

GDSS



# Prompt card ideas

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## Phonological Awareness

Phonological Awareness  
Prompt Cards



Listening Experiences

Phonological Awareness  
Prompt Cards



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Syllabification Experiences

Phonological Awareness  
Prompt Cards



Rhyme Experiences

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Prompt Cards



dog

Initial Sound Experiences

**Sounding out**

Listen for the number of sounds you can hear around you.

Hold up one fist.

Every time you hear a sound, raise a finger.

Afterwards recall the sounds you hear.

**Echo that sound**

Practice copying the sounds you hear outside. Cats, dogs, gulls, sheep, cows, frogs, bees, mosquitoes, cars, etc.

Who let the dogs out? Woof, woof! Woof-woof!

Who let the bees out? Buzz, buzz! Buzz-buzz!

The more realistic you get the better.

<p><b>Sound records</b></p> <p>Use digital sound recorders to record sounds outside with children</p> <p>After each sound, ask "What is it?" Leave a 6 second pause and then say the answer. This way you have a ready-made quiz for playing back.</p>	<p><b>Magic Sounds</b></p> <p>Each child goes to their magic spot.</p> <p>Sit quietly and listen for the sounds.</p> <p>Draw or write on paper/in mud what you hear in front of you, behind you, to your left and to your right.</p>
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<p><b>If any child discovers a snail or slug...</b></p> <p>Encourage the children to leave it on the ground and hum to it.</p> <p>Experiment with different pitches.</p> <p>At the correct pitch, the creature will uncurl, stretch its antennae and start moving.</p>	<p><b>A Natural Orchestra</b></p> <p>Each child finds natural objects to make a sound (sticks to clack, stones to chink or leaves to rub together). Walk and play objects listening to others.</p> <p>Get into a circle invite demonstration of 'instruments'. Sing a simple song, keep a steady beat.</p> <p>Create simple orchestra, grouping by 'instruments'. 'Conduct' giving instructions visually, e.g. raising hand=louder, lowering hand=quieter etc.</p>
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<p><b>The Sound of Rain</b></p> <p>Experiment with the variety of sounds that rain can make by putting different sorts of bowls on head and listen to the raindrops landing.</p> <p>Which bowls make the loudest/softest sound?</p> <p>Think about whether all rain sounds the same.</p>	<p><b>Sound Keeper</b></p> <p>Find two stones/sticks, tap them together to create a rhythm.</p> <p>Play hide n seek, one child hides and guides others to where they are hidden by their tapping.</p> <p>Children who find the 'hider' should sit beside them and tap the same rhythm too.</p>
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### Listening song (to the tune of Skip to My Lou)

Listen, listen what can you hear?

Listen, listen what can you hear?

Listen, listen what can you hear on an autumn day?

We hear blackbirds tweet, tweet, tweet, tweet.

We hear blackbirds tweet, tweet, tweet, tweet

We hear blackbirds tweet, tweet, tweet, tweet on an autumn day.

Add other sounds relevant to the situation.

### Find the Teddy

Hide a teddy bear in the woods.

Use a drum to indicate how close the children are to finding the bear within the room. The faster the beat the closer they are to finding the teddy bear hidden in the woods.

### Sound dance

Select up to 4 sound makers.

Allocate an action to each sound. When children hear a sound they must complete the appropriate action i.e. "When I tap the sticks, hop, when I rustle the leaves run."

### Sound song

Talk about the words used to describe sounds i.e. rustling, tapping, clicking.

Sing and act out a sound song to the tune of 'Here we go round the mulberry bush' i.e.

"Here we go tapping on the tree...",

"Here we go rustling in the leaves...",

"Here we go stomping on the path...".

### Circle Games

- Duck, Duck, Goose
- Bear and the honey pot
- Guess whose calling you

Slowly, slowly very slowly creeps the garden snail

Slowly, slowly very slowly up the wooden rail

Quickly, quickly very quickly runs the little mouse

Quickly, quickly very quickly round about the house

### Familiar Nursery Rhymes

Consider the camp environments and landscapes:

Puddles - 5 Little Ducks, 5 Speckled Frogs,

Hills/mounds - Jack and Jill, Grand Old Duke of York,

Logs - Humpty Dumpty, 10 Green Bottles, 3 Crows

<p><b>Rhyme toss</b></p> <p>Create a grid in the mud/ground (i.e. hopscotch).</p> <p>Place objects found in the environment in each square.</p> <p>Children take turns to toss stone/object and generate a rhyming word (real or nonsense) associated with the object in the square</p>	<p><b>'I hear with my little ear...'</b></p> <p>Invite children to join game identifying rhyming words in the environment.</p> <p>'I hear with my little ear something rhyming with...bee' (tree)  brick (stick)  packet (jacket) etc</p>
<p><b>Can You Move With Me</b> (tune: Do Your Ears Hang Low)</p> <p>Can you wiggle like a worm?  Can you squiggle? Can you squirm?  Can you flutter? Can you fly?  Like a gentle butterfly?</p> <p>Can you crawl upon the ground?  Like a beetle that is round?  Can you move with me?</p>	<p><b>Yes, No</b> (tune: She'll be coming round the mountain)</p> <p>Do you like to jump in puddles? Yes we do/No we don't.  Do you like to jump in puddles? Yes we do/No we don't.  Do you like to jump in puddles? Like to jump in puddles? Like to jump in puddles? Yes we do/No we don't.</p> <p>Do you like to slide on mud?  Do you like to collect sticks and twigs?  Do you like to play hide and seek?</p>
<p><b>Out in the woods</b></p> <p>Out in the woods with the beat in your feet.  Think of a creature you'd like to meet, (select a child)  (child's name) would like to meet.....  A worm, a worm.  She'd like to meet a worm.</p> <p>Add items based on what the children see e.g. a crow, a beetle, a gull.  Add adjectives to extend the language e.g. a flapping crow, a squawking crow.</p>	<p><b>Did you ever see a frog on a log?</b> (tune: Aye, Aye Yippee)</p> <p>Did you ever see a frog on a log?  Did you ever see a frog on a log?  No I never, no I never,  No I never saw a frog on a log.</p> <p>Did you ever see a bear on a chair?</p> <p>Did you ever see a bee in a tree? etc</p>

### Colour Rhyme

Coloured cards - e.g. red, white, blue, green

Show children the cards and place in four separate parts of the area. Everyone gathers in the centre, say word that rhymes with the colour.

Children run to the rhyming word e.g. "bean" - green, "night" - white.

### Splat!

Place 4 objects on the floor. Divide children into two teams. Say word that rhymes with one of the objects e.g. "cat" for hat. The first child in each team runs to put their hand ("splat") on the object. Repeat for other objects.

To support some children look at the objects first and discuss possible rhyming words or have just two objects to choose from to "splat" and have very different sounds e.g. sock & hat.

### Rhyming Hoops

Draw circles on the ground/stepping stones etc(at least 4). Show children a rhyming object. Children start behind the first circle & jump into each hoop, saying a word that rhymes with their object on each jump e.g. "cat" rhyming card - jump & say "bat-mat-sat-lat" (Allow nonsense words).

Each child has a turn with a different picture. To support children discuss a few rhymes for the objects first.

**Did you ever see a frog on a log?** (tune: Aye, Aye Yippee)

Did you ever see a frog on a log?  
Did you ever see a frog on a log?  
No I never, no I never,  
No I never saw a frog on a log.

Did you ever see a bear on a chair?

Did you ever see a bee in a tree? etc

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