

Abstract

This thesis focuses on work with reading cubes and with game named Story Cubes. It deals with possibilities how to use it to support reading literacy, understanding of text and speech development of pre-school children.

The theoretical part first introduces characteristics of preschool children and describes reading literacy development in preschool age. Then it deals with principles of work with reading cubes and Story Cubes and with possibilities to use it in kindergarten.

The thesis also includes a practical part which suggests other usage options for reading cubes. There are created specific lessons with reading cubes for preschool children, which follow the rules and recommendations mentioned in the theoretical part. These lessons were repeatedly implemented at kindergarten to be able to observe reading literacy development of each child in time. The hypothesis that preschool children can use selected reading strategies while working with reading cubes, and at the same time, these readership activities support the interest of children in books and related activities, proved to be correct. These children also expanded their vocabulary and improved expressing abilities through Story Cubes activities.

KEYWORDS

reading pre-literacy, reading cubes, Story Cubes, pre-school education, kindergarten