

@2021



DEPARTMENT OF SCHOOL EDUCATION AND LITERACY
MINISTRY OF EDUCATION



GUIDELINES ON
**READING
CAMPAIGN**

A nationwide initiative for creating a joyful
reading experience for children

I. CONTEXT:

Department of School Education and Literacy has launched a National Mission for foundational literacy and Numeracy called NIPUN Bharat on 5th July 2021. The mission aims to cover the learning needs of children from age group of 3 to 9 years. As established by various international researches, foundational learning is the basis of all future learning for a child. Not achieving basic foundational skills of being able to read with comprehension, writing and doing basic mathematics operations, leaves the child unprepared for the complexities of the curriculum beyond grade 3. Recognizing the importance of early learning, the National Education Policy 2020 emphasises that the highest priority must be to achieve universal foundational literacy and numeracy in primary schools. Further, it states that, the rest of this Policy will be largely irrelevant for a large portion of our students if this most basic learning (i.e., reading, writing, and arithmetic at the foundational level) is not first achieved.

Various studies of learning profiles in India, including National Achievement Survey (NAS), have pointed out that many children are not able to read a simple grade appropriate passage. But, the curriculum and associated textbooks are designed with the expectation that children have acquired grade-level skills and can progress onwards. It is in this context, D/o School Education and Literacy is initiating a **NATIONWIDE READING CAMPAIGN** so that each child learns to read and thereafter, can read to learn.

II. WHY READING IS IMPORTANT

Reading is the foundation of learning, which motivates students to read books independently, develops creativity, critical thinking, vocabulary and the ability to express both verbally and in writing. It helps children to relate to their surroundings and real life situation. Thus, there is a need to create an enabling environment in which students read for pleasure and develop their skills through a process that is enjoyable and sustainable and which remains with them for life.

The contribution of reading in improving learning outcomes has been demonstrated in various research studies. It is a step towards developing command over language and writing skills. Unlike speaking, reading is a skill which does not come naturally to humans and needs to be learnt. Reading is an interaction between the text and the reader, which involves not just understanding the meaning of the words but also grasping the multi-layered meaning behind the text. It requires continuous practice, development and refinement.

Reading at early stage comprises of Alphabet Knowledge including naming and identifying the names and sounds associated with them, Phonological Awareness which includes being able to identify, comprehend, or analyze the spoken language, writing letters, vocabulary, remembering and comprehend content of spoken language for a short period of time, Reading Skills Concepts (e.g., reading left right, front back), Print awareness which includes ability to match or discriminate visually presented pictures/symbols.

LANGUAGE LEARNING- AN EVERYDAY PROCESS

The children engage with language in their everyday life without realizing it. In one form or another they make use of language and their knowledge about the language too. They know how to address their elders, teacher. They are listening to conversations, may be radio too, watching television- these are the sources from which they draw their language and use it for communication. There is a lot of written and printed material available at our homes, the house number plate; folk art (Mandha) on the walls of the house; calendar; company's name on the gas stove, name of the family head engraved on the utensils; name tattoos on the arms; page of newspaper; shopping lists; toothpaste box etc.

What is important is the amount of attention paid to that writing or printed material. Children develop an understanding of reading and writing even before coming to the school. This pre-knowledge of the children can be considered as the foundation of developing their literacy skills.

III. UNDERSTANDING READING AND WRITING

(i) **Children begin to read the written material around them**, like on wrappers of purchases such as biscuits and toffees, posters/advertisements on the roadside, wall slogans, newspapers at home, storybooks at home and in school, letters/postcards, etc. As soon as children start holding pen, pencil, chalk, they start scribbling and try to add some meaning or message to them - this is also a part of the beginning of writing. In fact, the cognition of reading and writing also develops like development of oral language in the day-to-day meaningful and workable contexts.



Children who read often become better learners, which leads to success in school and other areas of life.

(ii) **The goal in all reading situations should be 'to understand'**. It is imperative that the message that is conveyed in the printed text be understood and enjoyed.

(iii) **Reading motivates students to read books independently, develop creativity, critical thinking, vocabulary, and the ability to express both verbally and in writing.**

(iv) **Writing is also a process of comprehending the thoughts and sharing it with others.** It not only includes the process of joining words together, rather it is a systematic procedure of sharing the knowledge, information and ideas in a coherent manner. Writing enables children to explore, shape and clarify their thoughts, and to communicate them to others. By using effective writing strategies, children discover and refine ideas and compose and revise with increasing confidence and skill.

(v) **Children's comprehension of their written language** mostly depends on their effective use and understanding of oral language. Even before starting their formal instructional training for writing, children begin to interact with the literacy environment around them and start building connections between symbols and their meanings.

An illustration of five children of diverse backgrounds sitting on the floor and reading books. A boy in a blue shirt is reading a red book, a girl in a purple shirt is reading a green book, a girl in a yellow shirt is reading a yellow book, and a boy in a yellow shirt is reading a pink book. A girl in a yellow shirt is lying on her stomach reading a book. The background is a light beige color.

HOW TO DEVELOP READING HABIT AMONG CHILDREN?

- Availability and access to a variety of simple and interesting storybooks that are illustrated with attractive pictures, and particularly comic books and joke books in the children's classrooms.
- Children need to be provided dedicated time on a regular basis and a comfortable space to read in the classroom.
- Activities to be conducted like read-alouds, shared reading, discussions on books read by them, role plays, word games such as 'I spy something here that looks like...' and children come out with the relevant word/s after observing the surroundings, etc., to increase their involvement with books and to develop a habit of reading.

HOW TO MAKE READING ENJOYABLE THROUGH ACTIVITY: A CASE STUDY OF RAJASTHAN

In order to inculcate lifelong reading habit amongst the children, it is important that we make reading enjoyable and interesting. Therefore, activity based approach is most effective in making the experience of reading exciting and joyful. One real life example of this is seen in Rajasthan state, where a teacher (Madhu Chauhan) was posted in a primary school located in Sikrai block of Dausa district. When she joined the school, she found that enrolment in the school was 32 students but hardly 7-8 students were coming to the school. She tried to find out the reasons and was told that parents of the students go to work early in the morning and children go for feeding the animals and play marbles (Kanche in local language) whole day. She understood that she will not get much support from the parents, so she decided to take initiative on her own. Next day onwards she started playing with marbles in the playground of the school. Since teacher did not know how to play them, she asked the children to teach her. The word soon spread in the village that the teacher is also playing with the marbles in the school, so the children who were not coming to school also came to school and participated in the game and taught the teacher also to play the game. This continued for few days till all students started coming to school. Then, the teacher introduced the number concept and wrote 0 to 9 numbers on the marbles and asked the students to hit on the bigger number and taught them one digit addition and subtraction through the game. After some time she wrote Hindi alphabets on the marbles and asked students to hit them in a way which results in forming words.

This effort not only ensured regular attendance of students in the school but also introduced them to the concept of language and numeracy in a joyful manner.

IV. TARGET GROUP:

Children studying in Balvatika to Grade VIII will be part of this campaign. They will further be categorised in three groups class wise:

GROUP I: BALVATIKA TO GRADE II

GROUP II: GRADE III TO GRADE V

GROUP III: GRADE VI TO GRADE VIII

V. DURATION OF THE CAMPAIGN:

The reading campaign will be organised for 100 days (14 weeks) starting from January 2022 to April 2022.

VI. HOW TO REACH CHILDREN?

- Schools, Homes and Mohallas, and by complete involvement of Local Self Government.
- IVR service, mobile library
- CSO partners on board to reach in different states where they are working
- SCERTs/DIETs/School Principals/Teachers to choose reading material, that may include online/offline storybooks, joke books, comic books, poem/rhyme books, silly songs and rap songs, wrappers of market purchases, flash cards and I spy word/sentences cards,
- Involvement of BRCs/CRCs/parents/family members/Volunteers
- Secondary/Senior Secondary/ College students/NSS/NYKS to be involved
- Involving students, teachers, parents, working professionals, celebrities and government representatives

VII. STRATEGY FOR THE CAMPAIGN:

- The reading campaign aims to have participation of all stakeholders at national and state level including children, teachers, parents, community, educational administrators etc.
- The 100 days campaign will be continued for fourteen weeks and one activity per week per group has been designed with the focus on making reading enjoyable and build lifelong association with the joy of reading.
- The developmental goal/learning outcomes to be achieved by this campaign are also given in the activity calendar. The weekly calendar of activities has been prepared class wise which should be done by children with the help of teachers, parents, peers, siblings or other family members.
- In order to make the campaign effective, there will be only one activity per week so that children can repeat the activity in the given week and ultimately be able to understand and conduct it independently with peers and siblings. The activities designed have been kept simple and enjoyable and can be easily conducted with the materials/resources available at home.
- Group wise activities are at **Annexure I and II**.

- The list of activities given in Annexure I are flexible in nature and can be contextualised as per the requirements of States and UTs.
- States and UTs can also add any additional age appropriate activity during the campaign which can make reading joyful and engaging.

AT NATIONAL LEVEL FOLLOWING ACTIVITIES WILL BE UNDERTAKEN TO KEEP THE MOMENTUM OF THE CAMPAIGN:

- Organise '**READATHON**' on the lines of Toycathon
- **Awareness Drive:** Press releases, Social media campaign, infographics, etc.
- **Story telling** by Hon'ble Education Minister, State Ministers, Chief Ministers, State Education Ministers, etc. in regional languages

- **Webinars** on the importance of reading
- **Video/Audio message** from Children book writers (Ruskin Bond, Shudha Murthy, Nilesh Misra for story telling)
- **Reading Aloud** of stories by teachers as well as community members in regional languages
- **Partnership with CSOs, FM channels, Newspapers (local and regional)**

Story telling sessions to be organised by involving Parents and Grand Parents



AT STATE AND UT LEVEL, FOLLOWING ACTIVITIES ARE SUGGESTED:

- **Undertake intensive awareness drive** for, parents, teachers, students, community members, SCERTs, DIETs and local bodies to have active participation in this campaign.
- At state level also, **story-telling sessions may be initiated** by popular people/celebrities. Story sessions by parents/ grandparents may be encouraged. Local folklores, songs, rhymes etc. may be promoted by involving local artists.
- **Provide grade appropriate** additional reading materials, library books to the students for promoting reading habits.
- Organise **reading melas at panchayat/cluster/block level** and involve School Management Committees (SMCs), volunteers to conduct reading activities.
- Ensure that **activity calendar** is followed in these 100 days and good quality photos, videos, and testimonials are uploaded in Google tracker.
- **Partnership with CSOs, FM channels, local radio/TV channels, Newspapers (local and regional).**

Celebration of 21st February as International Mother Tongue Day

Kahani Padho Apni Bhasa Main (Reading story in own language) to be conducted across the country during this period

VIII. RESOURCES:

- Various resources will be made available at FLN vertical of DIKSHA portal, **'KAHANIYON KA PITARA'** etc.
- **States and UTs may also explore other resources such as National Council of Educational Research and Training (NCERT), National Book Trust (NBT) Story weaver (<https://storyweaver.org.in>), Pratham books (<https://prathambooks.org>), Room to Read Cloud (<https://literacycloud.org>), etc.**

IX. DOCUMENTATION:

- States and UTs will be encouraged to document the activities and make short videos, testimonials and good images of the campaign.
- The resources found useful will be uploaded on FLN vertical of DIKSHA and repository of best practices at DoSE&L website.
- A Google tracker will be developed for uploading the above resources. Link of Google Tracker will be shared soon.

GRADE WISE ACTIVITIES



Activities for Balvatika and Classes I to II

To be achieved:

Developmental Goals and Learning Outcomes:

- **Effective Communication**
 - critical and creative thinking
 - ability to locate, understand and reflect on various kinds of information
- **Involved Learners**

S. No	Activity	Required Resource
Week 1	Exposure visit to the school library <ul style="list-style-type: none"> • All children to visit to the school library and explore books that are available. • Every child must get one age appropriate book issued to read and tell about the same in the fourth week. • While reading the book at home an adult of the family must be present to ensure correctness. 	<ul style="list-style-type: none"> • Library Books
	Alphabet World (Balvatika) <ul style="list-style-type: none"> • The children move their fingers across semolina/salt in a tray to trace the letters which helps them to understand the formation of the letters. • The children may be encouraged to make the letters with the help of play dough. 	<ul style="list-style-type: none"> • Tray with semolina/salt • Play dough • Object box
	Family stories (Class 1, 2) <ul style="list-style-type: none"> • Help the child weave stories about family members. • Let them put these stories in a book and add old family photographs. • Let the child write and then read to the classmates stories about what happened on special days, such as holidays, birthdays, and family vacations. 	<ul style="list-style-type: none"> • No resources required
Week 2	Fruits and Flowers <ul style="list-style-type: none"> • Assign students the task to create list of the flowers or fruits • Ask students to pick on flower/fruit from the list • Students then read about the assigned 	<ul style="list-style-type: none"> • Reading material or books on flowers and fruits

S. No	Activity	Required Resource
	<p>flower/fruit and read it to the class next day</p> <ul style="list-style-type: none"> The game 'name, animal, thing, flower, fruit' can be played, where the teams have to come out with these words that start with the given letter. Example – Mansi, Monkey, Machine, Marigold, Mango. 	
Week 3	<p>Poetry in motion</p> <ul style="list-style-type: none"> Students are asked to read poems by poets of their own choice/ recommended by teacher. As a follow up activity they can enact the poem with the help of teachers 	<ul style="list-style-type: none"> Reading material or books with some poems
Week 4	<p>Shared Reading</p> <ul style="list-style-type: none"> Shared reading is important for early literacy and most effective for Grade 1 and Grade 2 children. Teacher has to read book to children while simultaneously bringing their attention to the text and pictures of a book, the children tend to match the spoken words with the written word and slowly try to read the book. Through this process children learn how teachers read the books from left to right with expressions. 	<ul style="list-style-type: none"> Reading material or books with stories and pictures
	<p>Exposure visit to the school library</p> <ul style="list-style-type: none"> Every child to tell few lines about the book read which they had got issued from library in week 1. Get another age appropriate book issued to be read by the week 14. 	<ul style="list-style-type: none"> Library Books
Week 5	<p>Retell the tale</p> <ul style="list-style-type: none"> Summarizing the Story: Children are encouraged to read and then summarize the story in about 5 sentences. Such an activity helps them to think about the story from its beginning to its end. It also helps them in understanding and differentiating between the important and not-so-important elements of the story. 	<ul style="list-style-type: none"> Reading material or books with stories and pictures Worksheet to summarize the stories
Week 6	<p>Title Tree</p> <ul style="list-style-type: none"> Children can be encouraged to think of alternate titles of any particular story, after reading the plot and characters. This can be done through discussion while the teacher draws the title tree on the board. 	<ul style="list-style-type: none"> Reading material or books with stories Drawing material

S. No	Activity	Required Resource
Week 7	<p>Who am I?</p> <ul style="list-style-type: none"> Character Mapping: Children can be encouraged to identify the main characters of the story and their attributes and read it to the whole class. 	<ul style="list-style-type: none"> Reading material or books with stories Worksheets with columns of main characters and attributes
Week 8	<p>Words are my claim to fame</p> <ul style="list-style-type: none"> Creating a newspaper of the week - Children can write about the stories they have read in the last week or month, in a way that it becomes a class newspaper. 	<ul style="list-style-type: none"> No resources required
Week 9	<p>Monthly theme</p> <ul style="list-style-type: none"> Theme based reading related activities can be conducted round the year. Some examples are books related to Mahatma Gandhi, Environment, Water conservation, Swachh Bharat Mission, Ek Bharat Shrestha Bharat, Constitution and fundamental duties, national holidays, sports and famous players around the world, Olympic and Common Wealth Games and tournaments, books related to art, culture and festivities, books related to Indian martyrs, etc. 	<ul style="list-style-type: none"> Reading material or books on theme-based stories
Week 10	<p>Let's cook up something</p> <ul style="list-style-type: none"> The teacher/parent can conduct some simple cooking without fire activities in class and ask the learners to create a recipe book by their respective classes. Students can read their recipe book to the class on following day. 	<ul style="list-style-type: none"> Reading material or books on recipe of different food items Worksheet for food recipe
Week 11	<p>Magic Spells</p> <ul style="list-style-type: none"> The teacher can set the scene by acting and dressing up like a magician. Ask the learners to construct some creative charms and how they would like to use them to do good deeds by writing it down and then reading it to the classmates 	<ul style="list-style-type: none"> Reading material or books on magic charms
Week 12	<p>Drop Everything And Read (DEAR)</p> <ul style="list-style-type: none"> On any one decided day and time, everyone in the school (those students are coming to school) or at home will read for at least 20 minutes. A time can be decided for this- ex. Tuesday 	<ul style="list-style-type: none"> Reading materials like book or newspaper

S. No	Activity	Required Resource
	<p>morning at 11:00 am in school</p> <ul style="list-style-type: none"> All present in the school- students, teachers, staff ensures that they are prepared for this activity and bring some reading material 	
Week 13	<p>Reading story in own language (Kahani Padho Apni Bhasa Main)</p> <ul style="list-style-type: none"> Every year 21st February is celebrated as International Mother Tongue Day. The teacher will select any book in any language (including regional/mother tongue) and then ask the students to write a book review. 	<ul style="list-style-type: none"> Books available in any language
	<p>Inspirations from our Leaders</p> <ul style="list-style-type: none"> Assign students to search for a book or an essay on Mahatma Gandhi, Sardar Vallabhai Patel, Subhash Chandra Bose, etc. As a follow up activity, ask students to do an act of kindness and make a note of this Encourage the students to share this in the following week 	<ul style="list-style-type: none"> Stories/essays on Sardar Vallabhai Patel
Week 14	<p>Read and Enact</p> <ul style="list-style-type: none"> The students are assigned to work in groups They are provided a short play to read Next, they are asked to collaborate with one another and enact the entire story. This integration of Reading with performing arts gives the learner an additional boost and adds more fun dimensions to reading. 	<ul style="list-style-type: none"> Reading material or a book containing a play
	<p>Exposure visit to the school library</p> <ul style="list-style-type: none"> Every child to tell few lines about the book read which they had got issued from library in week 4. 	<ul style="list-style-type: none"> Library Books

Note: In case the schools are closed, activities like Exposure visit to the school library, Read and Enact to be replaced with the following activities:

1. TOPIC- KNOW YOUR FOOD

- The teacher/parent/volunteer will ask the students to get a list of food items from home which they ate on the previous day.
- The next day they will share them in the class/home.
- They will first of all try to read the name of the food item.

- Each name of the food items like roti, water, milk, tea, lemon, dal, vegetables, fruits etc. will be read using the beginning sound by the students with assistance.
- These words will be written on the blackboard by the teacher. If the activity is conducted at home/community centres the names can be written on a piece of paper.
- The next day more words from the list will be taken and read in the class.
- These words become sight words and enable them to read and identify.

2. TOPIC- LISTENING AND SHARING

- The teacher/parent/volunteer will ask the students to listen and observe any of the programmes on TV/Radio or a story told by parents/grandparents.
- They will hear the characters/names of the story/programme.
- With their listening skills they will tell their teacher/parent/volunteer about the name of the story/programme and the teacher/parent/volunteer will write them on the black board or any piece of paper.
- Now that the students will have enough names written on the blackboard/paper, students will be asked to read the names.
- The word wall will be created in the class and the students will be asked to read every morning and few of them will share about the story/programme which they heard/watched.

Activities for Classes III to V

To be achieved:

Developmental Goals and Learning Outcomes:

- **Effective Communication**
 - critical and creative thinking
 - ability to locate, understand and reflect on various kinds of information
- **Involved Learners**

Sl. No.	Activity	Required Resource
Week 1	Exposure visit to the school library <ul style="list-style-type: none"> • All children to visit to the school library and explore books that are available. • Every child must get one age appropriate book issued to read and tell about the same in the fourth week. • While reading the book at home an adult of the family must be present to ensure correctness. 	Library Books
	Circle Time <ul style="list-style-type: none"> • The students sit in a circle and the teacher initiates the story by giving them the opening sentence and setting the scene. • Each student takes the story further by adding a sentence and speaks to whole class. 	No resources required
Week 2	Dress & Tell <ul style="list-style-type: none"> • The students dress up as their favourite writer/poet and read a story/poem of that character to the class. • This will encourage others to read about the same. 	<ul style="list-style-type: none"> • Pictures of various writer /poet • Book of stories/poems by those writers/poets
Week 3	Bend The End <ul style="list-style-type: none"> • The teacher reads a story selected according to the theme of the month (it needs to have a moral or ethical significance) and asks the learners to change the ending. • As the leading protagonist, how would they have acted in the given situation. 	Story books

Sl. No.	Activity	Required Resource
Week 4	Set The Scene <ul style="list-style-type: none"> The teacher divides the class into groups of 4 or 5. He/ she presents them with a setting (describes any setting, for example: old fort/ desert/ playground) and describes characters from the setting such as king/ queen/ dragon/ farmer/ camel/ magician/ children. Then teacher asks them to construct a short story which can be read aloud by one of the group members. 	Story books
	Exposure visit to the school library <ul style="list-style-type: none"> Every child to tell few lines about the book read which they had got issued from library in week 1. Get another age appropriate book issued to be read by the week 14. 	Library books
Week 5	Folklore Fun <ul style="list-style-type: none"> The teacher can select an interesting folk tale from the rich heritage of the partner state under the Ek Bharat Shresht Bharat program and read it in class and ask some students to enact it out. 	Folk tale books of states
Week 6	Literary Calendar <ul style="list-style-type: none"> The students can prepare a literary calendar by marking the birth dates of various writers/ poets and enlisting their works. From this list they can choose a book/ poem to read. 	<ul style="list-style-type: none"> Calendar Story/ Poem books
Week 7	Speak Up <ul style="list-style-type: none"> This activity needs to be conducted in pairs. One student is the author/ writer and the other is the fictional character created by the author. Both of students in one pair needs to read a book of character-author pair. They ask each other 5 questions. For e.g. about Ruskin Bond, Swamy and RK Narayan etc. Local stories written by writer and their famous character 	Reading material or books on various fictional characters

Sl. No.	Activity	Required Resource
Week 8	<p>Prop Up</p> <ul style="list-style-type: none"> The teacher prepares a bag full of props (like crown, sword, pot, gloves, ring, wand, etc.) or a list of props for students at home. The children pick out (or in case of students from home, teachers randomly assign) a prop and students write how they would use the prop to do a good deed. Then each student reads their creation to whole class. 	<ul style="list-style-type: none"> Reading material or books about usages of props Collection of props
Week 9	<p>Reading Poetry</p> <ul style="list-style-type: none"> Students are asked to read poems by poets of their own choice/ recommended by teacher. As a follow up activity they compose their own poem using the poetic devices learned. 	A poetry books or a reading material with poems
Week 10	<p>Meri Kahani, Meri Zubani</p> <ul style="list-style-type: none"> Each student takes up the role/ identity of a thing such as river, tree, wheat plant, etc. and creates its journey of life. The journey of life created by different students are heard in class as a follow up. 	Reading material or books with journey life of different natural objects
	<p>Nani Dadi ki Kahaniyaan</p> <ul style="list-style-type: none"> Nothing feels better than a tale told by our grandparents. The teacher asks the learners to narrate/ write a tale told to them by their grandparents and what they learnt from it. Each student then read it to the class They can then read any such collection (Sudha Murthys Grandma's bag of stories is a 	No resources required
Week 11	<p>Judge a Book by its Cover</p> <ul style="list-style-type: none"> As a part of the Book Week or Literary Day celebration, the teacher can ask the learners to design a book cover for their favourite book. Students have to read the book first to design the cover relevant to the content 	<ul style="list-style-type: none"> Reading material or books with stories Design materials
Week 12	<p>Drop Everything And Read (DEAR)</p> <ul style="list-style-type: none"> On any one decided day and time, everyone in the school (those students are coming to school) or at home will read for at least 20 minutes. 	Reading materials like books or newspaper

Sl. No.	Activity	Required Resource
	<ul style="list-style-type: none"> A time can be decided for this- ex. Tuesday morning at 11:00 am in school All present in the school- students, teachers, staff ensures that they are prepared for this activity and bring some reading material 	
Week 13	<p>Reading story in own language (Kahani Padho Apni Bhasa Main)</p> <ul style="list-style-type: none"> Every year 21st February is celebrated as International Mother Tongue Day. The teacher will select any book in any language (including regional/mother tongue) and then ask the students to write a book review. 	Books available in any language
Week 14	<p>If I Were</p> <ul style="list-style-type: none"> The teacher asks the students to select a profession from the given array (sailor/ soldier/ scientist, etc). They are then asked to read a story about a prominent personality from that profession and talk about it in class as to how they made the world a better place. 	Reading material or books on different profession
	<p>Exposure visit to the school library</p> <ul style="list-style-type: none"> Every child to tell few lines about the book read which they had got issued from library in week 4. 	Library Books

Note: In case the schools are closed, activities like Exposure visit to the school library, Circle Time, Set the Scene to be replaced with the following activities:

1. TOPIC- KNOW YOUR FOOD

- The teacher/parent/volunteer will ask the students to get a list of food items from home which they ate on the previous day.
- The next day they will share them in the class/home.
- They will first of all try to read the name of the food item.
- Each name of the food items like roti, water, milk, tea, lemon, dal, vegetables, fruits etc. will be read using the beginning sound by the students with assistance.
- These words will be written on the blackboard by the teacher. If the activity is conducted at home/community centres the names can be written on a piece of paper.

- The next day more words from the list will be taken and read in the class.
- These words become sight words and enable them to read and identify.

2. TOPIC- LISTENING AND SHARING

- The teacher/parent/volunteer will ask the students to listen and observe any of the programmes on TV/Radio or a story told by parents/grandparents.
- They will hear the characters/names of the story/programme.
- With their listening skills they will tell their teacher/parent/volunteer about the name of the story/programme and the teacher/parent/volunteer will write them on the black board or any piece of paper.
- Now that the students will have enough names written on the blackboard/paper, students will be asked to read the names.
- The word wall will be created in the class and the students will be asked to read every morning and few of them will share about the story/programme which they heard/watched.

Activities for Classes VI to VIII

To be achieved:

Developmental Goals and Learning Outcomes:

- **Effective Communication**
 - critical and creative thinking
 - ability to locate, understand and reflect on various kinds of information
- **Involved Learners**

S. No	Activity	Required Resource
Week 1	<p>Exposure visit to the school library</p> <ul style="list-style-type: none"> • All children to visit to the school library and explore books that are available. • Every child must get one age appropriate book issued to read and tell about the same in the fourth week. • While reading the book at home an adult of the family must be present to ensure correctness. 	Library books
Week 2	<p>Read and write</p> <ul style="list-style-type: none"> • Through this activity, students learn to read and also create stories on a given topic. • The teacher may assign all students a story that is to be read. • The teacher picks up any 5-8 objects from the story (for example- the story has reference of items like bicycle, rose, tress, leaves, animals etc. these may be picked) • Students are asked to create a new story using the objects that the teacher has assigned • The stories of students are heard in class as a follow up 	Story books
Week 3	<p>Reading Poetry</p> <ul style="list-style-type: none"> • Students are asked to read poems by poets of their own choice/ recommended by teacher/recommended by family. 	A poetry book or a reading material with poems
Week 4	<p>Read with friends, read for fun</p> <ul style="list-style-type: none"> • Each student is asked to pick any short story that he has already read earlier and likes a lot. • He/ she is asked to read this story to another student from a junior class/ younger sibling. This can be done under supervision of teachers or 	No resources required

S. No	Activity	Required Resource
	<p>parents.</p> <ul style="list-style-type: none"> The senior student who is the reader is asked to modulate his voice and read with expression to make the story interesting. 	
	<p>Exposure visit to the school library</p> <ul style="list-style-type: none"> Every child to tell few lines about the book read which they had got issued from library in week 1. Get another age appropriate book issued to be read by the week 14. 	Library books
Week 5	<p>Characters check</p> <ul style="list-style-type: none"> The class is assigned the same short story to read This is followed by a mock press interview where students take the role of the key characters and the others are assigned the role of the press The press can ask questions to the characters. This interaction needs to be moderated by the teacher 	Reading material books or with stories
Week 6	<p>Analyzing lyrics/ recipes</p> <ul style="list-style-type: none"> The teacher can pick up 5-6 lyrics (check for lyrics appropriateness) of folk songs/film songs or recipes of local dishes Ask each student to pick one song/ recipe ahead of time Each student can undertake a literary analysis of the chosen song. It may include the context, message, emotions etc. In case it is the recipe, the student can be asked to analyze the recipe and re-create it using only limited ingredients. Alternatively, the student can be asked to re-create the recipe to make it suit the tastes of his/ her grandparent. 	Recipe/Lyric workbook
Week 7	<p>Book recommendations</p> <ul style="list-style-type: none"> Each student is asked to think of a book that they would recommend to a friend (they can refer to reading lists provided by the teacher). From the chosen book, each student should then write a character summary of the most villainous character. 	<ul style="list-style-type: none"> Reading list containing book names Books which can be read by students
Week 8	Read and Enact	Reading material or a

S. No	Activity	Required Resource
	<ul style="list-style-type: none"> The students are assigned to work in groups They are provided a short play to read Next, they are asked to collaborate with one another and enact the entire story. This integration of Reading with performing arts gives the learner an additional boost and adds more fun dimensions to reading. 	book containing a play
Week 9	<p>Reading for Ek Bharat Shreshtha Bharat</p> <ul style="list-style-type: none"> Students research on the partnering State/UT under 'Ek Bharat, Shreshtha Bharat' in pairs and look for some textual material on the state After reading each pair of students makes a collage based on their reading and presents it in the class with description. 	<ul style="list-style-type: none"> Reading materials on state Worksheets for making collage
Week 10	<p>On the quest of Local Flora</p> <ul style="list-style-type: none"> The year 2021 has been declared as the Year of Fruits and Vegetables by the United Nations. The students are assigned the task to locate information on local fruits and vegetables, their varieties and special features over the week (during library and computer periods) The science teacher screens the material collected. She may add some more relevant readings on the theme. The students work in groups and read the pieces in one period in the following week. 	<ul style="list-style-type: none"> Books on fruits and vegetables Worksheets on local fruits and vegetables
Week 11	<p>Twist</p> <ul style="list-style-type: none"> The teacher picks up an interesting story (thriller or suspense) as a preparatory step. Students may be divided in to small groups. One of the groups reads this to the class Next, the teacher asks the other groups/students to give a twist to the story by altering the way the story ends. 	Story book
Week 12	<p>Reading Poetry</p> <ul style="list-style-type: none"> Students are asked to read poems by poets of their own choice/ recommended by teacher. As a follow up activity, they compose their own poem using the poetic devices learned 	<ul style="list-style-type: none"> Poetry book or a reading material with some poems Some ready reference on poetic devices with examples

S. No	Activity	Required Resource
	<p>Drop Everything And Read (DEAR)</p> <ul style="list-style-type: none"> On any one decided day and time, everyone in the school (those students are coming to school) or at home will read for at least 20 minutes. A time can be decided for this. Example: Tuesday morning at 11:00 am in school All present in the school- students, teachers, staff ensures that they are prepared for this activity and bring some reading material. 	<ul style="list-style-type: none"> Reading materials like book or newspaper
Week 13	<p>Hunting the papers</p> <ul style="list-style-type: none"> Assign students the task to locate/ hunt a list of items in the newspaper This can be a common word that is a part of the headline or a comic strip or even the name of the city/ town The students can save this newspaper article and write a brief summary of this 	<ul style="list-style-type: none"> Newspaper Worksheets to write brief summary
	<p>Reading story in own language (Kahani Padho Apni Bhasa Main)</p> <ul style="list-style-type: none"> Every year 21st February is celebrated as International Mother Tongue Day. The teacher will select any book in any language (including regional/mother tongue) and then ask the students to write a book review. 	<ul style="list-style-type: none"> Books available in any language
Week 14	<p>Inspirations from our Leaders</p> <ul style="list-style-type: none"> Assign students to search for a book or an essay on Mahatma Gandhi. As a follow up activity, ask students to do an act of kindness and make a note of this Encourage the students to share this in the following week 	<p>Stories/ essays on Mahatma Gandhi</p>
	<p>Exposure visit to the school library</p> <ul style="list-style-type: none"> Every child to tell few lines about the book read which they had got issued from library in week 	<p>Library Books</p>

Note: In case the schools are closed, activities like Exposure visit to the school library, Characters check to be replaced with the following activities:

1. REVERSE READING:

- Reverse reading is reading the words from the end of the page or paragraph
- To the start of the paragraph/page, children tend to read from right to left and continue in the same manner for each line.
- This develops critical thinking and as well as develop confidence among children in reading. This activity may be conducted with upper primary children.

2. ZIG ZAG READING:

- Zig Zag Reading is reading the words/text from left to right and then from right to left.
- Children will repeat the process of reading in the same pattern in a Zig Zag manner for the whole content/text/paragraph.
- By Reading in the zig zag manner children will be able to develop fast reading and helps to boost their left – right brain coordination.

Additional Activities

1. NUMBER READING

- Teacher will ask the students to write and get any two vehicle numbers (the four numbers) they see on the road.
- The next day, each child will try to read the numbers written and the facilitator will make a note of it on the board.
- Now the other child will be asked to read these numbers and so on.
- The peers will be involved with each other to read the vehicle numbers brought by them.

2. NUMBER READING TASK – KNOW YOUR SCHOOL

- The teacher will take the students for a school tour.
- They will be asked to observe around for numbers written around.
- The rooms have room numbers written on them.
- After coming back to the class, they will recall any two to three numbers they saw around.
- These numbers will be written on the board by the facilitator.
- The teacher will ask the other students of the numbers written on the board.

3. READING TASK – KNOW YOUR SCHOOL

- The teacher will take the students on a round to the school and will be asked to observe their surroundings.
- They will be asked to try to read what is written around e.g. Principal room, Office, washroom-boy/girl or men/women, words like lab, bin, first floor, second floor etc.
- The students will come back and share what they observed by telling the same to the facilitator. The students might not remember the exact spelling but can still try to tell the spelling.
- These words will then become sight words and will be asked to memorize as they will be read daily.
- These words will be pasted on the word wall.

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Let's join hands
to create a joyful
reading culture



DEPARTMENT OF SCHOOL EDUCATION AND LITERACY
MINISTRY OF EDUCATION

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