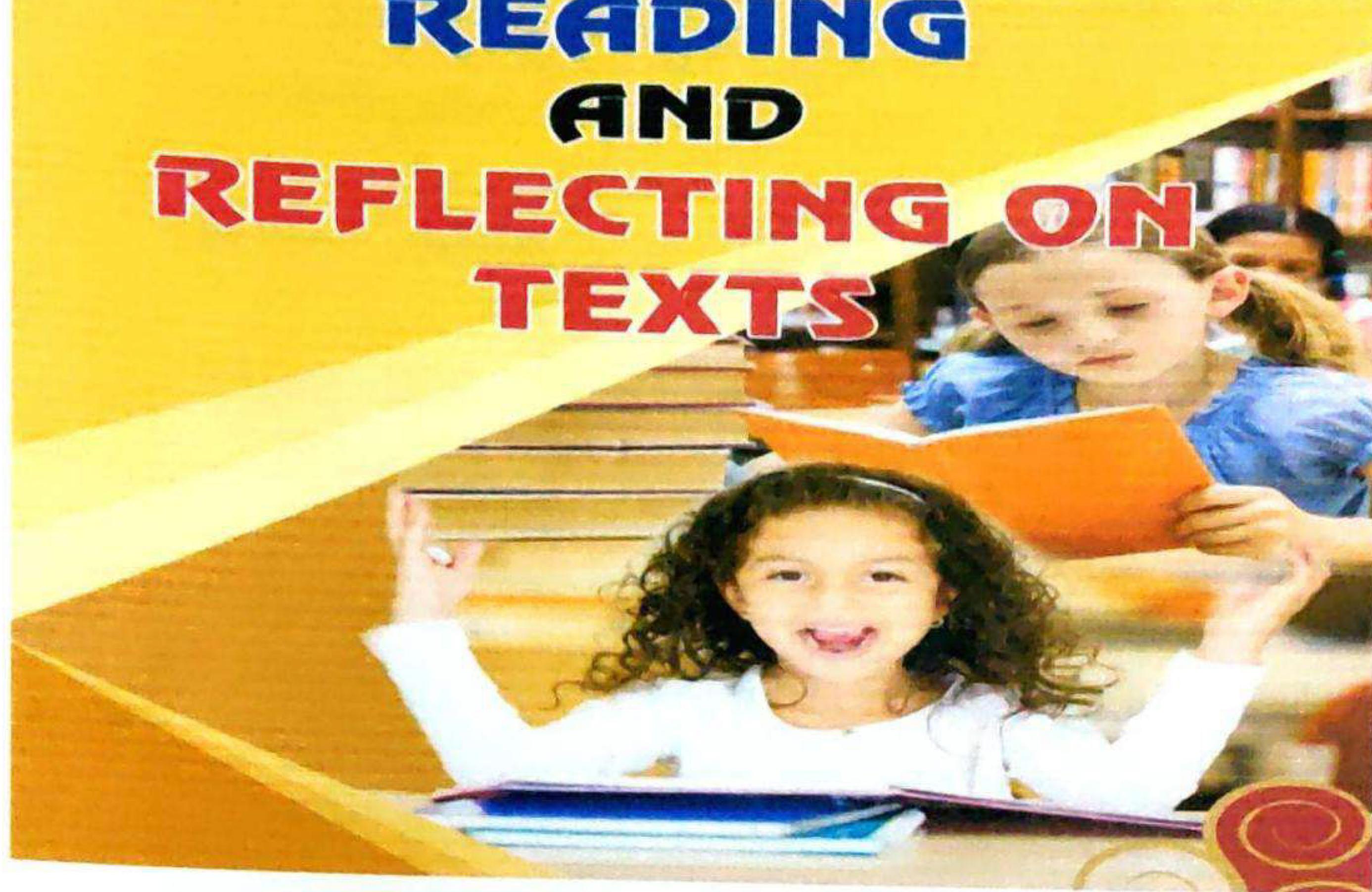


READING AND REFLECTING ON TEXTS

B.ED (Regular) Course 2019-2020

READING AND REFLECTING ON TEXTS



SUBMITTED BY : NITIKA KAUSHIK

REGISTRATION NO: 718017

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* TASKS & ASSIGNMENTS

i) Vocabulary Book

ii) Book Review

Reading

Languages are generally taught and assessed in terms of the "four skills"- listening, speaking, reading & writing.

Listening and Reading are known as 'receptive skills' while speaking and writing are known as productive skills.

Reading is a process of decoding symbols in order to construct or derive meaning. It is a means of language acquisition, communication and of sharing information & ideas.

The reading process requires continuous practice, development and refinement. It requires creativity & critical analysis.

There are no concrete laws of reading but rather allows an escape of readers to produce their own products. Readers are variety of reading strategies to assist with decoding and comprehension.

It is a complex interaction between the text and the reader which is shaped by the readers knowledge.

Reading is the process of looking at a written or printed symbols and translating it into appropriate meaning.

Reading is the ability which enables an individual

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To record with the purpose of interacting from the page the thoughts, facts and ideas about the content.

The number of words read in one complete movement is the eyespan of a reader. The eyes of a good reader move quickly taking longer jumps in comparison to the poor reader whose eyes move slowly taking shorter jumps.

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ACQUISITION OF

READING SKILLS

A child's ability to learn to read, known as reading acquisition, begins in infancy, as the child begins to attend the speech signals in their environment and begins producing spoken language.

The environment in which a child develops affects the child's ability to learn to read. The amount of time that a child spends together with parents or other important caregivers while listening to them read is a good predictor of the level of reading that the child will attain later in life.

Thus, the ideal process of early literacy begins in the relationship between hearing, spoken language; seeing written language and feeling loved. However, reading to children and exposure to books is not only enough to prepare them for reading.

Comprehension

The word comprehension means understanding when you lack comprehension of a difficult word, you will likely to look up its definition and use it in a cool, down to earth dictionary.

Comprehension actually comes from latin word 'Comprehensionem' which means a seizing any kind of mental grasping of an idea or a subject is a kind of comprehension.

* Global Comprehension

It means understanding the general comprehension of what you are listening to or reading.

* Local Comprehension

It means understanding the specific information in the text.

* Detailed Comprehension

It means understanding the whole information in the given text.

TYPES OF READING TEXTS

i) Descriptive Texts

Descriptive Text is used in all forms of writing to create a vivid impression of a person, place, object or event. It is used to describe a special place and explain why it is special and also describe the person. This type of text is used to help a writer develop an aspect of their work e.g.; to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects etc.

This style of writing is useful for a variety of purposes:-

- * to engage a reader's attention
- * to create characters
- * to set a mood.

ii) Narrative Text

Narration is the telling of a story, the succession of events is given in chronological order. The basic purpose of narrative is to entertain, to gain and hold a reader's interest. However narratives can

also be written to teach or inform to change attitudes / social opinions. e.g. soap opera and television drama that are used to raise topical issues.

There are many types of narrative. They can be imaginary, factual or combination of both. They both include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, ballads etc.

iii) Bio-Graphical Sketch

A biographical sketch or blistech, is a type of writing generally done to inform the audience of a significant event or small portion of the person's life. A sketch unravels a story pertaining to a person's life. It may include basic information about the person, such as achievements, skills, education and formal training. It is crucial to obtain information from trusted sources.

iv) Screenplays

A screenplay or script is a written work by screen-writers for a film, video game or television program. These screenplays can be original works or adaptations from existing pieces of writing. In films, the movements, actions, expression, and dialogues

the characters are also narrated. A screenplay written for television is also known as teleplay.

v) Reports

A report is any informational work made with the specific intention of relaying or recounting certain events in a widely presentation form. Reports fill a vast array of informational needs for many of society's important organizations. Reports are used for keeping track of information, which may be used to make decisions.

CHARACTERISTICS OF READING

i) Reading is purposeful

When you read, it has a reason. Even when you read novel during travelling, your purpose is to pass the time.

ii) Reading is selective

The way you read differs according to the purpose. You quickly scan a page in the telephone directory to locate a name number but you to pay careful attention to every word in a legal document.

iii) Reading speed varies from person to person

Content and purpose has its effects on the speed of a reader. We read a story book faster than the text book.

iv) Reading is silent

Reading aloud is a specialised skill used. For example, by actors and newspapers but seldom by the general reader.

v) Reading is text based

It's always the context which provides meaning to reading, it's not the mere decoding of individual sentences isolated from context.

vii) Reading is based on comprehension

Understanding the meaning of text is integral to reading rather than the result of it.

viii) Reading involves complex cognitive skills

Reading do not merely decode the message. They make predictions and inferences. They anticipate based on what they read.

Stages Of Reading

There are five stages of reading :-

- 1) Pre- Reading
- 2) Reading
- 3) Responding
- 4) Exploring
- 5) Applying

* PRE- READING STAGE

The Pre - reading stage is where the teacher activates background knowledge, sets purpose, introduces key vocabulary terms and previews the text with the students.

This involves the teacher giving students information about the books they will be reading, informing them of the purpose of reading, the first look at the book cover, chapter titles, any illustrations etc.

The teacher can teach about all the actions he / she will be using and can also use pictures and flashcards to make the learning process more interesting.

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* READING STAGE

The second stage, reading is where the students begin reading the material through any type of reading. It includes reading strategies / skills, the examination of illustrations, reading from beginning to end, and note taking.

* RESPONDING STAGE

Responding is the stage where the students respond to what they read through reading logs, journal or grand conversations. Responding deals with what a child has learned after reading a book. This might involve reading logs where the students writes about what they read and connects it to real life or through discussions that can be either whole group or small group.

* EXPLORING STAGE

The exploring stage is where the students go back and re-read certain things in the text,

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learn more vocabulary, participate in mini-lessons, examine the author's craft or identify memorable quotes) passages. This can be done using story boards that sequence events, graphic organizers that highlight the plot or by writing their own books based on the read text.

APPLYING STAGE

The applying stage is where the students create projects, read similar or related material, evaluate their experiences while reading or use information learned in thematic units.

This is where the students participate in after reading activities that demonstrate comprehension of the text reflections over their understandings and the value taken from the reading of the Text. These activities might include essays, reader's theme, Powerpoint Presentations etc.

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READING PROBLEMS

There are some reading problems occurred in interaction with students in the classroom. Some of the problems and their remedies are as follows:-

a) Faulty Reading Habits

a) Sub-Vocalisation

Our eyes move faster than our tongue. If one reads aloud he / she tends to read word by word instead of sense group which slows one down. So, efficient readers do not sub-vocalise.

b) Finger Pointing

When children read with finger pointing, they fix their concentration on the word, they are reading. In this case too, the child reads word by word and not in sense groups.

c) Regression

This refers to regressive eye movements i.e. the eye moves backwards to check previous words.

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Instead of moving steadily forward, sometimes, even a skilled reader may have to return to earlier parts of text and reinterpret them in the light of what has followed. However, children should be trained to eliminate pointlessness and frequent regression.

2) Neurological Problems

Some children have learning problems arising from disfunctioning of neurological systems rather than from low IQ. The term Alexia is used to refer to a reading disability that may be related to the impairment of the Central Nervous system.



3) Vision loss

Sometimes a child holds a book near the eye for reading, squints at the board, rubs the eyes or thrusts the body forward.

4) Decoding errors

Through one to one oral reading child may commit mistakes of eye to eye decoding error.
Eg. He is sat on the after dinner reads the

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Same sentence as :- He sat on the soap after dinner but it distorts the meaning.

5) unfamiliarity of sound

English language has its own set of sounds for example, In english V and W are two sounds but in Hindi, there is one sound.

6) Irregularity in English spellings

Silent words like K in knife and known creates confusion, Moreover F sound is denoted sometimes by ough (enough) and sometimes by ph (photograph)

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Suggestions for

Improvement

i) Proper Guidance

Teacher should guide the students that no sub-vocalization, no finger pointing and proper eye-movement will lead to proper reading habits.

ii) Regarding Irregularity of the spelling

Teacher can guide them not to find the logic behind the language and try to understand the system lying behind a particular language.

iii) The students who have vision problems

should be attended sympathetically and should be allowed to sit on front desks.

iv) Teacher should cultivate the habit of self-reading among the students. For this a survey reading interest can be done.

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WRITING

Writing is a medium of human communication that represents language and emotion through the inscription or recording of signs and symbols.

Learning to read and write is a process of experiencing language. Writing is the physical expression of what you think. The close relationship between writing and thinking makes writing more valuable. Thus, writing is closely related to the inner process within a child's mind i.e. the internal, manipulation of external experiences.

In addition to this, writing reinforces for the grammatical structures, idioms and vocabulary that we have been teaching our students, writing skills makes the items learnt firmly fixed in the minds of learners.

Writing is a tool used to enable us to express what is in our mind and for some people is almost as important as speech.

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ASPECTS OF WRITING

SKILLS

- 1) Syntax (Sentence structure and choices etc.)
- 2) Content (Relevance , clarity , originality, logic etc.)
- 3) Grammer (Rules of verbs, articles , adjectives etc.)
- 4) The writing Process (Getting Ideas, drafts , revising)
- 5) Mechanics (Hand writing , spellings , punctuation etc)
- 6) Audience (The readers)
- 7) Organisation (Vocabulary, Tone, Idioms)
- 8) Word choice ()
- 9) Purpose (The reason of writing)

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MECHANICS OF WRITING

i) Make letters of the right shape and size.

ii) Giving proper spacing between letters, words and lines.

iii) Using capital letters and other punctuation marks.

iv) Controlling the small muscles of the fingers and wrist to have fluent movement in writing.

Teaching writing Mechanics has three stages :-

- Preparation for writing
- Learning to write
- Mastering a mature style of handwriting.

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CHARACTERISTICS OF GOOD HAND-WRITING

* Legibility

It should be legible and easy to read. Illegible handwriting creates a very bad impression on the readers. Headings should be written in bold but simple manner.

* Distinctiveness

It means each letter should have a characteristic form of its own. It should be clearly and carefully written. Letters should not be distorted or overlapped.

* Spacing

The letters in a word, the words in a line and the lines in a page should not be crowded too closely together.

* Simplicity

Letters should be simple, bold and free from all strokes.

* Size

The size of the words should be proper & moderate.

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* Letter style

There can be three different styles :-

- A) Slanting towards left (\ \ \)
- B) Vertical (| | |)
- C) Slanting towards right (/ / /)

* Uniformity

There should be uniformity in handwriting.

* Speed

Good handwriting also requires a genuine and reasonable speed. In the beginning, the students may write slowly, but gradually they should develop habit of writing at a reasonable speed.

* Adjustment between writing and Thinking

It implies there should be no omission of words or phrases due to quick thinking in fast writing.

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CRITICAL WRITING

The word critical has positive as well as negative meaning. The word critical describes your attitude, when you read the article.

Each analysis should include the following points.

- Summary of author's point of view, including a brief statement of main idea.
- Outline of important facts and lines of reasoning, author is going to use to support main idea.
- Summary of author's explicit or implicit values
- Presentation of author's conclusions or suggestion for actions.

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REFLECTIVE WRITING

Reflective writing is formal or informal about a subject matter after it has been presented in literature or other media using options, memories. It is often used as a reaction to what has been read or to have full knowledge from a specific event, piece of literature or reason that has been presented. It can be used to determine key point or to form new ideas about a subject.

It is a key strategy that can help improve writing by making thoughts more developed and precise as well as enhances critical thinking.

In Reflective writing, use the 4w's to make it more enhancing and presentable.

4w's are : WHY ?

WHERE? WHEN?

WHO?

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PROCESS OF WRITING

The stages of writing process are as follows:

- i) Pre-writing
- ii) Writing and Re-writing
- iii) Editing

DEFECTS

Writing too light



Writing too Angular

CAUSES

- Pen holding too slanty

- Eyelet of pen turned sideways

- Pen holder too large in diameter

- Thumb too stiff

- Penholder lightly held

- Movement too slow

Writing too Irregular

- Lack of freedom of movement

- Pen gripping

- In correct position

Spacing too wide

- Pen progress too fast

- Too much lateral position

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Vocabulary

Book

Vocabulary Book

* **Multiple** - having or involving several parts, elements or members

eg. She went through the **multiple security procedures** at airport.

* **Revere** - To regard with deep respect

eg. The child **revered** at her mother.

* **Acute** - sharp or severe in effect , crucial / critical

eg. Since Komal has an **acute fear of drowning**, she has never entered a swimming pool.

* **Addict** - a person who is unable to stop or can be seen as devoted to something.

Video games **addict** lots of kids which is bad because too much screen is bad for their eyes.

* **Bribe** - to promise, offer or give something often illegally.

After a series of successful engagements, he accepted a bribe from the enemy to withdraw.

* Broil - To cook by direct heat, very hot

Nowadays also, villagers boil their food using wood.

* Chauvinism - Zealous and aggressive patriotism
blind enthusiasm for military glory.

She could not determine if the action were pure chauvinism or old fashioned civility

* cheer - to applaud or encourage with shouts

Audience cheered the participants loudly at the auditorium.

* Deal - an agreement or transaction.

There is a deal between brother and sister to play video games alternatively.

* Desecrate - To violate sacred character of an object or place.

The enemy is advancing to destroy Russia, to desecrate the tombs of our fathers, to carry off our wives and children

* Emanate - to come or seem to come from Greek word 'mauros'

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The macroeconomics derived or emanated from greek word macros.

* expansive wide or extensive, friendly, open and talkative

Reim is quite expansive towards his family & relatives

* Flare up - to burst suddenly into fire with anger

She flared up when her colleague cheated her to save herself from his employee.

* Funding - the provision of money for a project or organisation.

When we first accepted funding we established this secure connection in case he ever had a need to contact us.

* Gossip - idle talk, usually about other people's private lives

Five women were gossiping in the garden area in the evening.

* Gaurd - to watch over or shield from danger or harm

Parents guard their children from all evil things

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* Hatch - to mark with fine parallel or crossed lines for shading.

The painter hatch the paintings to see the dual effects.

* Heretic - a person who maintains beliefs contrary to the teachings of church.

Ram is a heretic person who always contradicts church's teachings.

* Injurious - causing harm, abusive, slanderous or rebellious

crackers are injurious for our health to play with.

* Inglorious - dishonourable, shameful, disrespectful

It was inglorious to attend Simran's birthday party because of rude behaviour.

* Jeremiad - a long mournful & sad complaint

The manager made Jeremiad about the employees to the owner.

* Junk - old or unwanted objects, rubbish waste

He lifted her to her room, finding a spot on the bed that has been covered with junk.

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* **Kindlee** - to set a fire to start to burn, to
arouse or be aroused.

They kindlee lights so as to remove sight of
darkness.

* **Lame** - disabled or crippled (in the legs)
feet, weak

He was lame for rest of his days.

* **Lap** - to wash against the light splashing
sound

The sounds of waves lapped very loudly at
the beach.

* **Madeap** - impulsive, reckless or unlikely to
succeed.

The students are likely to madeap if they will
not follow the teachers instructions.

* **Mimic** - to imitate a person, to entertain

• The actors are best in mimicing and that's
why they are able to entertain audience.

* **Moment** - a short period of time.

I enjoyed this moment of time

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Book Review

THE INVISIBLE MAN

by H.G. WELLS...

The Invisible man, written by H.G. Wells, is the most famous science fiction of all time. This is a tale of psychological terror.

The novel is about a solitary researcher Griffin, whose discovery to invisibility isolates him from other people. At first, Griffin does not want to be left alone. He takes a room in a boarding house and absorbs himself with his apparatus and experiment. As he runs out of money and other support, he feels about stealing from others and calls it a necessary action in order to discover a way to reverse his invisibility. Griffin gets more irritable with each passing day because of the growing curiosity of the people and feels no harm in throwing out of room. Griffin then takes shelter in the home of Dr. Kemp and confides in him his plans to establish a "reign of terror". But Kemp summons the police and Griffin is arrested.

Background

The story revolves around a place in rural Sussex, England, in its 1890s, where people's conversations are confined to land and weather. Suspicion and terror seems to be enjoying the advantage of the winter time where one can observe footprints of the invisible man clear and visible on snow. The sussex natives, though ignorant and not so intelligent even, help only to support the comic element in the novel.

Wells plays the theme conveying that nothing is gained without a corresponding loss. Griffin, who could have a higher status as scientist, ends up losing his sanity.

As a dark comedy, the book, however teaches that true maturation is all about learning to deal with destructive desires and questions how much knowledge is actually enough.

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CHARACTERS

→ Dr. Kemp

He is a scientist living in the town of post Burdock. He is an old friend of Griffin, who comes to his house to hide Griffin's transformati. into "Invisible man".

→ Mr. Hall

He is the husband of Mrs. Hall and helps her run the coach and horses inn. He is the first person in Spring to notice the mysterious Griffin.

→ Mrs. Hall

She is the owner of the coach and Horses inn. A very friendly, down to earth woman who enjoys socialising with her friends or guests.

→ Thomas Marvel

Thomas Marvel is a jolly old trumpr recruited to assist the Invisible partner. He carries books for Griffin and also money that Griffin had stolen.

→ J.A Jaffers

He is a constable in the Spring town he is called upon by Mr. and Mrs. Hall to arrest

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Griffin after they suspected him of robbing.

→ Col. Adye

Col. Adye is the chief of Police in Port Burdock. He is called upon Dr. Kemp when Invisible Man turned up in Kemp's House talking of over the world with his "terrible secret" of invisibility.

→ Dr. Cuss

Dr. Cuss is a Doctor living in the town of Springfield. Intrigued by tales of a bandaged stranger staying at the Coach and Horses Inn. Dr. Cuss goes to see him under the pretense of asking for a donation to the nurses' fund.

→ Griffin

Griffin is a gifted young university Medical student, who studies Optical dynasty. He believes he is on the verge of a great discovery. Working reclusively in his flat, he invents a formula to bind light and reduce the refracting index of objects, making them invisible. He experiments on himself and makes him invisible.

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Summary

The invisible man starts with a stranger arriving at the town of Spring. He is a private guy, which is a problem when you live in a town where the major export is gossip. The stranger does not get along with the villagers. He spends most of his time trying to do something scientific in his room. But eventually after the villagers accused him of robbery, The Stranger snaps. He takes off all his clothes and reveals that he's wait for it - Invisible! The Invisible man fights the village and flees leaving his important notes behind. To get them back, he forces a homeless dude name Marvel to help him. They go back to Spring and get his stuff, but the villagers attack. But the man beats them harshly.

At another town, Port Stowe, the invisible man, steals money and drops it into Marvel's packets. The Invisible man tries to kill Marvels, but a bunch of people saved him. He takes shelter in a house that happens to be owned by old friend, Kemp and there we learn that our not so hero's name is Griffin.

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MORAL VALUES

The moral values of the novel "The invisible man" centre around the immense possibilities that science can exert over the social, religious and everyday concerns of living.

PLOT n. n.

The plot of the novel centres around the influence of science in the life of human beings. As science is always viewed by human from an ethical angle, this clearly shows that when science is used to personal gain, it not only gets destroyed by the forces of good, but also the originator gets destroyed. In this work, the evil ariffin not only meets a sad end but also had lot of misery.

THEME

The theme is about the ignorance of consequences of the society about the scope of science for good or evil. The fact that invisibility was such an unknown and somewhat dreaded subject in that age led to further complications conveyed through the contents of the novel.

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TECHNIQUE OF WRITING

The writer has not adopted any subplots to enlarge the theme. This helps him to keep his story limited to common place and highlights about scientific research. The storyline, without any sub-plots or romantic distractions, keeps the reader's focus centred. The focus is to impress upon the reader the frustrations of lack of money for a useful purpose such as scientific research as also the bad effects of drugs and medicines (when not taken in control).

SCIENCE

While the science is the central focus of the story and the novel likes on as a classic of English literature, it is also a book that encourages one to look at science not as a serious matter of the good and bad of the human race.

It also recognizes that one can have fun with science and that one can come up with simple and plausible discoveries that could be earth shattering for the human race.