

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 looking up at her. The background is a plain white wall.

Language
Development 6

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Grammar

Noun Boxes

Materials:

- Noun Box 3 contains words with phonograms of objects that can be found in a classroom, such as, “chair, rubber, paint, pencil, blackboard, window, door, bookshelf, flower, globe, etc.
- Noun Box 4 contains cards with the children’s names in the class
- Noun Box 5 has cards with names of objects on the nature table bee, flower, sand, plant, seeds,
- Noun Box 6 contains cards with names of countries, towns and places e.g. Nigeria, Japan, Russia, New Zeland, Lagos, Ibadan, Akure, London, Accra, Lome, National Theatre, Shoprite, Just Right...etc.
- A floor mat

Objectives:

- To practice reading
- To develop reading vocabulary related to cultural subjects or project work
- To recognize the variety of basic nouns we use in communicating

Presentation:

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- Show the child where the materials are kept on the shelf, name the box you are going to be working with and bring it to the workstation
- Open the box and place the lid underneath the box on the mat. Take out the grey heading card with the word 'Noun' on it and place it on the mat
- Noun Box 3 – Pass out a card to the child or each of the children. Ask the child to read the word on the card, then place it by the object in the classroom. When all the children or the child have/has placed the cards in the respective places, remind the children that 'nouns are names.'
- Noun Box 4 – Pass out a card to each of the children with their name on it. Ask the child to read the word on the card and explain that "Nouns are also names of people"
- Noun Box 5 – Pass out a card to each child, Ask a child to read the card and then place it by the objects on the nature table, explain to the children or child that "Nouns are also names of animals, insects, plants...etc."
- Noun Box 6 – This box is to be presented only if the children know the globe and the map puzzle. Pass out a card to each child, ask a child to read the card and then place it by the countries on the map puzzle, explain that "Nouns are also names of countries".
- An extension of this is to provide pictures or well known landmarks with the names written on word cards, for example: The National Stadium, Shoprite, Muscon Centre, pass the cards to the children and ask them to place them beside the representative picture. Then explain to the children that "Nouns are also names of places". You can have an extended discussion about this talking about names of towns, cities, landforms etc.

Adjective Boxes

Materials:

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- Adjective Box 2 with cards containing phonograms to go with the farm or other themes e.g. large, small, huge, big, white, brown, fierce etc...
- Adjective Box 3 contains the cards of colours to go with the colour Box 2 i.e. red, blue, yellow, purple, green, orange, black, white, grey, pink, brown.
- To practice reading
- To learn the term “Adjective”
- To reinforce the function of describing words
- To relate adjectives to objects the shelf, bring them to the workstation and introduce materials to them.

Objectives:

- Adjective Box 2 – Open the box and place the lid underneath the box, take out the grey header card with the word “Adjective” on it and place it on the mat. Pass out a card to the child. Ask the child to read the word on the card and then place it by the object that it describes. Do the same with all the cards and remind the child that “Adjectives are descriptive words”.
- Adjective Box 3 – Lay out the colour tablets. Open the box and place the lid underneath the box, take out the grey header card with the word “Adjective” on it and place it on the mat. Pass out a card to the child and ask the child to bring her the colour tablet that is described on the card. Another presentation is for the child to do the colour tablet pairing exercise and then place the appropriate cards beside them. Explain to the child that “Adjectives are also names of colours. They also describe things”.
- Complete the work cycle by returning the materials to their proper place on the shelf.

The child can return to do this activity whenever he wishes.

Verb Boxes

Materials:

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- Box 3 contains cards with words such as sweep, eat, brush and whisper.
- Box 4 contains a set of cards with a verb theme: 1. Theme walk, stride, tiptoe, creep, stagger, march.

2. Theme breathes, pant, gasp, puff, sigh, yawn and blow.

3. Theme look, peep, gaze, stare, glance, watch.

Objectives:

- To practice reading.
- To reinforce the function of the verb
- To foster communication through mime.

Presentation:

- Show the child where the materials are kept on the shelf, bring to the workstation and introduce box to the child
- Box 3 - Open the box and place the lid underneath the box, take out the grey header card with the word “Verb” on it and place it on the mat. Pass out a card to the child face down, ask him to read it silently and then act out the word on the card, you or the rest of the class may try to guess the word from the action.
- When all the cards have been acted out explain that the child has been doing something and that these group of words are called “Verbs. Verbs are doing words.”
- Box 4 – After introductions and setup, get the child to act the word and then explain to the child that he has done something.
- Complete the cycle by returning all material to the shelf.

Noun and Adjective Game

Materials:

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- Two sets of cards as follows:
- A tablemat

Adjective Cards Noun Cards

Poisonous snake

Green leaf

Clear water

Beautiful picture

Jolly sailor

White pen

Kind mother

Transparent glass

Soft cushion

Tall giraffe

Cloudy sky

Dear doctor

Objectives:

- To further demonstrate the function of the adjective
- To show the position of the adjective.
- To provide reading practice.

Presentation:

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- Show the child where the materials are kept on the shelf, bring to the workstation and introduce to the child
- Exercise 1: Place the two grey header cards with the words “adjectives” and “nouns” on the tablemat, lay out all the Noun cards at random under the “Noun” header card in a vertical line.
- Take the Adjective cards , one at a time and place them in front of the noun card starting from the first card.
- Invite the child to read both the cards, e.g. ‘green doctor’, if the phrase sounds out of place, then the directress will move on to the next noun until the words makes sense. The exercise will go on by rearranging the adjectives till the pair of cards make sensible phrases.
- The objective of this exercise is to show that more than one adjective may describe a noun, and it will also help to reinforce the order of adjectives.
- Exercise 2: Take a noun card and read it e.g. “mother”, ask the child to see how many adjectives can be used to describe the word, e.g. kind, beautiful, tall, jolly, dear.
- Complete the work cycle by returning all materials to their proper place.

Change the words frequently to provide variety.

Nouns- Singular and Plural

Materials:

Box 2- Rule: When a 'y' follows a consonant, the 'y' changes to 'i' and 'es' is added in the plural, e.g. puppy becomes puppies, candy becomes candies etc.

Box 3 – Rule: when the word ends in 'f' or 'fe', it changes to 'ves' in the plural, e.g. wife becomes wives, knife becomes knives

Box 4 – Rule: words which take on an 'en' in the plural e.g.

Child becomes children

Box 5 – Words that form their plural by an internal vowel change.

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Singular	Plural
Man	men
Woman	women
Tooth	teeth
Goose	geese
Mouse	mice
Louse	lice
Foot	feet

Box 6 – Rule: Words ending in 'o', which take 'es' in the plural.

Singular	Plural
Potato	potatoes
Tomato	tomatoes
Mango	mangoes
Cargo	cargoes
Hero	heroes

There are some exceptions to this rule: words with Italian origin that end in 'o' just take an 's' in the plural.

Box 7

Words that have more than one plural.

Singular	Plural (1)	Plural(2)
Brother	brothers	brethren

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Penny pennies pence

Cherub cherubs cherubin

Box 8 – Foreign words ending in 'us', which can either, take 'i' or 'uses' in the plural

Singular	Plural (1)	Plural(2)
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Fugus	fungi	funguses
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Cactus	cacti	cactuses
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Hippopotamus	hippopotami	hippopotamuses
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Crocus	croci	crocuses
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Index	indices	indexes
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Box 9 – Words ending in a sibilant (which is a hissing sound) take 'es' in the plural.

Singular	Plural
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Glass	glasses
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Box	boxes
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Bench	benches
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Gas	gases
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Church	churches
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Topaz	topazes
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Fox	foxes
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Class	classes
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Watch	watches
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Box 10 – Words that remain the same in the singular and plural

Singular	Plural
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Fish	fish
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Sheep	sheep
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Deer	deer
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Salmon	salmon
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Trout	trout
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Grouse	grouse
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Box 11- Words that are always used in the singular

Bread

Flour

Earth

Peace

And words that can only be used in the plural(when used as nouns)

Scissors

Trousers

Breeches

Shears

Objectives:

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- To reinforce the meaning of singular and plural
- To demonstrate basic rules for the formation of plurals
- To provide reading practice

Presentation

- Show the child where the materials are kept on the shelf, name and bring them to the workstation
- Introduce the grey heading cards with the word “Singular” and “Plural”, then place the “Singular” heading card on the top left and the “Plural” heading card on the top right of the tablemat and place the singular and plural noun cards in separate stacks in front of the child
- Invite the child to read the first singular card and show the child where to place it under the “Singular” heading card, then ask the child to go through the stack of plural cards to find the matching plural card. When found, place it under the “Plural” heading card on the same row as the singular card placed earlier.
- Get the child to repeat the exercise for the next singular card till all the cards have been matched.
- Remind the child about the meaning of singular and plural. ‘Singular means one. Plural means more than one’.
- Invite the child to examine the difference between the singular and the plural words. Encourage the child to explain in his own words the difference so that he can see the pattern in all these plural words.

Encourage the child to take the various boxes and do the exercises whenever he wishes.

Preposition Box

Materials:

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- Dark green box with a number of prepositions written on dark green cards.
- Noun cards related to the two objects and colour coded reading cards to use to build a sentence
- Two objects e.g. a dog and a box

Objectives:

- To demonstrate the function of a preposition in a sentence
- To practice reading

Presentation:

- Exercise 1 -
- Exercise 2 - Show the child where the materials are kept on the shelf, name and bring to the worktable.
- Lay out the two objects beside each other
- Place the noun cards under the respective objects, then use the colour coded grammar cards to build a sentence, start with just the article and noun cards e.g. "The dog----- the box." Ask the child to read this (without the preposition), he will notice that a word is missing
- Explain to the child that the sentence needs one of the prepositions in the sentence
- Invite the child to place one of the proposition cards in the sentence to make it complete, then ask the child to read the whole sentence. E. g "The dog in the box." Ask the child to move the object according to what the sentence says. Repeat this for the other preposition cards.
- Once completed discuss the function of the preposition with the child. " By changing the preposition, we can change the meaning of the sentence"

The child may work on the preposition box whenever he wants to. Change the objects and words regularly to provide variety.

The Theme Box

Materials:

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- Collection of different items in the theme box relating to a specific theme, e.g. kitchen, farm, bedroom, bathroom, hospital etc.
- Colour coded grammar cards:
 - Black for nouns
 - Red for verbs
 - Blue for adjectives
 - Grey for articles

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 materials are kept on the shelf, name and bring to the workstation.
- Invite the child to arrange the objects and ask the child to place the noun cards against the objects
- Say, “Adjectives describe nouns. Can you place the adjectives against the nouns?”
- Encourage the child to now form sentences, e.g. “The red pot”, “The hot bun”, “A big pan.”
- Next form phrases that incorporates verbs e.g. “The big pot spilt”
- Next include prepositions and make sentences such as “The big pot on the table spilt”
- Encourage the child to talk about the arrangement of the objects in the kitchen setting and read the sentences he has made.

The child should be allowed to take out the theme box, set it up and make up phrases and sentences whenever he wishes, change the theme regularly so children can get a chance to develop and use a wider range of vocabulary.

