

LEARNING OBJECTIVE

Letter names and sounds

DESCRIPTION

When presented with a text, children will perform letter-sound actions for the letters f, t, m, and a.

TARGETED SKILL(S):

- Name the consonants m, f, t, and the vowel a, and produce the most common sounds of these letters.
- Combine the sounds of m, f, t, and a to make short words.

**SUITABLE FOR**

Whole class or small group

**PREP-TIME**

10-15 min.

**DURATION OF ACTIVITY**

20-25 min.

**MATERIALS**

- **We provide:** 'Sound and Action Chart'; 'Letter Cards: f, t, m, a'; 'Modelling Letter Cards: f, t, m, a'; 'Action Cards'; 'Modelling Action Cards'; 'Fatama Fata Celebration Story'

PREPARATION

1. Print the 'Fatama Fata Celebration Story' and the 'Sound and Action Chart' (one copy of each).
2. Print either the 'Modelling Action Cards' OR the 'Action Cards' (one copy).
3. Print either the 'Modelling Letter Cards: f, t, m, a' OR the 'Letter Cards: f, t, m, a' (one set).
4. Cut the cards if you chose the 'Action Cards' and/or the 'Letter cards: f, t, m, a'.
5. Before the activity, read the 'Fatama Fata Celebration Story' and practise the actions to help with the delivery of the story.

What will we learn?

"Today, we'll listen to a story to celebrate how to combine letters to make real words."

What do we know?

1. "Why do you think words were invented?" (To communicate and share ideas.)
2. "How do you think words were discovered?"
3. "What do you think people did before we had words?"
4. "We're going to learn about a word-making celebration. What is a celebration?" (When we do something fun or special, like for an important event or holiday, or to celebrate something we worked hard to finish.)

Watch me first!

Read the 'Fatama Fata Celebration Story' to the children as you model the instructions, sounds, and actions. As you read through the story, ask the children to practise the sounds and actions with you.

Let's try it!

Referring to the 'Fatama Fata Celebration Story,' go back and reread the sections asking the children to combine the letter sounds and actions. Ask them to try some on their own. Show the 'Action Cards' and 'Letter Cards' as needed.

What did we learn?

- "We've learned that letters make certain sounds. What happens when we put letter sounds together?" (We can make real words and nonsense words.)
- "Can you tell me a word you learned today? Can you say the sounds as you do the actions?"

-
- One at a time, hold up a *'Letter Card'* and ask the children to say its letter sound and perform the action associated with that sound.
 - Hold up the *'Action Cards'* one at a time and ask the children to perform its action and say the letter that matches the action.

Let's do more!

- In a large open space, ask teams of children to use their bodies to make life-size versions of the letters they know (e.g., f, t, m, a).
- Identify body parts when performing the actions.

EXTENDING THE LESSON



Less Challenging

- Use the *'Action Cards'*, *'Sound and Action Chart'*, and *'Letter Cards'* together, giving the children many opportunities to practise the sounds. Be sure to bring attention to the placement of their tongue and mouth.
- Only practise /f/ and /ā/ then /m/ and /t/ before working on all four sounds together.
- Only work on real and nonsense words that have a maximum of three letter-sound combinations (e.g., 'fa' and 'mat,' not 'fata' or 'Fatama').



More Challenging

Have children work in pairs, where one child does two actions (e.g., 'fierce cat' and 'surprise') and the other child guesses what letters are being represented by holding up the correct letter cards. See if they can spell or say words for each other through their actions. Provide each pair with *'Action Cards'* and *'Letter Cards: f, t, m, a'*.



TIPS

If you prefer, use any letter-sound actions you may have already introduced instead of the ones mentioned in the activity.
