

## APPENDIX A

## Specific Details of Tasks Included in the Program

The program presented here is an integral part of the study on "developing a classroom instruction program for primary school children with learning difficulties".

The broad objective of the study was "to develop, implement and evaluate a classroom instruction program for primary school children (standards II and III) with learning difficulties (specifically, reading and writing) such that it is content as well as skill based".

The specific objectives of the program were

1. To improve childrens' skills in recognition, identification and naming of simple as well as complex words present in Readers prescribed for II and III standards.
2. To increase the ability for listening comprehension.
3. To enhance the ability to follow verbal and written instructions.
4. To help improve the quality of hand writing.
5. To help children write correctly the words they use in written and oral communication.
6. To help develop oral and silent reading skills.

The tasks described herein cater to the basic essential components of reading and writing as stated above while only some examples of the program are provided here, the detailed program is given in Appendix E. Within each of the six specific skills the tasks are sequentially arranged, moving

from simple to complex. The simple tasks are based upon content familiar to the children. They attempt to crystalize the known and concentrate on labelling simple nouns and a few basic concepts. From these, the tasks move on to expanding the child's repertoire of words and nouns. The tasks further move up the hierarchy to expand the use of language as an expressive and descriptive tool. Finally the hierarchy culminates into use of language for reasoning, categorizing and cataloging.

This is a general description of the principles guiding the hierarchy of the total program. The sequencing of activities in each area is inter-connected, moving from simple to complex. All the activities are built from the Readers in use in standards II and III in their content coverage. In completing these tasks a child is required to employ basic skills needed for reading and writing. They are described below:

1. Visual perception: This requires a child to make a mental image of what she/he sees so that when asked to reproduce she/he can do so without additions, subtractions and distortions. Visual perception encompasses three specific skills:
  - a. Visual discrimination: ability to recognize what is seen and differentiate it.
  - b. Visual memory: ability to remember what is seen.
  - c. Visual sequencing: ability to remember the order of things seen.

2. Auditory perception: This refers to the ability to record correctly, what is heard. It focuses on the ability to record the sound accurately. The specific skills include:
  - a. Auditory discrimination: ability to recognize what is heard.
  - b. Auditory memory: ability to remember what is heard.
  - c. Auditory sequencing: ability to remember the order of things heard.
3. Synthesis of visual and auditory perception: The learning of language-reading or writing requires a synthesis of visual and auditory perception. Besides this a child requires adequate eye-hand co-ordination.
4. Related skills: Apart from the basic skills described above, reading and writing require use and training of certain other special skills namely, logical thinking, classification, categorization and following instructions.

The activities and tasks contained in this program demand the use of these skills singly or in combination. A task, while catering to a particular component, also enhances the basic skills involved. Specific attention to a particular task has been given in order to add clarity and direction. Yet it is duly recognized that even though at times it is important to place primary emphasis upon one task or even a smaller segment of it, it is integrated into the total program.

Though the program caters to each individual child and

her/his level of ability, the tasks are prepared keeping in mind the classroom setting. The major consideration here is to see how individual needs can be met via a group program. Since it is simply not feasible to teach every child individually in a large classroom, the only alternative is to employ a strategy that utilizes frequent regrouping of children according to their learning needs. Hence each activity can find its use in the standard classroom. Use of any specialized materials, techniques or elaborate preparations is deliberately avoided. The whole program can be implemented by a classroom teacher in a class with the materials available to her. Further, the program lends itself to variations depending on the nature and complexity of each child's problems.

The program is meant to serve as a guidelines to the teacher and by no means claims to take care of all deficits. It is hoped that this program will enable the teachers to work more systematically with children who encounter difficulties in learning to read and write. It must be remembered by any one who deals with children that 'no two children are alike'. Every child is likely to be at a different level, having a different combination of difficulties. Hence no one set formula is the answer to a problem.

Various tasks presented are ofcourse correlated and if we want to maximize the outcome, a consideration of the methods of teaching of these components is important. Some general guidelines for the teacher are offered without being too specific. Ultimately how the program would be used will

depend on the children as well as the teacher.

Guidelines for Teachers

1. Where to start a child?

- a. All the children can be started on the program at the same level if a teacher does not have the information about the specific level of a child. Then on, each child will move from one task to another as per the rate of his performance. The task where a child stops would be the "basal level" for that particular sub-area. Generally, it is likely that the basal levels for different sub areas would be correlated since these together feed into the general level of a child. However, it is quite likely that a child may perform high in comprehension but not in silent or oral reading.
- b. If a teacher, on the basis of classroom observation, can determine a child's level, then she can start him accordingly. If necessary this level may be shifted upward or downward depending on a child's performance.
- c. While all are engaged in a program it is natural that each child would be at a different level involved in different task. While the group remains the focus for the teacher, she can move around in the classroom, attending to sub-groups.
- d. Variations and additions in each task appropriate to the children's requirements should be made. In each

component there is a possibility of adding various tasks as it is impossible to construct a list of minimum essentials for any heterogenous group.

- e. Encouraging an active "child to child" interaction can pay high dividends. Children seem to learn best when they have a part in setting their targets, deciding upon means of accomplishing these targets and in determining the rate of progress. The bright children can be used as "aides" in rotation.
- f. The teacher is the key as far as the success of the progress is concerned. Her efforts, encouragement and guidance will lead to ultimate success.

## I. Reading

1. Hearing sounds in words: General objective: To promote the ability to listen to and identify different sounds. Specific objectives: (a) To promote the ability to listen carefully, (b) To recognize different sounds and reproduce them.

### Task 1

The teacher holds a box full of different objects like flower, ball, pen, doll, etc. She calls a letter, the child has to listen carefully to the letter sound and pick out the object that begins with that particular letter sound.

### Task 2

The teacher calls out a particular letter along with three words. The child has to listen carefully to the letter sound, identify and say the word that begins with that letter sound, from the set of words. Similarly, the next step is to identify and say the words that end with the given letter sound. The third step was to identify and say the words that begin and end with the given letter sound.

### Task 3

A picture of a tree is presented to the child. There are four pictures hidden in the branches names of which end with a particular letter sound. The child has to find out all the four pictures. Similarly, various letters/words are

written in the tree and the child has to identify each on the basis of its sound.

#### Task 4

A set of pictures or objects is collected with small sound variations between the names. A series of these are used to cover all the simple consonant and vowel sounds, such as Ss, ss, zzz, zzz, &ss, &ss and so on. The child has to listen carefully to the words and repeat the same.

#### Task 5

A set of rhyming words are prepared and presented on individual cards or written on the blackboard. The child is presented with objects or pictures which correspond to the rhyming words. The child has to pick the object with the rhyming name and say the word.

2. Word recognition: General objective: To develop the skill of recognizing words. Specific objective: To develop skills of identifying words and expressing them orally.

#### Task 1

Pictures are collected covering all the letters of alphabets. The teacher shows a picture and the child calls out the name of the picture.

#### Task 2

A set of alphabet letters and barakhadi letters are presented on a card or on the blackboard. The teacher points to a particular letter and the child has to say that letter aloud.



Task 3

Two sets of alphabet letters are presented to the child on a card. The child has to point out the identical letters from the given set. Similar procedure has to be adopted for barakhadi letters and words.

Task 4

The child has to find out the odd letter from the given set of letters. Similar procedure has to be adopted for barakhadi letters and words.

Task 5

A set of pictures are presented to the child. The child has to write the correct word corresponding to that picture.

Task 6

A set of words are presented to the child. The child has to encircle the correct spelling for the words given.

3. Listening Comprehension. General objective: To promote the ability to listen and comprehend the given instructions as well as the passages. Specific objectives: (a) To promote attention span, (b) To develop the ability to comprehend and execute the given task by listening to instructions, (c) To develop the ability to recall.

Task 1

Cards containing certain directions have to be prepared. Each card gives directions leading to the next. The child has to read the directions, understand them and follow what has been written.

Task 2

The teacher introduces certain order words, viz clap, stand, sit, bend, lift, move, touch, open, close, etc. through giving the following instructions to the children in a group:

- a. Open your mouth and close your eyes.
- b. Sit down on the floor.
- c. Bend down and touch your feet.
- d. Stand up and put your hands on your head.

Task 3.

The teacher calls out various verbs such as weep, laugh, push, pull, etc. The child has to act out the verb.

Task 4

A few passages are picked out from the text books of standards I to IV in order of their increasing complexity. The teacher reads aloud the simple passage and the child has to listen to it carefully. After that the teacher has to ask the child to say about what he heard. Questions on the basis of the passage read have to be asked and the child has to answer the questions. If the child answers all the questions - correctly then the teacher moves to the next passage and so on.

(4) Oral Reading.

General objective: To promote the ability to read aloud the given written material. Specific objectives: To develop the ability to read aloud with emphasis on: (i) clarity, (ii) pronunciation, (iii) information, (iv) pause, (v) fluency.

Task 1

The child is presented with cards each containing ten to twelve letters from the alphabets, chosen randomly. The teacher point out the particular letter and the child had to read aloud the same. Drilling has done when necessary individually, as well as in groups to take care of pronunciation, intonations, clarity etc. The same procedure has to be adopted for barakhadi-letters (thus this activity covers all letters of alphabet in sets). There are five such sets.

Task 2

A comprehensive list of words arranged in the order of increasing complexity is prepared. These words are entered in cards each containing ten to twelve words. The child is presented with a card and he had to read aloud the words given therein. The clarity, intonation and pronunciation of the words have to be observed carefully with particular reference to such aspects as omission, insertion and reversals of sounds. In case of certain mispronunciation, the child has to repeat the set of words presented in a particular card..

Task 3

A fairly large number of sentences are picked out from the text books of standards I to IV. They are classified on the basis of their structure. Cards each containing four to five sentences, prepared for each category. The child is presented one card at a time and he has to read the sentences on the card aloud, with proper punctuation, stress all information and fluency.

#### Task 4

A few passages are picked out from the text books of standards I to IV and are arranged in order of complexity. These passages are presented on different cards. The child is first presented with the simple passage. He has to read aloud the passage with proper punctuation, stress out information and fluency. If he reads the simple passage correctly and answered all the questions, then he is presented with the next passage which is relatively more complex and so on.

#### (5) Silent Reading

General objectives: To promote the ability to read and comprehend the material read silently and to be able to answer questions based on the same. Specific objectives:

(a) To develop the ability to read to himself. (b) To promote concentration on a given task. (c) To develop the ability to comprehend.

#### Task 1

To child has to read the set of alphabets on a given card to himself silently. The teacher points out a letter from the list of alphabets randomly, and the child has to say that letter aloud. In this manner all the letters in the alphabet have to be covered with the help of various cards.

#### Task 2

The child has to read the set of barakhadi letters on a given card to himself silently. The teacher calls out the barakhadi letter and the child has to encircle that parti-

cular letter. In this manner different sets of of barakhadi viz. ॐ, ॐ ..... ॐ, ॐ ..... ॐ, ॐ ..... and so on are prepared to cover complete barakhadi letters.

### Task 3

Sets of ten words each, with increasing complexity, are prepared and presented to the child on separate cards. The child has to read these words to himself silently. The teacher calls out the word randomly and the child has to point out to that particular word on the card.

### Task 4

A fairly large number of sentences are picked out from the text books of standards I to IV. They are classified on the basis of their structure as declarative, interrogative etc. Cards, each containing four to five sentences, are prepared. The child is presented a card and he has to read the sentences to himself silently for two to five minutes. After this, the teacher points out a particular sentences and the child has to read the same aloud.

### Task 5

A few passages are picked out from the text books of standards I to IV and arranged in increasing complexity. The child has to read the passage silently for five to eight minutes. Based on the passage presented, the teacher asks a few simple questions which the child has to answer.

### Writing.

General objective: , To develop the skill of writing correctly with regard to shape and size of letters.

Specific objectives: (1) To develop the skill of hand eye co-ordination. (2) To develop the skill of writing letters in correct shape and size.

#### Task 1

The child has to join the shapes given in the work sheet with a straight line.

#### Task 2

The child has to trace the pattern from left to right.

#### Task 3

The child has to copy the design as it is presented in the work sheet.

#### Task 4

The child has to trace the alphabets and barakhadi letters in the copy book given to him.

#### Task 5

The child has to write the alphabet letters and barakhadi letters in the work sheet with neat hand-writing.

#### Task 6

A few half written letters are presented in the work sheet to the child. The child has to complete the letters presented.

#### Task 7

A jumble of letters are presented to the child. The child has to arrange these letters and write them in alphabetical order.

Task 8

The teacher writes a letter on the board. The child is asked to add a letter to it to form a word. A letter can be added in any direction to expand the word.

Task 9

The child has to write the words given on the work sheet with neat handwriting.

Task 10

The child has to write the sentences provided in the work sheet with neat handwriting and correct use of punctuation marks.

Task 11

A jumble of words are presented on a work sheet. The child has to make meaningful sentences and write them in the worksheet.

Task 12

The child has to write the passage presented in the work sheet with neat hand writing and correct use of punctuation marks.

Task 13

A few sentences are presented to the child. The child has to arrange them in sequential order to form a story.