



# A GUIDE TO GUBBACHI'S BRIDGE CURRICULUM

KANNADA



A guide to an accelerated curriculum in foundational language and Maths for first generation, out of school learners, for the purpose of mainstreaming into Govt. schools.

Gubbachi Learning Community

**PREFACE****CONTEXT**

Gubbachi Connect is a Karnataka based **bridge** program that works towards the educational inclusion of out of school children – enabling meaningful access to formal schooling for a migrant child in the city. Once in the program, the curriculum brings the child’s foundational literacy and numeracy to grade level to ensure she is able to function, learn and sustain effectively in a Govt. school classroom after the program.

The typical profile of a child in the Connect program is:

- 7-12 years
- Belongs to a rural migrant family living in the city– hence prone to frequent relocation to native village, if short distance.
- First Generation schooled
- Out of school /school dropout – unable to access schooling in current location
- Below grade levels in literacy and numeracy
- Often a mismatch between home and school language

**RATIONALE**

Learning to read and write the language (Kannada/English) and learning to ‘read’ numbers (Math) are the main goals of Gubbachi’s bridge curriculum. This happens through a time tables schedule every day.

The program transacts an Accelerated Learning Program (ALP) in Kannada, Math and English literacy that is multi grade, multi- level (MGML) in nature. This means that the child *starts from where she is* on the learning trajectory and moves at her pace, having the option of continuing from where she leaves, when necessary. It typically takes 8 months to a year for a child between 6-9 years to get mainstreamed.

(Any age above that requires a different approach and is addressed by Gubbachi in a complementary program called ProActive.)

This manual lays out the curriculum for all three subjects:

KANNADA

MATHS

ENGLISH

**KANNADA CURRICULUM****OBJECTIVES OF THE KANNADA LITERACY CURRICULUM**

Gubbachi's Kannada curriculum is designed to:

- 1) Strengthen communicative competency in Kannada
- 2) Develop strong foundational literacy (defined as reading and writing *with comprehension*) in line with the prescribed Grade 1-2-3 curriculum of Nali Kali.
- 3) Develop self confidence in the act of reading/writing itself
- 4) Develop the language of reasoning and expression
- 5) Develop expressive writing for older children.

*Spoken/Communicative Kannada –a necessary foundation to literacy - is happens in the immersive environment of the Govt. school where Kannada is the primary school language. This means that informal and safe social interactions within and outside the classroom are an important part of language learning for the child.*

**OVERVIEW**

The Kannada curriculum is made up of two broad component units – complementary to each other. These components are built into the daily timetable.

A. FOUNDATIONAL LITERACY	B. ORACY		
Reading writing skills Structured trajectory Individualised	Group Oral Daily		
	Informal talk Rhymes	Oralliteracy activities	Thematic plans <ul style="list-style-type: none"> <li>• relevant real world topics</li> <li>• language for thought</li> </ul>

**UNIT A - FOUNDATIONAL LITERACY**

*Learning to read and write Kannada in line with Govt. prescribed goals for Grades 1-2-3-4; individually paced; daily; individualised*

Gubbachi's Kannada curriculum is guided by certain principles:

- 1) Literacy as **meaning making**; not limited to the act of decoding letter symbols. Hence exposure to letters and vowel notations (*matras*) are always situated in simple *texts and narratives* to provide meaning to the learner. All literacy instruction is thus anchored in a

series of graded <sup>1</sup>Nali Kali texts with simple story lines, increasing in complexity of language and narrative as the child progresses – basal readers in Level 1 to the more richer ones in Level 2-3.

- 2) The approach follows the principle of **balanced literacy** – there is a back and forth movement from whole word to part skill mastery (like decoding, blending, strokes) – which means skills and drills are as important as engaging with meaning.
- 3) The child in this program is normally a **First Generation School Learner**. This means that the pre-skills necessary for formal literacy to build on are invariably missing/weak. The child is not exposed to print either at home or in the community; has perhaps never held a book before; parents themselves are non/semi-literate.

## UNIT B – ORACY

*Includes informal talk and structured group activities; daily plenary; consists of 3 components*

1. **Informal talk:** A day at Gubbachi starts with a Circle Time - a social forum to nurture oracy. Learners and teachers sit in a circle, engage in informal talk in many ways - recite the 'school song', talk about the child's day, sharing experiences, discuss current problems, introduce new entrants and relay important instructions/announcements.

Informal conversations are an important start to the session every day. It helps language development in a real context, rooted in experiences. Teachers are encouraged to keep the group democratic and inclusive by ensuring equal participation and welcoming expressions in child's home language. *Acceptance of the mother tongue*, we believe goes a long way in creating positive conditions for learning. Making the child feel secure in her own identity is an important guiding principle for Gubbachi's bridge curriculum.

2. **Oral literacy activities** are fun, planned activities that phonological skills as a base for literacy. Activities centred range from being skills centric like phonemic awareness, vocabulary and sentence structures to Read Alouds and Picture Reading.

A literacy block could be 5-8 units of planned sessions in a month; each around 45 minutes.

Rhymes are an important part of this daily routine. Rhymes are not only great energizers to start the day with but also play an important part in developing 'an ear for the language' in fun ways.

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<sup>1</sup> The official curriculum of Grades 1-2-3 in Karnataka

### 3. Thematic plans

Themes are designed around the child's life moving out from self to the outside like My Family, Personal Hygiene, Food, Neighborhood, Animal and Plant Life and so on. These sessions are important enablers of *language expression, reasoning and concept formation*.

Each theme is explored in roughly 8-12 sessions of around 60 minutes each.

Each thematic plan approaches the topic multi modally – through rhymes, talk, mind maps, art craft activities, neighborhood walks etc.

Teachers pre plan the calendar of plenary activities maintaining a balance thematic sessions with oral literacy sessions.

**This manual describes UNIT A in detail. Refer to Manual 2 for details of UNIT B.**

**UNIT A: FOUNDATIONAL LITERACY**

*Individualised skills based component that builds reading and writing competencies; daily.*

**I. SYLLABUS**

This foundational literacy component in Kannada aligns with the milestones of the Govt. mandated Grades 1-2-3 **Nali Kali** Kannada curriculum - a deliberate choice made to ensure seamless transition of the child into the Govt. school.

The levels **(1a, 1b, 2, 3 )** correspond to respective Nali Kali grades. So when a child completes Level 1a and 1b she is ready to enter Nali Kali Grade 2. Completing Level 2 means readiness for Nali Kali Grade 3 and so on.

Levels 1 and 2 are **foundational** – all letters, gunithaksharas and ottaksharas required for decoding, are learnt in these two levels. Level 3 engages with more complex text riding on the back of the foundations built in earlier levels and moves the reader towards more complex text.

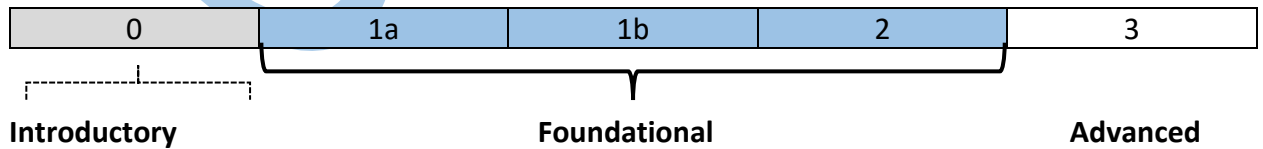
Following is an overview of the learning levels:

LEVEL	CORRESPONDING NALI KALI GRADE	FOCUS
Pre literacy	-	Pre literacy and numeracy through fun aids
0	1	Introducing five easy consonants- ಸ ಮ ದ ನ ರೆ
1a	1	Whole varnamale ಅ - ಕ್ಷ
1b	1	Gunithakshara ಅ - ಎ
2	2	Gunithakshara ಐ-ಉ + Ottakshara
3	3	Reading and engaging with more complex text

**II. BASELINE AND GOAL SETTING***Baseline and goal setting*

When a child enters the program, teachers conduct a Baseline Assessment of the child's Kannada competency to determine where on the trajectory the child starts.

The learning trajectory



Once the starting point is clear, the child progresses at her pace to the learning target in well-defined steps.

**CHECK DIRECTORY OF TOOLS FOR BASELINE ASSESSEMENT FORM**

The learning goals for a child (where she has to reach at the end of the program) is driven by a combination of factors - *age of child, home language and schooling history*.

For example – a 7 year child who comes with no literacy foundation and is a non Kannada speaker might be pegged to mainstream to Grade 2 (and not Grade 3) at the end of the bridge program year.

Another child of the same age, but who comes with some letter knowledge and/or is a Kannada speaker would be placed to mainstream to Grade 3 at the end of the program year.

The older the child more ground to cover; hence faster the pace.

Goals are to be met in one 'program year' which means **8-12 months** of engagement *with regular attendance*. Due to the mandates of the official calender, mainstreaming happens only in June – September every year. Any engagement lesser than 8 months is considered insufficient for mainstreaming. In such cases the child is retained in the bridge program till she meets her goals and gets mainstreamed the next academic year.

### III. PROCESS

Following sections breakdown the process in detail

**PRE LITERACY + LEVEL 0- 1a**

***Introduces the child to the Kannada varnamale and enables the reader to start reading simple narratives in basal readers***

**1. Pre literacy module***Rationale*

The pre literacy module is a short *optional* orientation component meant only for children who enter the program with no prior schooling and/or are not ready to engage with structured literacy and numeracy instruction yet.

A child could engage in this module for upto 2-3 weeks – till the child feels ready. Most of the activities in this module are designed for independent work, requiring minimal support from the teacher. The new child joins one of the already formed groups but independently does activities in this module with teacher support where necessary. It is imperative that the teacher plans and organizes materials required for this child the previous day.

*Activities*

The activities in this module span the range of pre literacy activities: motor, literacy and numeracy.

Given below is a comprehensive list of activities with materials required that a teacher can select from and create a balanced plan for a day for any new entrant.

NO	MOTOR (M)	PRE LITERACY(PL)	PRE NUMERACY(PN)
1	Clay modelling; - free style - talk about what you have made	Complete the picture, colour and talk about it  Draw anything, colour – talk about it	Match same shapes
<i>Materials required</i>	<i>Clay</i>	<i>PLM worksheet, blank paper, colour pencils and crayons</i>	
2	Colour, cut and stick paper into defined shapes - single shape - Variety of figures PLM Worksheet Set	Flashcards based Name theme cards in your own language (one theme per day) ; draw and label  Make your own chart - Draw theme based pictures (Eg fruits) in a pre drawn grid; colour. Cut out pictures as squares. Stick on a chart/paper. Talk about each. Display	String beads in a given pattern

		Sort mixed up theme cards (Eg. sort animals vs birds/fruits vs vegetables/ sort colours)	
<i>Materials required</i>	<i>Blank paper with pre drawn figure, one sided pre used paper, crayons, child scissors, glue, PLM worksheet</i>	<i>Theme flashcard sets, blank paper with squares drawn, pencil, colour pencils, safe scissors</i>	<i>Beads of different colours (atleast 3 colours), string, <b>Pattern Chart</b></i>
3	String the <b>beads – no pattern</b>	(no letter recognition ; only symbol level)  - Spot the different letters  - Circle this letter	Separate out different coloured dals
<i>Materials required</i>	<i>Beads and strings</i>	<i>PLM worksheet set</i>	<i>3-4 types of dals of different colours</i>
4	<b>Stitching on grids</b>	<b>Match same letters (Kannada)</b>  Trace any stencil of Kannada letter and colour	
<i>Materials required</i>	<i>Readily available plastic grids with child safe needle, woolen threads of different colours</i>	<i><b>Kannada letter matching tiles, Kannada wooden letter stencils, blank paper, pencil, crayons/colour pencils</b></i>	
5	Colouring figures Worksheet based		
<i>Materials required</i>	<i>PLM Worksheet</i>		
6	Drawing with stencils – then colouring		
<i>Materials required</i>	<i>Blank paper, pencil, stencils, colour pencils</i>		
7	Simple origami; Colour - fan - boat - plane		
<i>Materials required</i>	<i>Newspaper or any old discarded paper, crayons or colour pencils</i>		

*The Activity Planner*

This is a planning tool available to any teacher who has a beginner in her group. The teacher plans out a mix of motor, pre literacy and pre numeracy skills for the entire day. The child or the teacher can choose to repeat an activity.

Activities are indicated by codes representing numbers and type based on above table. Eg: Clay modelling is M1/ Theme flashcard activity is PL2/ Draw set of pictures given in flashcards (same theme; one theme per day) and colour. Cut out pictures as squares/sorting activity PN3

PRE LITERACY MODULE

Name : .....

DAY	DATE	ACTIVITY SET
1		Eg: M1, PL2/PL3/ PN2
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

**2. Level 0***Set up*

This is the first level - a gentle entry into the world of literacy. Five easily articulated consonants – sa, ma, da, na ra are introduced at this stage.

This level is also crucial in acclimatizing the learner to basic learning processes designed to make her an independent learner - another principle that aligns with the Nali Kali curriculum.



Figure 1 Varnamale checklist

1) First, the child is given a printed Kannada varnamale sheet (Check Figure 1) that she sticks in her file as an ongoing self-check tool. As she masters a letter, she marks /colours the letters in the chart. At the end of it all the varnamale is coloured – visibly indicating to the child her achievement!



Figure 2 Learning the form of my name first

2) Before starting out on this level, the learner explores the shape and form of her own name. The child creates a collage of her name, (template created by the teacher). This is followed by practicing the shape of her name by outlining its shape with stones and clay drawn on the floor/a mat. Check diagram 2

Isolating sounds *first sound of her name* begins here.

Linking it with her own name becomes deeply meaningful for the first time learner as she starts

associating letters with meaning. (CHECK diagram b)

### 3) Clusters



Figure 3 For the letter sa - Drawing accompanying the quirky rhyme about a lion going to the market on a cycle

The next step in this level sees an introduction of a cluster of five important consonants (ಸ, ಮ, ದ, ನ, ರ) each through small quirky rhymes. (Check Figure 3)

### CHECK DIRECTORY OF TOOLS FOR RHYMES

By paying attention to the repeating sound in the rhyme (Eg /sa/) phonological awareness is developed. The process slowly moves towards letters (symbols) representing the sound,

culminating in the writing of the letter. At the end of the path, the child recognizes the letter and is able to blend and isolate it in a word.

Writing skills are introduced through textures like sand, clay and stones that feed into the child's muscle memory. Many out of school children are yet to develop fine motor skills required of formal writing and need such exercises to become ready to handle paper and pencil confidently.

Thus Level 0 introduces five frequently occurring, easily comprehensible consonants in fun and non- threatening ways with great emphasis on oral and aural engagement leading to writing. After this initial experience, the child is ready to progress to simple texts more confidently in Level 1a.

### 3. Level 1a

Letters are introduced not in the traditional linear sequence but as **clusters**. (CHECK APPENDIX A FOR LIST OF CLUSTERS)



Figure 4 Basal texts like these form the context for learning letters

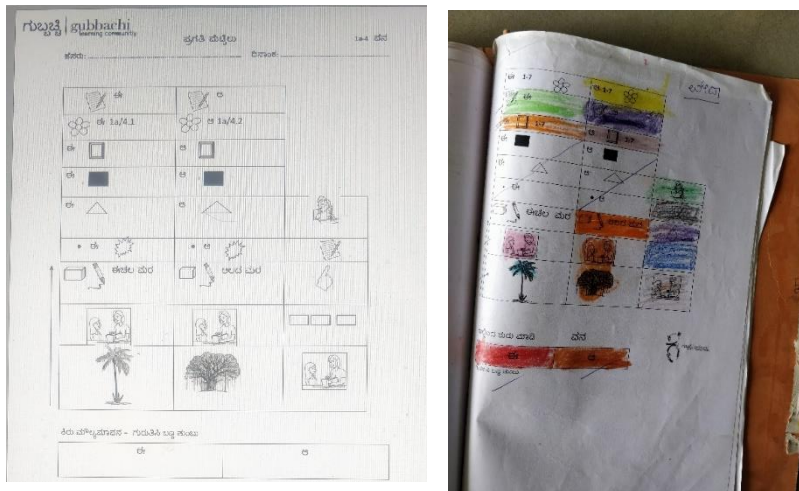
#### *Vachakas or texts*

A series of nine simple, colourfully illustrated and contextual basal readers (SEE Figure) form the basis for meaning and context in Level 1a. It is through the transaction of these simple narratives that letters are learnt. Each text is used to introduce a cluster of 3-4 letters.

Key vocabulary words in each text are pre identified. After the teacher engages with the story orally, the focus shifts to the target words, which are then – in sequential steps – broken down into letters. After engaging with letters, the focus shifts back circularly, to blending and reading words and sentences to make meaning out of the story.

Thus the process moves back and forth from **story to words to letters** and then back to the story.

CHECK APPENDIX A FOR LIST OF VACHAKAS

*The Learning Ladder*

**Figure 5 Level 1a - LEARNING LADDER Before (L) After (R)**

The Learning Ladder is an important tool all through Level 1a. It is a visible one page record of the child's progress owned and filed by the child in her personal folder.

Every letter cluster of 3-4 letters in Level 1a is transacted through a simple story (or *vachaka*) and not a rhyme like in the previous level. Letters are learnt during the course of engaging with the simple narrative in the texts.

The tasks involved in the process of gaining mastery over letters and ultimately the reading of the text are broken down into sub steps of a column/ ladder (*hence Pragati Eni*) – 'steps on a ladder' so to speak.

One column/ladder represents one pre -elected vocabulary word in the text leading to the learning of one or two letters. Thus a series of columns/ ladders make up one cluster of letters in the text.

*'Meaning' resides in words not letters .The word is the basic unit of meaning to a reader – letters in themselves are nothing but abstract symbols. Words therefore can be effective vehicles of individual letters.*

Figure 1 shows a Learning Ladder for the basal text 'Garagasa – ಗರಗಸೆ / garagasa meaning a 'carpenter's saw'. It is a simple story of a carpenter called *Basava* who uses tools like the *garagasa* and the *ara* (a chisel). The keywords are *garagasa* (=a saw), *Basava* (= name of the carpenter) and *ara* (=a chisel). These key words are made up of the target letters to be learnt in that cluster - that is, ಗ, ಬ, ವ, ಅ

The 'base of the ladder always starts with the story. The 'top' of the ladder ends in a worksheet for the target letter. In between, are reinforcing tasks that help strengthen letter recognition.

### *The Method*

Starting from the bottom rung - the learner colours/marks out each step as she successfully completes the task till she reaches the 'top of the ladder' that marks the completion of that word. Finishing all the ladders in the cluster marks the completion of that cluster of letters.

Every task is represented by a symbol. It is important that the teacher introduces the idea of the 'ladder' to the child explicitly – through conversations - **at the start of Level 1a** – the steps, the symbols representing each step, the tasks associated with each symbol, how and when to mark them out and what it means to use the ladder. *Explicit conversations about the ladder itself and how it can be a visual marker of progress are very critical at this stage.*

The child's personal file with the learning ladders of all the clusters is a good chronicle of the child's learning journey!

After learning/mastering a letter, the child colours the letter in a **varnamale chart stuck in her file**. (Refer previous section).

The last ladder in any cluster is the point where the child begins to read the simple passage by blending letters already mastered. Before beginning to read the passage, the ladder has some practice 'steps' where the child gets ample practice on blending 2-3 letters (in the form of tiles) into simple words.






### *Steps and symbols*

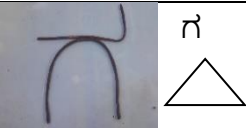

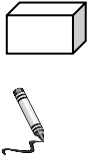


Each task on the ladder is denoted by a symbol that holds true for all texts/clusters in this level. Some tasks on the ladder are heavily teacher dependent while others are suited to independent learning. Once the child understands fully the symbols as she progresses she can be a self-learner and proceed on the steps on her own – taking teachers help where indicated.



The process on the Pargati Eni or learning ladder proceeds as follows.

**Example: Text: garagasa    Key vocabulary: garagasa    Target letter: (ಗ) ga**

**Read bottom to top**

Step No	Symbol	Activity description	Materials Required
9	ಗ 	In the last step the child practices strokes of the letter in her notebook.	Notebook
8	ಗ  1a/1.1	A reinforcing worksheet that focusses on sound-symbol correspondence. It is an extension of the flashcard activity where the child colours pictures with the target first sound (ga), draws objects with that first sound and practices letter strokes.	Numbered worksheets, colour pencils
7	ಗ  	<p>This stage focusses on the sound of the letter.</p> <p>In this oral-aural activity the child engages with colourful flashcards with a range of vocabulary starting with the target letter with the help of the teacher. Eg goDe (wall), goobe (owl) gante (bell).</p> <p>This can be a heavily teacher dependent activity while dialoguing around the pictures in the flashcards. A way to reduce teacher dependency could be to create peer learning opportunities - pair up 2-3 children together to talk and identify the pictures and isolate the first sound.</p> <p>Pairing a non Kannada speaker with a Kannada speaker is a strategy that can reduce teacher dependency in cases where a non Kannada speaker needs support with vocabulary.</p>	<p>Flashcard set for each letter.</p> <p>These cards can be created by the teacher herself using low cost materials. Pictures can be drawn by hand or cut outs from magazines can be mounted on chart paper, cut into cards and laminated if possible.</p> <p>Recommended size of cards is for clarity</p> <p>Where resources are available, pictures can be sourced from the Internet, printed, mounted and laminated into cards.</p>
6	ಗ 	More reinforcement of the form of the letter. Here the teacher can write the letter on the slate for the child to trace on it. The child is	Slate, chalk, duster

		also free to attempt to write the letter independently.	
5		Further reinforcement of the letter happens when the child uses clay/play dough to create the shape of the letter	Washable mat, chalk, clay/play dough
4		<p>In this step the shape of the letter is reinforced through the use of concrete materials like pebbles and sand.</p> <p>A single letter from the vocabulary word (ಗ /ga/) is isolated. Child outlines the letter drawn on a wipe able mat with stones/pebbles (indicated by the symbol ●). If necessary traces the shape of the letter on sand (indicated by the symbol ✨).</p> <p>Sand can be a more effective material to enhance muscle memory of the letter as it is tactile and in direct contact with skin. Again it is important that the child vocalizes the sound of the letter while shaping the letter.</p>	Washable mat , chalk, stones/pebbles, sand in a tray/plate
3	<p>ಗರಗಸ</p>  	<p>After the context is set in the previous step, the focus shifts to a single vocabulary word in the story (Eg ಗರಗಸ - garagasa).</p> <p>The child traces the key vocabulary word using wooden stencils and colours it. <u>A simple picture (drawn either by the child or the teacher) depicting the word must always accompany the word to support comprehension.</u> The child reads the <b>whole</b> word here deriving meaning from the picture drawn and the story. <u>It is important to follow letters with the finger as the child reads the word aloud.</u> This teaches symbol-sound correspondence – the very basis of decoding and letter recognition.</p>	Wooden letter, colour pencils, notebook
2		In a few early clusters - art work is done for the key vocabulary word: For eg: In the garagasa text the child makes a paper saw and sticks it in her notebook to illustrate the word 'garagasa'	Craft paper, Blank A4 sheet, scissors, glue

1	 	<p>The first step creates a meaningful context for the child.</p> <p>The teacher engages in a conversation around the story in the reader and illustrations. For subsequent letters in the cluster too the teacher revisits the text at the 'bottom of the ladder' to draw attention to <b>the key vocabulary word</b> with the letter.</p>	Relevant NK reader
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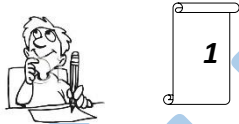


### *The Last Reading Ladder*

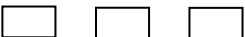


After the child finishes all the 'ladders' (columns) of individual letters, she reaches the last critical 'reading' ladder where her letter learning culminates to fluent reading. This is the stage where the focus shifts away from the letter and moves towards fluency and comprehension of the passage.

Each activity on this last ladder works to build reading fluency.

The process is as follows:

Start from the bottom

Step no	Symbol	Activity description
5		The last step involves a more complex skill – <b>encoding or dictation</b> . That is, the child writes a word that the teacher calls out.
4		This stage focusses on learning how to write. The child transcribes /copies the passage she has just read, following all important writing conventions such as leaving space between words and following the structure of the passage as given. Teacher also checks the strokes.
3		<p>After engaging with Steps 1 and 2, the child is more ready to read the passage as a whole. The child sticks a print out of the passage (without illustrations) in her notebook – this is her own personal copy of the text – to practice reading even at home.</p> <p>Before the child reads independently It is important for the teacher to follow these steps systematically in the first few clusters (the child needs less scaffolding in later clusters) :</p> <ol style="list-style-type: none"> <li>1) <b>Model reading</b> – where teacher reads the passage aloud – fingers following each word. After the first reading where the child can just watch the reading process , she follows</li> </ol>

		<p>every word with her finger in tandem as the teacher reads.</p> <ol style="list-style-type: none"> <li>2) <b>Echo reading</b> – where the teacher reads chunks of the passage (group of words or a whole sentence) and the child repeats the same – while following every word with her finger.</li> <li>3) <b>Independent reading</b> – this is the stage where the child feels confident to read a passage independently and fluently – a key goal on literacy. Increased fluency aids in easier comprehension. Encourage learner to read the passage multiple times – so fluency improves progressively and the child can attend to meaning in the process.</li> <li>4) <b>Word lists</b> - For more practice you can use the curated word lists that are given to the child as a personal copy for practice at home or in the classroom.</li> </ol>
2	 	<p>The child practices letter and word identification with the letter and word tiles set for each vachala/text. Various activities using these tiles strengthen the child's print knowledge and reading competency.</p> <ol style="list-style-type: none"> <li>1) For an early learner the teacher can focus just on letter identification to begin with then move to blending 2 and 3 letter words using the letter tiles.</li> <li>2) Once the child is stable in her letter recognition, she moves on to reading the word tiles in isolation. This serves as a good check for the teacher on the child's blending skills.</li> <li>3) Next, child assembles all the word tiles to recreate the passage as it is and reads it following every word with her finger as she reads aloud.</li> <li>4) Finally the child transcribes the whole passage in her notebook following the conventions of writing – space between words, line change and so on.</li> </ol>
1		<p>The teacher revisits the story one last time to reiterate the story and vocabulary.</p>

The central principle of Gubbachi's literacy curriculum is **learning to read with meaning**. This requires fluency which in turn is influenced by competent letter recognition and blending. Most importantly, fluency arises out of meaning making, a vocabulary and knowledge of the world. The reader must make sense of what she reads and hears and connect it to her real world.

Anyone transacting this curriculum must bring meaning to the process along with decoding and other technical aspects of print at all times.

### *Multilingualism*

Meaning making and context being central drivers of the literacy curriculum, often its transaction becomes challenging when the child does not speak Kannada – a common feature of a migrant group. It is very important in such cases to bridge comprehension with the child's home language and bring in the language assets that the child brings to the classroom. Hence it is vital that atleast one or two in the teacher team speaks the pre dominant non Kannada language that children come with (most commonly Telugu and Hindi in our context)

### *Assessments*

Summative worksheets, at the end of certain clusters, evaluate the child's learning at that stage. In addition, the End line Assessment module made of worksheets S4-S6 serves as End assessment to indicate the readiness of the child to progress to the next level - Level 1b.

It must be noted that the child at this stage requires a great amount of support in doing the worksheets. Hence a guided approach to assessing is recommended.

We suggest that teachers also write descriptive observations of the child's strengths and challenges based on observations during the worksheet process. These notes are to be attached to the summative sheets of the child.

LEVEL 1b

*The child moves to applying vowel notations (or the gunithakshara or the mastras) to the basic consonant – a feature of all Indian alphasyllabic scripts.*

Level 1b is where the Kannada varnamale has 15 gunithaksharas/syllables: /a/ /aa/ /i/ /l/ /u/ /U/ /Ru/ /ay/ /AY/ /ai/ /o/ /O/ /au/ /am/ /aha/. These come from applying additional notations or diacritics (or maatra) to a consonant. The number of meaningful words increase and the texts lose some of their basal feel as compared to Level 1a.

At this stage, the child is a more confident and fluent reader. Fewer scaffolds in terms of tactile material or Learning Ladders are needed in this level. Worksheets are an important tool for practice and reinforcement here.

### ***Introduction of gunithakshara***

The key basis of learning to read more complex words with gunithas still remains the same - the simple and contextual vachaka (text) series

However now that the child is familiar and comfortable with letters, the gunithakshara is introduced first before engaging with the text. This introduction happens through a set of worksheets (**Worksheet series 1b-1-4**). This battery of worksheets range from basic stroke practice to reading words with meaning.

By the end of working with this set of worksheets, the child gets familiar with the use of gunithaksharas and is more ready to read the text.

### **CHECK DIRECTORY OF TOOLS AND WORKSHEETS**

### ***Vachakas***

After the introduction to the gunithakshara, instruction moves on to one of a set of 38 basal texts that become the basis for developing reading fluency at this stage. Each gunithakshara is represented by a set of 3-6 texts. **CHECK APPENDIX A FOR LIST OF VACHAKAS**

Reinforcement of new words or important words in the text is done through a worksheet accompanying each text. (**Worksheet series 1b-5**). In addition, encourage the child to depict key vocabulary as colourful pictures.

Each text ends with a skills based worksheet consisting of exercises like answer the question, fill in the blanks and some drawing and colouring. (**Worksheet series 1b-6**) **CHECK DIRECTORY OF TOOLS AND WORKSHEETS**

Instead of the Learning Ladder that formed a visible marker of progress for the child in Level 0-1a, in this level a printed list of all the vachakas is stuck in the child's notebook reference. As the child finishes each text (meaning making of story, its vocabulary, worksheets associated with it and importantly reading fluently) she ticks off the reader on her list and moves to the next one on the list. **CHECK DIRECTORY OF TOOLS AND WORKSHEETS**

**Summative Assessments**

A battery of worksheets and games comprise the last component after all gunithaksharas are done. As in the previous level, End level assessments through worksheets guide the teacher to specific areas of challenge that needs continuous working on in the next level too. This needs to be captured in a separate sheet attached to the worksheet.

**CHECK DIRECTORY OF TOOLS AND WORKSHEETS**

Following is the process for each gunithakshara in Level 1b

No	Activity	Resource
<b>A</b>	<b>INTRODUCTION TO THE GUNITAHAKSHARA</b>	
1	How to add the vowel notation (gunitha) to the consonant?	Worksheet 1b-1
2	More practice on practicing the gunitha strokes	Worksheet 1b-2
3	Identify gunitha stroke and form meaningful words	Worksheet series 1b-3
4	More practice on forming and identifying meaningful words	Worksheet series 1b-4
<b>B</b>	<b>ENGAGEMENT WITH TEXT</b>	
5	Dialoging around the story	NK vachaka 1.1 to 9.38
6	Reinforcement of key vocabulary in the story	Worksheet series 1b-5
7	<u>Supported Reading</u> <ul style="list-style-type: none"> <li>Model reading – teacher reads - student listens- follows text with finger <u>correctly</u></li> <li>Echo reading – teacher reads – student repeats– follows text with finger</li> <li>Group reading – students read alternate sentences in a group</li> </ul>	Student copy of vachaka
8	Independent Reading Practice reading the text multiple times till fluency is attained	Student copy of vachaka
9	Writing practice (Orthography) Copy write the passage in notebook Rules of writing : space between words, concept of a sentence	Student copy of vachaka, notebook
10	Skills Practice: Answer the questions Fill in the blanks Depict key vocabulary/themes with drawings	Worksheet series 1b- 6
<b>C</b>	<b>READING DRILLS</b>	
11	Practice reading words to improve speed. Using a timer enhances the challenge and energy of this exercise	Word series 1 Word series 2: Prasa Word Lists 1-9
12	Dictation from word lists above	
<b>D</b>	<b>SUMMATIVE ASSESSMENT</b>	
13	Gunitha Revision Module	S1-S4 worksheets + Bingo + Picture Matchin

LEVEL 2-3

*With the learning of ottaksharas, script knowledge is complete in Level 2; Complex text (including poetry) marks Level 3*

Texts increase in complexity, shed their basal nature and become more connected to the real world. The use of formal language also increases which means explicit instructions on formal language, conventions and grammar need attention.

In Level 3 the child being a more confident and fluent reader, decodes automatically and is able to focus energies on comprehension more.

Instruction can incorporate art and performance of texts to deepen engagement with rich text.

### **Vachakas**

Like previous levels, simple narratives in the Nali Kali series are the basis for content here as well. Texts are anchored around the target gunithakshara or ottaksharas at Level 2. The vocabulary and sentence structures are more complex here as compared to texts in previous levels.

Texts in Level 3 are nuanced and enjoyable. There is a heavy skew towards poetry which provides opportunities for exploring early literary tools and even performance based pedagogy. Some texts provide opportunities to explore themes and world knowledge such as the kangaroo in Australia, water conservation, elephants, banks and so on.

**CHECK APPENDIX A FOR LIST OF VACHAKAS**

### **Vocabulary and grammar**

Due to increased complexity and the use of standard form language, vocabulary and attention to construction of words becomes crucial. The teacher needs to explicitly draw the student's attention to new forms and structures. For Eg. The fusion of two words is a common device in standard Kannada - ಸಂತೋಷವಾಯಿತು = ಸಂತೋಷ + ಆಯಿತು. These forms are seldom used in conversational Kannada but are the default structures in formal texts.

Pre underlined words in the child's copy of the text, help the teacher and students to focus on new words – their meanings, construction and construction of different sentences (Eg: Make sentences with the word). These words are broad recommendations for deeper engagement. The teacher is free to select words that she feels are more relevant to the context of her students.

*Again a good way to reinforce vocabulary is to encourage its depiction through colourful drawings.*

A skills based worksheet with exercises like answer the questions, fill in the blanks, sequence the sentences and other practice help the student work with the text in varied ways and rounds off the engagement with text.

**CHECK DIRECTORY OF TOOLS AND WORKSHEETS**

***Dramatisation***

A fun activity that is recommended at this level is the dramatization of certain texts by the students. Texts can be chosen by consensus. This can be a 'performance' put up by the students during Circle Time or within the small group. This involves the learning and articulating aloud of lines in the text. This familiarises the student with the articulation of formal structures in a meaningful and expressive way. Level 3 consists of many poetry based texts that lend themselves to performance based instruction incorporating music and rhythm.

Recommendations for dramatization are indicated on the list purely as a guide.

***Assessments***

A battery of end assessment worksheets form the basis of evaluation and the child's readiness to progress to the next level. The same process of detailed analysis (written) accompanying the child's worksheet is to be followed here.