



Strategies for Teaching Reading

Comprehension work. Grammar, sentence structure and themes should be taught using literature (from short stories to maps). Examples should be heavily oral based and based on the eight multiple intelligences. Exercises developed should be both deductive, meaning pupils are able to recite what is in the text, and inductive (thinking and evaluation), where pupils are able to guess or create possible outcomes, based on information in the text. Examples are given below.

Body/kinaesthetic activity. Children transform a story (or stories) read by the class into a play. They divide into groups and act out the play for the other groups in the class. During the performance, there should be a moment when the audience is asked to guess what is going to happen next. After the performance, questions are asked in reference to what the children saw in the play (summarize information). The next set of questions should be analytical (such as why did a character react in a certain manner to a situation), and finally pupils should be able to tell what new information they learned from the play. They should be able to express new knowledge based on the classroom activities.

Reading aloud stimulates listening skills. It helps to familiarize pupils with the language of books and patterns. It builds listening skills and provides examples (models) for children in pronunciation and expression. It is a good idea to incorporate action as well as non-action texts. The intonation and tone used by the teacher should be appropriate to the text being read.

Pre-reading activity: A story about a trip to the mountains.

Before reading the text, draw upon the pupils' prior knowledge about the subject.

Ask children, 'Who has visited the mountains, and/or lives in the mountains'?

Ask them for descriptions of mountains using semantic mapping (see p. 54). Have photographs of different mountains available for visual stimulation. Next, preview two or three names, ideas or concepts that are to be recognized in the story (e.g. Mount Everest, how to climb a mountain, the changes in the air in the mountains, etc.). Ask them about mountains in their environment. If there are no mountains



in their environment, then a drawing or a photograph should be part of the class materials. Pupils then are listening to the story, but also listening for specific information.

Shared reading follows the same format as reading aloud, only the teacher reads the text with the pupils. _e reading includes pupils identifying key words, either by circling or underlining the words and phrases that they know. _is practice is continued on numerous occasions, until the learner can read more and more of the text independently. _is may be done individually, with the pupil using a tape recorder with the story being read by the teacher on the cassette. _is can also be classified as an independent reading activity.

Paired reading. Children work in pairs and assist each other in reading and comprehending the text. This activity must be guided by the teacher by giving the pair questions to answer based on the text information. It may be beneficial to have older (but still close in age) learners work with the younger ones. This opportunity is provided in multigrade classes.

Independent reading is a good opportunity for pupils to utilize a learning centre. If there is a learning centre in the classroom, the students may go to that area and select a reading activity of their choice, and begin reading and working on comprehension exercises. If it is time for leisurely reading, then the pupils may want to bring in an appropriate book from home once a week or once a month to read during independent reading (otherwise, the books can come from the school library). Learners can also make and exchange reading materials. This builds their home libraries and thereby encourages reading at home, and also provides an opportunity for pupils to share what is learned.

Language exploration. When creating reading activities, it is important to incorporate all the learning styles of the children. Children respond differently to different teaching styles, and a variety of styles should, therefore, always be a part of the information presented. Some examples of literary activities that emphasize different learning styles are: