

# **APPENDICES**

# APPENDIX – I

## DIBELS Next Tool

### FIRST SOUND FLUENCY (FSF)

Sr. No	Test Items	Correct/2 Points	Correct/1 Point	Incorrect
1	Neck			
2	Join			
3	Grant			
4	Bright			
5	Long			
6	Clause			
7	Date			
8	Pressed			
9	Beans			
10	Grade			
11	Fly			
12	Ran			
13	Strong			
14	Mind			
15	Swish			
16	Gift			
17	Tricked			
18	Snack			
19	Less			
20	Chop			
21	Print			
22	Please			
23	Home			
24	Rack			
25	Stairs			
26	Wall			
27	Steel			
28	Farm			
29	Jeans			
30	Brakes			

2 Point Responses	<input type="text"/>
x 2	<input type="text"/>
1 Point Response	<input type="text"/>
Total	<input type="text"/>

LETTER NAMING FLUENCY (LNF)

T	B	x	g	e	V	Z	R	Q	k
H	I	J	y	u	f	a	S	z	t
w	N	L	d	s	U	G	r	i	D
W	q	E	h	n	c	l	m	j	O
C	P	X	F	b	Y	K	A	v	M
p	o	P	I	R	i	d	G	o	j
x	L	T	E	f	y	B	n	A	w
r	n	v	s	a	C	u	Z	H	e
Q	K	h	b	Y	J	l	z	X	U
p	F	O	g	k	D	q	t	m	S
W	c	M	V	T	B	x	g	e	V

LNF Response  
Patterns

<input type="checkbox"/>	Makes Random Errors
<input type="checkbox"/>	Makes Consistent Errors on Specific Letters
<input type="checkbox"/>	Says letter sound instead of letter name
<input type="checkbox"/>	Doesn't track correctly
<input type="checkbox"/>	Other

**PHONEMIC SEGMENTATION FLUENCY (PSF)**

				Score
boat /b /oa /t/	log /l /o /g/	stuff /s /t /u /f/	judge /j /u /j/	13
black /b /l /a /k/	cane /k /a /n/	verbs /v /er /b /z/	near /n /ea /r/	14
run /r /u /n/	seeds /s /ea /d /z/	have /h /a /v/	much /m /u /ch/	13
clue /k /l /oo/	wet /w /e /t/	met /m /e /t/	new /n /oo/	11
hill /h /i /l/	groups /g /r /oo /p /s/	knife /n /ie /f/	bill /b /i /l/	14
shake /sh /ai /k/	plane /p /l /ai /n/	own /oa /n/	ball /b /o /l/	12

**PSF Response Patterns**

<input type="checkbox"/>	Repeated Words
<input type="checkbox"/>	Makes Random Errors
<input type="checkbox"/>	Says Initial Sound Only
<input type="checkbox"/>	Says Onsite Rime
<input type="checkbox"/>	Does Not Segment Words
<input type="checkbox"/>	Adds Sounds
<input type="checkbox"/>	Makes Consistent Errors on Specific Sounds
<input type="checkbox"/>	Other

NONSENSE WORD FLUENCY (NWF)

b a c r o z e m w u t d i l  
 p o j k i p z e d u j h a p  
 v e z s i g j o k n a d d u v  
 e n f u j z o p r a s t i k  
 a g w i c n o l n e g k u z  
 k e k v i v d o d p a v j u c  
 m u s a v w e c m i v d o p  
 t a c l i z v u l f o z e g  
 d i f t o v z e z n u s w a n  
 j a d o b h i z m e k n u m

CLS	WWR

Total Correct Letter Sounds

Total Whole Words Read

	Says Correct Sounds out of order (sound by sound)
	Makes Random Errors
	Says Correct Sounds, Does not Recode
	Says Correct Sounds, Recodes Out of Order
	Says Correct Sounds, recodes with incorrect sounds
	Says correct sounds and correctly recodes
	Doesn't track correctly
	Tries to Turn Nonsense words into real words
	Makes Consistent Errors on Specific Letter Sounds
	Other

**APPENDIX – II**  
**List of Activities included in the Intervention**

Sr. No.	Days	Date	Time	No of Students	Name of Activity	Phenomenon Derived (factors of Reading Skills taught through this activity)	Remarks (Researcher's Observations)
1	Day 1	02/12/19	8:30 AM	20	The researcher took the experimental group to another classroom. Introduction, Rapport Building, Good morning, Alphabet(Upper case),introduced the sounds they represent, Story: The Lion and The Mouse	Phonological awareness, vocabulary, fluency	Children were intrigued by the sounds of letters.
2	Day 2	03/12/19	8:30AM	20	Rhyme Singing: Johnny Johnny, Are You Sleepy? Alphabet knowledge-recognition	Alphabet Knowledge	Children enjoyed the songs on lower case alphabet on the computer.
3	Day 3	04/12/19	8:30AM	20	Rhymes -Songs on computer- Lower case letters introduction	Rhyming,Alphabet Knowledge	Children enjoyed the songs on lower case alphabet on the computer.
4	Day 4	06/12/19	8:30AM	20	The class teacher was absent, Upper-lower case alphabet on the blackboard, children were asked to recognize and speak aloud. They asked to watch the 'train 'song on the laptop they had seen earlier, which has lower case and upper case alphabet. The thirsty crow story.	Alphabet Knowledge, story for listening and vocabulary, fluency	their attention is focused when watching the animated story of the crow.
5	Day 5	10/12/19	8:30AM	20	bead threading, different charts on fruits, days, colour, shapes, vegetables, animals, birds: children were asked to say/read them , pinpointing to the words .Story: The thirsty crow, Laptop-alphabet song. Magnetic Board: letters in Upper case were individually put and children spoke aloud the names.	Vocabulary building through charts of animals, birds, etc. Retelling the story of the thirsty crow. Alphabet Knowledge - Magnetic Board	The magnetic board activity generated a lot of interest and enthusiasm among children.
6	Day 6	11/12/19	8:30AM	20	Alphabet Drill-first wrote capital letters on the black board, then the corresponding small letters, then asked children to speak the letters aloud, and then deleted the capital letters.	Alphabet Knowledge	The children were able to switch from Upper Case letters to Lower Case ones easily.

					Only small alphabet on the black board. Alphabet song on the laptop, story-the thirsty crow- the children tried to speak some new words like 'pebbles' and 'pot' along with action. Also showed them some alphabet videos with songs.		
7	Day 7	12/12/19	8:30AM	20	Alphabet drill, both cases on the black board. Animated Series on the laptop. The phonetic alphabetic song(train), which children happily sang along.	Alphabet Knowledge, phonetic sounds of letters from the song.	The researcher could see that children could speak the sounds of the letters while singing.
8	Day 8	13/12/19	8:30AM	20	Alphabet drill, The researcher wrote the names of all the children on colourful chits and distributed. Also, wrote all their names on the blackboard. The alphabet song and the thirsty crow story on the laptop.	The activity gave them an idea as to how the first letter is in capital and the rest of the letters in lower case, of their names.	The children enjoyed seeing their names in English, and familiarised themselves with it.
9	Day 9	14/12/19	8:30AM	20	Alphabet drill: showed children letters in both the cases by writing them side by side on the blackboard. The children understood the concept of upper and lower case letters. The lower case letters were put on the magnetic board,too.Story-the thirsty crow, and alphabet songs on both the case letters.	Alphabet Knowledge, recognition of both the cases of letters,rhyming, vocabulary, fluency	The children began to see the difference in both the cases of letters, their own names with written in two cases.
10	Day 10	16/12/19	8:30AM	20	Alphabet drill-to make children differentiate between two cases of alphabet. The researcher wrote a few random lower case letters and asked children to identify, a few could! Then again the researcher wrote the complete alphabet in both the cases, and circled the letters one by one. The children spoke them aloud, with the use of the pointer.	Alphabet Knowledge, recognition of both cases of letters,rhyming,vocabulary, fluency	Excellent response from children on this activity, also they started identifying the letters in both the cases.
11	Day 11	21/12/19	8:30AM	20	In a gap of few days, the children had forgotten the lower case letters.so the drill of capital letters and lower case letters side by side was conducted. Story on the computer-the thirsty crow, and alphabet song	Alphabet Knowledge	A gap of few days resulted in the learning loss of lower case letters.

12	Day 12	23/12/19	8:30AM	20	The class teacher had been giving writing practice of upper case alphabet to the children, they have been writing them in their notebooks, also. The researcher put letters in upper and lower case ,on the magnetic board, first in sequence and then randomly. The alphabet song and the thirsty crow story on laptop.	Alphabet Knowledge, vocabulary, fluency	The children enjoy the magnetic board activity, some letters have lost their magnets, so children laughed when they dropped down.
13	Day 13	24/12/19	8:30AM	20	Christmas celebrations! Santa Claus from the NGO - The Deed Foundation came with a Christmas tree, chocolates, Santa caps for children. A quick drill of alphabet on the blackboard. They participated in a drawing completion, too.	Alphabet Knowledge,hearing - singing songs/carols on Christmas(vocabulary).	Children enjoyed the break in the routine.
14	Day 14	28/11/19	8:30AM	20	Revision of alphabet, first upper and then lower case. Story-the thirsty crow, alphabet song on the laptop.	Alphabet Knowledge, vocabulary	Children are picking up the lower case alphabet quickly.
15	Day 15	30/12/19	8:30AM	20	The researcher asked the children about some everyday English words they knowledge. ball, bat, water, rat, mat and some more. Then wrote them on the blackboard, and slowly pointing to each letter, read it aloud .The children were asked to speak the words as well.	Phonological Awareness, vocabulary, fluency	Phonological awareness about the words they know and speak frequently. Sight words
16	Day 16	31/12/19	8:30AM	20	The researcher wrote the names of the students on colourful chits and put them in front of them. The children were asked to pick up the chit containing their names, one by one. Story: The thirsty crow, the alphabet song.	Alphabet Knowledge, Phonological Awareness, story for listening and vocabulary, fluency	The children were familiar with their name spellings , so some of them could pick up chits containing their names.
17	Day 17	03/01/20	8:30AM	20	The children tried to speak their names from the chits, using their phonetic alphabet knowledge . Story- The thirsty crow, phonetic alphabet song on the laptop.	Phoneme Segmentation, new vocabulary, stories, fluency	
18	Day 18	07/01/20	8:30AM	20	The researcher showed the relationship between letter and sound, how each letter looks and what it sounds like. The alphabet song and the story the thirsty crow.	Phonological Awareness, Alphabet knowledge, Phoneme Segmentation	It was very heartening to see children applying their knowledge of phonetic alphabet to say

							their names.
19	Day 19	08/01/20	8:30AM	20	Sight words(high frequency, high interest words) and the sounds of letters in the words; bat /b/ /a/ /t/. Similarly, cat, mat, fat, pat, rat. Phonics song to make them understand the sound in letters, Story-the thirsty crow	Phonics, phonological awareness. Vocabulary, fluency, comprehension of the story.	Children supplied words in the story like pebbles, flew, crow, beak, pot, water, a little. They seemed to comprehend better with pictures. Parents' meeting was called to explain the intervention and how they could help with the alphabet knowledge drill and songs, rhymes from their smart phones.
20	Day 20	10/01/20	8:30AM	20	The researcher presented a three dimensional visualisation of their favourite story, the thirsty crow .First they watched it on the laptop and then the researcher with the help of a crow puppet, transparent pot, water and pebbles created the story.	The children loved the visualisation! Also, they learned the new words/phrases like 'here and there', 'one by one', 'got an idea', too.	The props and the action with the story really enthralled the children.
21	Day 21	11/01/20	8:30AM	20	Alphabet -sounds of letters. Sight words and the first/initial sound of them, pointing to the first letter, saying the Sundberg. bat /b/, rat /r/, cat /k/ and some more. Story telling	Phonics, First Sound Fluency	Priyanka, Lalit, Aditya, after a little while picked up the cue and could say the first sound of some words written on the blackboard.
22	Day 22	16/01/20	8:30AM	20	Less children were present, due to Uttara yan holiday. Revision of the alphabet and the sounds. Also, the first sound of some words. The children participated in this activity with enthusiasm. Story-the thirsty crow and the phonics alphabet song on the laptop.	First Sound Fluency, phonics, vocabulary, fluency, comprehension	The children sang along the phonics song. This daily activity is helping them with the sounds of the letters .
23	Day 23	17/01/20	8:30AM	20	The class teacher had written the upper case alphabet on the blackboard. The researcher added the lower case letters next to them, and asked each child	First Sound Fluency, phonics, vocabulary, fluency, comprehension, new songs and rhymes.	The children watched new songs and rhymes with rapt attention, also tried to sing

					to speak the letter she pointed with the pointer. Story-The Thirsty Crowbars Ba Black Sheep poem, Racing Animals rhyme, some songs on the laptop.		along.
24	Day 24	24/01/20	8:30AM	20	There was no power supply in the school, so watched phonics song, stories -the thirsty crow , the lion and the mouse on the laptop. A marathon of laptop stories and songs!	Phonics, rhymes, songs, vocabulary, fluency.	A change in the routine which the children gladly welcomed. They showed a lot of interest in new stories and songs, so showed them twice.
25	Day 25	25/01/20	8:30AM	20	The researcher wrote the lower case letters on the black board and asked the children to say the sound of each letter. Afterwards, some simple three lettered CVC words were written on the black board and the researcher underlined each letter and asked the children to sound out individual letters'. m a n, /m/ /a/ /n/ Then the investigator spoke all the sounds slowly to form the whole word.	Alphabet Knowledge, Letter Naming Fluency, phonics, First Sound Fluency, Phonemic Segmentation Fluency.	The children tried to speak the isolated sounds and succeeded in doing so.
26	Day 26	27/01/20	8:30AM	20	The researcher wrote the alphabet on the blackboard, and a few rhyming three letter CVC words like cat, mat, rat, bat on the blackboard. Then slowly separated each phoneme in the words and asked the children to repeat after her. Then on the laptop showed them videos of rhyming words and asked them to identify one word which did not rhyme. Mat, cat, bat, bag.	Phonological Awareness, phonics, vocabulary, fluency, rhymes, non-rhyming words	The children were quick to find out the odd word which did not rhyme. Their tuning to sounds in words seem to be getting better.
27	Day 27	28/01/20	8:30AM	20	The previous day's drill of three rhyming words with one non rhyming word, man, fan can, fat. The researcher underlined the last letter of each CVC word and asked children if they were the same. The children recognised the odd letter out and then the researcher asked them to slowly segment the words, one by one. Lastly, asked them to	Rhyming words, Phoneme Segmentation	The children understood the exercise given to them, and each child came to the blackboard and showed which word did not rhyme with a pointer.

					identify the word which did not rhyme. the story-the thirsty crow and some videos on rhyming words.		
28	Day 28	29/01/20	8:30AM	20	The stories on the laptop and other videos of segmenting CVC words. The children sang along the phonetic alphabet song.	Phonics, vocabulary, Phoneme Segmentation(phonological awareness)	A change in the drill for segmentation.
29	Day 29	30/01/20	8:30AM	20	The researcher divided the group into ten children each, and took two groups to another classroom one by one. They were asked to find the non-rhyming CVC word from, cat, mat, rat ,man from the blackboard. Before that the researcher had underlined the last two letters of all the words , to help them identify the odd one out. The smaller batch was easier to explain and the children also understood better.	Phoneme Segmentation Fluency, rhyming words	The drill worked better with a smaller number.
30	Day 30	01/02/20	8:30AM	20	Segmentation techniques; The researcher would speak a word and ask the children to say all the sounds in the word.eg cat /c/ /a/ /t/.other words like mat, bat, fat, can, pan. Stories, phonics song	Phoneme Segmentation Fluency, phonics	The children are being able to segment sounds.
31	Day 31	03/02/20	8:30AM	20	The investigator wrote lower case letters haphazardly on the blackboard. Then asked children to say the sound after her. Phonics song(new) was played on the laptop. New story besides the thirsty crow, the lion and the mouse was shown on the laptop.	Phonological Awareness, vocabulary, fluency	The children can identify sounds of letters in words.
32	Day 32	04/02/20	8:30AM	20	Simple CVC words like cat, can, man, mat were written on the blackboard and children were asked to segment the words one by one. Rhymes, stories and the new phonics song were played on the laptop.	Phoneme Segmentation Fluency, phonics	The children could segment simple three lettered CVC words, if spoken slowly by the researcher. Also pointing with a pointer helped them segment better.
33	Day 33	05/02/20	8:30AM	20	In a separate class the children were taken and from the black board, they were asked to identify sounds of all the letters from the words on the black	Phoneme Segmentation, Phonological Awareness, phonics, vocabulary, songs	The children could segment the words on the blackboard. They simply loved the new

					board. The researcher played the phonics alphabet song and the story the thirsty crow. Also, a new story- The very hungry caterpillar was read to them, and afterwards showed on the laptop.		story-The very hungry caterpillar!
34	Day 34	06/02/20	8:30AM	20	Two batches of ten children. The researcher wrote simple CVC words on the blackboard and called children one by one and asked if there was a word which didn't rhyme. First she showed them the last two letters of all the words, to help them figure out the odd ones out.	Phoneme Segmentation, Phonological Awareness, phonics, vocabulary, songs	It was surprising that 50% of the children could easily find the odd word-the non-rhyming word!
35	Day 35	07/02/20	8:30AM	20	Teaching points; Digraphs and diphthongs. Digraphs-sh, th, ch, qu, ck, etc. Diphthongs-ai,oo, ay,ea,ae, etc. Rhyming words, first sound different, last two sounds same.cat, bat, mat, rat. Mug, rug, pug, tug. Man, can, fan, pan.	Digraph, diphthong, rhyming	Parents' meeting: phonetic alphabet, what they can teach through their smart phones, stories, phonics song, capital-small letter songs
36	Day 36	10/02/20	8:30AM	20	Revision of yesterday: diphthong, digraph, rhyming words.	Rhyming words, phoneme segmentation	Many children could identify the non-rhyming word! It is a big breakthrough.
37	Day 37	11/02/20	8:30AM	20	A new activity: worksheets for children. The worksheet contained both the cases letters with new words. Story, phonics song	Alphabet Knowledge revision, Phonological Awareness, decoding new words in the worksheets with the help of their phonics knowledge.	The worksheets helped in revising as well as challenging children to read new words on their own. The pictures in the worksheet helped for reference.
38	Day 38	12/02/20	8:30AM	20	Revision of the worksheets. The researcher helped them decode new words by breaking them slowly and asked the children to say them after her. New words, like kangaroo, igloo, yachts, chair were drawn on the blackboard and explained well. Story, phonics song	Phoneme Segmentation, blending, phonics, vocabulary	The children enjoyed learning new words, especially the kangaroo! They hopped back like kangaroos to their classroom!
39	Day 39	13/02/20	8:30AM	20	Phoneme Segmentation of some words: bat /b/ /a/ /t/ similarly, cat, sat, rat, mat, fat, pat. Also, the meaning	Phoneme Segmentation, new vocabulary, stories, fluency	Children slowly tried segmenting words on the blackboard.

					of these words. Stories: The hungry caterpillar, the lion and the mouse, the thirsty crow.		
40	Day 40	14/02/20	8:30AM	20	Today, the researcher used the same words for segmentation to teach them how to blend. ie bat-/b/ /a/ /t/ .and from /b/ , /a/, /t/ the word bat is formed. The stories and the phonics song	Phoneme Segmentation and blending	Children understood both the processes, segmentation and blending, a few children could manage to do it for other similar words, too(Aditya, Lalit).
41	Day 41	17/02/20	8:30AM	20	Words with 't' sound; pink, gift, fit, bit, hit. The children could easily segment them. Stories-the thirsty crow, the very hungry caterpillar, the lion and the mouse.	Phoneme Segmentation and blending	The researcher explained that // means the sound of the letter within.
42	Day 42	18/02/20	8:30AM	20	Today words with the sound 'u' was taught, e.g. hug, pug, mug, bug, rug with meaning./h/ /u/ /g/ The book reading of the story- the red riding hood.	Phonics	A few were interested in seeing pictures of the new story. A few children fumbled with the letter recognition drill.
43	Day 43	19/02/20	8:30AM	20	Today the researcher made children aware of the first sound of all the words that were written on the blackboard. Turn by turn, all children came near the blackboard and identified the first sound of each word. The words were hat, mat, cat, fat, rat, pat, hug, bug, pug, tug, rug, man, pan, can, van,fan. Story of Pinocchio was read to them and also shown on the laptop, especially for his nose! The very hungry caterpillar too was shown.	First Sound Fluency, vocabulary, comprehension	Children could identify the first sound. The new story was received very well, and the children enjoyed seeing Pinocchio's nose in the animated story on the laptop.
44	Day 44	20/02/20	8:30AM	20	The researcher wrote a few letters liked, s, g and t on the blackboard. She asked the children a question, that if you were reading the word sock, which letter out of these would you see at the beginning of the word. Each child came near the blackboard, and tried to point out the 's'. Similarly, dog, tub and gate were given orally, and children were asked to point out the	First Sound Fluency, vocabulary	This exercise really worked well, and the investigator could find out children who were not very comfortable finding the first letter.

					first letter from the blackboard. Since the children have learnt the story the thirsty crow by heart, the researcher wrote it for the class teacher to make a chart out of it.		
45	Day 45	22/02/20	8:30AM	20	Revision of yesterday's drill. The researcher asked children to provide the first letter of the words she spoke. The words were man, fat, van and rug. The letters on the blackboard were r, v, f and today many stories were told and shown on the laptop.	First Sound Fluency, new vocabulary	Today's drill helped children with the first sound fluency. The stories from the laptop captured their attention.
46	Day 46	24/02/20	8:30AM	20	Revised the phonetic alphabet. Rhyming words, bat, mat, cat, rat and man, can ,pan, fan. Also, bit, fit, sit and kit. Children were asked to separate sounds and speak. Story: The thirsty crow story was narrated and children supplied many words and phrases.	Phoneme Segmentation, vocabulary	Children easily segmented given words.
47	Day 47	25/02/20	8:30AM	20	Rhyming words on the blackboard, with 'I' and 'o'.sit, pit, bit, kit, fit, mit. Dot, pot, cot, lot, hot, not. The researcher introduced for the first time, non-sense words like rit, cit, git, dit, mot, vot, sot, bot.The new alphabetic song with aeroplane was played on the laptop. It helped them learn new words.	Nonsense WordFluency, vocabulary	Children spoke words with 'I' and 'o'. Also, nonsense words generated a lot of interest and they tried to speak them.
48	Day 48	26/02/20	8:30AM	20	Phonemic segmentation initiation. The researcher said the sound of m, /m/ and showed words bat, man, ran and dam. Then asked children which word started with the /m/. Phonic alphabetic song, and the 'snake' song with all the 42 phonic sounds. Showed them opposites on the laptop Stories: The very hungry caterpillar, the thirsty crow.	Phonics, Segmentation, First Sound Fluency	It was more of a video class, but since the researcher alternated between the lessons and stories , children enjoyed it.Their class teacher also accompanied the children.
49	Day 49	27/02/20	8:30AM	20	The researcher wrote the alphabet randomly on the black board, first in upper case and then in lower case. The children were asked to say the sounds of these letters. The second drill was	Letter Naming Fluency, Nonsense Word Fluency	Children could identify the randomly put alphabet on the blackboard. They tried to say the nonsense

					for nonsense three lettered CVC words. The children were asked to read the words slowly, saying each letter sound, segmenting.		words slowly, too.
50	Day 50	02/03/20	8:30AM	20	Short and long sounds of vowels a, e, i, o and the researcher wrote apple, egg, igloo, orange, umbrella on the blackboard. The vowels in these words are short sounds. Then the researcher wrote apron, equal, I ris, old and uniform. These words have long vowel sounds. stories and the new snake alphabet song.	Phonics: short and long vowel sounds, vocabulary, comprehension, fluency	Children repeated long and short vowel sound words after the researcher, and understood the difference.
51	Day 51	03/03/20	8:30AM	20	Some high frequency, high interest, familiar words were written on the blackboard. The researcher spoke the sound of m, /m/, and asked children to point out from the words that particular word which starts with m. Similarly, for other words , children were asked to identify words from their first sound. The snake, 42 sound phonic song was played on the laptop, the story -the very hungry caterpillar and the phonics song which they know by heart was played , too.	First Sound Fluency, phonics, vocabulary, numbers	The very hungry caterpillar has numbers, names of the week days in the story, so children have learnt about the days of the week, and numbers upto five.
52	Day 52	04/03/20	8:30AM	20	Revision of the long and short vowel sound words, with 'a', 'I' and 'o'. The stories -the thirsty crow and the very hungry caterpillar.	Long and short vowel sounds, phonics	
53	Day 53	05/03/20	8:30AM	20	Revision of the sounds of vowels-long and short .Stories-the very hungry caterpillar, the thirsty crow, the phonics song , the 42 sounds snake song	Long and short vowel sounds, phonics, vocabulary	
54	Day 54	06/03/20	8:30AM	20	The long and short sounds of vowels is a new concept, so the researcher gave more examples of them and again asked children to say the words aloud one by one. Stories-the very hungry caterpillar and the thirsty crow, the lion and the mouse, both the phonics songs were played on the laptop.	Long and short vowel sounds, phonics, vocabulary	Children are learning the difference between the same vowel sounding different in two different words.
55	Day 55	07/03/20	8:30AM	20	The new sounds of hard and soft 'c' were explained. The	The difference between the hard and soft sounds of	

					researcher wrote cat and ice on the back board. Now the sound of c in cat is /k/ whereas the sound of c in ice is /s/. The /k/ is the hard sound and /s/ is the soft sound. Some other examples were written, like cap, cat, car for the hard c sound -/k/ and rice, face, mice, circle for the soft c sound - /s/. Stories and the phonics songs.	'C'.	
56	Day 56	10/03/20	8:30AM	20	Revised the hard and soft sounds of 'C' with examples. Stories-The very hungry caterpillar, the thirsty crow. Phonics songs.	The hard and soft sounds of 'C'.	
57	Day 57	12/03/20	8:30AM	20	The researcher wrote the words, goat, gap, go and gas on one side and on the other side, age, page, gym, germ. Then she spoke the words on the left, which have the hard sound of 'g'-/g/, and the words on the right have soft sound of g-/j/. She called the children one by one and pointed out the g on both the sides and explained how their sounds are different. Stories-the very hungry caterpillar, the thirsty crow, the phonics songs.	The hard and soft sounds of 'G'.	
58	Day 58	13/03/20	8:30AM	20	Revision of the hard and soft sounds of 'G' with examples. Many stories on the laptop and songs. Some videos of hard and soft sound of 'C' and also of 'G' were shown to reinforce the lesson.	The hard and soft sounds of 'G'.	
59	Day 59	16/03/20	8:30AM	20	The rising cases of COVID-19 has affected the attendance of young children. Revision of both G and C, hard and soft sounds. Stories, phonic songs.	The hard and soft sounds of 'C' and 'G'.	
60	Day 60	17/03/20	8:30AM	20	Blends-beginning -black, brown, class. Blends-end-sand, desk, wild. The researcher explained the blend of consonants in these words, at the beginning and at the end. Also, the revision of digraphs ch, sh, th, wh, ph was done with examples. The researcher pointed out the difference between the blends and the digraphs.	Blends-beginning, end. Digraphs	

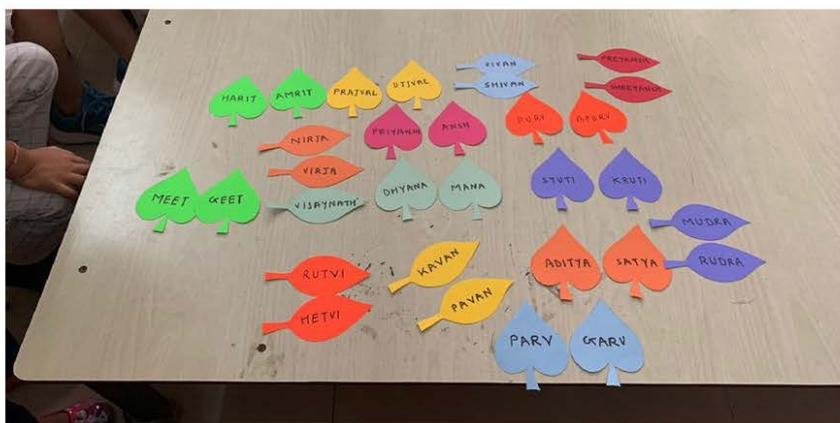
## **APPENDIX – III**

### **Parents' Feedback**

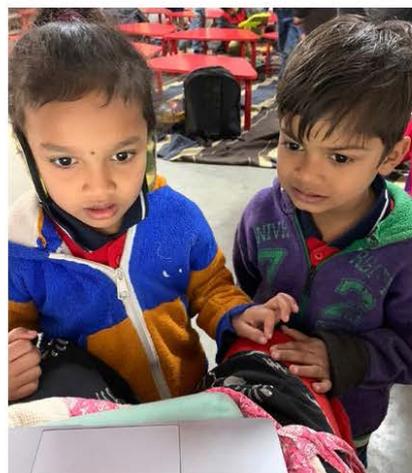
The researcher held three meetings with the parents of the Experimental group students. The purpose of the meetings was to inform and educate them on the process of the intervention and also, how they could help their children read better by continuing some of the activities at home.

They attended the meetings, and the researcher with the help of the students explained the programme in detail to them. Some activities to continue learning at home were shown on their smartphones, the alphabet song, letter songs, stories, rhymes and songs. Though some of the parents were not literate, their enthusiasm and understanding the importance of reading was exceptional. The researcher was happy to help whenever they needed to find the abovementioned materials on their phones. The parents were told to ask questions regarding environmental print awareness for alphabet knowledge, like hoardings and wrappers whenever they stepped out with their children. The researcher encouraged the parents to tell stories, even in the mother tongue, to help children accumulate vocabulary. The last meeting, the researcher received a lot of positive feedback from the parents regarding the students' home literacy activities.

## APPENDIX – IV GLIMPSES OF THE INTERVENTION



**Rhyming Names**



**Circle Time & Story telling**



**Christmas Celebration**

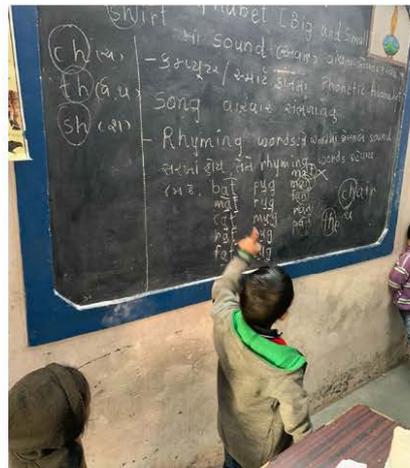


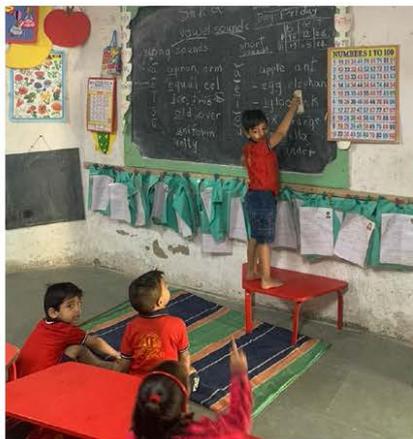
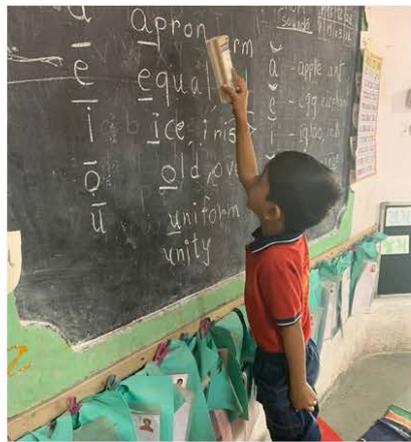
**Magnetic Board - Upper and Lower case (Alphabet Knowledge)**



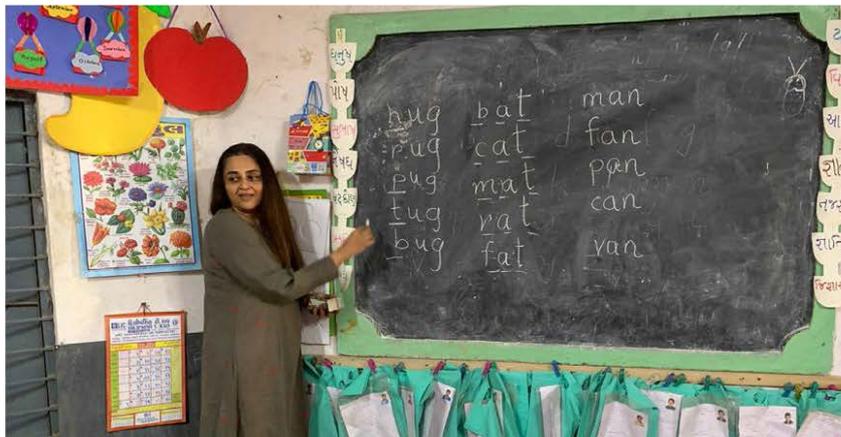
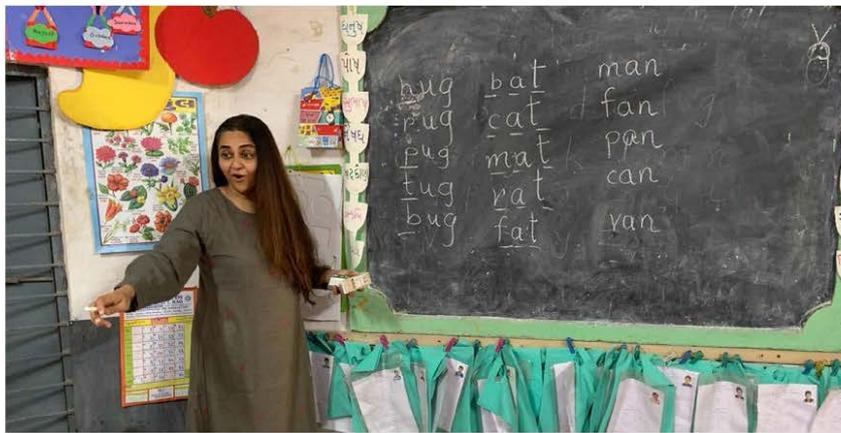
**Songs, Poems, Rhymes Singing**

**Agenda for Parent's meeting**

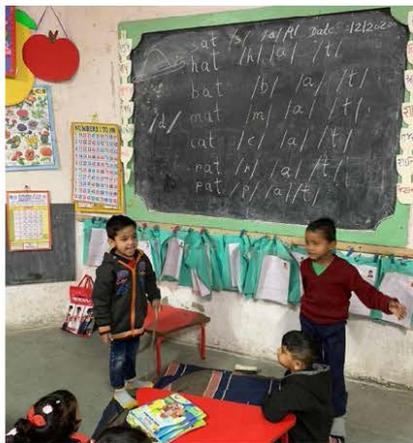
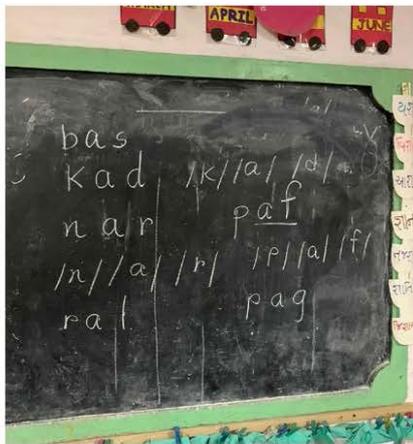




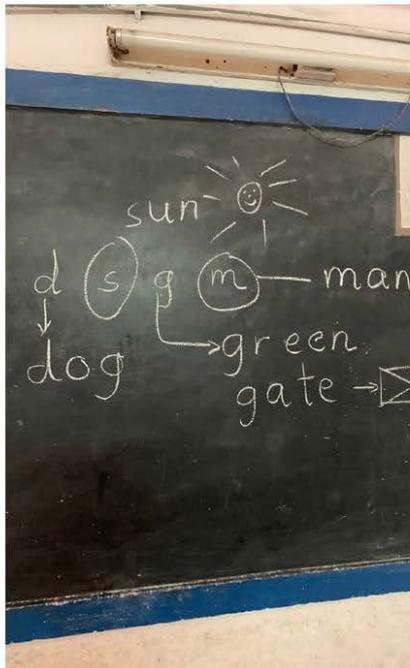
Vowel Sound - Long and Short



**Worksheets & Rhyming Words**



**Non-sense words - Phoneme Segmentation**



**This & That, Phonics, FSF**



**Meal times and Free Play**



Happy Children