

Activity 2: Vocabulary building through story telling

Objective: to build listening skills, comprehension, creative thinking, vocabulary enrichment and using vocabulary in sentence structuring

Level

4-6 years

Material

Cards of words: Huge, large, big, enormous,

Picture cards: Giant, ship, elephant, rock

Story: Enormous Turnip

Procedure

Read the story “Enormous Turnip” with the students. While reading the story use synonyms like “Big”, “Large”, “Huge” and “Enormous” while describing the turnip. Encourage the students to use these words also during the story time.

Once the story is over, place the 4 vocabulary words on board and scatter picture cards (ship, elephant etc.) on a table. Now you can ask the students to describe each picture with the appropriate word. For example you can ask them ‘How is the ship looking?’. If they say ‘BIG’ then you ask them to say the first sound of the word ‘big’ and then place the ‘big’ card before ‘ship’ and read aloud “A big ship”. Now make the students pick the other picture and place it under the correct word and frame a phrase or a sentence, for example, enormous, giant, huge rock. Through this activity you can also teach (older students) the appropriate use of each vocabulary item (example: ‘huge’ will be more apt for ‘rock’ rather than ‘enormous’).

Activity 3: Listen and guess

Level: 6 years olds

Objective: to develop listening skills, phonetic discrimination, comprehension, making inferences and thinking skills.

Material: Picture Sheet, letter cards, picture cards,







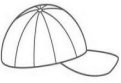
Instructions

Give the picture sheet and a set of letter cards to children. Ask them to look at the picture sheet and follow the instructions carefully. The instructions can be as follows:

“Look at the boy in the first box. What do you think he needs to carry? Choose the correct picture card and then place the letter with which the word ‘umbrella’ starts.”

Similarly all the instructions will be given and the child who places all the picture cards correctly is the winner.

Picture sheet

		
		
		
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Activity 4: Matching the titles

Level: Beginning readers (in groups of 4-5)

Objective

1. To be able to match words
2. Develop the ability to use the visual cues in reading

Material

1. 50 or more books
2. Slips of paper

Preparation

Classify the books based on the length of the titles in 3 or 4 groups. Write the title of the books on slips of the paper. If possible, get the children to sit around you and read out what you are writing before folding. Put all the books according to the level, in a line with the cover page visible.

Procedure

Mix the slips and ask children to pick one. They will open the slip and then quickly match the title with the book. Ask them which book is it and then either repeat or read out the title on your own. Before the next round, change the positions of the books.

Activity 5: Finding the book

Level: This is a variation of activity 6, but aimed for children who are able to read.

Objective

The activity expects children to read a small portion of the book and guess which book it would be from.

Materials

1. 30 or more books (almost half of these books should be known to children)
2. Slips of paper

Preparation

Write a paragraph (around 50 words) from each book on slips of papers. This preparation should be done in the absence of children. Put all the books in a line with the cover page visible.

Procedure

Mix the slips and ask children to pick one. At a time 2-3 children will participate in this game. They have to read the paragraph and then look at the books and find the right book from which the story has been picked. Children use visual

cues, read the title, sometimes flip the pages, and sometimes start reading the book till they find the paragraph and many other things.

Activity 6: Riddle corner

Objective

The activity requires children to read and think about it to get an answer.

Materials

1. A chart paper
2. Slips of paper

Preparation

On slips of paper write the riddles that you think are appropriate for the class. On the chart paper write the answers of these riddles. One child at a time will pick the slip and then find the answer from the chart.

Activity 7: Making sentences

Objective

Develop the ability to make sentences

Materials

1. Slips of paper
2. Chart paper



Preparation

Take some commonly spoken sentences and jumble the words. Write these jumbled sentences on the chart paper. On small slips of paper, write the words of the sentences. Make a packet of words used in one sentence.

Procedure

From the chart paper, children choose a jumbled sentence that they want to un-jumble. Then they are given the word slips. They assemble them in different patterns to get the right sentence.

Activity 8: Making a poem

Objective

To un-jumble the sentences or words to get a meaningful poem

Materials

1. Chart papers
2. 10-15 known children's poems/rhymes

Preparation

This activity can be done at two difficulty levels.

- A. Write the poem on a chart paper; tear off different lines of the poem to make different slips. These slips can be kept separately or 2/3 poems can be mixed to raise the difficulty level.
- B. Write the poem on a chart paper, tear off each word of the poem and make small slips. Again, you can decide to keep the poems separately or mix 2/3 to raise the difficult level.

Procedure

- A. Mix these slips and give them to one or two children. They have to segregate them and arrange them in the right order to get the complete poems.
- B. Mix these slips and give them to one or two children. They have to segregate these words and arrange them in the right order to make correct poems.

Activity 9: Making words

Objective

Develop the ability to make words

Materials

Slips of paper

Preparation

On the slips of papers write the words in and then cut them into smaller pieces.



Procedure

The packets of these cards are given to children and they can then make any word that they like from it. Usually only one or two words are possible.

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