



Venu Mehta | FLTA Gujarati | Indiana University, Bloomington | 2010-11

Integrating Cultural Elements into a Foreign Language Classroom : 'Teaching Color and Shape Vocabulary through Gujarati Cultural Elements'

Level: Elementary

Source of Learning: Two Cultural Elements – 'Rangoli' and 'Toran'

Materials required: Drawing papers, Colors, Toran, Rangoli Colors

Required Proficiency Level : the students should be able to read / recognize words and understand simple imperative with action verbs.

Time: 55 minutes

Concepts taught:

- Significance of Rangoli and Toran in Gujarati Culture.
- Cultural awareness.

Objectives

The students will -

- learn color and shape vocabulary
- make interrogative sentences with 'which ?'
- develop awareness about cultural significance of Rangoli and Toran
- apply creativity
- work individually, in pair and in a group

રંગ અને આકાર

Sample Lesson Plan

| Pre Task |

Introduction of Rangoli and Toran

Discussion of significance of Rangoli and Toran in Gujarati/Indian Culture.

Why Rangoli and Toran ?

Use of various colors and shape.

**PPT &
Discussion**

after the discussion FLTA can announce that
'today we will learn color and shape vocabulary

| Task 1 |

Presentation of color and shape vocabulary

**Presenting
Color and
Shape
Vocabulary
through
Rangoli**

PPT

| Task 2 |

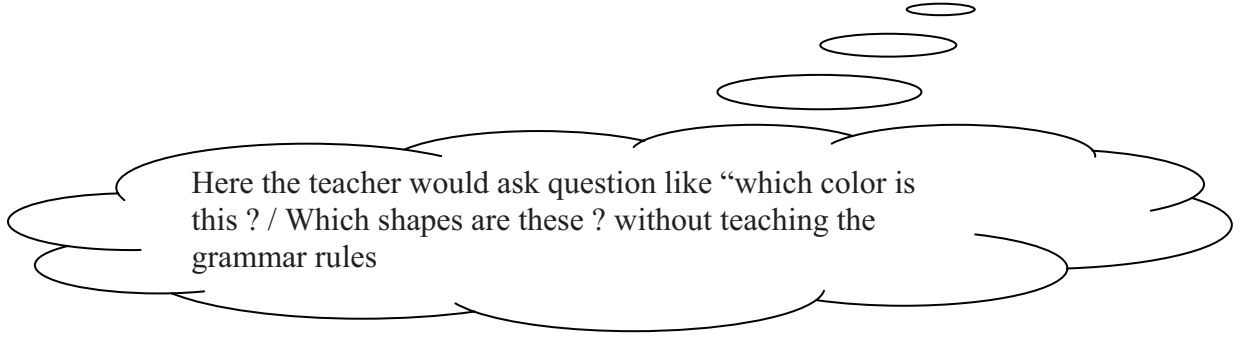
Identifying Color and Shape

Variation 1 Display Toran on PPT with animation effect and ask students to identify the colors and shapes.

Variation 2 Bring Toran to the classroom and ask students to identify the colors and shapes.

Variation 3 After asking 2-3 questions, teacher can ask students to ask questions in pair and answer.

**Individual
task
OR
Pair Work**



| add-on for Task 2 |

| Grammar | How to say “*which* color(s) or shape(s) is/are this/these ?

Which

કયો (masculine singular)

કયા (masculine plural)

આ કયો આકાર છે ?

આ કયા રંગો છે ?

| Task 3 |

Create Toran and Rangoli

1. Ask students to be in a pair, give them colors and drawing sheets.
2. One student would ask another to draw Rangoli or Toran, but the first student would speak the names of color and shape one by one and the other student has to do accordingly

Pair Work

| Task 4 |

Game

Group Work

Variation 1 (Teacher – Student)

1. Divide students into 2 teams
2. Display Toran or Rangoli.
3. Each team would send 1 person to identify one shape.
4. Repeat the same for color.
5. the team who scores most would win

Variation 2 (Student – Student)

1. Divide students into 2 teams
2. Display Toran or Rangoli.
3. Each team would send 1 person to decide which shape to be identified by the other team member.
4. Repeat the same for color.
5. the team who scores most would win

| Homework & Written Task |

1. Give answer of the following questions.



૧. આ કયો આકાર છે ?



૨. આ કયો આકાર છે ?



૩. આ કયો આકાર છે ?



૪. આ કયો આકાર છે ?



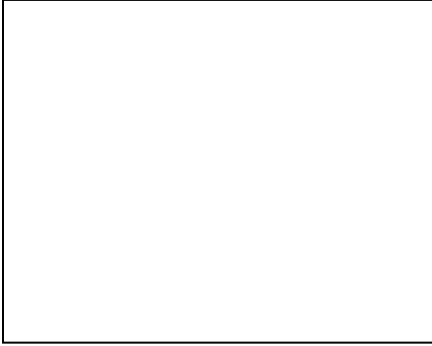
૫. આ બંને કયા આકારો છે ?

2 Draw flags of America and India in the box, then read first description and write description for the second one.



સવાલ : ભારતીય ધ્વજમાં કયા કયા રંગો અને આકારો હોય છે ?

જવાબ : ભારતીય ધ્વજમાં ત્રણ રંગો હોય છે. તેમાં કેસરી, સફેદ અને લીલો રંગ હોય છે. ભારતીય ધ્વજમાં ત્રણ આકારો હોય છે. તે આકારો વર્તુળ, લંબચોરસ તથા રેખા છે.



સવાલ : અમેરીકન ધ્વજમાં કયા કયા રંગો અને આકારો હોય છે ?

જવાબ :

3. Think logically and write the color / shape of the following in Gujarati

રંગ

parrot _____

tomato _____

egg plant _____

chilly _____

Written
tasks are
covered
here

sky _____

hair _____

milk _____

ଅନ୍ୟ

computer screen _____

coin _____

currency bill _____

| **Vocabulary Package** |

Teacher can provide vocabulary sheet for color and shape

| **Cultural Discussion/Activity Extension** |

Teacher can arrange actual Toran Making or Rangoli making with colored sand on campus during the language table

Teacher can ask students to do more research on various elements connected to Toran and Rangoli

Rubric for Vocabulary Words

					Remarks
Vocabulary written	D The vocabulary words is not listed or does not match the question.	C The vocabulary word is listed, but spelled incorrectly or does not match the question.	B The vocabulary word is listed and spelled correctly.	A The vocabulary word is listed and spelled correctly efficiently.	
Vocabulary identification & Illustration	D illustration is not relevant to the picture / sentence or definition.	C Illustration is relevant to the picture/ sentence or definition. Little attention to detail is demonstrated.	B illustration is relevant to the picture/ sentence and given definition of the vocabulary word. Details are included.	A illustration is relevant to the picture/ sentence and given definition of the vocabulary word. Details are included efficiently	