

**Unit 3**

**Planning Guide**

**Teaching Phonics**

## Week 5

### Session 1

#### Introduction to Teaching Phonics

##### Activity Detail: (20 minutes)

- Divide the class in pairs and ask student teachers the following questions:  
What are Phonics?  
What is difference between Phonemic Awareness and phonics?
- Allow time for discussion and elicit responses.
- Provide the following explanation:

To help teachers children recognize words as quickly as possible, teachers can systematically show them the relationship between visual cues (letters) and speech sounds they represent. This is what the teaching of phonics is all about. After words have been identified and have been met many times, they can be recognized automatically, in much the same way as we automatically recognize an old friend. Words that are automatically recognized become part of a child's "sight vocabulary" and further strategies for identification are no longer required for those particular words. When the child arrives at this automatic stage with the majority of words she encounters. The child can then move on to more interesting tasks.

### Whole-Class Discussion (20 minutes)

#### Why phonics instruction

- Prepare a slide or write the following statements about the topic on a flip chart or board.
- Divide the class into groups and ask them to discuss whether or not they agree with the statements.

- Direct phonics instructions provides a clear path to fluent reading. Phonic instructions helps children associate letters with their sounds
- The purpose of phonics instruction is to teach beginning reader which printed letters and letter combinations represent certain speech sounds heard in words

- Allow time for discussion and ask groups to present what they discussed and understood about the statements.
- Give your input after each presentation. Input is to be given to guide Teacher Students on the right direction.

#### Beginning Phonic Instructions

(15 minutes)

Tell the student teachers that now they will have a chance to encounter and discuss on beginning Phonic Instructions.

- Display the following points on multimedia or on a chart
- Explain following three points on beginning phonic instructions

(1) To maximize progress the beginning reader must acquire three closely related skills.

- Using letter sound relationships
- Acquiring a sight vocabulary of immediately recognized words
- Gaining meaning from the context

(2) Essential to early reading instruction is teaching children how to crack the code and how to associate printed letters with the sounds they represent.

(3) Beginning readers read words in four ways:

- By sight (memorization)
- By sounding out each letter
- By association (Comparing new patterns to ones already known)
- By guessing from the context

## Week 5

### Session 2

#### Approaches to Sounding out Words

##### Whole class discussion: (15 minutes)

- Recap the previous session summarizing the key points of beginning phonics instruction.
- Now ask them to discuss the following questions:  
How can students practice sounding out words when reading? Why is this useful for learning to read? In your own language learning experience, what did your teacher do to help you sound out words?

##### Interactive lecture (30 minutes)

- Use the information below and create a fill-in the blank exercise, which Student teachers are to fill in as you give a lecture on the topic. Stop at times to allow Student Teachers to check their answers in pairs.

#### Approaches to Sounding Out Word

- The teacher of emergent readers should start with one or two regular words that contain a targeted sound and model this sound several times every day.

Use this or a similar script:

Listen when I say a letter I'll say its sounds I'll keep saying its sound until I touch the next letter. I won't stop between sounds.

[Example: sssssaaaat or Mmmmmaaaaa nnnnn]

کتاب ک ک ک ک ک ک ت ت ت ت ت ت ب ب ب ب ب ب  
لی ل ل ل ل ل ل ی ی ی ی ی ی

My turn to sound out this word.

[Put a finger under continuous sound for 1 or 2 second]

Now you sound out this word with me get ready.

[Touch each sound and say them with the children]

Your turn. Sound out this word by yourselves get ready.

[Touch the word and let children make the sounds.]

[Encourage individual children to try it with new words.]

- When children are able to blend two other sounds together to make a word they are ready to tackle more difficult combinations through phonics and association.
- Although such sounds should be modeled whenever new words come up incidentally, they can also be taught directly by explaining the use of following approaches.
- Make the first sound. Add the second sound. Put them together before adding the third sound.

Example: "P", "Pa", "Pan".

مثال: بکری۔ ب۔ بک۔ ری

(پ اور ت کو ملائیے "پت" بنا

اب "پت" کو "تا" سے ملائیے

یہ بن گیا تھا)

- Make the first sound and add the rime. Example: "b" "oat" boat.

مثال: "ا"، "دھر"، "اُدھر

اُ

ج "دھر"، "جُدھر

- Look at the rime first and PUT IT TOGRHTER BACKWARD.

Example: "eam", "dr" dream

وا س سوا

روا ر

دوا د

ہوا ہ

- Identify the word parts you know.

Example: "re" "turn" ing" equals returning

مثال: اس " + " تق + با " استقبال

- Ask yourself: What do I know the about this word?

Example: Appointment: I know the word "point"

مثال: اظہار: میں " ہار " کا لفظ جانتا ہوں۔

- Say to yourself: Glisten? I know the word "listen" that looks like this word. Adding a "g" makes it "glisten" that sounds right.

تیسر: میں شیر کے لفظ کو جانتا ہوں

اس لفظ سے پہلے ت لگانے سے یہ تیسر بن گیا۔

### Wrap up

(15 minutes)

Invite students to ask questions about the shared information regarding approaches of sounding out words.

Sample Questions: What are the most commonly used approaches? What are some considerations to take into account when using these?

### Suggested Assignment

(5 minutes)

- Divide Student teachers into 6 groups.
- Ask groups to prepare an activity selecting one of the approaches of sounding out words. Ask groups to prepare an activity big enough to hang or paste on the classroom walls of their classroom.