

A Research Paper by Silver Oaks
on
Reading & Writing
December 2012

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NOTE FROM SILVER OAKS

In the realms of education that we dwell in, all our efforts are to raise a class of young people who will create a better world. Integrity and honesty are the aspirations we have for them. As a School we are striving to share our experiences with all those involved in educating people for a better world.

Our objective is to share and add to the knowledge pool.

We would be delighted to hear from those who appreciate our work and would like to use some of our design models in their realms of education.

Nothing can be more satisfying than the feeling that our experiences have come of use to someone somewhere.

Design Model for Reading and Writing

Developing reading and writing skills in learners has always been challenging. Whether schools or colleges, universities or work places, cohesion happens when people can 'read' and 'write' with clarity and understanding.

Reading is a process which involves recognition of words and sounds. Reading for comprehension necessitates understanding the words and the context in which they are used.

Traditionally, recognition of words and their sounds are taught through a phonic approach and visual manipulatives.

A kindergarten teacher depends largely on phonics to establish the sounds of letters and words. Rote reading and repetitive writing are also part of traditional teaching methods.

In spite of these age old practices, developing reading and writing skills need lot more focus and a new approach.

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Our research was on how kids learn sounds and spellings along with contextual meaning of the words.

The sounds of words and language pervade the life of these kids. Television, Music, Movies, Cartoons, Audio Visual aids at home and in play schools, Songs, Songs of dance numbers, frequent usage of English as words and conversations at home and outside, all these act as great manipulatives to establish the sounds and in many cases spellings also.

Developing reading and writing skills in learners has always been challenging. Whether schools or colleges, universities or work places, cohesion happens when people can 'read' and 'write' with clarity and understanding.

DISCOVERY: And the discovery of the fact that 'observe and listen' as skills accelerate reading and writing stimulated us into designing a model for cognitive learning

INTERPRETATION: Observing and listening are skills and largely attitudes. What we see or listen with intent stays with us longer. The 'intentional' part is to be focused upon. The potential in the combination of intention, observation and listening is immense.

IDEATION: We began to work on techniques to tune the mindsets of students to create an 'intention' and plan a range of manipulatives. We prepared a list of words, sentences, paragraphs and stories.

EXPERIMENTATION: We experimented with a group of 25 students. Tuning the 5 year old students to develop the 'intention' was not difficult. We explained the meaning of 'observe & listen' through actions and explanation. Once they knew what was expected of them, we began to show the words, sentences and gradually to stories.

It took us 3 weeks with 1 hour of experimentation every day. The two buzz words 'observe & listen' left a deep impact.

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EVOLUTION: The students surprised us with their responses. Almost all the students can read nearly 50 words, write their spellings, recognize them in new context and we wrote story books using these words and a new set of words. About 10 stories have been written by us. The children can read all the stories. While a majority of them sail through the book with ease, a few of them fumble but like to be independent than take help.

We started the experiment simultaneously in other sections of preprimary II. 150 kids in the age group of 5 years read and write and have surpassed all our expectations. This experiment reinforced our conviction in cognitive learning.

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