

**Activity:**

LMA with six object boxes ('a', 'e', 'i', 'o', 'u', 'mixed')

**Type:**

Individual

**Age:**

3-4 years

**Material:**

Large Movable Alphabet box (LMA), object box, floor mat

The LMA box is a compartmentalized box with the one compartment for each letter of the alphabet.

The vowels *are* in blue and the consonants are in pink. There *is* more than one piece for each letter.

The object box is a small box with objects which belong to the pink scheme. There *are* six object boxes - one for each vowel sound and one with mixed vowel sound letters

**Procedure:**

- *Carry the* LMA box and let the child hold the object box and bring to the work area.
- Place the LMA box at the bottom right corner. Open the lid and place on the top left corner and then place the LMA box on it. Now place the object box in front.
- Introduce the activity and the materials saying that the LMA box has compartments for different letters and that some *are* in blue and others in pink. Also introduce the object box.
- Now open the object box and place it at the bottom right corner with the lid under it.
- Holding with right dominant fingers bring one object out and place it in front of the child.
- Ask the child if the child can recognize the object.
- Help if the child cannot recognize.
- Place the object in a vertical column along the right side of the LMA box.
- Ask the child to recognize each letter sound *as* they hear it *as* follows:
  - a. What sound do you hear when I say the word 'cat' - 'c' 'at' emphasizing on sound 'c'. Let the child pick up the letter 'c' and place in front. Place the letter next to the object.
  - b. Now for the middle sound "What other sounds do you hear when I say the word 'cat' - 'c' 'a' 't' emphasizing on sound 'a'. While splitting the letter sounds indicate to the ones already on the mat with right index finger. Let the child pick up the letter 'a' and place next to the previous letter.
  - c. For the last sound "What other sound do you hear when I say the word 'cat' - 'ca' 't' emphasizing on sound 't'. While splitting the letter sounds indicate to the ones already on the mat with right index finger. Let the child pick up the letter t and place next to the previous letter.
  - d. Now read the word *as* 'c' 'a' 't' - 'cat' indicating with the right index finger.

- Repeat this with all the objects in the object box placing them in a column with the words beside them.
- *Once all are done read* the whole list again first phonetically splitting each *letter* sound and then saying the whole words, indicating with the right index finger to the letters and then to the object.
- Bring the box forward *and ask* the child to help put back material.

### **Control of error:**

- The object itself is the control of error *as* it decides what word is chosen.
- Correct pronunciation by the teacher *as* it decides what letters the child takes out.
- Visual checking at the end of entire word building *as can* match the object with the word made.

### **Points of interest:**

- The objects chosen should be familiar to the child *so* that the child can say the names easily.
- Initially the object boxes with one vowel only are given and later the child *can* be given the 6<sup>th</sup> object box with the mixed vowel objects.
- Words like 'ant' *are* late pink scheme words and should be given at a much later stage.

### **Aim:**

- Word building by looking at objects.
- Preparation for future reading lessons (decoding) of the abstract form (moving from simple to complex).
- Preparation for future writing (encoding).

### **Application:**

- The same exercise *can* be repeated with the real objects in the environment.