

## Good practices

### LANG\_909ABC\_EN

Author's name and institution:

**Kovács Hajnal Annamária**, teacher training student, 3rd grade, Partium Christian University, Oradea

Description of the problem/exercise: **Let's play with sounds/letters!**

The purpose of the exercise/game is:

- a. recognition and conscious application of phonological phenomena
- b. phonemic awareness: reading together phonemes marked with letters

Steps of the exercise/game:

Preparation: I associate small printed letters with the colors red, yellow, green and blue, and I even hang the colors on the board, then hang the small printed letters under the colors. In my case, I match the letter r to red, the letter y to yellow, the letter g to green, and the letter b to blue. For this game, I will also need a colored dice, which I can make from cardboard. The four colors are on the four sides of the dice, and then I draw a question mark on the remaining two sides. If someone throws a question mark, they can choose from the options that you can read below. Then I take out the triangular Poly-University set and we discuss the meaning of the dimensions of an element: the color of a basic element shows the letter on the board and if someone rolls the same color with the dice of that color, they must say a word (which is not a name) associated with the basic color with sound. If the color of the large size appears on the dice, you must say a name with the sound of the base color. If someone rolls the color of the medium size with the dice, they must say a word where the sound associated with the base color is the last in the word. If someone throws out the color of the small size, then a word must be said where the sound of the basic color is included in the word.

The exercise/game itself:

After discussing the rules and colors, I put the triangular pieces from the Poly-University set into a small bag. I ask a student to draw an element from the bag and then show it to the others. The student says/pronounces the letter associated with the base color and then rolls the dice. He looks at the color rolled on the dice and accordingly looks at his element to see what he has to do:

- a. base color: says a word with the given sound
- b. big color: says a name with the given sound
- c. medium color: says a word where the given sound is at the end of the word
- d. tiny color: says a word where the given sound is in the word
- e. question mark: the student chooses from the options above.

The practice is initially slow, as each student must understand the rules of the game. After students have tried and understood the exercise, we can then set a time limit of 10 seconds for thinking, and after the time is up, those who solve correctly can get a bonus point. We can distribute stickers to the students who collect the most points.

Turn the exercise/game more complex: After all students feel at home in the exercise, as a challenge, they have to say words that they can write (because during the period of letter learning, they don't know all the letters yet). The new task is to write down the spoken word with written letters.

Summary: Finally, I ask them to pull out an item and write a word for each option.

- *Why this exercise is good:* Students develop/expand their vocabulary. During the exercise, their attention must not wander. You have to pay attention not only to yourself, but also to the tasks of others. While playing, you don't even notice that you are thinking.
- *Which level is recommended:* Primary school, but also among secondary school students.
- *School subject(s):* Native language communication, but it can also be used to learn foreign languages or grammar concepts.
- *Comments:* We can associate any other letter with the colors, depending on where we are with the curriculum.