

S	W	A	Y
SWAY Learning experience “My family, my home” DIGGING FOR SOUNDS			
Sounds Objectives:	<ul style="list-style-type: none"> • To develop knowledge of letter/sound correspondences. • To identify words that start with a target sound. • To develop awareness of how and where target sounds are made in the mouth. 		
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>		
Australian Curriculum Outcomes	<p>ENe-4A Demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies</p> <p>ENe-5A Demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling</p>		
Cultural Objective:	<ul style="list-style-type: none"> • To explore the concept of learning from the land • To explore the concept of learning from your elders or those who hold knowledge • To develop an understanding of how in Aboriginal Culture people have different responsibilities within their family unit • To understand that worming was and is an important process to learn in terms of food gathering • To experience how Lois’ worming experience would have felt (using the kinetic sand) 		

**Activity:
Digging for /m/
sounds.**

- This activity can be delivered as a small circle time activity (approximately 10 children)
- Revisit Lois' worming yarn. Talk about how Lois loved catching sand worms for bait.
- Introduce the letter 'm'. When we make the /m/ sound our lips are closed together (Point to your lips as you say the sound).
It's a noisy sound. Our voice is turned on. Listen "mmmmm". (Put hand on throat as a prompt).
Trace the letter 'm' in the air whilst saying the /m/ sound. Ask the children to copy.
- Show the container of worms in the sand to the children. Say "let's try and find worms that start with the /m/ sound."
Demonstrate pulling out a worm from the kinetic sand using a pincer grasp (see link).
Say "My worm has a picture of milk on it. Milk starts with /m/. Look at my lips
mmilk. Let's put this worm in the mmm tin.
- Chant the following rhyme before each child takes a turn
"Lois found worms in the sand, let's pull one out with our hand"
- Children take it in turns pulling out a worm and identifying if the pictures start with the /m/ sound. If the child has difficulty, encourage them to look at your mouth whilst saying the word carefully. Slightly exaggerate the mmm sound.
- If a child pulls out a distractor worm, support them to identify the correct beginning sound.
Say 'Soap doesn't start with /m/ sound. Listen ssoap. Look at my mouth, it is open and my tongue is behind my teeth. Soap starts with the /s/ sound.
- At the end of the activity, pull the worms out of /m/ tin and say "let look at all worms that start with the /m/ sound milk, meat, man etc.



Suggested word list	<ul style="list-style-type: none"> • Milk • Mop • Mug • Map • Mouse (computer) • Mouse (animal) • Muffin • Muesli • Motorbike • Magazine • Fan • Fish 	
Extend:	<ul style="list-style-type: none"> • Work on discriminating between two similar sounds e.g. m/n • Target last sound awareness. 	
Intentional teaching activities for targeted children:	<ul style="list-style-type: none"> • Repeat the activity using objects (starting with two different initial sounds) buried into the sand. As the children uncover the objects, group the objects by initial sound and each time another is added recite the content of that set: Look we've found a pig, pen and a pin. • Explore the shapes of letters 'm' 'f' 's' 'b' in a sand tray. Encourage the children to say the sounds as they are drawing the letters. 	
Resources:	<ul style="list-style-type: none"> • Laminated worms (See link) • Large container/box full of kinetic sand • Tin can (baked bean can or similar) • Kinetic sand 	
Documentation		

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