

## VIDEO 5.1

SPEAKER: I see it's motivating to my learners if I use different local materials. And I also want to see if my learners are able to read sounds, words, even sentences using different objects, not only on the board, on the chart, on the plain paper. I want to see are my learners able to read even when I use something different, or maybe something that they are familiar to in the environment?

So, I will talk about my fishing game. During my lesson-- I'm sure you saw it-- I use this fishing game during revision time. The sound, which I used for fishing game, I taught them on Friday. Now, I wanted to see if my learners still remember the sound they learned on Friday using a different object.

And I thought of coming up with fishing gear, because we talked of eating fresh fish. So, I saw learners getting motivated, even the slow learners, I'm sure, you saw them trained to come and do the fishing. When they came, they thought maybe it's all about just fishing. They didn't realise that was reading involved in the game. So, they came fishing like this. And this was the sound we learned on Friday.

And on Friday, I didn't use this game. I only taught them on the board, on the chart, on the cards. Now, I wanted to see if they're able to identify the sounds they learned on Friday when it is written on this small bottle. So that's why I used this game.

This is just a stick, as you can see. I just picked this at home outside. And I stay near General Hospital.

So, I just went in the hospital, picked these small bottles. There was medicine in these bottles.

I picked them, cleaned them, removed the labels which were there. So, I use the marker to write this.

That's all. And there were no costs here. It's just a matter of being creative.

You go outside. You pick. You see what is necessary what you can use for your learners to read.

As you can see, this is just an old carton box. I just picked it. I got an empty sack, where those mini meal.

Then the red words are used.

This is an old [INAUDIBLE]. I just picked it. Then I came up with letters A up to Z. So, as you can see, we have A here, then Z here.

So, from here, all these-- there is A up to Z So what I would do if I want to make up words, I'll just do this.

It is movable, any letter that you want, OK? So, I want to make my words.

I'm looking for sound A. Just pull it like this slowly, nicely. Then I'll do this. Again. OK. So, I've come up the word 'mfwi', the sound. This is the syllable now. The syllable 'mfwi'.

So, you can make any syllable. Why am I using this? I also want to see how my learners are able to read when they use different objects. When words are on the sack, are they able read to identify what they were taught?