



UNIT 5 READING

STRUCTURE

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5.0 INTRODUCTION

In this unit, we will try to understand what reading means. We will try to understand what a person who knows how to read does in the process of reading a text and examine what all is included in reading? We will also think about the need of learning to read and discuss the relationship between reading and writing. Since, one major objective of primary school is to help children learn to read, it is important that we increase the possibilities of children learning to read.

In this unit, we will also talk about how the process of learning to read can be made more interesting and the role of interesting texts in this enterprise. We will discuss questions like whether there can be a set of pre-decided stages or steps for learning to read. Does a child learn to read in a linear way or in a holistic manner?



5.1 LEARNING OBJECTIVES

After reading this unit:

- You should be able to understand the wider meaning of reading.
- Understand the reasons for children not being able to read.
- Analyze methods used to teach ‘how to read’.
- Understand that language can be learnt in its totality and not in bits and pieces.
- Identify the possible processes for reading.
- Use the strategies for teaching how to read in classroom.
- Articulate the importance of using reading materials and context other than the textbooks for teaching how to read.
- Clarify inter-relationship between reading and writing.

5.2 WHAT DOES IT MEAN TO READ?

The biggest and the most complex challenge of a primary school teacher faces, is to help her/his student learn to read. This is difficult because reading is not an easy skill/ability to acquire. It is very different from the oral language which a child acquires so effortlessly in natural settings before she/he comes to school. There are many sub-skills and cognitive abilities interwoven in it. The important question is: What do we understand by reading? Generally teachers think that it is enough if the child is able to read aloud textbooks. They do not really worry about whether the child has been able to understand what has been written in the textbooks or outside them.

Reading is a creative enterprise because the reader does not read aloud the written text as it is but also makes meaning of the text based on her experiences. In reading it is important to grasp the meaning of the text. When we read, our mind and eyes do not go into the details of the letters used, punctuations or even each word. What this means is that we do not have to look at each component of the sentence while reading. If we had to do that, keeping in mind all these small details about letters, punctuations, words, etc. it would become burdensome and boring and we might not be able to make any sense out of what we read. And people would not be able to read at the pace that they do. This would have made reading, even small news items, leave aside complex and long texts, very difficult. A fluent reader, does not look at the shape of any specific letter, word or even a



sentence. (S)he actually reads in chunks, his/her eyes constantly moving back and forth and up and down. His/Her eyes look at a part of the written text and (s)he grasps the rest of it based on his/her previous experience and anticipation. This anticipation and prior knowledge of what would be there is based on the experience of the reader. The small piece that (s)he sees tells him/her what could be possibly written and as (s)he glances at another small piece, (s)he is able to know without going into all details. In the occasional case that it does not connect with what comes ahead, you go back and check again. Therefore, reading includes the following:

Reading is to absorb meaning of the written texts.

- Reading is to be able to form or build concepts, link ideas and keep them in mind.
- Be able to understand the text, follow its logic and its premises.
- Reading does not mean recognition of alphabets or being able to speak aloud words and sentences but is much more. For example, it means understanding what is written and using that to build one's own perspective and understanding.
- Reading does not mean pronouncing pieces of the word but is to be able to have a dialogue with the texts, assimilate that into experiences and conceptual structure.
- Reading is a holistic process. It includes shapes of letters, the sounds linked with them, sentence structures, word and sentence meaning and the ability to anticipate and predict.
- The important thing in reading is to absorb meaning from the written information or symbols.

Therefore, it is clear that reading is a set of abilities that help us link the written or printed linguistic material with its meaning. In the ability to read the point that attracts the maximum emphasis is the definition of meaning. The meaning of reading is to read with understanding.

Check Your Progress-1

1. *Tick the most important thing about reading:*

- (a) *Absorbing the meaning of the written text.*
- (b) *Reading each word of the text.*



(c) *Read aloud in flow.*

(d) *Focus on punctuation.*

2. *What are the different aspects included in reading?*

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3. *Reading is a creative enterprise. How?*

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5.3 THE IMPORTANCE OF BEING ABLE TO READ/ WHY IS IT IMPORTANT TO BE ABLE TO READ

We know that in principle it is possible to construct knowledge without books. When there was no print or script, societies exchanged knowledge, culture and traditions without reading/writing books. Even today many societies share all this orally. However, the possibilities of exchange and development of knowledge have increased substantially due to development of script and print. In today’s world books occupy extremely important position and it has become essential to be able to read and write. Being able to read with understanding, builds our personality and gives us self-confidence. The ability to read not only brings us close to living in reality around us but we can also reach places that are far away from us. Literature is one such example. According to Nehru, reading involves understanding different aspects and changing colours of life; our personal experiences are limited and they are extended by reading books.

To summarise, the ability to read helps us extend our knowledge. It makes the reader think wider, be logical and liberal in ideas. It also exposes the person to a wider social, cultural and liberal context.

5.4 THE METHODS AND WAYS OF TEACHING HOW TO READ

Generally teaching children how to read is a very difficult task for teachers. This



is because there is no one simple and infallible method for it. Each method suggested has its limitations. Nobody but a teacher can decide which method would be appropriate in her situation. In spite of this difficulty, once acquired, reading is an extremely energising enterprise and a large part of life of the child depends on it. If we are able to make the child interested in books and reading, then there is no limit to what she can read and grow to.

The question really is: How do we make children learn to read? If we look around and analyse what exists, we see failure. What is the reason for this? Millions indeed billions of children make an attempt to learn to read every year but a lot of them are not able to read comfortably. Many children keep passing their exams but do not find reading interesting. The reasons for these failures in some way actually reside in inappropriate teaching.

No teacher needs to be told what the ability to read with interest can do for the child. It is, however, possible that the teachers may not be able to spell out in any detail what the ability of reading consists of and how it can be developed? But most teachers have an intuitive understanding what reading is all about. It is important to recognise that till a child becomes capable of comprehending material that is being read and link it to her/his earlier experience; we cannot say that (S)he has a fully developed ability to read. In this context, reading can be defined as the process of finding the meaning encoded in the printed or written material; it includes the ability to read between the lines.

If we accept the above definition for reading, the informal or formal primary school methods are not appropriate. For example, according to what we discussed, reading aloud letters, memorising letters of the alphabet, repeating the story without comprehension, reading aloud the text without comprehension are not good activities. In these we are not able to link the written material with any meaning. In many schools, even today 'a' is linked to 'apple' and 'c' is linked to 'cat'. This results in the child reading an 'a' as 'apple' and 'c' as 'cat'. Similarly, if a story is read one word at a time, we cannot form any particular meaning for it and would not be able to establish any rapport with it i.e. we will not be able to relate to it. Even if the statement that such activities eventually result in children learning to make meaning are partially right that would only be possible if the child stays in school long enough to get sufficient opportunities to read with meaning. We have to think about children who being bored with repeating and copying letters or words and reading them aloud repeatedly, dropout or get disinterested beyond recovery. These tedious tasks may lead to only a few children learning to read. We must recognise that this method of teaching how to read is actually very boring and unproductive. Because of this many children leave the school even before they finish their early/ primary education.



Check Your Progress-2

1. *How we can develop the interest of the child in reading (tick one):*

- (a) *By using textbooks.*
- (b) *By memorising letters of the alphabet.*
- (c) *By using interesting processes of teaching to read.*
- (d) *By rote learning to memorise stories.*

2. *What would you include in a sound ability to read?*

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3. *Why do many children leave school even before primary education?*

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5.4.1 THE POPULAR METHODS OF TEACHING READING AND THEIR SHORTCOMINGS

The methods currently used in our schools appear divorced from the basic principles of reading. We give below some commonly used school methods that instead of helping the child, add to his/her difficulties in reading. We put a question mark before each such popularly followed rule of the thumb. We are not sure whether they really help children.

- **Knowing the rules of reading quickly**

This is a useless enterprise as there are really no rules for reading. At least none that can be simplified and defined for children. All fluent readers develop the knowledge necessary to read but they develop it from the effort to read rather than by being told. This process is akin to the process of the child acquiring oral language. The child is able to develop the rules for articulation and comprehension without being taught any formal rules. There is no evidence to suggest that teaching grammar helps in making children develop the ability to speak. There is also no evidence indicating that practicing pronunciation or other non-reading tasks help in developing reading ability.

Generally what are known as rules of reading are merely instructions that



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indicate the steps to begin reading. Learning to read is not about remembering rules, children will learn to read by the enterprise of reading itself.

- **For reading, the child has to remember rules of pronunciation and follow them**

One widely accepted view is that the ability to read comes from being able to link sound to its corresponding symbolic representation. We, however, know reading does not end or begin at being able to pronounce the text. We have to grasp the meaning even before we pronounce the word unless we know the word we cannot speak it. Converting letters to sound is not only unnecessary but also a waste of effort. If we look carefully it is obvious that a fluent reader does not get into changing letters to sounds. Such a process does not help in making meaning; it rather takes one away from it. In spite of this it is often argued that children will have to develop competence in pronunciation of the word, part by part, as per letters used otherwise they will not be able to recognise words they have not seen earlier.

- **Emphasis on teaching one letter or word at a time**

Another widespread belief is that some children find it difficult to learn the names of things, some of the letters and some words. It is suggested that the only way for these is repeated practice. This is an extreme and erroneous simplification of the learning process. Children in initial 5-6 years of their life, learn almost one thousand words everyday. Most of these words are names and are learnt generally in the first attempt only.

The process through which children learn to categorise groups or sets is quite instructive. They look at the situation where the name is being used and identify characteristics that can help them recognise it in future as well. They make hypothesis to understand a concept and repeatedly test and modify it. The errors that children make are windows to help us understand the way they progress including their hypothesis. For example, if a child calls all four legged animals as 'dog', we can then conclude that in their present conceptualisation 'dog' means a 4 legged animal. If they use this name for all 4 legged animals as well as for a table, we can assume that they do not have the concept of 'living'. If they only call their own dog, a dog, then it implies that they are not generalising adequately.

Children will only be able to make such hypothesis when they are able to compare the members of the group with non-members. It is important that they get to know non-dog four legged animals. Children can improve their hypotheses only by examining them or by considering the views of others.



This situation also arises in learning names of letters and words. Showing them 'a' separately and repeating that this is 'a' will not help. They will still continue to call 'b' as 'd' or 'd' as 'b' unless they are presented together. Instead of showing them these letters repeatedly we should allow them to find out in what way 'b' and 'd' are different. This requires that they should be able to first see them together and need to differentiate between them. It is only then they will be able to see how they are different.

- **Children must be discouraged from anticipating and guessing, always reading accurately**

A fluent reader makes maximum use of very little visible information. It is easier to read for meaning than to read each word. Reading fast is easier than reading slowly. Whatever we have said till now implies that reading carefully is not fluent reading and reading without a purpose is not reading at all. Goodman has correctly defined reading as "a game of psycho-linguistic speculation". It is necessary to anticipate meaning for being able to read. This is not hunting in the dark but predicting based on available data. Data based speculation implies better use of the available information. In other words, we must continue to anticipate while reading and ensure that the uncertainty in our anticipation becomes less and less and we are able to use less and less visual information to understand meaning.

When we read an unfamiliar, or a complex text, a complicated novel, a technical article or something in a foreign language, even though it may feel necessary, we know that it is difficult to move ahead sentence by sentence, continually referring to the dictionary. We may feel that we should slow down and read slowly, but actually the best strategy in this situation is to accelerate and keep on reading.

Whatever we have said so far suggests the common principle that continuing to read itself suggests the meaning. In a text, the best way to understand an unknown word is to infer meaning from the remaining text. The best way to find the meaning of a difficult text is to keep on reading it.

- **Emphasis should be on reading word by word**

The fact that recognition or learning of separate words is one of the most difficult way to learn is another reason for not emphasising word recognition. A fluent reader uses many other hints for this. When a letter comes in a word or when a word comes in a meaningful sentence, it is easier to recognise it. Recognising words is not the most important component of reading. To be able to identify a word detached from other words requires many more visible hints in comparison to a word that is placed in a sentence. Since our



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ability to absorb visible symbols and keep them in memory is limited, therefore a process requiring more visible information makes reading difficult. The most important aspects of learning to read is to recognise that the minimum possible visible information should be utilised for grasping what is written.

Fluent readers do not read words, they read the content. Reading for meaning is easier than reading words. Children certainly know this because reading each word puts a great stress on their ability to absorb information.

- **Reading correctly and with accuracy is imperative**

No one can learn without errors. If we do not accept the possibility of error we cannot even learn to read names of animals, plants, trees or read letters, words etc. Actually this is the biggest barrier in learning to read as children may not make an effort to read due to the fear of making mistakes. The errors made by children during reading are a natural and essential part of the process of learning to read.

In a learning task if the child knows before (S)he tries it, that (S)he would be right, (S)he does not gain anything in this enterprise. On the other hand, if (S)he takes a leap and says what the name of the object or the meaning of a word may be and is aware that it could also be wrong, (s)he learns something from the enterprise. It is by checking his/her hypothesis that (S)he learns to add to his/her hypothesis. If (S)he is right, (S)he will consolidate his/her hypothesis and if wrong, (S)he will get the information needed to change it.

- **Point out mistakes as soon as they occur**

It is easy for the teacher to point out the mistakes made by the child in reading a particular word. This, however, does not help the child. She is not reading for word recognition, she is reading for meaning. If the child is practicing word recognition and wants to know whether she has correctly identified the word, an immediate comment can be useful. But if the child is reading to understand meaning, immediate comments can in fact be harmful. This shows that in the process of reading we are checking on what we have read all the time. We will examine our own errors in comprehension and word recognition provided we are reading for meaning.

- **Beware of encouraging children to read on their own**

Children often acquire many aspects of reading that are not taught by anyone else. Many of these are not even known to their parents and sometimes not



even to teachers. For example, nobody tells the child that in *but* ‘u’ stands for ‘a’ (अ) while in *put* ‘u’ stands for ‘u’ (उ). The children also realise that in many places the letter at the end or in the middle will be spoken or not spoken depending upon sounds around it. In Hindi for example, the child recognises the rule that in ‘मर’ ‘म’ represents a full sound with a vowel.. While in ‘रम’ it is only half sound without a vowel. In both ‘kram’ (क्रम) and in ‘trak’ (ट्रक) the sound ‘r’ is complete, yet it is represented differently. You can think of many other such rules of sounds symbol association that the child internalises on her own. If we appreciate that the child is capable of identifying such complex rules on her own, our method of teaching her would completely change. Instead of purity, accuracy and correcting errors, we would then concentrate on how to provide more and more interesting and challenging material to children.

Check Your Progress-3

1. *Natural and essential stage of learning to read is (TICK ONE):*

- (a) *Errors made during reading.*
- (b) *Making no mistakes.*
- (c) *Rote learning letters.*
- (d) *Rote learning words.*

2. *While a child is learning to read, stopping and/or correcting the mistake immediately during reading is not considered useful. Why?*

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3. *Learning to read is not an enterprise of rule memorisation. Why?*

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4. *What are the ways of teaching to read?*

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5. *What are the shortcomings of the present methods of teaching reading? Explain with examples.*

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6. *What is the proof of the statement that “many aspects of reading are learnt on their own by children”?*

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5.4.2 ENABLERS FOR LEARNING TO READ

Many occasions to read

While teaching children how to read some things have to be kept in mind. The first is that the material used must be meaningful and of the level of the child. The second is that the material should be in a language that the child is familiar with. The third is that the teacher should give children maximum opportunity to read and understand a variety of materials. The teacher should have a meaningful dialogue with the children, listen to them carefully and with affection allow them to have and listen to other conversations. There is no point in breaking up written material into letters, words, intonations etc. Breaking in small pieces does not aid learning. Reading is not learnt in pieces or in a pre-defined order. Reading can be only learnt by reading and children will learn to read only when the enterprise of reading is enjoyable for them.

Reading must be purposeful and challenging

The reading material must be useful, meaningful and challenging for the reader. Whenever we read something, we read it for some purpose. These could be, for example, reading for fun, reading due to curiosity, reading to understand the sequence of events in a story, to know what happens at the end of story, to learn about, what is happening around and find whether such materials are even being written or not. If they are given challenges of this kind, challenges that give them opportunity to learn more, talk about what they have learnt and share their experiences, they will learn to read faster. If reaching the meaning of a text to



find something that they want to know is a challenge, they will feel inspired to make an effort. When we provide an environment laden with written texts in a class, actually we construct an exciting classes. An environment enriched by meaningful and challenging written material inspires the child to learn to read.

Contextual reading material

Children learn language and learn to read in context. Stories and poems also form interesting contexts. While relating a story you should stop in between and let children complete what would follow. Many important concepts are natural parts of the stories (for example- big, small, near-far, fat-thin etc.). Children acquire or consolidate them easily through a story. The context of the story introduces these and when enacted their meaning gets clearer. Besides, the child gets an opportunity to place herself in different characters and in imaginary situations. Initially children mimic and copy only the gross visible features of the characters. For example, their way of walking, making sounds etc. These may include the jumping as the rabbit, kicking as the horse, wake up call as a cock etc. It is these contexts that help children to learn to read.

Using familiar sentence structures

While reading children will anticipate what lies ahead on the basis of the language they know. The closer the reading material is to the language of the child, the easier would be learning how to read. Therefore, it is necessary that children relate to the material that they have read or listened to and they should be able to find ways of using it. For example, if the child has heard a story at home or outside and if (S)he gets an opportunity to read it (S)he will find it easier to read.

Reading corner

It is important that there should be a corner in the class where selected children's literature is placed for children to read. These books can also be used to 'read aloud' stories to the children. Listening to a story that has been read is extremely helpful in learning to read. Whenever a familiar story is read aloud many times children gradually absorb the order of events, syntax and other aspects of the story. All this helps them to read with anticipation of what lies ahead. For children, to continue to be interested in the reading corner, good quality and new books must be added periodically.



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Check Your Progress-4

1. Which of these are enablers for learning to read? Give reasons for your choices:

- (a) Expensive books.
- (b) Context laden reading material.
- (c) Using familiar sentence structure (syntax).
- (d) Plenty of opportunities to read.

2. What is the importance of contextual reading material in learning to read?

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3. What is meant by reading corner in the class? How would you use such a corner?

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5.4.3 WHAT CAN WE DO TO TEACH READING?

We have just read about the techniques used to teach reading and their shortcomings. It leads to the question that, if commonly used popular methods are not appropriate, what else can be done to help children learn to read?

We give some techniques and activities below. People used to traditional methods may find these surprising and even impossible. However, were the commonly used techniques interesting and effective, we would not have to think about new activities or methods at all.

Start with books

It is better to begin to teach reading through books rather than flash cards, charts, wooden letters etc. In any case the objective is to ensure that children can read books. Charts and other materials can be occasionally used but cannot play as important a role as books. We, however, need to know the kind of books needed and how to use them. Books with small interesting stories can be useful. The



collection of stories can include simple and illustrated stories printed or neatly written by hand (the illustrations can even be made by children.). Apart from stories, poems, songs and play poems can also be included in the collection.

Reading aloud a book to children

When we read aloud to children it should not be to a very large group. They should be preferably seated around you. The rest of the children of the class can be given some other interesting work. The children around you should be able to see the page of the book. While reading the book you should elaborate by adding things from your side. Some books are very well elaborated. You may want to shorten it for children and relate it in your own words. Reading the elaborate story with very long descriptions may not hold the attention of children. On the other hand, if there are only one or two lines on a page something can be added to it while working with books. It is necessary that children be shown the illustrations in the book and they are talked about in detail.

Reciting and signing poems

The ability to anticipate is an important component of reading. Poems can play a significant role in its development. If children regularly hear poems read out to them, they have a greater chance of appreciating the structure of the language. It is easier to remember poems as children do not have to make a lot of effort to remember them. Listening to them a few times, enjoying them and repeating them ensure that they are remembered. Children need a variety of good poems. The teacher can select these poems herself keeping in mind that they should be natural. We have to avoid poems that merely preach moral lessons. What we can also do is to collate songs that children sing while running around, skipping ropes or playing games. The collection can also include folk songs. These can take the form of small booklets with each page having a neatly written poem along with illustrations. The teacher can prepare many such booklets and also use older children in this preparation. The poems in the book should be read the same way as any other book. Children should be seated around and the book in between. After reading a poem a couple of times it should be sung without the book and children should sing along. If the poem is of a good quality, the children will be able to remember it and whenever they read it they will be able to anticipate the words ahead easily. For examples, we are giving some poems here that can be used in the classroom. Please look for other such poems and use them with children in different ways. Consider, for example, the following poem for Class 4:

The Quarrel

*I quarreled with my brother,
 I don't know what about,
 One thing led to another
 And somehow we fell out.
 The start of it was slight,
 The end of it was strong,
 He said he was right,
 I knew he was wrong!
 We hated one another.
 The afternoon turned black.
 Then suddenly my brother
 Thumped me on the back,
 And said, 'oh, come along!
 We can't go on all night-
 I was in the wrong.'
 So he was in the right.*

—Eleanor Farjeon

The amount children would learn enjoying reading and writing such poems is far greater than what we can achieve by teaching 'a' for 'apple'. Or consider the following poem that may be used in the middle school:

*I went to the pictures tomorrow,
 I took a front seat at the back;
 I fell from the pit to the gallery,
 And broke a front bone in my back.
 A lady she gave me some chocolate,
 I ate it and gave it her back
 I phoned for a taxi and walked it,
 And that's why I never came back.*

If children enjoy the poem, they can make similar poems in English and/ or in their own languages. They can also try to translate this poem into the languages represented in the classroom.



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Do what you have read

For those children who have learnt to read it is important to realise that there can be a relationship between reading and doing. In this activity, the teacher will stand near the board and instead of speaking would write small instructions on the board. Each child should have a serial number and the teacher can write the serial number of the child with the instruction. The instructions could be; ['get up', go out and bring a stone – No. 10'.] This instruction means that the child with serial number-10 has to get up, go out and bring a stone. The next instruction can be – ['No. 8 take the stone and keep it on your knee' .] Slowly, the instructions can become more complex and could include the child finding something specific in the posters on the wall or show the way to the hospital in a map or go and count the number of trees in the vicinity of the school etc.

Word before – Word after

For this activity there must be plenty of books available. Distribute the books among children so that each child gets a book that she can read easily. Tell children that they should open the book at any page and look at the bottom right hand corner. Is there a full stop at the end right at the bottom right corner of the page? If yes, open another page. Choose a page that does not have a full stop at the end. Tell them to read this page silently and stop when at the end of the page. When they reach there they must without turning the page tell the class what they anticipate to be the first word on the next page. When each of them has shared their anticipated word, ask them to turn over the page and check. You can encourage children by asking the class to clap if the guess was correct. After the sharing and checking of the anticipated word is over each child can now look at the start of another page and without turning back predict the last word of the previous page.

Check Your Progress-6

1. *Suggest two new activities for learning to read.*

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2. *How do activities help in learning to read?*

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5.5 THE RELATIONSHIP BETWEEN READING AND WRITING

Reading and writing are generally considered to be different abilities. It is believed that reading involves imbibing the ability to absorb the meaning of a written text. Similarly, writing is a productive ability, to write whatever you want to express.

In elementary school programs these abilities are often considered to be sequential. We first teach children to read and then to write. The new emerging understanding is however, that reading and writing are not two separate processes but are so inter-linked that understanding of and ability to read also affects the ability to write. There are many elements that make these two processes complementary. Just like the need to keep using words, to create meanings. Similarly while reading the reader makes meaning as (S)he reads. The reader keeps changing and adjusting his/her initial formulation of the meaning. Similarly, while writing we repeatedly modify what we write. We construct the meaning both in reading and writing. For example, when a child sees his/her mother write under a specific date on the calendar “change gas cylinder”, the child is not merely watching a writing activity. Obviously, in this process a lot including reading is also involved.

In this example of just one activity many concepts and ideas of reading and writing are included. It is to be noted that this is an activity that happens in almost all houses (even in those where newspapers or periodicals are not received). Once the child understands what was done by her mother (S)he would use the calendar in some other manner. For example, to mark the visit of grand parents, (S)he can put a mark on 22nd October and make two faces. For this (S)he may need help of his/her elder siblings or his/her parents. Even before admission to the school, children see many processes that expose them to written language and to reading-writing.

Check Your Progress-7

1. *Why are reading and writing generally considered to be two separate abilities?*

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2. What do you see as the common process between reading and writing?

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5.6 LET US SUM UP

Reading is a creative enterprise. It does not mean merely voicing what is written but needs grasping the meaning of the written text. While reading we do not look at each component of the written material but take a holistic picture of what we see. Most of it is anticipated and guessed. Speculation/ guessing forms an important part of the ability to read. The present methods of teaching reading that include reading letter by letter, memorising rules, reading word by word, emphasising accuracy and correctness, repeatedly pointing out mistakes and errors, do not promote the ability to read but rather present barriers to it. It is necessary that children are provided reading opportunities that are interesting and linked to their context so that reading becomes a joyful process.

5.7 SUGGESTED READINGS AND REFERENCES

Pandey, Lata (2008), *padhne ki dehlj par*, New Delhi, NCERT.

NCERT, (2008) *padhne ki samajh*. New Delhi, NCERT.

Joshi, Susheel (1989), *bachhe padh kyon nahin paate*, *Strote*, Eklavya.

5.8 UNIT-END EXERCISES

1. What are the main points about reading that you can extract from this unit?
2. What does reading mean? When can we say that a child has learnt to read?
3. Do you think we should use stories for helping children learn to read? If so, explain with an example.
4. What efforts can be made to make reading joyful?
5. What materials apart from the textbook would you like to use to aid learning to read?

Reading

6. Analyse the current methods used to teach reading.
7. Is it easier to learn language holistically or piece by piece? Justify your answer with examples.

Assignment

1. Make a reading corner in your classrooms and encourage children to use it.
2. Make a collection of songs and poems generally sung by children. How will you use these to help children learn to read?



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