

UNIT STRUCTURE
Teaching Reading Skills
CLASS – VIII

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		Teaching resources, links & ideas
Overview of reading skill What the gunotsav /NAS Assessment shows	Gunotsav / NAS performance	LO 8.13 : The learner reads textual and non textual materials in English with comprehension	Reading between the lines	As per academic calendar and non textual materials	Locate/extract information from non textual materials such as tables and diagrams . Interpret information from non textual materials such as tables and diagrams	What this unit will teach you	Reading between the lines to comprehend a poem	Reading between the lines	Interpreting information from a diagram	Labelling a diagram reading a text What you learnt in this unit	Re-write the sentences by choosing the correct form of the verb that agrees with the subject. 1. Anwasha and her brothers (is, are) at school. 2. Either my mother or my father (is, are) coming to the meeting. 3. The dog or the cats (is, are) outside. 4. Ram and Ranuj (doesn't, don't) want to see that movie.	www.readingrocket.org www.bbc.in www.britishcouncil.in TESS India OER

Overview

This unit discusses strategies to help students read a variety of texts to develop their reading comprehension skills. The case studies and activities will give you ideas of designing classroom activities to make students interested to read material beyond the textbook. The unit will also give you ideas to encourage students to read and understand what is stated in a text and what is implied. In other words, the activities in this unit will help you give your students practice in inferring or guessing what is not written explicitly or openly in a text. These are skills that students will require later in life for higher studies as well as for social and professional purposes.

Rationale

In our earlier set of units, we discussed using two reading strategies - scanning and skimming - to help students read and comprehend a text. We also discussed helping students to read and extract information from tables, charts, timetables and graphs. We hope you were able to use them in your classroom. In this unit we will deal with ways of helping students to 'read between the lines', a skill that has been identified as a learning gap in the Gunotsav 2017 results. In this unit, we will try to address Learning Outcome 8.13 for Class VIII, which speaks of reading and comprehending textual and non textual materials in English. We will discuss the benefits of exposing students to texts other than their English lessons.

Introduction:

When we talk of reading a text, we mean reading stories, plays, articles, descriptions etc. which involves reading and understanding words, phrases, sentences and paragraphs. However efficient reading includes more than just reading words. Visual images such as photographs, cartoons and graphs are also used to express ideas. Other materials such as charts, graphs, tables and maps also provide information and ideas in a format that is easy to remember. While teaching reading comprehension strategies, therefore, teachers should help students interpret graphical presentation of information along with the printed word.

Unit Objectives:

At the end of this unit you will know ways of helping learners to

- * Read between the lines and understand poems
- * Draw inferences from a text
- * Label diagrams reading a text

Case Study 1 : Reading between the lines to comprehend a poem

Mayuri Baruah teaches English in a high school. At the high school stage students are expected to develop reading with understanding. But the situation in her school like many other schools is below the expected level. This has been revealed by the Gunotsav and NAS data. Teachers like Mayuri have to struggle devising techniques to help students read and interpret information. Mayuri has found out that absorbing and interacting with reading material often brings out questions, and questioning is a skill that comes naturally to most children. She says " it's important to encourage your child to continue this practice, because thoughtful and insightful questions help readers understand and draw them more deeply into whatever they're reading".

Mayuri Baruah says asking the five W questions - what, why, where, who and why, and one H-How helps student learn to summarize a poem or a passage. She further adds asking the five questions is just to begin with. If a student can answer all of these questions, they understand the text they are reading. But the most important question is the one that arises in the reader's mind while they are reading.

Mayuri Baruah very often uses questioning to help her children read between the lines for understanding a poem. Let us read about one strategy which she adopted while teaching the poem 'On the Grasshopper and Cricket' in her class.

First I recited the whole poem to the class

Next I read the first stanza slowly and ask students to repeat the stanza after me.

Then I asked questions on the first stanza .

These are the questions I asked:

What season is referred to in the first stanza?

How do you know that it is summer season?

Which words tells you it is summer season?

In the poem who sings in summer- the grasshopper or the cricket?

The students were able to answer the questions by reading a poem. I continued the same steps for stanza II with questions...

Which insect breaks the silence in winter?

Where do the birds go in winter?

At the end of the class, students were able to read the poem on their own and make their own inferences. Their reading skills improved considerably after Mayuri used this technique to teach

other lessons.

Let's stop and think

- ★ Why is it important to ask questions while preparing students to read?
- ★ Do you use questioning while helping students read a text ?
- ★ Will Mayuri's strategy work with your students?
- ★ How will you prepare students to read between the lines while reading the text?

Activity 1 : Reading between the lines

An inference is a conclusion we come to, based on reasoning and on evidence from a text.

Given below is an example of helping students draw inference by reading between the lines. The given paragraphs are from the lesson 'The Great Stone Face'.

Break the lesson into short manageable paragraphs. Prepare simple questions as shown in the table. Divide the class into groups and ask students to read each paragraph .Give students time to discuss the answers in their own groups and answer the questions. You can prepare worksheets and distribute them to each group

Read each paragraph below and answer the questions that follow:

The great stone face was a work of nature, formed on the perpendicular side of a mountain by some immense rock, which had been thrown together so that when viewed at a proper distance, they resembled the features of a human face. If the spectator approached too near, he lost the outline of the enormous face and could see a heap of gigantic rocks ,piled one upon another.	What was the great stone face? How do you know?
	Did Earnest see in Gathergold the likeness of the stone face? How do you know?
	What made people believe that general Blood and Thunder was their man? How do you know?

Let's stop and think

- ★ Will your students enjoy this kind of an activity? Will it help your students to read between the lines?
- ★ Were all your students involved in the activity ? How did you ensure this?
- ★ What other kinds of activities can you think of to help your students to read on their own?

Case Study 2 : Interpreting information from a diagram

Gautam Baruah teaches in Boragaon High school. He teaches English. He is also a good artist. In his class he uses diagrams and drawing to make the class interesting and easy for students to comprehend

a text. Students enjoy his class very much. Let us read how he uses diagrams to represent a text.

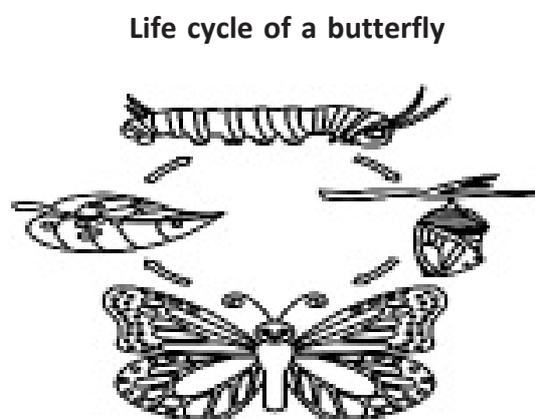
I draw diagrams on the blackboard and help students extract information from the diagram. I choose familiar topics from their science textbooks and prepare short English text. Then I help students read the text. Students read the text first and relate the information with the diagram. Next I ask students to label the diagram by reading the text. Here is one such activity that I tried out in my English class.

First I asked my students to read a small text on life cycle of a butterfly.

Life cycle of a butterfly

Butterflies are not colourful at birth. They transform and grow beautiful. Butterflies transform or change through four different stages during their lifetime. A butterfly looks very different as it changes through all four stages of its life cycle. These four different stages during their lifetime are: first stage-egg, second stage-larva, third stage-pupa and fourth stage- adult butterfly.

Next I asked them to draw the life cycle of a butterfly from the blackboard. The students labelled the four stages in their diagram—



Reading, drawing and labelling helped the students to remember the information better, because the pictures helped them understand the meanings of new words. Activities such as these improve reading comprehension.

Let's stop and think

- ★ Do you think you can try out this with your students? Why or why not?
- ★ Do you think the activity described above is a good way to make children enjoy reading? Why should they be taught reading diagrams?
- ★ When you do a similar activity with your students, how will you prepare it? How much time do you think you will need for the activity?

Activity 2 : Labelling a diagram after reading a text

Children come across a number of diagrams in their science textbooks. Help students extract information from texts and label diagrams. Start with short familiar diagrams from their lessons. For example, distribute diagrams showing the parts of a plant to students. Ask them to read the text and label the parts of a plant.

Read the following text and label the given diagram.

Parts of a plant

A plant is made up of different parts. The main parts of a plant are roots, stem, leaves. The roots absorb water and minerals from the soil and anchor the plant in the ground. The stem supports the plant above the ground and carries the water and minerals to the leaves. The leaves prepare food

for the plant. Some other parts of a plant are bud and flower.

Unit Summary :

In this unit you read about some techniques for teaching reading that you can use with your students to improve their reading skills. As you have seen, good readers use a variety of techniques when they read in any language. Some of these are drawing inferences based on reasoning and on evidence from reading a text. Scanning a text, quickly for specific information, and answering questions on the text. Interpreting and extracting information from non textual materials like diagrams, tables, pictures and charts. These techniques help a reader to identify key points in a text. They train students to read texts on their own, and slowly reduce their dependency on the teacher. We hope you will find it useful to make your students practise the activities suggested in the unit, along with those suggested in the case studies.

