

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
Overview of reading skill	What the gunotsav /NAS Assessment shows	LO 8.13 The learner reads textual and non textual materials in English with comprehension	-Locate/ extract information from nontextual materials such as maps -Interpret information from non textual timeline	What this unit will teach you	At the end of this unit you will know ways of helping learners to ●Locate/ extract information from non print materials such as maps ●Interpret information that is not stated, but implied	What this unit will teach you	Reading vegetation map of India to extract information	Using a timeline to interpret information	-----	-----	What you learnt in this unit	-----	www.reading rocket.org www.bbc.in www.british council.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 study and activities will give you ideas for designing classroom activities to make students interested in reading English texts 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 this unit we will deal with ways of helping students to read and comprehend non textual materials and locate information, 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, and also various kinds of non-print material found in various texts, such as different types of graphs, tables, maps and charts in their mathematics, science, or social studies textbooks.

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 involves 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.

Here are some reasons why we need to teach students to understand and respond to information presented in ways other than words:

It is said that a picture is worth a thousand words. A chart, illustration, table, graph, map, photograph, or other non-textual materials provide a clean, concise report of facts that would otherwise take long paragraphs to describe.

Non-textual elements are useful tools for summarizing information. Non-textual elements help the reader grasp a large amount of data quickly and in an orderly fashion.

Non-textual elements are used to highlight important pieces of information. Illustrations, photographs, maps, can be used as a quick reference to information.

Non-textual elements are visually engaging. a chart or photograph enhance the overall presentation and provide a way to stimulate a reader's interest.

The English Textbook also has maps, charts, tables which can be used to develop this reading skill. In this unit we will discuss map reading skills. (See page 24 lesson 2: The Tsunami)

Unit Objectives:

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

- * Locate/extract information from non print materials such as maps
- * Interpret information that is not stated, but implied

Case Study 1 : Reading a vegetation map of India to extract information

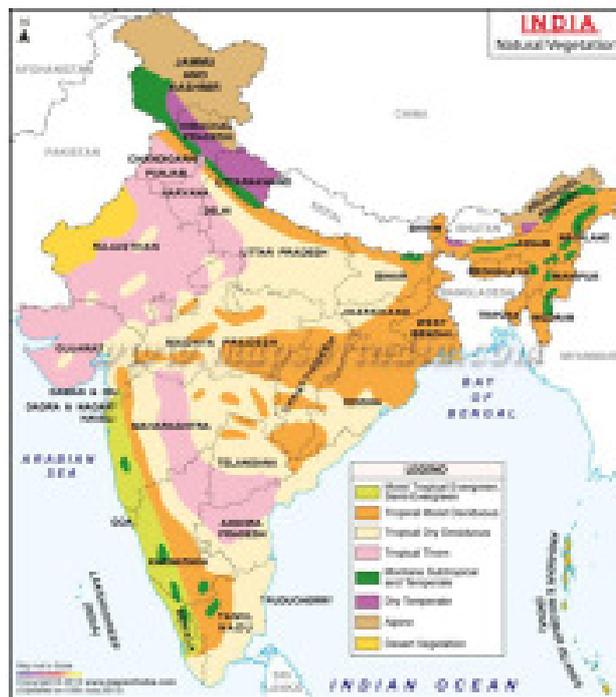
Rajlakshmi Baruah is a teacher in an M.E. school in Barpeta. She teaches English and sometimes Social Studies. Her students love her classes because she always involves them in activities rather than giving long lectures and reading the lessons herself. She always makes it a point to reduce her talk time and increase that of students, by engaging them in various reading activities. Also, when she has two periods of her two subjects, Social Studies and English in a day, she tries to integrate the two subjects. Here she narrates what she did in one of her classes.

I downloaded a vegetation map of India on my mobile phone and took prints. I started the class by asking the students if they would like to know about the varied natural vegetation found in India. Needless to say, the students became very excited and wanted to know more. So I told them they would have to look at a map and do some exercises on it. I made students sit in groups of three and distributed a copy of the vegetation map of India to each group.

To familiarise them with information presented on a map, I drew their attention to words like 'Legend', and also asked them to locate a few objects such as the Arabian Sea and Jammu & Kashmir.

Then I asked them to look at the map and fill in the two columns of the table with the kind of vegetation and the names of states that have the different kinds of vegetation. I wanted them to not only practise how to read information from a visual display, I also wanted to help them practise transferring information from one form to another. I demonstrated the task with an example, as shown below:

Type of vegetation	Name of states
Moist tropical evergreen; semi evergreen	Kerala, Goa, parts of Maharashtra and Karnataka



I allotted 15 minutes to the class to explore the map and note down the information. I went around the groups as they worked and helped them wherever needed. I noticed that the group members had divided their task among themselves - two members looked closely at the map while the third member noted down the information. I found the students deeply engrossed in their work. After the groups finished, we had a whole class discussion once again on the kinds of information available on a map, the various colours used, the meaning of scale, legend/index, and so on.

The students loved the activity and wanted to do more in the next class.

Let's stop and think

- ★ In what ways do you think Rajlakshmi's activity will help her students improve their map reading skills?
- ★ What strategies did Rajlakshmi use to help children who were struggling?
- ★ What challenges might come up if you carry out such an activity in your class?

Activity : Using a timeline to interpret information

Students will enjoy reading different types of texts if they are given an opportunity to read and interpret material other than their textbook lessons. Textbooks provide limited examples of the variety of reading material found in the real world. Here is an example of an activity that you can try out in your classroom to develop your students' ability to interpret information from real life English texts. Interpreting information in a timeline helps in remembering dates and events. This is a good way of reading and understanding long paragraphs which sometimes are boring for students.

To help students move from reading factual information to inferring, give them a situation like the following to discuss, and later share with the class:

For the activity, divide the class into groups and give each group the following timeline, either in photocopied sheets or on the blackboard. The task for each group is to read the comic strips in the lesson and fill in the columns in the table with the information given in the box below the table. One is done for them.

These are some time periods in the history of India that are significant. Read the lesson Glimpses of the Past and fill in the columns under the dates with the appropriate word/phrase from the box:

			Oppression				
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The Company's Conquest	Dissatisfaction	British rule	The fight for freedom
Raja Ram Mohan Roy	The sparks	Revolt	Oppression

Let's stop and think

- ★ What skills do you think your students will learn from this activity?
- ★ Is this activity too easy or too difficult for your students? How can it be modified?
- ★ How will you organize this activity if your class is a large class?

Unit Summary :

In this unit we have discussed examples of activities that can be carried out in the classroom to help students read and understand non textual materials. The case study and the activity tried to show how students can be involved in different tasks to develop their reading comprehension skills such as locating and interpreting information from non textual material in texts such as maps and timeline. We hope the unit has given you ideas about designing and organizing reading activities around a variety of non-print texts to help students meet their learning needs beyond the classroom.

