

## What is this unit about?

Children who pick up the habit of reading books early, have someone in their family or school, who would have read out a book. Such storytelling/reading activities help children develop an interest in reading books in one or more languages develop an ability to comprehend different situations, express their emotions and nurture their creativity. We witness a sharp decline in such an enriching support system for story reading, due to dwindling family size and changes in family preferences such as watching TV in the spare time instead of reading stories.

This reading deficiency is most acute in first-generation learners and economically underprivileged children. When children do not attain reading fluency, their ability to participate in the general education curriculum and achieve academic success is severely impaired. Schools in remote areas pose an additional challenge for teachers, as they often need to manage multi-grade children simultaneously. In addition, with the reading & learning proficiency of children in each grade spanning across multi-levels, teachers need adequate support for managing Multi-Grade Multi-level (MGML) situation in the classrooms.

Sopaan is a bilingual reading program that aims to break this barrier by providing every child with the opportunity to learn to read through enjoyable stories & engaging activities helping them blossom into lifelong learners.

In this unit, we will explore the objectives, approach, and content structure of the program.

## Objectives

1. Appreciating the need of the program and understanding the program objectives
2. Understanding the underlying theory for lifelong learning (Blooms), learning styles, and the approach that we will be following to meet the objectives
3. Understanding the content structure and developing activities for children to meet the learning objectives

## Activities

1. Do participate in the following discussion forums:
  - a. To share your story click (Forum to share your story)

Recall any story - this could be a story you listened to. Or it could be a story you read in a book. Or a story that you narrated to children.

What were your feelings when you completed listening, or reading, or telling this story?  
What did you learn from this experience?

Share the story, the emotions it invoked in you and your learnings as an audio clipping (not more than 3 mins). You can use the 'Advanced' option while replying.

b. To share any of your learning activity click (Forum to share your learning activity)

Share any learning activity in your class that you thought children enjoyed the most. You can share this as a picture or text. You can use the 'Advanced' option while replying.

2. This unit will have an interactive webinar on Sopaan Program Overview. The meeting link will be shared to all registered participants separately. Please try to share your thoughts in the forum prior to joining the webinar.

3. Please review the following to get familiar with the structure of the program

- Program Approach
- Content Package Structure

4. You can read the following additional resources to learn more on Bloom's taxonomy

- a. Introduction to Bloom's Model of classifying learning objectives
- b. To learn more about Bloom's Cognitive Domain click here
- c. To learn more about Bloom's Affective Domain click here
- d. To learn more about Bloom's Psychomotor Domain click here
- e. Our Takeaway from Bloom's Model

5. Submit the unit assignment as outlined.

## Resources

## Program Approach

Sopaan supplements and bolsters academic learning in elementary years, building the foundation for reading and learning, nurturing 21st-century skills, and strengthening core values.

Activities are planned and sequenced in such a way that children progressively journey from a state of learning to read to a state, where they start reading for learning, joy, and knowledge.



### **BUILDING THE FOUNDATION**

Activities are designed to create confident and passionate learners with competent language skills (Listening, Speaking, Reading and Writing) along the twin strands of storytelling and experiential learning. They enable the children to listen-read-understand-analyze information, imbibe values, make decisions and express themselves.



### **NURTURING 21<sup>st</sup> CENTURY SKILLS & CORE VALUES**

Structured activities for critical thinking and creativity help students create their knowledge base from the information they read. Contextual dialogues in the class, help children to appreciate, empathize and internalize core values.



### **EASE OF USE AND UNDERSTANDING**

Activities are designed to improve children's reading and listening comprehension, critical thinking and creativity skills along the twin strands of storytelling and experiential learning. Activities can be conducted in a classroom with ease and link back to commonly played childhood favourites like Hopscotch, Bingo and Dice games.

## Content Package Structure

SOPAAN provides an inclusive platform catering to diverse learning needs enabling children to learn at their own pace and style.

A grade based or age-based uniform curriculum may not always work for young children when the focus is on building the foundation. Teaching children must be based on what they know and are ready to receive.

Based on initial & periodic assessments, children are grouped according to their learning levels and guided with enjoyable level-appropriate activities to enable them to progress and

blossom into lifelong learners. Activities are structured to support multi-sensorial learning to cater to different learning styles (Visual, Auditory, Kinesthetic, Tactile (VAKT)).

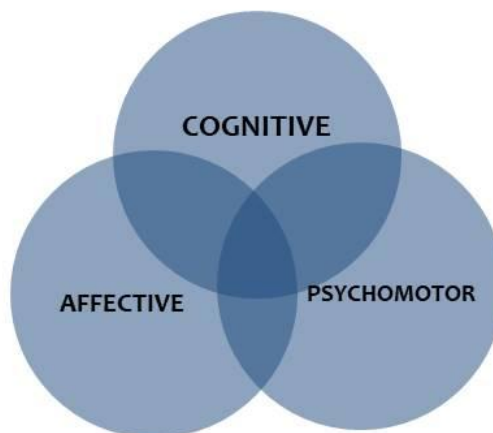
Teaching and learning aids are organized into packages, each package mapping to different learning levels of the children.

The key learning objectives of these content packages are

1. Preparing the child for processes involved in reading and multiple styles of learning, and focus on improving phonemic awareness and phonics
2. Building the ability to read, understand words and expand their vocabulary
3. Create the ability to
  - Read & Comprehend sentences
  - Interpret sentence structure and purpose
  - Framing their own sentences
4. Enable the child to read fluently, comprehend, analyze and create stories, build Reading Stamina.

### Introduction to Bloom's model

What do we want our children to learn?



Ref: <http://www.nwlink.com/~donclark/hrd/bloom.html>

## **What do we want our children to Learn.**

We want our children to learn, how to learn.

## **What do we mean by that?**

We take inspiration from Bloom's Taxonomy, created in 1956 under the leadership of educational psychologist Dr Benjamin Bloom and revised by educational psychologists Anderson, L. W. and Krathwohl, D. R., and published with the title A Taxonomy for Teaching, Learning, and Assessment in 2001. This model classifies educational activities or learning into the following three domains.

-Cognitive: mental skills (knowledge)

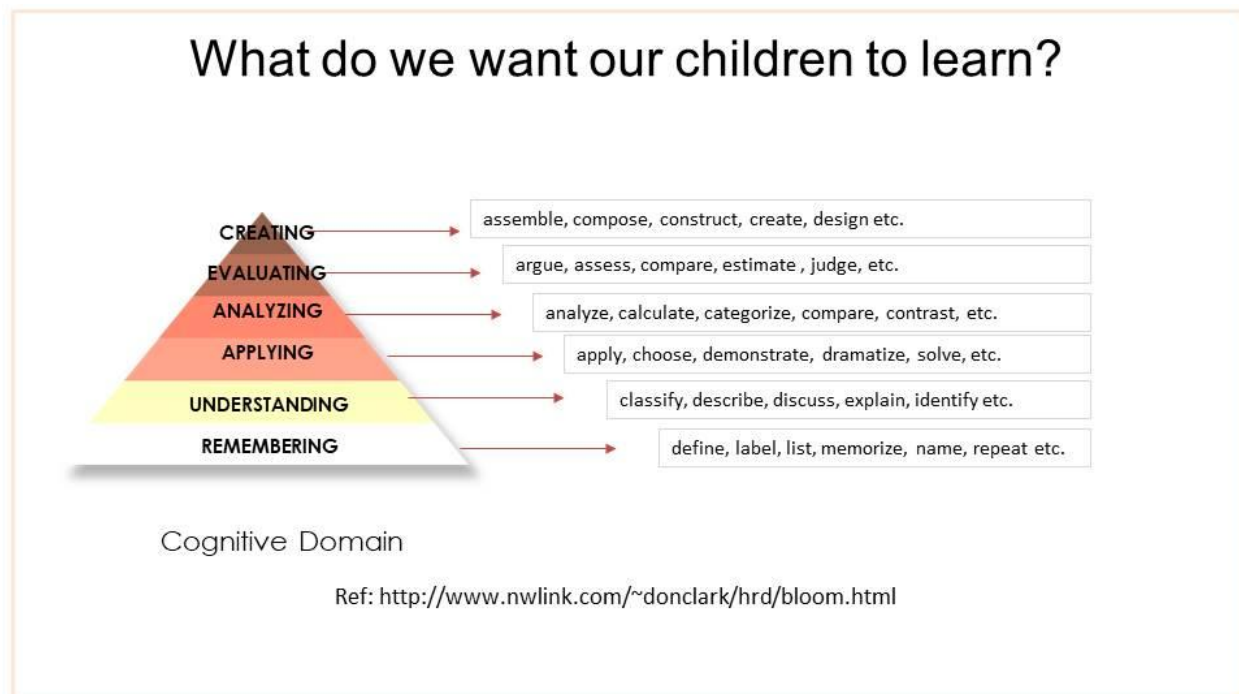
-Affective: growth in feelings or emotional areas (attitude or self)

-Psychomotor: manual or physical skills (skills)

We can also refer these as three categories (Knowledge [cognitive], Skills [psychomotor], and Attitudes [affective]). This gives the goals of the learning process. That is, after a learning episode, the learner should have acquired a new skill, knowledge, and/or attitude.

We want our children to learn how to learn – by acquiring the skill, knowledge and attitude on how to learn.

## Additional Suggested Reading - Bloom's Cognitive



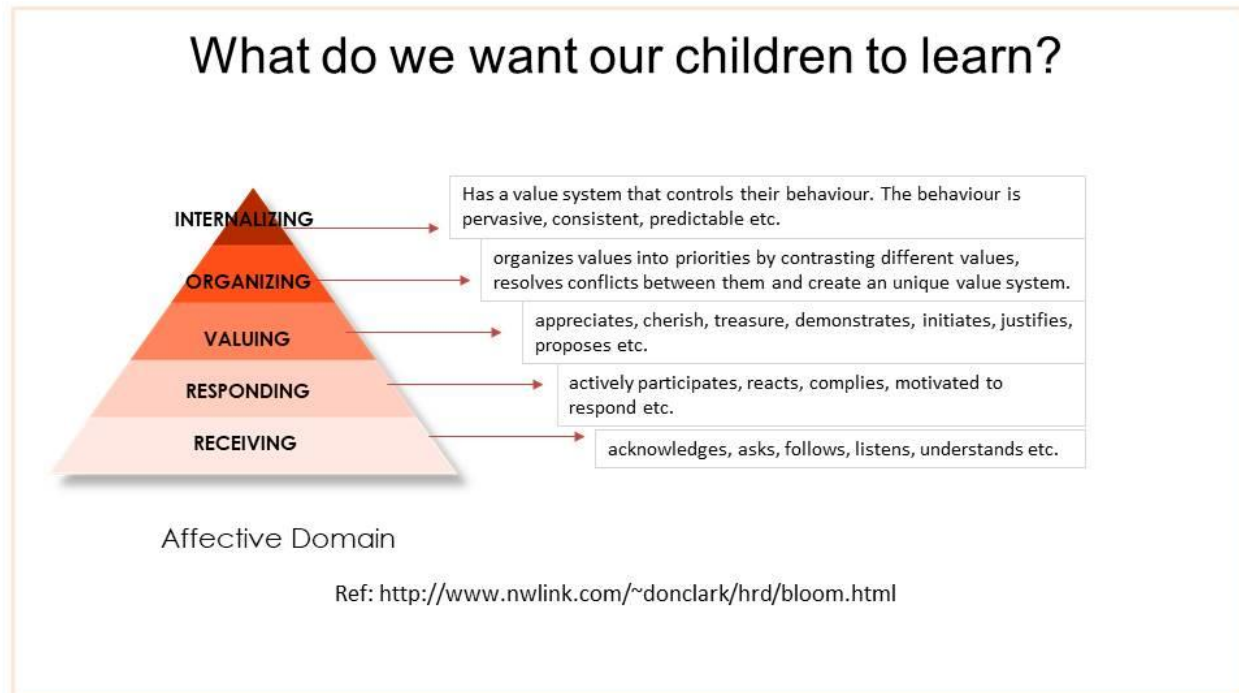
Every child's cognitive learning starts with the basic level - 'Remembering' in which the child can identify, list, name, memorize and recall objects, information and facts and gradually move up to the higher levels - understanding, applying, analyzing, evaluating and creating.

When you narrate our favourite story involving Grandma, a crow and a fox to any child, we do not stop just with telling the story. We pause and ask simple questions like, what was the old lady cooking. We then ask questions such as how did the crow pick up the vada. We might ask, why did the fox ask the crow to sing, or what do you think the crow could have done?

When we engage children with stories and conversations around these stories, we easily nurture higher-order thinking skills.

We can use stories and activities to engage with the children, consciously moving up to the higher levels of cognitive learning, making them understand the context better, apply, analyze and evaluate the options for the old lady, crow or any character in the story.

## Additional Suggested Reading - Bloom's Affective



Every child's affective learning starts with the level 'Receiving' in which the child acknowledges, asks and follows a particular value by not just listening but also observing more from its surroundings and gradually move up to the higher levels - responding, valuing, organizing, and internalizing.

Let us see this through an example. We always teach children a lot about punctuality. We teach how it is important to eat at the right time, go to bed at right time, how it is important to go to school at right time and the list goes on. We have heard it so many times in our lives that we forget its value at times.

How do children learn to value punctuality? First, the child acknowledges, question and follow this. The next level is, staying motivated to be on time, complying actively by being on time on most occasions and so on. The next step is appreciating and cherishing the value of punctuality, demonstrating it fairly consistently & justifying its value. But what happens when this conflict with other things we value?

Let us take the story of Diya.

Diya loves to be on time and values punctuality a lot. She is always punctual going to school and is proud of the same. One hot day in summer, when she is going to school, she saw an

old lady who appeared very sick. Diya tries to help the old lady, and she understands that she is hungry and thirsty.

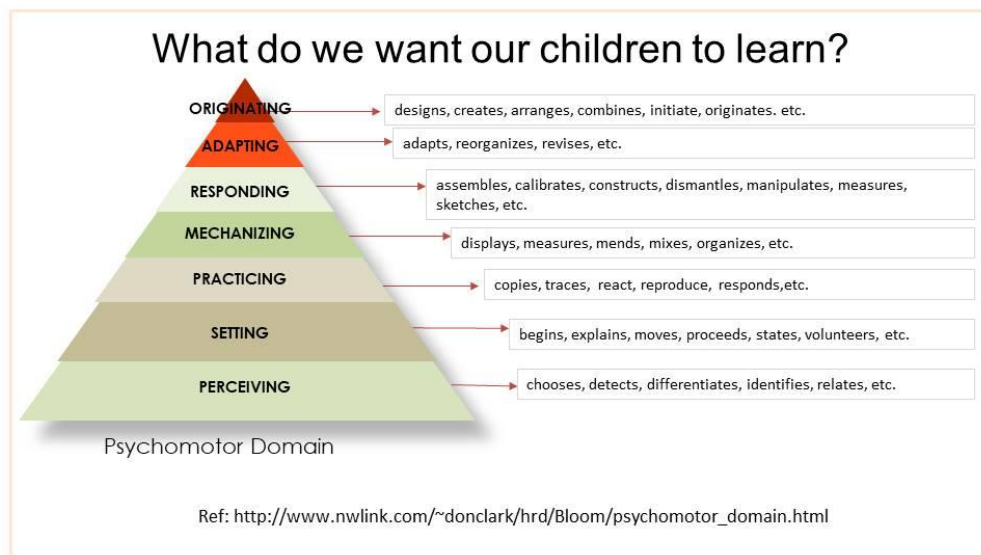
Diya shares her favourite food and water, which her mom has packed for her lunch. She waits till the old lady gained some strength and goes to school late. Though she had started early, she gets caught at the gate. Her teachers were shocked, and she tries to explain. She still could not join the school assembly.

What happens to the value of punctuality in this situation? She has given priority to compassion & helping others as against valuing punctuality.

Reflect on this situation. Do we face such a dilemma in our life, where the values we cherish conflict with each other? Would we choose to help others in distress, as against being punctual, when we are rushing to an important meeting, or when we go for a job interview?

How our value system gets developed? How we organize the different values, contrasting each other, resolving the conflicts between them and creating our unique value system, helps us to respond to these situations. Such a value system that we have internalized after continuous evolution, controls our behaviour, making us consistent and predictable at all times. The great British writer, C. S. Lewis, said, "Integrity is doing the right thing, even when no one is watching."

### Additional Suggested Reading - Bloom's Psychomotor



Every psychomotor learning starts with the basic level and move up to the higher levels.



Well, we may not remember how we learnt to walk. Do you ride a bicycle? Do you remember how you learnt to ride?

**Perceiving:** For learning any new skill which involves doing something physically, we first need to perceive through senses using sensory cues (verbal and non-verbal), which guides the motor activity.

**Setting:** We need to help the children perceive through senses first, and next get them ready (physically, mentally, emotionally) to act, to develop their language competencies (Listening, Speaking, Reading and Writing).

At the next level, we need to help them practice the necessary skills. They should be able to observe, repeat and practice, make mistakes and learn from them. We learn to pronounce a letter or word by imitating. Can you recall any complex skills you have learnt through imitation and trial and error?.

**Mechanizing:** The next level is Mechanizing, where the learner achieves proficiency in a complex skill by habituating learned responses and performing with confidence.

**Responding:** The next level of Responding is where the learner demonstrates quick, accurate, and highly coordinated performance involving complex movement patterns with dexterity and no hesitation. You may recall how you manage to change direction or ride fast when you face any danger ( like a dog chasing you ) when you are riding your bicycle.

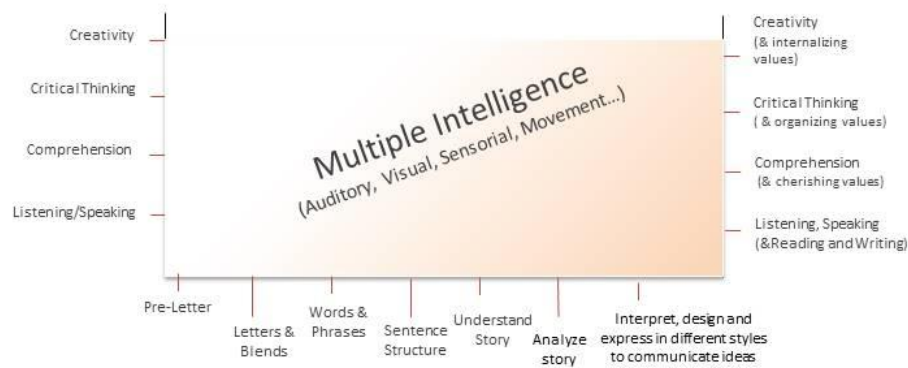
**Adapting:** The next level is Adapting, in which skills are well developed, and movement patterns are modified to fit any special requirement like taking a pillion rider in your bicycle (or adapting your writing to demonstrate your calligraphy skills for that special birthday card to your friend which you never bothered to put to use while taking notes in your college classes).

**Originating:** The final level in this domain is Originating - creating new movement patterns to fit a particular situation or specific problem. At this level, the learning outcomes emphasize creativity based upon highly developed skills (such as inventing your font library to express yourself better for different situations).

## Take away from Bloom's Model

What and How do we want our children to learn?

**Building the foundation for Lifelong learning!!**



Our program approach is to supplement and bolsters academic learning in elementary years, building the foundation for reading and learning, nurturing 21st-century skills and strengthening core values.

Our focus is to design activities that guide children progressively in which they learn to read following a multi-sensorial approach. (Visual, Auditory, Sensorial, Movement). These activities will help them to progress and start reading for learning, joy and knowledge. We take inspiration from Bloom's three learning domains. However, recognizing the need to nurture higher cognitive skills and strengthening core values from the very early stage, these activities run as a parallel strand.

### Assignment Submission for this unit

Do all the children read & learn at the same level in your class? What do you think needs to be done to get all children motivated to read & learn?