

WEEK 6/SESSION 3

Lecture: 10 minutes (Alphabetic Knowledge)

Explain that alphabetic knowledge requires:

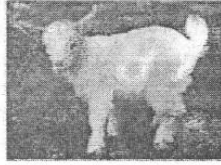
1. Letter shape recognition
2. Letter name knowledge
3. Letter sound knowledge
4. Writing out (printing) letters
5. Rapid letter naming.

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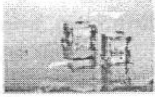
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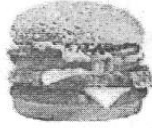
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Distribute **Handout Urdu Qaida**. Asking students to work individually, direct them to consider how they might develop alphabetic knowledge in a Katchi class full of emergent/beginning readers using such a qaida. (Allot no more than 5 minutes for this.) Ask student-teachers to reflect:

- How might you use this qaida to teach phonological awareness?... to teach the alphabetic knowledge?
- What else might you do to develop children's phonological awareness of the letter bae? Give examples.

Note: Student-teachers should know by now that 'phonological awareness' of this letter requires that children recognize the /b/ sound in oral language, at the start and in the middle of a spoken word. To acquire 'alphabetic knowledge' of this letter, children will need to be able to recognize the shape of this letter in all its written forms, be able to find/identify it in a written word, be able to connect it to the sound it makes and be able to write it out (on a paper or another medium e.g. with a finger in the air or in sand, with chalk on a board etc.)

After about 5 minutes, direct student-teachers to find their nine-o'clock neighbor to share their ideas and come up with new ones.

(Word Recognition)

NOTE: Link this slide to the preceding activity:

1. A beginning reading program should include the following elements:

- Alphabetic knowledge activities

Activities in which children learn to identify and name both upper case and lower case letters.

- Games, songs, and other activities

Activities that help children learn to name letters quickly (rapid-naming)

- Writing activities

Activities that encourage children to practice writing the letters they are learning.

2: In order to read words, students must build knowledge about the relationships between the letters (graphemes) of written words and the individual sounds (phonemes).

○ **Phonics** is the understanding that there is a predictable relationship between the sounds of a spoken language and the letters and spellings that represent those sounds in written language.

Phonics instruction means helping beginning readers connect sounds to letters and words on the page.

- This teaching must be explicit: children will not learn it on their own.

- This teaching must be systematic: It must follow a clearly defined sequence, with easier tasks being taught before more challenging ones.

Once students master letter sounds, they can be taught how to blend letter sounds together to read simple words.

3: Word Recognition is the ability to associate a printed word with its meaning or “decode” the word.

There are TWO WAYS to achieve word recognition:

Phonic Decoding	Sight Recognition
When a student uses his or her knowledge of letter-sound relationships to accurately read a word. This process involves sounding out and then blending graphemes (letters) into phonemes (sounds) to form recognizable words.	Also called “whole-word” learning, this requires readers to learn entire words—recognizing them automatically by sight, like one recognizes a picture or a design. This is also a strategy that skilled readers use.

4: There are some words that readers recognize automatically. Our brains seem to process these words in the same way that we recognize a familiar face. There is no need to decode these words. This is because recognizing sight words means knowing what a word looks like, recognizing its whole body instead of as a collaboration of individual letters. (E.g. the word ‘the’. Similarly, a child might not know his Alif Bae Pae but still be able to recognize the word “Pepsi” on a billboard.)

Reading teachers usually teach sight recognition of “high frequency” words. These are words like *of*, *the*, *am* etc. that appear most frequently in written material. Researchers have found that children who can recognize 100 high frequency words based on sight will be able to read up to 50% of almost any text!

Reading teachers also teach sight recognition of words that “break the rules” of simple phonics...these are words with irregular spellings.

Homework (5 minutes + out-of-class time)

Tell student-teachers that while researchers in English have come up with lists of words that appear with high frequency in English texts, there are no ready resources for such word lists in Urdu.

Challenge students to come up with a list of 25 high frequency words in Urdu. (e.g. *hai, mein, ka, ke* etc.)

Independent Work

1. Randomly select 3-5 pages of various Urdu texts—of totally different content and level. These texts can be high-level (suitable for proficient reading) for example, pages from newspapers, magazines, novels etc.
2. Read through these texts, picking out the words that appear again and again, charting the total number of times that they appear.
3. Pick 20-25 words that appear most frequently and create a list of these to share in the next session.