

ODD ONE OUT

- PUT OUT THREE OBJECTS OR PICTURES, TWO WITH NAMES THAT RHYME AND ONE WITH A NAME THAT DOES NOT. ASK THE CHILD TO IDENTIFY THE 'ODD ONE OUT': THE NAME THAT DOES NOT RHYME.
- START WITH A SMALL SET OF WORDS THAT CAN THEN BE EXTENDED. THE CHILDREN NEED TO BE FAMILIAR WITH THE RHYMING WORD FAMILIES BEFORE THEY CAN USE THEM IN A GAME – SPEND TIME LOOKING AT THE PICTURES AND TALKING ABOUT THE PAIRS.

I SPY NAMES

- WITH A SMALL GROUP OF CHILDREN SITTING IN A CIRCLE, START THE GAME BY SAYING *I SPY SOMEONE WHOSE NAME BEGINS WITH...* AND GIVE THE SOUND OF THE FIRST LETTER, FOR EXAMPLE 'S' FOR SATISH.
- THEN ASK: *WHO CAN IT BE?* SATISH STANDS UP, EVERYONE SAYS HIS NAME AND HE CARRIES ON THE GAME, SAYING *I SPY SOMEONE WHOSE NAME BEGINS WITH...*, AND SO ON.
- IF ANY CHILDREN CALL OUT THE NAME BEFORE THE CHILD WITH THAT NAME, STILL LET THE CHILD WHOSE NAME IT IS TAKE THE NEXT TURN.
- IF THE CHILDREN FIND SEPARATING OUT THE FIRST SOUND TOO HARD IN THE EARLY STAGES, THE ADULT CAN CONTINUE TO BE THE CALLER UNTIL THEY GET THE HANG OF IT.

DIGGING FOR TREASURE

- COLLECT TWO SETS OF OBJECTS SUITABLE FOR USE IN THE SAND TRAY. EACH SET OF OBJECTS MUST HAVE NAMES BEGINNING WITH THE SAME INITIAL SOUND.
- CHOOSE INITIAL SOUNDS FOR EACH SET THAT SOUND VERY DIFFERENT FROM ONE ANOTHER. BURY THE OBJECTS IN PREPARATION FOR THE SESSION.
- AS THE CHILDREN UNCOVER THE TREASURE, GROUP THE OBJECTS BY INITIAL SOUND AND EACH TIME ANOTHER IS ADDED RECITE THE CONTENT OF THAT SET: *WOW! YOU'VE FOUND A CAR. NOW WE HAVE A CUP, A COW, A CANDLE AND A CAR.*

BERTHA GOES TO THE ZOO

- SET UP A SMALL TOY ZOO AND JOIN THE CHILDREN AS THEY PLAY WITH IT. USE A TOY BUS AND A BAG OF ANIMAL TOYS WITH NAMES STARTING WITH THE SAME SOUND (E.G. A LION, A LIZARD, A LEOPARD, A LLAMA AND A LOBSTER) TO ACT OUT THIS STORY.
- CHANT THE FOLLOWING RHYME AND ALLOW EACH CHILD IN TURN TO DRAW AN ANIMAL OUT OF THE BAG AND ADD AN ANIMAL NAME TO THE LIST OF ANIMALS SPOTTED AT THE ZOO.

*BERTHA THE BUS IS GOING TO THE ZOO,
WHO DOES SHE SEE AS SHE PASSES THROUGH?
... A PIG, A PANDA, A PARROT AND A POLAR BEAR.*

TONY THE TRAIN'S BUSY DAY

- USE A TOY TRAIN AND SELECTION OF OBJECTS STARTING WITH THE SAME SOUND. A SMALL GROUP OF CHILDREN SITS IN A CIRCLE OR FACING THE FRONT SO THEY CAN SEE OBJECTS PLACED ON THE FLOOR. USE THE PROPS TO ACT OUT A STORY WITH THE TRAIN.

IT WAS GOING TO BE A BUSY DAY FOR TONY. HE HAD LOTS TO DO BEFORE BEDTIME. SO MANY PACKAGES TO DELIVER AND SO MANY PASSENGERS TO CARRY. HE SET OUT VERY EARLY, LEAVING ALL THE OTHER ENGINES AT THE STATION, AND HURRIED OFF DOWN THE TRACK, CLACKEDY CLACK DOWN THE TRACK, CLACKEDY CLACK DOWN THE TRACK...

BUT HE HADN'T GONE VERY FAR WHEN...! HE SAW SOMETHING UP AHEAD LYING ON THE TRACKS.

'OH NO! YELLED TONY. 'I MUST S – T – O – P.' AND HE DID STOP, JUST IN TIME. TO TONY'S SURPRISE

THERE ON THE TRACK LAY A BIG BROWN BEAR, FAST ASLEEP.

'I HAD BETTER WARN THE OTHERS,' THOUGHT TONY AND SO HE HURRIED BACK TO THE STATION, CLACKEDY CLACK GOING BACK, CLACKEDY CLACK GOING BACK. TONY ARRIVED AT THE STATION QUITE OUT OF PUFF. 'WHATEVER IS THE MATTER?' SAID THE OTHER ENGINES. 'TOOT, TOOT, MIND THE...BIG,

BROWN BEAR' PANTED THOMAS. 'HE'S FAST ASLEEP ON THE TRACK.' 'THANK YOU,' SAID THE OTHERS, 'WE CERTAINLY WILL.'

- CONTINUE WITH THE WHOLE OBJECT SET AND ENCOURAGE THE CHILDREN TO JOIN IN WITH SAYING THE GROWING LIST OF OBJECTS. REMEMBER TO GIVE EMPHASIS TO THE INITIAL SOUND.
- THE AIM IS TO HAVE THE GROUP CHANT ALONG WITH YOU AS YOU RECITE THE GROWING LIST OF OBJECTS THAT TONY FINDS LYING ON THE TRACK. MAKE UP YOUR OWN STORY USING THE PROPS AND ASK: *WHAT DO YOU THINK HAPPENS NEXT?*

MUSICAL CORNERS

- PUT A CHAIR IN EACH CORNER OF THE ROOM, OR OUTDOORS. COLLECT FOUR SETS OF OBJECTS, EACH SET CONTAINING OBJECTS WITH NAMES THAT START WITH THE SAME SOUND. (FOUR DIFFERENT INITIAL SOUNDS ARE REPRESENTED.) KEEP BACK ONE OBJECT FROM EACH SET AND PLACE THE REMAINING SETS ON EACH OF THE FOUR CHAIRS.
- AT FIRST, THE CHILDREN SIT IN A CIRCLE OR FACING YOU. NAME EACH OF THE FOUR SETS OF OBJECTS, GIVING EMPHASIS TO THE INITIAL SOUND.
- EXPLAIN THAT NOW THERE WILL BE MUSIC TO MOVE AROUND OR DANCE TO AND THAT WHEN THE MUSIC STOPS THE CHILDREN ARE TO LISTEN. YOU WILL SHOW THEM AN OBJECT AND THEY SHOULD GO TO THE CORNER WHERE THEY THINK IT BELONGS.

OUR SOUND BOX

- MAKE COLLECTIONS OF OBJECTS WITH NAMES BEGINNING WITH THE SAME SOUND.
- CREATE A SONG, SUCH AS 'WHAT HAVE WE GOT IN OUR SOUND BOX TODAY? AND THEN SHOW THE OBJECTS ONE AT A TIME. EMPHASISE THE INITIAL SOUND (EG. SSSSNAKE, SSS-SOCK, SSSSAUSAGE)

MIRROR PLAY

- PROVIDE A MIRROR FOR EACH CHILD OR ONE LARGE ENOUGH FOR THE GROUP TO GATHER IN FRONT OF.
- PLAY AT MAKING FACES AND COPYING MOVEMENTS OF THE LIPS AND TONGUE.
- INTRODUCE SOUND MAKING IN THE MIRROR AND DISCUSS THE WAY LIPS MOVE, FOR EXAMPLE, WHEN SOUNDING OUT 'P' AND 'B', THE WAY THAT TONGUES POKE OUT FOR 'TH', THE WAY TEETH AND LIPS TOUCH FOR 'F' AND THE WAY LIPS SHAPE THE SOUNDS 'SH' AND 'M'.

SILLY SOUP

- PROVIDE THE CHILDREN WITH A SELECTION OF ITEMS WITH NAMES THAT BEGIN WITH THE SAME SOUND.
- SHOW THEM HOW YOU CAN MAKE SOME 'SILLY SOUP' BY PUTTING 'INGREDIENTS' (E.G. A BANANA, BUMBLE BEE AND BUG) INTO A PAN IN THE ROLEPLAY AREA.
- ALLOW THE CHILDREN TO PLAY AND CONCOCT THEIR OWN RECIPES. PLAY ALONGSIDE THEM WITHOUT INFLUENCING THEIR CHOICES. COMMENTATE AND CONGRATULATE THE CHILDREN ON THEIR SILLY RECIPES.
- RECITE EACH CHILD'S LIST OF CHOSEN INGREDIENTS. MAKE THE PATTERN CLEAR BY EMPHASISING THE INITIAL SOUND.
- BY OBSERVING MOUTH MOVEMENTS DRAW THE CHILDREN'S ATTENTION TO THE WAY WE START EACH WORD AND FORM SOUNDS.

VOICE SOUNDS

- SHOW CHILDREN HOW THEY CAN MAKE SOUNDS WITH THEIR VOICES, FOR EXAMPLE:

MAKE YOUR VOICE GO DOWN A SLIDE – WHEEE!

MAKE YOUR VOICE BOUNCE LIKE A BALL – BOING, BOING

SOUND REALLY DISAPPOINTED – OH

HISS LIKE A SNAKE – SSSSSS

KEEP EVERYONE QUIET – SHSHSHSH

GENTLY MOO LIKE A COW – MMMOOOO

LOOK ASTONISHED – OOOOOO!

BE A STEAM TRAIN – CHCHCHCHCH

BUZZ LIKE A BUMBLE BEE – ZZZZZZZ

BE A CLOCK – TICK TOCK.

THIS CAN BE EXTENDED BY JOINING SINGLE SPEECH SOUNDS INTO PAIRS (E.G. *EEAW* LIKE A DONKEY.)

MAKING TRUMPETS

- MAKE AMPLIFIERS (TRUMPET SHAPES) FROM SIMPLE CONES OF PAPER OR LIGHTWEIGHT CARD AND EXPERIMENT BY MAKING DIFFERENT NOISES THROUGH THE CONES.
- MODEL SOUNDS FOR THE CHILDREN: THE UP AND DOWN WAIL OF A SIREN, THE HONK OF A FOG HORN, A *PEEP, PEEP, PEEP* OF A BIRD.
- CONTRAST LOUD AND SOFT SOUNDS. INVITE THE CHILDREN TO SHARE THEIR FAVOURITE SOUND FOR THE REST OF THE GROUP TO COPY. USE THE TRUMPETS TO SOUND OUT PHONEMES THAT BEGIN EACH CHILD'S NAME.

METAL MIKE

- ENCOURAGE A SMALL GROUP OF CHILDREN TO SIT IN A CIRCLE OR FACING THE FRONT SO THEY CAN SEE YOU AND METAL MIKE (A TOY ROBOT COMPUTER.)
- HAVE READY A BAG OF PICTURES OF OBJECTS (E.G. CAT, DOG, MUG, SOCK) AND SOUND OUT AND BLEND THE PHONEMES IN THEIR NAMES.
- ASK EACH CHILD IN TURN TO TAKE OUT A PICTURE OR AN OBJECT FROM A BAG. HOLD IT UP AND TELL THE GROUP THAT METAL MIKE IS A COMPUTER AND SO HE TALKS WITH A ROBOT VOICE.
- ASK THE CHILDREN TO NAME THE OBJECT AS METAL MIKE WOULD AND DEMONSTRATE IT FOR THEM IN A ROBOTIC VOICE (E.G. 'CAT') FEED THE OBJECT OR PICTURE INTO METAL MIKE AND ENCOURAGE THE GROUP FIRST TO LISTEN TO YOU AND THEN JOIN IN AS YOU SAY THE WORD EXAGGERATING THE SOUND OF EACH PHONEME, FOLLOWED BY BLENDING THE PHONEMES TO MAKE THE WORD.

ORAL BLENDING

- USE ONLY SINGLE SYLLABLE WORDS FOR ORAL BLENDING.
- ORAL BLENDING CAN ALSO BE MODELLED FROM TIME TO TIME WHEN BOOKS ARE BEING SHARED, PARTICULARLY RHYMING BOOKS WHERE THE LAST WORD IN A RHYMING COUPLET COULD BE SEGMENTED INTO SEPARATE SOUNDS AND THEN BLENDED BY THE ADULT.

TOY TALK

- INTRODUCE TO THE CHILDREN A SOFT TOY THAT CAN ONLY SPEAK IN 'SOUND TALK'. THE CHILDREN SEE THE TOY WHISPERING IN THE ADULT'S EAR. TO ADD TO THE ACTIVITY, AS THE TOY WHISPERS THE ADULT REPEATS THE SOUNDS, LOOKS PUZZLED AND THEN SAYS THE WORD STRAIGHT AFTERWARDS. FOR EXAMPLE: *WHAT WOULD CHARLIE LIKE FOR TEA TODAY?* THE TOY SPEAKS SILENTLY IN THE ADULT'S EAR AND THE ADULT REPEATS 'CHEESE' LOOKING PUZZLED AND THEN, SAYS WITH RELIEF 'CHEESE!'
- NOW INVITE THE CHILDREN TO SEE IF THEY CAN SPEAK LIKE THE TOY: *DO YOU THINK YOU COULD TRY TO TOY TALK? SAY CHEESE:* (THE CHILDREN REPEAT 'CHEESE') ASK THE TOY AGAIN *WHAT ELSE WOULD YOU LIKE?* BE CAREFUL TO THINK OF ITEMS WITH NAMES OF ONLY SINGLE SYLLABLES (E.G. FISH, CAKE, PIE, SOUP) USE DIFFERENT SCENARIOS: *WHAT DOES THE TOY LIKE TO DO IN THE PLAYGROUND?* (HOP, SKIP, JUMP, RUN, ETC) AS THE CHILDREN BECOME MORE CONFIDENT, MAKE SOME ERRORS – BLEND 'SKIM' FOR 'SKIP', FOR EXAMPLE, AND ASK THEM TO CATCH YOU OUT BY GIVING THE CORRECT BLEND.
- ENCOURAGE THE CHILDREN TO ASK THE TOY QUESTIONS WITH YES/NO ANSWERS (E.G. *CAN YOU SING?* YES/NO) OR ASK THE TOY THE COLOUR OF HIS BIKE, HIS BEDROOM WALLS, HIS JUMPER, ETC. AND THE TOY WILL ANSWER RED, BLUE, GREEN, MAUVE.

CLAPPING SOUNDS

THINK OF WORDS USING THE LETTERS 'S,A,T,P,I,N' (E.G. SAT,PIN, NIP,PAT,TAP,PIT,PIP) AND SOUND THEM OUT, CLAPPING EACH PHONEME WITH THE CHILDREN IN UNISON, THEN BLEND THE PHONEMES TO MAKE THE WHOLE WORD ORALLY.

AS CHILDREN'S CONFIDENCE DEVELOPS, ASK INDIVIDUALS TO DEMONSTRATE THIS ACTIVITY TO OTHERS.

WHICH ONE?

- LAY OUT A SELECTION OF FAMILIAR OBJECTS WITH NAMES THAT CONTAIN THREE PHONEMES (E.G. LEAF, SHEEP, SOAP, FISH, SOCK, BUS) CHECK THAT ALL THE CHILDREN CAN RECOGNISE EACH OBJECT.
- BRING OUT THE SOUND-TALKING TOY AND ASK THE CHILDREN TO LISTEN CAREFULLY WHILE IT SAYS THE NAMES OF ONE OF THE OBJECTS IN SOUND-TALK SO THEY CAN HELP IT TO PUT THE SOUNDS TOGETHER AND SAY THE WORD.
- THE TOY THEN SOUND-TALKS THE WORD, LEAVING A SHORT GAP BETWEEN EACH SOUND. ENCOURAGE THE CHILDREN TO SAY THE WORD AND IDENTIFY THE OBJECT. ALL THE CHILDREN CAN THEN REPEAT THE SOUNDS AND BLEND THEM TOGETHER – IT IS IMPORTANT THAT THEY DO THIS AND DON'T SIMPLY LISTEN TO THE ADULT DOING SO.

CROSS THE RIVER

- CHOOSE A SELECTION OF OBJECTS WITH TWO OR THREE PHONEMES AS ABOVE.THERE CAN BE MORE THAN ONE OF THE SAME OBJECT.MAKE A RIVER ACROSS THE FLOOR OR GROUND OUTSIDE WITH CHALK OR ROPES.GIVE EACH CHILD OR PAIR OF CHILDREN AN OBJECT AND CHECK THAT ALL THE CHILDREN KNOW THE NAMES OF THE OBJECTS.
- THE TOY CALLS OUT THE NAME OF AN OBJECT IN SOUND TALK (E.G.PEG)THE CHILDREN WHO HAVE THAT OBJECT BLEND THE SOUNDS TO MAKE THE WORD AND CROSS THE RIVER.

I SPY

- PLACE ON THE FLOOR OR ON A TABLE A SELECTION OF OBJECTS WITH NAMES CONTAINING TWO OR THREE PHONEMES (E.G.ZIP,HAT,COMB,CUP,CHAIN,BOAT,TAP,BALL) CHECK THAT ALL THE CHILDREN KNOW THE NAMES OF THE OBJECTS.THE TOY SAYS *I SPY WITH MY LITTLE EYE A ZIP.*
- THEN INVITE A CHILD TO SAY THE NAME OF THE OBJECT AND HOLD IT UP.ALL THE CHILDREN CAN THEN SAY THE INDIVIDUAL PHONEMES AND BLEND THEM TOGETHER ‘ZIP, ZIP’.
- WHEN THE CHILDREN HAVE BECOME FAMILIAR WITH THIS GAME USE OBJECTS WITH NAMES THAT START WITH THE SAME INITIAL PHONEME (E.G.CAT,CAP,CUP,COT,COMB,KITE) THIS WILL REALLY ENCOURAGE THE CHILDREN TO LISTEN AND THEN BLEND RIGHT THROUGH THE WORD,RATHER THAN RELYING ON THE INITIAL SOUND.

SAY THE SOUNDS

- WHEN THE CHILDREN ARE USED TO HEARING THE TOY SAY WORDS IN SOUND TALK AND BLENDING THE INDIVIDUAL SOUNDS TO MAKE WORDS, YOU MAY BE ABLE TO ASK SOME CHILDREN TO SEE WHETHER THEY CAN SPEAK IN SOUND TALK.
- CHOOSE SOME OBJECTS WITH THREE PHONEME NAMES THAT YOU ARE SURE THE CHILDREN KNOW AND HIDE THEM IN A BOX OR BAG. ALLOW ONE OF THE CHILDREN TO SEE AN OBJECT, AND THEN ASK THEM TO TRY TO SAY THE SEPARATE SOUNDS IN THE NAME OF THE OBJECT, JUST LIKE THE TOY DOES (E.G. *DUCK*). THE OTHER CHILDREN THEN BLEND THE SOUNDS TOGETHER TO MAKE THE WORD. THE CHILD CAN THEN REVEAL THE OBJECT TO SHOW WHETHER THE OTHER CHILDREN ARE RIGHT.

PLAYING WITH WORDS

- GATHER TOGETHER A SET OF FAMILIAR OBJECTS WITH NAMES THAT HAVE VARYING SYLLABLE PATTERNS (E.G. PENCIL, UMBRELLA, CAMERA, XYLOPHONE)
- SHOW THE OBJECTS TO THE CHILDREN, NAME THEM AND TALK ABOUT WHAT THEY ARE USED FOR. WAIT FOR THE CHILDREN TO SHARE SOME OF THEIR EXPERIENCES OF THE OBJECTS; FOR INSTANCE, SOME OF THEM WILL HAVE USED A CAMERA. THEN ENCOURAGE THEM TO THINK ABOUT HOW THE NAME OF THE OBJECT SOUNDS AND FEELS AS THEY SAY IT.
- THINK ABOUT THE SYLLABLES AND CLAP THEM OUT AS YOU SAY EACH WORD. THEN CLAP THE SYLLABLES FOR A WORD WITHOUT SAYING IT AND ASK: *WHAT OBJECT COULD THAT BE?*
- AS CHILDREN GAIN CONFIDENCE TRY SOME LONG WORDS LIKE *BINOCULARS, TELEPHONE, DINOSAUR.*

RHYMING PUPPETS

- MAKE UP SILLY RHYMING NAMES FOR A PAIR OF PUPPETS (E.G. *FIZZY WIZZY LIZZY* AND *HOB TOB BOB*) INTRODUCE THE PUPPETS TO A SMALL GROUP AND INVITE THEM TO JOIN IN STORY TELLING, LEAVING GAPS FOR THE CHILDREN TO FILL IN RHYMING WORDS, FOR EXAMPLE:
- *ARE YOU POORLY LIZZY? OH DEAR. FIZZY WIZZY LIZZY IS FEELING SICK AND... DIZZY. BOB IS VERY EXCITED. TODAY HE IS GOING TO BE A BUILDER. HOB TOB BOB HAS GOT A NEW... JOB.*

RHYMING SOUP

- ASK A SMALL GROUP TO SIT IN A CIRCLE SO THEY CAN SEE A SELECTION OF RHYMING OBJECTS (E.G. RAT, HAT, CAT) PLACED ON THE FLOOR. USE A BOWL AND SPOON AS PROPS TO ACT OUT THE SONG.
- INVITE THE CHILDREN, IN TURN, TO CHOOSE AN OBJECT TO PUT INTO THE SOUP AND PLACE IT IN THE BOWL. AFTER EACH TURN, STIR THE SOUP AND SING THE FOLLOWING SONG TO RECITE THE GROWING LIST OF THINGS THAT END UP IN THE SOUP.
- SING THE FIRST PART OF THE SONG TO THE TUNE OF 'POP GOES THE WEASEL':

I'M MAKING LOTS OF SILLY SOUP

I'M MAKING SOUP THAT'S SILLY

I'M GOING TO COOK IT IN THE FRIDGE

TO MAKE IT NICE AND CHILLY

IN GOES... A FOX... A BOX... SOME SOCKS...

RHYMING BINGO

- GIVE EACH CHILD IN A SMALL GROUP A SET OF THREE PICTURES OF OBJECTS WITH RHYMING NAMES.
- HIDE IN A BAG A SET OF PICTURES OR OBJECTS MATCHING THE PICTURES YOU HAVE GIVEN TO THE CHILDREN.
- THE CHILDREN TAKE TURNS TO DRAW OUT OF THE BAG ONE OBJECT OR PICTURE AT A TIME. INVITE THE CHILDREN TO CALL OUT WHEN THEY SEE AN OBJECT OR PICTURE THAT RHYMES WITH THEIRS AND TO COLLECT IT FROM THE CHILD WHO HAS DRAWN IT FROM THE BAG.
- AFTER EACH RHYMING SET IS COMPLETED CHANT TOGETHER AND LIST THE RHYMING NAMES. AS YOU NAME OBJECTS GIVE EMPHASIS TO THE RHYMING PATTERN.

INSTRUMENTAL SOUNDS-NOISY NEIGHBOUR 2

(SEE 'NOISY NEIGHBOUR 1')

- ASK THE CHILDREN TO SUGGEST A SUITABLE ENDING TO THE STORY.DISCUSS NOISES THEY LIKE,NOISES THAT MAKE THEM EXCITED AND NOISES THAT MAKE THEM FEEL CROSS OR SAD.
- ASK WHEN IT IS A GOOD TIME TO BE NOISY,AND WHEN IT IS BEST TO BE QUIET OR SPEAK SOFTLY (E.G.WHEN WE NEED TO LISTEN).LIST THE SUGGESTIONS.
- ASK *IS THIS A TIME TO BE NOISY OR QUIET?* AS YOU PRESENT SCENARIOS SUCH AS WHEN CHILDREN ARE:AT THE SWIMMING POOL;IN THE LIBRARY;AT A PARTY;WITH SOMEONE WHO IS ASLEEP;IN THE PARK;AT A FRIEND'S HOUSE WHEN THE FRIEND IS POORLY;PLAYING HIDE AND SEEK.

THE PIED PIPER

- TELL THE STORY OF THE PIED PIPER OF HAMELIN.USE DIFFERENT INSTRUMENTS FOR THE PIPER TO PLAY,WITH CHILDREN MOVING IN DIFFERENT WAYS IN RESPONSE.
- THE CHILD AT THE FRONT DECIDES ON THE MOVEMENT AND THE REST OF THE GROUP MOVE IN THE SAME WAY.THEY FOLLOW THE LEADER AROUND THE INDOOR OR OUTDOOR SPACE,MARCHING,SKIPPING AND HOPPING – VARY THE PACE AND DESCRIBE THE ACTION:*FAST,FASTER,SLOW,SLOWER.*
- INTRODUCE AND MODEL NEW WORDS BY ACTING THEM OUT (E.G.*BRISKLY,RAPIDLY,LAZILY,SLUGGISHLY,ENERGETICALLY*) FOR THE CHILDREN TO COPY AND EXPLORE BY ACTING THEM OUT IN DIFFERENT WAYS.

INSTRUMENTAL SOUNDS-NOISY NEIGHBOUR 1

THIS GAME NEEDS TWO ADULTS TO LEAD IT.

- TELL A SIMPLE STORY ABOUT A NOISY NEIGHBOUR AND INVITE THE CHILDREN TO JOIN IN. BEGIN WITH: *EARLY ONE MORNING, THE CHILDREN WERE ALL FAST ASLEEP – (ASK THE CHILDREN TO CLOSE THEIR EYES AND PRETEND TO SLEEP) – WHEN ALL OF A SUDDEN THEY HEARD A SOUND FROM THE HOUSE NEXT DOOR.*
- AT THIS POINT THE SECOND ADULT MAKES A SOUND FROM BEHIND THE SCREEN. THE STORY TELLER CONTINUES: *WAKE UP CHILDREN. WHAT'S THAT NOISE?*
- THE CHILDREN TAKE IT IN TURNS TO IDENTIFY THE SOUND AND THEN THE WHOLE GROUP ARE ENCOURAGED TO JOIN IN WITH: *NOISY NEIGHBOUR, PLEASE BE QUIET. WE ARE TRYING TO SLEEP.*
- REPEAT THE SIMPLE STORY LINE WITH ANOTHER SOUND (E.G. SNORING, BRUSHING TEETH, MUNCHING CORNFLAKES, YAWNING, STAMPING FEET, WASHING)
- ENCOURAGE THE CHILDREN TO ADD THEIR OWN IDEAS TO THE STORY ABOUT THE NOISY NEIGHBOUR.

INSTRUMENTAL SOUNDS-ROLY POLY

REHEARSE THE RHYME WITH THE ACTIONS (ROTATING HAND OVER HAND AS IN THE SONG 'WIND THE BOBBIN UP')

RO ... LY ... PO ... LY ... EVER ... SO ... SLOWLY

RO ... LY ... POLY FASTER.

(INCREASE THE SPEED OF THE ACTION AS YOU INCREASE THE SPEED OF THE RHYME.)

NOW ADD IN NEW VERSES, SUCH AS:

STAMP ... YOUR ... FEET ... EVER ... SO ... SLOWLY

STAMP ... YOUR FEET FASTER.

ASK THE CHILDREN TO SUGGEST SOUNDS AND MOVEMENTS TO BE INCORPORATED INTO THE SONG.

SAY HELLO EVER SO QUIETLY

SAY HELLO LOUDER!

INSTRUMENTAL SOUNDS-FOLLOW THE SOUND

- INVITE A SMALL GROUP OF CHILDREN TO SIT IN A CIRCLE. THE ADULT BEGINS BY PRODUCING A BODY PERCUSSION SOUND, WHICH IS THEN 'PASSED' TO THE CHILD SITTING NEXT TO THEM SUCH AS CLAP, CLAP, CLAP.
- THE SOUND IS TO BE PASSED AROUND THE CIRCLE UNTIL IT RETURNS TO THE ADULT. ASK: DO YOU THINK THAT THE SOUND STAYED THE SAME ALL THE WAY ROUND? WHAT CHANGED? DID IT *GET FASTER OR SLOWER?*
- MAKE THE ACTIVITY MORE DIFFICULT BY INTRODUCING A SIMPLE SEQUENCE OF SOUNDS FOR THE CHILDREN TO PASS ON (E.G. CLAP, STAMP, CLAP.)

INSTRUMENTAL SOUNDS-ANIMAL SOUNDS

- PROVIDE A VARIETY OF ANIMAL PUPPETS OR TOYS AND A RANGE OF INSTRUMENTS. ENCOURAGE THE CHILDREN TO PLAY WITH THE INSTRUMENTS AND THE ANIMALS.
- DISCUSS MATCHING SOUNDS TO THE ANIMALS. GIVE A CHOICE OF TWO INSTRUMENTS TO REPRESENT A CHILD'S CHOSEN ANIMAL AND ASK THE CHILDREN TO CHOOSE WHICH SOUND IS THE BETTER FIT: *WHICH ONE SOUNDS MOST LIKE THE MOUSE? WHAT DO YOU THINK, DAVID?*

INSTRUMENTAL SOUNDS-LISTEN TO THE MUSIC

- INTRODUCE ONE MUSICAL INSTRUMENT AND ALLOW EACH CHILD IN THE SMALL GROUP TO TRY PLAYING IT.
- ASK THE CHILDREN TO PERFORM AN ACTION WHEN THE INSTRUMENT IS PLAYED (E.G. CLAP, JUMP, WAVE) THE CHILDREN CAN TAKE TURNS AT BEING LEADER. ASK THE CHILD WHO IS LEADING TO PRODUCE DIFFERENT MOVEMENTS FOR OTHERS TO COPY.
- AS THE CHILDREN BECOME MORE CONFIDENT, INITIATE SIMPLE REPEATED SEQUENCES OF MOVEMENT (E.G. CLAP, CLAP, JUMP) SUGGEST TO THE CHILDREN THAT THEY COULD MAKE UP SIMPLE PATTERNS OF SOUNDS FOR OTHERS TO COPY. ASK THE CHILDREN TO THINK ABOUT HOW THE MUSIC MAKES THEM FEEL AND LET THEM MOVE TO THE MUSIC.

INSTRUMENTAL SOUNDS-STORY SOUNDS

- AS YOU READ OR TELL STORIES, ENCOURAGE THE CHILDREN TO PLAY THEIR INSTRUMENTS IN DIFFERENT WAYS (E.G. *MAKE THIS INSTRUMENT SOUND LIKE GIANT'S FOOTSTEPS, ... A FAIRY FLUTTERING, ... A CAT POUNCING, ... AN ELEPHANT STAMPING*)
- INVITE THEM TO MAKE THEIR OWN SUGGESTIONS FOR DIFFERENT CHARACTERS (E.G. *HOW MIGHT JACK'S FEET SOUND AS HE TIPTOES BY THE SLEEPING GIANT? AND WHAT ABOUT WHEN HE RUNS FAST TO ESCAPE DOWN THE BEANSTALK?*)
- AS THE CHILDREN BECOME FAMILIAR WITH THE PATTERN OF THE STORY, EACH CHILD COULD BE RESPONSIBLE FOR A DIFFERENT SOUND.

INSTRUMENTAL SOUNDS-HIDDEN INSTRUMENTS

- HIDE THE INSTRUMENTS AROUND THE SETTING, INDOORS OR OUTDOORS, BEFORE THE CHILDREN ARRIVE.
- ASK THE CHILDREN TO LOOK FOR THE INSTRUMENTS. AS EACH INSTRUMENT IS DISCOVERED THE FINDER PLAYS IT AND THE REST OF THE GROUP RUN TO JOIN THE FINDER.
- CONTINUE UNTIL ALL THE INSTRUMENTS ARE FOUND TO MAKE AN ORCHESTRA.

INSTRUMENTAL SOUNDS -MATCHING SOUND MAKERS

- SHOW PAIRS OF SOUND MAKERS (EG. MARACAS, TRIANGLES) TO A SMALL GROUP OF CHILDREN. PLACE ONE SET OF THE SOUND MAKERS IN A FEELY BAG.
- THE CHILDREN TAKE TURNS TO SELECT A SOUND MAKER FROM THE FEELY BAG. ONCE ALL THE CHILDREN HAVE SELECTED A SOUND MAKER, REMIND THEM TO LISTEN CAREFULLY.
- PLAY A MATCHING SOUND MAKER. THE CHILD WITH THAT SOUND MAKER STANDS UP AND PLAYS IT.
- THIS ACTIVITY CAN BE ADAPTED BY PLAYING THE SOUND MAKER BEHIND A SCREEN SO THAT THE CHILDREN HAVE TO IDENTIFY IT BY THE SOUND ALONE.

INSTRUMENTAL SOUNDS-MATCHING SOUNDS

- INVITE A SMALL GROUP OF CHILDREN TO SIT IN A CIRCLE. PROVIDE A SELECTION OF PERCUSSION INSTRUMENTS.
- ONE CHILD STARTS THE GAME BY PLAYING AN INSTRUMENT. THE INSTRUMENT IS THEN PASSED ROUND THE CIRCLE AND EACH CHILD MUST USE IT TO MAKE THE SAME SOUND OR PATTERN OF SOUNDS AS THE LEADER.
- START WITH A SINGLE SOUND TO PASS ROUND THE CIRCLE, AND THEN GRADUALLY INCREASE THE DIFFICULTY BY HAVING A MORE COMPLEX SEQUENCE OF SOUNDS OR DIFFERENT RHYTHMS.

ENVIRONMENTAL SOUNDS-DESCRIBE AND FIND IT

- SET UP A MODEL FARMYARD.DESCRIBE ONE OF THE ANIMALS BUT DO NOT TELL THE CHILDREN ITS NAME.SAY, FOR EXAMPLE: *THIS ANIMAL HAS HORNS, FOUR LEGS AND A TAIL.*
- ASK THEM TO SAY WHICH ANIMAL IT IS.ASK THEM TO MAKE THE NOISE THE ANIMAL MIGHT MAKE.WHEN THEY ARE FAMILIAR WITH THE GAME LET INDIVIDUAL CHILDREN TAKE THE PART OF THE ADULT AND DESCRIBE THE ANIMAL FOR THE OTHERS TO NAME.

THIS ACTIVITY CAN BE REPEATED WITH OTHER SETS OF OBJECTS SUCH AS ZOO ANIMALS, TOY SETS BASED ON TRANSPORT (EG. AEROPLANE, CAR, TRAIN, BUS, BOAT) AND MUSICAL INSTRUMENTS.IT CAN BE MADE MORE CHALLENGING BY INTRODUCING SETS OF RANDOM OBJECTS TO DESCRIBE AND NAME,

INSTRUMENTAL SOUNDS -GRANDMOTHER'S FOOTSTEPS

- 'GRANDMOTHER' HAS A RANGE OF INSTRUMENTS AND THE CHILDREN DECIDE WHAT MOVEMENT GOES WITH WHICH SOUND (EG. SHAKERS FOR RUNNING ON TIPTOE, TRIANGLE FOR FAIRY STEPS)
- FIRST AN ADULT WILL NEED TO MODEL BEING GRANDMOTHER. THEN A CHILD TAKES THE ROLE.
- GRANDMOTHER STANDS WITH HER BACK TO THE OTHERS AND PLAYS AN INSTRUMENT.THE OTHER CHILDREN MOVE TOWARDS GRANDMOTHER IN THE MANNER OF THE INSTRUMENT WHILE IT IS PLAYING.
- THEY STOP WHEN IT STOPS.THE FIRST PERSON TO REACH GRANDMOTHER TAKES OVER THAT ROLE AND THE GAME STARTS AGAIN.

INSTRUMENTAL SOUNDS -WHICH INSTRUMENT?

- THIS ACTIVITY USES TWO IDENTICAL SETS OF INSTRUMENTS. GIVE THE CHILDREN THE OPPORTUNITY TO PLAY ONE SET TO INTRODUCE THE SOUNDS EACH INSTRUMENT MAKES AND NAME THEM ALL.
- THEN ONE CHILD HIDES BEHIND A SCREEN AND CHOOSES ONE INSTRUMENT FROM THE IDENTICAL SET TO PLAY.THE OTHER CHILDREN HAVE TO IDENTIFY WHICH INSTRUMENT HAS BEEN PLAYED.
- DEVELOP THE ACTIVITY BY PLAYING A SIMPLE RHYTHM OR BY ADDING A SONG TO ACCOMPANY THE INSTRUMENT (E.G. *THERE IS A MUSIC MAN. CLAP YOUR HANDS*)WHILE THE HIDDEN INSTRUMENT IS PLAYED.THIS TIME THE LISTENING CHILDREN HAVE TO CONCENTRATE VERY CAREFULLY,DISCRIMINATING BETWEEN THEIR OWN SINGING AND THE INSTRUMENT BEING PLAYED.

INSTRUMENTAL SOUNDS-ADJUST THE VOLUME

- TWO CHILDREN SIT OPPOSITE EACH OTHER WITH IDENTICAL INSTRUMENTS.
- ASK THEM TO COPY EACH OTHER MAKING LOUD SOUNDS AND QUIET SOUNDS.IT MAY BE NECESSARY TO DEMONSTRATE WITH TWO ADULTS COPYING EACH OTHER FIRST.THEN TRY THE ACTIVITY WITH AN ADULT WITH ONE CHILD.
- USE CARDS GIVING PICTURE CUES OF A MEGAPHONE AND FINGERS ON LIPS TO REPRESENT LOUD OR QUIET.

ENVIRONMENTAL SOUNDS -MRS BROWNING HAS A BOX

TURN A BOX ON ITS SIDE WITH THE OPENING FACING AWAY FROM THE CHILDREN.

- ONE BY ONE PLACE BETWEEN FOUR AND SIX FAMILIAR NOISY ITEMS (EG. A SET OF KEYS, CRISP PACKET, SQUEAKY TOY) INTO THE BOX, PAUSING TO NAME THEM AND DEMONSTRATE THE SOUND EACH ONE MAKES.
- SING TO THE TUNE OF 'OLD MACDONALD' BUT USING YOUR OWN NAME OR ONE OF THE CHILDREN'S:
*MRS...HAS A BOX EE I EE I O
AND IN THAT BOX SHE HAS A...*
 - STOP. GESTURE AND ASK THE CHILDREN TO LISTEN.
- HANDLE ONE OF THE OBJECTS IN THE BOX, OUT OF SIGHT, TO MAKE A NOISE. THE CHILDREN TAKE IT IN TURNS TO GUESS WHAT IS MAKING THE SOUND.
- CONTINUE THE SONG BUT IMITATING THE SOUND USING YOUR VOICE.
WITH A ZZZ ZZZ HERE AND A ZZZ ZZZ THERE...
- ALLOW THE CHILDREN TO TAKE A TURN AT MAKING A NOISE FROM INSIDE THE BOX AND USE THEIR NAMES AS YOU SING.

INSTRUMENTAL SOUNDS-SOCKS AND SHAKERS

- PARTIALLY FILL EITHER OPAQUE PLASTIC BOTTLES OR THE TOES OF SOCKS WITH NOISY MATERIALS (EG. RICE, PEAS, PEBBLES, MARBLES, SHELLS, COINS.)
- ASK THE CHILDREN TO SHAKE THE BOTTLES OR SOCKS AND IDENTIFY WHAT IS INSIDE FROM THE SOUND THE ITEMS MAKE. FROM THE FEEL AND THE SOUND OF THE NOISY MATERIALS ENCOURAGE THE CHILDREN TO TALK ABOUT THEM. ASK QUESTIONS SUCH AS: *WHERE MIGHT WE FIND SHELLS AND PEBBLES?*

ENVIRONMENTAL SOUNDS -DRUM OUTDOORS

- GIVE EACH CHILD A BEATER OR MAKE DRUMSTICKS, FOR EXAMPLE USING SHORT STICKS.
- ENCOURAGE THE CHILDREN TO EXPLORE THE OUTDOOR AREA AND DISCOVER HOW DIFFERENT SOUNDS ARE MADE BY TAPPING OR STROKING, WITH THEIR BEATERS, A WOODEN DOOR, A WIRE FENCE, A METAL SLIDE, AND A FEW ITEMS SUCH AS PIPES AND UPTURNED POTS YOU HAVE 'PLANTED'.
- THE ACTIVITY COULD BE RECORDED AND/OR PHOTOGRAPHED.
- ASK EACH CHILD TO DEMONSTRATE THEIR FAVOURITE SOUND FOR THE REST OF THE GROUP. THE WHOLE GROUP CAN JOIN IN AND COPY.
- ASK EACH CHILD TO TAKE UP POSITION READY TO MAKE THEIR FAVOURITE SOUND. AN ADULT OR A CHILD ACTS AS CONDUCTOR AND RAISES A BEATER HIGH IN THE AIR TO SIGNAL THE CHILDREN TO PLAY LOUDLY AND LOWERS IT TO SIGNAL PLAYING SOFTLY.

ENVIRONMENTAL SOUNDS -TEDDY IS LOST IN THE JUNGLE

- ONE CHILD (THE RESCUER) IS TAKEN ASIDE WHILE A TEDDY BEAR IS HIDDEN SOMEWHERE IN THE ROOM.
- TELL THE OTHER CHILDREN THEY ARE GOING TO GUIDE THE RESCUER TO THE TEDDY BY SINGING LOUDER AS THE RESCUER GETS CLOSER TO, OR QUIETLY AS THE RESCUER MOVES FURTHER AWAY FROM THE TEDDY.
- ALTERNATIVELY LEAD THE CHILDREN IN SINGING A FAMILIAR SONG, RHYME OR JINGLE, SPEEDING UP AND SLOWING DOWN TO GUIDE THE RESCUER.

ENVIRONMENTAL SOUNDS -LISTENING WALK

- THIS IS A LISTENING ACTIVITY THAT CAN TAKE PLACE INDOORS OR OUTDOORS.
- REMIND THE CHILDREN ABOUT THE THINGS THAT GOOD LISTENERS DO (E.G.KEEP QUIET,HAVE EARS AND EYES READY.)
- INVITE THE CHILDREN TO SHOW YOU HOW GOOD THEY ARE AT LISTENING AND TALK ABOUT WHY LISTENING CAREFULLY IS IMPORTANT.
- ENCOURAGE THE CHILDREN TO LISTEN ATTENTIVELY TO THE SOUNDS AROUND THEM.TALK ABOUT THE DIFFERENT SOUNDS THEY CAN HEAR.THE CHILDREN COULD USE 'CUPPED EARS' OR MAKE BIG EARS ON HEADBANDS TO WEAR AS THEY GO ON THE LISTENING WALK.
- MAKE A LIST OF ALL THE SOUNDS THEY CAN REMEMBER.THE LIST CAN BE IN WORDS OR PICTURES AND PROMPTED BY REPLAYING SOUNDS RECORDED ON THE WALK.

ENVIRONMENTAL SOUNDS -A LISTENING MOMENT

- REMIND THE CHILDREN HOW TO BE GOOD LISTENERS AND INVITE THEM TO SHOW HOW GOOD THEY ARE AT LISTENING BY REMEMBERING ALL THE SOUNDS THEY HEAR WHEN THEY LISTEN FOR A MOMENT.
- IT MAY BE USEFUL TO USE A SAND TIMER TO ILLUSTRATE,FOR EXAMPLE,THE PASSING OF HALF A MINUTE.ASK THEM WHAT MADE EACH SOUND AND ENCOURAGE THEM TO TRY TO MAKE THE SOUND THEMSELVES.