

(i) *Motivation*

In the motivation stage you could revise the structure introduced in the lesson. In this stage you may also include some questions in order to lead your students to the theme of the lesson.

(ii) *Presentation*

The second stage is the presentation stage. In this stage you could introduce some key words, could give model reading could write two global questions on the blackboard. This stage also includes silent reading of the passage by the students.

(iii) *Discussion*

The presentation stage will be followed by the third stage, namely, discussion 1. In this stage detailed questions, covering factual, inferential, referential, evaluative, global, etc. types could be included for discussing the details of the paragraphs.

(iv) *Discussion - II*

The fourth stage is discussion II and in this stage exercises are given to the students. The main idea behind giving exercises is to consolidate the reading of the passage.

(v) *Home Task*

The fifth and the last stage is home task. In this stage you could give your learners some exercises, namely, writing answers to questions or match A with B. The learners could do the exercise at their homes.

8.3 Model Reading Comprehension Plan

Basic skills Type of lesson
Reading A Reading Comprehension Lesson
Topic : Lesson – 3 Onam, Class IX
Previous knowledge assumed.

They are familiar with the structure introduced in the lesson, the simple present tense.

They are also familiar with some Indian festivals like Diwali, Holi, Makarshankranti, etc.

❖ ***Overall Aims***

To enable the pupils to read a prose passage and develop their skill of silent reading.

❖ ***Specific Aims***

To enable the pupils to read and comprehend the lesson – ‘Onam’
To enable them to answer various kinds of reading comprehension questions.

Specific objectives	Pupils Learning Activities	Sample of Language Materials Used	Techniques Used and Interaction Patterns
Stage 1 : Motivation			
<ul style="list-style-type: none"> ➤ To lead the pupils to the theme of the lesson 'Onam' by revising the structure and asking some related questions. 	<ul style="list-style-type: none"> ➤ The pupils will answer the teacher's questions. 	<ul style="list-style-type: none"> ➤ What is your name? ➤ When do you get up? ➤ After getting up what do you do? ➤ Do you wash your face? ➤ When do you say prayers? ➤ Give me the names of some festivals? ➤ How do you celebrate? 	<p>Questioning Pictorial Illustration</p> <p>T → S</p>
Stage 2 : Presentation			
<ul style="list-style-type: none"> ➤ To enable the pupils to understand the key words. ➤ To enable them to be familiar with the pauses, stress and intonation patterns used in the passage. ➤ To enable them to get a general idea of the passage. 	<ul style="list-style-type: none"> ➤ They will listen to the teacher and try to understand the key words. ➤ They will listen to the model reading. ➤ They will read the passage silently. 	<p>Celebrate, festival feast, boat race greetings cards.</p> <p>Global Questions</p> <ul style="list-style-type: none"> ➤ Describe various preparation for 'Onam' ➤ What is kolam? How is it different from rangoli? 	<p>Verbal Illustration Demonstration Pictorial Illustration Model Reading Silent Reading Questioning</p> <p>T → S</p>

Specific objectives	Pupils Learning Activities	Sample of Language Materials Used	Techniques Used
Stage 3 : Discussion – I			
To enable the pupils to read the passage in detail and to draw their attention to the important points in it.	<ul style="list-style-type: none"> ➤ They will read the passage silently and will answer the questions. 	<ul style="list-style-type: none"> ➤ Which festival do people in Gujarat celebrate? ➤ Why do people in Kerala celebrate Onam? ➤ What is the special item for the feast? ➤ What do people do in the evening? ➤ Do all people celebrate it? 	<p>Questioning</p> <p>T → S</p> <p>T → S</p> <p>S → S</p>
Stage 4 : Discussion – II			
<ul style="list-style-type: none"> ➤ To enable the pupils to understand the sequence of thoughts and ideas expressed in the passage. 	They will read the exercise and solve it.	<p>Say whether the following statements are true or false.</p> <ul style="list-style-type: none"> ➤ Onam comes in the month of August. ➤ People make rangoli of colours ➤ They eat feast on banana leaves ➤ Keralites celebrate Onam in Gujarat too. ➤ It is a festival of joy. 	<p>Read and Say</p> <p>S → T</p>
Stage 5 : Home Task			
To enable the pupils to do some independent written work at home.	They will do the exercise at home.	Collect pictures about Onam celebrations and make a picture album.	<p>T → S</p> <p>Assignment</p>

8.4 Preparation and Presentation

By now you are familiar with the steps of a reading comprehension lesson and the model lesson plan. You could prepare your own lesson plan and present it in your class. For presenting the lesson 'Onam' you could make your pupils familiar with background knowledge of Onam. For that some related questions could be asked. Do you celebrate festivals? Which festivals are celebrated in Gujarat? Showing a picture, what is this celebration about? You may use mainly questioning and pictorial illustration techniques for motivating you class. In addition to asking such questions, you may also revise the structure introduced in the lesson namely the simple present tense. After motivation, four to five key words, viz, celebrate, festival remember, boat-race feast, decoration, etc. could be presented using various classroom techniques. Some of the useful techniques for these words could be verbal illustration, demonstration and pictorial illustration. After the presentation of key words you could give model reading of the passage. Since the lesson Onam is a short lesson you may read aloud the whole passage at one go, model reading by you could be followed by silent reading by the pupils. While they read the passage silently you could place one or two broad questions on the black board. These questions should be global question, based on the whole passage. You could get answers to these questions once the pupils finish their silent reading. At this point you could continue with the activity of silent reading.

After the presentation stage you could take up the discussion 1 stage. In this stage you may undertake a detailed discussion of the passage with the help of questions. Your questions could be of the following types, namely, factual, inferential, referential, etc.

- 1) When do people in Kerala celebrate Onam ?
- 2) Whom do they remember during Onam?
- 3) How do they welcome Mahabali?
- 4) Do you think Mahabali really visits their houses?
- 5) What are the various preparations for Onam?
- 6) What is the special item for the feast?

After this stage you could move on to discussion II stage. In this stage your main aim is to check the pupils' understanding of the reading passage. Here you may think of different kinds of exercises, namely, true or false, Match A with B, complete the following etc. Once you complete this stage you could give your pupils some exercises for homework. One such exercise could be a project work involving three or four pupils group wise for collecting relevant pictures and information regarding Onam. They could prepare picture albums or write brief report about Onam.

8.5 Reflective Questions

Now it is time for reflection. You could sit down quietly and reflect on your reading lesson. While the lesson was in progress you could have audio or video recorded your lesson. After recording the whole lesson, you may play back the recording and listen to it. While listening to it you could ask a number of reflective questions of yourself such as those given below.

- 1) Why did I choose this particular lesson Onam?
- 2) Was the number of paragraphs selected adequate for 35 minutes?
- 3) Did I motivate my class well?

- 4) Were my questions interesting?
- 5) Was my reading model?
- 6) Did I make any pronunciation mistakes?
- 7) Did my writing two questions on the board divert the attention of my students?
- 8) How was my speed of reading aloud?
- 9) Did my model reading serve any real purpose?
- 10) Could I touch upon various kinds of reading comprehension questions?
- 11) Did I include some challenging questions?
- 12) Did I cover all the stages of the lesson within the stipulated time?
- 13) Did I give them reading aloud?
- 14) Could I monitor the students' giving answers?
- 15) Did I involve all the students for giving answers?
- 16) Were my exercises interesting?
- 17) Did I encourage the learners to use dictionaries?
- 18) Did I accomplish what I wanted to achieve?

Such reflective questions will enable you to understand where you stand. It will also help you to know your strong points and weak points and this will facilitate mending your ways of teaching.

8.6 Afterthoughts

Your reflection might arise in you such afterthoughts as the following. I thought I selected a lengthy passage. Since my lesson was an intensive lesson I should have selected half of it. I was not able to touch upon all the aspects in a systematic way. I spent more time for motivation and presentation. I should have reduced my time.

I should have asked only a few questions rather than asking so many. I should have monitored their responses by paying individual attention. I should have encouraged my students to give answers using their own sentences, not allowing them to read out sentences from the text. I should have done more home work in order to avoid mistakes in pronunciation and use of intonation.

Such reflection will enable you to examine your own teaching. As you know such a thing is unavailable through other means.

8.7 Conclusion

In this unit we looked at various stages of a reading lesson, steps involved in presenting such a lesson, model lesson plan and reflective questions. This has given you adequate exposure to planning and presentation of a reading lesson. In the next unit, namely, unit 9, you will learn about a composition lesson.