

# **Development of Reading: A Guidebook**

**Prepared for  
The Bombay Community Public Trust**

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**In this Series:**

1. Development of Reading: A Guidebook
2. Magazines for Children: An Annotated Bibliography
3. A Manual of Library Procedures and Routines
4. Children's Books in English: An Annotated bibliography
5. An Update -Children's Books in English: An Annotated bibliography

## PREFACE

In the year 2005, the Bombay Community Public Trust (BCPT) started a few "Community Learning Centres" with the objective of providing opportunities to under-privileged children to read by accessing different types of books and other information sources. Comprising of a children's library, support classes and recreation facilities, these centres attracted a large number of children. As the project was implemented, we began to recognise the role of language development as an important component in the child's educational, social, emotional and intellectual growth.

Listening, reading and writing are the three main pillars of language development. Listening which begins in the womb and continues through the early years of a child's life enables a child to articulate – from incoherent to coherent words, from words, through phrases to sentences which get refined as the child grows. Reading and writing usually takes place in a school, with teachers playing a pivotal role in this development. The family and environment have an equally important role in this developmental task.

For various reasons, a large percentage of our children today lack the ability to read and write though they may be schooling. Books, others than school books, are rarely known and thus children miss out on the magical moments of enjoyment and recreation one gets from reading extensively.

The teaching of reading skills to children and developing sound reading habits emerged as the most important challenges. Our original project took a slightly different focus as we worked with several NGOs to promote reading in schools, and community centres. We hope to work with public libraries in the near future.

**The Development of Reading in Children: A Guidebook** is one amongst other materials being developed to assist the NGOs who are doing their best to address the issue. It equips the user with information and knowledge on different aspects of reading and ways to promote it through various activities. The activities have been developed keeping in mind different levels of competence amongst children and have covered important factors which promote reading such as vocabulary building, reasoning / cognitive skills, writing, comprehension.

While section 1 of the Guide focuses on the conceptual framework within which reading is placed, Section 2 deals with specific activities which can be used by facilitators, teachers, librarians involved in reading promotion. Within this section, 2 broad groups of activities are described. Part 1 describes activities which can be used in a classroom, library or community learning centre to create a language rich environment. Activities spelt out in Part 2 develop special sub skills required for reading. Designed in the form of games, these will be something children will enjoy doing.

Regular use of this tool by librarians and teachers will result in developing language skills of children. They will then begin to enjoy reading different types of books – stories, fairytales, and adventure, historical – and thus enter into a magical world they had missed so far! Libraries too will become important destinations and a part of children's lives.

We appreciate the funding and support we have received from Sir Ratan Tata Trust (SRTT) since the inception of the programme. In keeping with our shared vision of making every child a reader SRTT 's encouragement in the development of this Guide needs a special mention.

We wish to acknowledge that the activities have been drawn from several sources on the Internet, from other manuals (including The Teaching Aids Manual developed by ASMAE at Pune in 2005) and our own imagination!

This draft, preliminary version is offered to our partners for testing and feedback. We hope that with your inputs we would be able to strengthen the contents and fine tune the different activities suggested.

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## **Reading Promotion: An Introduction**

Reading is an essential life skill. It gives knowledge, builds skills, shapes attitudes and builds character. It is directly connected to the acquisition of formal and non-formal education. Going beyond reading for academic reasons, the activity of reading, in general, contributes indirectly to the development of a knowledge and information base, broadens horizons, stimulates imagination, and develops perceptions and sensitivity. Reading as an activity also provides enjoyment and pleasure. It is the key to the four pillars of education - learning to know, learning to do, learning to live together and learning to be.

### **Reading**

Reading is briefly defined as "making meaning out of print". It is a complex task, involving a cluster of sub-skills and operating at various levels. The skills involved are decoding (which itself is made up of phonemes and phonics), vocabulary and comprehension. The complexity of the reading process is the function of several factors: the different meanings of the term, the many skills and processes involved and the different levels at which text is organized. The levels of organization include: letter, letter cluster (e.g. ch, str, ght), word, sentence, paragraph, chapter, etc. The reader is expected to respond to all levels almost simultaneously. From the paragraph the reader gets a message, from the sentence she gets part of the message; from the word she may get references to objects, categories or relationships to certain kinds of syntactic information, so that she is able to piece together the idea; from the letter cluster she derives the sound of the word; and from the letter she derives information which

enables her to build up the letter cluster. The overall text from beginning to end completes the message.

In short, reading is the process of recognition, interpretation, and perception of written or printed material. Comprehension is the understanding of the meaning of the written material and covers the conscious strategies that lead to understanding. The process of reading deals with language form, while comprehension deals with language content.

Several definitions and models have been suggested to explain the reading process. The most commonly used model of reading was suggested by Gray<sup>1</sup> and modified by Robinson<sup>2</sup>. This model is essentially a skills model. The authors believe that skills and attitudes common to most reading activities can be classified into four headings:

- Word perception, including pronunciation and meaning;
- Comprehension, which includes a "clear grasp of what is read";
- Reaction to and evaluation of ideas presented by the author; &
- Assimilation of what is read, through fusion of old ideas and information obtained through reading.

Although the four sets of skills are often discussed separately, these aspects operate simultaneously for reading is a "unitary act".

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<sup>1</sup> Gray, William S. *On their own in reading; how to give children independence in analyzing new words* / With the collaboration of staff editors from the Language Arts Department. Rev. ed. Chicago: Scott, Foresman, 1960.

<sup>2</sup> Robinson, Helen. *Reading: seventy-five years of progress*. Chicago: Univ of Chicago Press, 1966.

The processes and skills identified by the Gray and Robinson model fall into two broad groups. At the basic level are the skills of word perception and comprehension. The skills of reaction and evaluation are often referred to as intermediate and higher level reading skills.

Word perception includes phonemical awareness and phonics. A phoneme is the smallest unit of sound in a word.<sup>3</sup> For example, the word *cat* is made up of three phonemes (or three sounds): /c/ /a/ and /t/. The word *fish* is also made up of three phonemes (or three sounds) even though *fish* has four letters: /f/ /i/ /sh/. Phonemic awareness is the *knowledge* that words are made up of a combination of individual sounds. For example, the word *cat* is made up of three sounds (phonemes) /c//a/ and /t/. When these three sounds are combined fluidly, they make up the word *cat*. If a child knows that *cat*, *car*, and *computer* all have the same sound at the beginning of the word, she has phonemic awareness. In other words, she is aware that the /c/ sound (phoneme) begins each of those three words.

Phonemic awareness is more than recognizing sounds. It also includes the ability to hold on to those sounds, blend them successfully into words, and take them apart again. For example, in addition to the knowledge that the word *cat* has three separate sounds, phonemic awareness is the ability to blend these three sounds together to form the word *cat* and, when asked, to identify and separate the sounds within the word.

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<sup>3</sup> [http://www.scsk12.org/SCS/subject-areas/kweb/images/NationalReadingPanel\\_FAQ.pdf](http://www.scsk12.org/SCS/subject-areas/kweb/images/NationalReadingPanel_FAQ.pdf)

Phonics is the relationship between a specific letter and its sound, *only* as it relates to the written word. Phonics is used, for example, when a reader comes across an unknown word. With knowledge of phonics, he can try to read the word by focusing on the specific sound of each letter or combination of letters. For example, if a child does not recognize the word *chant*, he might break the word apart into pieces, such as /ch/ /a/ /n/ /t/ (or /ch/a/ /nt/, or /ch/ /ant/), assigning an appropriate sound to each separate letter or combination of letters. Then, the child combines those sounds to create the word *chant*.

Phonics is also used in writing, or encoding text. For instance, if a child is trying to spell *smart*, she might begin with the /s/ sound and write *s*. Then, she goes to the next sound /m/ and writes *m*, and so on. An early phonics learner often achieves a close approximation of correct spelling rather than complete accuracy. For example, she may attempt to spell the word *smart* using the method above but end up with *smrt*, simply because she only heard the dominant /r/ sound in the /ar/ sound-letter combination.

When children learn to read, they begin to understand that the words on the page correspond to the words they encounter every day in spoken language. That is why it is much easier for children to make sense of written words that are already part of their oral language. While knowledge of every word on the page is not necessary to understand what is being read, too many new or difficult words make comprehension impossible. As children's reading level improves, so does their vocabulary.

Children increase their vocabulary through both direct and indirect instruction. Children continually learn new words indirectly through listening and speaking to people around them, being read to by others, and reading on their own. Sometimes children need to be taught new words explicitly, especially when they are crucial to their understanding of a story or concept. Study in content areas, such as science and social studies, adds to a child's vocabulary development.

Text comprehension is the interaction that happens between reader and text. More than merely decoding words on a page, comprehension is the intentional thinking process that occurs as the text is read — it is what reading is all about!

Good readers are purposeful and active. They use a wide variety of strategies, often simultaneously, to create meaning from text. Some of the most important are:

- *Monitoring comprehension:* Successful readers know when they understand a passage and when they don't. When they do not understand, they know that they have to pause and utilize strategies to improve their understanding.
- *Using prior knowledge:* Thinking about what is already known about the subject helps readers make connections between the story and their knowledge.
- *Making predictions:* Good readers often make predictions as they read through a story, using both the knowledge they bring to a text as well as what they can derive from the text.

- *Questioning*: When children ask questions about what they read and subsequently search for answers, they are interacting with the text to construct meaning. Good questions are based on a child's knowledge base and what further information she desires.
- *Recognizing story structure*: Children will understand a story better if they understand how it is organized (i.e., setting, plot, characters, and themes).
- *Summarizing*: When they summarize a story, readers determine the main idea and important information and use their own words to demonstrate a real understanding of the text.

Since the ultimate goal of reading is to interact with the text, comprehension should be emphasized from the very beginning, not only after a child has mastered decoding skills. For example, reading aloud provides an opportunity for children to hear a story and respond to the content — the characters, their feelings and motivations, and the setting, and to relate it to their own experiences. Children begin from an early point to understand that comprehension is the point of reading.

In traditional Indian education systems, this perceptual aspect of reading was emphasized. A well-known Gujarati writer of the last century, in an autobiographical essay, describes how in school in the first few years the task to be mastered was of deciphering the letters and pronouncing the words; students were not required to know or understand what they were reading.

## **Reading Stages**

The development of reading takes place over a number of stages from reading readiness to the learning of basic reading skills, to the acquisition of fluency and to a higher level of reading skills. Barrett's Taxonomy of Cognitive and Affective Dimensions of Reading Comprehension is given in Appendix 1<sup>4</sup>.

The different stages of reading have been distinguished variously by scholars. Chall identifies 6 stages of learning ranging from 0 to 5. The first three stages are devoted to the acquisition of the basic learning skills, whereas the last three stages fall in the category of higher reading skills as indicated by Gray. Chall's Reading Stages are<sup>5</sup>:

Stage 0--Pseudo reading (Preschool)

Stage 1--Decoding (Ages 6-7)

Stage 2--Confirmation and Fluency (Ages 7-8)

Stage 3--Reading for Learning the New (Ages 9-13)

Stage 4--Multiple Viewpoints (Ages 14-18)

Stage 5--Construction and Reconstruction (Ages 18 and Above)

An alternate model was developed by LEARNS Literacy Assessment Profile (L.L.A.P.) for the America Reads Initiative.<sup>6</sup> This model identified three levels of basic reading skills - emergent reader, beginning reader and early

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<sup>4</sup> <http://www.joeybyrne.net/Curriculum/barrett.pdf>

<sup>5</sup> [http://www2.scholastic.com/content/collateral\\_resources/pdf/r/reading\\_bestpractices\\_assessment\\_red\\_c1\\_L02\\_tr\\_alooksrch.pdf](http://www2.scholastic.com/content/collateral_resources/pdf/r/reading_bestpractices_assessment_red_c1_L02_tr_alooksrch.pdf)

<sup>6</sup> Developed by Judith Gold, Program Director for the LEARNS Partners at Bank Street College of Education, in collaboration with Lance Potter, Director of Program Evaluation at the Corporation for National Service.

independent reader. The three levels seem to correspond to the first three levels of Chall.

The understanding and skills developed at the different levels and the types of books typically enjoyed are indicated below.

### Reading Readiness<sup>7</sup>

Even before reading skills are acquired, the child needs to be prepared and ready for reading. The concept of reading readiness refers to the fact that even before a child learns to read, she should have acquired the ability to focus and concentrate on the page, learnt the basic print concepts, such as holding the book correctly, knowing that the "squiggles" on the page can be pronounced in a certain way and have a fixed meaning. This stage is identified by the following indicators:

- The child enjoys being read to, takes an interest in the illustrations and has favourite books.
- The child is able to sit and listen to stories being read to him/her.
- The child pretends to read by holding the book correctly, turns the pages and makes reference to the story from memory and from the pictures.
- When prompted, the child recalls events in the story.
- The child enjoys participating in songs, rhymes, chants, poems and storybook times.
- The child chimes in on familiar or predictable stories.

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<sup>7</sup> <http://www.nationalserviceresources.org/files/legacy/filemanager/download/learns/llap.pdf>

### Emergent Reader

An emergent reader is one who develops the following understandings:

- knows that words on a page are related to pictures.
- knows that printed words tell a story.
- looks through illustrations in a book and makes reasonable guesses about what might happen in the story.
- identifies some letter sounds and names.
- listens to a simple story and can retell it in own words.
- reads a simple story and can talk about the story.
- stretches words out and writes the most predominant sounds heard.

*Example: says "car" and writes "cr."*

Books for emergent readers include some or all of the following characteristics:

- colourful illustrations depicting familiar objects and actions.
- illustrations that closely correspond to the printed words.
- large, well-spaced print.
- language familiar to young children.
- rhyming patterns.
- simple language patterns such as repetitive words, phrases, or sentences<sup>8</sup>.
- stories which are very short and simple.

### Beginning Reader

A beginning reader is one who develops the following understandings:

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<sup>8</sup> An example of a story with large pictures, short sentences and repetitive phrases is given at the end of the Guidebook as story 1.

- o uses many strategies for reading; considers meaning of story, structure of language, sound-symbol relationships, and illustrations.
- o uses knowledge of syntax to know when something doesn't make sense or doesn't sound right.
- o understands that words can be broken up into different syllables.
- o knows to look for words within words to read. Example: "mat" in "matter."
- o retells story including details about characters, events, and setting.
- o demonstrates awareness of sequence of events when retelling a story.
- o represents complete sound of a word when spelling independently.  
Examples: "btafl" - beautiful, "purrd" purred

Books for beginning readers include some or all of the following characteristics:

- o familiar objects and actions.
- o illustrations that closely correspond to the story.
- o longer sentences.
- o varied placement of text on page.
- o many high frequency words.
- o words appear repeatedly in the text.
- o dialogue between the characters.
- o reflected vocabulary (i.e. word endings such as -ing, -ed, -s).
- o stories with simple plots, problems and solutions.

### Early Independent Reader

An early independent reader is one who develops the following range of skills:

- o recognizes a large body of sight words.
- o monitors reading and self-corrects when a mistake is perceived.
- o incorporates language from text when discussing book. *Examples:* "The lion's mane was the colour of the sun." "The wolf huffed and he puffed and he blew the house down."
- o compares books with attention to both similarities and differences.
- o supports own ideas or interpretations by giving examples from text.
- o identifies main idea of a passage of text.
- o uses knowledge of word families, vowel combinations, consonant blends, and digraphs when spelling. *Examples:* "brathr" - brother; "fethr" - feather

Books for early independent readers include some or all of the following characteristics:

- o illustrations that confirm rather than predict the meaning of text.
- o smaller print.
- o paragraphs rather than simple sentences.
- o short chapters.
- o different genres (i.e. science, humour, mystery, biography).
- o more complex plots, themes, problems, and solutions.
- o literacy language structures integrated with natural language (ie. metaphors, similes).

## Fluency

Fluency is the ability to read text accurately and smoothly. When fluent readers read aloud, their expression, intonation and pacing sound natural. This does not mean that fluent readers never make mistakes. Fluency develops from practice of reading. The same reader may read a familiar text fluently and a new, more challenging text less fluently.

Since fluency depends on higher word recognition skills, it helps children move from decoding words to sight-reading. This means that less energy is spent on deciphering each word and more is spent on comprehending what is read. If children are struggling to decode individual words, they cannot concentrate on other strategies that support their overall understanding of what they read.

Repeated oral reading is the best way for children to improve their fluency. This can include re-reading a familiar text several times, listening to models of fluent reading, or engaging in choral, or unison reading with a big book. Initially, books that children can read with a high degree of success should be chosen. If the book is too difficult, children will be bogged down with vocabulary and comprehension questions and their fluency will be hindered.

## **Reading Promotion**

Reading is not automatic and children require support in learning to read. A language-rich environment forms a strong foundation on which skills including decoding, fluency, vocabulary, and comprehension are based.

Mastery of decoding comprises understanding print concepts, phonemic awareness and phonics; it is usually attained by the end of second grade. Some skills, such as vocabulary development, will continue to grow as long as children are challenged by involvement in a rich language environment and by tackling increasingly complicated texts.

Research shows that children who develop phonemic awareness and letter-sound knowledge early on are more likely to be strong, successful readers. Children build these skills by reading aloud, practicing nursery rhymes, and playing letter and word games. Based on an understanding of phonemic and phonological awareness and basic print concepts, children are ready to start decoding words.

A conceptual map of how the sub-skills develop through the early years of childhood is presented in the reading pyramid<sup>9</sup> (Appendix 2)

The Reading Skills Pyramid visually depicts the patterns of concept acquisition that children generally follow in becoming successful readers up through third grade. A high level of parent/teacher involvement in this process is required by providing good quality educational materials, establishing a pattern of daily reading, creating a rich language environment. While most children follow the same sequence of acquiring literacy skills, they do so at their own pace. All children are different.

### **Reading Promotion Activities**

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<sup>9</sup> [http://www.time4learning.com/reading\\_skills\\_pyramid.htm](http://www.time4learning.com/reading_skills_pyramid.htm)

Concerted reading promotion activities are necessary as children go through each stage of reading. This is particularly true when home environments are not necessarily encouraging. These activities contribute in many ways; they can enhance any of the sub-skills encompassed in reading, help promote a reading habit or develop an interest in reading. Any activity - be it a game, a craft, a hobby, a classroom lesson, may be converted into a reading promotion activity. Generally, reading promotion activities can be carried out either as a pre-reading activity or a post reading one.

Such activities prepare students for the actual reading of the text. They increase student concentration, stimulate curiosity, increase imagination, and foster motivation, as well as give the students a sense of purpose, a reason for reading.

Some norms to be followed when planning reading promotion activities include:

1. Motivating students to focus on the learning objective; when students clearly understand the purpose of a particular activity, they will be better able to focus. This will help them to complete the learning objectives in a shorter amount of time. For example, if the teacher informs the students at the start of a lesson that the objective will be to "understand directions," they can focus on listening to and remembering the vocabulary associated with giving directions.
2. Maintaining the same topic and objective for consecutive activities. Learning is more effective when different activities within a lesson

maintain the same topic and learning objective, as opposed to a lesson being a series of unrelated activities with changing topics and objectives. When activities share the same topic and learning objective, students will reinforce their learning through repetition and continued association with a familiar topic. For example, if the topic is "festivals" and the objective is to understand speech the teachers can maintain the same topic and objective throughout several activities in one lesson. The following example includes a warm-up activity, a listening comprehension activity, controlled practice, and an open-ended listening/speaking activity.

- a. Start with a warm-up question to the class, such as: "What's your favourite festival?" or "What's the favourite festival in this class?"
- b. Then, introduce a listening comprehension activity in which two people have a conversation about their favourite festival and have students answer True or False questions based on the conversation.
- c. Next, conduct a controlled practice activity, which could be a drill activity that models vocabulary related to the festival or an important grammatical structure.
- d. Finally, introduce an open-ended activity that allows students the freedom to practice listening comprehension and speaking, such as interviewing other members in the class about their favourite festival and asking for further information.

In the above example, each activity builds on the preceding one using the same objective throughout. The idea is that communication

and listening comprehension should expand the students' knowledge by maintaining a topic throughout consecutive activities and reinforcing the same learning objective.

3. Use a variety of appropriate methods. If a teacher always uses the same activities, they will become boring for students. It is important to vary activities to stimulate the students' interest and challenge them with something new. It is also important to consider activities that involve group work and problem solving and that instigate communication and listening comprehension development. A variation of the simple "Fill in the Missing Word" listening activity is to use the same listening materials but to combine pair work with an information-gap activity. For example, give student A and student B worksheets containing the lyrics to the same song, but make sure that each student has different pieces of missing information. Without showing their worksheets to each other, the two students take turns to provide clues about the missing information, and the answers supplied by their partner will complete the lyrics to the song. Using this technique, students have to practice effective communication by accurately forming the correct questions necessary to elicit the missing words from their partners. Finally, students can check their answers by listening to the song. Using effective questioning techniques to elicit information is necessary.

Many children do not know how to respond. Perhaps at the beginning stages of reading books that naturally arouse strong feelings and opinions in children need to be selected. Once children have had practise reacting to

powerful books one can help them to clarify their opinions about more subtle pieces of literature.

Sometimes children do not respond because they do not know what they are looking for. Often when children articulate that a book is "boring", they indicate that there is no adventure, no exciting plot. But children can enjoy books without much plot, if they know what they are looking for. It is important to organize pre-reading activities which help children to anticipate and look for different elements in children's books such as emotions, language, art, etc.

Identification with characters and events help children respond. Even the most reluctant reader cannot resist books that touch upon things that matter to them. But gradually, it is possible to introduce books that can take them beyond their own world of experiences. Personal response to literature is not just identifying how a situation parallels a reader's own life. It is also the ability to be touched by other people's lives, by a wide variety of books. Books can immerse students in cultures very different from their own, enabling them to live through the joys and sorrows of their peers in a wider world community. Good books, whether they mirror children's lives or not have the power to touch and transform them.

Responding to a word or phrase which is unusual or delightful to the ear happens frequently. Words that ring with rich images or the rhythm of the language appeal to children. This appreciation begins with stories read aloud. Talking about books read, and the use of words also helps. For example, "You just can't say green. You have to say what kind of green. You know the green of a leaf, just after rain, when the sun shines on it?"

Revisiting the story for a specific purpose, comparing and contrasting it to other stories, extending to other stories by same author or on same theme are activities which help readers to react and assimilate the old and the new.

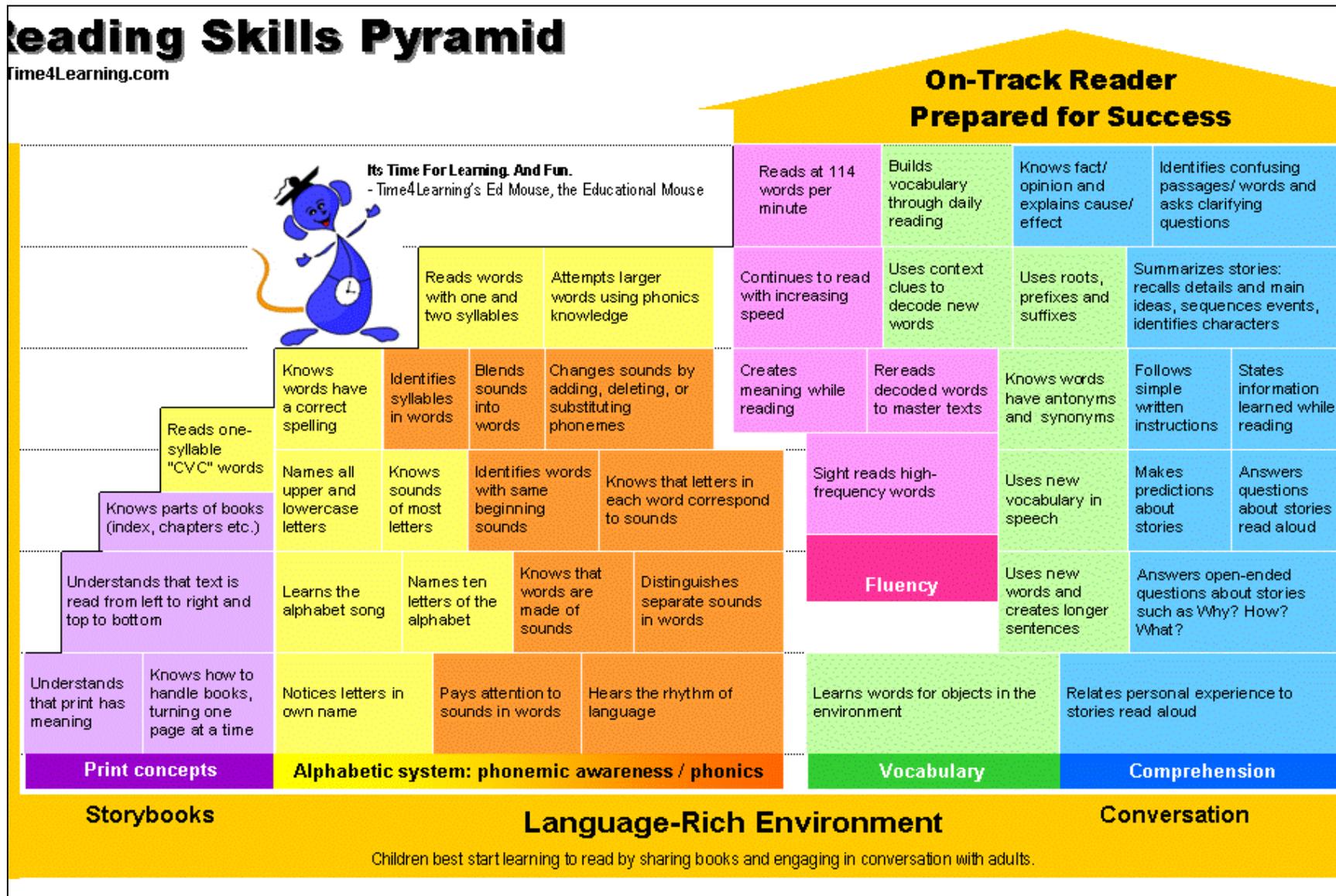
## **APPENDIX 1: The Barrett Taxonomy of Cognitive and Affective Dimensions of Reading Comprehension.**

Literal Comprehension focuses on ideas and information which are explicitly stated in the text.

1. **Recognition** requires the location or identification of ideas and information explicitly stated.  
Recognition of details e.g. names, place, etc  
Recognition of main ideas  
Recognition of a sequence  
Recognition of a comparison  
Recognition of cause and effect relationships  
Recognition of character traits
2. **Recall** requires the reader to produce from memory ideas and information explicitly stated in the text.  
Recall of details e.g. names, place, etc  
Recall of main ideas  
Recall of a sequence  
Recall of a comparison  
Recall of cause and effect relationships  
Recall of character traits
3. **Reorganization** requires the reader to analyze, synthesize, and/or organize the ideas or information explicitly stated in the text.  
Reorganization tasks are:  
Classifying  
Outlining  
Summarizing  
Synthesizing from more than one source
4. **Inferential comprehension** is demonstrated by the readers when they use the ideas and information explicitly stated in the text, their intuition, and their personal experiences as a basis for conjectures and hypotheses. Inferences may be convergent or divergent in nature; the readers may or may not be able to verbalize the rationale underlying the inferences. Inferential comprehension is stimulated by purpose of reading and questions which demand thinking and imagination that go beyond the printed page. It could include

- Inferring supporting details
- Inferring main ideas
- Inferring sequence
- Inferring comparisons
- Inferring cause and effect relationships
- Inferring character traits
- Predicting outcomes
- Interpreting figurative language

5. **Evaluation** require responses from readers which indicate that they have made judgements by comparing ideas in text with external criteria provided by other authorities or sources or with internal criteria provided by one's own experiences, knowledge or values. It deals with judgement and focuses on qualities of accuracy, acceptability, desirability, worth, or probability of occurrence. It includes
  - Judgements of reality or fantasy
  - Judgements of fact or opinion
  - Judgements of adequacy and validity
  - Judgements of appropriateness
  - Judgements of worth, desirability and acceptability
6. **Appreciation** involves all the above cognitive dimensions of reading, for it deals with the psychological and aesthetic impact of the text on the reader.
  - Emotional response to the content
  - Identification with characters or incidents
  - Reaction to author's use of language
  - Imagery



# SECTION 2

## **Storytelling and Reading Loud**

"Storytelling is the original form of teaching."<sup>10</sup> Great teachers like Plato, Confucius, and Jesus Christ used stories to connect with their listeners. The direct contact between the teller and the audience makes listening to stories a cultural experience and provides a universal appeal to storytelling. Oral stories are a direct expression of a literary and cultural heritage and through them heritage is appreciated, understood, and kept alive.

### Value of Storytelling

Stories help people to come to terms with the world. They provide a perspective to understand what has transpired in the past and what is happening in the present. Through traditional tales, people express their values, fears, hopes, and dreams. On the other hand, listeners experience a vicarious feeling for the past and a oneness with various cultures of the present as they gain insight into the motives and patterns of human behaviour. Different story genres appeal to different audiences, some being attracted to autobiographical narrative and others preferring the imaginative realms. Fairy tales address timeless, universal fantasies in national garb, and more contemporary stories mirror personal experiences in a particular societal context.

However, many storytellers feel that cognitive enrichment is not the primary aim of their art. Stories have numerous affective benefits for social and emotional development. A story session is a time to share

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<sup>10</sup> Pendersen, E Martin: Storytelling and the Art of Teaching. English Teaching Forum, 33 (1) January 1995. p.2-5

feelings. A relaxed, happy relationship between storyteller and listener is established, drawing them together and building mutual confidence. Stories help children to know themselves and to know others so they can cope with the psychological problems of growing up.

Stories are effective in language teaching. Caught up in the characters, aroused by the plot, students can be energized through storytelling and make connections with language. It is one of the most interesting activities for children, yet extremely effective as a method to promote reading. With an enjoyable story told in an appealing way, the book comes alive for the child and the listening experience indicates to the child that there are interesting things in a book.

Stories educate, illustrate, enlighten, and inspire. They give relief from the routine and stimulate the mind. They are a great motivator for teachers as well as for students. Stories are used in an exclusively positive scholastic setting, i.e., no grades, no failures, no textbooks, no notepads, no dictionaries, no costly audiovisual equipment- *nothing* coming between the listener and the teller.

While listening to stories, children develop a sense of structure that will later help them to understand the more complex stories of literature. In fact, stories are the oldest form of literature.

### Storytelling for Young Children

Stories are enjoyed by children from a very early age. They meet the emotional, cognitive and psychological demands of pre-school children: they

need to belong; to act; to share; to feel protected, etc. Stories and fairy tales are inherently interesting to children. They speak to the "I" of the child.<sup>11</sup> When a story is told/read by a parent or caregiver at a crèche at a very young age - even before the children are 2 years old - it contributes to the reading readiness of the children by

- Exposing them to written words in the environment and to written materials.
- Exposing the child to the rhythm of the language. This will help them read with some animation in their voice instead of just a monotone. It also helps them develop rhyming skills.
- Building a large and expanding vocabulary.
- Developing good eye-hand coordination and visual discrimination.
- Developing tracking skills. Tracking in reading is the ability to follow a line of type across a page from left to right and from the top of the page to the bottom.
- Becoming cognitively ready to read (through comprehension skills, problem solving abilities, reasoning skills, and recall abilities).
- Being physically ready to read.
- Developing a love for books through being read to and seeing others read.

Storytelling continues to contribute to the development of children as they grow. At the *balwadi stage (2-5 years)* storytelling helps the children

- Begin to recognize letters
- Hear the sound and connect it with the letter.

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<sup>11</sup> Malkina, Natasha: Storytelling in early Language Teaching. English Teaching Forum, 33 (1) January 1995. p.38-39

- Realize letters form words.
- Realize sounds combine to make words.
- Realize a word says the same thing each time you see it.
- Realize words go together to form sentences.

At the primary school level listening to stories:

- Increases vocabulary
- Enhances curiosity
- Provides motivation for follow up reading either because the storyteller mentions the source of the story or the author gives a clue for further activity in some other way.
- Quickens the development of reading skills
- Creates a desire to be able to read fluently
- Helps relate an unknown experience to the known, thereby widening exposure
- Indirectly influences academic performance for the better

### The Art of Storytelling

Teachers can use various procedures to make stories more accessible to their students. A teacher's style of presentation, questioning techniques, use of imagery-gestures or illustrations accompanying a written text, or exploitation of story grammar, facilitate the process by which a student makes meaning out of a story.

Storytelling is learned slowly over a long time, but the novice and the expert storyteller can both experience success on different levels. A

storyteller eventually makes a personal collection of stories for various occasions and purposes. Storytelling is a folk-art which can't be manipulated, intellectualized, or mass-produced. Its magic is unique. The storyteller is always a teacher, and the teacher is always a storyteller.

The art of storytelling which comprises of an agreeable voice, good diction, relaxed appearance and effective delivery can always be acquired and enhanced over time.

### Practical Issues

Selecting stories to read aloud or tell requires an ability to evaluate stories and to discriminate between those that meet the learners' needs and those that do not. Books and stories for reading aloud should be selected with care, keeping in view the age and interests of the children. Stories about animals which the children are familiar with are suitable for very young children since they are eager to listen to them over and over again. Traditional tales, myths, legends, fairy tales or short stories are most suitable for ages 6 to 10 years. For older children, a continuing story or novel can be read in stages over a period of time.

Having a fixed story hour or time when a book is read, creates a pattern which helps in the formation of a reading habit. Story telling can be enhanced with the use of visuals (charts), puppets and other props. Involving the children in making the props adds to their enjoyment. While reading out a story, children can also be





encouraged to enact certain actions or join in the repetitive parts of the story. For older children questions such as "What would happen if..." can also be used to bring into play their creativity and imagination.

To get the maximum from story telling, it is necessary to plan pre- or post-storytelling activities. Pre-reading activities prepare the child's mind and make it receptive to listen to the nuances of the language and the story. This can include a variety of strategies - talking about the locale of the story, introducing relevant vocabulary, introducing the content and relating it to the real world. Such an activity need not be very long, but even a brief (around 5 minutes) activity is enough.

Post reading activities too can vary depending on the age of the children. Questioning the children after the story is told or discussing what happened and why 'fixes' the story in the minds of the children. Children could be asked to retell the story they have heard to the same or an alternate audience.

Rewriting the story from the perspective of a character or writing a sequel to the story can also be attempted. 'Reformatting' the story into other media is also both enjoyable and educative. Creating a play and staging a theatre production of the same or making a puppet show or even recreating the story as a 'sequential art' - comic, cartoon, graphic novel, 'pata katha' provides children with an opportunity to be creative.

Children can also be encouraged to tell stories or read aloud to their peers. This activity builds their self esteem and confidence. Storytelling competitions among children are enjoyable for all.



Children 'flying kites' as a story is being read out.

### **Some Practical Hints**

#### **Selection**

1. Read, read, read.
2. Choose stories you like.
3. Choose stories appropriate for the learners.
4. Choose stories with a simple structure
5. Choose stories with positive values.
6. Study the story's background.
7. Test your selection.

#### **Preparation**

1. Learn the story.
2. Outline the story
3. Control the story's length.
4. Control the story's vocabulary.
5. Refine your storytelling style.
6. Practice, practice, practice.
7. Relax before telling.

#### **Presentation**

1. Begin properly.
2. Be your best self.
3. Concentrate on your voice.
4. Maintain eye contact.
5. Express yourself with your hands and body.
6. Use props sparingly.
7. Pay attention to the physical setting.

#### **Follow-Up Activities**

1. Ask comprehension questions carefully.
2. Invent exercises in phonetics, semantics, and syntax.
3. Do listening activities.
4. Do oral activities.
5. Do written activities.
6. Do visual activities.
7. Do creative drama activities.

### **Book Talks or Book Discussions**

A book talk is a presentation of a book by one student to others. In one session 2 or 3 students can be asked to talk about a book they have read recently. Their talk may also include reading a small passage from the book and commenting on it. It may be necessary for the teacher to initiate this activity by giving the first talk, as an example. The talk is followed by a discussion on choice of books, story, presentation; children are encouraged to ask questions. The teacher/librarian has to help and guide the discussion. The presentation can be accompanied by a display of books, by the same author or on the same theme.

The main advantages of this activity are: the children have an incentive to read, appraise the book in many different ways, plan and organise their talk, speak and read coherently and clearly, listen and understand, ask questions and participate in the discussion. The listeners are often attracted to read the book.

Book talks can also be used by the teacher/librarian to introduce a new book by reading a carefully selected complete episode from a book. It may also include brief informal introductions to other books of interest on a similar topic.

### **Book Reviews**

Students, who have developed writing skills, may be asked to maintain a library diary and write reviews of books they have read. To start off the

activity the teacher/librarian could introduce the children to some well-written book reviews. The review could contain:

- Name of the author
- Title
- Publisher
- Year of publication of the book
- A short summary
- Appraisal of the book which could include answers to questions such as
  - Did you like the book? (yes/No) Why?
  - Which character did you like the most? Why?
  - Did you learn anything?

The activity helps to develop writing and analytical skills. The children will be further motivated if their reviews are displayed on the bulletin board, read out to other students or included in a library newsletter/ wallpaper/ magazine.

### **Celebrations of book days/book weeks**

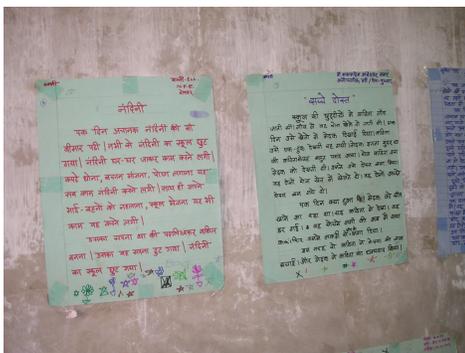
To increase the use of books and stimulate reading, the librarian can identify special days as book days; these could be anniversaries of authors, or special events. Similarly book weeks can be celebrated with a number of activities organised in a particular week. Although library programmes are on throughout the year, a book week helps focus the attention of all concerned, including the parents and the community on the activities.

## Games and Competitions

Games are not only fun but help students learn without a conscious analysis or understanding of the learning process while they acquire communicative competence particularly as second language users. A variety of competitions can be organised to stimulate reading. These could be: reading aloud or story telling, book reviews, book games, library/literary quizzes, designing book marks, illustrating book events, making book jackets, poster making and a variety of other activities. Giving prizes and recognising their talent at a function with other children, parents and teachers present helps in maintaining their motivation. A general best reader award may also be instituted to celebrate the child who has read the largest number of books or taken part in the maximum number of activities.

## Bulletin/Display Boards

A bulletin or display board can give publicity to the library, its collection and activities, and also to the children. Information regarding new books, reading lists, book of the month, forthcoming activities, may be displayed. The board may also be used by the children to put up their favourite book, book reviews, stories written, illustrations of books or their characters, cartoons made by them, jokes, poetry.



cartoons made by them, jokes, poetry.



Children stories on the Bulletin Board at Cuffe Parade



←  
The Bulletin Board at the Chikulwadi Centre

The maintenance of the bulletin board may be given to children on a rotation basis.

### **Book Exhibitions/Displays/Fairs**

Regular displays of new additions to the collection can be supplemented by book exhibitions of works by an author, or on a theme or of a genre. Such displays and exhibitions serve the purpose of highlighting the centre's collection and making visible books which have been overlooked by the children. In addition, book fairs where book sellers/publishers display their collection can also be organised. Such fairs raise the exposure of children to a wide variety of materials and also help the centre in book selection.

### **Reading Dairy**

Children can be asked to keep a small note book or diary in which they may note the books they have read and their comments. Most children may regard this as a chore, but some may be willing to do so.

### **Readers Clubs**

Regular readers may take the initiative to form a club. The members could meet regularly to plan some reading programmes and activities.

### **Newsletters/Wallpaper/Magazines**

A library newsletter may contain information regarding monthly library activities, competitions and exhibitions planned, competitions winners, best reviews by students, book recommendations, reading lists and photographs of activities. The newsletter may be in the form of a wall magazine.

The magazine provides a platform to showcase their talents. The publication responsibility can be rotated among students.

### **Word Walls**

A word wall is a list of words that are related to each other in some way. Word walls are used as a tool to teach a language concept. Often, they are displayed in large letters on a wall and used in collective classroom exercises, but smaller printed word lists can be used for a variety of teaching exercises. Using a word wall tool, one can build word lists in different text sizes and page layouts, highlighting certain character combinations if needed. Words can be printed in font sizes almost 2" tall, appropriate for displaying on a wall, or much smaller font sizes appropriate for individual exercises. When using a word wall:

- Introduce no more than 5 sight words per week that are developmentally appropriate.
- When the new 5 words have been introduced, add them to the word wall - alphabetically.
- As next five words are introduced, continue to review the words on the word wall from previous week(s).

- Daily focus on word walls in meaningful, interactive ways to promote the learning of the basic sight words.

### **Screening of CDs/VCDs/DVDs**

Children prefer watching these rather than reading, hence the popular conception is that they inhibit the development of a reading habit. However, good motivators of reading use these as tools to develop reading. This is best done by using the audio-visual medium to create interest on an issue or theme and then directing that interest towards appropriate books.



Viewing a VCD

# Level 1: Entry

## Level 1: Entry

### **Activity 1.1 Reading Print**

Purpose: Print awareness, Observation

Note: Print awareness is the understanding that print is organized in a particular way - for example, knowing that print is read from left to right and top to bottom. It is knowing that words consist of letters and that spaces appear between words. Print awareness is a child's earliest introduction to literacy.

Props: Books, menus, brochures etc

Procedure: Making children understand that print has different functions depending on the context in which it appears - for example, menus list food choices, a book tells a story, a sign can announce a favorite restaurant or warn of danger.

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### **Activity 1. 2 Putting the alphabet in**

Purpose: Familiarization with the alphabet and words, Observation

Props: Pictures of common things. There should be sufficient number for the class. There can be more than one picture for the same object. Make these pictures into cards by sticking them on cardboard.

Procedure: Make groups. Give piles of cards to each group with a tray or box. Choose an alphabet for the session. Within a certain period of time each

group has to put the cards containing the objects with the alphabet into the box. The winner is the group that has maximum correct cards.

Example: The alphabet chosen for the session is D. Each group has to pick as many cards containing pictures of objects with D (such as picture of a dog, donkey,) in their box within 15 minutes. The group that has picked the maximum number of cards with objects having names starting with D wins that session.

---

### **Activity: 1.3 Alphabet Order**

Purpose: To improve spellings

Props: Large cut outs of alphabets to be pinned on the children

Procedure: The children stand in a circle with the facilitator. The facilitator calls out a word. The children who have the letters pinned on them come together in the proper order.

Example: The facilitator says CAT. The children having the alphabets A, C, T come together and stand in the order CAT.

---

### **Activity 1.4 World of Words**

Purpose: Learning alphabets and words, vocabulary building

Props: Wrappers, simple pamphlets, pictures with caption etc.

Procedure: The children sit in a circle with the facilitator. The facilitator points out /writes out an alphabet. Children find it on the wrapper etc. that is in their hand.

Example: Point out letters and challenge the children to find and name specific letters in signs, billboards, posters, product packaging, books, and magazines.

---

### **Activity 1.5 The Sound Shopping Trip**

Purpose: Vocabulary building; Pronunciation, learning to connect language and reading

Props: Magazines or catalogues with pictures of objects children know. The magazine or catalogue must contain only simple objects that the children recognize and can be spelt easily suitable to their age.

Procedure: Children go for make believe shopping and shops for a magazine or catalogue. Each child closes her/his eyes and puts his/her finger on a picture. Then the word is pronounced. The alphabet starting the word is identified, said aloud and shown on the alphabet book. The next item is then identified. So at the end of the specified time each child shows what she/he has shopped.

Example: The child puts her/his finger on picture of 'dish'. The facilitator pronounces the word. The alphabet D is shown in the alphabet book. Again the child closes her eyes and puts her/his finger on another picture, say of bread. The word is pronounced by the facilitator and alphabet B is shown.

---

### **Activity 1.6 Word Unscramble**

Purpose: Familiarity with letters; Vocabulary building; Spellings

Group: Very young children who cannot read properly yet

Props: Large cut outs of letters pinned on 2 groups of children

Procedure: The facilitator selects some children with some letters from one group. The second group of children has to rearrange these letters to form a word. Then children from the second group are chosen and the first group has to rearrange the letters.

Example: From the first group the facilitator chooses A, C, T. Now children from the second group have to rearrange them into CAT. Then the facilitator chooses N, S, U from the second group. The first group has to arrange them as SUN.

---

### **Activity 1.7: Words & Spellings Directions**

Purpose: Familiarity with letters; Vocabulary building; Spellings

Procedure: Scramble up some common words and challenges the children to unscramble them. For beginning readers, use three- and four-letter words and provide a definition for each scrambled word. For independent readers, scramble longer words and/or skip the definitions.

Example: The facilitator may give the word 'rac' and hint that is something you drive or 'dirb' is something that flies and ask the children to unscramble the words as 'car' and 'bird'.

Variations: The facilitator may scramble words in categories, such as animals, musical instruments, fruits, and so on.

The activity may be made into a competition by providing the players, a copy of a list of scrambled words and seeing who can unscramble all the words first.

**Activity 1.8 Matching the letter and sound**

Purpose: Familiarization with letters and sound, Vocabulary building; Pronunciation

Props: Charts, pencils, scissors. Cards with letters and pictures of common things. There should be sufficient number for the class. There can be more than one picture for the same object. Make these pictures into cards by sticking them on cardboard and separating the letter and picture (Fig.).

Fig.1



Procedure: Make children to sit in a circle. Distribute the letters and pictures. The children have to match the letters with the picture that starts with this letter. Within a certain period of time they have to match the letter with the picture. It is important to ask children to pronounce the letters and the name of the picture so they can make the link between them.

Example: In the illustration above the child with the letter / picture has to find the counterpart.

---

### Activity 1.9 Recognising Letters

Purpose: Familiarity with letters

Props: Each alphabet on a large card.

Procedure: Children sit in a circle. As each card is held up, one child recites that alphabet. Then the teacher shows another and asks another child. As children become more familiar the game can be made more difficult by showing one alphabet and asking which is the next one (one before) and so on till the children become familiar with the alphabets.

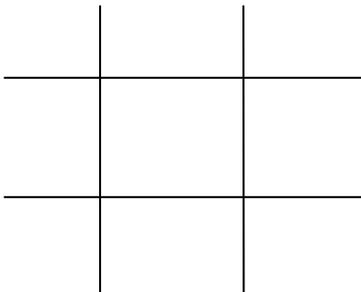
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### Activity 1.10: Word 'Housie'

Purpose: Vocabulary building; Listening skills

Props: A word wall or a skill appropriate list of 50-70 words

Procedure: Ask the children make a tic tac toe grid (9 spaces).



They then choose 9 words they know and write 1 word per grid. The teacher randomly calls words from the wall/list. If the word is on the child's grid he/she ticks it off. The first player with all 9 words ticked wins. Have the children call the words they covered back to the

teacher for extra practice. The game can be repeated several times.

---

### Activity 1.11: Guess the Word

Purpose: To teach sound of letters and words, Vocabulary building; Reasoning / Cognitive skills

Procedure: The facilitator tells one child a word e.g. Cat. The child gives a hint by acting out, making a sound or saying it drinks milk or any other clue. The other children have to guess the word

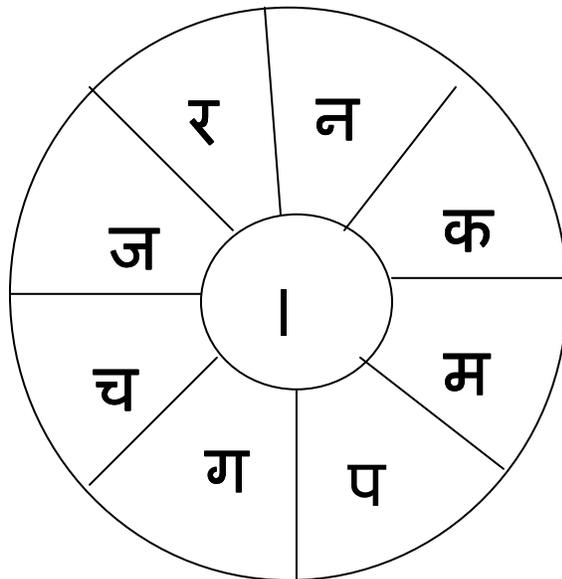
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### **A 1.12 The Word Wheel**

Purpose: Familiarity with letters, Spellings, Vocabulary building

Props: A word wheel (as illustrated) drawn on a card. Similar charts may be made using different letters and matras. It is also possible to make the outer segment with the letters like a donut with the centre as a hollow to be used for smaller circles with matras.

Procedure: Tell the children that the game involves making words using the letters in the outer segment of the wheel. The "matra" in the centre must be used at least once. The child who makes the largest number of words wins.



### **Activity 1.13 YES/NO Boards**

Purpose: Listening skills; Comprehension and understanding of verbal cues

Props: Yes and No boards. Some cardboard pieces to be covered with coloured paper. On some write YES and on others write NO.

Procedure: Each child/pair of child will have a yes board and a no board. As the story is progressing the story teller will pause and say something to which the children have to put up the yes board or no board.

Example: As the story of Snow-white and the seven dwarfs progresses, the story teller may pause at some point and ask if Snow-white had a stepmother. The children then will put up Yes board. Or there were six dwarfs to which the children should put up NO board.

This YES and NO boards can be used with variations for other purposes also.

---

### **Activity 1.14 Copy Me**

Purpose: Observation; Listening skills; Reasoning/Cognitive skills; Comprehension

Procedure: The children stand in a circle with the facilitator. The facilitator makes the sound of an animal. The children who can identify the animal form a group. Other groups are formed for other animals. Each group tells the other groups about the animal of their group. The children may draw the animal.

Example: The facilitator starts with a story of elephant and the mouse. Instead of saying elephant makes the sound and pantomimes elephant. The children who can spot the elephant form elephant group.

The remaining children become mouse of the story. The teacher pantomimes the mouse. The children say what the teacher is showing. Then each group tells the other different characteristics of the elephant/mouse. Also additional stories related to Ganpati and his vehicle the mouse.

The facilitator will need to prompt and enact further according to the progress of the groups

---

### **Activity 1.15 Write what you guess**

Purpose: Writing skills; Listening skills; Spellings; Reasoning/Cognitive skills

Props: Paper and pen/pencil.

Procedure: Teacher describes something. Children have to write the name. Facilitator will collect the chits. Call out the name and spelling of the object. Those who are right will continue others will get eliminated. The game can continue till terminated by the facilitator or when only one child remains.

---

### **Activity 1.16 Toys**

Purpose: To develop basic writing skills, Spellings; Vocabulary building.

Props: A box of toys with easy names e.g. car, dog, cat, bat etc (in multiple nos.)

Procedure: Children have to put their hand in the box and pick up a toy and write its name. The ones who have written correctly can play with their toys.

Others will try again. After 3 turns those who have not been able will be shown the spelling and will be helped to write the name of a toy and given the toy to play with.

---

**Activity 1.17 Writing names**

Purpose: To develop basic writing skills, Spellings; Vocabulary building.

Props: Paper and pen/pencil.

Procedure: Make groups of 5-6 children (depending on the length of the word). Keep a picture of a common object with a long name e.g. aeroplane for each group. Give each group a sheet of paper. The first child has to write the first letter of the name of the object and pass it on to the second child who writes the second letter and so on till the whole word is spelt out. The group that finishes first with the correct spelling is the winner. The pictures may be exchanged for a second round and so on. After the game is over the pictures are put up with the sheets having correct spelling. The facilitator also spells out the words.

# Level 2: Familiarity

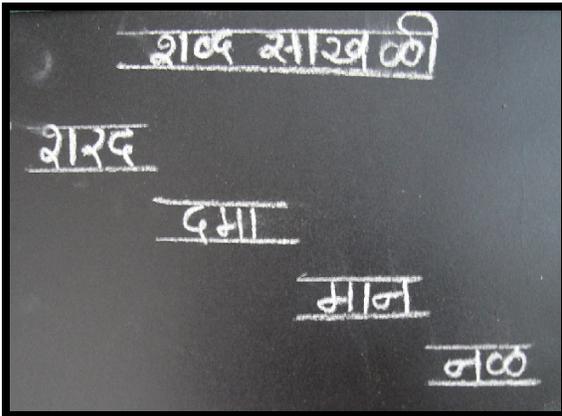
## Level 2: Familiarity

### Activity: 2.1 Alphabet antakshari

Purpose: Familiarity with letters; Vocabulary building; Reasoning/Cognitive skills

Procedure: Depending on the level of fluency with the language the game starts with one child saying a word. The next child takes the last letter and says another word and the rounds continue.

Example: First child says CAT. The second child says TRAY. The third child says YELL etc.



---

### Activity 2.2 Letter Swap

Purpose: Vocabulary building; Spellings; Reasoning/Cognitive skills

Props: Two words written in large print. The first word is a whole word (such as **sat**). The second word has a blank for the first letter (  at). A set of letters such as **g, s, t, m, p, r, h, f, k, l** with each letter written on a separate piece of paper.

Procedure: Put the large-print word in front of the children. ; sat

\_at

Say "We're going to see how many words we can make like **sat**. I'll pick a letter from the pile. My sound is **r**. I can change **sat** to **rat**. Put the **r** in the blank space in front of **at**."

Have the children do this again, picking different letters and making new words. Change to a new word such as **map** or **fill**.

Do this activity often with new words.

---

### **Activity 2.3 The Match Game**

Purpose: Vocabulary building; Pronunciation of words **that** cannot be read by saying the sounds in the word

Props: Cards with one word written on each piece (start with **the**, **said**, **are**, etc.). Another set of cards with the same words written on them.

Procedure: Mix the words together. Form groups of 4. Give each child five cards. Put the rest of the cards in a pile, face down on the table. Each child in a group picks up her/his cards to see if they have two words that are the same among their cards. If so, that child says the word and puts them down as a pair, then picks two more cards from the pile. Those who do not have a pair, draw a card from the pile. Each child takes turns until all the cards have been drawn or one player has gotten rid of all of his or her cards.

The player with the most matching pairs is the winner.

---

### **Activity 2.4 Animals and Birds**

Purpose: Vocabulary building; Observation; Pronunciation

Props: Two sets of cards (a) cards with pictures of common birds, animals etc. and (b) cards with corresponding names of the birds and animals. Both pictures and names are mixed together.

Procedure: Children sit in a circle facing inside. Each child takes a card from the packet of cards. Now the children have to pair the pictures with the names. Children cannot talk. They can only hold up their cards and by looking at them they have to select their pairs. Once the pairs are formed then each pair will say what they have.

---

### **Activity 2.5 Letter Train**

Purpose: Vocabulary building; Reasoning/Cognitive skills

Group: Children with some knowledge of reading

Procedure: Instructor says a word starting with C (cat). The first child has to say a word with D (dog) and so it continues and can go into second round.

---

### **Activity 2.6 Families of Words**

Purpose: Vocabulary building; Reasoning/Cognitive skills

Procedure: Instructor tells the children that all the words must be related to a class of items (animals). So the first child tells the name of an animal starting with A (ass), B (bull dog) etc.

---

### **Activity 2.7 Letter Sounds**

Purpose: Vocabulary building; Listening skills

Props: Flash cards with simple words mixed up

Procedure: Facilitator says

Find the word that begins with-----

Find the word that ends with----

Find the word that rhymes with----

---

### **Activity 2.8 Find the sounds**

Purpose: Familiarity with letters; Vocabulary building; Listening skills

Props: Flash cards with alphabets (e.g.. M), flash cards with the vowels (eg. 'आ'ी)

Procedure: This 'game' can be transacted at varying levels of difficulty. At the basic level, the facilitator shows to the children each alphabet and pronounces it. The alphabets are then mixed up. The teacher pronounces an alphabet letter and the students find the right card. Next a vowel and an alphabet is put together and pronounced (e.g. मा). These combinations are shown and pronounced. The vowels and alphabets flash cards are mixed together. At a still higher level, the facilitator pronounces a word. Children have to take out the alphabet and the vowel and put them together

#### Variation

1. Each child is given a flash card with an alphabet or vowel to hold. The facilitator calls out an alphabet. The child holding that letter comes up in front. The facilitator call another letter of a word and another child who is holding that card comes up. E.g. the facilitator calls घ, and then र. Similarly for other letters the children come up one by one as the letter or vowel is called. When the full word is formed the

facilitator pronounces it. Then the children pronounce it. If the letters can be recombined to form a new word it is done and pronounced.

2. The game can also be played as a team game. As the facilitator asks for each letter of the word, children identify the child in their team who has the letter. When the word is complete, the children have to come out in front together and each child will pronounce the alphabet he/she represents. The facilitator will call out the word again to reinforce the sounds. The group that has formed the word first will win.

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### **Activity 2.9 Find a rhyme**

Purpose: Vocabulary building; Pronunciation; Reasoning/Cognitive skills

Props: A word wall or a skill appropriate list of 50-70 words

Procedure: The teacher points to a word and a volunteering student tries to name a rhyming word.

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### **Activity 2.10 Form Groups**

Purpose: Reasoning/Cognitive skills

Props: Cards with words

Procedure: Cards contain words of different categories. Children will be told to sort them out by given criteria. For example cards may have the following words (one on each card) duck, top, hiss, doll, gull, hen, buzz, etc. to be sorted out by categories 'they have wings, toys, animal sounds.

### **Activity 2.11 Find the opposite**

Purpose: Vocabulary building; Reasoning/Cognitive skills

Props: Cards with words which are antonyms e.g. tall, short, fat, thin, etc.

Procedure: The cards are distributed to the children. The child who has the word 'dead' has to find the card with the word 'alive' from another child or vice versa. Everyone will clap as each pair reads their words.

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### **Activity 2.12 Dictionary Game**

Purpose: Reasoning/Cognitive skills Vocabulary building; Pronunciation; Information Literacy, Using a dictionary

Props: Dictionaries

Procedure: Each child has a dictionary (or partnered if resources are limited). The teacher randomly chooses a word and the children race to find it in their dictionaries. The first child to find it reads out the definition. They then get to choose the next word to search for.

Example: Take the word chair. The children who find the word first read out the definition. The facilitator may ask if children have seen a chair etc.

Then the next word is read and it continues.

Variations: (a) It may be considered to eliminate the child/pair who has answered so that everybody gets a chance. (b) Facilitator writes a word that is wrongly spelt. The children must find the right spelling e.g. CHIAR. The children have to guess the correct spelling and look up in the dictionary to locate the correct spelling and meaning

---

### **Activity 2.13 Locating information**

Purpose: Information skills, Reasoning/Cognitive skills

Props: Dictionaries and encyclopaedias

Procedure: The facilitator divides the class into groups. Each group is given a dictionary or encyclopaedia. Each group selects one item and enacts it as in dumb charade. The others have to identify what it is and locate it in their dictionary/encyclopaedia. Unlike dumb charade the answer will not be called out but located from the information source and shown. Whichever group is first reads out the information. If the group is wrong the next group reads out. If no group is able then the original group reads it out.

Example: One group takes the word PHOTOGRAPHY from the encyclopaedia. One member acts out the word. The other groups guess the word and locate it in their dictionary or encyclopaedia. The quickest group reads out the description. If it is right the second group selects and enacts another word say ROSE.

The other groups have to guess and find out the word till the right description is read out. If none of the groups are able to guess the word then the group that had enacted the word 'rose' reads it out.

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### **Activity 2.14 Mapping the route**

Purpose: Observation; Reasoning/Cognitive skills; Comprehension; understanding spatial literacy in a graphic form

Props: Paper, colour pencils, ruler

Procedure: Each child draws a road map from his/her house to the library/learning centre, marking the important landmarks on the way and explains the route to the others, with the help of the map.

### **Activity 2.15 Calendar Game**

Purpose: Observation; Reasoning/Cognitive skills; Comprehension; Information literacy

Props: Calendars with holidays marked.

Procedure: Children are shown the information in a calendar. A quiz is then held between two groups asking them about number of days in a certain month, when is Diwali, etc.

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### **Activity 2.16 Passing of Object**

Purpose: Observation; Reasoning/Cognitive skills; Comprehension

Props: Any common object such as bus ticket, biscuit packet etc. or unusual objects children may have brought with them like shell etc.

Procedure: Choose an object. Pass it around. Ask children what they see, feel etc. Then the facilitator explains and points out further features. The children can examine the object again.

Example: A biscuit wrapper. The children are asked to describe what is written on it, what it is made of, colour, feel, etc. After the children finish describing, the facilitator points out that the cover is made of paper that seals the crispness and smell of the biscuit. So it is different from other types of papers. More information can be given depending on the age of the group such as how it is manufactured, whether it is environment friendly etc. Variations according to age and ability of the group are possible.

Listing the features of the object may be made into a competition between two groups.

A game like musical chair may be held where the object is passed around and when the music stops the group holding it must describe one feature till the groups get eliminated.

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### **Activity 2.17 Memory Game**

Purpose: Observation; Listening skills, develop memory.

Props: Chart, pictures, slates, chalks.

Procedure: The teacher asks the children to look at the pictures for 2 minutes, and then they hide the chart and children have to write on their slate the ones they can remember.



Variation: This game can also be done with the children who can't write by asking them to tell the words instead of writing them. But then this activity has to be done in smaller groups.

---

### **Activity 2.18 For my Birthday**

Purpose: Writing skills; Creativity; Reasoning/Cognitive skills; Comprehension

Props: Paper and pen/pencil.

Procedure: The child has to draw up a menu of what he/she had/will like to have for his/her birthday.

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### **Activity 2.19 Writing names**

Purpose: Writing skills; Spellings.

Props: Paper and pen/pencil.

Procedure: On a sheet each child will have to write his/her name. Those who write correctly will then write the name of his/her friend in the library/class. Those who are right will then write the name of the teacher/librarian. At each stage those who are wrong will be helped to write the concerned name.

Variations:

Write the name of the colour of the dress the child is wearing, his/her friend is wearing, facilitator is wearing.

Write the names of objects in the CLC like chair table etc.

Write the name of the child's favourite hero/heroine

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### **Activity 2.20 Word of the Week**

Purpose: Usage & Vocabulary

Props: Notice board/special board

Procedure: "Word of the Week" is a game-like activity for the whole group. Each person selects a word taking turns each week. For example, in the first week it might be the facilitator who writes a word on a card and puts it on the notice board. Everyone must use that word as much as possible that week. The next week it is a child's turn, and then the other children's turn, and so on until it is facilitator's turn again. As the words are used, they are posted on the board / door to stimulate continued usage.

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### **Activity 2.21 Masking a "Pictionary"**

Purpose: Vocabulary and Meaning

Props: Blank sheets of paper, pictures of familiar things

Procedure: Explain that a "pictionary" is a dictionary where the word is explained not in words but by pictures. For example the word "apple" would have a picture of the fruit beside it, the word "ball" would have a picture of the same. Divide the class into groups of 4-5 children. Each group is asked to make one page of the pictionary. Encourage the children to have as many words with each letter as they can think of. They could either draw or find a picture to paste against the word.

The activity could be spread over several sessions for the entire dictionary to be completed. After completion, the pages could be bound (stitched) together and kept in the collection for use to teach younger children.

# Level 3: Fluency

## **Activity 3.1 Rhyming Words**

Purpose: Vocabulary building; Pronunciation; Listening skills

Procedure: The facilitator starts with things the child knows, such as parts of his body, and says, "I'm thinking of something on your face that rhymes with (sounds like) rose." From this point, once the children get the idea, facilitator can play it just by saying words, such as "what's a word that rhymes with car?" (jar, bar, star, far, etc.) "How about a word that rhymes with junk?" (bunk, skunk, trunk-but even runk, lunk, zunk as nonsense words). This quick little game helps build vocabulary, and also teaches the child some fine-tuning for the sounds of words. A rhyming game is always fun, particularly for young children because they can say any "word," nonsense or sense.

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## **Activity 3.2 In the News**

Purpose: Vocabulary building

Props: A newspaper or magazine; a coloured marker or highlighter, scissors, a piece of paper, and paste or glue, a blank piece of paper.

Procedure: Facilitator picks a page in the newspaper. Goes through the page circling or highlighting words children can read. The facilitator tells the children that they are going to find words so that they can make their own newspaper of words on the blank paper. The children have to read the words

marked. Each word they read, they have to cut out and glue onto the blank piece of paper. More words are to be added each day. So in a few days there will be a full page of words that the children know from the newspaper.

---

### **Activity 3.3 Body Writing**

Purpose: Vocabulary building; Spellings; Creativity

Props: A word wall or a skill appropriate list of 50-70 words

Procedure: Point to a word on the word wall or word list. The children try to spell the word in the air using different body parts - with a finger pointer, with a toe, with the elbow, the head, hips etc.

Variation: One child writes in the air with a body part, the other students try to guess the word, the child who guesses right is the next to write a word in the air.

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### **Activity 3.4: Find the Animals**

Purpose: Vocabulary building; Spelling; Reasoning/Cognitive skills

Props: A list of scrambled words written on the board or given to each child.

Procedure: The children are given/shown the list of scrambled names of common animals and are asked to unscramble each word, placing one letter in each blank.

1.	ipg	---
3.	wco	---
5.	cukd	-----
7.	atog	-----
9.	eephs	-----

2.	ffboula	-----
4.	odg	---
6.	nhe	---
8.	srohe	-----
10.	ccko	-----

Variations: Other lists of common words may be similarly prepared. Another example of names of vegetables is given below

1.	rrctao	-----
3.	umppikn	-----
5.	bbgcaae	-----
7.	sape	-----
9.	snbea	-----

2.	tapoot	-----
4.	teutlec	-----
6.	ooinn	-----
8.	bjianlr	-----
10.	drshia	-----

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### Activity 3.5 Story Puzzle

Purpose: Text comprehension, Reasoning/Cognitive skills

Props: Short stories with jumbled up paragraphs

Procedure: Each child, singly or in pairs, is given very short stories whose sentences are jumbled up and not in proper sequence. The children should read through and rearrange the paragraphs.

Example: Stories from Aesop's fables

#### The Milkmaid and Her Pail

1. So she had to go home and tell her mother what had occurred. (7)
2. Patty the milkmaid was going to market carrying her milk in a pail on her head. (1)
3. "I'll buy some fowls from Farmer Brown," said she, "and they will lay eggs each morning, which I will sell to the parson's wife. (3)
4. As she went along she began calculating what she would do with the money she would get for the milk. (2)

5. Polly Shaw will be that jealous; but I don't care. I shall just look at her and toss my head like this. (5)
6. With the money that I get from the sale of these eggs I'll buy myself a new frock and when I go to market, all the young men will come up and speak to me! (4)
7. "Ah, my child," said the mother, "Do not count your chickens before they are hatched." (8)
8. As she spoke she tossed her head back, the pail fell off it, and all the milk was spilt. (6)

### **The Crow and the Pitcher**

1. At last he collected as many stones as he could carry and dropped them one by one with his beak into the pitcher, until he brought the water within his reach and thus saved his life. (4)
2. When he reached it, he discovered to his grief that it contained so little water that he could not possibly get at it. (2)
3. A Crow perishing with thirst saw a pitcher, and hoping to find water, flew to it with delight. (1)
4. He tried everything he could think of to reach the water, but all his efforts were in vain. (3)

---

### **Activity 3.6 Think-Pair-Share**

Purpose: Comprehension, Pronunciation; Reasoning/Cognitive skills

Props: An interesting topic

Procedure: Think-Pair-Share" is an active learning strategy that engages students with material on an individual level, in pairs, and finally as a large group. It consists of three steps. First, the instructor poses a prepared question and asks individuals to think about it quietly. Second, students pair up with someone sitting near them and share their responses verbally. Third, the instructor chooses a few pairs to briefly summarize their ideas for the benefit of the entire group.

---

### **Activity 3.7 Who am I?**

Purpose: Comprehension

Props: Cards with words

Procedure: Each card has a word that can describe a child. For example 'pretty', 'bold' etc. Facilitator tells the children to find a card that best describes them. Each child is allowed to draw a card face down from a stack of cards which is kept with the facilitator. Each child gets 2/3 turns to give back his/her card and draw another card if he/she is not happy with the description. After that each child has to speak the word and say why he/she feels it is right/not right word to describe him/her.

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### **Activity 3.8 How far is my Birthday?**

Purpose: Numerical Comprehension

Props: Sheet of paper with each child

Procedure: The facilitator wants to wish each child for his/her birthday. So the facilitator asks children to write down their birth dates. Then each child

has to say how many months and days away is his/her birthday. This can be extended to learn the months of the year.

---

### **Activity 3.9. Arranging Books**

Purpose: Library skills

Props: Number of books

Procedure: Facilitator takes about 5 library books that have the author's last name on a tag on the spine, shuffles them, puts them in a stack, and divides the children into groups of three to be 'working partners'. Each group comes up, individually, and the facilitator gives them the stack of books.

Facilitator tells them to find the author's last name on the book, and to lay them out, in a straight line in ABC order, from A-Z, also tell them that they all have to share the chance to voice their opinions to arrange the books.

Example: Names of authors may be Anant Das, Mini Shrinivasan, Julia Fernandes, Anton Vernon, Vrinda Awasthi, Phani Tetali, Herminder Ohri, Vinita Krishna, Anupa Lal

The books have to be arranged as per surname as follows:

1. Awasthi Vrinda
2. Das Anant
3. Fernandes Julia
4. Krishna Vinita
5. Ohri Herminder
6. Lal Anupa
7. Shrinivasan Mini

8. Tetali Phani

9. Vernon Anton

---

### **Activity 3.10 Measure the room**

Purpose: To understand how spatial information can be created

Props: Some graph paper, pencil, ruler/measuring tape and rubber

Procedure: Ask the children to measure the room. Decide on the scale of conversion of the measurement. (e.g. 5m = 2.5 cm) Draw on the graph paper the outline of the room as per measurement. Then measure the other items and where they are placed in the room. Mark them in the outline as per size measured.

Optional: Discuss whether changing the arrangement will make it better and how will the items fit.

---

### **Activity 3.11 Sharing Knowledge and Skills**

Purpose: Understanding that all have some knowledge and skills that are special and can be shared

Procedure: The facilitator asks the children who can teach her/him to do certain tasks. Some children raise their hands. The remaining children are asked whether they can teach the facilitator some other task. This goes on till there are no children left.

The facilitator then asks who the teacher in the class is. The children will identify the facilitator. Then the facilitator points out that each of them can teach the facilitator something that she/he does not know. So all are

teachers for something or the other. Some help their younger brothers and sisters some their friends or neighbours by telling them something or showing them something that they do not know. The children themselves also learn many things from others.

Example: The facilitator asks who can teach to whistle. The remaining class is asked who can teach the facilitator how to dance, etc.

Then the skills and the children who can teach those skills are identified. They can be asked from where they learnt their skills, have they taught anyone these skills, how did they teach etc.

The class can enjoy a session of such skill demonstration and teaching of others.

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### **Activity 3.12 In Laughing Order: The Comic Strips**

Purpose: Develops a sense for order

Props: Favourite comic strip, (e.g. Amar Chitrakatha) the frames cut out and separated and mixed.

Procedure: The children have to put the frames in the correct order. Once they are in order, the children have to read the comic strips and tell what the strips mean or are saying.

Example: From a newspaper or magazine cut out the strip of Archie comic. Cut out each frame. Mix them up. The child has to put the frames in the order of the story.

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### **Activity 3.13 Performing passages**

Purpose: Diction and Creativity

Props: A story, poetry or passage appropriate for performing

Procedure: Groups to be made. Each child in a group will be given a portion to perform from the reading material. Time and help will be given for them to polish their performance. A group will perform in front of the class. Groups will be rotated.

---

### **Activity 3.14 Bookmark Slogans**

Purpose: Creativity

Props: Cardboard, colours, paper etc

Procedure: Children develop a selection of slogans, which could be used on bookmarks. These may be made into bookmarks.

Example:

(1) Ready Steady READ

(2) I  Reading

# Level 4: Proficiency

## **Activity 4.1 "Ten Questions"**

Purpose: Understanding Words

Procedure: "Ten Questions" is a game that promotes several teaming skills, chief of which is reasoning with words. One member thinks of something, which the other players must guess with no more than ten questions. The first question always is "Is it animal, vegetable, or mineral?" This covers virtually every possible thing the child could think of. Then, question by question, the field is narrowed to likely possibilities. After this all questions, which follow must be asked in such a manner that they can be answered by "yes" or "no."

For some youngsters, "Ten Questions" might be too demanding, so it can be "Twenty Questions." One of the values of the extension is that additional reasoning and logic can be expressed. The game can be stretched as much as possible, for example, the process of moving from broad-based questions to more discrete ones. In this way, the children will team to ask questions such as, "Is it located in the Northern Hemisphere?" "Is it in the Western Hemisphere?" "Is it in the United States?" "Is it land based?" and so on. This becomes an exercise not only in vocabulary development but also in geography.

### **Activity 4.2- 3-2-1 strategy**

Purpose: To develop cognitive skills

Props: Any story/informative piece

Procedure: Facilitator discusses 3 things they discovered after reading the text then 2 interesting things they want to note as a result of reading the text, followed by 1 question they still have after reading the text.

When discussing 3 things the facilitator demonstrates summarization skills. Discussing 2 interesting things facilitator encourages the children to think about what they enjoyed most or was most relevant to their everyday lives. The 1 question they still have about the text can link the text to everyday life.

Example: After reading about Shivaji the child summarizes Shivaji's 3 achievements, discusses 2 things that they enjoyed or felt relevant. The question about how knowing Shivaji's achievements is relevant, will tie the text to everyday life.

---

### **Activity 4.3 Treasure Hunt**

Purpose: Comprehension

Props: List of items to be used as clues. A small prize like chocolate

Procedure: The clues are hidden in different places. The children have to find the first, understand it and proceed to the next, and so on till they find the prize. For e.g. 'little boy blue is looking for his sheep' may be the opening clue. This means the book having the poem has the next clue. Here the clue

may be at the bottom of what has 4 legs and 2 arms (chair). Here again there may be some other clue and it continues.

---

#### **Activity 4.4 Word Scale**

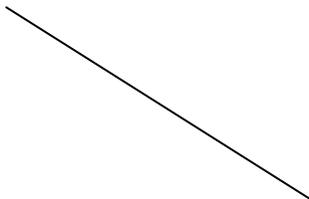
Purpose: Comprehension, Vocabulary building, Reasoning/Cognitive skills

Props: Cards with words, a 3 level scale drawn on the board e.g.

High

Middle

Low



The facilitator keeps sets of three words that express the same idea but at different degrees. E.g. angry, furious, livid; pretty, good looking, attractive; sad, heartbroken, miserable, etc

Procedure: Give the children one set of the graded cards. The children are required to place each card on the scale to indicate the grade of the word e.g. angry on 1, furious on 2 and livid on 3.

Variation: At a more advanced stage the children can be asked to find opposites and also grade them For example 'hideous', 'gorgeous', 'ugly'- 'beautiful', 'plain'-'attractive'. The children have to first form pairs and then arrange the pairs according to levels/grades.

---

#### **Activity 4.5 Select the Missing Words**

Purpose: Comprehension

Props: A Paragraph with some words replaced by "xxx" and a number.

Procedure: Each child is given the paragraph and another sheet with multiple choice answers; children are required to complete the exercise in a limited time say, 10 minutes.

Example: (Adapted from The Lady or the Tiger by Frank Stockton )

When all the people had assembled, the king, surrounded by his court, **xx1xx** a signal. Then a door beneath him opened, and the accused man stepped out into the arena. Directly opposite him were two doors, exactly **xx2xx** and side by side. It was the duty and the privilege of the person on trial to walk directly to these **xx3xx** and open one of them. He **xx4xx** open either door he pleased; he was subject to no guidance or influence but that of impartial and incorruptible chance. If he opened the one, there came out of it a hungry tiger, the fiercest and most cruel that could be found, which **xx5xx** sprang upon him and tore him to pieces as a punishment for his guilt. But, if the accused person opened the other door, out of it came a **xx6xx** lady, and to this lady he was immediately married, as a reward of his innocence. This was the **xx7xx** method of administering justice. Its perfect fairness is obvious. The criminal could **xx8xx** know out of which door would come the lady; he opened either he pleased, without having the slightest **xx9xx** whether, in the next instant, he was to be devoured or married. So the accused person was instantly **xx10xx** if guilty, and, if innocent, he was rewarded on the spot.

Clue sheet

1. <b>xx1xx</b>		2. <b>xx2xx</b>		3. <b>xx3xx</b>	
a	Give	a	alike	a	door
b	Gives	b	different	b	doors
c	Gave	c	big	c	people
d	Given	d	closed	d	signals

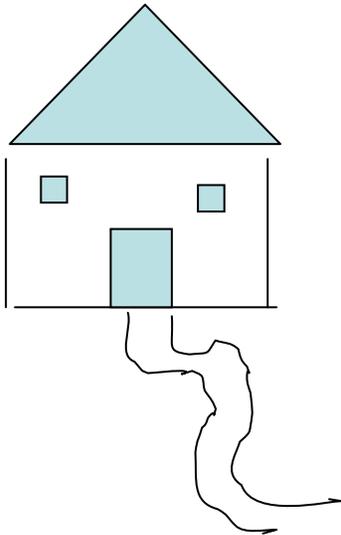
<b>4. xx4xx</b>		<b>5. xx5xx</b>		<b>6. xx6xx</b>	
a	Should	a	immediately	a	suddenly
b	Would	b	usually	b	angry
c	Must	c	sometimes	c	beautiful
d	Could	d	frequently	d	old
<b>7. xx7xx</b>		<b>8. xx8xx</b>		<b>9. xx9xx</b>	
a)	criminal's	a)	even	a)	interest
b)	king's	b)	also	b)	belief
c)	lady's	c)	especially	c)	idea
d)	tiger's	d)	not	d)	reason
<b>10. xx10xx</b>		<b>11. How many doors could the person choose from?</b>		<b>12. The main purpose of the custom discussed was</b>	
a)	Punish	a)	1	a)	entertainment.
b)	punishing	b)	2	b)	justice.
c)	punishes	c)	3	c)	religious observation.
d)	punished	d)	4	d)	to get money.
<b>13. Who decided which door was to be opened?</b>		<b>14. The word <i>assembled</i> in the first sentence means</b>		<b>15. The word <i>innocent</i> in the last sentence means</b>	
a)	the criminal	a)	lifted	a)	not happy
b)	the people in the arena	b)	gathered	b)	not angry
c)	the king	c)	expected	c)	not usual
d)	the lady	d)	opened	d)	not guilty

#### Activity 4.6 Follow the instructions

Purpose: Listening comprehension; ability to follow instructions

Procedure: The facilitator gives instructions for making a simple drawing. For example: (1) draw a triangle, (2) on the base draw two long lines going downwards at the two edges perpendicular to the base, (3) draw a line connecting the two new lines (4) in the upper half of the square formed draw

two small squares on the two sides, (5) in the lower half draw a rectangle touching the base line; (6) draw a free flowing curved line coming downwards



from the edge of the rectangle, (7) draw a similar curved line from the other end. Ask the children to show their drawings. Does it look anything like this?

Variations: Similar instructions may be given for other simple line drawings or to make simple paper objects such as a kite, an envelope, a paper bag, a book.

---

#### **Activity 4.7 Design a Package**

Purpose: Understanding of literal cues

Props: Various empty/used food packages and medicine bottles with labels intact.

Procedure: Each child examines a package and writes down the information that she/he can decipher. This may include the colour, the design and any other information as per the understanding of the child.

The facilitator then explains the information that the package has to give and which the child at the time of such purchase should look for such as manufacturing and expiry date, price, contents etc. The facilitator should

make the children recognize that a package is meant to convey information and not just look attractive.

Then the children may design packages for items of their choice using cardboard and coloured paper.

---

### **Activity 4.8 Creating Ads**

Purpose: Information Content and Creativity

Props: Different advertisements from papers and magazines

Procedure: Take one or two ads for a particular type of product. The children then read the ads and find out what is the information content of the ads, the slogans etc. The children then say whether more information should be given in the ad about the product, if yes what type of information, how it should be given. Let the children develop their own ads for the product.

Variation: Collaborate to determine the reliability and accuracy of the product information (either food or drug-related). Then create a commercial, either based on the product or create a new, better product to advertise its true health benefits.

---

### **Activity 4.9 The Long and the Short**

Purpose: To understand that concept of measurement

Props: Measuring tape

Procedure: Each boy measures the height of another boy. Each girl measures the height of another girl. On a sheet/board the facilitator makes two

columns under girl and boy. Arrange the heights in ascending order. Ask the children which height is in the middle for boys and girls, the difference between the tallest and the shortest etc from the two columns

---

#### **Activity 4.10 Bar Graphs**

Purpose: To understand that information is available in different forms

Props: Graph paper, pencil, ruler

Procedure: Each child is to find out the number of children in his/her neighbourhood, the number of men and women. This information is represented on a graph paper as simple bar graphs. Then the facilitator shows how easy it is to know which number is largest by looking at the graph. Graphs of the children may be compared. The facilitator may develop a composite graph of all the neighbourhoods and laminate it and put it up..

---

#### **Activity 4.11 Poster Captions**

Purpose: Creativity - Visual and Literary

Props: Cardboard, colours, paper pictures of people, scenery etc

Procedure: Children develop posters of people/scenery/flowers/fruits etc. by sticking pictures on a chart paper and writing notes or captions below. They may write any other information that they wish to.

Example: Pictures of Amir Khan with different hair styles and some information about each movie etc.

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#### **Activity 4.12 Interviewing**

Purpose: Communication Skills

Procedure: The children are asked to interview individuals in their school and community from various cultures. These may be written up in a journal and shared in class.

Example: Children may interview their mothers/fathers about their childhood and write a few sentences on that.

---

### **Activity 4.12 Story Writing**

Purpose: Imaginative Writing

Props: Pictures

Procedure: Show a picture from the newspaper, chart or a book. Start the story by saying one line; then let the children develop the story.. Good stories may be displayed on the board, read out or published in an in-house bulletin / magazine. .

Example:



**The Cat said would you like to play ball? The dog said..**

(now let the children continue)

Variation: The children may be divided into groups and each group to make the story. Alternately, each child may be asked to add one sentence to the story, building up the story as everybody takes turns.

Variation: Collect the stories by a group of children, put a front and back cover and bind it in to a book for the library. Alternately, if each child has prepared different stories, they can be bound in to one, recognizing the child as an author.

---

#### **Activity 4.13 Examining writings**

Purpose: To appreciate good writing.

Props: Paper and pen/pencil. Pieces of expert writing to use as a model (this can be a piece of advertisement also).

Procedure: Make groups. Give each group a piece of expert writing. All the group members will read the piece make note of typical and interesting features: organisation, position and attitude of the writer etc. Each group will discuss the matter. Then a second piece on similar subject is given. Again the group members will read the piece make note of typical and interesting features. Then the groups will present their findings pointing out the pros and cons.

---

#### **Activity 4.14 The split crossword puzzle**

Purpose: To be able to explain the meaning of words, comprehension.

Props: A solved crossword puzzle split into two parts, with some solved answers on one part and the remaining on the second part.

Procedure: Divide the students in pairs of two and give part A of the solved puzzle to one person and the other part to the second. The objective is for the child to provide clues / hints to her partner to find the missing words. In the following example, the child who has part A, may tell his partner that the word in line 1, is the opposite of 'upstairs' or the child who has part B

may say that the word in line 7, is what you feel when you do not eat. The pair that finishes first wins.

**Part A**

		D	O	W	N	S	T	A	I	R	S	
		E								U		
		S						D	A	N	C	E
		K								N		V
		S						T		I		E
								R		N		R
R	O	B	B	E	R			U		G		Y
						L		C				T
				D	R	I	N	K				H
						G						I
						H			M	O	O	N
						T						G
						S						

**Part B**

						S						
U						T						
N	O	S	E			R						
I						E						
V				S	L	E	P	T				
E				P		T						
R		B		E			H	U	N	G	R	Y
S		A		N								
I		R		D						B		
T		G								L		
Y	E	A	R	S						O		
		I								O		
	U	N	D	E	R	S	T	A	N	D		