

Classroom Activities

Activity 1

Introduction to Verbs

Level: Grade 2

Class Strength: Up to 30 students

Objectives

a) To learn verbs or action words.

Prior Knowledge

Children should be able to read and write simple sentences with understanding, and already have an understanding of simple verbs like run, jump, skip, sit, stand etc.

Materials

(1) Slips of paper-each slip needs to have a sentence containing a verb that children will be able to act out. For example:

Mohan likes to jump.

Sita is running.

I am laughing.

(2) Board

(3) Chalk

Time Required

Approximately 25 minutes

Procedure

Step 1: Tell children that they will be playing a game which involves some acting or miming (gesture or movement without language). Each student will be given a situation to act out and they need to act it out in front of the whole class. The rest of the class needs to guess or describe what the student is doing.

Step 2: Hand out slips of paper to each student. Make sure that you tell them not to show them to their friends. Give each student 1-2 minutes to decide in his/her mind how he/she will act out the word written on the slip.

Step 3: Call each student one by one to the front of the class and ask them to act out their understanding of the word written on the slip of paper given to them. If the student is unable to read the slip, the teacher must read it for him or her. If the student needs more help, the teacher can translate the sentence into the student's mother tongue. This is very exciting and a lot of fun for the students because they get to see their friends doing something funny. As one student is acting out, the rest of the class guesses or describes loudly what the particular student is acting out. Once the class has guessed the word correctly, draw their attention to the verb that was acted out.

For example, "What was Bhanu doing?"

Say for instance the class replies, "She was skipping."

Once this is done, write down the verb on the board.

By the end of the game, you will have a list of verbs on the board.

Step 4: After this you can have a discussion with the students. Some guiding questions can be:

What are the words that have been written down on the board? Read them aloud...

What kind of words are they?

What do they tell us?

Can you think of more words like these?

If children come up with more verbs, add them to the list.

At the end of the discussion, children should have a general understanding that in all sentences the words that tell us about any kind of action are called verbs. They should be able to give examples of common verbs.

Activity 2

Introduction to Prepositions of Space

Level: 2

Class Strength: Up to 30 students

Objectives

- a) To acquaint learners with prepositions
- b) To help learners name and identify common prepositions

Prior Knowledge

- Children should be able to (1) read and write simple sentences with understanding, (2) understand and follow instructions.
- They should also have basic understanding of words like in, on, under, etc.

Materials

- 6 Sets of 3 Step instructions or clues for a treasure hunt. (details given below)
- 6 rewards (treasure): There should be something that can be shared with a group of 5 students like sweets or a chocolate or balloons.
- List of clues to be displayed either on a poster or through a projector.

Time Required

Approximately 25 minutes

Preparation

The first part of this activity is a treasure hunt which needs preparation beforehand. The teacher should divide the class into six groups

with about 5 children in each group. This division should be done earlier so that each group has children of varying abilities.

The teacher also needs to prepare 6 sets of 3 steps of instructions or clues for each group to help them find their treasure. Each clue should be a sentence with a preposition in it. For example, one set of clues could be as follows:

- Your first clue is under the table.
- Your next clue is behind the book shelf.
- Your treasure is in the locker.

This planning needs to be done very carefully to space out the clues to avoid chaos in the class. The clues should also be easy for children to follow, and challenging enough to keep them engaged. Each set of clues can be written on a different coloured paper to avoid the groups mixing up their clues. The teacher must then stick or hide the clues in appropriate places.

As a follow up of the treasure hunt, the teacher also needs to prepare a written list of all the clues which she can display for the whole class in the form of a poster or through a projector.

Procedure

Step 1: Tell children that they will be playing a game called 'Treasure Hunt'. Tell them that they will be working in groups and also mention that co-operating and helping each other in groups is needed in this hunt. Explain that each group will be given a set of clues and they must use their clues to find their treasure. Further, once each group has found their treasure, they must reassemble in the class.

Step 2: Divide the class into mixed ability groups using any desired method. The teacher could display the groups on the board or call them out or stick posters with the group members around the class and ask children to assemble around them. Give each group the first set of clues. But to be fair, ask them all to open or read the first clue at the same time. After

this the children will take about 5-10 minutes to find their treasure.

*Note: In order to manage the class better, the teacher could send 2-3 groups at a time and have the other groups wait for their turn.

Step 3: Once all the groups have come back to the class, give children some time to enjoy their treasure, whatever it may be, until the excitement dies down.

Step 4: Have a discussion with some of the following guiding questions:

What were some of the clues you got?

What helped you find your treasure?

Which part of this clue do you think helped you know exactly where the treasure was?

Step 5: Display the list of clues to the class and go through each clue one by one. After each clue, draw the attention of the group to the preposition and tell the members that these words help us to know the position of things around us. Also, make sure that children understand the prepositions. For example, when discussing the preposition 'under', you may illustrate further by showing them different examples. As you go along, make a list of prepositions that students can use later.

Step 6: Once you have gone through all the clues, explain to the children that these words that help us know the position of something are called prepositions. Ask the children to give examples of how these prepositions could be used correctly to describe the position of things around them.

Extension

Display the poster of the room/park. Ask children to write 5-6 sentences or a paragraph using the prepositions they have learnt. They may use the list you had made before. This will help you assess students' understanding of prepositions. Alternatively, it is also a good idea to allow peer correction at this stage. Children can exchange notebooks with their classmates and correct each other's work.

Deepa Varghese is an elementary school teacher with a passion for curriculum, pedagogy and teacher training. She has an M.A. in Clinical Psychology and also in Elementary Education.

varghese.deepa@gmail.com