

UNIT STRUCTURE
Reading with comprehension
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.helping students to read and understand a piece of text in English</p>	<p>Lesson 1 and Lesson 2 of Beginners' English III</p>	<p>In this Unit, you will read ways of helping students to</p> <p>1) comprehend a text in English with familiar words and pictures</p> <p>2) read instructions and act accordingly</p>	<p>What this unit will teach you</p>	<p>Making pictures with text to develop learners' confidence in reading</p>	<p>Helping students to read instructions and act accordingly</p>	<p>–</p>	<p>–</p>	<p>what you learnt in this unit?</p>	<p>Sample Question : Read the poster and answer the questions: Q. What do you see in the picture?</p>	<p>www.tess-india.edu.in</p>

Overview

This unit discusses strategies and activities that you can use in the classroom to improve student's ability to read and understand a piece of text in English. It has been observed that students do not want to read or hesitate to read pieces of text in English as the content, vocabulary are unfamiliar to them. In this unit you will read a case study of a primary school teacher of English who faced problems motivating students to read. The activity and the case study included in this unit will give you ideas that you may use in your classroom to enable your students to read and comprehend a text in English more easily.

Rationale

In our previous sets of OERs, we discussed reading small texts aloud with proper pronunciation, pace and pause. We also read about preparing a big book for shared reading to improve our students' reading skills, using different print materials in English for reading activities, enabling students to locate information in a text, making meaning of what they read etc. In this unit, we are going to discuss how to make students confident in reading and comprehending a piece of text in English. This unit will help you develop ways to enable your students to meet Learning Outcome 3.04 i.e. "Reads small text in English with comprehension i.e. identifies main idea, details and sequence and draws conclusions in English."

Introduction

Reading is an important skill, and it is not acquired by merely rushing over content and guessing the meanings of words and sentences. It is the act of understanding what we are reading. It is an active and interactive process that occurs before, during and after a person reads a particular piece of writing. In order to understand a text the reader must be able to understand the words used in the text. For beginner learners, it is very important to provide texts with familiar vocabulary.

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 reading activities and strategies using textual and non-textual materials in English to develop your students' ability to comprehend a piece of text in English.

Unit Objectives

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

- ★ become confident in comprehending a text in English with familiar words and pictures
- ★ read instructions and act accordingly

Case Study 1 : Making pictures with texts to develop learners' confidence in reading

Mr. Deepak Choudhury, an assistant teacher of Gobindapur L.P. school always tries to provide a suitable environment to his students in the classroom so that his students don't fear English as something foreign. To make his students read English texts, he always provides a text with familiar objects and words to motivate them to read. Here he describes a typical reading class:

When I started with Class III, I found that the students hesitate to read aloud when they are asked to read and I realised that this was because most of the words in the texts were not familiar. I started to compose small paragraphs with pictures of familiar objects. I prepared simple texts like this:

While preparing the text I used pictures so that students could understand what was written below the pictures. While preparing the text, I also kept in mind that I should use simple and familiar words which they had learnt in Classes I and II. For example, in the text above, I used the words man, walking, umbrella, bag, green coat etc. which they had already read in Classes I and II. While using these texts I drew their attention to the picture first and asked them questions like

What do you see in the picture?

Is it a man or a woman?

What is the man doing?

What else can you see?

Is the man sitting or walking? and so on.

Then I read the text written below the picture and asked them to identify the words they knew in English. They could easily identify the words like he, man, umbrella, hand, bag etc. After that I made them read after me, holding my fingers under each word. But first I read it aloud for them, and then asked them to read with me.

I hung these texts on the walls or in the reading corner, so that they could keep reading them even after the English period. By doing so I found that my students were becoming confident in reading and comprehending texts in English.

Let's stop and think

- ★ Why did Mr. Choudhury decide to prepare pictures with texts himself?
- ★ What did Mr. Choudhury do make his students read the text? Would you do it any differently?

Activity1 : Language game: helping students to read instructions and act accordingly

Reading means both decoding information and comprehending it. While giving students a piece of text to read, it should always be kept in mind that they need to decode information using familiar signals such as words, phrases and pictures. There are various language games through which we can make learning joyful and help students read with comprehension. You can do the following activity in class to make reading purposeful as well as fun:

⇒ Prepare a set of instruction cards (if possible, with a picture of the activity mentioned in the instruction). Write each instruction on small pieces of paper and fold them. Remember to write as many instructions as there are students or even more, in case some children want to play the game more than once. You can repeat the same set of instructions if you like. Here are some sample instructions:

- ★ Jump in your place.
 - ★ Walk fast to the door.
 - ★ Dance like a Bihu dancer.
 - ★ Kneel down on your chair/bench.
 - ★ Fold your hands into a namaskar.
 - ★ Laugh loudly.
 - ★ Cry like a little baby.
- ⇒ Tell the students that they are going to play a game. Select a group of students and bring them forward to demonstrate the activity first.
- ⇒ Give one piece of paper to each student and ask them to read the instructions and act accordingly.
- ⇒ Ask each of them to perform the activity for a minute or two so that other students can properly observe the task.
- ⇒ Now call the other students one by one randomly and start the activity announcing Start! and Stop!
- ⇒ Give all the students a chance to perform.

Let's stop and think

- ★ How does a game help in language learning?
- ★ What is the importance of instructions in English for development of comprehension ability?

Unit Summary

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

- ★ become confident in reading and comprehending a text in English with familiar words and picture
- ★ read instructions and act accordingly

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.

Additional Resources

Resource 1

Beginners' English-III

Resource 2

TESS-INDIA OER elementary level

Suggested Questions :

Q1. Read the poster and answer the questions:

Q. What do you see in the picture?

Q. What is the cow doing?

Q. Where is the cow grazing?

Q. What is the little calf doing?

Q2. Read the poster and answer the questions:

Q. What do you see in the picture?

Q. What is the elephant doing?

Q. Where is the elephant taking its bath?

Q. What is happening to the floor?
