

Ralegan Siddhi

Vocabulary

barriers, caste, council, environmental, erosion, forested, illegal, increasingly, lawlessness, management, population, renovation, rural, social, tight-knit, vision, wealthy, worldly



Before Reading

Motivation / Purpose

- The purpose of this text is to provide information about a village in India that changed from being extremely poor to enjoying a comfortable lifestyle. The text is supported by a recount of one man's efforts to develop the village, through his vision for the community. This text links with the Social Studies theme *Communities*.

Text Type Date .../.../...

Draw students' attention to the:

- title
- photographs and captions
- subheadings.

Ask, "What type of book is this?" (Report/Recount). Do you think this text will be fiction or non-fiction? Why?

Visual Literacy Date .../.../...

- Ask students to look at the front and back cover. What are the people on the back cover doing? Where do you think the book is set? What visual clues led you to these ideas? Look at the first few pages of the text.
- What do the borders and background images remind you of? How are they related to the subject of this text?

Background Knowledge

Date .../.../...

- Look at the photographs on the cover. What is the setting for this text? How do you think people in this village live? Why do people around the world live in extreme poverty?

Phonological Awareness

Ensure students know the following phonological patterns:

- long e: (p.4), count (p.4), ppte (p.5), communi (p.6), s (p.6), ive (p.8)
- words ending in a consonant, then y - make the plural by changing the y to and adding es:
- city - cities (p.4), community - communities (p.4), family - families (p.5), century - centuries (p.6), twenty - twenties (p.8)

Say a word to which s is added by changing y to and ask students to make the word using letter tiles. Then ask them to make the plural word by replacing the y with i and adding es.

Make lists of words with the long e sounds represented by the same letters.

High Frequency Words Date .../.../...

.../.../...

also, because, family, kind, money, more, most, those, together, usually, water, whole

Write some word beginnings on cards (syllable or blend). Ask students to select a card and add different endings to make new words, e.g. to - today, tone, told, toffee.

Select the letter tiles to make up a word and jumble them up. Then ask a student to reorganise the tiles to make the word, and time how long it takes.

Vocabulary in Context Date .../.../...

- Discuss the meaning of each vocabulary word.
- Talk about the prefix *un-*. How does it change the meaning of a word? (e.g. married - unmarried) Discuss other examples of words from the text that *can* be made into opposites by using *un-* as a prefix: unusually, uncomfortable, unable.
- Some nouns are made by adding *-ness* to the adjective: lawless - lawlessness. Make other nouns by adding *-ness*: lonely - loneliness, happy - happiness. Revise the generalisation about changing the y to i for words ending with a consonant before the y.

Checking for Meaning

Literal: Date .../.../...

- Where does most of India's population live? (They live in rural villages.)
- How did many families survive in Ralegan Siddhi? (They made illegal alcohol.)
- What did Anna Hazare believe were the two areas of village life that needed a great deal of improvement?

- (Social and environmental aspects of village life needed improvement.)

Inferential: Date .../.../...

- How would buying land and animals help the village?
- Why was it better for the village people to decide what they wanted, rather than for them to be told by Anna Hazare what should be done?
- What would the villagers have done with the money they raised by selling the extra milk?

Response: Date .../.../...

- How would Anna Hazare have felt as he saw the village coming to life again after so much hardship?
- Describe the personality of Anna Hazare. Was he selfish, greedy, generous, caring?

Grammatical Patterns Date .../.../...

Ensure students understand the following components of a recount:

- Orientation providing information about 'what', 'where' and 'when': *Anna Hazare grew up in Ralegan Siddhi in the 1950s.* (p.8)
 - A record of events recorded in chronological order. (pp.9-21)
 - A reorientation that 'rounds off' the sequence of events. (pp.22-23)
 - Personal comments or evaluative remarks: *foday, Ralegan Siddhi is not a wealthy place, but the people who live there have a good lifestyle and a lot to look forward to.* (p.22)
 - Use of nouns and corresponding pronouns: *Anna However - he, his (p.8), people - themselves (p.12)*
 - Use of action verbs: *joined (p.8), vowed (p.10), formed (p.14), included (p.17), borrowed (p.18)*
 - Use of the past tense: *In 1975, Anna Hazare left the army and returned to Ralegan Siddhi for good.* (p.9)
 - Use of conjunctions and time connectives: *In 1975 (p.9), The first thing (p.10), Today (p.22)*
 - Use of adverbs and adverbial phrases: *in the village (p.8), together (p.11), at the temple (p.13), jil 1 t (p.16)*
 - Use of adjectives to describe nouns: *largest (p.8), village (p.10), lowest (p.15), weakest (p.16), local (p.18), milking (p.20), primary (p.22)*
- Ensure students also understand the components of a report as detailed in the teachers' notes on page 41 for *Finding a Place*.

Fluency / Punctuation Patterns

Date .../.../...

These punctuation patterns occur in the text:

- Use of capital letters for proper nouns: *Anno Hazare, Ralegan Siddhi, India, Mumbai*
- Use of commas to separate phrases and clauses within a sentence: (p.8)

- Use of a dash to create a pause in the sentence: *that needed a lot of improvement - one was ... (p.1) - and the world - (p.23)*
- Use of single quotation marks to indicate a word being explained: *castes' (p.15)*
- Model the reading of complex sentences by pausing at commas or natural phrases in the text.

Critical Literacy Date .../.../...

- Discuss the ... of the report and the recount in this text. Why include both text types? How does each text type support the other? Would either text have been as successful on its own?

Linking Visual and Written Date .../.../...

- What extra information do the captions in this text provide? Why do some photographs have captions and some don't? Do you think they all need captions? Have a go at writing a caption for a photograph that doesn't have one.

After Reading

On page 12, Anna Hazare said he knew how to make the village a better place. Imagine you are Anna. Make a list of things you would have wanted to do. Rank your list in order of importance. Compare the list with another person or group. Does everyone have the same tasks on their list? If you were a community, how would you decide which tasks to complete first?

Activities

Students will:

- correct false statements and sequence events from the text
- circle words spelt incorrectly and rewrite sentences using correct phonic elements
- make word families using given root words
- rewrite a personal recount as a diary.

Comprehension (meaning) Vocabulary (structure) Phonics (visual) Writing (structure)

