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Teacher Training Module: English Learning Cycle Three

Reading: Stages, Types and Techniques

Sindh Technical Assistance –
Development through
Enhanced Education Programme
(STA-DEEP)



THE AGA KHAN UNIVERSITY



Introduction and Rationale of the Training

Dear Teachers!

Welcome to the new phase of the Continuous Professional Development (CPD) Program. In the previous phase, we had focused on pedagogical skills that helped you to develop your skills to make classroom more interactive, participative, and joyful for our students. In the new phase, we will continue practicing those pedagogical skills and also learn about the introduced content knowledge and skills in Mathematics, Science, English, Urdu, and Sindhi. As a result, you will be better prepared to deal classroom situation using modern teaching strategies integrated with subject knowledge.

Our vision

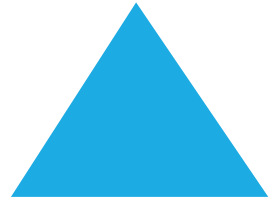
Our common goal is to improve the quality of teaching in schools all over Sindh. We want students to become active and collaborative learners, problem solvers, and critical thinkers who approach tasks with creativity and confidence. They are conceptually clear about the subject content and have the skills to link this content with the world around them. To make this possible, we, as teachers, must be better prepared for the classroom demands in pedagogy and the subject content. Moreover, we aim to professionalize these trainings so that the CPD teacher training courses make an impact and substantially change student performance.

Our Teaching Philosophy

The CPD training sessions, including this training, follow a participatory teaching philosophy that engages participants to apply and practice active and collaborative learning, as well as engage in self and peer reflection to become community of practice. The objective is not only to improve the teaching practices but to help you understand the theory of the subject content and the strategies that help students apply the content in daily life with confidence and mastery.

Supporting You

The training module is designed to support you in your classroom teaching. It will introduce you to the subject content and some approaches for use in the classroom. This will make your teaching more manageable and help you grow as a skillful teacher.

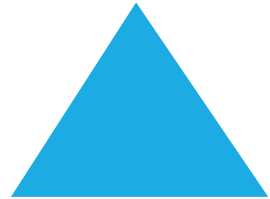


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Reading Stages, Types and Techniques

Learning Objectives: By the end of the session, the teachers will be able to:



Explain the Importance of Literacy-rich Environment.



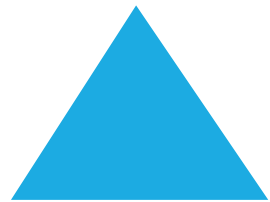
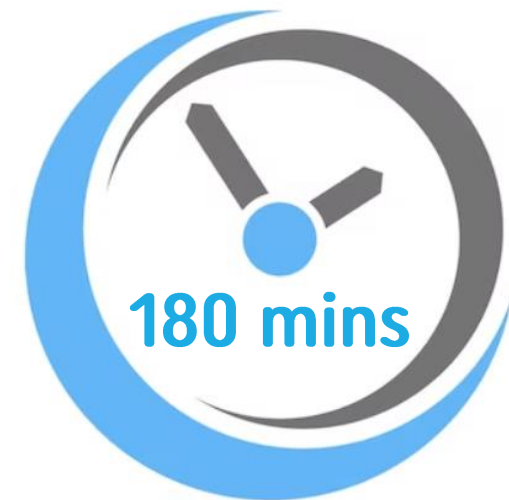
Comprehend and Practice Reading Stages.








Differentiate between Reading Types including Intensive Reading and Extensive Reading.








Apply Skimming and Scanning Techniques in Reading.

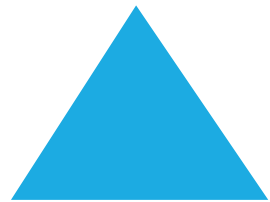


Session Plan

Time	Objective	Activities	Materials/resources
 10 mins	Recitation 	Activity-1 <ol style="list-style-type: none"> 1. Invite a volunteer to recite a few verses from the Holy Quran. 2. Ask teachers randomly about previous day learning. 3. Briefly explain the objectives of the today's session. 	
 30 mins	Enhance Literacy-rich Classroom Environment 	Activity-2 <ol style="list-style-type: none"> 1. Ask teachers to work in pairs and choose from textbooks a pictures/quotes/saying or any lesson and draw/write on the chart (10 minutes). Tell them to mention the source at the bottom. 2. Request them to paste/ hang the chart on the wall. 3. Invite teachers to walk around and rank the charts. 4. Ask teachers to share their opinion about the importance of literacy-rich environment in improving students' reading. 5. Summarize and conclude. 	Marker, Board, Duster, Marker, Charts, Pins, Textbooks-1-8
 40 mins	Reading Stages	Activity-3 <ol style="list-style-type: none"> 1. Ask teachers to continue working in pairs and read and discuss Handout 1(10 minutes). 	Marker, Board, Duster

		<ol style="list-style-type: none"> 2. Ask following questions one by one like; <ol style="list-style-type: none"> a. What is reading? b. Why reading is important? c. What role do reading stages play in improving reading skill of students? 3. Invite a volunteer to summarize the activity. 	Handout 1
 45 mins	<p>Practice Reading Types</p> 	<p>Activity-4</p> <ol style="list-style-type: none"> 1. Divide the class into two groups. 2. Ask Group A to read, “Intensive Reading” and prepare an activity from Page 39-41 Textbook- grade-8 based on their learning. 3. Ask group B to read “Extensive Reading” and prepare an activity from Page 39-41 Textbook- grade-8 based on their learning. 4. Invite one volunteer from group A to share their understanding about intensive reading and the other member to demonstrate their activity. 5. Repeat the same process for group B presentation. 6. Ask teachers about the importance of extensive and intensive reading. 	<p>Charts, Markers, Board, Duster</p> <p>Handout 2, Page 39-41 Textbook- grade-8</p>
 50 mins	<p>Apply Skimming and Scanning through Textbooks</p>	<p>Activity-5</p> <ol style="list-style-type: none"> 1. Ask teachers to continue working in same groups. 	<p>Textbook-1 to 8</p> <p>Handout 3</p>

		<ol style="list-style-type: none"> 2. Ask group A to read Skimming from Handout 3 and practice this technique on making a Rillee, page-9 Textbook-5. Tell them to prepare a chart with the help of example given in handout. 3. Ask group B to read Scanning from Handout 3 and practice this technique on making a Rillee, page-9 Textbook-5. Tell them to prepare a chart with the help of example given in handout. 4. Invite one volunteer from group A to share their understanding about Skimming and the other member to demonstrate their activity. 5. Repeat the same process for group B presentation. 6. Ask teachers about the importance of Skimming and Scanning in reading. 	Textbook-5 (Making a Rillee, page-9)
 5 mins	Feedback/Closure	Activity-6 Conclude the session with the question below. <ul style="list-style-type: none"> • <i>What was something new that you learned in today's session?</i> 	



Handout 1

Reading:

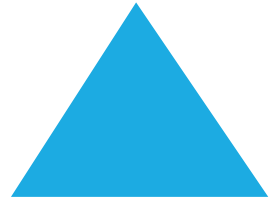
1. Reading is defined as a cognitive process that involves decoding symbols to arrive at meaning. It is a receptive skill through which we receive information.
2. 'Reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation...' (From *Teaching Reading to English Language Learners: A Reflective Guide* by Thomas Farrell, Corwin Press, 2002).
3. Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. Learn how readers integrate these facets to make meaning from print. (<http://www.readingrockets.org>)
4. Reading is making meaning from print. It requires that we:
 - Identify the words in print – a process called word recognition
 - Construct an understanding from them – a process called comprehension
 - Coordinate identifying words and making meaning so that reading is automatic and accurate – an achievement called fluency

Reading Stages: There are three stages of reading namely pre-reading, while-reading and post-reading.

Pre-reading: It refers to all the things a reader does before reading in order to engage with the text and increase capacity to understand it. It is applied to check readers' prior knowledge about the topic.

While-reading: 'While' means during; therefore, in while-reading step, students will read and attempt questions/exercises/activities. Activities during reading have two main purposes. First, they increase students' understanding of the text. Second, they enable the teacher to check if students understand what they are reading—and in which areas students need help or support

Post-reading: post-reading activities give students the opportunity to review, summarize, and react to a reading passage.



Handout 2

Types of reading

There are two types of reading

1. Intensive reading
2. Extensive reading

Intensive reading: Intensive reading involves learners reading in detail with specific learning aims and tasks.

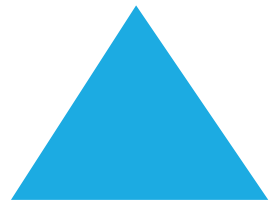
Example: The learners read a short text and put events from it into chronological order.

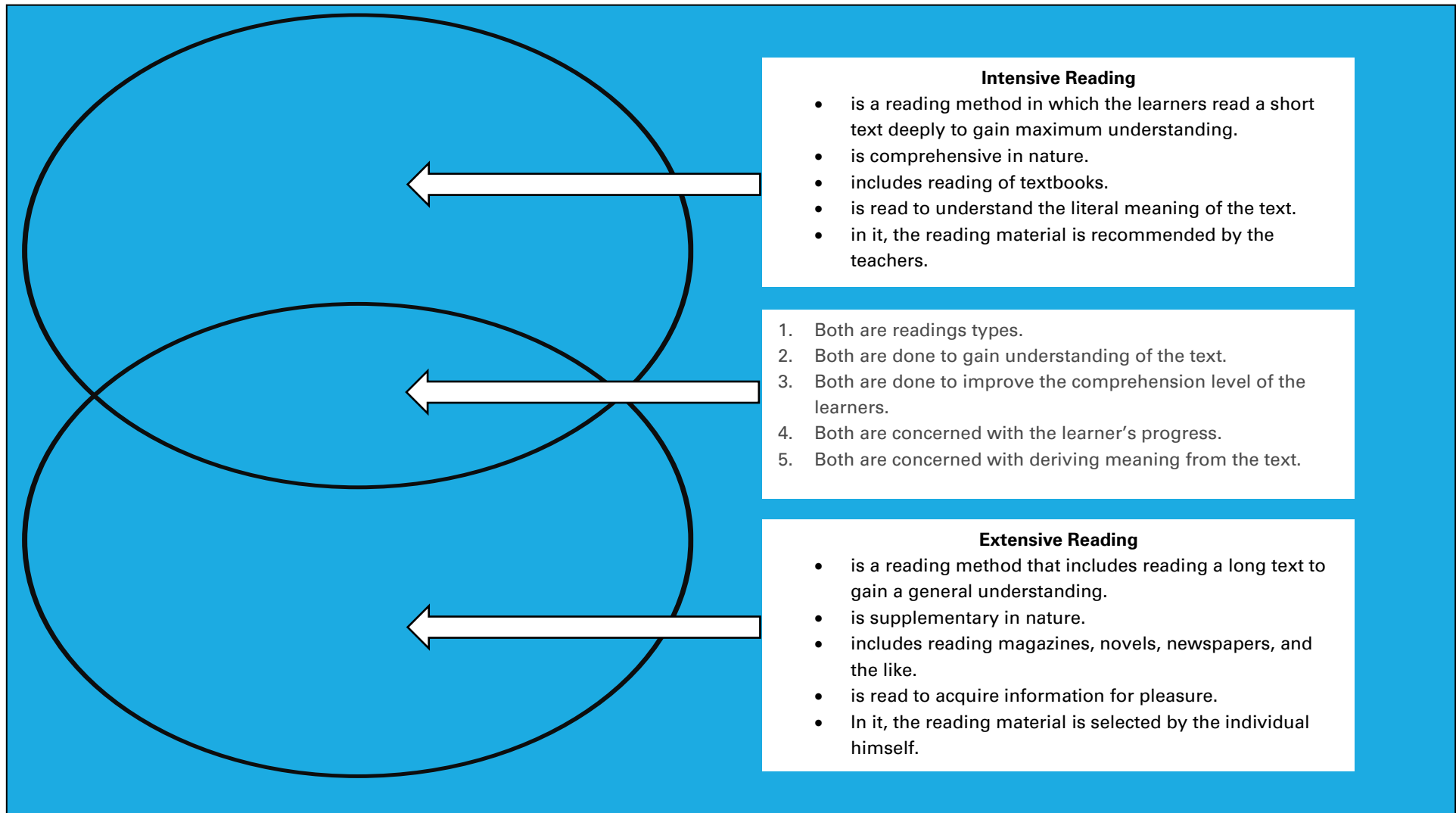
In the classroom: Intensive reading activities include skimming a text for specific information to answer true or false statements or filling gaps in a summary, scanning a text to match headings to paragraphs, and scanning jumbled paragraphs and then reading them carefully to put them into the correct order.

Extensive reading: Extensive reading involves learners reading texts for enjoyment and to develop general reading skills.

Example: A teacher reads a short story with learners, but does not set them any tasks except to read and listen.

In the classroom Extensive reading is often overlooked, especially as a classroom activity. Teachers often feel it is not an effective use of class time or are just uncomfortable with the extended silence. Learners can be encouraged to read extensively by setting up a class library, encouraging review writing, and incorporating reading of books into the syllabus, and dedicating some class time to quiet reading.





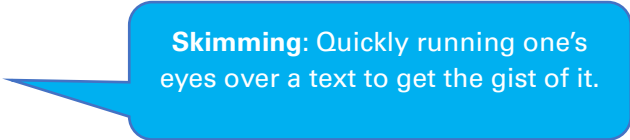
Handout 3

Skimming

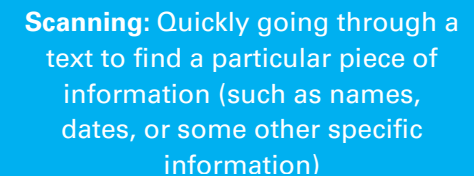
Skimming refers to the process of reading only main ideas within a passage to get an overall impression of the content of a reading selection.

How to Skim:

- * Read the title.
- * Read the introduction or the first paragraph.
- * Read the first sentence of every other paragraph.
- * Read any headings and sub-headings.
- * Notice any pictures, charts, or graphs.
- * Notice any italicized or bold face words or phrases.
- * Read the summary or last paragraph.



Skimming: Quickly running one's eyes over a text to get the gist of it.



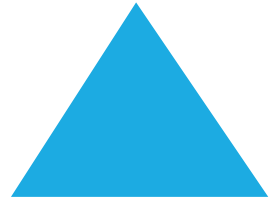
Scanning: Quickly going through a text to find a particular piece of information (such as names, dates, or some other specific information)

Scanning

Scanning is a reading technique to be used when you want to find specific information quickly. In scanning you have a question in your mind and you read a passage only to find the answer, ignoring unrelated information.

How to Scan:

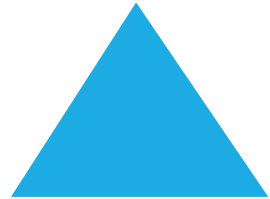
- * State the specific information you are looking for.
- * Try to anticipate how the answer will appear and what clues you might use to help you locate the answer. For example, if you were looking for a certain date, you would quickly read the paragraph looking only for numbers.
- * Use headings and any other aids that will help you identify which sections might contain the information you are looking for.
- * Selectively read and skip through sections of the passage.



Skimming VS Scanning

Differences between skimming and scanning

Skimming	vs	Scanning
<ul style="list-style-type: none">• Skimming is a quick reading method• While skimming involves reading out the maximum amount of material in the minimum time,• Skimming technique is used with the aim of taking an insight of what is contained in the study material, without reading it word for word.• Skimming is used to get acquainted with the text you have not read yet.		<ul style="list-style-type: none">• Scanning is a selective reading method.• Scanning is a method of searching out something in a fast manner.• On the contrary, when the reader uses scanning, he/she wants to find out the specific fact, keyword or information, of his/her need.• Conversely, in the case of scanning the reader has the knowledge of what he/she is looking for, in the given text.



Example

Skimming

Quebec City police are asking residents to be aware of a young moose trampling through one of the city's suburban neighbourhoods Wednesday.

According to a spokesperson with the police, a resident called at 4:45 a.m. to report the animal circulating on Grande Allée Boulevard. When police arrived, they spotted the animal wandering through the streets.

Scanning

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