

UNIT STRUCTURE

Teaching Reading: Seeking information from tables, charts and diagrams

CLASS – VI

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		Teaching resources, links & ideas	
Overview of the language skill. What the Gunotsav assessment shows us.		LO 6.06: The learner reads to seek information from noticeboard, newspaper, internet, tables, charts, diagrams and maps, etc.	Sub-area i) reads the tables to seek information Sub-area ii) reads charts and diagrams and comprehends information	Unit 1-- -Who Did Patrick's Home-work? A House, A Home Unit 2-- How the Dog Found Himself The Kite Whatif Unit 10- The Banyan Tree	In this unit you will know about ways of helping learner to - a) Read tables to seek information b) Reads charts and diagrams and comprehends information Read notice boards to seek information Skim, scan and infer information from newspapers and comprehend them.	What this unit will teach you	Interpreting information from tables	Reading and interpreting tables	using a chart as a teaching resource	Using charts to enhance language proficiency	What you learnt in this unit	Make a list of all the difficult words found in the poem, A House, A Home, and write their meanings as well as their synonyms in a table.	https://www.tess-india.edu.in

Overview

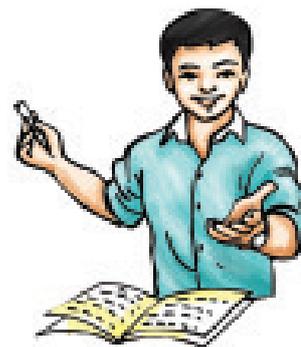
Apart from reading the regular classroom texts, students are also required to read non textual print material like tables, diagrams and charts in their regular lives. As a matter of fact, in their professional lives they will be required to seek information from, prepare and read tables and diagrams. Hence, such reading habits need to be cultivated from a young age which, in turn, will develop interest in reading textual prints also.

Rationale

The earlier sets of OERs have given you some ideas on developing students' interest and efficiency in reading texts, prescribed or otherwise. This unit aims to focus on creating interest in students to read non textual print found in tables and diagrams. Diagrams and tables are contain a lot of information and if read skillfully, they can turn out to be a rich and interesting source of added knowledge

Introduction:

" My students do not take interest in reading English texts. Moreover, they seem to take no interest in reading chart and diagrams. But these are extremely important aspects to be developed in their actual lives. They have to use such skills to interpret and gather information in their practical lives.



Sometimes it is very difficult to be sufficiently descriptive using words. In such situations, diagrams, charts and tables help in presenting the information in an organized way and in achieving the desired objective. Tables and figures are often the quickest way to communicate complex information that otherwise would be difficult to explain in a text. Diagrams and tables present large amounts of information and data and also enable readers to visualize the information that is conveyed. These also hold the interest of the readers.

In our schools, however, students are hardly taught how to read tables and diagrams. While teaching the prescribed books, teachers may not realise it is important to give students activities on interpreting and using the information provided in tables, charts and diagrams. But tables, diagrams, newspapers, etc. are essential resources of developing students' reading abilities for real life use.

In the previous units we read a few case studies and activities that were designed to help students improve their reading skills. In this unit, we will read a few other case studies and activities that will give us ideas and strategies to help students develop the ability to read and understand information given in non textual formats.

Case Study1 : Ms. Jumi Das practises strategies related to interpreting information from tables

Ms. Jumi Das has been teaching English in Class VI in a vernacular medium school in Sirajuli for the last six years. Like every good teacher, Jumi tries to create a language rich environment in the class. She continuously devises strategies to improve the reading abilities of her students as she knows that students generally tend to neglect this skill. English being the students' second language, offers them limited scope for practice at home. She is aware she needs to help them develop their reading skills so that in the regular lives they can easily read non textual print material.

Here she narrates an experience of teaching students to read information in tables. Let's hear what she has to say:

My students always struggle to read English texts. When they are asked to read other non textual materials like tables and diagrams, they steer away from it even more. They do not realize that non textual materials are important for them as they will come across such texts more in their actual lives. Therefore, I decided to try out a strategy in the class to develop their interest in reading tables.

On the day I was to teach the poem "A House, A Home", I brought a sheet of chart paper to the class and hung it on the classroom wall. The table contained two blank columns. On one column I wrote the heading 'A House' and on the other, the heading 'A Home'. Then I put the students in

groups and made half the groups discuss and note down words that come to their mind when they think of a house. I gave the rest of the groups the same task, but asked them to think of words associated with a home. When they were done, I asked group members to note down their points on the table in the chart. Then, with the help of the table, I discussed the poem in detail without referring to the book. Then I made the students read the poem silently on their own. The students understood the poem more easily, and found this exercise interesting. I then pointed out to them how a poem can be presented and understood with the help of a simple table, without referring to the text. My class realized that information presented through a table can sometimes be interpreted and understood more easily than printed texts.

After that, I allotted each group a section of the next lesson, and asked them to prepare a table with the important points and present it to the class the next day. The entire class was enthusiastic and actively involved themselves in the task. The next day each group was eager to show their work to others. They were full of excitement. Each group was delighted to not only present their own tables but also to see what others had done. Seeing the enthusiasm I began to undertake such activities more often. This made me realize that such activities motivated learners to read more and gave the students a sense of accomplishment in addition to improving their reading comprehension skills.

Let's stop and think

- ★ Was too much of an effort necessary in preparing for this activity?
- ★ Would you be able to do something similar with your students in your class?
- ★ Do you think that such a technique will motivate students to read non textual materials?
- ★ Can you think of any other activity with tables to develop reading skills of students?

Activity1 : Reading and interpreting tables

Tables and charts are important educational resources as these help in igniting students' imagination and develop their comprehension skills as well. They also motivate students to read further. Here's one such activity.

Make students sit in pairs for this activity. You can put up the tables on the board and ask students to copy them in their notebooks for the activity, or provide them with hand-made or printed sheets. You can also make activities with tables containing some other information.

A. Look at today's weather in each city. Match sentences 1 to 6 to the cities and complete the sentences

Hyderabad 18°C	Mumbai 25°C	London 2°C 	New Delhi 9°C 
Dibrugarh 12°C	Chennai 28°C 	Guwahati 18°C	Tezpur 15°C 

1. It's quite sunny and hot today in
 2. In London, it's going to
 3. New Delhi is quite today, but it has a big and beautiful
 4. The coldest city today is, and the warmest is
 5. The two cities that have the same temperature are and
 6. In Assam, the coldest city today is
- B. Now using the information in the table, fill in the columns in the table below with names of the cities:

Hot	Warm	Cool	Cold	Coldest

- C. Make a similar table with information about the time in different cities in the world. Take the information from your Geography book, the Internet, or ask your teacher.

As the students do the activity, go around and make sure they understand what to do. For question No. B, especially, you can start by giving them an example: The hottest city is Mumbai. Doing this activity, or similar ones, will give students practice in transferring information from text to graphic, or graphic to text.

After the activity is completed, have a class discussion on how tables can be used in our regular lives to present details in an effective manner. These types of activities will make students develop reading skills like prediction and inferring and will also help them in connecting their reading to their practical lives.

Let's stop and think

- ★ How much preparation time would you need for such an activity?
- ★ In what ways can you make the activity more interesting and useful?
- ★ Which lessons can you use to make similar tables and diagrams?

Case Study 2 : : Mr. Tarakant Upadhyay uses a chart as a teaching resource

Like tables, charts and diagrams are invaluable in developing students' reading comprehension skills. Mr. Tarakant Upadhyay, an English teacher of Class VI, realises this, and likes to experiment with new strategies for improving his students' reading skills. Let's hear about a strategy he used recently.

My students do not like to read their prescribed texts, more so if it is in English. So I decided to try out an activity with my students by using diagrams, hoping it would motivate them and arouse their curiosity.

The day I was to teach the lesson, "How the Dog Found Himself a New Master", I brought a chart with me to help my students understand the story through illustration. As I proceeded with the chapter,

I constantly referred to it at the appropriate time to illustrate the different masters that the dog had.

Before I began the lesson, I asked my students what the pictures and arrows in the chart meant. They came up with different answers, such as "young ones of animals", "how all animals and human beings grow old", and so on. They also tried to guess what the arrows signified. When their guesses turned out to be wrong, they became curious to know what the picture sequence meant.

Now that the students were motivated to know more, I made them sit in groups, read and discuss among themselves what they understood about the story. I gave them a task: after reading and discussing the story, they would have to tell me what the picture chart meant.

The students struggled to read by themselves, but did not give up. At the end of the class, we had an interesting discussion on the theme of the story. The students enjoyed working with the chart, and asked me to use such diagrams for other lessons too.

I realised how useful reading charts was for comprehension, and have now decided to use mre charts, diagrams and tables while teaching my lessons.

Let's stop and think

- ★ Does an activity like this take too much of an effort to prepare?
- ★ Will such an activity motivate students to take interest in charts and diagrams?
- ★ Can you think of any other activity with such diagrams to enhance comprehension of students in English?

Activity 2 : Using charts to enhance language proficiency

As the case study above shows, charts are an interesting activity to develop language proficiency of students, more particularly the skills of skimming and inferring. Here's one activity with a chart that you can use with your students.

For this activity, you will need 8 to 10 sheets of chart paper. If the school cannot provide these, you can buy them yourself (one costs Rs. 5/-), or ask the students too contribute Rupee 1/- each and buy as many sheets as the total collection will buy. Remember you can use one sheet of chart paper twice: you will use only one side of the chart paper for this activity; you can use the other side for another activity in a later class.

Divide the class into small groups. Tell the groups that they will have to read the lesson (for example, The Banyan Tree) make a chart with information from the lesson.

For this activity, tell the groups to divide their sheet into four sections (four rectangles). Each section will have headings like this:

Cobra	Mongoose
Other birds	Other animals

Each group will read the lesson The Banyan Tree and write in the appropriate rectangle all the information related to the heading. For example, in the rectangle titled Cobra they will have to write all the words and phrases that describe the cobra, such as 'skillful and experienced fighter', 'long black fangs' etc. They will have to fill the other columns with whatever information the lesson has about the other creatures. When all the groups have finished, hang the charts in the classroom and ask all the groups to move around and read the other charts. You can also have a discussion on the charts and help them understand which charts are the best, and why.

To make the activity more interesting and useful, you can ask the students to supply any other information about the creatures they know, which is not mentioned in the lesson.

In this way, students will not only get practice in reading on their own, they will learn to make, read and interpret information in graphical form, such as tables, charts and diagrams.

Let's stop and think

- ★ Such activities usually lead to some noise. How can you train students not to make too much noise while doing such group activities?
- ★ In what ways can you make the activity more interesting and useful?
- ★ Which other lessons can you use to design similar activities using charts and diagrams?

Unit Summary :

In this unit, we extended reading comprehension activities to include tables, chart and other diagrammatic representation of information. The two case studies and activities are meant to help you devise various ways of developing students' reading skills for both text and non text print materials. Practice in reading skills using graphical presentation will not only help students comprehend their lessons better, it will prepare them to read and understand similar information outside the school. Reading is a source of delight too. That is why students should be encouraged to read magazines, newspapers and other material that includes charts, tables, diagrams, etc. so that they can become familiar with the different ways in which information is provided to the readers.

Suggested Questions :

1. Look at the picture in page 14 of your book, Honeysuckle (Class VI), and answer the following questions---
 - ★ How many people are there?
 - ★ What are the two men doing in the picture?
 - ★ Is the little boy studying?
 - ★ What does the picture tell you?
 - ★ Is the picture funny?

Now make a table with the headings People and What they are doing in two columns. Fill your table with the information you found when you answered the questions.

2. Make a list of all the difficult words found in the poem, A House, A Home, and write their meanings as well as their synonyms in a table.
3. Prepare a chart with a list of the rhyming words found in the poem, The Kite, and write sentences to illustrate their uses.
4. In groups of five, make a chart in the form of a kite. Colour it, add a tail, and write on it a nice slogan, and the names of your group mates. and try to fly it. Also, make a list of

the things that would be needed for it.

5. Use the following words to prepare a crossword puzzle taking cues from page 12 of your book, Honeysuckle (Class VI):
weary, scowled, breeches, glitch, elf, chores, hamper, shrieked
6. On a chart, paste pictures of different animals along with their shelters. Write the names of the animals as well as their shelters.
7. Prepare your family tree with the help of a neat diagram. It should include the names of your grandparents on both sides, your uncles, aunts and cousins.
8. Make as many words as you can from the word, PALINDROME. Write the words on small chits of paper, colour them, and paste them on a chart using different designs, such as branches of a tree, a sack of words, or a bag of sweets.
9. Prepare a table on the differences between domestic and wild animals.
10. On a chart, make two columns illustrating the differences between a house and a home.

