

Classroom Activities

Activity 1: Big to Small

Objective

To make small words using letters from a larger word.

Level

6-8 years

Materials

Blackboard, chalk, notebooks and pens

Procedure

- Write a long word such as ‘hippopotamus’ on the board, and ask the students to write down as many smaller words as they can using the letters of the long word.
- Fix a time limit for the exercise.
- A few examples of words written by children could be: hip, pot, top, must, pop, mat, etc.
- Once the time is over, ask the children to read out the words they have written and then explain their meanings.
- If the meaning of a word is not clear, help children derive it by writing a sentence on the board in which the contextual meaning of the word is clear, e.g. *I have no garden but my plants grow in pots on my terrace.*
- Ask the children to consult a dictionary to understand the meanings of the words that they have written.

Outcome

- This activity helps children to identify words from a series of letters, and as there is a time limit imposed on the exercise, they treat it as a game and enjoy it.

Activity 2: Story Bag

Objective

To help children make up stories, thereby improving their oral skills.

Level

8-10 years

Materials

A small bag that can be fastened containing small objects such as erasers, pencils, pens, sharpeners, coins, toffees, etc.

Procedure

- Narrate a story of your choice to the children.
- Hold the bag containing the objects in your hands and approach the students. Ask the first six children in a row to close their eyes and pick up any one object from the bag.
- Pick up an object yourself.
- If you have picked up a pencil, start a new story about the pencil, e.g. “Once there lived a tall pencil with a black and red coat. She lived with her friends in a trendy pencil box....”
- Let the child sitting next to you continue the story by introducing the object he/she has picked up. If the child has picked up a sharpener, for example, he/she could say, “One day, the pencil saw a wicked sharpener with a sharp, shiny blade who wanted to cut off her head. The pencil got scared and ran away followed by the scary sharpener into....”
- The other students have to continue the story by introducing the objects that they have picked-up from the bag.

Outcome

- By doing this activity, the children not only improve their spoken skills but also use their imagination and sequencing abilities to link different parts of a story. Also, this being a class activity, the story that is created is enjoyed by all.

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Activity 3: My 'Menu Card Dictionary'

Skill

Reading (Dictionary work)

Learning objective

The learners will be able to arrange a given set of words in alphabetical order as in a dictionary.

Grade

For all grades (Primary, Middle, Secondary or Senior Secondary)

Materials required

Menu card of a restaurant or a worksheet (the worksheet is in the form of a menu card of a restaurant. Each learner has to be given one worksheet.)

Time

30 minutes (including 15 minutes for the worksheet)

Methodology /Procedure

- a) Give a worksheet/menu card to each learner in the class.

- b) Ask the learners to arrange the food items (given in the worksheet) in alphabetical order.
- c) The learners should do the task individually.
- d) Explain the assessment criteria to the students.

Marking and Feedback on the Task

Once all the students have completed their task,

- a) the teacher discusses the correct alphabetical order of the given set of words and writes them on the blackboard.
- b) either the learners themselves, or their peers or teacher assigns marks in accordance with the answers (1 mark is awarded for each correct answer).
- c) the teacher assesses the performance of the learners.

Unique Special Point

In the above mentioned task, the learners arrange the names of food items in alphabetical order using colourful menu card pamphlets. These are easily available free of cost at various eating places (McDonalds, Bikanerwala, etc.). No cost or low cost teaching aids are developed by locally available resources. These resources expedite the process of learning in a language classroom. Use of colourful pictures in the worksheet serve as an enrichment source and sustains students' interest in the task over a length of time.

(Note: The difficulty level of the worksheet must be in accordance with the linguistic level of the learners.)