pictures and reading cards are in the box- a mismatch would reveal any mistakes made.

### Presentation:

- Take the materials needed from the shelf and show child how to carry them to the workstation.
- Place the box with the lid underneath the box on the right hand corner of the mat.
- Take out 3 picture cards one at a time, name each picture and lay them in a row.
- Take the word cards, making sure none are upside down and put them in a neat stack.
- Take one card and place it in front of the child and ask the child to sound the letters, encourage the child to do it a bit quicker and blend them.
- Ask “What does it sound like?” The child will respond with the right word or if not give the word. And invite the child to place the word card below the right picture.
- Repeat this process for all the word cards, assisting the child when needed
- Complete the work cycle by returning all materials to their proper place on the shelf

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Have several boxes at this level to provide more opportunities for the child to read.

## Blue Picture Cards

Materials:

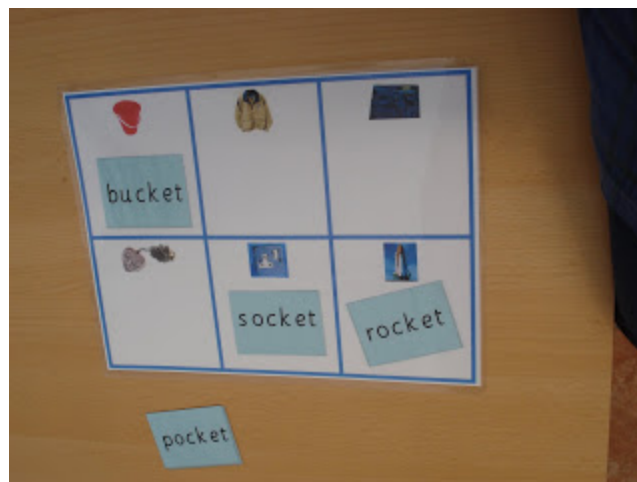
- Blue card with six to eight pictures in two rows of three or four pictures. E.g. stump, pond, sack, sock, block, duck, black, handbag, dustpan, dustbin, milkman, postman, windmill, lipstick etc.
- Separate reading cards to match the pictures

Objectives:

- To practice reading longer phonic words
- To introduce additional consonant blends, double consonants and two syllable words

Control of Error:

The reading cards correspond to the pictures, mistakes will be revealed with a mismatch.



Presentation:

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- Show the child where the material is kept on the shelf and carry them to the workstation
- Take the word cards kept in an envelope behind the card, check that cards are not upside down and put them in a neat stack.
- Place the picture card in front of the child and go through each picture naming them
- Take one card from the stack and place in front of the child and invite the child to read the card and to place the word card below the respective picture.
- Repeat this exercise for all the word cards, and assist the child if needed

The child may repeat the exercise whenever he wishes

Have several picture cards ready at this level to provide variety.

Blue Box 5 Secret Box or Mystery Box

Materials:

A blue box containing eight to ten pieces of paper, folded twice, each with a longer phonic words which maybe adjectives, verbs, conjunctions and nouns that are not easily illustrated

Objectives

- To practice reading longer phonic words
- To practice reading silently.
- To extend reading vocabulary of longer phonic words not easily illustrated.

Presentation

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- Show the child where the box is kept on the shelf and bring material to the workstation
- Place the box with the lid underneath the box in front of the child.
- Introduce the box by saying very quietly, “The words in the box are secret words. Don’t let anybody hear this”
- Then take one piece of paper in the box, unfold it and read it silently. Re-fold the paper and put it aside.
- Then invite the child to read the rest of the secret words in the box.
- When the child has read the word to himself, you may verify the words by asking the child to whisper in your ears the words that the child has read.
- Complete the work cycle by returning the box to its place on the shelf.

The child may repeat the exercise whenever he wishes and should be encouraged to ask if he cannot sound out the word by himself.

Change the words in the box often to provide variety

### Blue Reading List

Materials:

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- Use words different from those in the pink boxes in the child's speaking vocabulary. Each list should have six words, they may be words with a single middle vowel or repeated middle vowels, an initial or final consonant blend, some list should have a mixture of three-letter words.
- Example words: at, act, and, back, bad, blab, blub, bless, bent, bell, bill, bulb, bulk, band, black, block, blend, blunt, buzz, clam, clan clap, clip, clot, club, cost, cat, cramp, crust, cliff, dent, desk, disk, dull, dusk, dress, dwell, elf, elm, end, flag, fat, flap, flat, flax, fled, flex, flip, flit, flog, flop, fact, flint, flask, frost, glad, glib, glum, glut, golf, had, hat, held, huff, hulk, jazz, kept, lest, lisp, list, milk, mill, muff, next, neck, plan, plod, plop, plug, plum, plus, pact, pack, pick, press, puff, ran, sat, slab, slag, slam, sled, slid, slim, slip, slob, slop, slug, slum, slut, self, sell, send, sent, silk, sulk, skin, skip, spat, spin, spend, spell, spent, sprint, strand, scrub, tell, till, text, test, track, van, weld, went, wept, well, will. (This simply a list to get you started there are loads more that belong to this level) The more the children practice the different words the better readers they will become.

### Objectives

To extend reading practice and reading vocabulary

### Presentation

- Show the child where the Blue Reading list box is kept, pick a list from the box and bring it to the worktable
- Introduce the reading list to the child and explain that the words on a list are read by starting at the top.
- Place the reading list in front of the child and point to the first letter on the top of the list. Invite the child to sound out the letter.
- Point at the word and invite the child to read. Remind the child to blend quietly and then to read out aloud.
- Complete the work cycle by returning the reading list to its proper place on the shelf.

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The child should be encouraged to work on the lists whenever he wishes. Make sure that all words on list can be sounded out phonetically and resist over correcting the child.

## The Blue Phrase Strips

Materials:

- Six blue reading strips, each with a picture and a phrase, which is made up of an article and two or more longer phonic words.
- Example phrases: a soft banana, the black umbrella, a long shirt,

Objectives:

- To practice reading a series of words for fluency
- To gain meaning from reading
- To practice reading sight words

Presentation

- Show the child where the materials are kept on the shelf and take them to the workstation
- Select on strip and place it in front of the child.
- Point to the first word and remind the child about the sight words he has done.
- Encourage the child to read the word as you point to it in the phrase one by one.
- Reread the whole phrase for fluency and meaning
- The child may read another strip if he wants to.
- Complete the work cycle by returning the materials to their proper place.  
Encourage the child to work on the stripes reading them whenever he wishes

If the child finds a word difficult and does not recognize it, ask him to first sound out each letter, then blend and then read. Encourage the child to reread the phrase for fluency and meaning. The child can correct his mistakes as he does not expect to read a word that cannot be sounded phonetically except for the sight words.

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Provide a variety of phrase stripes on the shelf, place them separately on the shelf not stacked in a box, so as to attract the children to it. Change them frequently.

## Blue Sentence Strips

Materials:

Six blue sentence strips. Each sentence strip has a picture on the left and longer phonic words and sight words are used. E.g. "The frog fell in the pond"

Objectives:

- To increase the child's understanding of what is read.
- To promote reading fluently
- To reinforce structure of simple sentences.

Presentation:

- Show the child where the material is kept on the shelf and take to the workstation
- Select a strip and place it in front of the child
- Point to the first word and remind the child about the sight words he has learnt.
- Encourage the child to read the whole sentence, blending the sounds for unfamiliar words. Reread the whole sentence for fluency and meaning.
- Get the child to read another strip if he wants to.
- Complete the work cycle by returning all materials to their proper places on the shelf

Leave a variety of Sentence stripes on the shelf for the child to work on. Place them separately to attract the child do not stack and change frequently.

## Blue Level Reading Book

Material:

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- Simple reading book, colour-coded blue, with eight pages. Pictures are on the left and the text describing the picture is on the right.
- Book contains longer phonic words and sight words. Capital letters and punctuation are used appropriately.

## Objectives

- To develop reading skills
- To extend reading vocabulary
- To provide meaningful reading experiences

## Presentation:

- Show child where the books are kept on the shelf and take book to workstation
- Encourage the child to read the storybook aloud, blending the sounds for unfamiliar words.
- Ask the child to reread the sentence for fluency and meaning. You may introduce new sight words here.
- The child may read another book if he so wishes
- Complete the work cycle by returning the books to their proper place on the shelf

Make 6 books available on the shelf and display separately on the shelf to attract the children to read it. Change frequently.

## Sample Lesson Plans for the work with the Blue Box Series.

Subject: Language Development

Topic: Longer Phonetic Words

Duration: 7 minutes max. for each presentation

Period: 2<sup>nd</sup> and 3<sup>rd</sup>



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Instructional Objectives:

1. To be able to read and write longer phonetic words.
2. Increase vocabulary and match the words to the objects

Instructional Materials:

Blue phonic box

Previous Knowledge:

Children can read simple sentences with two to three phonetic words and have been introduced to some objects and words from the blue level series.

Content:

1. Learn new three and longer phonetic words and be able to match them to objects, eg. banana, bell, ring, grass, frog, hand, dress, desk, cutlass.
2. Increase the children's reading capability and learn to work with more phonic sounds.

Presentation:

We will continue working on longer phonetic words.

Day 1:

Last week we learnt some new words.

Bring out the blue phonetic box and set out its contents on the worktable.

Ask "What is this?" pick up a picture of an object and show the class. Ask the first child who answers to come out and pick the written word that matches the object. Do this for eight to ten words. (All words already seen previously)

Write words on board or use the Moveable Alphabet Box (MAB) and ask the class to read each word out loud.

Banana, bell, flag, ring, grass, frog, hand, dress, desk, cutlass.

Write the following on the board on stripes of paper and ask the class to read:

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That ring is for the boy.

The flag is on the grass.

That boy can eat the banana.

Let them to bring the dress.

{It may take more than a session to get through all this and some of the children may need more time to practice}

Day 2:

What is this?...

Write words on board such as, banana, ring, grass, flag, bell, etc.

And ask the class to read. Do individual reading. Write sentences with the words and get them to read.

The banana is on the grass

The dress is for the boy.

The ring is for the man.

Tell the man to bring the flag.

(Dictation): you can use MAB or plastic or cutout alphabets with pictures.

1. banana
2. ring
3. dress
4. flag
5. man
6. pond
7. vest
8. lamp
9. camel
10. rabbit

Day 3:

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Show me...

With the blue phonetic cards work on the words already learnt.

Revise reading,

The tablet is for me.

The flask is in the hut.

Tell them to stand up.

The blanket is for my mum.

Do more practice with reading and writing words

1. rocket
2. tablet
3. stand
4. hand
5. palm tree
6. laptop
7. jacket
8. flask
9. casket

Day 4:

What is this?

Give the children word lists previously worked on that they can read. Then carry it a step further by reading sentence strips. Write these on the board or better still on stripes of paper. They can have these on trays and practice at will this way.

The laptop is on the stand

The palm tree and grass can stand

My hand is in my jacket

The flask is in the hut

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The blanket is on the bed.

Day 5:

More Reading and matching words to object activities

1. ring
2. cutlass
3. drum
4. rocket
5. stand
6. tablet
7. casket
8. banana
9. well

Classwork:

Write and read these words: (They can either use alphabets, MAB or write in their books)

1. tell
2. bell
3. vest
4. rest
5. hand
6. band
7. drum
8. ring
9. sing
10. flask

Evaluation

Ask questions about the objects how they are used, where and when they can be found.

Summary

New words learnt include: banana, casket, blanket, jacket, ring, bring, bell, well, vest, tablet, laptop, palm tree, rocket, stand, hand, flag, camel, rabbit, lamp, pond, dress.

New sounds include: ng, et, ell, fl.

Remarks:

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Children can now read several longer phonic words and have learnt further how to blend the sounds and listen in order to spell correctly.

There is a need to work more closely with those who are still finding it difficult to read the short sentences on the board.