

Lesson for Foundation

Sound Explorer Binoculars

Students create their own binoculars to use during whole and small group reading sessions to assist in the identification of letters, sounds, blends, onset and rime.



Foundation Year Content Descriptions

Links to the Australian Curriculum

<http://www.australiancurriculum.edu.au/english/curriculum/f-10?layout=1>

Language for interaction

Explore how language is used differently at home and school depending on the relationships between people (ACELA1428)

Language - Text Structure and Organisation

Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433)

Expressing and Developing Ideas

Recognise that texts are made up of words and groups of words that make meaning (ACELA1434) Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)

Phonics and word knowledge

Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (ACELA1439)

Recognise and name all upper and lower case letters (graphemes) and know the most common sound that each letter represents (ACELA1440)

Understand how to use knowledge of letters and sounds including onset and rime to spell words.

Segment sentences into individual words and orally blend and segment onset and rime in single syllable spoken words, and isolate, blend and manipulate phonemes in single syllable words(ACELA1819)

Literature and context

Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences(ACELT1575)

Creating literature

Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)

Innovate on familiar texts through play (ACELT1831)

Interacting with others

Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)

Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)

Text for exploration

Chicka Chicka Boom Boom, by Bill Martin Jr and John Archambault, Illustrated by Lois Ehlert

Igniting the creative senses!

Place binoculars inside an opaque bag and ask participants to guess what's inside the bag. What can you feel, does it remind you of something? Does it smell? Does it make a noise? Reveal binoculars - what are they used for? Does anyone have any at home? Binoculars help us to see things that are far away and help us to see and find things that we might not be able to see with our eyes.

We are going to create our own binoculars to help us read our story and recognise sounds/letters.

Predict and connect

Model how to use binoculars.

Explain that we will use the binoculars to find the sounds from our own name throughout the story.

Open ended questioning.

Model personal thinking and wondering.

What do you think this story will be about?

Have you seen a book like this before?

What can you see on the front cover and end pages? Do the illustrations give us clues as to what the story might be about?





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Let's Create

Materials needed

- Educational Colours Liquicryl
- Educational Colours Kids PVA
- Educational Colours Hog Hair Paint Brushes
- Educational Colours A2 Art Pad
- Educational Colours Colour Wheel
- Educational Colours Hygenic Rolls (2 per student)
- Educational Colours Joggle Eyes
- Educational Colours Adhesive Coloured Eyes
- Various decorative paper



- Educational Colours A2 Art Pad



- Educational Colours Colour Wheel



- Educational Colours Liquicryl - Junior Student Acrylic Paint



- Educational Colours Hog Hair Brushes



- Educational Colours Adhesive Coloured Eyes



- Educational Colours Joggle Eyes



- Educational Colours Hygenic Craft Rolls



- Educational Colours Kids PVA



Creative process

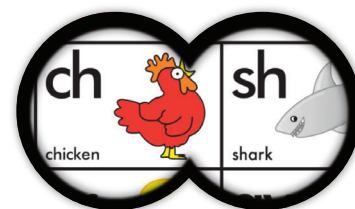
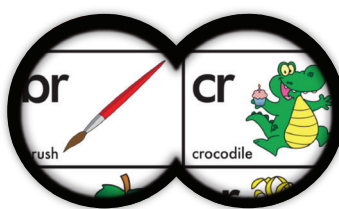
1. Discuss and model the process of mixing paints to create different colours. Model how to use the colour wheel with students.
2. Encourage students to experiment with the mixing process on a piece of paper from the EC Large Art Pad.
3. Paint the EC cardboard rolls using EC Liquicryl. Children can use a variety of colours to paint different patterns, lines and shapes.
4. Place EC cardboard rolls aside to dry.
5. Apply a thin strip of adhesive down the side of one EC cardboard roll & adhere the second roll next to it to create binoculars. Allow to dry.
6. Children can trace and colour the letters on the alphabet chart to use during the reading process.
7. Cut various decorative papers into shapes and paste onto EC cardboard rolls.
8. Select various sized EC Joggle Eyes & EC Adhesive Eyes and attach to cardboard rolls.
9. Binoculars are now ready for use.

Read and connect

Encourage students to use binoculars during the shared or small group reading session. Use alliteration, change of tone, pace and model personal connections to the text. Eg. 'Oh, the letter F - I know that letter, it makes an ffff sound at the start of my name!' The binoculars can also be used to identify blends in different stories such as 'th', 'bl', 'sh', and so on.

Reflection

Ask students to look around the classroom using their binoculars. Ask students to name the different things they can see. Students can fill in their Sound Explorer Chart by writing or drawing the items that they find around their classroom. The aim for the students is to try to find things that start with each letter of the alphabet.



Extend the creative experience

Create large Chicka Chicka Boom Boom tree - participants decorate palm tree leaves using paper collage.

Paint play - each participant to decorate the letter at the start of their name by finding their letter (have them pinned around the room). Textured papers, paints, pastels etc. for decorating.

Display collaborative piece, use as a language tool to expand vocabulary, discuss colour, texture, shape, pattern, letter recognition. To extend - add lower case letters and match up. Create personal Chicka Chicka Boom Boom tree with letter recognition, matching letters of name to foam letters to stick onto personal tree. Participants name printed on paper, search and identify letters. Trace with finger, turn it around, upside down, flip it.

Connect at home and within the community

Use binoculars at home, in the car, at the park etc. to play 'I spy.'

I spy something beginning with the sound 'sss' or I spy something little and blue...

Powerful game to expand vocabulary in a fun and simple way.



Relevant Sources:

- Martin Jr, B and Archambault, J. Chicka Chicka Boom Boom. US: Simon & Schuster,

