



COMENIUS 1.3 PROJECT

“READING SKILLS IMPROVEMENT”

Lithuania

2006

READING SKILLS IMPROVEMENT MAKE MORE ACTIVE CHILD ACTIVITY USING THE TASKS AND GAMES

Reading skills development is compact process, integrated to all child activity. To the natural reading development main is not formal teaching of sounds, letters, syllables and words. Reading - how another child ability - have to find with game, experiment. Child the reading links with individual experience. The experience of child - one of reading conditions. The best child achievement decide interesting child life, different variants of practice activity. When more rich child experience, when he is often induce to say all in good words, to express various symbols - drawing, letter, word, then child ability become better.

CHILD LETTER'S DAY

The initials are written on a desk. The children are looking for things what name begin with this letter. When find, they say to pedagogue. The pedagogue shows, writes letter on a desk, reads, suggests to read to children.

It could be another variant. The pedagogue is prepared sheets to the child. On every sheet is written his name (on big letters and small letters). The child can draw or when he find can cut and glue pictures of things what name begin from this letter.

PLEASE PUT ON SENTENCES

Draw four quadrangular on a distance one from other. The children share in a four groups. Every group have got own color marks. For example, one group - blue color, another- red color and etc. All stand up in a quadrangular. The groups can named: "WHO? WHAT KIND? WHAT HE IS DOING? WHERE?".The pedagogue to every child (that nobody listen more) says any word. To group" WHAT?" or "WHO?"

eg. **house, animal, bus, the moon** and etc, to group "WHAT HE IS DOING?" eg. **drive, smile, look** and etc., to group "WHAT KIND?" -eg. **wood, ugly, cold, light** and etc., to group "WHERE?"- eg: **by the lake, in the cage, from the clouds** and etc.

All players go away. After signal they have to come to the four different places. In one place have to be only one representative of any color. We are looking what sentence came here. The players from the words put on sentence. It have to be many funny sentences. The game can continue when children select new groups.

On the end can give real sentence what before was devised pedagogue.

THE LANGUAGE HOUR

To the "TV studio" behind the screen meet "linguists". Is going direct "TV program". Audience sitting near "TV" can call and ask everything what links to language. The pedagogue begins first, for example, "Please tell me what means word "bicycle"?". The linguist answers in all questions. When come on a problem they call to the Sientence Academy (to pedagogue) and look for right answer.

TWO POSSIBILITIES

To device two answers to the question:

- 1.Imagine- you came to the little Red Ridding Hood story. On this moment she goes singing and picking flowers to her grandmother. But not far has to be the wolf. What you will do?
- 2.Imagine- came the man to listen violence concert. He listen so long that now slept. Why so could happen?
- 3.Imagine- you draw flower field. Came to you little brother and try to take off pencils and to draw again. What you will do?
- 4.Imagine- you are the storm cloud with lightning what can cut. Where would you like to strike?

EVERYDAY WRITINGS AND READINGS

Morning news (the month, day, week day, yesterday, tomorrow; eg, "Today is the 2nd of September, Tuesday. Yesterday was Monday. Tomorrow will be Wednesday".

Information about weather; short information about more interesting activity of this day and etc, menu of a day, menu of a month, the daily routine, writing and telling of interesting children experience, writing of letters. cards, greetings, remembers, invitations to friends and homes.

CHILDREN MIND SHEET

Big paper sheets to children minds, to the answers on questions to write after holidays, natural phenomenon, after dentist. It is very important to children to see how their minds show write (down). It is important that could read all. Questions can be different and various: "Did you was in a holiday yesterday?", "Did you eat ice cream?" and etc.

THE END OF OWN BOOK

It is invited small group of children to listen story. Before the reading end the book is closed and we ask children to think about own different end. When children get enough experience every time finish to read more early, that children should be opportunity to create bigger part of story.

PLEASE TELL ME ABOUT YOUR PICTURE

There are showed interesting pictures cut from magazines. Choose not obscure subjects, but could enough understand various meanings. We ask children to look picture carefully and we suggest:

- 1.To give the name. How we can name it one more? What about could be this history? What will be later?
- 2.Please tell your story about this picture. We suggest to write they selves stories to children who can write.

WHAT SHOULD BE, IF...

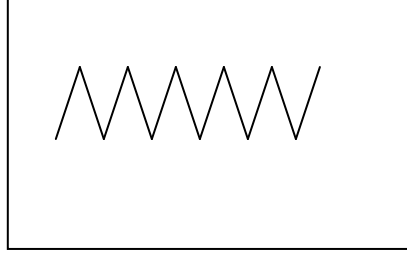
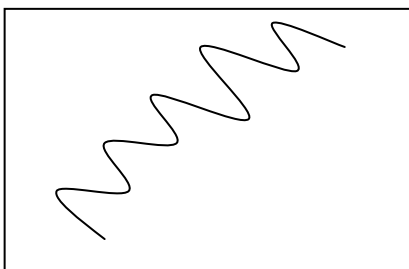
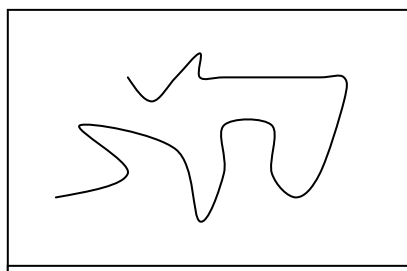
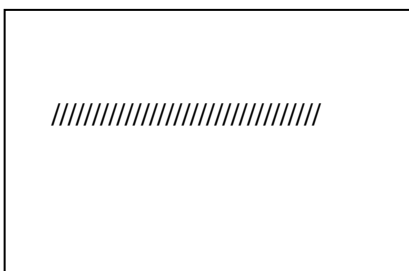
We ask children to listen question. Later they will have answer this question. What will be, if :

- 1.The fridge should eat food?
- 2.You could be invisible?
- 3.The car could drive itself?
- 4.The toys should be real?
- 5.The dreams should be fulfilled?
- 6.Never should be birthday?
- 7.Home animals should go to school?

The answers can write on a card and hang on a visible place.

THE PICTURES OF THE VARIOUS POSSIBILITIES

There drawing pictures on a desk. It is time to think what children can imagine. We ask to give any name or explain: "What you can see on this picture?" and "What that could be?". Answers we can write.



LETS IMAGINE

We ask children to listen short story. We suggest to imagine the end of story. There we can find examples of stories:

1. Imagine that you found 1 million \$?
2. Imagine that you met child from the moon. What you will say or will do?
3. Imagine that you could be somebody another. Who you will be?
4. Imagine that you found miraculous flying carpet. Where you can fly?
5. Imagine that you one day could be invisible. What you will do and where you can go?
6. Imagine that you could be any kind of animal. What kind of animal you should be?

TYPEWRITER

Children share one or few alphabet letters. The leader has to say phrase what they need "to reprint". The exercise is beginning using conventional signal. Every saying letter is escorting by sign-clap, one's feet, hand hang (could be one or few signs). When is finishing to print one word, all partners have to carry out conventional sign. When is finishing all phrase - three times of sign. For example, after every letter - clap your hands and stamp right leg, when finish word - all clap hands and stamp, when finish sentence - clap your hands and stamp three times.

It could be more difficult variant. The leader tells to group to stand in a couple - the group is shared in two parts. Every subgroup the alphabet share separately. It is telling common phrase to both groups. By leader sign one of group begin "to print". By leader sign another group change "print". In a time groups again are changed.

Sometimes both groups can "print" together - text and motion have to be in one time. Reference we can change - tell "to print" both groups or only to first group, or to second group. Later again together.

HIDE LETTERS

(The task - letters are changing in symbols)

Tomas thought about new writing how to write herself secret.

1. At first he thought how to mark **H**: Δ .

The letter **I** marked $*$. He wrote first cipher word: $\Delta*$.

2. Tomas liked very much **I**, but **H** he liked not so much. So he thought one more different signs to mark **H**: Ω , \approx .

Then wrote: $\Omega*$, $\approx*$.

3. Tomas thought cipher word SCHOOL. Let's try to do this work.

4. Tomas did cipher the word. Then the word looked so: $\text{C}*\text{D}$. The cipher: C - **B**, D - **G**. 5. Let's make cipher to the word TRAIN.

6. Let's devise word and to make cipher in yourselves signs.

THAT WORDS SHOULD BE SUFFICIENT!

There is marked the place of few metre. Going this distance children have to say sentence so long, only to finish near mark place. One word - one step. Don't repeat the same sentences. Later distance is increase.

Pedagogues show example how to go, how to do longer sentence using new words, for example:

✚ The wolf goes home.

✚ The wolf goes home to the forest.

✚ The wolf man and wolf women go home to the forest in the evening in a dusk leisurely.