

UNIT STRUCTURE

Teaching How to Locate Information

CLASS – III

Unit Over-view	Rationale	Unit Outcomes				Methodology Support					Additional Reading		
		Learning Outcomes	Learning Gaps to be addressed	Related Lessons	Unit Objectives	Introduction	Case Study 1	Activity 1	Case Study 2	Activity 2		Summary	Suggested Questions
<p>Overview of the language skill</p> <p>What the Gunotsav assessment shows us</p>		<p>3.04- Reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English</p>	<p>Sub area I:locate information in a piece of text in English</p> <p>Sub area II:organize sentences in sequence to understand text in context</p>	<p>Unit 6 Trains, The Story of the Road</p> <p>Unit 7 Puppy and I, Little Tiger, Big Tiger</p>	<p>In this Unit you will read ways of helping learners to-</p> <p>– Locate information in a piece of text in English.</p> <p>–organize sentences in sequence to understand text in context</p>	<p>What this unit will teach you</p>	<p>Locate information in tags, tickets, stickers etc.</p>	<p>Preparing students to read and scan a text</p>	<p>understand a text through pictures</p>	<p>organize sentences in sequence to understand text in context</p>	<p>What you learnt in this story</p>	<p>Sample Question : Read the passage/ story and answer the questions</p>	<p>↪ www.tess-india.edu.in</p>

Overview

This unit discusses strategies and activities that you can use in the classroom to improve reading skills of children. It has been observed that students do not understand a simple text in English until it is explained. In this Unit you will read two case studies of primary school teachers of English who have faced problems of poor reading skills of children and have tried to find ways of encouraging and enabling students to read and understand a text in English. The activities and case studies included in this unit will give you ideas that you can use in your classroom to enable your students to read a text in English more easily.

Rationale

In our first set of OER, we discussed reading small texts aloud with proper pronunciation, pace and pause and also preparing a big book for shared reading to improve our students reading skills. But only the ability to read a text aloud is not sufficient for Class III students. Reading means decoding and comprehension. Students will have to be able to understand the text in English they read.

In this unit, we are going to discuss how to improve the reading ability of Class III students so that they can understand any small piece of text in English. We need to train our students to scan and skim a text for information. This unit will help you develop ways to enable your students to meet Learning Outcome 3.04 i.e. **Reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English.**

Introduction

Some of my students find it difficult to understand a text in English until I explain it, though they are quite good at reading the text aloud. How can I help them to read and understand a text in English?



Reading refers to the ability to understand a written text. It is very important to develop this skill at the early stage of schooling. The development of reading skills is vital to children's literacy development, and overall attainment in school. The ability to comprehend a text enables children to develop an interest in reading. As a teacher of children at a crucial level of education, you can adopt certain strategies to help your students understand a small piece of text in English efficiently.

This unit discusses how you can give your students practice in comprehending a text in English by using certain techniques. We will try a few activities and strategies of using textual and non-textual materials in English for developing your students' ability to locate information, identify the main idea and to draw conclusions from a text.

Unit Objectives

In this unit you will read ways of helping learners to:

- ★ locate information in a piece of text in English
- ★ organize sentences in sequence to understand text in context

Case study 1: Helping students to locate information

Dipak Baruah finds that showing cover pages of storybooks to his students, and other written materials in English such as product tags, tickets, stickers, etc. is a great way to develop reading skills. He helps them locate information by asking questions. This is how he describes what he does:

I often read the lessons in my class and help students to do activities related to the lesson. I used to read the lessons aloud for my students or tell them the stories. By doing so, I found that children understood the lessons in the textbook only when I explained it to them. When it was a new lesson they were able to comprehend the illustrations of the lesson but found it difficult to understand what was written in it. I decided to use something from real life to get them interested in reading English texts.

I brought to the class some packets of toffees commonly available in any shop, such as 'Centre Fresh' and 'Pulse' I showed the toffees to the students and asked them questions such as

- ★ What is this?
- ★ What is the name of the brand?
- ★ What is price of this Candy?

Some children were able to answer and some couldnot.

Then I asked them to come to my table to find out some more information about their favourite toffee. I gave a toffee to each pair of students and asked them all to look carefully at their toffee and read the text written on the packet. Then I wrote some points on the blackboard such as the name of the brand, the name of the manufacturing company and its address, the price (MRP) of the toffee, the special qualities of that particular toffee, the packing date, the toll free number for customers to call, the e-mail address and the web address of the company.

The students found this activity very interesting and challenging, and soon they were helping

each other to locate the information. They were also able to learn new vocabulary in the process, such as *manufacturing*, *MRP*, *website*, *expiry* and so on.

Seeing the students' interest in this activity, once a week I gave them some other familiar objects such as price tags, bus tickets, packets of eatables, labels of soap, etc. (as included in Resource 1) and asked them to locate particular information in these items. But this time, I asked one partner in a pair to ask questions on the information, and the other partner to answer them. In this way, they began to read for themselves, and with understanding. This also developed their ability to read independently.

At first, they mostly gave the answers in their mother tongue. I helped them to locate the information without bothering about the language they used. Later, I helped them to construct simple English sentences, first orally and then in writing. Gradually, they began enjoying answering my questions. So when I asked 'What is this?', they could answer 'This is a packet of soap.', 'This is a bus ticket.', etc.

I could see that my students had started to take interest in reading any small piece of writing in English and locating information in it. I encouraged them to use a dictionary to find the meanings of unfamiliar words.

Let's stop and think

- ★ Why did Mr. Baruah use tags, tickets, packets to help students read, rather than textbooks?
- ★ Why is locating information important for children while they read?

Activity 1: Preparing students to read and scan a text

Students get little opportunity to read or listen to English, especially in rural areas. They also have a tendency to avoid reading English as they have a pre-conceived notion in their mind that it is a foreign language. It is always helpful to prepare students before they read a lesson, as it helps them to be familiar with the context of the lesson, and makes reading easy for them. Here is an activity you can try out:

- ★ Select a lesson that your students haven't read yet. It can be a prose lesson, a poem or a play.
- ★ Before the class, read the text and prepare some pre-reading activities you want to do. Here are some activities you can adopt as pre-reading activities. For example, if we take the lesson "Little Tiger, Big Tiger" you can do the following activities.
 - Show some picture cards of animals with their young ones. You can refer them to the lessons and activities of previous years where they learnt about animals and young ones like cat-kitten, horse- colt, dog-puppy, pig-piglet, tiger-cub etc. This will provide them an opportunity to recall and identify the objects.
 - Ask them some questions like-
 - Have you ever seen fights between dogs and cats?
 - Have you seen how dogs and cats protect their young ones from their enemies?
 - How do mothers collect food for their little ones?
 - Let them describe such incidents which they observe in their surroundings. Allow them to speak in their home language. This activity will help them relate the text with real life incidents.
 - Pick out some difficult words from the story like- *hunted*, *harsh*, *bellowed*, *twitched* etc. and help them to understand the meanings. This will prepare them to read and understand the story.
 - Then make them read the first few paragraphs of the story and answer some Multiple Choice Questions to help them read the text quickly and get the gist (overall idea).

1. When did Mother tiger start hunting for deer and pigs?
 - A. in the morning time
 - B. in the afternoon
 - C. when it was dark
 - D. at noon
2. 1. who saw the tiger first when she was hunting?
 - A. the monkey
 - B. the deer
 - C. the frog
 - D. the fowl
3. 1. what did the tiger cub catch one night?
 - A. a deer
 - B. a pig
 - C. a frog
 - D. a cat

Do this with short sections of the text - maybe one or two paragraphs, and use other activity types such as matching, filling in blanks, True/False etc. until they get used to reading by themselves and locating information. Once they get used to this, they will start reading on their own even without your questions.

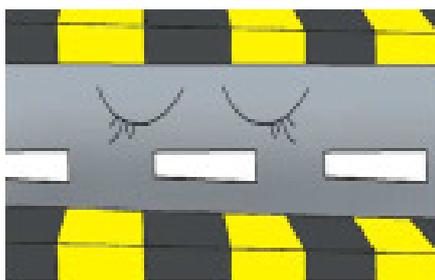
Let's stop and think

- ★ What are the advantages of teaching students to locate information in a text?
- ★ What other activities could you use to help your students practice scanning and skimming?

Case Study 2 : Helping students to understand a text through pictures

Rupali Das is an English teacher of Class III in a primary school. She found that her students do not understand a simple text in English unless she gives them the gist of the text in Assamese. She thought of helping them by teaching them ways to read for the gist or main idea and to draw conclusions after reading a text. This is what she describes:

It was the lesson "The Story of the Road". I decided not to explain the lesson to them in Assamese. Instead, I took help of the four pictures in the lesson.



Picture 1



Picture 2



Picture 3



Picture 4

I made copies of the pictures in a bigger size and pasted the four pictures on a chart. I asked them to describe the things they saw in the pictures and listed these on the blackboard. The things they mentioned were—

1. Picture 1
 - A road
 - Eyes closed
2. Picture 2
 - Crow
 - Sparrow
 - Trees
 - A boy riding a bicycle carrying newspaper
 - Eyes open
3. Picture 3
 - A person selling vegetables
 - Vegetables
 - A cart
 - Two buildings
 - A road
 - Eyes open
4. Picture 4
 - a boy and a girl going to school
 - A road
 - Eyes
 - A sparrow

The students used Assamese to give me the answers. I first listed the words in Assamese. Then I translated these into English, wrote the English word beside the Assamese word and ask them to say the English words aloud.

Then I took the first picture and started to say a few sentences on it like

'There was a road. There was nothing on the road. The road was asleep. (while pointing to the picture)'

After repeating the sentences three or four times, I asked them questions like 'What was the road doing?' to help them answer with responses like 'The road was asleep.'

Then I asked them to find out the paragraph in which it is suggested that there is nothing on the road and the road was asleep. They could easily find out that it was the first paragraph.

I carried on describing the other pictures and asked them to find out the related paragraph. By doing so I made them to read the lesson again and again and I realized that they were taking interest in reading the text themselves. This exercise also gave them a better understanding of the lesson.

Let's stop and think

- ★ How did Rupali Das teach vocabulary related to the lesson to her students?
- ★ Do your students enjoy looking at pictures? Have you ever asked them to bring pictures from home related to a lesson?
- ★ How would you prepare to use pictures to encourage your students to read English with comprehension?

Activity 2 : Helping students to arrange jumbled sentences in sequence

Students read more when they are curious to know about something. In order to make students read and understand a text on their own, you can do the following activity in class.

- ★ Make the students sit in small groups in the classroom. Make sure that each group has students with different reading abilities (some who read fast and others who read slow).

- ★ Select some short stories as those included in Resource 2
 - ★ Prepare sets of jumbled sentences based on each story and distribute these to the students.
 - ★ For eg. For story 1 of Resource 3
 - One day he thought of playing a joke on the villagers.
 - He started crying at the top of his voice 'Wolf! Wolf!'
 - The shepherd found it very funny and laughed at them.
 - He started shouting at the top of his voice 'Wolf! Wolf!', but the villagers thought that he was trying to fool them once again.
 - One day a wolf actually came and attacked the boy.
 - A shepherd boy used to graze his sheep in the forest nearby.
 - The wolf killed the boy.
 - On hearing his cries all the villagers came running with sticks to help him.
 - They did not come to his help.
 - ★ Let them read the sets of sentences aloud in groups.
 - ★ Help them to read their sets and understanding the difficult words and phrases in the context of the sentences instead of using a dictionary. For example-
 1. Who is a "shepherd boy"?

It is said in the sentence that "A shepherd boy used to graze his sheep in the forest nearby." - so a shepherd boy would mean a boy who grazes sheep.

In this way help them to understand difficult words and phrases in the context of the sentences, such as "fool them", "graze", "shouting at the top of his voice" etc.
 - ★ Once the difficult words have been discussed, ask each group to arrange the sentences to make a story.
 - ★ When they have put together a story by arranging the sentences, ask them some questions like-
 - What does the boy do in the forest?
 - How many times did he shout "Wolf! Wolf!"?
 - Why did he do it?
 - What did the villagers do?
 - ★ Help them to answer the questions related to their set of sentences. This will help them to become familiar with the story in the lesson.
 - ★ When you feel that each group has achieved an understanding of the sentences, distribute the respective stories to each group and let them read it. Let them compare the sequence of sentences with the story in the lesson.
- Thus, instead of asking questions on a text after reading it for them you can help students by designing activities which provide an opportunity for them to engage with the text themselves. This will also improve their logical thinking skills.

Let's stop and think

- ★ Why is it important to help students find meanings of words in context?
- ★ What kinds of other questions and activities could you use to develop your students' interest in reading for understanding?

Unit summary

In this unit you looked at ways of developing students' ability of reading short texts in English with comprehension. You learnt how to help them to

- ★ locate information in a piece of text in English
- ★ read and scan a text in English
- ★ understand a text through pictures
- ★ arrange jumbled sentences in sequence to understand the main idea of a text and to draw conclusions from it.

We hope you and your students enjoy doing the activities suggested here. Do add your own activities so that students get enough practice and enjoy learning English.

Resource 1



Resource 2

1. The Wolf and the Shepherd Boy

A village was near a forest. A shepherd boy used to graze his sheep there. He was very foolish and a liar.

One day he thought of playing a joke on the villagers. He started crying at the top of his voice 'Wolf! Wolf!' It was a white lie, because no wolf had come.

On hearing his cries all the villagers came running with sticks to help him. When they reached him they found no wolf. The shepherd found it very funny and laughed at them. The villagers went back to their work.

After some days he again thought of fooling the villagers and cried 'Wolf! Wolf!' The villagers again came running to save him but there was no wolf. The shepherd laughed at them again. The villagers understood that the boy had fooled them again. They returned to their houses.

One day a wolf really came there and attacked the boy. He started shouting at the top of his voice 'Wolf! Wolf!' But the villagers thought that he was trying to befool them once again.

They did not come to his help. The wolf killed the boy.

Moral:

Think before you act.

Resource 3

Marigold Three

Resource 4

TESS-INDIA OER Elementary level

Suggested Questions

Read the story and answer the questions given below.

The Greedy Dog

Once there lived a greedy dog. One afternoon, the dog was terribly hungry. He decided to go and look for something to eat.

He walked across a wooden bridge and started sniffing around for food. Suddenly, he spotted a bone lying at a distance. Without wasting any time, the hungry dog picked up the bone and was just about to eat it, when he thought, "Somebody might see me here with this bone and then I will have to share it with them. So, I had better go home and eat it." Holding the bone in his mouth, he ran towards his house.

While crossing the wooden bridge, the dog looked down into the river. There he saw his own reflection. The foolish dog mistook it for another dog. "There is another dog in the water with a bone in its mouth," he thought. Greedy, as he was, he thought, "How nice it would be to snatch that piece of bone as well. Then, I will have two bones."

So, the greedy dog looked at his reflection and growled. The reflection growled back, too.

This made the dog angry. He looked down at his reflection and barked. As he opened his mouth, the bone in his mouth fell into the river. It was only when the water splashed that the greedy dog realized what he had seen was nothing but his own reflection and not another dog. But it was too late. He had lost the piece of bone because of his greed.

1. Answer the questions by choosing the correct option

A. The story is about a -

- a. brave dog
- b. mumble dog
- c. naughty dog
- d. greedy dog

Ans: d

B. What did the dog find at a distance?

- a. An egg
- b. A bone
- c. A plate of rice
- d. A piece of fish

Ans: b

C. Why did the dog decide to come back to his house with the bone in his mouth?

- a. Because he wanted to have the bone at home.
- b. Because he thought that someone else saw him eating the bone, he would have to share the bone.
- c. Because he wanted to relax at home and have the bone later.
- d. Because he wanted to give the bone to his children.

Ans: b

2. Fill in the blacks with appropriate words from the story.

A. The dog walked across a _____ bridge.

B. The dog saw his own _____ in the water.

C. When the dog started to _____, the bone in his mouth fell down in the water.

Q. Here are some sentences from a story, but they are not in the correct order. Read the jumbled sentences and organize the sentences in sequence to form the story.

- 1. There lived a cruel lion in the deep forest.
- 2. Other animals in the forest gathered and volunteered to offer one animal of each species to be eaten by the lion every day.
- 3. One day it was the turn of an old wise rabbit.
- 4. He started killing all the animals in the forest.
- 5. He intentionally came late, and the lion got very angry.
- 6. The lion walked towards a deep well filled with water.
- 7. The lion saw his reflection in the water and jumped into the water to attack the other lion.
- 8. The rabbit said that another strong lion had attacked them all and ate all the rabbits and somehow he had managed to escape.
- 9. The lion asked the rabbit to take him to the other lion's place.

Resource 1:

1.

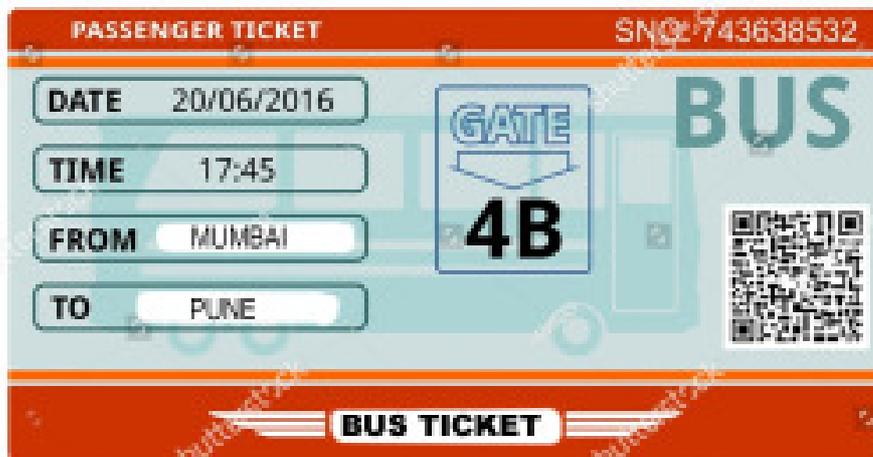
2.



- I. What packet is this?
 - II. What is the brand name of the chocolate?
- 3.



- I. What⁰ is the name of this biscuit?
- II. What is the name of the brand of this biscuit?
- III. How many vitamins are to be found in this particular biscuit?



Q. Read the bus ticket and fill in the blanks.

- I. The date on which the passenger is travelling is_____.
- II. The time at which the passenger is travelling is_____.
- III. The passenger is travelling from_____to_____.
- IV. The gate number mentioned in the ticket is_____.

