

Fun at the Nursery school



About this book

Young children learn by playing, experimenting and exploring; being active and having fun. In this book you find information and ideas about learning by playing at Nursery School. While they play, experiment and explore the children develop many skills, skills they need to be able to continue learning after Nursery School.

The most important task of a Nursery teacher is to create an environment where children find challenges, where they can play, experiment and explore. The teacher interacts with the children and observes them. She brings in new challenges.

In the part 'Learning with fun at the Nursery school' you find games that can be played with the whole group.

Other games are made to play with small groups. A lot of games can be made by yourself; using materials from the environment. In this book you find ideas and examples. There are many other possibilities. The games in this book are meant to encourage you to be creative and make your own games.

The third section is about the start with the reading method Jolly Phonics in the third term of Top Class

Index

The book is divided in four sections, separated by coloured pages:

1. Information

- Development at Nursery School
- Information about games
- How to make and play:
 - Memory
 - Lotto
 - Domino
 - Board game with a dice
 - Other ideas

2. Learning with fun at Nursery school: group games.

3. Jolly Phonics in Top Class

- Information about Jolly Phonics
- Planning for lessons in the third term of Top Class.
- Workbooks for the children

4. Examples of games for the different letter groups.



This book is one of three:

Fun at the Nursery school

Fun with Phonics

Fun with Grammar

We wish you a lot of fun with this book!

Reny Nauta en Ineke Bloemendaal – learningwithfunuganda@gmail.com

Development in the Nursery school

The Nursery school is a place where children develop physically, socially, emotionally, cognitive, morally and spiritually.

Children learn and develop by doing and playing. Hence, rote learning does not help them. Activity is the most important aspect of the process of learning in young children. The more children interact with their environment through activity-based learning, the greater will be the clarity of the concepts they develop.

The children develop a lot of important skills they need, to continue the learning process in the Primary school:

- Respecting and taking care for themselves.
- Social development: working together and next to others; interacting with others. Learning to have an opinion and express it. Confidence and self esteem.
- Emotional development: feeling good with others and yourself. Expressing your feelings in an acceptable way.
- Exploring and discovering the world around them. Solving problems. Learning by trial and error. Learning of mistakes.
- Language: learning new words; interacting; talking together; telling news and stories; talking about actions and feelings.
- Action and reaction.
- Responsibility: for your work, others and the environment
- Independency: learn to do the work, as far as possible without help. Knowing how to get help when needed.
- Concentration
- (Self) Motivation
- Listening to and understanding tasks
- Development of the small and big muscles
- Cognitive skills: colors; shapes; counting and numbers; sizes; seeing and hearing differences and similarities

Also see: Early Childhood Development in the Learning Framework

Offer the children plenty of opportunities to play, explore, and experiment. The children will be taught alternately in the whole group, small groups, pairs or individual.

To play can be involved in all in- and outside activities. A variety of materials can help them to develop their skills: Role play, toys (dolls, cars, kitchen materials), building, puzzles, games like memory and domino, board games, games with numbers or letters, etc.

Many schools in Uganda have less or no materials and cannot afford to buy them. So the teacher has to be creative to offer the children what they need. A lot of things are easy to make by yourself using the materials find in the environment.

For example:

- Playing with a ball made of banana fiber:
children develop skills like: social (playing together); concentration; developing the muscles; action – reaction; trial and error; they can count how many times they catch or bounce the ball; language: learning words like high, low, many, far, nearby; emotional: feeling good they can play the ball, deal with losing a game; responsibility: caring for things around them, for themselves and other children while they play and care for the ball.
- Sorting / matching things found in the environment (leaves, stones, etc):
children learn to see similarities and differences; working together; language: naming, big, small, more, less, etc.; listening and understanding tasks; cognitive: colours, number of object; sizes; etc.

Free play:

children develop social skills; they use language; they learn several things by trial and error and experience cause and effect; they learn to be responsible; etc.

In this book you find ideas how to make and play with different games and some examples of games.

There are also a lot of games you can play with the whole class, in small groups or in pairs. For these games you need no or few materials. You find several ideas in the section 'Learning with fun at the Nursery School'. They are divided in different chapters. Some of the games cover more than only that part of development.

You can play the games with the whole group, in small groups or in pairs.

Make sure that all children can see what's happening. When you sit in circle everybody can see everybody and you can put the materials in the middle of the circle.

Make rules, e.g. about raising hands and giving turns.

Your role as a Teacher:

- Teachers prepare lessons and a challenging learning environment with a variety of materials. They prepare when the children are not there!
- Teachers interact with the children. They move around and talk, ask and play with them.
- Teachers motivate children.
- Teachers help to solve problems and handle conflicts, as far as possible together with the children.
- Teachers help children with special needs.
- Teachers observe and evaluate the children's performance, behavior, social development and physical health.
- Teachers make a report at the end of each term.

Pre reading.

Before children start with the process of reading, writing, spelling and mathematics they have to develop some more specific skills.

- The children have to know the language. They need words to work with. They have to learn the difference between a letter, a word and a sentence. They have to know words like: right, left, up, down, first, last. They must be able to understand what the teacher asks.
- They must be trained in listening. They need to hear similarities and differences between sounds and words.
- They must be able to see differences and similarities, because each sound is written in a different way. Sometimes the differences are small. It starts with big differences (like different color or shape) and then they will see the small differences and similarities between letters and words.
- A very important skill is blending. Reading is putting sounds together so it becomes a word. E.g. c a t = cat; m a n = man. Use always the letter sounds. Blending is not possible when they use the letter names. E.g. em ai en, doesn't sound as man. When children know how to blend they can crack the code of learning to read. Reading is not the same as recognizing words!
- Children must understand the meaning of written text, that you can decode it and read. And that what you hear, can be written! You can write about what you see. This can be stimulated by showing written text, like in books, label words by objects, writing notes and telling the children that you write down what you don't want to forget.

Pre mathematics

Specific skills children need for mathematics:

- The children learn to count. They should say the number at the same time that they point to the object.
- They learn the words like: more, less, a lot, a few, add, subtract
- They learn that the number of an object is not changing when it is smaller or bigger. E.g., 5 ants and 5 elephants is still the same number, even while the elephants are big and the ants are small.
- They learn the numbers and learn to match them with the same number of objects.
- They have to see the differences and similarities between the numbers.



Games

Children can practice their skills by playing games, also reading skills.

Group games

In the books: 'Fun with letter sounds' and 'Fun with words and sentences' you find games you can play with the whole class or a part of it.

Games for small groups

There are also a lot of games you can play in small groups: games like memory, domino, bingo and board games. You can buy games like this, but most of them are easy to be made by yourself. In this book we explain how to make these games and how to play them.

There is also a variety of **examples**. You can copy or print them and if you have a laminator you can laminate them. But they are also easy be made by yourself on carton or wood.

Needs

You need to know, by yourself, how to play the game. Then you can explain it to the children.

Before you start playing the game, make sure that the materials are complete: cards, dices, counters, etc. By the games is mentioned what you need and how to use it.

Put all you need for one game together in one box. Put on the box the name of the game on the box and what's in it. So you easily can check if is still complete after playing it.

You can make your own varieties on the games.

Players

Most games are made for 2-4 children.

When the board of a board game is small (like the examples here), it is better to play with 2 or 3 children.

When the group is big the children also have to wait a long time for their turn.

Wait till a player has finished his turn before the next player starts.

Play clockwise: the player on the left side is the next one.

Goal

Of course children want to win when they play a game. But by games like this the most important thing to practice some skills and to learn with fun.

Time to play

- You can play games with whole class. Divide the groups in small groups.
- When the children finished their work.
- Extra practicing what is taught for e.g. slow learners.

Before playing games with the whole class

When all the children of the class play games at the same time, it is very important to prepare well. You need to know:

- The number of pupils in class and how to make the groups based on the level, interest and / or individual differences between the children.
- Are their group leaders?
- Choose the games, collect and check the materials
- How to introduce and to explain the games
- Sitting arrangements
- Are they going to play one or more games? When they play more how do they change: rotation / picking another game when they finished one?
- Time to be used

Playing the games

Start: Give instructions and explain the games, capture the pupils' attention.

While they play:

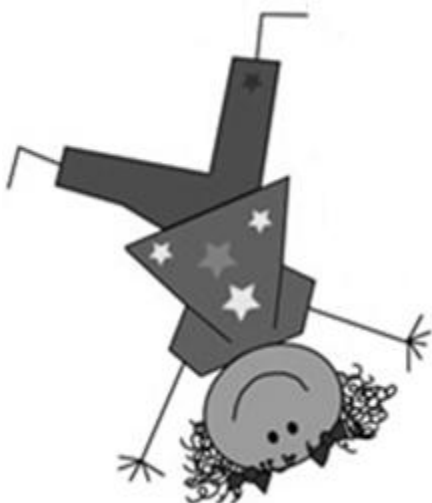
- The teacher moves around to guide the different groups.
- The teacher interprets the pictures / words in the games..
- The teacher plays with the learners
- The teacher gives compliments, encourages and motivates the children.
- The teacher keeps order

Clearing up: The teacher instructs the learners to pack and put away the games (give a warning a few minutes before) and checks the materials

When a teacher is alone with a (big) group it can be difficult to handle the whole group. Then you can give half of the class books to read, while the other half plays games. After a while change.

A good preparation and organization is the base of a good lesson!

Have fun!



Memory

Materials

A memory game has pairs of cards.

Make cards e.g. from carton and paste, draw or write on it. Make sure that the back of all cards is the same. Otherwise the children recognize the card before they turn it.

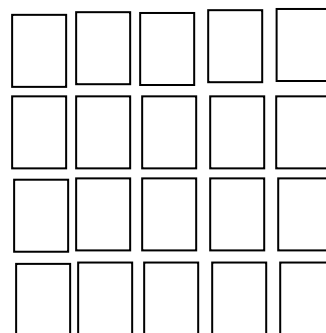
Players

2-4 players, from 3 years and older.

Playing the game

Shuffle the cards.

Place all of the cards picture-side down on the table and arrange them in rows, making a square or rectangle shape.



Choose who starts, then continue to play the game in a clockwise direction.

The player whose turn it is turns over two cards so everyone can see them. If the two cards have the same pictures, then the player keeps these two cards and turns over two again. This continues until the player turns two cards that do not match.

If the pictures on the cards don't match, they are turned face-down again. At the same place! So the players can try to remember the position of a card.

The next player continues with the game.

Goal

The game is over when the last pair of cards has been turned over. Now the players stack all their cards in a tower.

The winner is the player with the most pairs of cards who has the highest tower.

Different levels

Start with not more than 10 pairs. When the children know the game you can give more. For the Nursery school, use cards with pictures, colours or shapes. Start with easy pictures, then use pictures with more details.

In Top class and in Primary you can play with the same letter or number.

From P1 and upwards you can make it more difficult by using pairs e.g. picture – word; sum – answer.

Other games to play with pairs

Match

Playing individual or in pairs: Find the cards that match.

Describe

You keep 1 of each pair yourself. Give each child 1 card. You show 1 card. The children look at their cards. When it is the same they give it.

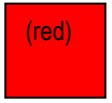
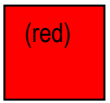

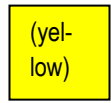
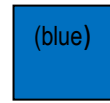
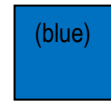


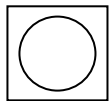
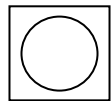
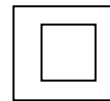
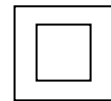


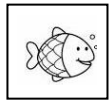
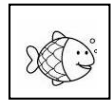
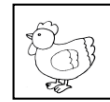
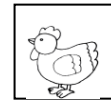
Instead of showing the card, you can:

- name something with that color / shape, when you play with cards with a color or shape.
- describe what you see on the card, when you play with cards with pictures.

Group games

You can also use the cards for group games. See: 'Learning with fun in the Nursery school'.

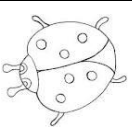


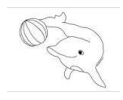


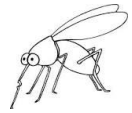




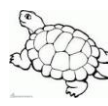


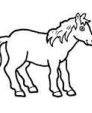






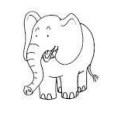


Examples

Pairs with the same color							etc.
Pairs with the same shape							etc.
Pairs with same picture							etc.

Other possibilities:

- Match 2 words that rhyme
- Match big and small
- Match picture and a detail of it.
- Etc.

Lotto

Make 4 (or more) cards with 6 (or more) pictures. Make from each picture also a small card.

Each player gets a big card. Make from the small cards a tower and put them picture down on the table.

The first player picks a card from the tower, names the pictures and gives it to the child who has this picture on his big card. Then the next player picks a card. Continue in clockwise direction. The player who gets all his pictures as first is the winner.

Domino

Materials

Domino is a game with cards with on the left and the right side different picture. All cards are different but every picture is at least on two cards when you put them in a long line the pictures on the cards match. There are about 24 cards or more. The cards can be made of e.g. carton. Paste, draw or write the pictures on it. When you make the cards make sure that a good row can be made.













Players

2 – 4 players from 3 years and older. The age of the players depends on the pictures.

Goal

Making a long row with all the cards.

When you play with more players: who is the first one who puts all his cards in the row?

							
	<p>Playing the game Shuffle the cards. Pick a card and put it in the middle. Find a card that matches with the picture at the right or left side of the card in the middle. Put it there. So go on until all card are in a row. It is not allowed to put the cards somewhere in the middle of the row. When the row is too long choose another direction for the row</p>						
							

You can also divide the cards.

The players can try, one by one, to match a card. You may only put a card at the ends of the row. Play in clockwise direction. The one who finished all of his cards is the winner.

Different levels

For the Nursery school, use cards with pictures, colors or shapes. Start with easy pictures, than use pictures with more details.

In Top class and in Primary play with the same letter, word, number, amount, etc.

After that you can make it more difficult by matching e.g. picture – word; sum – answer.

Examples

Match numbers

2	4	4	6	6	3	3	5
---	---	---	---	---	---	---	---

Match picture - word

—	4	••	6	▲▲▲	3	■ ■	5
—		••		▲▲▲		■	

Other possibilities

- Match two halves of a picture
- Match the animal and its baby sound

- Match part of e.g. animals, like head and tail
- Match letter and a picture that starts with this

Board game with a dice

You play with a board, a dice and for each player a counter.
There many variations of the board game.

Number of players

The number of players can be different. It depends of the size of the game. When you play on a board with size A4, play with 2 or 3 children.

When there are many players they have to wait a long time for their turn.

The board

The board can be made of carton or wood. When you make it on paper you can laminate it, so it can be used for a longer time.

On the board is a route of several shapes (like squares) in a specific order. Some or all shapes have a meaning. The players have to do something specific when they reach that shape. In the shapes you can put: colours; pictures, numbers, a combination, etc.

See the examples.

Counters

Each child has a counter and is playing the whole game with his own counter. They use the counter to take steps on the board.

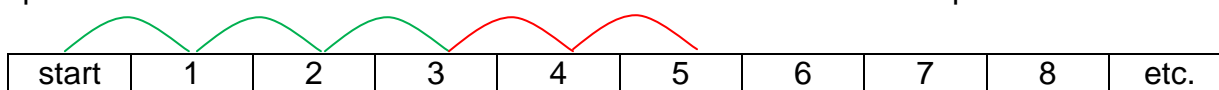
For the counters you can use small stones, bottle tops, etc. Give each counter a different color, so everybody recognizes his own counter. Make sure that the counters fit on the board.

Playing with a dice

A regular dice has dots from 1 to 6. You can make a dice of a cube.

The players throw the dice on the table, and count the dots on the top. They take as many steps as there are dots on the top of the dice. First take a step, than count. You start from 'start'. When there is no 'start' written on the board, put the counters before nr. 1.

When the player throws 3, in the first turn, he takes 3 steps: to one, to two and to three. He puts his counter there. When he throws next time 2 he takes 2 steps: to 4 and to 5. Etc.



Goal

To do the tasks and try to reach the finish first.

Playing the game

The first child throws with a dice. First take the step, then count.

Then the next one throws with the dice. Take turns clockwise.

The next player waits till the one before him is done moving his counter and has finished the task. The one who reaches the finish first, is the winner.

Examples and varieties in the layout of the board

See the games in this file

Varieties in dices

Dice with colours: move to the color on top of the dice. Or use shapes.

Other idea's for playing / games

With materials from the environment

Collect a lot of things like different stones, a cup, a branch, etc.

Let the children sort by:

- Material: wood, plastic, wool, etc.
- Colour
- Shape
- Size: the same size; from the smallest to the biggest one.
- Position: under, up, left, right; low, high; etc.
- First letter: like stone and shelf.
- Things that rhyme: like stone and bone.
- Sorting in different categories: things for the home, school, animals, plants, etc.

Make a pattern: stone – leave – branch – stone – leaf – branch – stone – etc.

Put several things in a row. What's the first, last, second, third, etc.



With cards

Instead of real materials you can make cards with different pictures or letters.

Start with young children with big differences and then make them smaller and smaller.

Make cards with e.g.

Cards with on each card: a fish, but in different sizes. Let the children put them from the smallest to the biggest.

Trees: from the lowest to the highest.

Cards with a number of things, like 1 card with 1 house, 2, 3, 6, houses. Let the children put them from less to many.

Others opposites: small – wide; thick – thin; etc.

Cards with object of different categories e.g. people, animals, plants; house, transport, clothes, food. Let the children sort them.

Match 2 cards like: a monkey and a banana, a dog and a bone, a fish and water; a car and a wheel, a shoe and a string, a table and a chair; animals: big one and child, like cow and calf.

Draw a picture and at another card only the outline.

Playing with a dice

There are many games you can play with a dice

On a regular dice there are dots: 1 and on the opposite site 6, 2 and on the opposite site 5, 3 and on the opposite site 4. But you can put also put other things on the sites, like colours or shapes. In top class you can also use a dice with the letters.

Games with a dice with dots:

Throw a dice. When 5 is up, clap 5 times, take 5 stones; draw 5 stars; put up 5 fingers; etc.

Games with a dice with colors or shapes:

Find / name something with the colour or shape that on the top.

Games with one or more dices with letters:

The children throw the dice and make a word that starts with the letter that's on top. Or make a word with this letter at the end or in the middle.

Throw a lot of dices (6-10). How many words can you make with these letters?

Playing with letters (top class)

Write the sounds on e.g. pieces of carton, stones or whatever. You use anything.

Possibilities:

Sorting / matching the same.

Making words with it.

Put them in a sack or box and let them pick one. Make one word or as many as you can.

Give a theme, like animals, names of children.

Match a letter with an object in the environment or picture that has that letter at the beginning, the end or the middle.

Etc.

Creative activities

Draw with pencils, chalk, fingers, with water; on paper, in soil,

Free; yourself; your friends or family; house; class; an animal;...

What you like to eat; what you like to do;

A big and a small house; a low and a high tree;

Something that start with sound ...

When children draw something write the words next to it. So, they realize that what you write has a meaning.

Cut, paste, fold with paper

Play with clay, water, soil.

Stamp with leafs, branches, tp rolls, etc.

Let the children use their imagination!



Puzzles

Make a picture on carton or wood and cut or saw it in pieces. The children can make the puzzle.

Outside

Count trees, flowers, etc. Find something with shape circle, etc,

Draw a shape and make something of it. E.g. a triangle can be the roof of a house

Let the children write in the soil: shapes, numbers, letters.

Draw letters in the soil: find the same.

Letter wall

Hang one or more letters on the wall on a big piece of paper. Let the children draw, cut or write things and put them by the first sound of it.

Labeling

Write names next to several different things in the class. E.g. door, window, cupboard.



In bookshops there are a lot of workbooks for children. When you buy one you can use the ideas and pictures for making games

Learning with fun at the Nursery

Group games:

General

Colors and shapes

Language – pre reading

Mathematics – counting and numbers



Learning with fun at Nursery school

General Colors and shapes Language – pre reading Mathematics – counting and numbers

Index	33	Opposites	6	64	Rhymes / songs / poems	10
Games	34	Category	6	65	Fill in the rhyming word	10
General	35	Concepts	6	66	What rhymes?	10
1 A heart in the circle	2	36 True or false	6	67	Make a rhyme	10
2 Which animal	2	37 Commands	6	68	Rhyme ball	10
3 Follow the leader	2	38 Story telling	6		The first sound	
4 Show your feelings	2	39 Description game	6	69	Names with....	10
5 Making faces	2	Listening		70	Do you hear the sound?	10
6 Show by face and/or attitude	2	40 Where are you?	7	71	Yes or no?	10
7 Matching	2	41 What do you hear?	7	72	What's the first sound?	10
8 My, my, who am I?	2	42 Telephone	7	73	Words by sounds	11
9 Who can remain quiet for the longest time?	3	43 The thief	7	74	Drawing	11
10 What is missing?	3	44 Match	7	75	Sorting	11
11 Hide and seek	3	45 Whisper and listen	7	76	I see, I see	11
12 Who is not on the picture?	3	46 Do, say and sing after me	7	77	Poster	11
13 Pre writing	3	47 React	7	78	Pick the wrong word	11
14 Who sings?	3	48 Correct order	7	79	Go to the sound	11
15 Play with a balloon	3	49 Which words are the same?	8	80	Last / middle sound	11
16 The zoo!	4	50 Which word is missing?	8		Blending	
17 What do I feel?	4	51 What doesn't belong?	8	81	Slow names	12
18 Making groups	4	52 Do you remember?	8	82	Snail talking	12
19 Who do I have in mind?	4	Words and sentences		83	Draw what you hear	12
Colors and shapes		53 Count words in a sentence	8	84	Give me	12
20 Sorting	4	54 Make the sentences longer	8	85	Segmenting	12
21 Search	4	55 Make a sentences	8		Mathematics	
22 Touch the color	5	56 First – last word	8	86	Counting children	12
23 Throw with a color dice	5	57 Compound words	8	87	Counting objects	12
Vocabulary		58 Short – long words	9	88	How many fingers	12
24 I am	5	Parts of words (syllables)		89	Counting together	12
25 Presentation	5	59 Clapping names or words	9	90	The robber	13
26 Stories and books	5	60 Count syllables	9	91	Build a tower	13
27 Talking about	5	61 What am I saying?	9	92	Step by step	13
28 You tell ...	5	62 Gigo Giraffe	9	93	Counting with the drum	13
29 Interview	5	Rhymes		94	Counting with a dice	13
30 What do you see?	5	63 Hello, my name is	9	95	Divide	14
31 The story ball	5			96	Forbidden number	14
32 The world upside down	6			97	The bus	14
				98	Making groups	14
				99	Stop by	14
				100	Memory and count	14

General

1. A heart in the circle

The children are sitting in the circle. A heart is going round.

When a child gets the heart he tells the name of a friend and tells what he likes about that friend.

You can cut a heart of paper.

2. Which animal

Put pictures of all kinds of animals on the floor.

Ask a child: "what animal would you like to be?"

Take that picture and ask the child why he or she likes to be that animal.

The child puts the picture back and another child gets a picture.

3. Follow the leader

The leader (teacher or child) makes a move (like hands up, clap, and hands on the head), the other children follow.

Variation:

Make a sound and the others are following.

4. Show your feelings

Show being: happy, sad, surprised,

5. Making faces

One child is making a face, the other ones copy everything he is doing

6. Show by face and/or attitude

The children show with their face and/or attitude how they feel:

- When it's your birthday
- When you get a present
- When you lost your present
- When you find it back
- When somebody kicks you
- When somebody helps you
- When there is a fly flying around your head
- When the fly bites you.
- When

7. Matching

Make two or more cards that match. Give each child a card. Let them find a child with a card that match. E.g. the same colour, the same picture, the same shape.

Variation

Cut a picture in 2 pieces and let them match the both halves

8. My, my, who am I?

The teacher chooses a child, who has to stand in the middle of the classroom with his/her eyes closed

The teacher then chooses a second child who has to ask the first child in a funny voice (in order to hide his/her identity) 'My, my, who am I?'

If the first child guesses the name correctly, two new children are chosen to play the game again. If the first child guesses incorrectly, he/she remains in the middle of the classroom and the teacher chooses another second child to say 'My, my, who am I?'

9. Who can remain quiet for the longest time?

Together with the children, you agree to hold a competition to see who can remain quiet for the longest (not making a single noise).

There are two versions of this game: Either the first child to make a noise loses the game, or the last child to remain silent wins.

The children will usually enjoy playing this game, and the teacher will definitely enjoy the temporary peace and quiet.

10. What is missing?

Place a number of objects in front of the children (for example a pencil, book, cup, doll, ruler etc..)

One child closes his/her eyes while a second child removes one of the objects and holds it behind his/her back.

The first child then has to guess which object has been removed. You can also play this game by changing the order of the objects.

Make it more difficult by putting more things.

Variation:

Switching place: Put 5 things on the floor. Give everybody a chance to look at it and memorize what they see.

One child closes his eyes. Another one switches around two things.

The first child opens his eyes; does he know which objects changed places?

Make it more difficult by putting more things

11. Hide and seek

One child leaves the class. The others hide something.

The child may come back and start seeking the hidden thing. When he is near the hidden thing the other children clap loud, when is far away they clap quietly.

12. Who is not on the picture?

One child is the photographer and leaves the class.

The other children make a group for a picture. One child hid behind the group.

The photographer comes in. Does he know who is missing in the group?

13. Pre writing

Make drawings in the air. What do I draw?

You can draw figures, numbers or letters.

14. Who sings?

The children are standing in the circle. They pass the ball.

One child is not looking. When he calls 'stop', the one with the ball has to sing a song (or another task).

15. Play with a balloon

Try to keep the balloon in the air.

Variation:

The boys try to keep the balloon in the circle, while the girls try to smash it out the circle.

Make 2 groups. Each group gets his own area. Try to smash the balloon in the area of the other group.

16. The zoo!

Divide the group in small groups. Each group gets a name of an animal.

The teacher calls the name of an animal. The children of that group start making the sound of that animal.

When somebody of another group makes a sound they get one point taken away from them because it wasn't their turn to make the sound.

17. What do I feel?

Cover the eyes of one child with, like a tea towel or a scarf.

Another child gives something in his hands. This child has to guess what is in his hands just by touching and feeling it.

Does he know what it is?

When it is difficult, you can give hints. When he guesses right, give another child a chance.

Variation:

You can also put an object in a sack.

18. Making groups

The teacher calls a few children who have something in common, like wearing the same clothes, the same hair, having an earring,

Can the rest of the class see what these children have in common?

19. Who do I have in mind?

One child is leaving the circle.

The other children take a child of the class in their mind.

The child is coming back and asks question like: is it a boy? Has the child long hair.

The children answer only with yes or no.

When the child knows who they have in their mind he tells the name.

Colors and shapes

20. Sorting

Give each child a shape. Give tasks like:

When your shape is a circle you put it in the air, or lay it in the middle of the circle.

The teacher lays a shape in the circle. When your shape is the same you lay it next to this one.

All children with the same shape stand together. So they make groups.

Make groups with different shapes. Two of the same is not allowed.

Variation

You can do the same games with colors.

You also can combine shape and color: all red circles in the middle, etc.

21. Search

Search something that is color red, blue, etc. Or: with shape circle, triangle, etc.

22. Touch the color

When the teacher says red, the children touch something red. When she says green, the children touch something green.

23. Throw with a color dice

Throw with the big color dice. Name the color and name something with that color.

Vocabulary

24. I am

The children are sitting in the circle. Ask the children to say their names and something they like to eat. The teacher starts: I am, and I like to eat.....

Variation:

Instead of what they like to eat they can say: I like colour...; I like to play with....; etc.

25. Presentation

The teacher calls the names of the children, one by one. When the name of child is called, this child needs to say the name of a colour, an animal or something to eat

26. Stories and books

Tell the children a lot of stories and when you have them read books for them. They learn new words, listening and stimulate their imagination. And it is fun!

27. Talking about

Talk with the children about different themes. Ask them what they know and teach them more about these themes. If possible use pictures and other objects.

28. You tell ...

Let the children tell about what they like; what they did; about a theme; etc.

Give the children turns:

Give one of the children a stick or make a microphone (e.g. of a tp roll). When the child finishes his story, he gives the stick or microphone to another.

29. Interview

Give one of the children a stick or microphone (see You tell) and let them ask one or more questions to another one.

30. What do you see?

Show pictures and let the children talk about it.

Ask questions, using what, where, who, why and when. Like: What do you see? How can you use it?

31. The story ball

The children stand in a circle. Throw a ball. Who catches the ball can say something.

Give a theme. E.g. talk about your family, animals, etc.

You can also let them finish a sentence. E.g. Yesterday I eat; I like; My favorite colour is colour

32. The world upside down

The children have to do the opposite of what the teacher is doing.

When the teacher stands up, the children sit down. When the teacher puts her arms up, the children put their arms down. When the teacher starts to cry, the children are laughing.

Introduce with a story about upside down.

Also a child can be the leader.

33. Opposites

Match opposites like big – small; high – low. Use pictures or show it.

34. Category

Name a category, like animals, things in the house, etc, and let the children mention words that belong in that category.

You can also use pictures and let the children sort them.

35. Concepts

E.g. first – last; left – right; up – down; bottom – top: Important words children have to know when they start reading and writing. Practice the words by making a row with the children or with objects. Give tasks: the first one sits down; the one at the left now goes to the right; point the last one or the first or the one in the middle; etc.

36. True or false

The teacher says something true or false and the children react like:

true: hand up – false: hands down / true: stand up – false: sit down;

true: thumbs up – false: thumbs down.

You can say things about:

- colours: the sky is purple; the trees are blue; the grass is green,

- who sits where: Sara sits next to Peter,

- animals: a dog barks; a cow moos; a young pig is called a calf

- others: I enter the house through the door (right) human beings have 2 ears,

37. Commands

The leader gives commands like: lift your right hand; put your hands on your knees; place your hands on your head; etc. The other follows. Increase the speed.

38. Story telling

Start telling a story, let the children finish it.

39. Description game

The teacher (or a child) describes another child or an object. The children have to guess who it is or what the object is. The first one to guess correctly wins the game.

E.g. You can eat it; It is yellow or green; It grows on tree; = a banana

He works with timber; He uses a hammer; He makes furniture; = a carpenter.

Listening

40. Where are you?

One child is hiding while the others close their eyes. The one who is hiding makes a sound, e.g. the sound of an animal. The other children point to the place where they think the sound is coming from. You can also make a sound with a music instrument.

41. What do you hear?

Let the children listen to different sounds, e.g. from music instruments or with materials of the environment like stones and sticks. Then put them behind something. Let a child make one of the sounds. Ask the other children what sound they hear.

42. Telephone

The teacher whispers a word in the ear of the child who's sitting next to her.

The child whispers the same word in the ear of the next child.

Go on till the word is gone through the whole circle.

The last child says the word out loud. Is it still the same?

43. The thief

One child is sitting in the middle of the circle. Blind fold him or let him keep his eyes closed.

Next to him there is an object. Point to one of the children: that's the robber. The robber tries to steal the object. When the child in the middle hears the robber coming he says: stop. If he says stop when the robber is not there yet, give another child a try.

44. Match

Match a sound with the right picture. Like sounds of different animals or things in and around the house.

45. Whisper and listen

Whisper words or a sentence. Let the children repeat it correctly and in the right order.

More difficult: stand back to back.

46. Do, say and sing after me

Let the children repeat what you do, say or sing. Use also words that don't exist.

47. React

Read a story of a book. Choose a word that is often mentioned. Ask the children to raise their hands when they hear that word. Instead of reading a story you can say a lot of words.

More difficult: react when you hear a specific sound.

48. Correct order

Let the children repeat words in the correct order. Start with three. Add more and more words. How many can they repeat in the correct order?

Use words that are related (like all names of animals) or that just are not related

49. Which words are the same?

Say 3 or more words, repeating 1. Which word did you hear twice? E.g. farmer – duck – farmer.

Or:

Say two sentences. Which word do you hear twice? E.g. I see a big house – my house is in the village. To make clear what you mean, start with two sentences with their own name. E.g.

My name is Helen – Helen is a beautiful name.

50. Which word is missing?

Say the same group of words twice, missing one word the second time. Which word did you hear only once? E.g. house – roof – wall – door / house – roof – door

51. What doesn't belong?

Say 3 words. Which one doesn't belong in the row? E.g. dog – cat – tree. Tree doesn't belong in the row because it isn't an animal.

52. Do you remember?

Say a word or sentence and ask the children to repeat it. Make the sentence longer and longer. Try also words without a meaning.

Words and sentences

53. Count the words in a sentence

Say a sentence. Let the children clap, stamp or take a step by each word.

Or: let the children put an object (like a block or stone) for each word in the sentence.

54. Make the sentences longer

Say a short sentence and ask the children to make it longer.

E.g. The house is I like to I see a cow

55. Make a sentence

Give a word and ask the children to make a sentence with it.

Make it more difficult by saying that the sentence has to start (or to end) with the word.

56. First – last word

Say a sentence. Ask the children which word is the last / the first.

57. Compound words

A compound word is a word that is made of two other words. E.g. foot-ball; book-shelf. Give picture of the small words and let the children combine the words. Or give one word and the children make the word longer.

You can also give the compound word and ask the children the words they hear.

For some words there are a lot of possibilities. Give a word and ask the children how many words they can add. E.g. school: school bell; school class; school book; etc.

58. Short – long words

Say two words. Which one is longer? Write the words and show them. In the beginning children will choose the word of the biggest object. Like pencil and tree: they will say tree because that object is bigger. When you write the words they see that pencil is a bigger word.

Variation

Which sentence is longer.

Parts of words (syllables)

59. Clapping names or words

The children clap or stamp at each syllable of their name. Like: Do-ro-thy.

Then say other words. Like: ba-na-na-tree.

Or let them take a step on each syllable

60. Count syllables

How many syllables you hear in this word. Like: grasshopper = 3

61. What am I saying?

I saw a cro-co-dile; I like to eat cab-bage; I see you this af-ter-noon

You can also practice this while you are reading a story.

Let the children try to say words in pieces by themselves.

62. Gigo Giraffe

The children stand with their back to a wall or behind a line. At the other side is one child: Gigo Giraffe.

One by one the children ask: 'Gigo can I travel?'

Gigo: 'Yes, what can you bring?'

Child: names something, like umbrella. By saying this the child jumps or step for each syllable of the word. E.g. um-brel-la = 3 steps

Then the next child can ask. Who is the first that reaches the other site?

Rhymes

63. Hello, my name is

Make a word that rhymes on your name. Like: Jimmy – timmy; Job – cop.

The children will name nonsense words by changing only the first letter. That's oke.

64. Rhymes / songs / poems

Reading and singing rhymes, songs and poems, makes the children realize that words rhymes. Like: cat – rat; floor – door; took – book. The last parts of words that rhyme sound the same. It's allowed to say words that make no sense.

65. Fill in the rhyming word

Say a sentence or tell a story and let the children fill in a word that rhymes.

E.g. In the house, I saw a (mouse)

I was sitting al alone, on a big (stone)

I saw a big cat, sleeping on the(mat)

66. What rhymes

Put a number of things on the ground or table. At each object lat the children say one or more words that rhyme. E.g. stone – bone; top – stop; block – sock.

You can also say a word and let the children pick the thing that rhymes. E.g. when you say bone, the children pick the stone.

Another possibility is mixing sets that rhyme and let the children match.

67. Make a rhyme

Show an object or picture and let the children make a rhyme with it. E.g. by ball: this is a ball and it will fall; by tree: the bee is sitting in the tree.

68. Rhyme ball

The children stand in a circle. The teacher says a word and throws the ball to one of the children. The child who catches the ball says a word that rhymes. Then he says a new word and throws the ball to another one who has to rhyme on that one.

The first sound

69. Names with ...

Play a game like: when your name starts with s, you stand up; when your name start with p, you clap in your hands; etc.

70. Do you hear the sound?

Name a sound. Then say a lot of words. When the word starts with that sound the children react by raising hands, clapping, stamping, ...

You can also read or tell a story and let the children react by a specific sound,

71. Yes or no?

Name words and the first sound. When it's correct children stand up, when its wrong children sit down. (Or hands up / down; or go to the side with yes / no)

E.g. Flower starts with sound f: yes; school starts with sound l: no.

72. What's the first sound?

Say a word and ask the children what is the first sound of this word is. You can also use objects or pictures.

73. Words by sounds

Make as many words as you know starting with a particular sound. E.g. s: snake, snail, soft, sugar, etc.

Make a list. The children don't have to read the words but they will see that the first sound is the same by each word.

74. Drawing

Let children draw pictures starting with a specific sound

75. Sorting

Sort out objects or picture by the first sound. E.g. flower – foot – face / tree – tap – toes

You can also give them written words. They don't have to read the words but recognize the first letter.

76. I see, I see

I see something that starts with sound The children guess what you have in mind.

77. Poster

Make a poster with things that start with a specific sound. Draw or cut and paste.

When you hang different posters on the wall, you can create a letter wall.

You can also hang the words and or pictures on different branches.

78. Pick the wrong word

Say 3 words: 2 with the same sound at the beginning and 1 starting with another sound. Ask the children which word doesn't belong in the row. E.g. snake – snail – cup. Cup doesn't belong in the row, because it starts with sound c and the other words start with sound s. make it more difficult by saying more words.

79. Go to the sound

Put different object or pictures on different places, e.g. one in each corner of the class. The objects all start with a different sound. Say a word and let the children go to the object with the same sound. E.g. object: pen, scissor, necklace and book. When you say paper they have to go to the pen, because both starts with sound p.

Last sound / sound in the middle

80. See: the first sound of a word.

Instead of asking for the first sound in a word you can ask for the last sound or the sound in the middle

Blending

81. Slow names

Say the names sound by sound. Who is it? E.g. t i m = tim; p a u l = paul

82. Snail talking

Tell the children that you talk like a snail, very slow. Like: p a n. What's the word? (pan)

83. Draw what you hear

Draw a p e n = pen

84. Give me

Put things or picture on the ground or table.

Ask the children: Give me the b o o k = book

85. Segmenting

Show an object or picture. Ask the children to say it in sounds. Like: bal = b a l.

Start with words of 3 letter sounds

Mathematics

86. Counting children

Count the number of children sitting in the circle.

How many boys are there? How many girls are there?

How many children are wearing a uniform, How many are wearing trousers? How many are wearing something red? Etc...

87. Counting objects

In the circle (or on the table) you can count everything: blocs, beads, pencils, children, etc.

Make 2 groups: what's more, less, the same?

You can count with different things. Do they understand that 2 big books are less than 3 small beads?

88. How many fingers

Put up a number of fingers. The children show the same.

Put your hands behind your back and then show another number.

How fast can the children follow?

89. The robber

Put 10 blocks on the table.

One child is the robber. The other children close their eyes.

The robber takes some blocks. The children open their eyes.

How many blocs did the robber take?

You can also use other things than blocks.

You can make it easier or more difficult by using less or more blocks.

90. Counting together

The first child says 1, the second 2, the third 3, etc.

91. Build a tower

Each child gets a block.

The first one puts the block in the middle of the circle.

The next child puts his block on the first one, then the third, etc. until the tower falls down.

The children count each block they put on the tower.

92. Step by step

You can play this outside.

The teacher calls a number; the children take that amount of steps. They can also step backwards.

Can you make big steps, small steps?

93. Counting with the drum

The teacher beats a drum while the children count out together with the beats of the drum.

Begin by beating the drum 5 times at a normal pace while the children count aloud with each beat. After this, you can try counting to 10, and then even to 15 or 20 depending on how well the children are doing.

You can then beat the drum at a faster or slower pace. The children have to count out faster or slower according to the beat of the drum.

Variation

- The children close their eyes. The teacher then beats the drum a number of times. The children then have to count how many times the teacher beat the drum.
- Play soft and loud beats on the drum during which the children have to count out softly or loudly according to the volume of the drum: for example beat 1 very loud, beat 2 soft, beat 3 loud, beat 4 very soft etc..

94. Counting with a dice

Throw a large dice into the circle.

The children then clap with their hands (or count aloud) the number on the top of the dice.

Variation

- A child closes his/her eyes. The rest of the children clap the number indicated on the top of the dice. The child with his/her eyes closed has to listen to the clapping and estimate the number on the top of the dice.
- Ask the children to show the number on top of the dice with their fingers in the air.
- Place some beads on a table. Choose one child who has to take the correct number of beads from the pile (according to the number on the top of the dice). The other children watch and check that the child takes the correct number. If the child takes an incorrect number of beads, start again and choose another child to take beads from the pile.
- Place a number of play blocks on top of each other to form a tower according to the number on top of the dice. After each throw of the dice, more blocks are added. When the tower is so high that it falls, let the child/children count the number of fallen blocks.
- The children stand up. Let them guess what you throw. Let them show it with their fingers. After you throw the children with the wrong number sit down. Play again. Go on till one or two children still stand.

95. Divide

Use beads or other things.

You can ask a lot of questions, like:

- Are there enough for all the children
- Why do you think so: why yes, why no
- How many beads are there
- Can you divide them in 2 even groups
- Can you divide them in 3 groups, 4, etc.
- Who has more or less.
- Make groups of 3 or 4, etc.
- We put 3 beads in a basket. We put 2 more in it. How many are there now?
- There are 4 beads in the basket, but we want 10. How many more do have to put in.

96. Forbidden number

Let the children count but name a number that they are forbidden to say.

Instead of saying the number they clap in their hands. E.g. 5 is the forbidden number. They count: 1, 2, 3, 4, (clap), 6, 7, 8, 9, 10

Let them stand up. The child that makes a mistake sits down,

97. The bus

Put some children in 'the bus' (place in the circle).

Tell them that children enter the bus. How many are there now? Let also children go out of the bus.

E.g. 4 children in the bus; 2 enter; now there are 6; 3 go out; now there are 3.

98. Make groups

The children are walking around.

Name a number, e.g. 3. Children now make groups of 3 children.

Variation:

Make groups with objects.

99. Stop by....

Name a number, e.g.8.

A child starts counting (pointing) children, but has to stop by 8. By number 8 he names another number and that child starts counting and stops by the given number, etc.

100. Memory and count

Put 5 cups upside down. The children close their eyes.

The teacher puts something under 1 cup. The children open their eyes.

What do you think, under which cup did I put something. The first, second, the third...

Reading with Jolly Phonics

Why is reading important

A lot of information is written. So, if you want to get to know things it's important you learn to read. From learning to read to reading to learn! Research has shown that people who can read have more chance to get a job and a better life. When they can read it is important that they keep on practicing a lot so that they learn to read automatic, become fast readers and learn more and more words. So learning to read is not ending in P2!

Why learning to read with Jolly Phonics.

We use Jolly Phonics because it has been proved that children learn to read better with Jolly Phonics than with the methods that are or were used at schools in Uganda.

It is important to teach in **different ways**, because children also learn in different ways: by hearing, seeing, trying, exploring, playing, doing, singing. So each letter sound is taught in different ways: the sound, the formation, a story, an action and a song. Children need variety in the activities they do. It will motivate them to learn. Research has shown that children learn better when they are active and have fun in what they do in a **meaningfully setting**.

When children have fun they learn better. When teachers have fun they teach better! Each day, play at least one game with the group. See: 'Fun with letter sounds'. These games are not just games, but they help the children to learn new things or practice the things they have been taught. In this file you also find games that can be played in small groups.

There are five main elements to the teaching of Jolly Phonics:

1. Learning the Letter Sounds: 42 letter sounds, divided in 7 groups.
2. Learning Letter Formation
3. Blending
4. Identifying Sounds in Words
5. Tricky Words

Jolly Phonics has developed a lot of materials. In Uganda a lot of schools cannot afford it to buy all of it. In these files you find materials you can use or copy for free. They are specially developed for a school in Uganda.

Pre reading:

Before children can learn to read they have to develop some skills.

See for more information about pre reading 'Learning with fun at the nursery school'.

The activities mentioned here, need revision and continuation in primary school.

When the pre reading is not developed a child will not learn to read!

In the planning in these files the children at the Nursery school are taught the pre reading activities and in top class they start with the first letter groups. At the start of P1 they repeat these letters and go on.

When and where you start depends on several things: did the children go to a Nursery school; do they speak English yet. Don't start too early. E.g. when children don't speak English or don't understand the meaning of reading, they may learn the sounds but that doesn't mean that they can read!

Differences with the reading method used in many schools in Uganda.

- . We use letter sounds, not letter names before P2.
 - . Blending is very important. When children know the letter sounds and know how to blend they can read!
 - . We don't teach syllables (like ma ta ra ka etc) as in native languages.
 - . Children only write words they can also read.
 - . We don't believe in just copying.
 - . Instead of teaching the whole alphabet first, we start with a letter group of 6 letters. With these letters children can make words and read them. This is a big motivation for them to go on and learn more sounds. From the beginning they know why they learn letters and how to use them.
- Before starting with Jolly Phonics read the information in the handbook or teachers book. Learn the sounds, actions and songs.

Jolly phonics in Top Class

After teaching pre- reading at the Nursery school, in Top Class the method Jolly Phonics can be introduced. To get to know the Jolly Phonics method, read the handbook. In the 3rd term the first three letter groups of sounds can be taught. In this file you find a planning for this term. It is based on three lessons in a week. Two lessons they learn a new sound and the third lesson is for repeating sounds and teach pre-reading things. After nine weeks the children have learned all the sounds of the first three letter groups. In the weeks after they will repeat all the sounds and have more pre-reading lessons.

Teaching new sounds

Every new letter group starts with a short movie on the dvd. After the dvd they learn two sounds in a week, so they work for three weeks on a letter group.

When you teach a new sound tell a story, teach the sound with action and when it's possible teach the song. Practise writing the letter sound with their fingers in the air and on the table. When you have the big books or finger phonics books use them.

Repeat sounds

To repeat sounds you can use flashcards. Let the children name the sounds and do the actions. Repeat some of the songs. Specially repeat the sounds that are difficult for the children, so they will pick them up. You can also think of several games to do with the letter sounds.

Games

Every lesson the children have an extra activity like a game. See: 'Learning with fun in the Nursery'. Besides that it is good to play in small groups like memory and domino. Use the games by the letter group they learned.

Sound cards

Every week the children learn two new sounds, those are the letters of that week. During all your lessons that week, you can mention those letter sounds. For example with mathematics they may realise that number two starts with sound t. Or when you read a book they see words that start with the sound of that week. Use those opportunities to talk about sounds.

Every week you can make soundcards of the letters of that week. Let the children cut pictures out of magazines, draw pictures or name things that start with that sound. Talk about it with the children.

Materials

Give all the materials of Jolly Phonics and the games a specific place in the school.

Plan for pre-reading Top Class - 3rd term

Week 1	New Sound	Work	Extra
Monday	s	worksheet sound s book 1	dvd 1st letter group Let the children think of a lot of things that start with sound s.
Tuesday	a	worksheet sound a book 1	Collect materials/pictures that start with sound s and a. Show them to the children and ask them if it starts with sound s or a. You can also let them go to a side of the classroom for each sound.
Thursday	repeat sounds	book 1 worksheet animals	Talk with the children about where you start to write on a paper and in which way you write. Show them by reading a story and pointing the words that you read, that you also read in that direction.

Week 2	New Sound	Work	Extra
Monday	t	worksheet sound t book 1	Make cards with short words and long words. Let the children tell you if a word is long or short. You can put the long words together and the short ones together.
Tuesday	i	worksheet sound i book 1	Write two 3-letter words on the blackboard, one with sound i and one not. Let the children tell you which word has an i sound and try to read the word together.
Thursday	repeat sounds	worksheet rhyming book 1	Teach the children a rhyme and talk with the children about rhyming words.

Week 3	New Sound	Work	Extra
Monday	p	worksheet sound p book 1	Make a girls group and a boys group. Let both teachers take a group and they have to make as many words as they can that start with letter p. At the end you count which group has the most words.
Tuesday	n	worksheet sound n book 1	Make cards with words. Let the children tell you if the word has a n in it or not.
Thursday	repeat sounds	worksheet match the same book 1	Use the letters of the first group to make words. Let the children put sounds together; blending. Start with the small words: at, is, in and then 3-letter words: sit, sat, pan, pin, tap, nap etc. They have to say the sounds before they say the whole word.

Week 4	New Sound	Work	Extra
Monday	ck	worksheet sound c k book 2	dvd 2nd lettergroup
Tuesday	e	worksheet sound e book 2	Name sentences, let the children tell you the first word of the sentence.
Thursday	repeat sounds	worksheet first sound book 2	Name words, let the children tell you the first sound of the word.

Week 5	New Sound	Work	Extra
Monday	h	worksheet sound h book 2	Use the sounds the children have learned up to now. Let them make words with every sound.
Tuesday	r	worksheet sound r book 2	Talk with the children about their names. What is the first sound of their names. Than clap the syllables of their names. Su-zan-nah, Mar-tha, A-bra-ham.
Thursday	repeat sounds	worksheet last sound book 2	Talk with the children about the last sound of their name. Than let them name the last sounds of several words. They have to hear it when you say, after that you can show them the word on the blackboard.

Week 6	New Sound	Work	Extra
Monday	m	worksheet sound m book 2	Collect several things that start with the sounds the children have learned up to now. Show them the things and let them say the sounds. You can also let them find the things that start with the same sound and let them make groups.
Tuesday	d	worksheet sound d book 2	Teach the children a nice rhyme. Read a book for them with a lot of rhyming words.
Thursday	repeat sounds	worksheet rhyming book 2	Repeat the rhyme they learned yesterday. Give the children a word and let them make a rhyming word.

Week 7	New Sound	Work	Extra
Monday	g	worksheet sound g book 3	dvd 3rd lettergroup Clap together with the class the names of the children. Let them find out which names are long and which names are short.
Tuesday	o	worksheet sound o book 3	Clap other words with the children. Let them tell you if the words are long or short.
Thursday	repeat sounds	worksheet draw pictures book 3	Name a sound and let the children tell you something that starts with that sound.

Week 8	New Sound	Work	Extra
Monday	u	worksheet sound u book 3	Clap sentences with the children. Can they tell you how many words are in the sentence?
Tuesday	l	worksheet sound l book 3	Name sentences and let the children tell you the first word of the sentence. Later let them tell you the last word.
Thursday	repeat sounds	worksheet match words book 3	Write two words on the blackboard, let the children tell you if they are the same or not. Let them also tell you why.

Week 9	New Sound	Work	Extra
Monday	f	worksheet sound f book 3	Let the children name things found on the farm, in the shop, in the garden, etc.
Tuesday	b	worksheet sound b book 3	Make sentences, let the children say if it is right or wrong; a baby cow is a piglet.
Thursday	repeat sounds	worksheet draw pictures book 3	Make three-letter words with the children by putting sounds together. Let the children read several words. Don't use all the words from the worksheet, but use others.

Week 10	New Sound	Work	Extra
Monday	repeat sounds	Last sound	<ul style="list-style-type: none"> Blend words by saying the sounds. Let the children tell you the right word. Say a word, let the children say the last sound. Play boys against girls, see who knows the most.
Tuesday	repeat sounds	Middle sound	<ul style="list-style-type: none"> Write a word on the blackboard or show a word on a card. Let the children blend and read. They first have to name the sounds before they say the word. Use also 3-letter words that they don't know yet so that they really have to read. Write o a and e on the blackboard. Say 3-letter words and let the children tell you which vowel is in the middle of that word. Then let the children write the word in the correct line.
Thursday	repeat sounds	Rhyming	<ul style="list-style-type: none"> Read a book with a lot of rhyming words like the books of dr. Suess. Talk with the children about the words in the book that rhyme. Say a word and let the children say a word that rhymes to it.

Week 11	New Sound	Work	Extra
Monday	repeat sounds	Sound in word	Write a sound on the blackboard. Say a word and let the children tell you if that sound is in that word; 'yes or no'. After three or four words you change the sound on the blackboard. Use both vowels and consonant.
Tuesday	repeat sounds	Odd one out	<ul style="list-style-type: none"> Blend words by saying the sounds. Let the children tell you the right word. Say several words one after the other. Say one of the words two times in that row of words and let the children tell you the word that you said twice. E.g. cow – pig – hen – pig You can also play the game with saying letter sounds.
Thursday	repeat sounds	Sentences	<ul style="list-style-type: none"> Write a word on the blackboard or show a word on a card. Let the children blend and read. They first have to name the sounds before they say the word. Use also 3-letter words that they don't know yet so that they really have to read. Write a short sentence on the blackboard and let the children read it. Use 3-letter words and small words like: on, a, the, is, in, and

Week 12	New Sound	Work	Extra
Monday	repeat sounds	Which one is the same	<ul style="list-style-type: none"> Write a row of words that look alike on the blackboard, let the children tell you which words are the same. pin – pen – pan – pin After that you blend and read the words together and then make a new row.
Tuesday	repeat sounds	Middle sound	<ul style="list-style-type: none"> Write the sounds o a e i and u on the blackboard. Say 3-letter words and let the children tell you which vowel is in the middle of that word. Then let the children write the word in the correct line.
Thursday	repeat sounds	Sentences	<ul style="list-style-type: none"> Write a word on the blackboard or show a word on a card. Let the children blend and read. They first have to name the sounds before they say the word. Use also 3-letter words that they don't know yet so that they really have to read. Write a short sentence on the blackboard and let the children read it. Use 3-letter words and small words like: on, a, the, is, in, and

Top Class
Book 1

My name



Sounds: s a t i p n

Match the letters that are the same

s

p

a

t

i

n

n

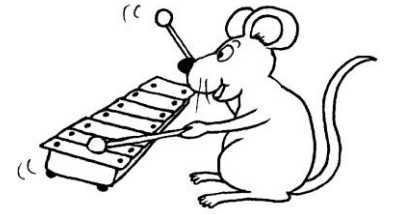
s

p

a

t

i



Can you also match the words?

pin

sit

sat

pin

tin

sat

sit

tin

Write sound n

n

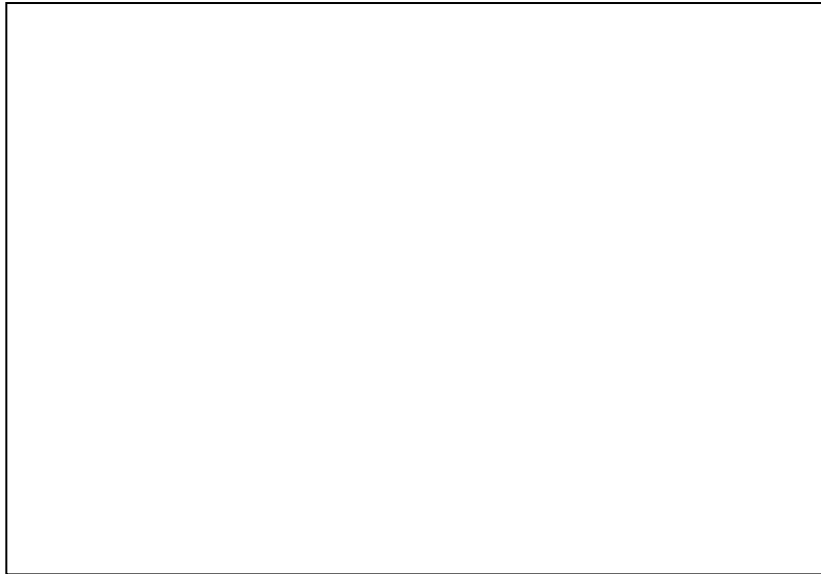


and



start with sound **n**

Draw yourself with a neck and a nose



Sock starts with sound **s**.

Match the socks that are the same, then shade the socks nicely.



Write sound s

S

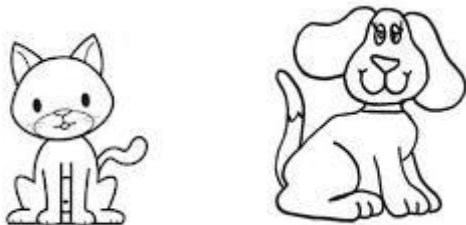
Write sound a

a

Circle letter a in the story

The ant was walking to the apple. Ants like to eat apple so the ant started to eat the apple. He took a bite but then the apple said; stop eating me!

Shade the animal that has an a sound in its name.



Shade the things that start with sound p



Write sound p

p

Match the words that rhyme:



frog

10

ten



zip



dog



pen



lip

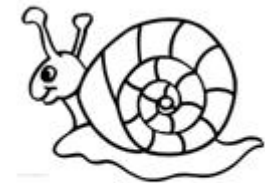
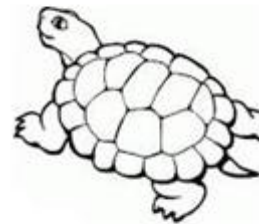
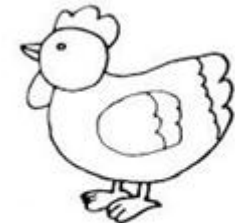
Draw a line from the cat to each pictures that rhymes with the word cat.



Write your own name, start on the correct side of the paper.

.....

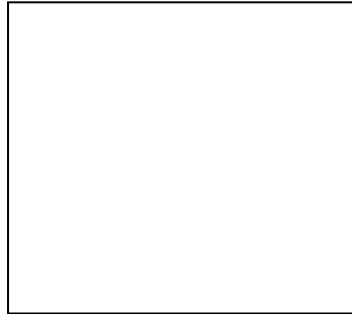
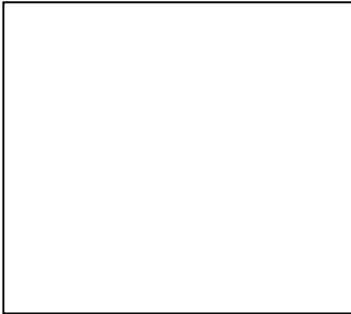
Shade the animals that face the way in which we write.



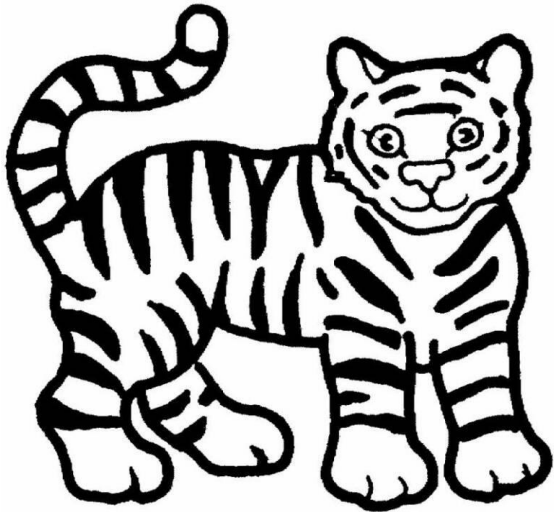
Write sound t

t

Draw 2 things that start with sound t

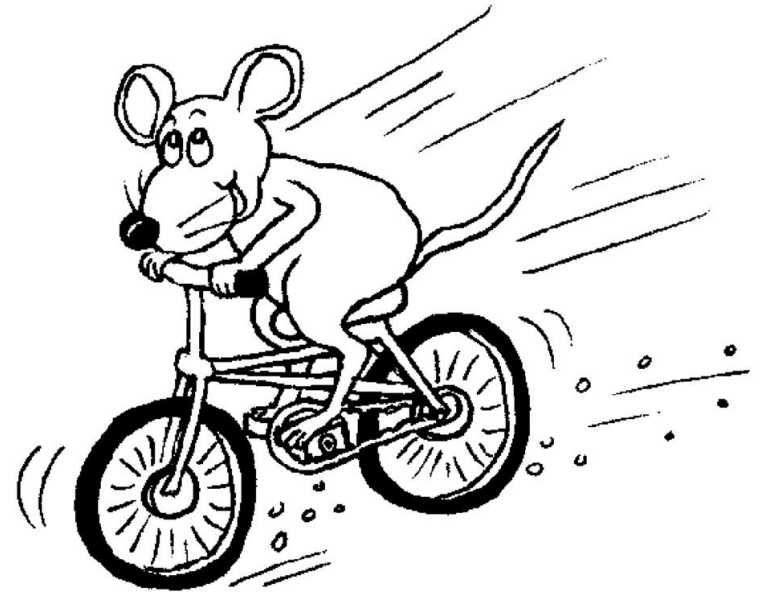


Shade the tiger



Write sound i

i



Circle the pictures that start with sound i



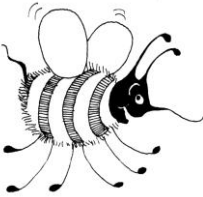
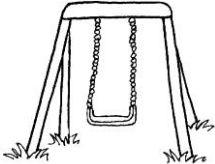
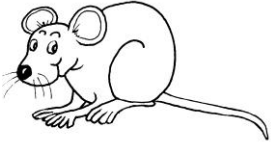
Top Class
Book 2

My name



Sounds: c k e h r m d

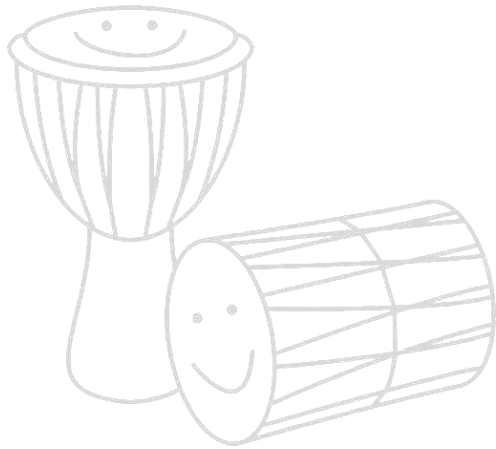
Match the pictures that rhyme



Write sound d

d

The word drum starts with sound **d**.
Trace the drums and shade them.



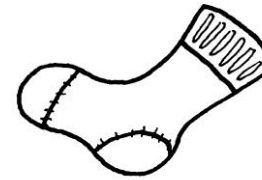
Circle sound **d** in the story

The dog wanted to have some food. He begged for food in the barn, but the donkey did not want to give him. He said; go and buy your food in the shop.

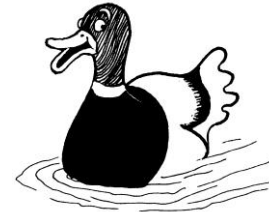
Write sound c

c

circle the **c** and **k** sound in the words
shade the pictures



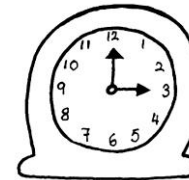
sock



duck



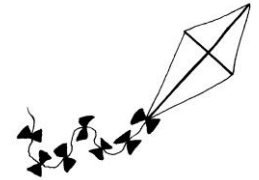
cup



clock



king



kite

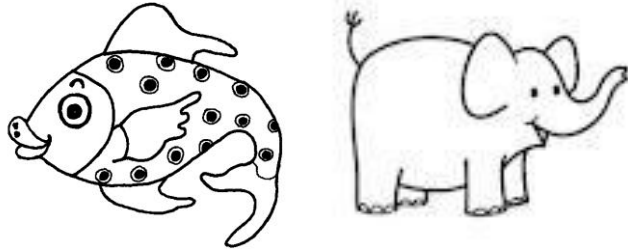
Write sound k

k

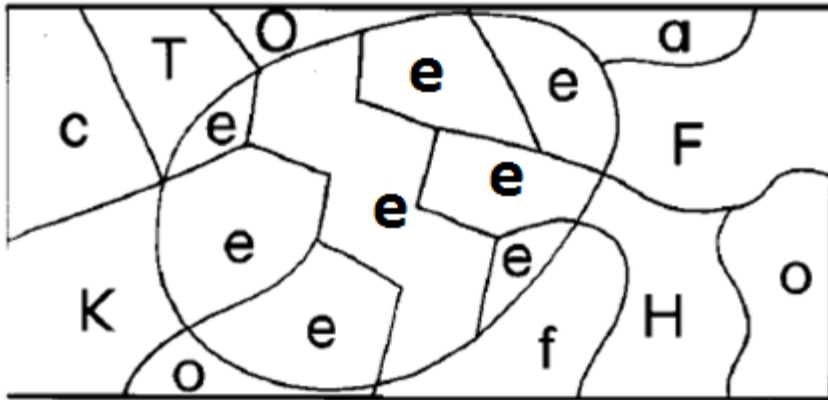
Write sound e

e

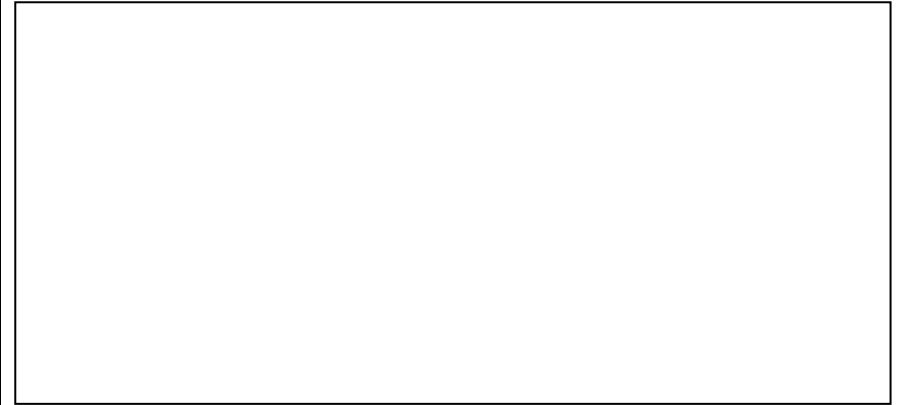
Which animal starts with sound **e**.



Shade the parts in the picture with sound **e**



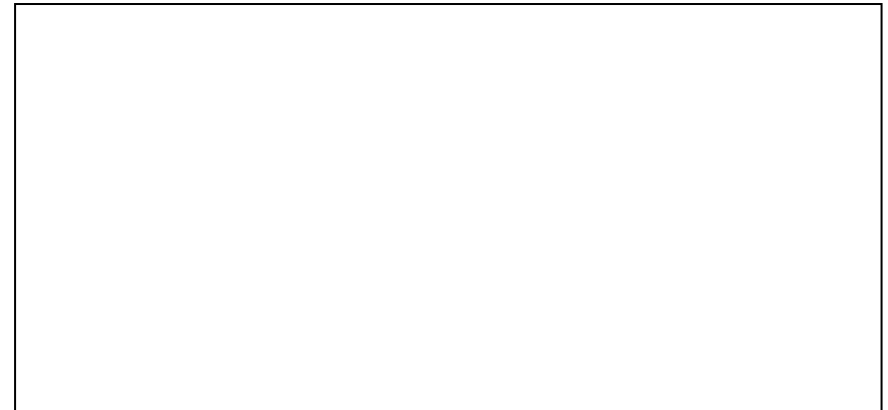
Draw food that you like.



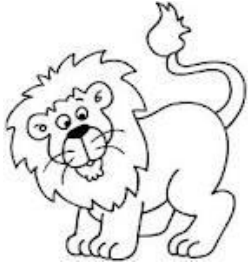
Write sound m

m

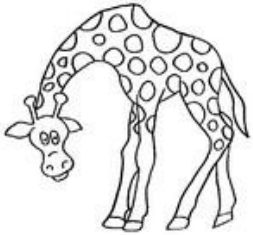
Draw things that start with sound **m**



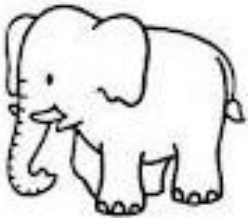
What is the last sound of the word. Circle the correct letter.



l n



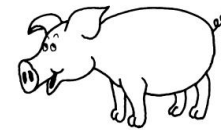
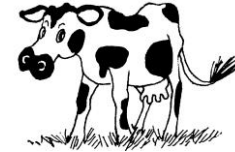
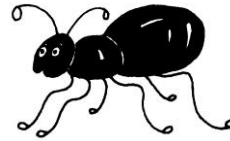
m f



t r

What is the last sound in your name? Make a nice letter.

Write the first sound of the words.

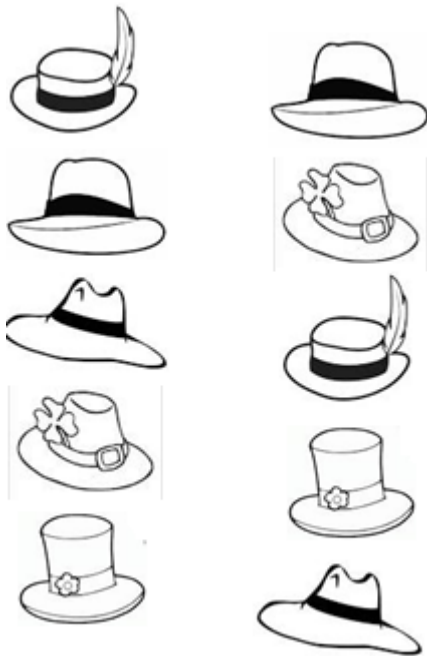


What is the first sound in your name? Make a nice letter.

Write sound h

h

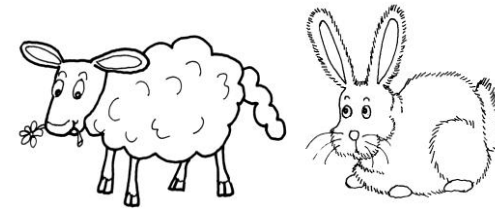
Match the hats that are the same, then shade them the same colours.



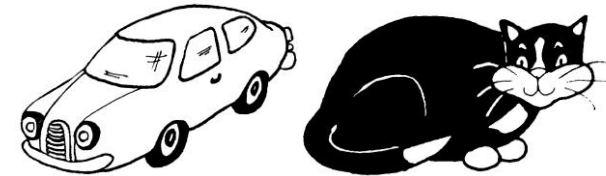
Write sound r

r

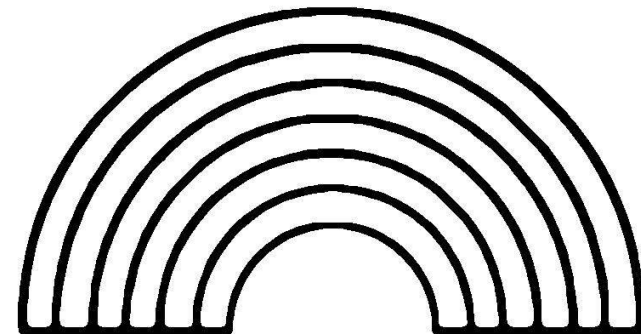
In which word is sound **r** the **first** sound



In which word is sound **r** the **last** sound



Shade the rainbow with nice colours



Top Class
Book 3

My name



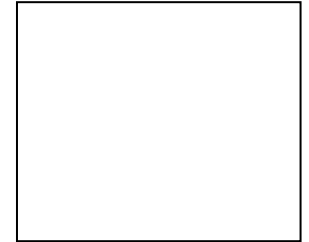
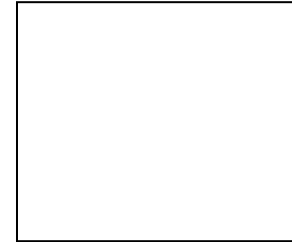
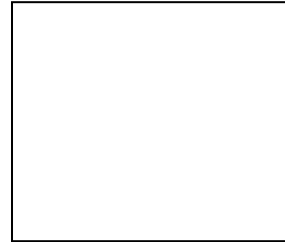
Sounds: g o u l f b

Read the words and draw a picture of it

bell

pot

sit



hut

bin

tap



pen

bus

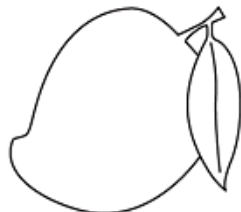
leg



Write sound b

b

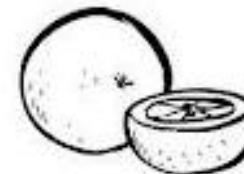
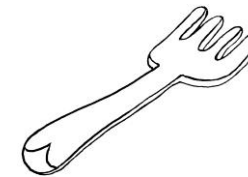
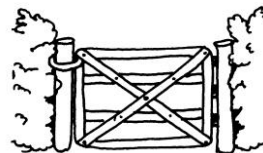
Shade the words that start with **b**



Write sound g

g

Write the first letter sound
and shade the pictures that start with **g**



Circle the words that start with sound **o**

open out hello octagon jump
fresh owl oven ostrich pie
octopus nine one only once

shade the octopus



Write sound o

o

Shade the pictures that start with sound **f**



Write sound f

f

Match the words that are the same

fan

fun

got

get

dog

dig

hen

pen

mat

car

run

sun

log

cat

car

hen

get

mat

dig

log

sun

run

fun

fan

cat

dog

pen

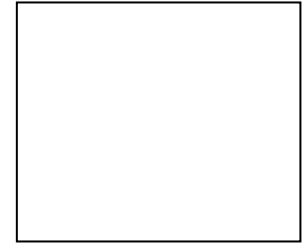
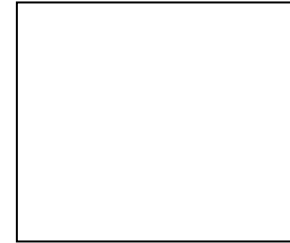
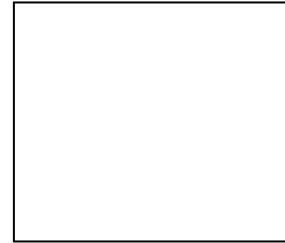
got

Draw a picture in the square
that starts with the sound

c

f

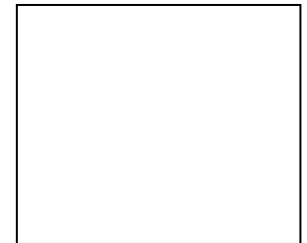
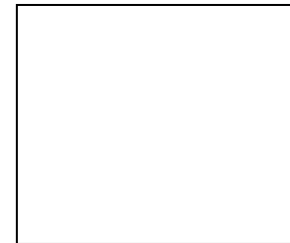
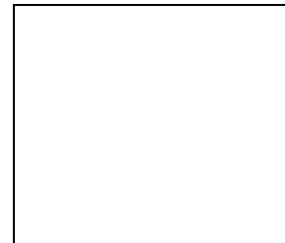
r



s

a

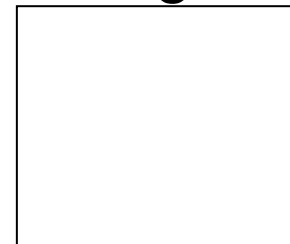
t



n

g

b



Circle letter **u** in the story

It is raining on the house. I want to go outside. Have you seen my umbrella? Let me go up to see if the umbrella is upstairs. I found my umbrella, it was upstairs, now I can go out of the house.

Write sound u

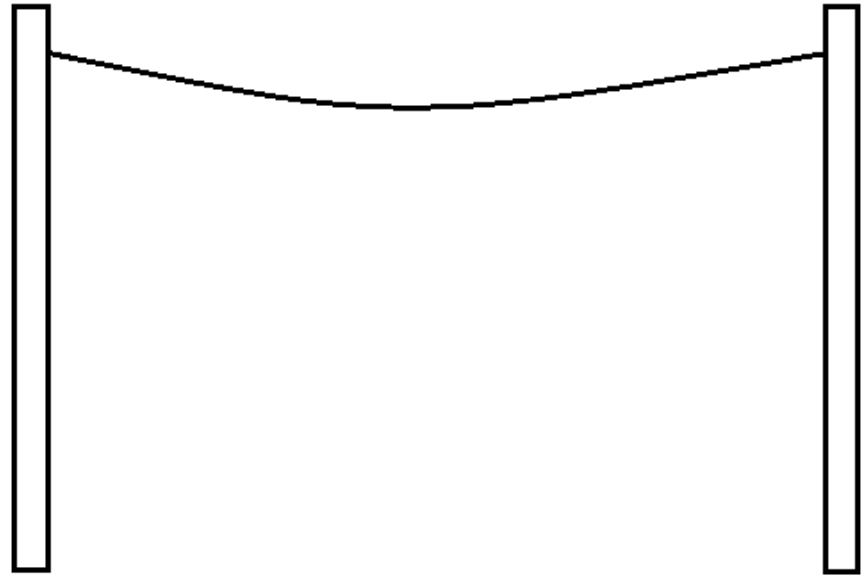
U

shade the 4 pictures that have an **u** sound

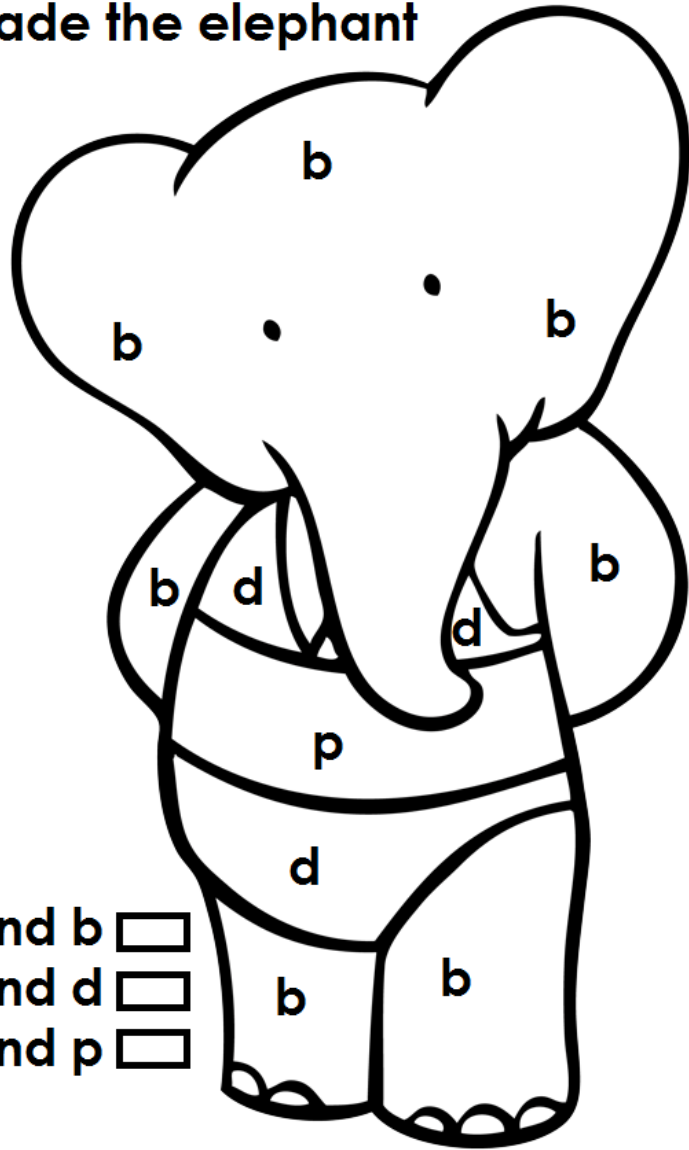


Write sound l

Draw the laundry on the line



Shade the elephant



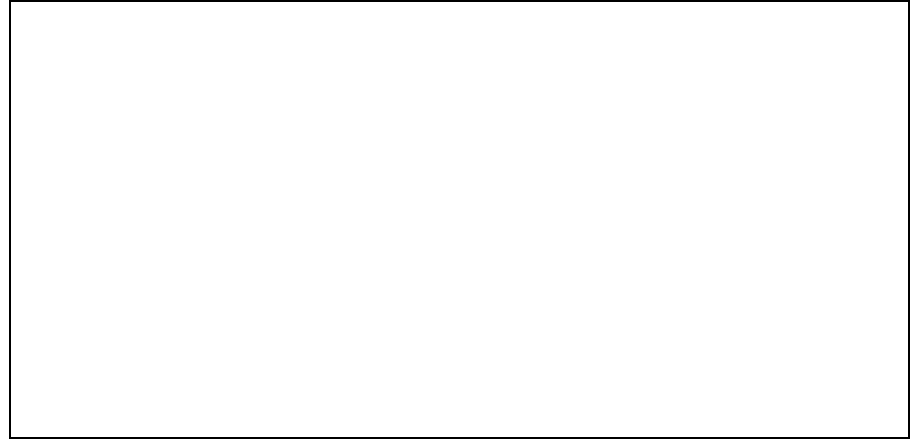
- sound b
- sound d
- sound p

Top class
Book 4

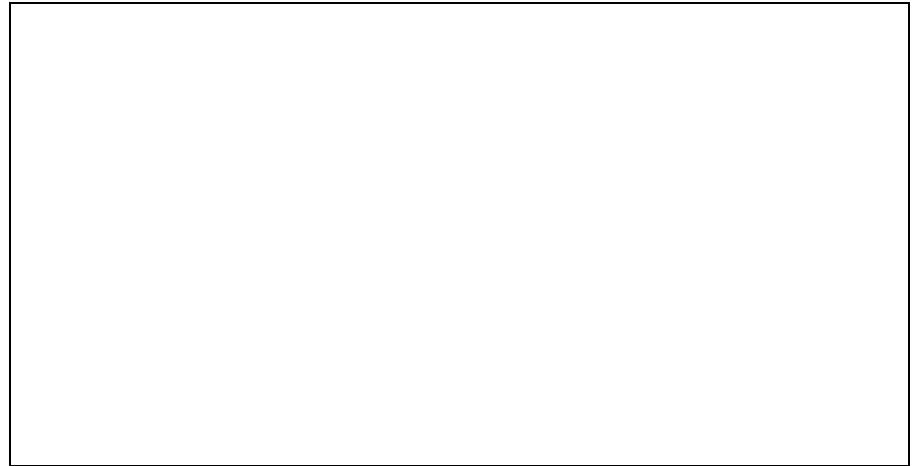
My name



Read the sentence and draw it
a hut on a hill



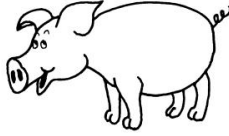
the cat is in the box



Write the correct sound in the **middle**



h...t



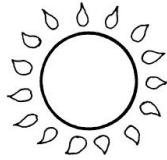
p...g



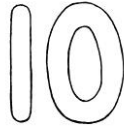
r...n



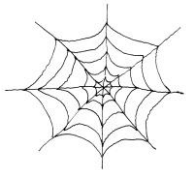
s...ck



s...n



t...n



w...b

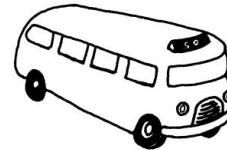
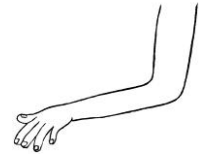
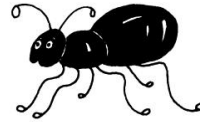


s...t



m...n

Write the **last** sound under the picture



Write the words in the correct box



run



bus



jam



hat



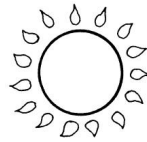
man



rat



cup



sun



cat



duck



hut



mat

words with sound a

words with sound u

Circle the 2 words that are the **same** in each line

ant apple an as apple

water way went water we

do doll dog dog door

two three tin three take

she sister saw she said

did day do day door

good go girl girl give

new night night not now

match the sentence with the correct picture

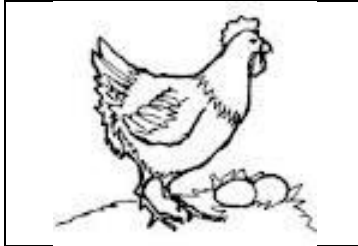
the hen has two eggs



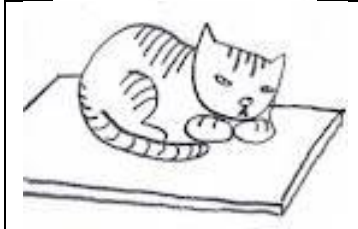
a cat on a mat



a fat dog



the pig is in the mud



Shade the pictures nicely

Read the word and rhyme with a picture

dog



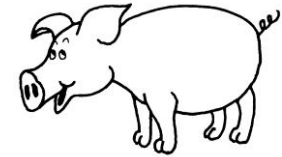
hen



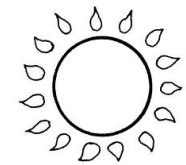
van



run



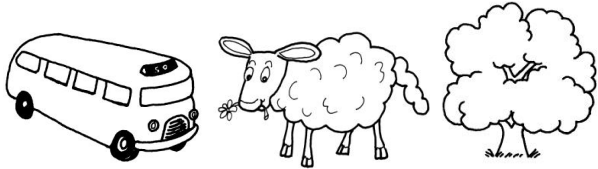
dig



Can you think of two words that rhyme?

Shade the pictures that have the sound

s



p



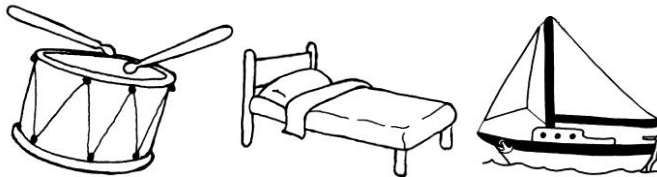
n



l



d



odd one out

cross the word that is different

pan pan pin pan

sun sen sun sun

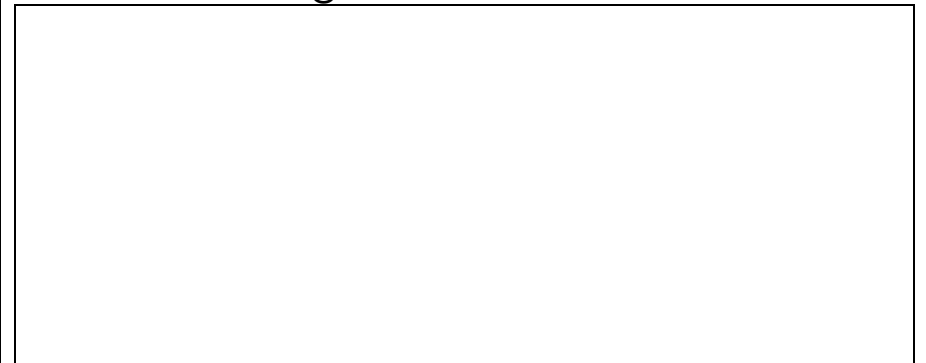
duck duck duck dack

pig pig peg pig

leg log log log

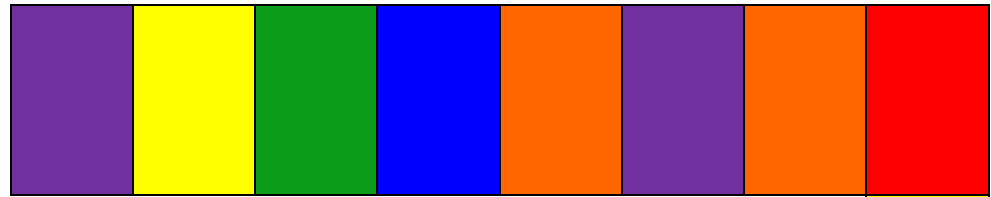
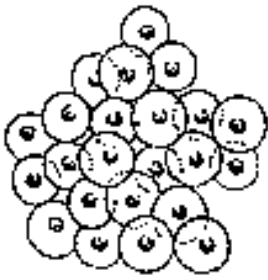
men man men men

Draw things that start with sound **s**

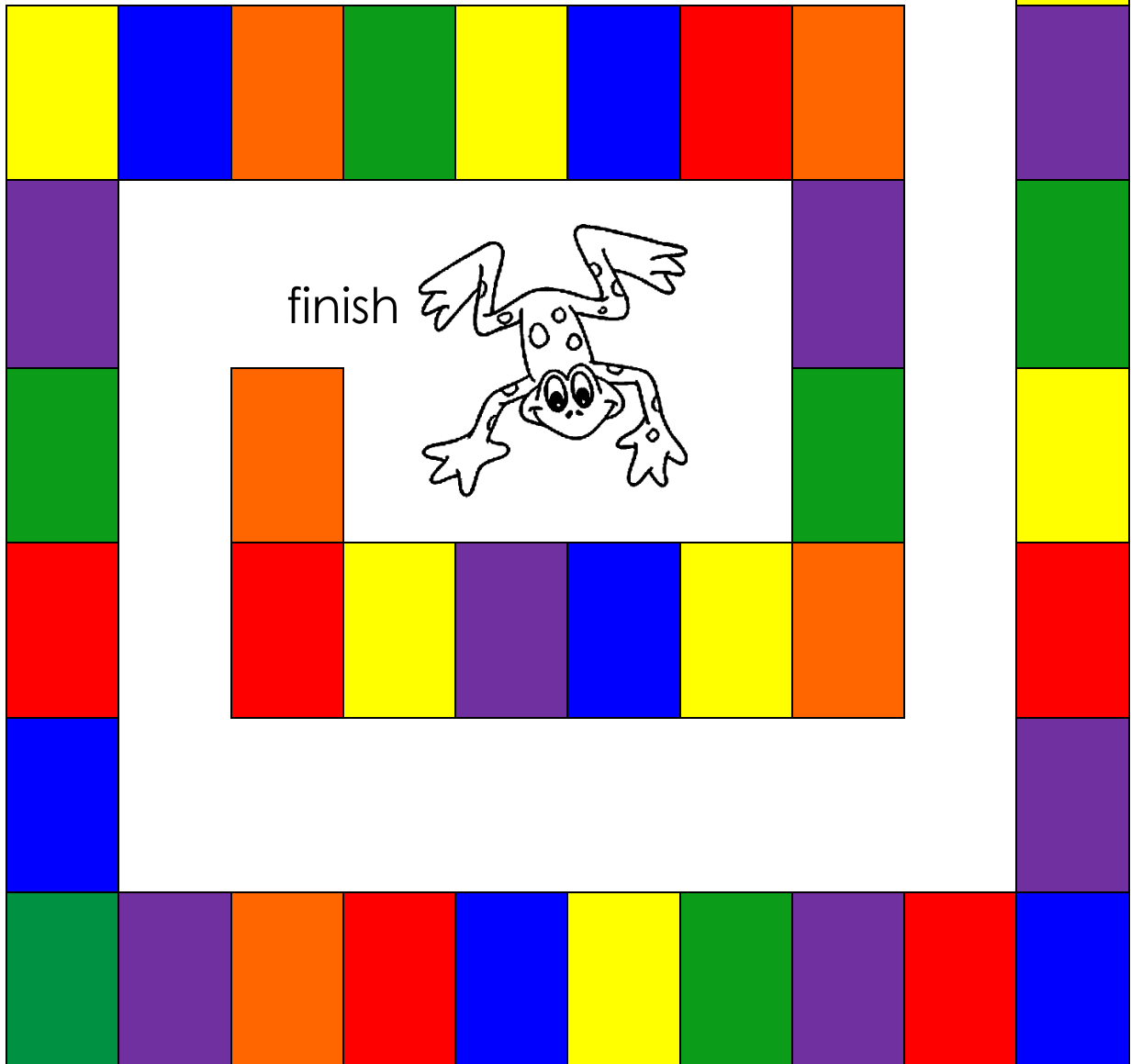


Word-way colour – Nursery

Give each square a color. Use 6 colours and make a dice with these 6 colours.

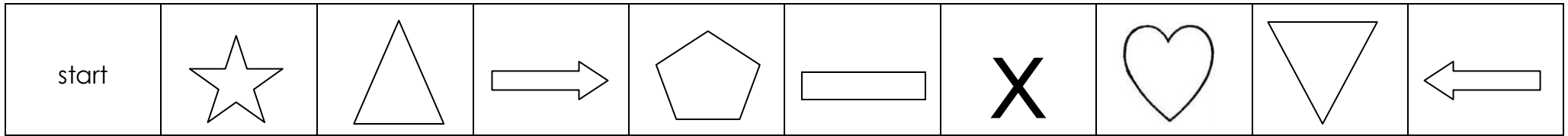


start



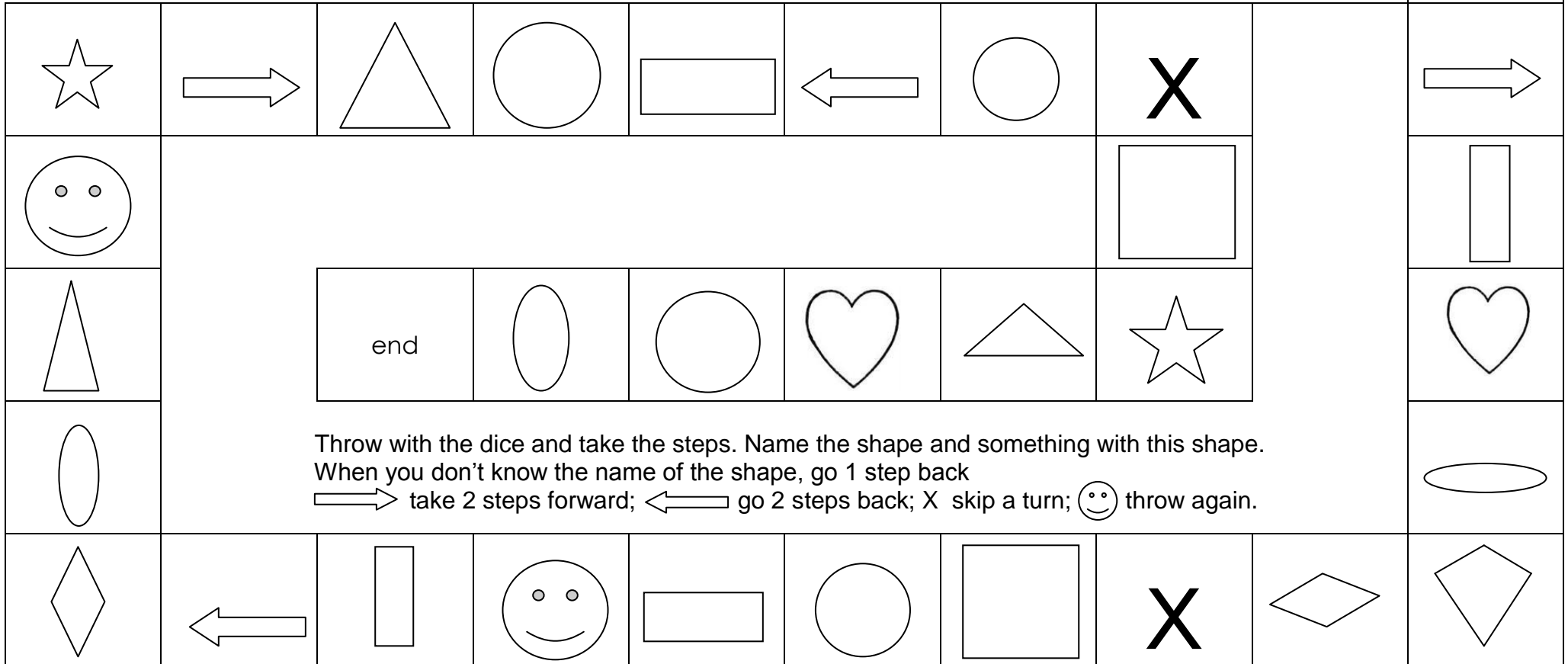
Needs: a dice and a counter for each player.

Throw a color dice. Go to the next place with that color. Who reaches the finish first?

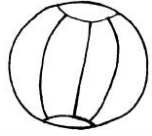


Shapes- nursery

Needs: a dice and for each player a counter.

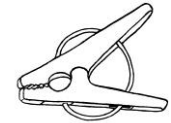
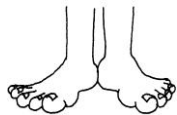
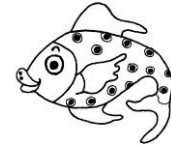
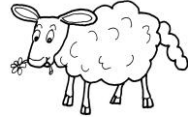
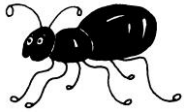
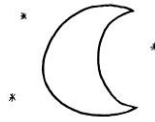


start



First sound – nursery

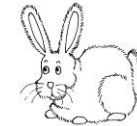
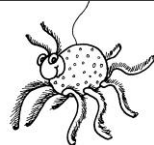
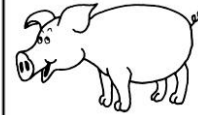
end


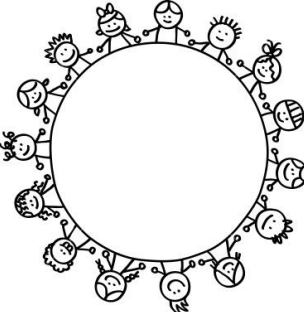
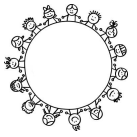
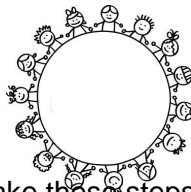


Needs: A dice and for each player a place marker







Throw with the dice and take the steps.

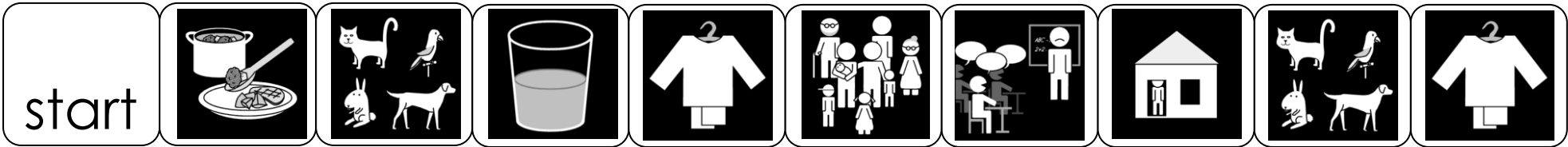
What's the first sound of the picture?



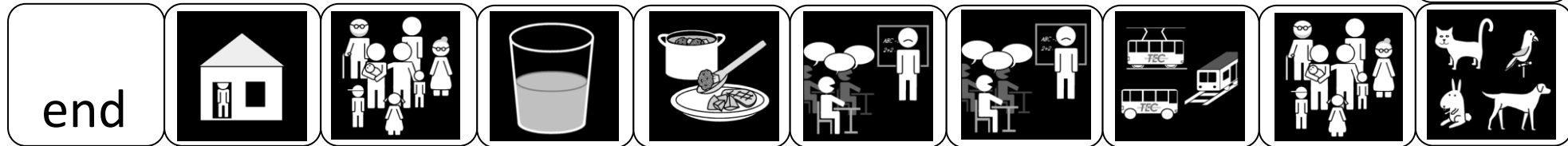
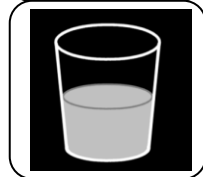
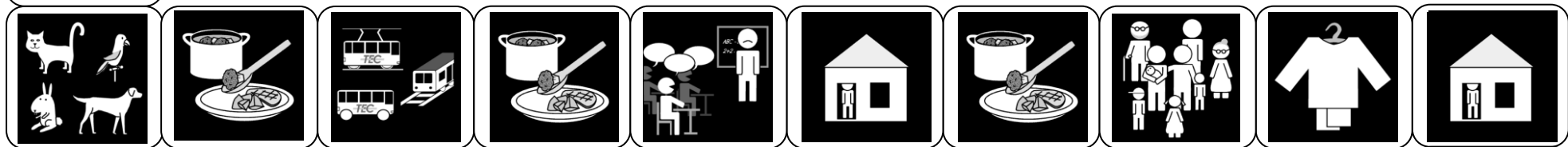
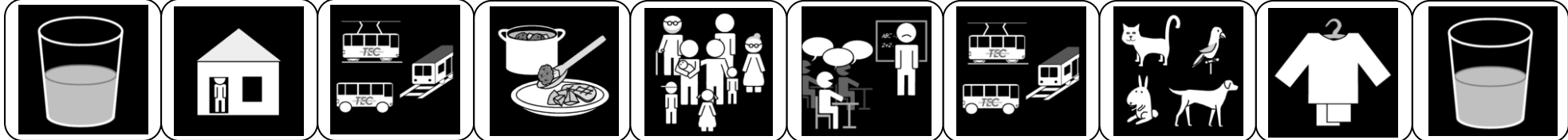
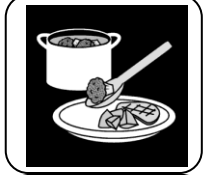
	2			2	3
3	<p style="text-align: center;">Go round</p> <p style="text-align: center;"><i>Needs: a dice and for each player a counter, a piece of paper and a pencil</i></p>   				
	<p>Throw with a dice. Go round. When you reach a number that is open take these steps forward. When the number is black, take these steps back.</p> <p>Each time you pass the flag, write 1 letter on your paper. After playing a certain time, e.g. 15 minutes each player tries to make as many words as they can with the letters he or she wrote. Each letter can be used more times.</p>				
	1		2	1	

Variation: Each time you pass the flag you get a number of points, e.g. 5. When you pass the flag 6 times you got $5 \times 6 = 30$ points.

	red		green		purple	blue	
orange	 <h3>Collect the colours</h3> <p><i>Needs: a dice and for each player a counter, cards or objects with colour red, yellow, green, blue, purple and orange. Color the squares</i></p>  <p>Choose a place where you want to start. Throw a dice. Take the steps. When you reach, with the last step, a square with a colour you take a card or object with that colour. When you reach a colour you already have you do nothing. When you reach a star you can choose a colour. Go round till you have collect all the colours.</p>						
yellow							red
							purple
purple		blue		green	yellow		orange



Categories – nursery
Needs: a dice and for each player a counter



Throw the dice. Take the steps. Name something in the category showed in the square.

- | | | | | | | | |
|--------------|-----------|------|--------|--------------|---------|-----------|--------|
| | | | | | | | |
| In the house | An animal | Food | Drinks | In the class | Clothes | Transport | Family |