

6. DIFFICULTIES

6.1 Complex syllables

When the child tries to compose the first words or sentences by himself/herself, he/she meets syllables made difficult by fused or strengthened sounds.

Therefore it is necessary to face the problem by starting to make the children listen and produce sounds with two or three different instruments, used first regularly and then contemporaneously.

On the wall alphabet the difficulties are outlined in this way:

c	schi	sche	sca	sco	scu
	chi	che	ca	co	cu
	ci	ce	cia	cio	ciu
	sci	sce	scia	scio	sciu

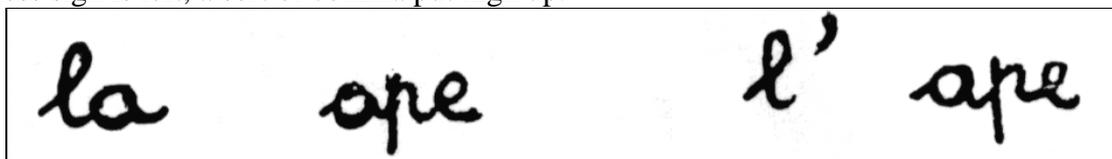
g	ghi	ghe	ga	go	gu	gli	gn
	gi	ge	gia	gio	giu		

For the “c” and the “g” the hard and the soft sounds are distinguished by means of musical instruments.

The “q” is introduced already combined with “ua”, “uo”, “ui”, “ue” because in this way confusion is avoided for the pairing of “c” and “u” in words like “cucina” (kitchen), “culla” (cradle), ...

q	qui	quo	qua	que
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The use of apostroph recalls a problem of fusion of sounds to obtain a more fluent pronunciation and reading. Something is thus taken away (“apo” = from, “stroph” = take away) and at its place a soundless sign is left, a sort of comma put high up.



l'ape = the bee

Cards are used.

pesce

il pesce nuota nel mare

il pesce nuota nel mare

il pesce nuota nel mare

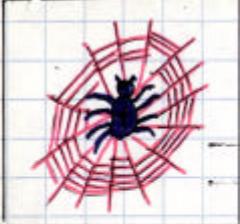
pesci

io pesco i pesci

io pesco i pesci

io pesco i pesci

pesce = fish
il pesce nuota nel mare = the fish is swimming in the sea
pesci = fishes
io pesco i pesci = I am fishing the fishes

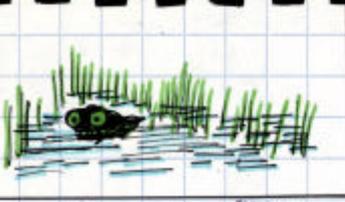


ragnatela

il ragn^o fa la ragn^atela

il ragn^o fa la ragn^atela

Il ragn^o fa la ragn^atela



stagn^o

la rana nello stagn^o

la rana nello stagn^o

la rana nello stagn^o la rana nello stagn^o

ragnatela = spiderweb
 il ragn^o fa la ragn^atela = the spider makes its spiderweb
 stagn^o = pond
 la rana nello stagn^o = the frog in the pond



tam**m**buro

batte il tam**m**buro : tum, tum, tum

batte il tamburo : tum, tum, tum



toc
toc
toc

cuore

batte il cuore : toc, toc, toc

batte il cuore : toc, toc, toc

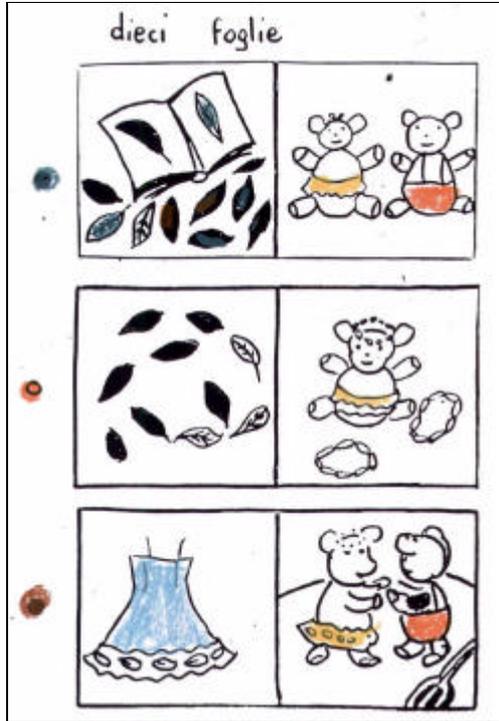
(cuoco - cuoio -)

tamburo = drum
batte il tamburo = the drum is beating
cuore = heart
batte il cuore = the heart is beating

For “gli” and “gn”, even if using cards and doing practicals, we prefer as usually to build up a story on a subject. Small dictations are done.

Reading of images.

Dieci foglie = ten leaves



Dieci foglie in un libretto
 per la moglie dell'orsello
 gialle, rosse, marroncine //
 lei si fa le coroncine //
 lei le cuce sul vestito
 e va al ballo col marito

foglie
 foglie

moglie
 moglie

dieci foglie in un libretto = ten leaves in a booklet
 per la moglie dell'orsello = for the little bear's wife
 gialle, rosse, marroncine = yellow, red, brownish
 lei si fa le coroncine = she makes little crowns with them
 lei le cuce sul vestito = she sews them on her dress
 e va al ballo col marito = and she goes to the Ball with her husband
 foglie = leaves
 moglie = wife

7 parti



oretto

orsetto

7 lettere

o r s e t t o

o r s e t t o

orsetto
orsetto

orsetto
orsetto

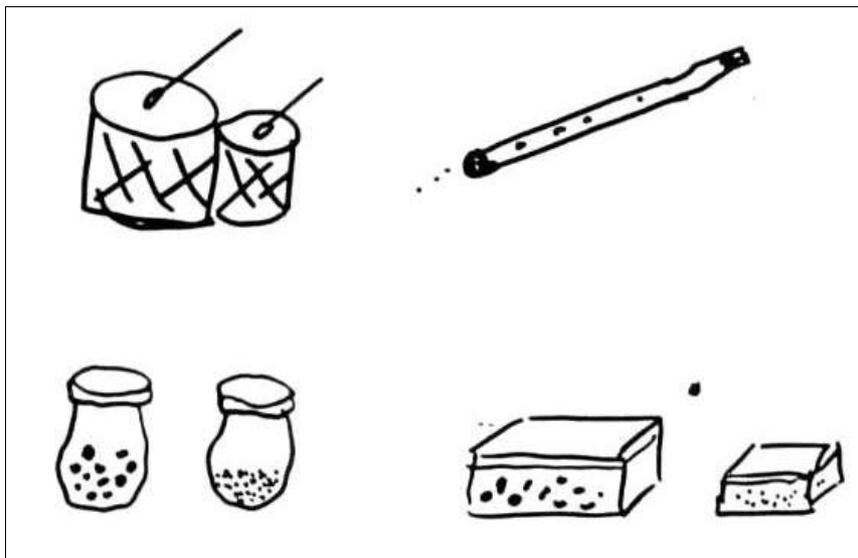
orsetto = little bear 7 parti = 7 parts

6.2 Strengthened sounds

The strengthening of the sounds usually occurs by an accent on vowels and the doubling of the consonants.

The teacher proposes again exercises of listening and production of sequences with variable intensity. However the variations on the same datum are perceived by sight, smell, taste, touch and movement.

Going back to hearing, the children will practise with two different instruments and will be invited to do their best in building personalized instruments with boxes, tins, sand, salt, rice and pasta.

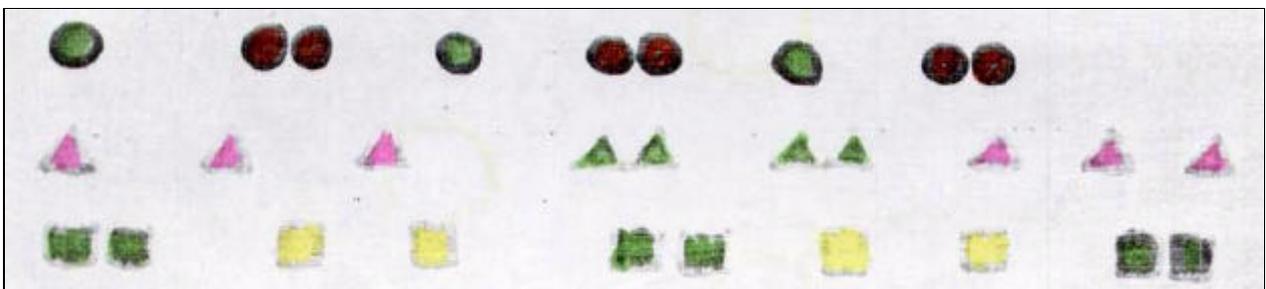


We pair a coloured symbol with the sound of an instrument.

We sound and draw sequences in which the doubling of the symbol corresponds to the strengthening of the sound.

On the blackboard two or three sequences are drawn. A child mentally chooses a sequence and sounds it at will.

The rest of the class listens, observes, compares and tries to understand which sequence it is.

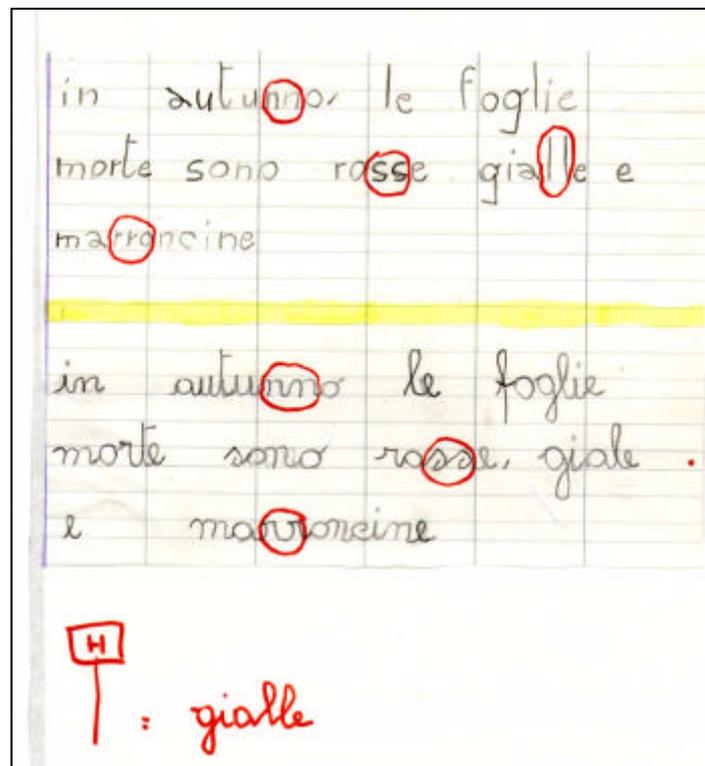


Small dictations are done (explanation at the 7th Chapter).



pesco i pesci = I fish the fishes

in autunno le foglie morte sono rosse,
gialle e marroncine =
in autumn the dead leaves are yellow,
red and brownish

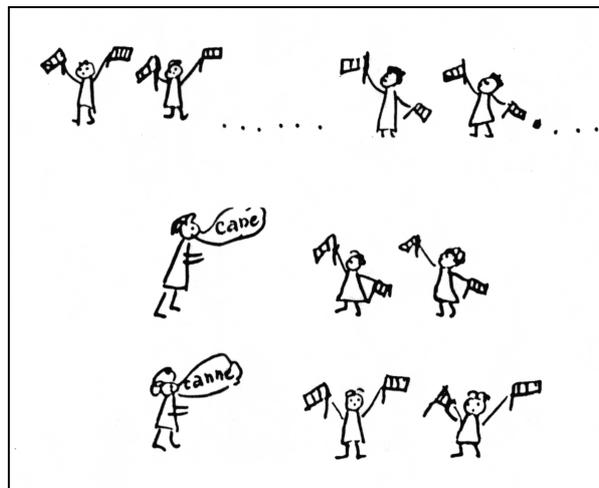


At the gym

We exercise with steps and movements decided by all together

- an ant's step = a simple sound
- an elephant's step = a doubled sound
- a jump to the high = a sound with accent

With a drum the teacher beats short sequences while the children make the movement decided. The exercise is varied with the use of small flags or tufts made of crinkled paper. The image of these experiences is recalled by the teacher while preparing cards, which are hence made more interesting.



<u>the game of the steps</u>		
	<u>formica (ant)</u> cane (dog) pane (bread)	elefante (elephant) canne (reeds) panna (cream)

<u>the game of the flags</u>		
	1 <hr/> casa (house) rosa (rose)	2 <hr/> cassa (box) rossa (red)