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Final Report

by

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EDUCATION SECTOR SUPPORT PROJECT
Peshawar, Pakistan

CONSULTANT' FINAL REPORT - DONNA M. OGLE

Date of consulting work: August (18 travel started) 21 - Sept. 16.
1993

SCOPE OF WORK:

To work with the long term advisors to develop a model structure for training specialists and teacher trainers:

in the use of "Whole Language" methods, strategies and techniques by transferring those used where English is the medium to teachers in classrooms where Persian or Pashtu is the language of instruction.

in the use of "Whole language" methods, strategies, and techniques across the curriculum in science, social studies and mathematics

1. To provide a series of workshops for adult literacy teachers, teacher trainers and instructional design specialists on Whole Language theory and methods using as a focus one of the books developed by the project on Homes in Afghanistan.

2. To work with the female adult literacy program in the development of a series of very easy reading books that communicate themes of health and nutrition

3. To work with the Instructional Design specialists and the Master Teacher Trainers to continue the development of the curriculum for primary grades.

4. To visit the female adult literacy teachers in Quetta and Peshawar to support their efforts in developing a curriculum for home schools

WORK SCHEDULE:

Week One:

1. Conducted a series of three workshops for the Instructional Design team, ECA members and the male master teacher trainers on Whole Language methods and strategies (20 in attendance)
2. Conducted a series of four workshops for the Female Teacher trainers and the Adult Literacy Teachers on Whole Language Methods and Strategies (28 in attendance)
3. Attended graduation for a group of female teachers who had completed a teacher training course in Peshawar

Week Two:

1. Met with the Instructional Design team in Language Arts to begin to find ways I could be helpful in their process. We defined critical issues, sent a fax to Dr. Howard Faber, and began to outline a structure for thinking of a weekly model of learning.
2. Conducted a full day workshop for adult literacy teachers in Quetta on Whole Language theory and strategies
3. Visited four classes of home schooling and discussed teaching with the teachers
4. Visited demonstration school class

Week 3:

1. Met regularly with language specialists to develop the design for the language curriculum for grade one
2. Developed the model for lesson writing for grade one and worked with AmouZgar in writing the materials that provide the overview of the total curriculum scope and sequence and grade level objectives

Week 4:

1. Conducted 2 workshops with the female teacher trainers on how to develop weekly curriculum guides for the language arts program
2. Developed a plan for simple books for the adult literacy program based around themes of health and nutrition. Met with the team of Trina, Sitara, Abdali, Nawabi, and Zamani to draft these books.
3. Visited home school to become more familiar with the progress of these classes after being implemented for two months

REPORT ON ACCOMPLISHMENTS:

I. Develop Whole Language educational program

During the first two weeks I presented a series of workshops to Instructional Design Specialists, Master Teacher Trainers, ECA members and Literacy Teachers about whole language. I was given excellent help in planning for this series during a meeting in Omaha with Howard Faber, Ivelyn VanEvery and Jerry Boardman prior to this visit. They suggested that I use one of the books that had just been produced by the Project, Houses in Afghanistan, develop a plan for how to use this book as a focus for teaching using a whole language orientation and do some demonstration teaching. The workshop was four days: the first day outlined the foundations of whole language in the research on how children learn language and in learning theory. The subsequent three days were based around the theme Houses in Afghanistan. On the second day I explained how I conceptualized a week of instruction to develop concepts in social studies and skills in language arts. I provided a model of a week's activities (see Appendix A) so the participants could understand the planning process. Then I asked them to

participate in a series of activities that are consistent with the philosophy so they could experience Whole Language in action.

I modeled the integration of social studies and language arts by using the content of social studies as the basis for learning. Each day activities involving writing, reading and speaking were designed to model the importance of language in thinking and learning.

Reflecting on the three workshop experiences I think some of the tenets of whole language are going to take some time to become accepted. These leaders have a model of literacy development that involves learning all of the alphabet before beginning any reading of meaningful text. Second, the idea of children engaging in scribble writing using invented spelling is also counter to practice. The teacher reading to children and writing meaningful text on the board is also new. The concepts of invention, experimentation and construction of meaning are important and will take some continued reinforcement. The teacher as a model of literacy using meaningful materials early in literacy development is also a change that can be reinforced in the future. The development of the very easy books for the women's adult literacy home school program may provide a tangible vehicle for the Afghanistan leaders to see in a very direct way the impact of whole language. I found the groups receptive and interested; now they need experiences to make these ideas more concrete.

2. Develop a series of easy books for female literacy classes

The team of educators, illustrator, and health specialist worked together to develop 8 small, easy to read books on the topic of health and nutrition. (Abdali, Trina, Sitara, Zamani, Nawabi, and Donna with Asil coordinating) These books each contain from 8-10 different words that are within the first levels of learning in the Female Adult Literacy Book. We designed the books to be very simple to read, with pictures communicating much of the meaning. (See Appendix D)

The topics for the books were selected by the group based on what they decided were the most critical issues in health and nutrition faced by women and girls in the current situation in Afghanistan. The issues also had to be ones we could illustrate and describe easily. (Therefore vaccination, for example, was left for the second level.) The eight topics that were selected include:

- washing hands and food (Melons for Baba)
- care for burns
- sources of clean water
- benefits of eating vegetables
- care for wounds
- dehydration and what to do
- healthy baby care
- creating a clean house

Each of the books was then designed using seven pages of illustration with one line of simple text on each page. These have all been created in mock-ups and are nearly ready to be turned over to production people. (See Appendix D)

This team worked together very well and could create the next level of books using the vocabulary from level IV in the Literacy Book with a few additional simple words. There are many possibilities for further topics that will be valuable to women and girls. How to use the books in the women's literacy classes also needs to be addressed so the teachers feel comfortable using them early in the program of literacy. Some basic guide for the teachers in how to introduce and use the books should be written. This guide could include more information about the content of each book so the teachers could provide more explanations of the topics. We are especially concerned that on some topics like dehydration the simple pictures and vocabulary would be much more meaningful if the teacher could provide amplification of the ideas. The literacy teachers are confident that women and girls are eager to read more about the basic issues of their lives - health, child care, cleanliness, cooking and sewing.

3. Develop Curriculum for Primary Grades:

I have worked primarily with the language team to design a model for the beginning curriculum that includes oral language as well as writing and reading. Several issues needed to be addressed and we have constructed a design based on weekly units of instruction that include stories and learning the alphabet within this meaningful context. From the beginning of instruction teachers will tell interesting stories to their students. Later students will read stories in their texts. From these the skills of the alphabet and writing will be developed. Pacing of instruction is also an issue. Based on their experiences with the demonstration school we decided not to teach each letter in all forms initially. Rather we are teaching the letter in initial position and only introducing for recognition the letter in middle and final forms. Teams of specialists will write weekly plans using the model developed by Dr. Faber - pre-teaching, teaching, practice and application with evaluation occurring throughout the week as well as on the sixth day.

Several of the directions for writing that I developed are included in the appendix. (See Appendix B) We tried this model with the female master teacher trainers and they understood it and were able to write drafts of weekly curriculum plans.

My recommendation is that the language team develop a timetable for the production of weekly plans. We have assigned particular weeks in the first grade curriculum to individuals and teams so they know their areas of responsibility. The women master teacher trainers have learned how to design weekly plans and have started four weeks of lesson plans. It would be good to continue to have them complete these and they could do so under the direction of Amouzgar. The 17 weeks of lesson plans will then be piloted by three groups - the instructional specialists, the female master

teacher trainers and the male master teacher trainers. With this input the final form of the curriculum should be practical and sound.

The model of whole language is new and at each step all those writing and using the ideas need support and encouragement. Sharing how students respond and what they learn through the activities will help the groups gain confidence in what they do.

During the second half of each year the language and social studies curriculums will be combined so language will be taught through the vehicle of social studies. The scope and sequence for this integration still needs to be developed. Of particular importance is attention to the words students will learn to read in first and second grades. The three curriculum areas need to be coordinated so students are not overwhelmed by reading. Both the extend of the words included in the three texts and the amount of reading need to be carefully determined. If each curriculum area makes a master list of words used in student texts decisions can be made about what is appropriate and how to create overlapping vocabulary.

From my meetings with the social studies team we developed a plan for the next steps in their work. They will finish the last two units for grade one and then map each unit on a grid (See appendix) so that the integration with language can be made. Then they will work with one or two of the language specialists who have had experience writing curriculum (Amousgar and Bandawal) to include the full range of language activities. The scope and sequence for these first grade language activities will be developed by Alekosai. The social studies specialists will also list the vocabulary used in the student text and note (with *) the new words that are being used and that should be taught. This will lead to some revisions of the text materials. The units that have been developed will be reorganized into the same format that the other curriculum areas are using. Each day will be represented on one page with preteaching, teaching, practice and application explained. Evaluations will be indicated where appropriate.

4. Female home school literacy program

This is a strong program that is meeting the needs of many women and girls for literacy education. It was clear to me that the students in these classes are taking their work very seriously and are progressing rapidly. I visited four classes in Quetta and two in Peshawar. In all cases the teachers had planned carefully for their teaching and the students were learning well. I can speak with confidence about the teaching since I was at the same level as some of the students in my familiarity with the written language. In each class I learned from the teacher. The teachers were professional and positive. They called on students to do tasks that were appropriate so none were embarrassed and all felt confident in what they were learning. The pride they felt was clear.

I think the supplementary books will be very useful in this literacy program. There are few materials for females to read in

the home and for literacy to be sustained they will need to have opportunities to read. It should also help sustain interest and motivation if the females can "read" some books early in their learning. We have excellent women teachers who can take responsibility for the development of these materials. They know well the needs of the women in the homes and the issues that need to be included in the books.

In addition, I hope the program will be expanded soon. The model is working well and the teachers in the program are excellent and eager to implement it wherever possible. They could train other teachers and establish new groups so more females can have access to this resource. Using the content of health and home life will have double value and the interest should sustain women while they learn.

CONCLUSION:

The projects that I observed and the professional ability and experience of the staff are impressive. Both the work with the primary level of education and with home-schooling are essential in the development of a literate, thoughtful Afghan society. My work focused on the implementation of aspects of the larger curriculum projects already conceptualized and underway. The recommendations I have made are intended to facilitate these processes. The local professionals are eager to make these educational resources available to learners.

Appendix A

Whole Language materials

Whole Language Principles

1. Learning is natural-adults do...
2. Children want to learn
3. Positive feedback "Khoob"
4. Model correct form
Ba... "Khoob, Baba"
5. Much practice
6. Meaningful, purposeful
7. Social
8. Whole to parts

پرنسیب های عمومی زبان

- ۱- آموزش يك پدیده طبیعی است - بزرگسالان می آموزند
- ۲- اطفال می خواهند بیاموزند.
- ۳- واکنش مثبت "خوب"
- ۴- شکل درست نمونه ای.
به . . . "خوب، به به"
- ۵- تمرین زیاد.
- ۶- پر معنی، هدفمند.
- ۷- همگانی.
- ۸- از کل به اجزاء.

Whole Language Practices

1. Each day read to children
Each day write with children
Daily message, Language experience

2. Build around children's interests
 - Encourage
 - Do units of study
 - Brainstorm possibilities
 - Ask students what they know
 - Create many activities
 - * Learning styles
 - Have group work
 - Plan with the children

3. Use all language modes -
 - speaking
 - listening
 - reading
 - writing
 - thinking

SUMMARY OF WHOLE LANGUAGE TEACHING AND LEARNING

1. Teacher chooses a subject to study for 1 - 2 weeks. It is a subject she thinks the students will enjoy. She thinks of many different activities that may be done to help students learn about this subject. These will be literacy and social studies.
2. Students and teacher together make the plans for what they will do. Students will think of different activities. Some may draw pictures, some may build, some may explore outside of the school, some may write stories. These activities are both student-centered and help teach the curriculum,
3. One story or book may be read by all students so there is common information. The story should be read as quickly as the students can read and enjoy it. The students and teacher decide how many days to read.
4. Students composing their own ideas is important in whole language. The teacher models how our ideas can be written. She writes a morning message for students to read.
5. The teacher helps students understand that their ideas and thoughts are important. The teacher writes what students say. The teacher asks students to read their own ideas. She tries to show that literacy is natural and fun.
6. Children write their ideas. They read what other children write.
7. Children do many activities on the topic. They continue to learn more about their topic. They work in groups and with partners. They talk about the topic and learn during the week.
8. Students talk with their families about the topic. They share what they are learning. They may share what they write and draw.

The more students can read the more they will learn.

The more students can write the more they will learn.

The more activities students do the more they will learn.

Natural, enjoyable activities help students learn quickly.

فشرده کلی از تدریس و آموزش زبان

۱- معلم مطلبی را انتخاب میکند که در مدت يك الی دو هفته خوانده شود. این مطلبی است که او فکر میکند شاگردان از خواندن آن لذت ببرند. او می اندیشد که انجام فعالیت های گوناگون میتواند در آموزش مطلب مذکور شاگردان را کمک نماید.

۲- شاگردان و معلم با هم یکجا پلانی را که چه باید بکنند طرح مینمایند. شاگردان راجع به فعالیت های مختلف فکر میکنند، یکتعداد اوشان ممکن تصویری را رسم نمایند عده ممکن چیزی دیگری بسازند. تعدادی ممکن به گردش و جستجو در خارج از مکتب پرداززند. برخی ممکن قصه، بنویسند، این فعالیت ها هم شاگردان را در یکجا متمرکز میسازد و هم در تدریس نصاب ممد میباشد.

۳- متن يك کتاب و یا قصه برای شاگردان توسط همه آنها خوانده میشود تا همه مشترکا در مورد آگاهی داشته باشند. قصه باید به سرعت ممکن خوانده شود، قسمیکه شاگردان از آن محظوظ کردند. شاگردان و معلم تصمیم میگیرند که این کار را تا چند روز ادامه دهند.

۴- ترکیب نظریات شاگردان در چگونگی فراگیری زبان به صورت درست با اهمیت است. معلم مثال میدهد که چگونه نظریات خویش را باید نوشت. او " پیام صبح " را برای شاگردان مینویسد تا بخوانند.

۵- معلم به شاگردان خود کمک میکند تا آنها بدانند که نظریات و افکار ایشان دارای اهمیت میباشد. معلم آنچه را که شاگردان میگویند، مینویسد. معلم از شاگردان میخواهد تا نظریات شانرا بنویسند. او سعی مینماید تا نشان دهد که سواد آموزی خواست و سرگرمی طبیعی است.

۶- اطفال نظریات خود را مینویسند، آنها آنچه را که اطفال دیگر نوشته اند میخوانند.

۷- اطفال فعالیت های زیادی را راجع به موضوع انجام میدهند. آنها فعالیت خود را ادامه میدهند تا بیشتر در مورد موضوع مربوطه شان بدانند. اطفال به شکل گروهی و با همکار خود کار میکنند. آنها راجع به موضوع در طول هفته بحث میکنند و می آموزند.

۸- شاگردان با اعضای خانواده خویش راجع به موضوع صحبت مینمایند. آنها آنچه را که می آموزند در مورد آن با دیگران بحث میکنند. شاگردان در این مورد مشترکاً سهم میگیرند که چه بنویسند و یا رسم نمایند.

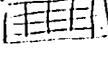
به هر اندازه ایکه شاگردان بیشتر میخوانند، به همان اندازه بیشتر می آموزند.
به هر اندازه ایکه شاگردان بیشتر مینویسند، به همان اندازه بیشتر می آموزند.
به هر اندازه ایکه شاگردان زحمت میکشند، به همان اندازه بیشتر می آموزند.
فعالیت های طبیعی و دلچسپ در فراگیری سریع آموزش شاگردان کمک می نماید.

Homes in Afghanistan

Concepts: There are many kinds of homes in Afghanistan
Each kind of home meets needs of
The people - cultural needs
physical needs

Houses
~~Homes~~ are made from local materials.

Goals: Students will appreciate why people make
different kinds of houses
Students will learn about 7 kinds of
houses.

Materials: Book Homes in Afghanistan
Graphic organizer 
K-W-L sheet 
paper & pencils to draw & write
note books
pictures (if teacher can bring) of houses

Activities: (4-mat)
1. Draw a picture of my house/home.
2. Write about my home.
3. Read stories - Matak Naz

Unit Plan - Homes in Afghanistan	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Concepts Thinking	Find out what students know about houses. Do the K-W-L	Identify 4 categories of information 1. Name 2. Description 3. Materials used 4. Location	Compare houses	Do activity →	Share activity	Present projects
Reading	Introduce words from book	Read silently The book, pp 1-2	Read silently pp 3-5	Read silently pp. 6-7		Sealinate
Writing	Fill in K-W-L SHEET with ideas and questions	Fill in the maps for gale & gunbad 	Fill in the maps for Kapa, Ghizdee and Kahi. Write about own home.	Fill in the map for Senj & Ah-bi Draw picture of 1 kind of home & write about it.	Continue writing & place on map of Afghanistan	
Spelling & Word Study	Teacher & students decide what words to practice.	practice writing words.	practice writing Write in sentences	practice writing Write sentence	Spelling Test →	
Oral Language	Students tell what they know and want to learn.	Students share about own home.	Students ask older people		Read to class	

Names: 1. _____ 2. _____

3. _____ 4. _____

K What we know	W What we want to know	L What we learned

Kind of Home
بوع خانہ

What it looks like
دیکھ کر کیسا لگتا ہے

Location
موقعیت

Materials to make
مواد سے بنانا ہے

Desirable/Undesirable
پسندیدہ/نہ پسندیدہ

Activities for unit on Houses in Afghanistan

1. Write about your own home. Read the story to the class.
2. Draw a picture about a house in another part of Afghanistan. Put it on the map of Afghanistan.
3. Write on the chart "What we Learned". Do your own chart and then write on chalkboard for class.
4. Make a small house like one in the book.
5. Think of your own special project about houses and do it.

... Students can choose their own projects to learn more about houses in Afghanistan.

Dr. Ogle
ESSP, 1993

فعالیت ها را جمع به بخش منازل در افغانستان

- ۱- راجع به خانه خود چیزی بنویسید. متن نوشته شده را در صنف قرائت کنید.
- ۲- تصویری از يك شکل خانه را رسم نماید که مربوط قسمت های دیگر افغانستان باشد. سپس آنرا بالای نقشه افغانستان نصب نمایند.
- ۳- بالای چارت بنویسید " ما چه آموختیم ". در چارت مربوط خود بنویسید. و بعداً آنرا بالای تخته صنف به همصنفان خویش بنویسید.
- ۴- يك خانه كوچك ترسیم نمایند، به شکلی که در کتاب تان تصویر آن موجود است.
- ۵- راجع به پروژه مربوطه تان در مورد منازل فکر کنید و آنرا عملی نمایند.
- ۶- شاگردان میتوانند پروژه های خود را انتخاب نمایند. تا بیشتر در مورد منازل در افغانستان بیاموزند.

داکتر آکل

ESSP, 1993

Appendix B

Design for Curriculum

Development

GUIDE FOR WRITING WEEKLY LANGUAGE TEACHER GUIDE AND
STUDENT MATERIALS

1. Use the outline of the week that indicates what should be included in all language modes - listening, speaking, reading and writing - to plan a week of activities.
2. Each lesson will have two major parts - one for comprehension and the other for study of the alphabet and the writing system. Both parts will use the same content so children can always be focused on meaningful learning. They will be able to think about and enjoy the content as they develop all language skills.

To develop the content for the week look at the Unit Title. Then look at the three letters that should be learned by the students. Think of some easy, concrete words that start with those letters and then create a story that will use those words.

For example, in the first week the letters alef, lamed and hay begin some simple words like lema, alu, and helal that are concrete and can be shown with key pictures. A story might be about how allah has created a wonderful world full of plants and beauty for us to enjoy.

When you have your idea for the story create an interesting story or informational articles of from 100 to 1000 words that the teacher can tell to the students. (See the example) This story should be written in the teachers' guide so he can tell it to the

students on the first day of the week. Each of the following days the students will then do something with the story so it must be interesting to children and memorable.

For example, on the second day the teacher helps the whole class retell the story. The teacher asks the students, "Do you remember the story I told you yesterday? Who was it about?" Then the teacher will ask, "And what happened?" or "What did you learn about this?" All of the students listen and some can share what they remember. The teacher can write some of the important words or sentences on the chalkboard so students can see how we can write what we say. The children will also see the way we form words and sentences. On Day 3 the teacher again will ask that one child or a group retell the story. On this day they may draw a picture of some part of the story and some children will pretend write about the picture or write their own name beside the picture. On Day 4 children seated near each other can form a small group and one child can tell the others the story again. The teacher may also read some new piece of literature or poetry to the children that is on the same theme. On Day 5 the children can do a small drama, acting out the story. They should use the vocabulary of the story so they can continue learning more language. For evaluation the students can tell or draw the most important parts of the story.

We use the story in an important way because meaningful learning is important. From the story children can think about other ideas, they can make predictions about what else might happen, and they can learn to sequence, find main ideas and

summarize. All of these are important thinking and learning skills. The story provides a good foundation for oral language development, too. Children learn to listen as the teacher tells a story, then they learn to listen to each other. Some students each week tell the story. All children can discuss ideas about the story either before or after hearing the story.

STUDY OF LETTERS AND SOUNDS

Each week three letters are introduced to students. The goals for the week are that the students will:

1. identify the sound of each letter in beginning and ending positions in words
2. identify the letter in beginning, middle and ending positions in words.
3. be able to write the letter in beginning form
4. think of 2-3 other words that begin with the sound
5. spell orally a simple word that contains the 3 letters

The teacher will introduce the letters one at a time. The teacher will have already written some of the words beginning with these key letters on the blackboard as part of the story discussion period. In this way the students will be prepared to think of the written forms of words they use orally.

As one letter is introduced the teacher will write the letter on the board and draw a picture of a key word that begins with that letter sound. Then the teacher will write the word for that picture so students will see the letter, a picture and the word all together. If a poem can be written that uses the sound of one of

the letters this will make the learning more enjoyable for students.

For example, alef will be written on the board and the picture of alu and the word alu will be drawn for the children on the blackboard. Then the teacher can recite the poem that uses alef for the children and they can participate on the second reading. (See the poem that Amousgar wrote.) The teacher will repeat the sound of alef and ask children for other words that begin with alef. The teacher will ask children to find a word on the board that begins with this letter. They should be able to identify at least one of the words the teacher wrote.

Then the teacher can direct students to listen for the sound represented by this letter in the initial position. The teacher will say another word and ask students if it begins like alef. For example, "Listen to this word and tell me if it begins with the same sound as alu - afghanistan. Does it begin like alu? Now listen to this word - baba. Does baba begin like alu? (no) The teacher should present several words so students can listen for the beginning sound.

After this activity the teacher will direct students attention to the written form of the word on the board. The teacher can underline the alef at the beginning of the word. Then the teacher can ask students to look for alef in other words in their book or on the walls. It is a good time to ask if any of the children have this letter in their name. They can then show alef as they write their own name on the blackboard.

Finally, students can practice writing the letter in their

student books.

Then the next letters can be introduced in the same way.

Day 2 - The teacher will ask students to identify the three letters as he/she writes them on the board. Then the teacher can say some words orally that begin with the three sounds and students can tell which sound they hear at the beginning and point to the written letter. Children can also write the sounds as they hear them. If the teacher has introduced a poem with the sounds this can be repeated so children can learn it and enjoy it.

On Day 3 the teacher can ask students to write the letters and then as the teacher says words children point to the initial letter. They could also draw the pictures for the key words and add pictures of other words that begin with that sound. Additional activities could be done.

Day 4 is the time the letters in ending positions can be introduced so students can locate the forms in writing. Then they could also listen for the sounds of the letters. A review of initial sounds and writing should be done.

Day 5 is when the middle forms of the letters can be introduced so students can identify the letter in words. Students continue to practice hearing the sounds at the beginning of words and write the letter that represents each sound. Students should add words that begin with the sounds to their list or set of pictures.

Day 6 is for evaluation. The teacher can ask students to orally spell a three-letter word that uses the letters taught that week. In addition the students should be able to write the letters

when the teacher says the letter and when the teacher says words that begin with the target letter. They should also be able to think of a word that begins with the letters. When the poem is read orally students can identify words that contain the target sound. A teacher might also use the key pictures to ask students to identify the letters that have been learned.

LESSON FRAMEWORK IN STEPS

There are four basic steps to each daily lesson. First the teacher indicates the purpose or objective of the lesson to the students. Then there is a preparation period or pre-teaching time. At this point the teacher wants to help students discuss what they already know and motivate them to want to learn. Some review of the lesson from the day before may help the students realize what they already know. Then the teacher develops the new content or the teaching part of the lesson. This can be through activities and reading and lecture. After this comes practice so students can have time to learn what is new. Finally the teacher will assign some application work or something for students to do when they go home.

Prereading activities for first grade:

There are four basic purposes for pre-reading:

1. Activate what students know (prior knowledge)
2. To create motivation and interest in learning about topic
3. Review recent teaching and link new learning to that
4. Make clear the objectives of the lesson

Activities:

1. Discuss the story content before reading to children
 - What do they know about the topic?
 - What experiences have they had?
 - What questions do they have?
2. Discuss picture that introduces story
 - What do the students see?
 - What words describe the picture?
 - What do they think is happening?
3. Brainstorm ideas
 - Listen to all the things students think of
 - Write them on the board

Example: The letter for today is alef. What words do we know that begin with the sound of alef? Whose name begins with alef?

What words can you see in the book that begin with alef?
4. Draw pictures about the content
5. Help students review what they learned the day before by:
 - Retelling the story as a group
 - Having one or two students retell story
 - Dramatize story or learning
 - Draw what they learned
 - Think-Pair-Share on topic

TEACHING ACTIVITIES FOR FIRST GRADE

1. Teacher tells story to children
 - Children draw pictures
 - Children listen for words with beginning sounds
2. Teacher helps students retell a story including the characters, setting (where it takes place), the main problem, and how the characters solve the problem
 - Teacher guides students by asking, Who is this story about?
 - What was the problem? What did they do? What else could they have done?
3. Teacher writes new letters on the board.
 - Teacher asks students who knows the letter.
 - Teacher asks who has a name with this letter.

Teacher asks for other words that start with the same sound.
Teacher makes a list of the words.

4. Teacher helps children hear the differences in the sounds of the letters. Teacher says words that start with the sound and some that do not. Children point to the beginning sound/letter.
5. Teacher shows students how to write the letters.

Day 1 شنبه

Discuss picture (Pic)
Teacher tells story
Students discuss story
Teacher writes key words on blackboard

Day 2 شنبه

Group retells story (Pic)
Teacher guides students to retell using all parts:
- Who is the story about?
- What was the problem or what did happen?
Teacher helps students think, "What else could have happened?"

Day 3 شنبه

1 child retells story
Students draw picture using states or note
Write about picture using pretend words

Teacher introduces 3 letters - initial sound and form - key picture and word - poems
Children think of words that start with letter
Children write letter

- Teacher asks students to identify 3 letters on board
- Teacher says words & students point to first letter
- Children write beginning sounds
- Children repeat poems with sounds & practice letters

- Teacher asks students to write 3 letters
- Teacher says words & students point to beginning sounds
- Children repeat poems & write key letters

Day 4 شنبه

Think-Group-Share Story

Teacher asks students to write 3 letters
Teacher says key words & students identify sounds & letters
Students look for letters in other forms - end of words

Day 5 شنبه

Drama of story

Students write letters - also simple words with letters
Students think of words that start with the 2 sounds -
Teacher says words that end with 3 sounds
Students look for letters in other forms - end of word & middle of words
Students listen for sounds at end of words

Day 6 شنبه

Each child draws important parts of story

Students write letters
Students spell orally a word with the 3 letters
Students think of 1 word that starts with each letter

Appendix C

Plan for Curiculum Integration

Social Studies and Lanuage

Unit Plan - Homes in Afghanistan	Day	Day 1	Day 3	Day 4	Day 5
Concepts Thinking	Find out what students know about houses. Do the K-W-L	Identify 4 categories of information 1. name 2. description 3. materials used 4. Location	Compare houses	Do activity →	Share activity
Reading	Introduce words from book	Read silently. The book, pp 1-2	Read silently. pp 3-5	Read silently. pp. 6-7	
Writing	Fill in K-W-L SHEET with ideas and questions	Fill in the maps for <u>gala</u> & <u>gurbad</u>	Fill in the maps for <u>Lapa</u> , <u>guzhadee</u> and <u>Lahi</u> . Write about own home.	Fill in the maps for <u>sonj</u> & <u>ohubi</u> . Draw picture of 1 kind of home & write about it.	Continue writing & place on map of Afghanistan
Spelling & Word Study	Teacher & students decide what words to practice.	practice writing words			Spelling Test
Oral Language	Students tell what they know and want to learn.	Students share about own home.	Students ask older people		Read to class

Day 6

Diagnose - Evaluate - Challenge - Project Sharing

06/2

Appendix D

Female Home School Literacy Program

Level 1 Books

ADULT LITERACY PAMPHLETSS UTILIZING HEALTH CONCEPTS

process of developing the pamphlets

1. We brainstormed the topics we thought were most important for the women related to health and nutrition

2. We decided on the best topics we thought could be communicated in very simple pamphlets

3. We then chose one topic and started planning for that pamphlet.

WE listed the most important ideas about the topic making our ideas into phrases.

4. Next we generated a list of vocabulary words we thought we could use related to the topic.

5. We put seven sheets of paper on the board and began deciding how we could lay out the pages of the book. In this way we were trying to conceptualize the visual, textual and conceptual possibilities all at the same time.

6. From these sources we then started writing and sketching what we thought could communicate our ideas.

7. As we proceeded we continued to disucss how to develop the concepts and the reading ability of our students. We rearranged frames and frequently changed the texts so patterns of language would be repeated and so that the new words would occur frequently.

8. We then sketched our book plan on paper by folding a sheet into fourths and using both sides.

OUTLINE OF EIGHT PAMPHLETS FOR LEVEL I LITERACY FOR WOMEN

1. (Wash hands and food) Melon for Grandfather
food, hands, Mariam, grandfather, washes, melon, knife, eat
cherries
2. Burns and how to care for them
cold water, doctor, child, helps. wash, good, care, "ahtyat!
3. Clean water
clean, boiled, water, salt, pipeline, well, river
4. Vegetables
bring, wash, peel, eat, cook, water, clean potash, baby
daughter
5. Wounds and their care
wash, push/hold, soap, water, hand, foot, Lala, Mariam
6. Dehydration
unclean, ill, boil, water, mother, Ahmad, eat, drink
7. Healthy baby
baby, happy, clean, mother, fruit, need, soft, Surrya,
mother's milk, soap
8. Clean House
cover, sweep, air, sunlight, soap, germs, splash, family,
fresh, food, dishes

Text of the pamphlets:

1. Melon for Grandfather
 2. Mariam washes her hands.
 3. Mariam washes the knife.
 4. Mariam washes the melon.
 5. Grandfather washes his hands.
 6. Grandfather eats melon.
 7. Mariam eats melon.
 8. Mariam washes cherries.
(I suggest that 7 and 8 could be combined)

- II. (Burns) - Good Care
2. Ahtyat! (kitchen hazards)
 3. Ahtyat! (child approach fire)
 4. Burn! (child's hand burned)
 5. Mother helps.
 6. Cold water helps.
 7. Doctor helps.
 8. Good care.
- (I suggest that 7 and 8 sentences be combined)
- III. Clean Water
2. Spring water is clean.
 3. Standing water is not clean.
 4. River water is not clean.
 5. Boiled water is clean.
 6. Well water is clean.
 7. Salt makes it cleaner.
 8. Pipeline water is clean.
- (Show spring water but do not use in text perhaps)
- IV. (Vegetables) - Good Food
2. Baba brings vegetables
 3. Water cleans vegetables.
 4. Salt and potash clean vegetables.
 5. Daughter peels and cuts.
 6. Daughter cooks.
 7. Baba and daughter eat vegetables.
- V. Care of Wounds
2. Mariam wounds her hand.
 3. Hold the hand.
 4. Wash the hand.
 5. Good care!
 6. Mariam's brother wounds his foot.
 7. Mariam says, "No!"
 8. Wash the foot.
- Good care.
- VI. (Dehydration) - Ahmad needs Water
2. Ahmad
 3. Ahmad drinks unclean water.
 4. Ahmad is ill.
 5. Mother boils water.
 6. Put sugar and salt in water.
 7. Ahmad drinks. Ahmad eats rice.
 8. Ahmad has water for life.
- VII. Healthy Baby
2. Baby needs mother's milk.
 3. Surrya washes with soap and water.
 4. Baby needs soft food.
 5. Clean water is good for baby.
 6. Fruit water is good for baby.
 7. Baby is happy and healthy.

VIII. The Clean House

2. Sunlight kills germs.
3. Fresh air kills germs.
4. Soap kills germs. (washing dishes)
5. Cover food. Cover dishes.
6. Splash, then sweep.
7. Happy, healthy family!