

S	W	A	Y
<p>SWAY Learning experiences “Me and My Body” FISHING FOR SOUNDS</p>			
Sounds Objectives:	<ul style="list-style-type: none"> • To introduce the letter sound /s/. • To develop awareness of how and where the /s/ sound is produced in the mouth. • To develop knowledge of letter/sound correspondences. • To identify words that start with a target sound. • To break words into syllables 		
ELYF Outcome 5	<p>Children are effective communicators. Children engage with a range of texts and gain meaning from these texts.</p> <p>Children begin to understand how symbols and pattern systems work. Children listen and respond to sounds and patterns in speech, stories and rhymes in context. Children begin to understand key literacy concepts and processes, such as the sound of language, and letter-sound relationships.</p>		
Cultural Objective:	<p>Children begin to:</p> <ul style="list-style-type: none"> - develop an understand of how you can learn through experiences: e.g. learning about how to handle slimy/slippery fish and eels - develop an understanding of being aware of sounds through talking about the sounds involved in Lois’ fishing experience (e.g. sounds of the mullet jumping) - Understand and view culture and the context of family as central to children’s sense of being and belonging, and to success in lifelong learning. 		

**Activity:
Fishing for /s/
sounds**

- This activity can be delivered as a small circle time activity
- Set up the boat and put the handprint fishes into the river
- Revisit Lois' fishing yarn.
- Discuss with the children that Lois' fishing yarn contained many words that began with the letter 's' e.g. slippery, splashing, slowly.
- Introduce the letter 's.'
The letter 's' makes the sssss sound.
Trace the letter 's' in the air whilst saying the sssss sound.
Ask the children to copy.
- Play the fishing game using the first set of photo cards.
Say "let's see if we can catch some fish that start with the /ssss/ sound."
Demonstrate catching the fish with the magnetic fishing rod.
Say "My fish has a picture of a sun on it."
(Point to your mouth) Say "Look at my mouth (pause) Ssssun
Sun starts with /sssss/. Throw it in the boat."
"Lois told us a fishing tale, let's hope you don't catch a whale"
- Each child then takes a turn at fishing.
Chant the following rhyme before each turn.
"Lois told us a fishing tale, let's hope you don't catch a whale"
- Prompt the child to name the picture.
Say "What is the picture of? (wait for the child to respond)
That's right. It's sand. Does sand start with ssss?"
If more support is required, encourage the child to look at your mouth whilst saying the word carefully. Stress the ssss sound at the beginning of the word.
- Say "let's all say together ssssand" (pause) "Sand starts with the sssss". Throw it in the boat.
If the word does not start with /s/, prompt the child to throw it back in the water.
- Repeat the fishing activity at another time using the other suggested word lists.



- When reading stimulus words on the fish. E.g. slippery, slowly, slimy etc. Draw the children's attention to the beginning letter. Trace finger over the letter whilst producing the letter sound. E.g. Slippery starts with ssss. Listen sssslippery.
- Explore with the children how to segment words into syllables.
Say "Slippery is a long word. We can break the word slippery into beats.
Listen (pause) Say the word aloud and then segment the word into syllables e.g. slipp-e-ry.
Encourage the children to clap it out, tap out on their body or use clap sticks.

Comments and questions to develop sound production awareness skills.

Children benefit from visual cues to signal that they need to 'look and listen'.

Pointing to your mouth as you say a sound will focus the children's attention on how a sound is 'made in the mouth' as well as how it actually 'sounds'.

C. Everybody listen. (Pause) Point to your mouth as you say the sound. 'sssss'.

C. Everybody say 'ssssssss'

Explore the sound with children. Talk to them about what their mouth is doing when they make the sound. Encourage them to feel their mouths as they make the sound.

Q. Are your lips open or closed? Are your teeth together?


C. Sss is quiet like a whisper. Listen ssssss.


Q. Is ssss a long sound or a short sound?

C. Who can make the sss sound really long. Let's try.

Encourage children to trace the letter 's' in the air whilst making the sound.

You may observe some children 'lisp' (pushing their tongue through their teeth or making a slushy noise) when producing the /s/ sound. For more information on lisp [click here](#)

Suggested word lists:	All photos <ul style="list-style-type: none"> • Sand • Sea • Sea star • Seal • Stars • Salt • Boat • Bucket • Back • Bed 	Photos and written words <ul style="list-style-type: none"> • Sand • Sea • Seal • Still (written) • Slowly (written) • Splashing (written) • Safe (written) • Back • Boat • Bucket 	All written words <ul style="list-style-type: none"> • Splashing • Sitting • Suddenly • Slimy • Slippery • Boat • Bucket • Baby • Bouncing • Back
Extend:	<ul style="list-style-type: none"> • Create the letter 's' using play-dough mat. • Collage of pictures starting with the /s/ sound. • Make snakes out of clay or play dough. Use /s/ words to describe the snake E.g. slippery, slimy snake slithers along slowly. 		
Intentional teaching activities for targeted children:	<ul style="list-style-type: none"> • Whole body listening • Mr Tongue click link • Introduce the /b/ letter sound using the speech set characters. • Work on discriminating between /s/ and /b/ sounds. • Syllable counting game using clap sticks 		

Resources:	<ul style="list-style-type: none">• Hand print fish.• Stimulus words and photos.• Magnetic fishing pole.• Box construction of a boat• Clear blue bubble wrap for the river.	
Evaluation:		