

- Once all the learners have completed writing a set of rhyming words, the teacher encourages them to make small sentences using the words at the end of the sentences. The sentences are then clubbed together cohesively to make a small poem. The teacher uses the words in the ‘night’ example and makes up a poem to help the learners understand the idea better.

Example:

*The sun was shining bright
In came the light
I woke up, brushed my teeth white
Then, went on the roof to fly a kite
My kite reached great height
Happily, I went to bed at night.*



5. Each group writes a poem/poems using similar sounding words (to the word in their slip) in a cohesive manner to make a poem. The teacher asks the groups to share their poems with the rest of the class either by reading them aloud, or by writing them on a paper for the display board.

USP: In the above mentioned task, learners write poems in a progressive manner in a group. Encouraging writing in a ‘step-by-step’ manner removes the fear of creative writing from the minds of the learners. Tasks performed in groups enable and motivate even the shy or weaker learners to listen and learn from the quick learners.

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Activity 6: Playing with meaning

Introduction

Reading is the ability to decode and make meaning. There is a difference between making meaning from a word, a sentence, or a group of sentences, popularly called, ‘textual meaning’. A text can be oral or written. Irrespective of its form, a text consists of sentences with a thread running through them that binds them. The thread is called **cohesion** and it refers to the relation of meaning that exists within the text. In fact, the technical meaning of the term cohesion is the relation of meanings that exist within the text. It occurs when interpretation of some elements of the text depends on another element. In a classroom, generally, the word meaning as well as the sentence meaning is taught. It is often assumed that textual meaning is a combination of meanings of sentences put together, and so it need not be taught explicitly. An explicit teaching of textual meaning is however necessary for more effective literacy and for enhancing the level of awareness of the language itself (called metalinguistic awareness). The following activity represents a basic level of cohesion.

Objective

The objective of the activity is to explicitly teach textual meaning.

Scope: This game can be used with any class from 5 to 7. The complexity of the passage needs to be increased for higher classes.

Procedure

- A text is given which has several blanks. Students have to fill in the blanks from the list of options given.
- Give the following instructions to students:
- This is a small story with several blanks numbered 1, 2, 3, etc.
- A set of options numbered 1, 2, 3, etc., is also given.

- Fill in each blank selecting from the corresponding set of options. To illustrate, blank number 1 has to be filled in by selecting the answers from option number 1, blank number 2 with options from 2 etc.
- Caution: Ensure that you do not mix up the numbers in the blanks and the numbers in the options.
- You are free to select any word/phrase from the list of options as long as you do not mix up the blank numbers and the option numbers.
- No answer is right or wrong; they are either appropriate or inappropriate.
- After filling in the options, read through the story to make sure that it makes sense.

Extension activities

- Encourage the students to play with different options and then read through the passage to see if it makes sense, identify spaces where it does not make sense, and discuss the reasons.
- Encourage the students to play with the sentences in the text by substituting the words and phrases.

Outcomes

- Students will be able to define the meaning of textual meaning;
- Students will be able to identify places where textual meaning is violated, and understand reason for it.

Tips for teachers for creating the stories

- Create five to six identical texts using different options. Ensure that the texts are the same.
- Remove all the options and place them together in accordance with their blanks

For example, text with blanks:

एक माह पहले **Option I** जब मैं **Option 2** और **Option 3** मुझे लगा कि **Option 4** शायद तुमने पहले कभी अनुभव किया हो मुझे **Option 5** और एहसास हुआ कि मुझे **Option 6** **Option 7** जो मेरा मित्र है, उसने मुझे एक दिन पूर्व **Option 8** से जुड़ी **Option 9** कि समस्या के बारे में बताया था मैं **Option 10** थोड़ा परेशान था अचानक से **Option 11** देखा **Option 12** और मैंने तुम्हें इसके बारे में बताने का निर्णय लिया।

Option I	Option 2	Option 3	Option 4
<ul style="list-style-type: none"> • एक अँधेरी तूफानी रात में • एक अजीब घटना मेरे साथ हुई • क्या हुआ • तुम यकीन नहीं करोगे • क्या हुआ सुनो 	<ul style="list-style-type: none"> • शहर में था • घर पर था • गणित कि कक्षा में था • घर के पीछवाड़े में था • रसोई में था • होटल में था 	<ul style="list-style-type: none"> • फ़ोन पर बात कर रहा/रही थी • पूरी खा रहा/रही था/थी • अपने बाल सुखा रहा/रही था/थी • पैदल चल रहा/रही था/थी • आधी नींद में था/थी • आइना देख रहा/रही था/थी • बैठा हुआ था/थी 	<ul style="list-style-type: none"> • मैं मुसीबत हूँ • कोई मुझे देख रहा है • कुछ ठीक नहीं है • कोई बदबू आ रही है • मैंने घड़ी नहीं पहनी है • मैं एक छोटा बच्चा हूँ।

Option 5	Option 6	Option 7	Option 8
<ul style="list-style-type: none"> • अचानक डर लगा • खुशी हुई • भय लगा • बहुत अच्छा लगा 	<ul style="list-style-type: none"> • कोई निर्णय लेना होगा • कुछ करना होगा • स्नानघर जाना होगा • साने जाना होगा • अपने बालों को जल्द सुखाना होगा • किसी को बुलाना होगा • सच का पता लगाना होगा। 	<p>Write your friend's name</p>	<ul style="list-style-type: none"> • पुलिस • सड़क के कुत्ते • प्रधानाचार्य • माँ • पिता • किसी अपरिचित

Option 9	Option 10	Option 11	Option 12
<p>Write another friend's name</p>	<ul style="list-style-type: none"> • उन्हें लेकर • उसे लेकर • यह सोच कर 	<ul style="list-style-type: none"> • मेरी आँखों ने • मैंने आईने में • मैंने दीवार पर लिखा देखा। • मैंने पेड़ के पीछे • दरवाज़े से किसी को आते देखा 	<ul style="list-style-type: none"> • एक भयानक सच • एक कुत्ते को भौंकते देखा • उस सच को जिसे मैं नज़रअंदाज कर रहा था • उस व्यक्ति को देखा जिसे मैं देखना चाहता था • अपनी माँ को • एक बुरे स्वप्न को

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