

UNIT STRUCTURE

Teaching Reading with Comprehension

CLASS – III

Unit Overview	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>LO 3.03 : The learner reads aloud with appropriate pronunciation and pause</p> <p>LO 3.04 : The learner 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. read with appropriate pace and pause</p> <p>Sub Area: ii. read with comprehension</p>	<p>Unit 3 Little by Little The Enormous Turnip Unit 4 Sea Song A Little Fish Story Unit 5 The Balloon Man The Yellow Butterfly</p>	<p>In this unit you will read ways of helping learners to:</p> <p>⇒practise reading aloud with appropriate pauses and speed</p> <p>⇒read short texts with understanding</p>	<p>What this unit will teach you</p>	<p>Reading with appropriate pace and pause</p>	<p>Reading with appropriate pace and pause</p>	<p>Reading with comprehension</p>	<p>Reading with comprehension</p>	<p>What you learnt in this unit</p>	<p>Sample Question : 1. Read aloud the following words- sand, deep, leaves, each, old, time, girl, group, glass, line, mix, lily, horse, crow, plants, child, hard...</p>	<p>⇒www.tess-india.edu.in</p>

Overview

Reading aloud with correct pronunciation is the preliminary stage of the speaking and reading skills. To enable students to read aloud appropriately, we should teach them to read with correct pause, i.e., notice the punctuation marks in a reading passage and use them correctly when they read aloud. Gradually, the practice will help them read longer texts such as a paragraph. It will also help them read with understanding. In this way, LOs 3.03 and 3.04 can be fulfilled.

Rationale

As per the analysis of Gunotsav 2017 and National Assessment Survey (NAS) 2017 performances in Assam, it has been seen that the performance of students of Class III has not been very good. 11.16% of children could not score even 1; they have scored a 0 (zero) in several questions. The data shows that there are children in Class III who cannot read even the simplest words. So, to help our learners to attain the expected level of English proficiency we need to plan activities to be carried out inside and outside the classroom to improve their English skills.

The 'grey' areas (i.e., the areas where children have been found especially weak) identified during NAS/Gunotsav related to English are - pronunciation, reading with appropriate speed, comprehending small sentences/texts, taking a dictation, composition etc. To bridge the gap between the Learning Outcomes (LOs) designed for Class III and the students' performance, we will need to involve students in appropriate language practice activities.

Introduction

Do your students enjoy reading their lessons? Can they read fluently with appropriate pronunciation?

As the students progress from one class to another, they are required to read complex texts using correct pronunciation and punctuation marks, while also understanding what they are reading. As English is not the language children speak or read at home, they may find it difficult to read English. They may need support from the teacher to overcome their reading problems.

As a teacher what strategies do you use to help students in the areas - pronunciation, speed and understanding? Let's look at a few case studies and activities in this unit on how to give your students more practice in reading aloud, and with understanding. You may already be using these strategies, and if you find them helpful, you can even share the ideas with other teachers in your school.

Unit Objectives

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

- ★ practise reading aloud with appropriate pauses and speed
- ★ read short texts with understanding

Case study 1 : Reading with appropriate pace and pause

Tarali Das is an elementary teacher in Nalbari district. Here she describes how she tries to be a reading role model for her young students.

Whether it's a poem or short story, I read aloud to my students every day. I open the book very slowly, turn the pages carefully and select a poem or story. Then I read it with expression, with appropriate pace and pause following the text with my finger and showing my students the accompanying pictures. I often read the same poem or story more than once on different occasions.

Since I started doing this, I notice that my students have started to handle books more carefully. They have learnt to hold the book properly. They have started turning the pages one by one, looking at the pictures attentively. Sometimes they even move their fingers under the words as they read. I can now monitor which of them is looking at the pictures, pretending to read, attempting to read or reading most or all of the words. This has helped me evaluate their reading progress.

Let's stop and think

- ★ How do your students respond to stories/poems that you read to them?
- ★ Do some of them find it difficult to follow the text? If so, what might be the problem?
- ★ Do you notice any students picking up the book later and looking at it independently, copying your reading behaviour?

Activity 1 : Reading with appropriate pace and pause

The more students enjoy reading, the more they will want to read. The more opportunities they have to read, the better they will become at reading. As a teacher who reads and a reader who teaches, you are an important role model and can inspire your students to enjoy in reading.

Here is an activity you can organize in your classroom.



Or



- ★ Bring two baskets and label them each a punctuation mark (?) and (.). Create cards of different shapes (using chart papers) and write simple sentences on them, for example, What is your name, I am reading a book, The sea is big, Can we play today etc. without punctuation marks at the end.

- ★ First read the sentence aloud with proper expression.
- ★ The students will listen carefully each of the sentences. They will try to follow the intonation.
- ★ Ask your students to pick up one card, read it out loud and tell you which punctuation is missing.
- ★ Then, ask them to place the card in the basket containing the correct punctuation mark.

Let's stop and think

- ★ In this activity, no punctuation marks are used for the statements. Do you think this activity will work in your classroom?
- ★ Do you think it is appropriate to make Class III students understand about pace and pause? Why, or why not?

Case Study 2 : Deepali Baruah organizes shared reading

Deepali Baruah, a school teacher of Jorhat, Assam organizes shared reading to make her students confident in reading aloud. Here she describes how she does it--

- ★ I prepared a big book on the story "The Enormous Turnip" using a sequence of incidents in short paragraphs so that my students could see the words and pictures easily.
- ★ I narrated the story to them in class so that the students are already familiar with the story.
- ★ I grouped the students around me so that they could all see the pages. I put my weaker students in the front so that I could see whether they participated.
- ★ I showed them the book and reminded them that they had already heard the story in the last class. I asked them if they could remember what the story was about, and whether they could identify the picture of the turnip.
- ★ I then told them to listen to me and read aloud with me.
- ★ Then I turned to the first page, reading the text aloud slowly and clearly.
- ★ I asked my students to repeat after me.
- ★ I kept changing the voice to match each character.
- ★ I made gestures and actions where I could, so that students could copy it as they read the story.
- ★ Sometimes we paused and I pointed to a character or picture asking them 'Who is he/she?' or 'What is it doing?' and made sure that the students responded.
- ★ I asked them, 'What do you think happened next?' before slowly turning to the next page.
- ★ The story contained repeated phrases. On the second or third repetitions, I paused slightly at the start and the students continued to say the phrase themselves.
- ★ When we had finished the book, I asked the students some simple questions about the story. I encouraged them to respond even in their home language and paraphrased their answers in simple English sentences using the phrases or words which they already read while reading the story.

Let's stop and think

- ★ What techniques did the teacher use to keep the students' attention during the shared reading?
- ★ Why did she bring weak students to the front?
- ★ Why did she use different voices to read about the different characters?
- ★ How did she evaluate the students' understanding of the text?
- ★ Is there anything you particularly liked about her lesson? Is there anything you would have done differently?

Activity 2 : Reading with comprehension

It is not only important that teachers read aloud in classrooms. It is very important for teachers to make their students confident in reading English texts and in understanding them. Let's plan a group activity to make your students confident in reading and understanding English:

- ★ Make small groups of students (not more than six/seven in each group) who are at different levels in abilities.
- ★ Organize a space in the classroom where students can sit in their respective groups.
- ★ Establish a rule that one group cannot talk to other groups during group activity.
- ★ Choose one small story (of six/seven sentences) for each group to read - they should not be overly familiar with it.
- ★ Write the six sentences of the story in separate pages, with one sentence in big letters on one page.
- ★ Distribute the six sheets among the six group members so that each group member has one sentence of the story.
- ★ Ask each group member to read the sentences one by one, first silently, and then aloud.
- ★ Students with better reading skills can be encouraged to help those who cannot read easily.
- ★ Give students time to discuss the meaning of the sentences and arrange the sentences in their group in a chronological order to form the story.
- ★ Ask each group to present its story. Each member of the group should read out his/her own sentences in the order in which they arranged it to form the story.

Ask questions to students on their stories, like naming the characters, what the story is about etc.

Unit summary

In this unit you have looked at ways of developing your own and your students' English through some activities related to

- ★ reading with appropriate pace, pause and speed, and
- ★ reading with understanding.

It is good practice to include the teaching of pronunciation of English words and sentences while giving students dictation. This helps them remember the words. Students will acquire the ability to read easily if you make the classroom lively with some posters, notices, quotations or anything written in English and make them read them. 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.

Suggested Questions

1. Read aloud the following words-

sand, deep, leaves, each, old, time, girl, group, glass, line, mix, lily, horse, crow, plants, child, hard, hear, curly, clear, sea, cross, moo, buzz, hush, haul, wolves, shout, tug, high, pretty, flew

2. Read out the words aloud and circle the odd one out -

- (a) pigeon, crow, peas, cuckoo, parrot
- (b) beans, onion, brinjal, carrot, wolf
- (c) guava, turnip, grapes, cherry, banana
- (d) goat, fox, elephant, eagle, horse
- (e) radio, duster, desk, bench, blackboard

3. Read out the words aloud. Read in pairs -

- | | | | |
|---------------|----------------|---------------|---------------|
| (a) bin/bean | (b) bed/bad | (c) pull/pool | (d) tree/tri |
| (e) but/put | (f) live/leave | (g) fill/feel | (h) tell/tall |
| (i) went/want | (j) bus/bull | | |

4. Read aloud and match the words of column A with column B

A	B
birds	mew
dogs	ring
cats	talk
bees	sing
snakes	bark
phones	quack
people	crow
children	buzz
cocks	hiss
ducks	hush

5. Read the following sentences with appropriate pronunciation and maintaining proper speed -

- i. Place the sand in the glass.
- ii. The sea is very big.
- iii. A dog is barking.
- iv. Mahesh sings a little song.
- v. Where was it ?
- vi. He let the butterfly go.
- vii. He ran to catch the bird.
- viii. Where did the butterfly go ?
- ix. Why was the little fish unhappy ?
- x. What did the child hear ?

6. Read the sentences aloud and enjoy the sounds -

- i. The fat rat is on a mat.
I can sit on the cat's hat.
Jack sat on a can.
- ii. The jet gets into a web.
My pet went to the vet.
Let the ten hens get in the nest
- iii. The pig is big.
I can fix it.
It is in the pink bin.
- iv. Tom and John do not play with the dog.
Do not hop like a bird.
We got on top
- v. It is fun to run in the sun.
There is a bug on the rug.
I can run and jump with the cup.

7. Read out the stanzas/paragraphs aloud -

- (i) I found a shell, a curly one,
Lying on the sand.
I picked it up, took it home
Cold inside my hand.
- (ii) The sea is big.
It is very, very big
You can cross the sea in a ship
But you must go for many many days
- (iii) He always comes on market days
And holds balloons - a lovely bunch -
And in the market square he stays,
And never seems to think of lunch.

- (iv) He let the butterfly go. It sat on the red rose. It flew to the peach tree and then sailed on a lotus leaf. It flew merrily from flower to flower.
- (v) Nina and Mira are friends. They read in Class III. They like roses, red roses. They are neighbours. Nina is playing with her doll. Mira is helping her mother in the kitchen.

8. Read the sentences and underline the long vowel sounds -

- (i) Little by little each day it grew.
- (ii) Look at the trees.
- (iii) Her voice is very sweet.
- (iv) You cannot see the other side of the sea.
- (v) I like red and green balloons.

9. Let's cook some tasty Maggie :

Read the instructions -

Step 1 : Break the noodle cake into two parts.

Step 2 : Add noodles and 'tastemaker' to 1 small tea cup of boiling water.

Step 3 : Cook for 2 minutes in an open pan. Stir occasionally.

10. Read the paragraph and answer the following questions :

This is Arjun. He is a student. He studies in Class V. He is tall and thin. He has a pet dog. He gets up at six o' clock in the morning. Then he brushes his teeth. He sits at his study table at 6.15 a.m. He takes bath at 7.45 a.m. Then, he eats his breakfast at 8.10 a.m. He starts for school at 8.30 a.m. He goes to school on foot. He comes back from school at half past one in the afternoon.

- 1. Who is Arjun ? :
- 2. In which class does he study ? :
- 3. Is he short ? :
- 4. Does he get up at 5.00 a.m. ? :
- 5. Does he go to school by bus ? :

