

Classroom Activities

Activity 1: Certain or not certain

Objective: To develop Deductive Reasoning in children

Level: Class V onwards

Procedure:

- Students read the letter below and answer the questions at its end.
- Now, the students are grouped into groups of 4 or 5 (depending on the class strength) and they discuss their answers.
- At the end, teacher takes up each question and directs the students' attention to the reasoning behind the answers – regardless of whether the answer is right or wrong. In fact, the emphasis is not so much on right or wrong answer – it is on the reasoning behind the answers.

25th December

Dear Munki,

I hope you reached home safely without getting wet. I was so happy that you could meet several of our relatives and friends. They too had a chance to meet the little one.

I have a good news to tell you. I will be coming to the Red Fort with my students on January 26th. Let us have breakfast together the next day before I leave. I do not want to leave my mother alone at home. I will bring her with me. I will also get the photographs of the 200 flower show in Lalbagh?

Bye for now

Questions: Here are a few statements. Read through them and write whether you are sure that this is possible / true whether you are sure that this is not possible / not true , whether you are not certain about the possibility

Statements	Possible / Not Possible / Not Certain about the Possibility
<i>The writer of the letter is a female</i>	
<i>Munki and the writer of the letter are related</i>	
<i>Munki likes flower shows</i>	
<i>Munki stays in Delhi</i>	
<i>Munki has a Child</i>	
<i>The writer of the letter is a teacher</i>	
<i>The writer of the letter is taking students from Bangalore to Delhi</i>	
<i>About 200 flower shows have been held in Lalbagh</i>	
<i>No one had seen the baby</i>	
<i>The writer of the letter is taking students to see the Republic Day celebrations</i>	
<i>The photographs of the flowers at the flower show are yet to be taken at the time of writing the letter</i>	
<i>It rained when Munki was going home</i>	

Outcome:

Students learn to apply deductive reasoning in the process of developing their mathematical and scientific thinking skills (here scientific/mathematical is not limited to science or maths as subjects) to think logically using available facts to arrive at valid conclusions.

Devaki Lakshminarayan leads the Azim Premji University Research Centre. Before joining the Foundation, she worked with the Central Institute of Indian Languages, Mysore for over 20 years. She possesses a Doctoral Degree in Psychology from the University of Mysore and Masters in Linguistics from Groningen University, The Netherlands.

devaki@azimpremjifoundation.org

Activity 2: Name Game**Objectives:**

- Thinking about the words around consciously
- Categorizing words
- Developing a schema for the concept “NOUN”

Level: Class 2, 3

Material: Board, chalk, notebooks and pencils

Procedure:

Activity can be done in small groups or with the entire class. Managing small groups will be easier as then children themselves can take care of many things.

1. Ask children to make the following four columns in their note books
2. 1. Name 2. Place 3. Thing 4. Animal. Make it clear that in the name column they are supposed to write name of a person, boy or girl and in the place column name of a city, in the thing column name of anything and in

the animal column name of any animal. There is scope of a lot of variation here.

3. In each column they are supposed to write one name from the above mentioned categories.

The name/s will start from a specific letter which will be decided by one of the child from the group/ class. For example a child can come and ask that they should write words which start with “S”. Now all have to write words in each category which starts with “S” for example;

Name	Place	Animal	Thing
SANJAY	SOLAN	SNAKE	STICK

After a trial, make it time bound. The group that finishes first gets to speak out the answers.

Another child can come and say letter “E”. Now all have to write words in each column which start with letter “E”. The same letter like “S” can also be repeated with new words. The activity will go on like this. Children can write as many words as they want.

Discussion:

There is no need to rush this activity and finish it in one period. If children continue enjoying it, it could be carried out for days. Since the challenge is to come up with new names with the same letter, this will push children to look at the books, maps, etc. so that they can enhance the collection of words.

When children have fair understanding of this, teacher can also introduce the concept of noun. This activity may also help in establishing the relationship between letters and sounds.

Rajni Dwivedi is interested in language and language teaching. She is currently working with Vidya Bhawan Education Resource Centre, Udaipur.

rajni@vidyabhawan.org