

Classroom Activities

Activity 1: Miming a story

Objective

Develop LSRW skills in general and simple structures, use of linkers, vocabulary and adjectives in particular.

Material

Story “The cranes and the tortoise”

Preparation

The preparations for the teachers included using certain gestures for the common words that appear in the story. Select a story that is short and can be easily mimed. The story should be interesting and one that could be enacted with gestures and body language.

Procedure

- Give instructions that it is a story-telling session but the story should be narrated by the students/participants after watching the gestures of the teacher/resource person.
- Repeat the gestures till you get the correct word/s or the structure/word pattern that is required for the flow of the story. After a few tries, you will get the words you want and write them on the black board (e.g. Tortoise, pond, hot summer day, trees, crane etc.).
- Begin the story with gestures in chunks and repeat it till you get the correct word/s.

This is how the story may be narrated:

Once upon a time there lived a tortoise in a pond, there was tree close to the pond two cranes lived on the tree. The tortoise and the cranes were friends. One hot summer day the pond got dried up, the birds flew far away in search of water, returned to the pond in the evening happily. They found the

tortoise very sad/ asked the reason/tortoise said no water in the pond, they have wings they can fly but he cannot. The bird felt sorry for their friend, they thought of a plan they said that the tortoise can also fly like them. The next day they took a stick, one crane held one end in its beak and the other the other end, and the tortoise had to hold the stick in its mouth in the center and the three can fly far away. They also warned the tortoise not to open its mouth. The three flew in the same way in the sky, the tortoise was so thrilled with this experience of flying, was very exultant to see people looking at them with great astonishment and it opened its mouth to share its wonderful sight, but fell down and died.

- This can be further extended by asking the participants/students to retell the story with proper linkers/ cohesive devices.
- May ask one of the participants to write it on the blackboard as it is elicited and later may ask the groups to edit it on the blackboard.
- Ask each member to rewrite the story in their own words.
- You may also ask them to write the script in a dialogue form and enact it in groups.
- You could also ask the students/ participants to change one of the characters in the story/ the ending of the story.
- You could also ask them to write the story in the form of a poem.
- The poem given below can also be given to read to give them an experience of how the story can be written in a poetic form.

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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