

ASSIGNMENT – 5

BY SASI REKHA

Plan a literacy activity for different age groups:

AGE GROUP 0-1YEAR OLD:

NAME OF THE ACTIVITY: Peek- A- Boo Playtime with Colours

TOPIC: vocabulary - colours

AGE GROUP: 0-1year old

TEACHER – CHILD RATIO: 1:1 Ratio

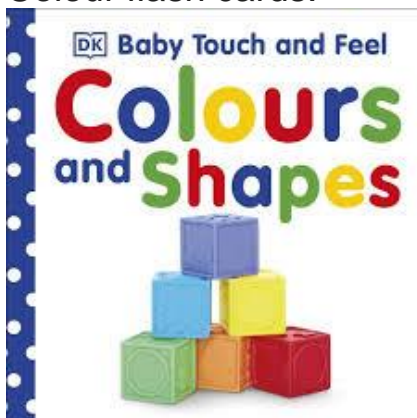
DURATION: each day 5 minutes

OBJECTIVE: this activity aims:

- To develop a love of books and association with reading time.
- To introduces basic vocabulary words related to colours.
- To develop visual tracking ability
- To develop object permanence skills.
- To foster social interaction and bonding with the infant.
- To develop infants' listening and pre-verbal communication skills.

MATERIALS REQUIRED:

- A few colourful scarves (lightweight and soft fabrics)
- A large, colourful picture book with contrasting images (animals, objects, faces are good options)
- Colour flash cards.





DETAILED DESCRIPTION:

INTRODUCTION DAY:

Find a comfortable spot on the floor or a play mat. Lay the picture book open on the floor, with some of the colourful scarves draped playfully over the images.

Sit your baby on your lap facing the book. Pick up a scarf and hold it in front of your face, saying, "Where did (baby's name) go?" Peek out from behind the scarf with a big smile and say, "Peek-a-boo! I see you!"

Next, explore the colours by gently lower the scarf to reveal part of a colourful image on the book. Point to the image and say the colour in a clear, animated voice. "Look! A red apple!" or "There's a yellow duck!" Repeat with other scarves and images.

Promote interactive play, as your baby gets comfortable, encourage them to participate. Let them touch the scarves and explore the book with their hands. You can also drape a scarf over your baby's head playfully and imitate their sounds as they try to peek out.

REVISION DAY:

Find a comfortable spot on the floor or a chair where you can sit with your baby. Hold the colourful book open in front of you and the scarf behind your back. Begin by singing or chanting a simple rhyme like "This is the way we read a book, read a book, read a book, this is the way we read a book, so early in the morning!"

Slowly reveal a colourful picture from the book while saying the colour out loud and with excitement. For example, "Look! A red ball! Can you say red?"

Interact playfully with the child by briefly covering your face or the book with the scarf and say "Peek-a-boo!" Then reveal the picture again and repeat the colour word.

Turn the pages slowly, pointing out different colours and objects in the book. Use playful sounds and variations in your voice to keep your baby engaged.

SUPPORTED WEBSITE LINKS:

Free Wall chart for colours:

<https://monkeypen.com/blogs/news/colour-poster-for-kids>

free colours flashcards:

<https://www.totcards.com/free-colour-flashcards.html>

ADDITIONAL TIPS FOR THE TEACHER:

- For older babies nearing 1 year, you can sing simple songs with colour words incorporated, like "Twinkle, Twinkle Little Star" with emphasis on the "yellow" star.
- Keep the activity short and sweet to maintain your baby's attention.
- Use high-pitched, excited tones of voice and facial expressions to engage your baby.
- Respond to your baby's cues. If they seem disinterested, take a break and come back to the activity later.
- Most importantly, have fun and enjoy the interaction with your little one!
- Choose a book with large, bold colours and simple illustrations that are easy for babies to see.
- Make silly faces and use different vocal inflections to add to the fun.
- Let your baby explore the book by touching and feeling the pages (if it is a cloth book).
- Repeat this activity often, gradually introducing new colours and vocabulary words.

This peek-a-boo playtime activity provides a fun and interactive way to introducing baby to the world of books and language. By incorporating colours and playful interaction, we will be nurturing their early literacy development in a positive and engaging way.

AGE GROUP 1-2YEAR OLD:

NAME OF THE ACTIVITY: Singing and Shaking with Rhymes

TOPIC: Rhyme Time Introduce Rhymes

AGE GROUP: 1-2 years old

TEACHER – CHILD RATIO: 1: 3 Ratio group activity

DURATION: 5-10 minutes

OBJECTIVE: This activity aims:

- To develop listening and comprehension skills.
- To introduce rhyming words.
- To encourage vocal participation.
- To enhance fine motor skills.

MATERIALS REQUIRED:

- Small, empty containers (plastic bottles, yogurt containers)
- Dry beans, rice, or pasta (different kinds for sound variation)
- Colourful construction paper or cloth scraps
- Markers or crayons (optional)
- Masking tape



DETAILED DESCRIPTION:

INTRODUCTION DAY:

Make all the kids sit in a comfortable place. Explain that they are going to learn some rhymes with some rhyming words. Explain about the concept of rhyming words in an age-appropriate manner.

Sit in a circle with your child. Start with a simple rhyme like "Twinkle, Twinkle Little Star." Sing the song slowly and clearly, emphasizing the rhyming words "star" and "far." After singing the first verse, encourage your child to shake their hands along with you during the rhyming words. Demonstrate the shaking motion and adjust the pace based on the song. Continue singing different nursery rhymes or short songs with clear rhymes (like "Hickory Dickory Dock" or "The Wheels on the Bus").

REVISION DAY:

1. On the day of revision, Prepare the shakers beforehand. Put different contents in different containers. Decorate the containers with construction paper or cloth scraps if desired. Let your child help with drawing simple shapes or sticking the materials on. Secure everything with masking tape. Fill each container halfway with a different type of dry material (beans for a louder sound, rice for a softer one). Secure the lids tightly. Use the prepared shakers during the rhyme time, sing all the songs that they heard on introduction day, but encourage the kids to use the shakers. For a more active twist, stand up and walk in a circle while singing and shaking the shakers. You can even incorporate movements related to the song (like waving for "bye-bye" in "The Wheels on the Bus").

SUPPORTED WEBSITE LINKS:

Note: do not show the rhymes to kids, minimize screen time, refer these links for the rhymes.

Wheels on the Bus:

https://www.youtube.com/watch?v=e_04ZrNroTo

Hickory Dickory Dock:

<https://www.youtube.com/watch?v=ygcN65SILFg>

Twinkle Twinkle Little Star:

<https://www.youtube.com/watch?v=yCjJyiqpAuU>

ADDITIONAL TIPS FOR THE TEACHER:

- Choose songs with simple vocabulary and clear rhyming patterns.
- Use facial expressions and gestures to add excitement to the songs.
- Let your child explore the shakers at their own pace.
- Keep the activity fun and light-hearted.
- Most importantly, enjoy the music and create a positive association with rhyming and singing!

This shaking and singing activity provides a fun and interactive way to introducing baby to the world of music and movements. By incorporating rhymes and playful interaction, we will be nurturing their early literacy development in a positive and engaging way.

AGE GROUP 2-3YEAR OLD:

NAME OF THE ACTIVITY: Introduction to the Sound of Letter “B”

TOPIC: Phonemic Awareness

AGE GROUP: 2-3 years old

TEACHER – CHILD RATIO: 1:5 Ratio group activity

DURATION: 5-10 minutes

OBJECTIVE: this activity aims:

- To develop phonemic awareness of alphabet
- To pave the way for pronunciation of alphabet
- To develop their literacy ability
- To enhance their speaking and listening skills.

MATERIALS REQUIRED:

- Large letter B cutout (lowercase only)
- Pictures/flashcards with words beginning with B (ball, balloon, bus, bike, bin, baby, etc.)
- Playdough or crayons
- Mystery bag filled with real life objects that starts with letter – B (ball, balloon, bus, bicycle, box, baby, banana)

DETAILED DESCRIPTION:

INTRODUCTION DAY:

Assemble all the kids in a comfortable place. Tell them that they are going to learn the sound of letter – B. Show the lowercase B cutouts. We need to introduce lowercase format only in the initial stage of their alphabet learning.

Explain that the letter B makes a sound like a puff of air when you close your lips together. Practice making the sound together: /b/ /b/ /b/

Use the action of pretending to bounce a ball while making the sound: "Let's all bounce a ball and say /b/ /b/ /b/"

Show pictures with B words one by one. Have children identify the picture and repeat the word, emphasizing the /b/ sound.

Flashcards- introduce objects that starts with letter B like (ball, balloon, bus, bike, bin, baby, etc.)

Playdough - Provide playdough and have children create objects that start with the letter B (ball, balloon, bike, etc.)

Colouring - Give children pictures with lowercase B's and ask them to colour them.

Sing a catchy song to introduce the letter B:

(Sing to the tune of "Twinkle, Twinkle Little Star")

B is for ball, bouncing high,
B is for bunny, hopping by.
B is for book, with stories to read,
B is for bicycle, fast as you speed!

REVISION DAY:

Story Time:

Tell a short story that includes as many B words as you can:

Benny the bus driver was taking his blue bus full of happy babies to the park. Bella the bunny hopped onto the bus with her red balloon. Beep beep! The bus went over the bridge and bounced down a bumpy road. Suddenly, the bus stopped! Benny found a big brown bear blocking the way. The babies all cried, "Boo Hoo!" But then, Bella the bunny bravely waved her balloon at the bear, and it scurried away! Everyone cheered, "Hooray!" The happy babies and Bella hopped off the bus to play in the park with their balls and bikes.

Pause throughout the story and have children identify the /b/ words (Benny, bus, big, blue, bunnies, bees, bridge, brown, bear, beep).

Mystery Bag Activity:

Fill a mystery bag with objects that starts with letter B. (ball, balloon, bus, bicycle, box, baby, banana) take out the objects one by one and ask the kids for the beginning sound of the object. Keep some objects that does not start with letter B also, check whether the kids can able to differentiate.

Letter Formation:

Demonstrate writing the uppercase B: start at the top, make a straight line down, then a small circle at the top and another at the bottom. Practice writing the lowercase b together in the air or on a large white board. Provide playdough or writing materials for children to practice writing B independently (only lowercase).

SUPPORTED WEBSITE LINKS:

Alpha blocks Letter B:

<https://www.youtube.com/watch?v=0MRbumooMnQ>

Letter B outline:

<https://www.theartkitblog.com/lowercase-letter-b-outline-coloring-page/>

Letter B related words flashcards:

<https://www.myteachingstation.com/reading/alphabet/letter-b-words-and-pictures-printable-cards-ball-bed-balloon-banana>

ADDITIONAL TIPS FOR THE TEACHER:

- Review the /b/ sound and practice saying some B words together.
- Play a quick game of "I Spy" with B words in the classroom.
- Keep the lesson fun and engaging!
- Use a variety of activities and positive reinforcement to help children learn the letter B sound.
- Sing the letter B song again.
- Play a quick game. Say a word and have children raise their hands if it starts with the /b/ sound.
- For younger children, focus on identifying pictures with the /b/ sound.
- For older children, introduce the concept of blending sounds to form words (b-a-t = bat).
- Observe children's participation in activities and their ability to identify and produce the /b/ sound.
- Review their writing and drawing of the letter B.

This lesson plan provides a fun and engaging way to introduce the letter B and the /b/ sound. By incorporating songs, rhymes, stories, and hands-on activities, you can help young learners build a strong foundation for reading success.

AGE GROUP 3-4YEAR OLD:

NAME OF THE ACTIVITY: Sorting Game with Word Family

TOPIC: Introduce Word Family

AGE GROUP: 3-4year old

TEACHER – CHILD RATIO: 1:8 Ratio Group Activity

DURATION: 15-20 minutes

OBJECTIVE: This activity aims:

- To develop phonemic awareness by focusing on beginning sounds.
- To expand vocabulary by introducing word families.
- To enhance communication skills through rhyming and word play.
- To foster a love for language.
- To encourage active listening and participation.
- to foster creativity and a playful approach to learning.

MATERIALS REQUIRED:

- Large picture cards with various objects (cat, hat, dog, mop, etc.) - Choose pictures with clear beginning sounds.
- A small basket or container



DETAILED DESCRIPTION:

INTRODUCTION DAY:

Gather the children in a circle and show them a picture card. Explain to them that they are going to play a game that makes silly sound (phonetic sounds only referred here as silly sounds)

Say the word clearly, emphasizing the first sound. "Look! It's a fluffy CAT!" Stretch out the first sound with a silly voice, like "C-A-A-T!" Make a funny face or gesture to add excitement. Ask the children, "What other words start with the same silly C-A-A sound like CAT?" Encourage them to think of words they know and shout them out. Write down their answers on a board or use markers to draw simple pictures representing their ideas (cup, car, etc.).

Circle the words that share the same beginning sound (CAT, cup, car). Explain that these words belong to the same "silly sound family" because they all start with the same sound.

Make some silly sentences together with the words that they have learnt so far., create a silly sentence using some of the words from the family. "The fluffy CAT sat in a red CUP and drove a tiny CAR!" Encourage the children to participate and add their own silly details to the story.

Make more silly sounds by repeating the activity with other picture cards, focusing on different beginning sounds. Explore multiple word families and create a collection of silly sentences together.

REVISION DAY:

Gather the children in a circle and introduce the activity with a playful tone. "Today, we're going on a silly sound adventure! We will listen closely to the first sound words start with."

Hold up a picture card and say the word clearly, emphasizing the beginning sound. "Look! It is a fluffy CAT! Can you guess what sound it starts with?" Let the children participate by making the sound together (e.g., "Cccc!" for cat).

Explain that words that begin with the same sound belong to a special family. Sort the picture cards into piles based on their starting sounds.

"Let us put all the 'Cccc!' words together in the basket. Cat, hat, can anyone find another one?" Encourage them to identify other pictures with the same sound (e.g., can for "Cccc!" family).

Once the pictures are sorted, add a movement or silly action to each sound family. For example, meow like a cat for the "Cccc!" family, wag your tail for the "Dddd!" family (dog, dig), hop like a frog for the "Ffff!" family.

As you go through each sound family, introduce new vocabulary words within the same sound group. Show a picture of a "cup" alongside the "cat" picture and say, "Look, this cup also starts with the 'Cccc!' sound. We can add it to our family!"

Make it interactive and teach kids to take turns letting the children choose cards, identify sounds, suggest silly actions, and introduce new words following the same sound pattern.

SUPPORTED WEBSITE LINKS:

Word family flashcards:

https://www.storytimestandouts.com/free-early-literacy-printables-children/word-family-printables/#google_vignette

word family worksheets:

<https://www.superteacherworksheets.com/word-family-at.html>

word family YouTube video:

<https://youtu.be/uVeEAFy1z68?si=A7Adm4uSlrCTcnzn>

<https://youtu.be/DkUunCjP3Hs?si=5XblqSGmVHuJJyQy>

ADDITIONAL TIPS FOR THE TEACHER:

- Choose picture cards with clear and distinct beginning sounds (b, d, p, t, etc.)
- Keep the silly voices and gestures engaging but not overwhelming.
- Use positive reinforcement and celebrate all ideas, even if they are not perfect matches.
- Adapt the difficulty based on the children's progress. You can introduce more complex sounds as they get comfortable with the activity.
- Most importantly, have fun playing with sounds and words to foster a love for language learning!
- Start with 2-3 sound families and gradually introduce more as children become comfortable.
- Use clear pronunciation and exaggerate the beginning sounds for emphasis.
- Keep the activity light-hearted and encourage laughter and silly voices.
- Most importantly, celebrate the children's efforts and create a positive learning environment where they feel confident exploring sounds and words.

AGE GROUP 4-5YEAR OLD:

NAME OF THE ACTIVITY: Spot the Blends!

TOPIC: Concept of Blends

AGE GROUP: 4-5 years old

TEACHER – CHILD RATIO: 1:10 Ratio Group Activity

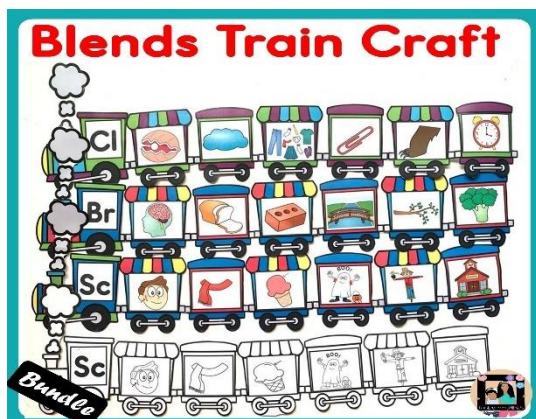
DURATION: 20-30 minutes

OBJECTIVE: This activity aims:

- To introduce the concept of consonant blends (initial blends like sm, st, bl).
- To develop phonemic awareness by identifying sounds within words.
- To expand vocabulary by exploring words with blends.
- To enhance communication skills through sound manipulation and word play.
- To foster a love for language learning through a fun and interactive activity.

MATERIALS REQUIRED:

- Large train engine picture with words written (enough to spell simple CVC words and words with initial blends)
- Colourful magnetic train cars with pictures representing words with blends (ship, stop, smile, etc.)
- Printable worksheet with pictures and blank spaces for writing blends (available for free online)
- Magnetic letters.



DETAILED DESCRIPTION:

DAY 1 – INTRODUCTION:

Set up the train engine picture on a magnetic board or a metal surface. Attach some magnetic letters to spell a simple CVC word (cat, dog, etc.). Point to the first two letters and say their individual sounds slowly, emphasizing the connection. "C makes the /k/ sound, and A makes the /a/ sound. Together, they make the /k/ /a/ blend sound like in 'cat'."

Introduce the train cars with pictures. Explain that these words have a special "blend" sound at the beginning, just like the first two letters on the engine. Show a train carriage with a picture (clam) and say, "Look! This picture has a blend sound at the beginning. Can you guess what it is?"

Encourage the children to say the word slowly, focusing on the blend sound first ("/cl/" for clam). Then, sound out the remaining letters ("/am/"). Finally, blend all the sounds together ("clam").

Continue with different train cars, practicing identifying the blend sound and blending it with the remaining letters to form the whole word.

DAY 2 – REVISION:

Word Building: Use the magnetic letters on the engine to build simple words with blends. Let the children choose pictures from the train cars and manipulate the letters to create words with the corresponding blend sounds.

Worksheet Fun: Provide a printable worksheet with pictures and blank spaces. Have the children write the blend sound they hear at the beginning of each word (e.g., writing "sm" for a picture of a smile).

SUPPORTED WEBSITE LINKS:

Free blends worksheets:

<https://www.k5learning.com/free-preschool-kindergarten-worksheets/consonants/blends>

learning Blends YouTube video:

<https://youtu.be/pQgJnpE7IL8?si=Cr0jro38RGRqN06S>

ADDITIONAL TIPS FOR THE TEACHER:

- Start with simple blends like sm, st, and bl. Gradually introduce more complex blends as the children become comfortable.
- Use clear pronunciation and exaggerate the blend sounds to aid identification.
- Make the activity interactive by taking turns spotting blends and building words.
- Use positive reinforcement and celebrate their attempts to identify and manipulate sounds.
- Encourage children to use complete sentences when talking about the blends and pictures (e.g., "The train has STRAWberries for dessert!").
- Adapt the activity based on the children's skill level. You can add more cars to the train or create a longer story if they are comfortable with blending.
- Most importantly, make it fun and interactive! Let the children take turns choosing pictures and building the train with silly sound effects.

We need to remember, the key to successful learning is creating a positive and engaging environment where children feel comfortable exploring sounds and building their language skills.

AGE GROUP 5-6YEAR OLD:

NAME OF THE ACTIVITY: Digraphs Detectives

TOPIC: concept of Digraphs

AGE GROUP: 5-6 years old

TEACHER – CHILD RATIO: 1:10 Ratio Group Activity

DURATION: 20-30 minutes

OBJECTIVE: This activity aims:

- To develop phonemic awareness by focusing on digraphs (sh-, ch-, th-, etc.).
- To expand vocabulary by introducing digraph-related words.
- To enhance communication skills through identifying digraph sounds and spelling words.
- To foster critical thinking and problem-solving skills in a detective-themed environment.

MATERIALS REQUIRED:

- A large magnifying glass (optional but adds to the detective theme)
- Picture cards with objects containing various digraphs (ship, chin, bath, etc.)
- Colourful construction paper or markers
- Small basket or container
- Whiteboard or paper
- Magnetic letters

DETAILED DESCRIPTION:

INTRODUCTION DAY:

Gather the children and introduce them as "Digraph Detectives" on a mission to find special sounds hidden in words. Explain that digraphs are two letters that work together to make one unique sound.

Show a picture card and hold up the magnifying glass. Ask the children what they see in the picture. "Look closely, detectives! What sound do

you hear at the beginning of SHIP?" Encourage them to identify the "sh" sound.

Explain that the "sh" sound is a digraph, made of the letters "s" and "h" working together. Write "sh" on a piece of construction paper and display it prominently. Repeat the process with other picture cards, focusing on different digraphs (ch-, th-, etc.).

Scatter the picture cards around the room. Let the children become detectives and search for the hidden digraphs! They can use the magnifying glass to add to the fun. Once they find a card, have them identify the picture and the digraph sound at the beginning or end of the word.

Provide a basket or container and ask the children to sort the picture cards based on the digraph sounds they hear. For example, all the "sh" words go in one pile, "ch" words in another, and so on.

REVISION DAY:

Gather the children and explain they are now "Digraph Detectives" on a mission to find hidden sounds in words. Show them the magnifying glasses and explain they will help them see the sounds clearly.

Hold up a picture card and say the word clearly. "Look detectives! We need to investigate the word SHIP." Have them use their magnifying glasses to pretend to examine the picture.

Ask the children, "What sound do you hear at the beginning of SHIP that makes it sound different from SIP?" (Shhh sound). Explain that this tricky sound is a digraph, two letters working together to make one sound. In this case, "SH."

Bring out the magnetic letters or alphabet cards. Ask the children to find the letters S and H and place them together on the whiteboard or paper. Emphasize that these two letters together make the "SH" sound in SHIP. Repeat the process with other picture cards, focusing on different digraphs (ch-, th-, etc.). Encourage the children to use their detective skills to identify the digraph sound and build the corresponding letters on the board.

Once comfortable with identifying digraphs, challenge the children to spell simple words containing digraphs using the magnetic letters. You can give them a picture card or a verbal clue to get them started. For a more challenging activity, provide blank construction paper and markers. Ask the children to draw their own pictures and write words containing digraphs they have learned. Collect the completed cards and create a "Digraph Detective Wall" showcasing the words and images they built. Encourage them to share their words with the group and explain the digraph sound they used.

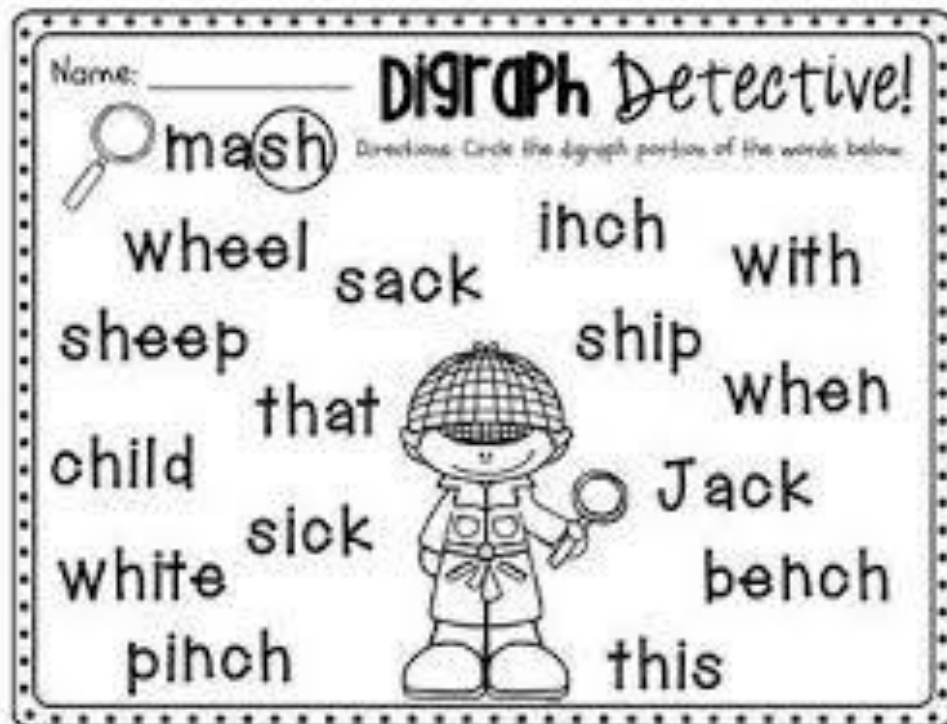
SUPPORTED WEBSITE LINKS:

Free digraphs worksheets:

<https://www.k5learning.com/free-preschool-kindergarten-worksheets/consonants/phonics-digraphs>

digraphs learning YouTube video:

<https://youtu.be/d4PKjUFyyoM?si=ACitUgw16B8yS2Af>



ADDITIONAL TIPS FOR THE TEACHER:

- Start with a few common digraphs (sh-, ch-, th-) and gradually introduce new ones as the children progress.
- Use clear pronunciation and exaggerate the digraph sounds for easier identification.
- Adapt the activity based on the children's skill level. You can provide word prompts or sentence starters for trickier digraphs.
- Encourage children to sound out words before writing them on their cards.
- ones as the children progress.
- Use clear pronunciation and isolate the digraph sounds during identification.
- Encourage children to use complete sentences when talking about the digraphs and pictures (e.g., "I found a picture with the 'th' sound - it's a THUMB!").
- Most importantly, create a fun and investigative atmosphere where children feel excited to learn about digraphs.
- Encourage children to sound out the words slowly, emphasizing the digraph sound (S-H-ip).
- Consider incorporating fun digraph songs or rhymes into your lesson to enhance engagement.

We need to remember, the goal is to create a fun and engaging learning experience where children feel empowered to explore the sounds and spellings of digraphs.