



A GUIDE TO GUBBACHI'S BRIDGE CURRICULUM

KANNADA



Gubbachi • ಗುಬ್ಬಚ್ಚಿ
LEARNING TO FLY.

A guide to group activities to promote language
development and thematic learning

Gubbachi Learning Community
MANUAL 2: CIRCLE TIME

UNIT B: CIRCLE TIME

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

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Typically Kannada happens in the first session at the start of day. Prior to this, the Circle Time when students and teacher assemble together, not only serves as a start-of-day assembly routine but is also a space for both *informal and structured* language development.

A typical flow of process during Circle Time is as follows:

- 1) Teachers and students sit in a circular formation. Teachers are part of the circle and not away from it. Start with the school song which is a non-religious verse that talks about the elements of nature. The wordings are as follows:

ನಿತ್ಯ ನಮಗೆ ಬೆಳಕು ಕೊಡುವ ಸೂರ್ಯ ನಮ್ಮ ಮಿತ್ರರು

ರಾತ್ರಿ ವೇಳೆ ಬೆಳಕು ಕೊಡುವ, ಚಂದ್ರ ನಮ್ಮ ಮಿತ್ರರು

ಕೋಟಿ ತಾರೆ ಬೆಳ್ಳಿ ಚುಕ್ಕೆ, ಉಳುಕೆ ನಮ್ಮ ಮಿತ್ರರು

ಬೆಂಕಿ ಗಾಳಿ, ನೀರು ಗಗನ ,

ಎಲ್ಲ ನಮ್ಮ ಮಿತ್ರರು (2)

The one that gives us light, the sun is our friend,

The one that gives us brightness in the m=night, the moon is our friend

The million stars, the silver spangles, the comets are our friends

The fire, the wind, water, sky – are all our friends

- 2) This is followed by informal exchanges about the previous day and any significant events. Often this is the time where the teacher can pick up any unusual events/circumstances in the child's life.

Though Kannada is the primary language of communication during Circle Time – it is imperative to accept and acknowledge the child's home language where it is different. Allow the child to express thoughts in own language. Other children sharing the same home language and who speak Kannada can become good translators.

After a round of informal exchanges we move on to structured activities. Typically rhymes are sung as energisers or as a build up for a particular theme. **CHECK OUT GUBBACHI HANDBOOK FOR RHYMES SEPARATELY**

- 3) Based on the calendar, the group then moves on to planned activities. Either:

Part 1: Literacy Activities Part 2: Thematic Plans

PART 1 : LITERACY ACTIVITIES

Structured activities to reinforce sub skills like phonological and phonemic awareness and to promote language development; 6-8 sessions once a month

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A	<p>PHONOLOGICAL AWARENESS</p> <p><i>These are a set of activities that explicitly build students' abilities to work with sound in spoken language. Rhymes and rhyming words are great ways to hone these skills. In addition, here are a few activities that can sharpen sound/phonological awareness in early learners and thus support decoding and reading .</i></p>
1	<p>PASS- THE –BEAT- AROUND -THE –ROOM</p> <p>This is a fun game that teaches children to keep 'in-step' with rhythms. A particular phrase passes around the circle, one word per child in the circle, ending with a silent beat (shoulder tap) in the end. After a few rounds when the phrase and its pattern is familiar one or two words in the phrase are replaced with an action. Example:</p> <p>ajji (1)- maadida (2) – bisi (3) – bisi (4)– bajji(5) - shoulder tap (6). After students get comfortable with the beat - replace <i>bisi - bisi</i> with an action each (no speaking the words) and end with a shoulder tap as usual.</p> <p>So ajji (1) – maadida(2) – clap (3) – clap (4)– bajji (5) – shoulder tap (6)</p> <p>Continue to increase the replacements till only one word remains and rest are all actions and in the end all sounds.</p> <p>You could create more phrases of your own and continue the game. Some suggestions:</p> <ul style="list-style-type: none"> ○ <i>Nayi bogalitu bow bow meke koogitu me me ! (8 + shoulder tap)</i> ○ <i>Taayi tande anna akka Tangi tamma ondu kutumba! (8 + shoulder tap)</i> ○ <i>Gadiyara- nadeyitu- tik- tok! Gaali - beesithu – woosh - woosh! (8 + shoulder tap)</i>
2	<p>ISOLATE WORD FROM A CLUSTER OF WORDS</p> <p>This can be a good warm up listening exercise to enhance a child's ability to pick out one word out of a cluster of words (one sound among many).</p> <p>Teacher calls out a cluster of words (without meaning anything in particular). Children listen carefully. If necessary, she repeats the combination at a steady speed. Then teacher asks students to count the no of <i>one particular word</i> in the cluster.</p> <p>Example:</p> <p><i>Thai – thak- thai – thak- thai –thak –tha:</i> How many 'thaks'/'tais'/'tas' do you hear in what I just said?</p> <p><i>Boom- ba – boom – boom ba –boom boom - ba:</i> How many booms/ba's?</p> <p><i>Nayi – bekku – ili – ili/ nayi- bekku ili – ili ? :</i> How many nays/nbekkus/ilis?</p> <p>In the next stage, the cluster need not be rhythmic or pattern based. It could be a collection of random words from which the listener has to pick out one word.</p> <p><i>Eg: Jinke – balehannu – jade – neeru – jinke – neeru- koti – neeru – jade – neeru ? How many neeru's/jade/jinke etc?</i></p>

	Note: At this stage the sounds are not linked to letters. This is purely an aural sound recognition exercise. Introducing letters can be at a later stage (Refer Game # 7)
3	<p>CLAP AS MANY AS I DO</p> <p>Teacher claps – students follow with same number of claps. Start with single claps , increase in number. Then clap in patterns, vary speed, increase level of complexity.</p> <p>This can be an everyday warm up that can also be used to help focus students attention to the present and control the group.</p>
4	<p>SYLLABLE SPLITTING OF A WORD – ISOLATE FIRST/LAST/MIDDLE SOUNDS</p> <p>1) Split names (of students in class) into syllable claps/jumps/stones – Identify first sound.</p> <p>2) Then split other words (could be from flashcards or real objects; identify picture/object and call out word for it) into claps – identify first sound.</p> <p>This game can accompany a theme session too. Eg If topic is vegetables/food : teacher can display real vegetables or flashcards of vegetables and identify first sound of each vegetable Eg: to-ma-to - Ta</p> <p>After enough practice with FIRST SOUND, repeat LAST SOUND - then MIDDLE SOUND of three letter words – which is the hardest.</p>
5	<p>EXTENSION OF #4 TO SOUND SUBSTITUTION</p> <p>This is a more difficult exercise for beginners and can be done only after sufficient practice with #1.</p> <p>After identifying first sound (of name or other words) as in Game #1 – replace first sound with another sound and repeat word. Eg: mara – ma – replace ma with ta – so tara or replace with ga – gara ...and so on.</p>
6	<p>FIRST SOUND ASSOCIATIONS</p> <p>This can be a simple warm up game that connects sounds to real objects around the child. Teacher calls out: <i>“Touch anything you see that begins with a ba”</i>. Children run and touch a bucket, balehannu (banana), bag, buguri (top) and so on. Change the sound and repeat game.</p> <p>Pre planning this activity will make the game more effective. Ensure before the session, that there are enough objects representing the target letters for the session, in the class for the game.</p>
7	<p>BALL WORD GAME</p> <p>Vocabulary can be enhanced or revised by using this simple ball game. It is also a good game for first sound identification.</p> <p>The teacher throws the ball at a student who catches it and says a word loud starting with a particular sound/letter. (Eg ma) - mara. The ball then gets passed on to the others and whoever has the ball says another word with that sound (mane) . Anyone repeating a word or failing to come up with one during a stipulated time frame is considered ‘out of the game’.</p> <p>To make this game more difficult for students of higher classes or capabilities, the teacher could play ‘Word Antakshari’. This time, the teacher holds the ball, says a word and passes the ball around. The student who has the ball has to come up with a word starting with the last letter of the word told by the ‘ball thrower’ and the game continues this way.</p>

8	<p>FIRST SOUND DRAWINGS</p> <p>Using Activity 3 above as warm up for a target letter/s, generate as many words as possible with that sound in the above game. Students then draw as many things as they want that begin with that sound on paper, colour them.</p> <p>To further extend this to letter correspondence – students write the letter at the top of the sheet and colour it. Display students’ art work in the classroom, maybe on a “word wall” and recap as and when required.</p>
9	<p>OBJECT SORT BY FIRST SOUND (OELP, Ajmer)</p> <p>To review <i>akshara</i> learning, or to help students differentiate between two or more <i>aksharas</i> sounds (e.g. ka and ta in Kannada), you could use object sorts.</p> <p>Label different sections on the ground with the <i>aksharas</i> you want to review. Give your students a set of daily objects or toys or flashcards representing these objects that begin with these sounds. Students have to sort the objects into the circles on the ground. You could ask them why they chose a particular circle. Letting them explore for themselves is more effective than simply telling them that there is a difference between the <i>aksharas</i>.</p> <p>You can increase the difficulty by mixing 3 sounds and asking them to sort them out. Or four sounds. You can use this to sort out :</p> <ul style="list-style-type: none"> - letters in the current cluster they are learning - mahaprana sounds (Eg ತ - ಥ/ ಟ - ಠ and so on) - deergha vs alpa first sounds (ಅ- ಆ/ ಇ - ಈ/ ಉ - ಊ and so on) - different gunita sounds (ಆ, ಇ, ಈ, ಉ, ಈ, ಎ, ಏ, ಋ and so on)
10	<p>SAME SOUND GAME</p> <p>Objective: To encourage listening skills and group participation.</p> <p>Activity Steps:</p> <ol style="list-style-type: none"> 1. Ask the students to sit in a circle and select a letter of the alphabet. 2. The teacher should stand in the centre of the circle and make up a story. During the story, the teacher pauses and points to a student who in turn says a word beginning with the predetermined letter. <p>Example 1:</p> <p>Teacher: ಪಕ್ಕದ ಮನೆ ಪಾಪಮ್ಮನಿಗೆ ಪ ಅಂದರೆ ತುಂಬ ಇಷ್ಟ (Emphasise the sound pa). ಪ ಅಂದರೆ ಪಕ್ಕಿ, ಪ ಅಂದರೆ ಪುಕ್ಕ. ಪಾಪಮ್ಮನ ಗಂಡನ ಹೆಸರ್ಯ್ ಏನು.....?</p> <p>Students: ಪ್ರಕಾಶ</p> <p>Teacher: ಪಾಪಮ್ಮ ಮತ್ತು ಪ್ರಕಾಶನಿಗೆ ಇಬ್ಬರು ಮಕ್ಕಳು...ಅವರ ಹೆಸರು ಏನು?</p> <p>Students: ಪುಟ್ಟಿ ಮತ್ತು ಪ್ರೇಮ</p>

	<p>Teacher: ಪ್ರಕಾಶನಿಗೆ ತಿನ್ನಕ್ಕೆ ಏನು ಇಷ್ಟ....?</p> <p>Students : ಪಕೋಡ (food)</p> <p>Teacher: ಒಂದು ದಿನ ಪಾಪಮ್ಮ ಮತ್ತು ಪ್ರಕಾಶ ಎಲ್ಲಿಗೆ ಹೊದರು....?</p> <p>Students : ಪಾಪನಪುರಗೆ (could be an imaginary place)</p> <p>Teacher: ಅಲ್ಲಿ ಏನು ನೋಡಿದರು?</p> <p>Students : ಪೊರಕೆ (thing/object)</p> <p>Teacher: ಏನು ಕೇಳಿಸಿಕೊಂಡರು?</p> <p>Students : ಪಟಾಕಿ (a sound)</p> <p>Teacher: ಅಲ್ಲಿ ಅವರಿಗೆ ಏನು ವಾಸಿನೆ ಬಂತು?</p> <p>Students: ಪೂರಿ</p> <p>To make it competitive: The first student to make a mistake or to take longer than five seconds to answer, goes into the centre. That person then continues the story and may change the letter.</p>
11	<p>TEAM MEMORY GAME</p> <p>Students split into teams – say 4 teams depending on number of target letter chosen for the day. Say you choose 4 letters – sa, ma, da na. Each team is assigned one letter.</p> <p>Place a mix of picture cards of objects beginning with the 4 target letters – say 5 cards per letter - face down randomly on a mat on the floor in the centre.</p> <p>One member for Team 1 picks up one card from the cards in the centre and shows it to everyone. If it is a word that begins with the target sound the member takes it to her team. If not she turns the card back face down. Then a member from Team 2 picks up a card and repeats the process. Picks a card if it begins with their sound. If not - keeps it back face down.</p> <p>As the game progresses children have to remember where cards are so that they pick the right one and add to their collection.</p> <p>The team that collects all 5 cards first is the winner.</p>
B	<p>TALK AND LANGUAGE DEVELOPMENT – Beginners</p> <p><i>These are group games that foster language development. Including these in your Circle Time plans will encourage spoken language development which in turn aids the ability to read and write.</i></p>

1	<p>BASIC TPRs (Total Physical Response) Give instructions for students to follow: <i>All boys sit down</i> <i>All girls jump twice</i> <i>All with long plaits turn around</i> <i>All with bangles...</i> <i>All with necklaces</i> <i>All wearing flowers....</i> <i>Extend to colours</i> <i>All wearing green stand up</i> <i>All with green objects stand up (use object flashcards if necessary)....talk about your object.</i></p>
2	<p>DOING WHAT WAS SAID This is a good warm up game to settle down and focus students' attention. Ask children to listen and do what you tell them to do. Start with simple things to do, and ask the whole class to do them together. Examples: <i>'Touch your head.'</i> <i>'Close your right eye.'</i> <i>'Clap on your head.'</i> Gradually make your instructions more complicated, for example: <i>'Touch your head with both hands, then touch your right ear with your right hand.'</i> <i>'Close both eyes, touch your neighbour, ask him to give you his left hand.'</i> Encourage students to make up new instructions.</p>
3	<p>ACTING OUT (DUMB CHARADES) Level 1: Choose ten or fifteen different kinds of common actions that children are likely to be seeing every day. Examples: <i>Sweeping the floor, peeling a banana, washing dishes, cutting vegetables, walking with two full buckets.</i> Whisper to each child which action you have chosen for him or her. Then every child comes forward and performs the action. Others must guess what the action was. Level 2: Use slips of paper that indicate the actions. Students read the slips and perform the action.</p>
4	<p>VOCABULARY MAP</p> <p>Tell your students which set vocabulary words (a specific theme) they must produce for this activity. For example, you could use clothing, professions or past participles, or even something more specific like foods that begin with the letter "B."</p> <p>When the students are in a circle, they randomly throw the ball to one another. The person who catches it has three seconds (or whatever time limit you set) to produce a word that fits into the vocabulary set. If they fail, then they must stand in the center of the circle and try to intercept the ball in order to return to the outer circle.</p>

	<p>If the student intercepts the ball, he or she must produce a word in order to return to the circle.</p> <p>Multiple students can find themselves in the center, competing to intercept.</p>
5	<p>CONNECTIONS</p> <p>The teacher shares a word with one student and the child replies with a <u>related</u> word. For instance, if the word is 'football' the student might say 'goal'.</p> <p>The next student then says a word connected with the first student's reply. From 'goal', the student might say 'net' and so on.</p> <p>This allows all the students to participate. Students are allowed some time to think as well and have to ensure they do not make repetitions.</p> <p>Students can be challenged by any other player to explain the connection between their word and the previous word.</p> <p>The teacher can note the words on the board. This can serve to illustrate how one word can lead to so many different themes and thoughts, similar to a brain map.</p>
6	<p>CONSTRUCT A SENTENCE - WORD BY WORD:</p> <p>The teacher instructs a student to start constructing a sentence verbally by using a word of his choice such as 'I'.</p> <p>The student sitting next to her has to continue the sentence by adding another word, for example 'I love' and then saying, 'continue'.</p> <p>The third student continues the game by saying another word such as 'I love playing'.</p> <p>The next student continues by saying another word such as 'I love playing'.</p> <p>I I love I love playing I love playing music</p> <p>The activity ends if the third student is unable to say 'continue' and he/she has to then opt out of the activity.</p> <p>Few more examples, You You tell You tell stories You tell stories</p> <p>Important Instructions:</p> <ol style="list-style-type: none"> 1. The idea is lengthen the sentence as much as possible. In this context, the sentence could have been continued by saying, 'I love ice cream, pastries, pudding, cookies and...' 2. The activity could be upgraded to suit fast learners by encouraging them to use difficult adjectives and adverbs such as 'I dearly vanilla creamy ice cream, chocolate pastries, caramel pudding, crunchy cookies...' 3. If a student feels that an added word makes the sentence ambiguous then he/she could

	challenge the person who has said it. If the student cannot justify the meaning then he/she opts out.
7	<p>SENTENCE GAME To help students link the beginning and endings of sentences to create a meaningful unit. Outcome: Students would have learned to identify different parts of sentences and how to link them in the right order.</p> <p>Activity Steps: The teacher distributes strips containing half sentences from the story to students and makes them stand in two rows facing one another. Row 1 has the beginning of sentences and Row 2 has the endings. With the word 'go' students from both rows have to run to find their respective partners and read out their sentences aloud to the entire class. The teacher could then make all the sentence-pairs stand in the order to reconstruct a story or a paragraph. As a variation for very young learners, half pictures of objects or characters from the story could be used for the same game instead of sentences. Once the pairs form, the teacher could shout the word to help students remember it.</p>
8	<p>DESCRIBE A THING (Can be used as a pre activity for Read Alouds/Story telling) Collect a wide and interesting variety of objects like a pen, feather, a top, duster, a grater etc. Pick an object and pass it around. As it is passed around children have to shout out an adjective/use to describe it (one word). Once exhausted pick another object in the collection.</p>
9	<p>SHOW AND TELL Bring something from home – Eg: your favorite vegetable or your favourite dress/clothing and talk about it – invite questions about it. Describe in terms of : size, texture, smell, sound ,uses, personal experience or preferences</p>
10	<p>FEEL AND GUESS THE OBJECT Our senses (sight, hearing, touch, taste and smell) are our first informers of the world. The quantity and quality of one's sensory experiences determine the development of his perceptions, vocabulary growth and creative instincts. In the present activity we concentrate on the sense of touch. The child is expected to be able to recognize things merely by feeling them.</p> <p>Materials required for this activity: A large cardboard box – to be later sealed by a tape on all sides with 4-inch by 4-inch holes on two opposite sides. Assorted small objects of various textures: spoon, plastic cup, stone, sponge, straw, crayon, silk scarf, small toy, socks etc.</p> <p>Activity: Place the assorted objects in the box and seal it. Place the box on the teacher's table – the holes enable the child to only feel the objects with their hands and not see them. Let the students come by turns and feel one object and identify it. After doing so, pull out the</p>

	<p>object to check his response. Alternatively, the students can be blindfolded.</p>
11	<p>MYSTERY OBJECTS (Can be used as a pre activity for Read Alouds/Story telling) (For students in Grades 3-5. Requires more fluency than #9)</p> <p>Place one of the collected items that are now hidden or “mystery” items, in a box. One chosen student describes its appearance for the others without naming it. The other children now have to visualize what has been described, hypothesise what it might be and then ask questions to try to identify the object. The student who has described it has to respond to these questions and once it has been identified will show the object to the class.</p> <p>The teacher steps in here and asks the children to reflect on the description given and their ability to visualize it. The class can then discuss the object - <i>what it was made for, and its possible uses</i>. Taking time in to consideration, other students can be called upon to describe more of these mystery objects. This can extend to verbs as well. Pick pictures of animals birds or people. Students the brainstorm action verbs for each.</p>
12	<p>GUESS THE WHOLE PICTURE</p> <p>Activity 2: Before a child is initiated into the actual process of reading, certain skills that provide a foundation for learning to read have to be inculcated. The child needs to first realize that words stand for real things. From the following activity, the child learns to use picture clues and context clues to guess the whole picture or recognize a picture from various angles. This lays the foundation for making intelligent guesses while reading and to understand different points of view.</p> <p>Materials required for this activity: Pictures of different things – trucks, cars, animals etc. A sliding screen (manually operated will do) to cover the picture and reveal it bit by bit. Activity: Place the picture against a wall or the blackboard so that it faces the students. Immediately place the screen over it so pupils can't see the picture. Slide the screen depending on how you wish to reveal the picture. Encourage the students (single/group) to guess/recognize the picture in the earliest stages of unveiling. A slight variation of this activity could be to present a picture of an item from different angles other than the normal angle and encourage the students to guess what it represents. For example, a picture of a table taken from the ceiling, wherein only the table-top is seen and the article kept over it (as seen from above). This too serves the same purpose.</p>
13	<p>SORT OBJECTS</p> <p>Classifying and organizing is one of the very important lessons a child needs to learn. This knowledge provides the necessary foundation for an easier and more organized life. For this, a child has to first learn the concepts of ‘sameness’ and ‘difference’. Eventually it instills the quality of logical thought in a child.</p> <p>Materials required for the activity:</p>

	<p>A large jar with a wide mouth. An egg carton or several smaller boxes to help in sorting. A number of different items (similar yet different in size, shape, colour etc.). For example, screws or bolts and nuts of different sizes and shapes. Activity: Fill the jar with all the objects. Encourage the students (in groups) to classify and sort them into different compartments. A variation of this activity is to use old, tiny objects around the house like buttons, coins, hairpins, paper clips etc. for sorting</p>
14	<p>BUILDING THEMATIC VOCABULARY (Pre activity) VEGETABLES Step 1: Generating interest Greet the students. Sit with them in a big circle. You may feel this is time consuming, but it is important. When they know that they are heard they develop confidence and this helps in developing positive self-esteem. Remember, the students are listening and picking up words as you speak. So use simple short sentences. Accept their answers given in the mother tongue. You can repeat the answers in English. Ask them which vegetables they like the most. Give everyone a patient listening. Encourage the other children to listen as well. Use sentences like – ‘Hmm, I also like it’, ‘Good! We all must eat spinach’, ‘Oh, Sudish also likes it. Don’t you Sudish?’ ‘Now, Namrata will name her favourite vegetable. Let’s listen to her’ etc. Step 2: Activity: Now engage them in a conversation on these lines: Teacher: (Showing them lady’s finger) This vegetable is called ‘lady’s finger’, it is long. What is the colour of this vegetable? Students: Green/ Hara etc (if no one responds, tell them the answer). Teacher: Yes, it’s green. Shubha, come and take this lady’s finger. (Express this with gestures, repeat in English only, if they do not understand). Now, give this lady’s finger to Raj. (Repeat this conversation 2 times with other students.) (showing tomato) What is this? Students: Tomato/ tamatar (Accept all the answers) Teacher: Yes, it is a tomato. Is it long? (Show lady’s finger) Is it long like lady’s finger? Students: no / no response. Teacher: It is round. (Showing lemon) Is it long or round? Students: Round/ No response Teacher: The lady’s finger is long, the tomato and the lemon are round. (showing cucumber) Is it round like the lemon and the tomato? Student: No, long.</p>

	<p>Repeat this conversation using a potato and beans. Teacher: Now let's do some printing. Provide drawing sheets to each of the students. Provide water colours in dishes. Give them the pieces of lady's finger, beans, potato. Demonstrate how to dip and print with the vegetables. Let them choose colours and print. Display the children's work on the</p>
15	<p>PICTURE TALK Start with what questions <i>What is on the tree?</i> <i>What are the children doing?</i> Analysis/observation questions <i>How many types of trees do you see?</i> <i>What colours of dresses do you see?</i> <i>How many are wearing shoes? How many are bare feet?</i> Prediction /Guessing questions <i>What time of the day do you think it is?</i> <i>What do you think the woman is thinking?</i> <i>What will the man say next?</i> <i>Where do you think the birds are flying to?</i> Connecting to own world <i>How is the market in your village?</i> <i>What do you do in the evenings?</i> <i>Who cooks in your house?</i></p> <p>The list of questions should be planned by the teacher beforehand. Use any interesting picture you come across in magazines or books. Mount it on a thick card paper for better hold and easier display</p>
16	<p>PICTURE TALK EXTENSION: Analysing a Picture Form groups of five and give a picture to each group. The teacher must examine each picture carefully <u>on the previous day</u> and prepare question sets for each picture. The teacher will have five questions for each group/picture. Allow at least five minutes for children to examine the picture and discuss it among themselves. Then ask five questions to each child in the group, one by one.</p>
17	<p>MAKE A STORY USING OBJECTS (Can be used as a pre activity for Read Alouds /Story telling) Teachers can use this as a 'pre' before the start of a Read Aloud. This will not only enthuse students but also familiarise them with unfamiliar terms or words. For example, in the story about a clever flock of birds that fly away with the hunter's net, the teacher could use the following pre-activity. A feather, a piece of net and a few grains could be brought into the classroom, hidden in a box. The teacher could then ask the students to <i>guess what is inside</i> by giving them a few hints. Once the guessing game is over, the objects could be displayed on a table and the students could be encouraged to imagine, tell, write or draw a story. The teacher could then narrate the actual</p>

	<p>story to her class by using the right expression, voice modulation and mimes.</p> <p>Pre-activities act like warm-ups and make students enthusiastic and attentive. They also familiarise students with unknown or difficult words by aiding comprehension and developing imagination.</p>
18	<p>MAKE A STORY USING PICTURE CARDS (RADLOV) Students sit in a small group – not more than 3-4 per group. Each child in the group is given a set of story cards. The child has to arrange the cards in sequence to make the story. Then she narrates the story to the rest of the group. For advanced students: Write the story.</p>
19	<p>MAKE A STORY USING PICTURE FLASHCARDS Students sit in a small group – say 6-8 per group. Place a set of picture flashcards in the middle in a tray/basket. Each student picks up a picture flashcard. Now each student in the group has a different picture card.</p> <p>One student at random starts a story using her picture. She starts the story by saying <u>one</u> or a <u>few</u> sentences using her picture (Ensure the student limits her narration to one or two sentences only). The next student connects her picture to the first picture and extends the story. (again adds one or two sentences only)</p> <p>As an extension – after the story is done - ask students to draw the story on a blank sheet of paper. For advanced students – write the story.</p>
20	<p>CIRCLE STORIES (For grades 3 and 4) Each child is given a worksheet with blank circles on them. They are then asked to draw as many different things as they can by adding details to each circle, for instance, a face, the sun, a clock etc. The students have to share these ideas with the class and the teacher makes a note of these on the board. The students can then look for as many connections as they can make between each drawing. For instance, <i>'The face is smiling because the clock says it is lunch time and the sun is high up in the sky</i></p>
21	<p>SABKI KAHANI Start with a sentence. Each child in circle adds a sentence to further the story till a full story is constructed by the group. As extension ask children to draw the story in panels and illustrate.</p>
22	<p>HOW DID YOU MAKE THAT? Teach children how to make things with paper, cloth, or any other available material. Making a paper boat, a hand puppet, or cat-cradles would be fine. Make elaborate comments on what you are doing as you demonstrate while the children are following you with the appropriate material in their hands. For example, if you are demonstrating how to make a paper boat, describe each step: <i>'Fold the paper in half. Now turn the corners inwards. Lift the remaining strip...'</i></p>

	When children have learnt how to make the thing, ask them to describe the process. Next time, assign different things to different groups, and let one group explain to the other how it made its thing.
C	TALK AND LANGUAGE DEVELOPMENT – Advanced
1	<p>WHAT DID YOU SEE?</p> <p>Stage 1: Ask one child to go out of the room, see what is happening outside, and tell the class what he saw. For instance, he might report that he saw a truck, two shops and a bicycle.</p> <p>Stage 2: Now rest of the children, preferably sitting in a circle, will ask him questions, one by one, and one question per child. For instance, a child may ask: <i>'What was hanging from the bicycle's handle?'</i> The reply may be: <i>'A basket.'</i> The next question may be, <i>'What colour was the basket?'</i></p> <p>Stage 3: When one round of questioning is complete, the teacher will ask the child who has gone out: <i>'Who asked the best question?'</i> Supposing he says, <i>'Shashi asked the best question;'</i> the teacher will ask: <i>'What was the question?'</i></p> <p>Stage 4: The next round starts with Shashi. Ask her to see something that the earlier child had not seen. When she comes back, ask children to come up with new questions-not the ones they have already asked.</p>
2	<p>ASKING THE EXPLORERS</p> <p>Send a small group of children, no more than five or six, to study some specific object or place near the school or even inside the school building. For example, they may be sent to examine a cluster of trees, a tea-stall, a broken bridge, or a nest. Ask them to explore it carefully and discuss among themselves everything they notice.</p> <p>While the explorer group is away, tell the rest of the class about the object in some detail. For example, if the explorers have gone to examine a tea stall, tell the class about the things available at the stall, who runs it, where do the things available there come from, etc.</p> <p>When the explorer group comes back, it will face questions from the class. The teacher can also have her turn.</p> <p>Next time, send a different group.</p>
3	<p>GUESS WHAT I SAW</p> <p>One child goes out, stands at the door or at some distance from the class, and selects one of the hundreds of things she sees around (it could be anything --tree, leaf, squirrel, bird, wires, pole, grass, stones). When she comes back, she says just one sentence about the thing she has in mind.</p> <p>For example, she might say, <i>'What I saw is brown.'</i> Now every child in the class gets one chance to ask more about the thing and guess what it was.</p> <p>For example, questioning may go like this: Child 1: <i>'Is it thin?'</i> Answer: <i>'No.'</i> Child 2: <i>'How big is it?'</i></p>

	<p>Answer: 'It's quite big'. Child 3: 'Is it as big as a chair?' Answer: 'No, it's smaller than a chair.' Child 4: 'Can it turn?'... Finally when the thing has been guessed correctly, some children may object to the answers they got for their questions. For instance, someone may point out that the colour was not brown but clay-like. In such situations, the teacher's role is very important, as someone who can help children establish subtle distinctions between meanings.</p>
4	<p>COMPARING Make sets of similar-looking things, such as leaves of two or more trees, flowers of different plants, stones, pieces of paper cut in different shapes etc. Ask children to listen to the description you give of one of the things in a set, and on the basis of the description they must decide which one you are thinking of. Example: 'I'm thinking of a leaf that is smooth and long, and it has even edges.' After doing this activity a few times, ask children to take turns to choose and describe. Change things each time you do this activity. Identify more subtle features each time.</p>
5	<p>GUESSING THE RIGHT PICTURE This activity can be organized only if you have a number of books of children's literature, particularly several picture-story books. Pair all children. As they sit face to face, one line looks at books and selects one picture out of all the pictures given. Now every child sitting in this line describes the picture she has selected to the child sitting in front without showing him the picture. When the description is over, the book is handed over to the child who was listening, and he is asked to find the picture that fits the description. The two lines exchange books and activity carries on. This activity can be organized slightly differently with the help of pictures on the wall.</p>
6	<p>WHERE DO YOU LIVE? Children sit in two lines facing each other; one line has 'tellers', the other 'listeners'. Each teller has to explain to the listener the way to reach her home. Listeners can ask any number of questions to understand better. Example: Teller: 'Go straight and turn.' Listener: 'How far should I go straight?' Teller: 'Go till you find a garbage dump, then turn.' Listener: 'Turn right or left?' Teller: 'Right... No, no. let me see...' When all tellers have had a chance, the listeners become tellers, and we start again.</p>
7	<p>SENTENCE GAME To help students link the beginning and endings of sentences to create a meaningful unit. Outcome: Students would have learned to identify different parts of sentences and how to link them in the right order. Activity Steps:</p>

	<p>The teacher distributes strips containing half sentences from the story to students and makes them stand in two rows facing one another. Row 1 has the beginning of sentences and Row 2 has the endings. With the word 'go' students from both rows have to run to find their respective partners and read out their sentences aloud to the entire class.</p> <p>The teacher could then make all the sentence-pairs stand in the order to reconstruct a story or a paragraph.</p> <p>As a variation for very young learners, half pictures of objects or characters from the story could be used for the same game instead of sentences. Once the pairs form, the teacher could shout the word to help students remember it.</p>
8	<p>RUNNING DICTATION</p> <p>A Running Dictation is an exercise where students run to read a text pinned up on the board and then run back to pass on the message sentence by sentence to a partner who writes the passage down. The pair that finishes first with the least number of errors is declared the winner. The pinned up text can be a story, a poem, an article or any paragraph from the textbook or a storybook.</p> <p>This exercise stimulates listening, develops reading proficiency and improves spoken and writing skills with the help of kinesthetic.</p>
9	<p>DESCRIBE THE PICTURE</p> <p>I've put a little twist on the classic describe-a-picture warm up.</p> <p>First, show the entire class a picture. Make sure it has lots of little details in it, preferably one where you could spend a good minute or so describing every last detail to your friend. Then, take the picture down and tell the students to describe what they saw to their partner. Give them about 30 seconds.</p> <p>Now, here's the twist. Split the class into two teams and divide the blackboard in two. Choose three students randomly from each team to come up to the blackboard. Place a piece of chalk in each student's hand and tell them they have to write down as many things they saw in the picture as they can in 30 seconds (or one minute).</p> <p>Again, teams can shout answers to the writers. When the time is up, ask the students to sit down and reveal the picture again. Give points for everything they got right; no extra points if the team repeated a word. The team with the most right answers is the winner</p>

10	HOT SEAT <p>This is what I consider to be the mother of all warm up games. It gets everybody involved, it is great for reviewing vocabulary, and it ramps up excitement levels to maximum capacity. And there is very little prep involved!</p> <p>Have a list of vocabulary words prepared. Bring a chair to the front of the classroom. Split the class into two teams and have one student from the first team sit in the chair (the “hot seat”) facing the class. Make sure he/she cannot see behind them. Start a timer (one minute) and write the first word on the board.</p> <p>The team must say things related to that word in order to elicit that word from their teammate sitting in the hot seat. Once the student guesses correctly, write the next word. Continue until time runs out. The team with the most correct guesses at the end is the winner</p>
11	DRAWING INSTRUCTIONS <p>The teacher makes a simple drawing on a chart paper and stands with his back to the board. A student-volunteer is called to the board. The teacher now shows the drawing to the class but not to the volunteer.</p> <p>The students, one after the other verbally instructs the volunteer to reproduce the teacher’s drawing on the board accurately. It must be noted that each student can only use one sentence at a time.</p> <p>This activity creates greater student involvement and develops clear instructional skills.</p>
12	TOSS AND WRITE <p>Roll a dice. Each face represents a grammar task like the following (teacher free to assign tasks)</p> <ol style="list-style-type: none">1- Make a sentence2- Make a question3- Give two adjectives4- Give two verbs5- Write two words with a particular gunithakshara/ an ottakshara (teacher specifies)6- Say two rhyming words

THEMATIC UNIT

Familiar everyday themes explored through structured plans involving oral and hands on activities; 8-12 sessions once a month

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Thematic sessions planned around the world of the child, build Kannada vocabulary as well as provide background knowledge that supports the child's reading. Together they create meaningful literacy for the child.

Each thematic plan is a concise, 10 -12 units (1 unit = roughly an hour) module that is calendared every month. Across an academic year of 12 months (June – May) roughly 10-12 themes are thus covered.

The modules are self-contained and can be transacted as standalones throughout the academic year. Therefore: a child who joins midyear is not at a disadvantage because she missed out the previous themes in earlier months. Every theme, seeks to focus on building foundational skills of thinking and reasoning.

FOLLOWING ARE DETAILED LESSON PLANS FOR EACH THEME

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PART 2: THEMATIC PLANS

Structured plans centred around familiar themes pertaining to the child's world; 8-12 sessions per theme

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