

# Teach Your Child **TO READ**

The Easy Step by Step Guide for  
*Parents and Teachers*

A photograph of a woman with long dark hair, wearing a yellow sweater, sitting on a grey couch and reading a book to a young girl with curly hair. The woman is looking down at the book, and the girl is also looking at the book. The background is a plain white wall.

Language  
Development 5

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## Noun Box 2

### Materials:

- Black cards with longer phonic words of objects in the classroom, for example: bell, clip, seven, desk.
- A floor mat
- To practice reading
- To develop reading vocabulary related to cultural subjects or project work.
- To reinforce that nouns are names

### Objectives:

### Presentation:

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

- Show the children where the box is kept on the shelf and take it to the workstation
- Introduce the Noun Box 2 to the child, "Today we are going to do Noun Box 2"
- 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 remind the children, "Nouns are names. We are naming things, Nouns are names of things"
- Complete the work-cycle by replacing the box in its correct place.

## Adjective Box 1

Materials:

- Dark blue cards with phonic words such as : big, fat, red, wet, pink, hot, slim
- Objects prepared by the directress (See Presentation 1
- To practice reading
- To learn the term “adjective”
- To reinforce the function of describing words
- To relate adjectives to objects.

Objectives:

Presentation 1:

- Show the child or children where the materials is placed on the shelf
- This can be done as a group presentation
- Lay the following out on the table:
  - The largest and smallest cube of the Pink Tower
  - A red and a blue color tablet
  - Two cardboard figures e.g. a fat man and a thin man.
  - A wet and a dry cloth

Other objects to consider

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- Introduce the Adjective Box 1 saying, “Today we are going to do adjectives”.
- Ask one of the children to bring her a big cube. The child will select the big cube and bring it over.
- Then ask the child, “Why did you bring this cube and not the other one?” The child would probably reply by saying that you asked for a big cube.
- Then explain to the child that “you took this cube because I described what I wanted to you. An adjective is a describing word”
- Continue with the exercise by asking the children in turn to bring other objects.
- Reaffirm that they know exactly what to bring as you have described the object you want and that the describing word is the adjective.

Presentation 2:

- Lay out the table with objects similar to Presentation 1
- Open the lid of the Adjective Box 1 and place it underneath the box introducing it to the children
- Bring out the white card with Adjectives written on it and place on table at top left hand corner
- Ask the children to select words in turn from the box that describes an object on the table and place the words beneath the appropriate object.
- Complete the exercise by returning the materials and box to their proper place.

## Verb Box 2

Materials:

- Red cards with longer phonic words such as: clap, bend, jump, skip
- To practice reading
- To reinforce the function of the verb
- To foster communication through mime

Objectives:

Presentation:

- 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 do 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.

Farm Box

Materials:

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- Collection of farm animals and buildings
- Colour coded grammar cards as follows:
  - Nouns on black
  - Verbs on red
  - Adjectives on blue
  - Articles on grey

Objectives:

- To learn the word order in sentences using concrete objects
- To practice reading
- To explore creative ways of using familiar words

Presentation:

- Show the child where the Farm box is kept, and bring it to the workstation
- Invite the child to arrange the objects on the farm box. Encourage the child to place the noun cards against the objects.
- Then say, “Adjectives describe nouns Can you place the adjectives against the nouns?”
- Encourage the child to form sentences, for example, “The sick cow”, “The big log”. “The black dog”, etc....
- Next form phrases that incorporate verbs, for example, “The black duck ran”, “The fat pig slept”, ...etc.
- Encourage the child to talk about the farm animals and to read the phrases he has made.
- Complete the circle by returning the materials to their proper place on the shelf.

The child can bring out the farm box and materials set it up and make up phrases and sentences to read whenever he likes.

Nouns – Singular and Plural Box 1

Materials:

## Language Development 5

- Black cards with phonic words. There are both the singular and plural of a number of objects in the box. The words are, for example: clip, clips, stamp, stamps, pin, pens, band, bands, pen, pens.
- Objects more than 2 of each corresponding to the words in the box.
- A floor mat
- To reinforce the meaning of 'singular' and 'plural'
- To demonstrate basic rules for the formation of plurals

Objectives:

Presentation:



## Language Development 5

- Show the child where the materials are kept on the shelf and bring them to the workstation.
- Name the materials, introducing the Singular and Plural Box. Open the lid and place it underneath the box on the mat
- Take out the grey heading card with the word “Singular”, read the card and place it on the mat.
- Then take the “Plural” heading card, read it and place it on the same row as the “Singular” heading card leaving a large gap in between the two cards
- Take a stack of ‘singular’ cards, and lay them down one by one, under the column of the “Singular” heading card
- Read the first card, ‘clip’ and then place one of the clips on the right hand side of the word clip. Do the same for all the singular cards.
- Take the stack of plural cards and find the matching plural card for each word and place them under the ‘Plural’ heading card. Then place the rest of the clips for example on the right hand side of the word ‘clips’. Repeat this for all the cards.
- When activity is completed ask the child to look at the cards and to note the differences, which is an additional letter ‘s’ at the end of the words for the plural cards. Explain that Singular means ‘one’ and Plural means ‘more than one.
- Complete the cycle by returning material to proper place on the shelf

The child can practice with the box and materials whenever he wishes.

### Green Level

The materials at this level introduce the child to Consonant Digraphs, vowel digraphs and other phonograms. There are no rules to the order of presentation of these digraphs and other phonograms

### Consonant and Vowel Digraphs

Materials:



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- Green boxes containing six to eight green cards with pictures representing words with a phonogram pattern, the rest of the letters in these words should represent common speech sounds.
- Each box should contain Six to eight corresponding reading cards
- The box lid should have the phonogram pattern written on it
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Objectives:

- To introduce common phonogram letter patterns related to the new speech sounds
- To extend the child's reading vocabulary

Presentation:

- Show the child where the materials are kept on the shelf and bring them to the workstation
- Introduce one phonogram at a time. Show the child the letter pattern on the lid, e.g. "ch" and teach the sound.
- Open the green box, place the lid underneath the box on the mat.
- Take out the picture cards and lay them out 3 in a row, naming them at the same time.
- Take the stack of word cards, place it in front of the child and encourage the child to read each word card, reminding the child the new letter pattern and its sound, and place it under the respective picture cards.
- Complete the cycle by returning materials to proper place.

Encourage the child to practice reading using the materials whenever he wishes.

Phonograms and The Small Moveable Alphabet



Materials:

- Green Boxes
- Cards for matching the exercise
- Two boxes of Small Moveable Alphabet
- A list of word
- A floor mat
- To build words containing a phonogram
- To recognize letter patterns in words
- To help the child develop spelling skills

Objectives:

Presentation:

- Show the child where the materials are kept on the shelf and bring them to the workstation
- Name the materials and show the child how to setup the set of small Moveable Alphabets (SMA) side by side on the floor mat.
- Guide the child to select a phonogram box the child is familiar with from previous reading exercises.
- Ask the child what sound is represented on the lid of the box.
- Open the lid of the box, place the lid below the box with digraph labeled side in view, and invite the child to select digraph letters from the green coloured letters of the SMA Place the letters on top of the lid, e. g. “ch”.
- Take out the picture cards and lay them out on the mat, name them as you set them 3 in a row
- Invite the child to form the word of the first picture using the SMA. Explain to the child to use the chosen colour i.e. green to build the digraph, “ch”, and then build the rest of the word with the other colour
- Repeat the exercise with the other cards.
- Complete the cycle by returning all materials to their proper place on the shelf

The child may wish to practice building the words of the previously learnt phonograms. Ask the child to copy out the new spelling pattern.

## The Phonogram List

Materials:

- Separate word lists for each phonogram (there may be a picture on the left to illustrate the first word)
- The phonogram is written in red, all other letters in black
- Put each list in different envelopes according to the same sound with different spellings

Objectives:

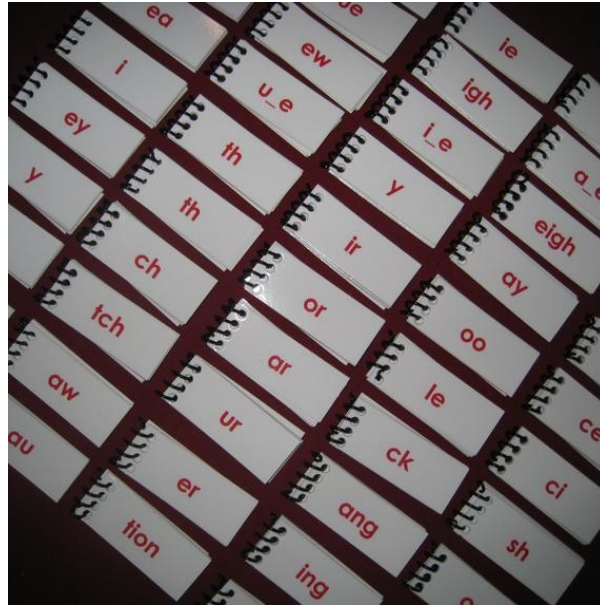
- To provide additional reading practice
- To extend reading vocabulary
- To enable independent reading

Presentation

- Show the child where the material is kept on the shelf and carry to the workstation
- Introduce the material and teach the phonogram sounds one at a time. Invite the child to read aloud the words on the list.
- Complete the cycle by returning the materials to their proper place

The child may take the list and practice reading anytime he wishes.

## Phonogram Booklets



Materials:

- Separate small booklets for each phonogram, clearly indicated on the cover. Selected words should be different from those given in previous exercises for the particular phonogram (phonograms in red)
- To provide additional reading practice
- To extend the child's reading vocabulary
- To enable the child to develop independent reading ability

Objectives:

Presentation:

- Show the child where the materials are kept on the shelf and name them, then bring to the work table
- Teach the phonograms one at a time and invite the child to read aloud the words in the booklet.
- Complete the cycle by returning the material to the proper place on the shelf.

The child may want to read the booklets and practice at anytime he wishes.

Sentence Strips (Story Starters)

Materials:

- Separate sentence strips with a picture on the left. Words in the sentence give practice with a particular phonogram
- To provide additional reading practice
- To extend reading vocabulary
- To enable independent reading habits

Objectives:

Presentation:

- Show the child where the materials are kept on the shelf, name them and bring over to the work table
- Invite the child to read the sentence on the strip out loud.
- You can hold a conversation with the child in relation to this sentence or use it as a story starter
- Complete the cycle by returning all materials to the proper position on the shelf

The child can take the strips and practice reading anytime he wishes.

### The Phonogram Reading Book

Materials:

- Separate books for each phonogram with a little story. The sentences should contain words with a particular phonogram and as far as possible these should be familiar words.
- To provide additional reading practice
- To extend the child's reading vocabulary
- To enable the child to develop independent reading habits.

Objectives:

Presentation:

- Show the child where materials are kept on the shelf, name and bring to the work table
- Encourage the child to read the book out aloud.
- Complete cycle by returning the book to the shelf.

The child can take the book and read at anytime he wishes, change books regularly to give variety.