

UNIT STRUCTURE

Reading advertisements and asking and giving directions

CLASS – V

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
Read non-textual print outside the classroom Inability to Read non-textual print		LO 5.04 : The learner reads independently in English storybooks news items headlines advertisements etc. talks about it and composes short paragraphs) LO 5.08 : The learner reads text with comprehension, locates details and sequence of events.	Sub-area 1: Practise silent reading for better understanding of the text. Sub-area 2: Develop skills of identifying main idea and locating information in a text.	Unit 1- Ice-cream Man Wonderful Waste! Unit 2- Team-work Flying Together	In this unit you will read ways to help learners– Practise silent reading for better understanding of the text. Develop skills of identifying main idea and locating information in a text.	What this unit will teach you	Encouraging students to practise silent reading Silent reading with the help of reading cards Learning the strategies of skimming and scanning Reading to understand the gist of a lesson What you learnt in this unit				Suggested Questions: -What did the hunter do when he thought that the geese were dead?	www.tessindia.edu.in

Overview

The unit discusses strategies and activities that you can use in the classroom to teach reading to your students, which will in turn help them to become better readers of English. These activities and case studies along with exercises will address the problems that we often encounter in the classrooms at level of Class V.

By the time students come to Class V, they have heard, read, spoken and written English for at least four years. In Class V they are expected to be able to read texts, such as stories, understand the main ideas, and complete comprehension tasks. In reality, however, many students have been found lacking these skills. Students still struggle with recognizing words and punctuation, and are very slow readers.

It is the teacher who reads the lessons, translates each sentence into the students' mother tongue and dictates answers for them. In reality, we all learn a language by using it, not by just listening to it being used by other people. If we want our students to be able to read English, we will have to give them a chance to read, even if they make mistakes.

This unit will discuss ways in which we can improve our students' reading skills with different strategies of teaching reading.

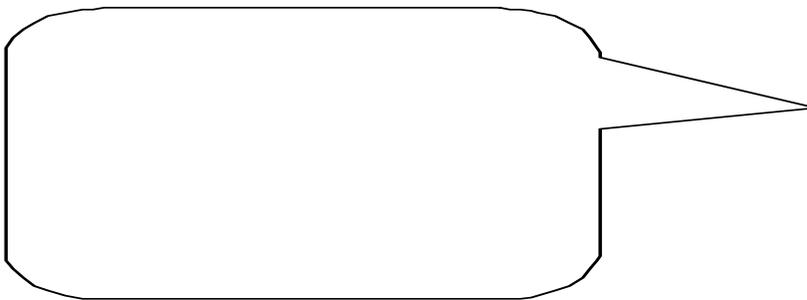
Rationale

The data related to the recent Gunotsav and NAS assessments show that children have difficulty in reading with comprehension. As per the results of Gunotsav 2017 and NAS 2017, it is seen that the performance of students of Class V in reading is not very encouraging. The students were not able to read the given texts with comprehension and identify the main idea. To help our learners attain the expected level of proficiency, we need to analyze their problem areas and accordingly plan activities to help them practise and improve their English language skills.

The learning outcomes (LOs) identified for Class V emphasize the importance of the ability to read variety of texts independently with comprehension, understand the main idea and locate information. (LO 5.04, LO 5.08)

This unit will help you remedy some of these gaps by showing you how to involve your children in different activities to improve their reading skills.

Introduction



Reading is an important skill for our students. Efficient reading is the ability to understand a piece of text in its written print or electronic visual form. The ability to read efficiently includes being able to

- ★ understand the gist, i.e. the overall idea of the text
- ★ locate particular pieces of information located in the text
- ★ infer what the author suggests but does not write through words
- ★ understand the meanings of new words by reading the surrounding words or sentences
- ★ predict what will happen next
- ★ decide whether the text is factual (i.e. dealing with facts) or fictional (dealing with imaginary things, characters or events)
- ★ evaluate whether the text is good/great/not good, and so on.

All these skills can be developed and practised in the class, using the textbook lessons as well as other texts in English such as story books, magazines, children's supplements in newspapers, advertisements, labels on everyday products etc.

In this unit, we will discuss ways of involving students of Class V in various reading activities so that they can develop the skills to do silent reading with better understanding, identify the main ideas, locate information in a text, understand details, and use all this information to talk or write about what they have read. We will discuss ways of encouraging them to read on their own.

Unit Objectives

In this unit you will read ways of helping learners to

- ★ practise silent reading for better understanding of the text
- ★ develop skills of identifying main idea and locating information in a text

Case Study 1: Ms Tulika Baruah encourages students to practise silent reading

Ms Tulika Baruah is a teacher of English at a government school in Golaghat, Assam. Ms Baruah often reads out the lessons of the textbook to her student. She does so because her students are weak in English, and cannot properly read the lessons themselves. By reading aloud she can hold the attention of the class. It is also easier to finish the lesson in time if the lesson is read aloud and explained at the same time. If she asks the students to read the lesson themselves, they do not read or waste time by pretending to read.

A month ago, Tulika Baruah attended a week long teacher training programme, where the benefits of silent reading were discussed in detail.

Ms Tulika reflected on her own teaching strategies and realized that by reading out each lesson herself, she had been depriving her students of the opportunity to practise reading a lesson on their own. She decided to do something about it.

She chose a chapter from the textbook 'Marigold' for Class V. It was a short story called Wonderful Waste. Before asking them to read the story, she wrote down the story in six points on the board. Each sentence stated an event in the story, but they were not in the correct order. The students had to put the sentences in correct order after reading the story.

The sentences she wrote on the board were-

1. In the afternoon the maharaja entered the kitchen and asked the cook. 'What are you going to cook with those vegetable scraps?'
2. Once the maharaja of Travancore announced a grand dinner in his palace.
3. The cook was in a fix. He kept staring at the scraps for some time and suddenly an idea came to his mind.
4. He made a new dish with the scraps and decorated it with curry leaves.
5. Everyone was eager to know the name of the new dish. The cook named it Avial, a dish that came from a basket of waste.
6. The cook said they were simply waste sections of the vegetables, and they would throw them away. The Maharaja told him not to waste the scraps and find a way to use them.

Ms Tulika asked the students to read the story silently in the textbook. They would then have to sit in pairs and rewrite the sentences in the correct order of the story. The students took great interest in the exercise and completed it earlier than Ms Tulika had expected.

Ms Tulika Baruah realized that there were several benefits of making students read a text silently. The students read faster, as they only needed to read with their eyes, and not with their mouths. They could reread parts of the story if they wanted to. There was no pressure on them to pronounce a word correctly unlike when they had to read a text aloud. They could move over words or expressions they found were difficult or unimportant to the purpose for which they were reading. Reading a text silently helped them understand a text and remember it better.

Let's stop and think

- ★ Should we encourage our students to practise silent reading?
- ★ Do you think Ms Tulika's strategy would help your students improve their reading comprehension skills?
- ★ Do some of your students find it difficult to follow the text? If so, what might be the problem?

For the activity, make a few reading cards, or get students themselves to make such cards with questions. They can then exchange the cards and take turns to read the story/poem and answer the questions. Reading such cards will allow students to monitor or evaluate their own comprehension as they proceed from less difficult to more difficult cards. Students can choose their own 'level' of card to read: if a card is too simple, they can jump forward; if a card is too difficult, they can go back to a simpler card.

Let's stop and think

- ★ What do you think are the benefits of students using reading cards?
- ★ What preparations would you need to make to get students to read story cards?
- ★ Do you think you could make reading cards based on a textbook lesson? How would these help your students?

Case Study 2: : Ismail Ali helps students to learn strategies of skimming and scanning

Ismail Ali teaches English in a government school in Barpeta, Assam. After reading an internet article on organizing a reading class, Mr Ali tried out some of the suggested strategies to teach reading in Class V. For this class, Mr Ali selected the poem 'Teamwork' from the textbook Marigold.

In order to make the students more interested in the text Mr Ali decided to combine the strategies of skimming and scanning while teaching reading. He knew that reading for gist or skimming is to read a text quickly in order to get the central idea. One does not need to read the text in detail when one skims it. For example, when the students are reading a poem for the first time, they do not read it to understand what each word in the poem means, but to get an overall idea of the poem. Another strategy is scanning that is to read quickly in order to locate particular information. Apart from making them interested in reading the lesson, these strategies help the students to develop the ability to read a lesson on their own and become more independent readers.

Mr Ali wrote the title of the lesson on the board and asked them leading questions, such as-

- ★ *Do you like to play with others?*
- ★ *Do you enjoy working in groups?*

After a brief discussion, he asked them:

- ★ *Can you guess what the title says? What will the poem be about?*

He then asked the students to read the text silently to see if their guesses were correct. Mr Ali gave them another activity to use the strategy of skimming to help them understand the main idea of the poem. He asked the students to read the poem quickly and find out the correct answer from the three choices on the board. He told the students that this would help them find out the main idea of the poem. He wrote on the board:

The poem talks about:

- a. *Teamwork is important only in the sports field.*
- b. *When we work together as a team we become strong and then it is easy to achieve the common goal.*
- c. *Importance of working together in a discussion.*

Once they got the main idea about the lesson, Mr Ali decided to give them an activity that would encourage them to read the poem more carefully and locate some specific information, that is to use the skill of scanning. He wrote a few sentences on the board, leaving blanks for students to fill in

with information from the poem. He then asked the students to read the poem quickly to fill in the blanks.

- a. If nobody passes the ball in a basketball game, then you can't.....
- b. If nobody passes the baton, relay race just can't
- c. Parts make up the.....
- d. You or me becomes an.....
- e. Together we can make our

Once they finished the activity, Mr Ali asked the students to exchange their notebooks with the friend sitting next to them. Then he led a discussion on the answers so that the students could check their understanding. At the end of that class, Mr Ali realized that the students were enjoying themselves and were beginning to read on their own more actively.

He conducted further discussions on the poem through other activities for word meaning and paraphrasing in subsequent classes.

Let's stop and think

- ★ Do you think the strategies of skimming and scanning are effective in developing reading comprehension skills?
- ★ Do you think quick reading can be regarded as efficient reading?
- ★ How can these strategies improve the reading skills of your students?

Activity 2 : Reading to understand the gist of a lesson

You can encourage your students to read to understand the gist of a lesson by doing this activity of 'main idea builder'—

Ask your students to open the book and read the lesson quickly in one minute and then close the book. Tell them you are going to ask them what they understood from it. After reading the texts, ask them to sit in pairs.

Then tell them to explain to each other what they have understood in one word. For example, suppose we had just read a story called 'Flying Together', the one word response would be 'flying' or 'together'. After giving one word, ask them to add more descriptions on that one word, such as 'flying together'. Ask them to slowly add onto the description using one or two words at a time until they get a full, complex sentence that highlights the main idea of the story.

This way the students can build the main idea of the story together and then share with the class what they have understood from the lesson.

Let's stop and think

- ★ Do you think you can use activities like 'main idea builder' in your classroom?
- ★ Can this activity help students construct complex sentences?
- ★ Do you think working in pairs helps the students enjoy the reading experience?

Unit Summary :

In this unit you read about some strategies of 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 silent reading, guessing the meanings of words before and while reading, skimming, scanning a text quickly for specific information and asking questions on the text. These techniques help a reader to identify key points in a text. They help

students to read texts on their own, and slowly reduce their dependence on the teacher. An important aspect here is to emphasize on reading with comprehension.

The two case studies and activities have tried to guide you towards thinking of different ways and techniques to help your students to improve their reading skills. Good reading habits can go a long way in improving our career and in opening up doors of opportunities.

Reading is a skill that has to be practised and cultivated in the early stage. To make reading a daily habit, students should also be encouraged to read different books, magazines, newspapers, etc. and become familiar with the different ways in which information is provided in them.

Additional Reading

Marigold - Textbook in English for class V (NCERT), Beginners' English- V

Methods of Teaching English. G. Rama, B.B. Sarojini, Ed. K Venugopal. (Neelkamal Publications)

Teaching English: Approaches, Methods and Techniques. N. Krishnaswamy, Lalitha Krishnaswamy. (Macmillan)

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Suggested Questions :

1. Read the passage given below and answer the questions that follow:

Bees live in a house that is called a hive. There are three kinds of bees: workers, drones, and queens. Only one queen bee can live in each hive. If she is lost or dead, the other bees will stop their work. Bees are very wise and busy little creatures. They all join together to build cells of wax for their honey. Each bee takes its proper place and does its own work. Some go out and gather honey from the flowers; others stay at home and work inside the hive. It is not safe for children to handle bees. Bees have a painful sting that they use in their defence.

- (a) Bees live in a _____. (kennel/ hive /stable)
- (b) Name the three kinds of bees who live in a hive ?
- (c) How many queen bees live in a hive?
- (d) What will happen if queen bee is lost or dead?
- (e) Why is it not safe for the children to handle bees?
- (f) Say 'Yes' or 'No' : All the bees go out and gather honey. _____
- (g) Give a title to the passage _____

2. "When summer's in the city,
And brick's a blaze of heat,
The Ice-cream Man with his little cart
Goes trundling down the street."

- (a) The above lines are from which poem?
- (b). In which season is ice cream popular?
- (c). Name the different flavours of ice cream the Ice-cream Man has in his cart.
- (d) What are the two things that the Ice-cream Man is selling?

(e) What is the ice-cream cart compared to in the poem?

3. "The Maharaja was a wise man and ordered the cook to use the vegetable scraps instead of throwing them away."

With the help of the above statement bring out the main idea of the story Wonderful Waste!

4. Read the text and find out answers to the following questions to understand the main idea:

Flying Together

(i). Where did the geese live?

(ii) Why did the old bird advise the other birds to destroy the creeper?

(iii) What happened when a hunter came to the forest?

(iv) What did the wise bird tell the geese?

(v) What did the hunter do when he thought that the geese were dead?

5. Look at the picture and answer the questions in one sentence, with the help of the word clues below the picture-



Batsman Bowler Wicketkeeper Fielders Umpire Cricket

- a. Who is holding the bat?
- b. Who is throwing the ball?
- c. Who is standing behind the wicket?
- d. Who is standing with one hand up?
- e. Who are on the field?
- f. Are there teams? Which game are they playing?

6." Teamwork, teamwork, Together we can make our dream work. Then we'll share the joy of what we've done, Teamwork, everyone!" What is the importance of teamwork? Rewrite the main idea of this poem in your own words.

7. Read the passage carefully and answer the questions that follows.

Aarti is Manu's best friend. She is getting ready to go to Manu's birthday party in the evening. She has bought a big book of stories as a birthday gift for Manu. Aarti wants to wrap it in red colour paper. She knows that red is Manu's favourite colour. She can't find any red paper. Aarti is sad. Looking at

Aarti's sad face her mother told her to wrap the gift in her red scarf! Aarti was delighted.

Answer in one word.

- a. Who is Manu's best friend?
- b. Where is Aarti going in the evening?
- c. What gift Aarti has for Manu?
- d. Which is Manu's favourite colour?

8. Read the passage given below and answers the following questions.

Once upon a time there lived a business man in a city, by the name Shyamakant. He was the owner of a big business. The city in which he lived was situated near a river. Once, due to heavy rains the river was flooded. The whole city got submerged in the neck deep water. The crop, houses and factories in the cities were damaged and hundreds of people and cattle perished in the flood.

Now answer the questions in very short sentences:-

- a) Where did the businessman live?
- b) What was the name of the businessman?
- c) Where was the city situated?
- d) What was he doing in the city?
- e) Match the words :-

Name	City
Cattle	Shyamakant
Town	Animals

f) Make a meaningful word from the jumbled letter:-

RVIER

g) Write the opposite of the following:-

Rich -----

Near-----

h) Write the plural

Village ----

i) Fill in the blanks:- Once upon the time therea.....in a city.

.....