

UNIT STRUCTURE
Reading with comprehension
CLASS – III

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| | | 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 | Teaching resources, links & ideas |
| Overview of the language skill What the Gunotsav assessment shows us | | 3.04- Reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English | Sub Area: i. making meaning from what they read Sub Area: ii. Create and comprehend a piece of text in English | Unit 8 Whats in the mail-box? My Silly Sister Unit 9 Don't Tell He is My Brother Unit 10 How creatures Move The Ship of the Desert | In this Unit you will read ways of helping learners to- – make meaning from what they read – Create and comprehend a piece of text in English | What this unit will teach you | Helping students in making meaning from what they read | Helping students to create and comprehend texts | Storytelling for development of students' reading ability | Using riddles for development of students' reading ability | What you learnt in this story | Sample Question : Read the passage/ story and answer the questions | www.tess-india.edu.in |

Overview

This unit discusses strategies and activities that you can use in the classroom to improve student's ability to understand a piece of text in English. It has been observed that students understand better when they are engaged actively in the activities. In this Unit you will read two case studies of primary school teachers of English who faced problems of poor understanding and comprehension abilities of the children and tried to find ways of encouraging and enabling students to read and comprehend 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 and understand a text in English more easily.

Rationale

In our last two sets of OERs, 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, using different print materials in English for reading activities. But only the ability to read aloud is not sufficient for Class III students.

In this unit, we are going to discuss how to improve the understanding and comprehension ability of Class III students so that they can understand any small piece of text in English. This unit will help you develop ways to enable your students to meet Learning Outcome 3.04: Reads small text in

English with comprehension i.e. identifies main idea, details and sequence and draws conclusions in English.

Introduction

Reading is an active meaning-making process. The text and illustrations in any reading material provide opportunities for clarifying meaning of the text. As teachers we need to provide opportunities to our students help them clarify the meaning of a text.

This unit discusses how you can give your students practice in comprehending and understanding 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 understand a text.

Unit Objectives

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

- ★ make meaning from what they read
- ★ create and comprehend a piece of text in English

Case Study 1 : Helping students in making meaning from what they read

Mr. Biren Baruah is an Assistant Teacher in Naharkatia L.P. School. He always tries to build a reading habit among his young students. This is what he does to make students good readers.

I work in a school located in a village area where my students do not get any opportunity to listen to or read English texts in their surroundings. The only English text material they get to read is the English textbook. Apart from the textbook, students take much interest in listening to or reading short stories. I searched in the market and also on the Internet to collect some picture story books of around 10 pages with sentences in simple English suitable for class III. I bought a few storybooks and printed out some that I downloaded from the Internet in colour print. I selected five storybooks which I personally found very interesting and brought them to the classroom. I made the students sit in 5 groups with 4/5 members in each group. While grouping them I made sure that each group had a mixture of students with different levels of reading abilities. I gave one book to each group and asked the students to read it. I let them spend some time with the books, and when I saw them getting involved with their books I went to each group. I asked some questions to each group member to ensure that they participated in the process of meaning-making. My questions were like-

- i. What is the name of the story?
- ii. What are the characters?
- iii. What is/are the incident/ incidents happening in the story?
- iv. What happened at the end of the story?

While I was asking them these questions, I also made them take help of the illustrations and sentences in each page to find out the answers. They found some answers with the help of the illustrations and some from the written words.

When I saw that they had finished reading the storybooks, I asked them to stop and called one member from each group to present the story in his/her own words. I asked the group members to help their representative if he/she missed any part of the story. When the group member narrated the story I asked him/her to hold the storybook up so that everybody in the class could see it. I asked them to talk about the story by recalling the questions I had asked them, like name of the story, name of the characters, the incident that happened in the story and the ending. I asked them to show the class the page/ pages with illustrations when they narrated the story.

Most of the students narrated the stories in Assamese. I encouraged them to continue. But while they were narrating their stories, I asked them to use some words and phrases in English like name of the story, name of the characters, important words and phrases of the story etc. I also encouraged them to show actions for certain words and phrases.

My students found the exercise very interesting as they got an opportunity to read a story on their own and also listen to five more stories. After the class, many students came to me and asked for the storybooks which they had listened to. In this way I tried to build up the habit of reading stories.

Let's stop and think

- ★ Why did Mr. Baruah ask those questions while reading the storybooks by the students?
- ★ What did he do to engage each student in the reading process?
- ★ Why did Mr. Baruah use picture storybooks for the activity?

Activity 1 : Helping students to create and comprehend texts

Reading is a meaning-making process. Students take interest in those things that give them meaning. In order to make their understanding better, you can do the following activity in your class.

- ★ Collect pictures of some great personalities like Mahatma Gandhi, Pandit Jawaharlal Nehru, Netaji Subhash Chandra Bose, Gopinath Bordoloi, Kalpana Chawla etc. and some basic information related to their life, like their date of birth, place of birth, parents' name, reason of their popularity etc.
- ★ Show the pictures to the students and discuss their life one by one. While doing so ask students to identify the pictures and to tell if they know anything about them.
- ★ Draw or bring photographs of the personalities and write the information related to the personality on a piece of paper.
- ★ Make the students sit in pairs and provide each pair with one picture of a great personality and the related information.
- ★ Ask the students to paste the photograph on the sheet of paper and make a poster of the personality by writing the information about him/her.
- ★ Guide the students while they make the posters and make sure that both members of the pair are equally engaged.
- ★ After finishing it, ask them to paste/clip the poster on one of the classroom walls.
- ★ Ask the students to go around the classroom and read the posters.

While doing so students will be engaged in the activity creatively and while they create, their understanding will improve. The print rich environment created by the students will encourage them to read and understand these texts better.

Let's stop and think

- ★ How does poster making help students to develop reading ability of the students?
- ★ What is the importance of the discussion on the great personalities before doing the activity of poster making about them?

Case Study 2: Storytelling for development of students' reading ability

Momi is a Primary School teacher of Baligaon LP School. She has the habit of telling stories to the students. She collects many stories and tells them to her students in simple English. Her story telling technique helped develop the comprehension ability of the students. This is how she explains what she does:

I often tell stories to my students. Instead of reading out stories from books line by line in the classroom, read and remember the story before going to the class. I generally keep the storyline intact and at the same time try to make the stories short so that I can finish the story within 15 to 20 minutes. I plan some post reading activities, such as collecting or drawing the pictures of the characters and writing the story in 8 to 10 sentences in simple English sentences. I write each sentence of the story on a single paper in legible handwriting. While telling the story, I try to show the actions of the characters so that my students can understand the story, I try to make the students involved in the story by making them predict or guess what will happen next. After finishing the story, I choose a set

of students according to the number of sheets I prepare with sentences. I call the selected students to the front and give them the sheets and ask them to read those sentences and stand with their sentences according to the sequence of the story. I ask other students to judge the sequence and correct their position if someone is standing in a wrong position. I also paste the pictures of the characters of the story and write their characteristics on the blackboard in a jumbled way and ask them to match them correctly. In this way I check their understanding of the story. By doing so I find that my students acquire a better understanding and comprehension ability.

Let's stop and think

- ★ Why does Momi prefer to read and remember the story herself instead of reading it from the book?
- ★ How does she engage the students while telling the story?
- ★ Apart from listening, how does she try to develop reading ability of the students through this activity?

Activity 2 : Using riddles for development of students' reading ability

Apart from storytelling, you may plan language games to help the students to develop their comprehension ability. You may plan some activity using riddles.

- ★ Collect or compose some riddles as given in Resource 1. Write each riddle in one single piece of paper and write their answers in a bigger sheet.
- ★ Divide the students in two groups and make them stand in two rows facing each other.
- ★ Provide one group with the riddles and the other group with the answers.
- ★ Each member of the first group read out one riddle. The group with the answers will try to find the correct answer and read it out.
- ★ The other students can be engaged in giving the answer when there is a wrong answer.

You can plan this game with theme, like names of fruits or vegetables or a mixture of many themes. By doing so, you may develop the reading habit and abilities of the students in a fun way.

Let's stop and think

- ★ How do riddles help to develop reading abilities of the students?
- ★ Do you think language games help students to develop their reading ability?

Resources 1 :

1. I can be red or green
I grow on a vine
I'm dried to make raisins
Or squeezed to make wine
Who am I?

Answer: Grape

1. My colour is yellow
And I grow on trees
I'm a popular food
With apes and monkeys
Who am I?

Answer: Banana

2. Most people eat these
That is no surprise
They taste great as chips
And also as fries
Say who is this?

Answer: Potato

Resources 2 :

Marigold
Book Three

Resources 3 :

TESS-INDIA OER elementary level

Suggested Questions :

Q. Read the story and answer the questions that follow:

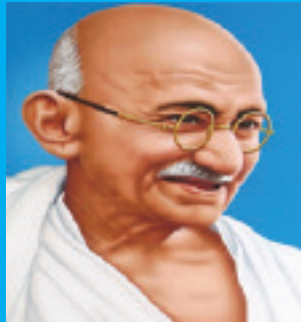
A friend in need is a friend indeed

Once upon a time there lived a lion in a forest. One day after a heavy meal, it was sleeping under a tree. After a while, there came a mouse and it started to play on the lion. Suddenly the lion got up with anger to see who had disturbed its nice sleep. Then it saw a small mouse standing near trembling with fear. The lion jumped on it to kill it. The mouse requested the lion to forgive it. The lion felt sorry for the poor mouse and let it go. The mouse ran away.

A few days later the lion was caught in a net by a hunter. The mouse saw this, and cut the net with its teeth. The lion was saved. Thereafter, the mouse and the lion became friends. They lived happily in the forest afterwards.

1. What are the characters mentioned in the story?
2. Where did the lion and the mouse live?
3. Who disturbed the lion?
4. Why did the lion get angry?
5. How did the mouse help the lion?
6. What happened at the end of the story?

Q. Read the poster and answer the questions that follow.



Name: Mohandas Karamchand Gandhi
Date of Birth: October 2nd, 1869
Place of Birth: Porbandar, Gujarat
Father's Name: Karamchand Gandhi
Mother's Name: Putlibai Gandhi
Date of death: 30 January 1948
Known for: Leading Indian Independence Movement

1. Whose picture is shown here in the poster?
2. What is the name of Mahatma Gandhi's father?
3. What is the name of Mahatma Gandhi's mother ?
4. When was Mahatma Gandhi born and where?