

# UNIT STRUCTURE

## Reading Non-Textual prints on Classroom Walls

### CLASS – IV

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
Reads non-textual prints on Classroom walls.	What the Gunotsav assessment shows us	<b>LO 4.17</b> : The learner reads printed scripts on the Classroom walls, Notice Board, Posters and in advertisements.	Reads printed materials and short text outside the Textbook with comprehension.	Reads non-textual prints on Classroom walls.	In this unit you will read ways of helping learners to: <ul style="list-style-type: none"> <li>* read posters on classroom walls with comprehension.</li> <li>* read calendars with pictures and messages with understanding.</li> </ul>	Importance of a print-rich environment	Developing a Print Rich Environment in the Classroom	Reading posters with comprehension.	Collecting Calendars with Pictures to Hang on the Classroom Wall.	Reading a calendar on the Wall with Comprehension.	Some skills that are developed in a print-rich environment	<b>Sample Question :</b> 1. Reading pictures in Marigold IV from lessons meant for Phase-III & answering questions related to them.	<a href="https://topnotteaching.com/timesavingtips/print-richenvironment">https://topnotteaching.com/timesavingtips/print-richenvironment</a> <a href="https://www.teacher-sofindia.org/en">https://www.teacher-sofindia.org/en</a> <a href="http://www.childcarelounge.com/literacy/print-richclass.php">www.childcarelounge.com/literacy/print-richclass.php</a>

### Overview

This block discusses strategies and activities that you can use in the classroom to motivate your students to read non textual materials such as posters, advertisements or notice boards. The case studies and activities provided here will help you develop your students' reading comprehension skills in the classroom through materials other than textbook, and make them interested in reading other materials outside school.

### Rationale

In the first set of OERs, you were introduced to the specific learning outcomes(LOs) relating to reading with proper pace, pause and pronunciation that have been considered grey areas according to the results of the 1st phase of Gunotsav, 2017.

In this unit we will help you to take forward the next units from the Academic Calendar 2018 through more practice in reading skills. The grey areas of English are not always content based; most are skill based. In this unit, we will try to address the gaps identified in the following learning outcome '**Reading with comprehension, short texts outside the textbook.**'

### Introduction

Good teachers continually ask themselves what more they can do to create a literacy rich environment for their students. It is more important to create such an environment when it comes to the learning of a second language.

Students may initially learn to recognize words in specific environments but they do not

recognize the same words when these appear out of context. Children take their first step to literacy as they become aware of print in their surroundings. They see different kinds of reading materials around them. As a teacher you can make good use of these.

Two very important questions may arise in your mind:

- a) What is a print rich environment?
- b) Why is it important to have a print rich environment in the classroom?

A print rich environment contains different texts that use print for various purposes. It helps students to extend their knowledge about how letters, words, sentences and texts work. This kind of environment can be created in collaboration with your students.

Prints can be found in the form of dictionaries, atlases, posters, informational texts (notices), magazines, newspapers, comics, story books and class made texts, to name a few.

## Unit Objectives

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

- ★ read posters on classroom walls with comprehension.
- ★ read calendars with pictures and messages with understanding.

### Case study 1 : Developing a print rich environment in the classroom

Runima is an elementary teacher in Hazarika Para LP School. She teaches English in Class IV. Students in her class are not motivated enough to read the text by themselves. So she took up a strategy to create a reading environment in her classroom. Here she shares her experiences.

My students struggle to read the textbook, perhaps because they cannot read well and are not able to understand the contents. I decided to give them exposure to print that was available everywhere around their surroundings.

I collected small paper cuttings from old magazines, newspapers and old textbooks. I chose the most colourful ones and those with bigger letters and words. Then I stuck them on a chart paper in the form of a collage. As I put up the chart on the classroom wall, I saw the curiosity and interest in my learners. After discussing with them the contents of the chart, I realized how involved each one of them was. My next challenge was to retain their interest in reading print. So I told them to collect any printed material along with pictures that was available in their homes.

The next day was a day full of excitement. Each child was eager to show me his/her collection. I had a few sheets of chart papers, a pair of scissors and glue ready and these became instantly handy. With the students' help, I was able to prepare a few charts/posters and later hung them on the classroom wall.

The students were not only excited to see their own material up on the wall, they were also eager to read what their friends had collected.

Reading these charts in pairs and in groups became a very enjoyable and fun filled activity. I gave them short quizzes on the information on the chart to develop their scanning skills (i.e. looking for specific information). I also asked them to tell the class the main ideas in some of the texts so that they could develop their skimming skills (i.e. reading to understand the gist of a text).

I decided to do this kind of activity with words and pictures more often and finally realized that my students were ready and eager to read other non textual materials. They could read much better than before.

My experience with this kind of activity me realize that print on the classroom wall

- ★ gave learners a sense of accomplishment at being able to successfully read
- ★ motivated learners to read more, and
- ★ laid the foundation for reading words, sentences and longer texts

### Let's stop and think

- ★ Do you think Runima's way of creating a print rich environment is applicable in your

classroom? What kinds of texts would interest your learners?

- ★ How do you think you can create a better reading environment in your classroom?

### Activity 1: Reading posters with comprehension

You can help your students to read posters on the classroom wall. We know that children are fond of trees, plants, flowers and nature as a whole. Let's look at the two pictures in Fig. 1



Fig. 1

Now think about a few questions on the pictures and the words in the images. Asking a few questions will help you to ignite your students' imagination and understanding about the pictures. Most students will interpret the picture in their own way. Their real life experience will help in their understanding.

After the initial questions to develop their curiosity, put the students in small groups of three or four and make them form questions in English on the pictures. Two groups can then ask and answer each other's questions. Give them one or two sample questions as an example.

#### Let's stop and think

- ★ If you have words displayed along with your posters on the classroom wall, do you think that words are clues enough to help in your students' understanding?
- ★ Have you ever asked your students to bring similar short reading texts from home? What activities can you make them do on such texts?

### Case Study 2 : Collecting calendars with pictures to hang on the classroom wall

Dilip is an English teacher in an L.P. School in Ahotguri. He has a hobby of collecting calendars of different types. He shares his experience on how he had used these calendars to enrich his students' English by hanging them on the classroom wall. This is what Dilip says:

I have been collecting calendars since my college days. Recently, in a training programme, I learned that students learn to read non textual materials when it is shown to them in an informal manner. My collection of calendars was a ready resource to show my students different pictures and captions written on them. Some calendars were simple advertisements of products from particular companies, while some had educational messages printed on them. Some others had the pictures of sceneries from our neighbouring North Eastern States.

Having hung them on the classroom wall, I had enough opportunity to make the students interact with the information on the calendars. I made simple tasks for the students (like matching, filling in blanks, marking true/false, putting sentences in the correct order, solving jumbled letters and jumbled word puzzles, and so on) to make the students read the labels, captions and slogans written on them. Needless to say, at first most of the time learners required guidance and help. But once the students developed an interest, their motivation to read the information on the calendars increased. Performing this type of activity not only enabled them to speak English fluently but also helped them to read the words and sentences correctly with understanding. In the process their general knowledge was also developed to a great extent. This also gradually improved their textbook reading skills.

#### Let's stop and think

- ★ Do you know anyone with a similar hobby like Dilip? Or do you collect interesting real-life reading material yourself? How about collecting similar things from colleagues

and friends - would you be able to do it easily? What other texts can you collect for your classroom?

### Activity 2 : Reading a calendar on the wall with comprehension



Fig. 2

You may have calendars with different pictures in your classroom. Look at this calendar for August, 2018 in Fig. 2.

The calendar has a picture of the Indian National flag hoisted in Red Fort. The dates are in black while holidays and Sundays are indicated (marked) in red. The red colour on 15th of August is a very significant clue to lead your learners to the picture on the page.

For this activity, make your learners answer questions on the days and dates. You can have questions such as 'Which day is 21st August?', 'How many Fridays are there in August? What are the dates?', 'How many days does the first week of August have? On which day does the month start?', and so on. Making the students read and interpret the information on the calendar will help them develop their ability to transfer information from a pictorial clue, which is a good reading skill. It will also give them practice in spelling help them remember the days of the week, names of months, and related words like 'holiday', 'Independence Day', and so on.

### Let's stop and think

- ★ Do you think reading a calendar on the classroom wall is an easy way to familiarize students to print?
- ★ Why do you think your children will be happy to read such print?
- ★ You may have other ideas for motivating your students to read print on the classroom wall. Share them with the other teachers of your school.

### Unit summary

This unit has focused on the importance of skills acquired in a print rich environment. It has given you some ideas on how you can use everyday items such as calendars, posters and pictures to develop your students' motivation to read in English. Some of the benefits of providing students with a print-rich environment include

- ★ vocabulary enhancement
- ★ development of the habit of reading for information as well as pleasure
- ★ improving creativity and imagination
- ★ connecting classroom English with real life experiences
- ★ development of the skill of sequencing of events in a text
- ★ memory enhancement
- ★ enhancement of self esteem and confidence as they master concepts and recognize letters
- ★ appreciation and respect for books and good literature, and
- ★ development of cognitive skills such as prediction and hypothesis.

We hope the case studies and activities in this unit will give you more ideas for making your classroom a happy reading space for your students.

### Additional Resources

<https://topnotteaching.com/timesavingtips/print-richenvironment>

<https://www.teachersofindia.org/en>

[www.childcarelounge.com/literacy/print-richclass.php](http://www.childcarelounge.com/literacy/print-richclass.php).

### REFERENCES

Dombey, H  
and How Children Learn to Read and Spell  
Moustafa, M (1998)

### Suggested Questions

1. Look at the pictures on page 92 of your textbook **Marigold Book IV** and answer the following questions.

- 1) What is written on the top of the picture in bold letters?
  - 2) Read the last three letters of the name of the animal?
  - 3) What is the word? \_ \_ \_
  - 4) This three letter word is an object that opens a \_ \_ \_ \_ (four letter word)
  - 5) What words do you get when you say the above two words together by joining it an 'and'?
- \_ \_ \_ \_ and \_ \_ \_ \_
- 6) Name another animal whose name rhymes with donkey. \_\_\_\_\_
  - 7) Read the following rhyme and underline the rhyming words.

**Inky Pinky Ponkey**  
**Father had a donkey**  
**Donkey died**  
**Father cried**  
**Inky Pinky Ponkey**

- 8) Look at the picture on page 93 of your textbook Marigold Book IV and read the title of the poem.
  - 9) What is a pony? \_\_\_\_\_
  - 10) Where does a pony stay? \_\_\_\_\_
  - 11) When a pony becomes big what do we call it? \_\_\_\_\_
  - 12) Name other animals that live in a stable? \_\_\_\_\_
- \_\_\_\_\_
- 13) Make two more words from 'stable' by removing letters from the beginning.  
\_\_\_\_\_

