

Механизм работы с разными видами чтения на английском языке как одно из условий формирования читательской грамотности ученика

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МАТЕМАТИЧЕСКАЯ
ГРАМОТНОСТЬ

ЧИТАТЕЛЬСКАЯ
ГРАМОТНОСТЬ

ЕСТЕСТВЕННОНАУЧНАЯ
ГРАМОТНОСТЬ

КРЕАТИВНОСТЬ
МЫШЛЕНИЯ

ПОИСК СМЫСЛА

ПРИМЕНЕНИЕ НА ПРАКТИКЕ



МНОГОФУНКЦИОНАЛЬНОСТЬ

АНАЛИЗ

Что характеризует ученика, у которого сформированы навыки функционального чтения?

- умеет пользоваться различными видами чтения (изучающим, просмотровым, ознакомительным)
- способен переходить от одной системы приемов чтения и понимания текста к другой, адекватной данной цели чтения и пониманию и данному виду текстов



Проблемы и затруднения обучающихся при работе с текстом

- -не знают значений многих слов
- -не умеют читать диаграммы
- -не умеют озаглавить текст
- -не понимают смысла написанного
- -не могут выделить ключевые слова
- -не в состоянии сформулировать вопрос
- - не могут выбрать способ решения задачи
- -не умеют актуализировать наличные умения
- -не могут перенести знания и умения из одной области на другую
- -часто подменяют задание на более привычное, знакомое



Правила отбора текстов к заданиям на функциональное чтение

- Текст должен быть ученику интересен
- Текст должен содержать неизвестную ученику информацию
- Текст должен развивать кругозор
- Текст не должен быть перегружен цифрами, датами, терминами
- Иллюстрации не отвлекают, а помогают разобраться в содержании текста. Иллюстрации должны способствовать развитию познавательной активности
- Уровень трудности текста должен соответствовать возрасту ученика. При необходимости нужно адаптировать текст
- Незнакомые слова должны «вычитываться» из текста или быть представлены в сносках
- Объем текста не должен превышать норму
- Шрифт должен помогать ученику легко читать текст
- Текст должен быть структурирован



READING

A Skim the article. What is the writer's purpose? Circle the correct answer.

a to entertain b to persuade c to inform

READING STRATEGY

When you read an article, it's helpful to ask yourself what the writer's purpose is. For example, is it to entertain, persuade, or inform us? Understanding why the writer has written an article can help you get a better understanding of it.

OUR NEED FOR SLEEP

Sleep restores our energy. It helps us cope with stress, solve problems, and recover from illness. Although everyone needs sleep, how much a person needs depends on the individual and his or her age. Infants generally need 16 to 18 hours of sleep a night. Seven or eight hours a night is usually enough for an adult, though teenagers should get around nine hours. Not getting enough sleep can lead to problems. We don't remember things as well, nor think as clearly, as we should. Insufficient sleep can lead to depression, and it also makes it more likely for us to get sick.

The sleep cycle

Sleep researchers have discovered that humans have a sleep cycle. By watching the eyes of sleepers, they noticed that the eyes move very quickly during certain periods of sleep. That's why they called them rapid eye movement, or REM, sleep. Other periods of sleep are called non-rapid eye movement, or NREM, sleep.

NREM sleep

NREM sleep has four stages, each lasting between five and 15 minutes.

Stage 1

We sleep very lightly in this stage. We are easily awakened, and sometimes experience the feeling of falling.

Stage 2

During this stage, our heart rate slows down and the temperature of the body drops.

Stage 3 and 4

We experience deep sleep during these stages. The body builds bone and muscle and builds up its strength to fight disease. If we are awakened, we feel disoriented.

REM sleep

After NREM the body enters REM sleep. The pattern of brain activity during REM sleep is similar to being awake. Even though the brain and eyes are active, the body remains immobile. Heart rate and breathing speed up and become regular, and the eyes move rapidly in different directions. Perhaps this is connected to the fact that people dream a lot

in REM sleep. The average adult spends about 20 per cent of sleeping time in REM sleep, although infants spend about 60 per cent in it. When REM sleep ends, the sleep cycle begins again.



IS THIS YOUR TYPICAL READING LESSON?

Teacher: Ok, turn to page 34 and look at the reading text. I'm going to give you 3 minutes to skim the text then I want you to answer question A – what is the reader's purpose – to entertain, to persuade, to inform?

WHAT IS SUCCESSFUL READING?

- Being able to clearly understand the message and information that is contained in the text that you are reading
- Having the skills and tools in order to be able to be a successful reader

SO ...WHAT DO WE NEED TO DO IN THE CLASSROOM IN ORDER FOR STUDENTS TO HAVE ACCESS TO A TEXT?

We need to teach them the skills such as understanding words from context, skimming, scanning, reading for detail (intensive reading) and, also, equally importantly, that reading can be a pleasurable experience!

1. Identify words in the text that you think will be a problem for students

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OUR NEED FOR SLEEP

Sleep **restores** our energy. It helps us **cope** with stress, solve problems, and recover from illness. Although everyone needs sleep, how much a person needs depends on the individual and his or her age. **Infants** generally need 16 to 18 hours of sleep a night. Seven or eight hours a night is usually enough for an adult, though teenagers should get around nine hours. Not getting enough sleep can lead to problems. We don't remember things as well, nor think as clearly, as we should. **Insufficient** sleep can lead to depression, and it also makes it more likely for us to get sick.

The sleep cycle

Sleep researchers have discovered that humans have a sleep **cycle**. By watching the eyes of sleepers, they noticed that the eyes move very quickly during certain **periods** of sleep. That's why they called them rapid eye movement, or REM, sleep. Other periods of sleep are called non-**rapid** eye movement, or NREM, sleep.

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REM sleep

After NREM the body enters REM sleep. The **pattern** of brain activity during REM sleep is similar to being awake. Even though the brain and eyes are active, the body remains **immobile**. Heart rate and breathing speed up and become irregular, and the eyes move rapidly in different directions. Perhaps this is connected to the fact that people dream a lot

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2. CREATE SENTENCES WITH THE WORDS IN CONTEXT.

1. She really didn't want to go to the party but we finally managed to **persuade** her, and she came with us.
2. After the hurricane, we had no electricity. It took the authorities 2 days to **restore** it, so that we had light again.
3. After running the 100m, Usain Bolt's **heart rate** is 180 beats a minute
4. I only have £5. That is **insufficient** money to buy pizza and chips, so I can only have the pizza.
5. There are 4 seasons – spring, summer, autumn and winter – in the year **cycle**.

- 3. Students work in pairs to try to work out the meaning of the words from context

4. Give students meanings to compare their answers to
not enough convince someone to do something

the speed your heart beats

Something that repeats regularly

to make something good again

persuade
cycle
insufficient
restore
heart rate

SKIMMING

- Skimming is something that is regularly used in the classroom in L1, in order for students to get the 'gist' of a text before reading in more detail, but it is a skill that needs to be activated in English.
- In addition to reading texts, there are activities you can do to help activate this skill in English.

HOW SHOULD WE SKIM A TEXT?

- Read quickly
- Read the title. It's often a short summary of what's in the text.
- Read the first paragraph. It often sets out what questions are to be answered in the text.
- Read the first line of each following paragraph only.
- Read the last paragraph completely. It often summarises the whole text.

MATCHING TITLES/HEADINGS TO TEXTS

1 Stop buying cleaning products

When you're lumbered with something you don't want or don't need, you can connect via the internet with someone for whom it might have a use. Scores of readers recommend the freecycle network and the UK group freegie

2 Make your own clothes

We have a little covered alleyway just off our high street where people leave things all the time. When you have something that no longer serves in your life, you can place it there.

3 Freecycle as much as possible

I no longer buy clothes, I make them myself. I do have to buy fabric and a pattern, but I only buy what I need. It's not that I can't afford high street clothes.

4 Leave stuff outside for your neighbours

SUMMARY SENTENCES

The British Museum is one of the world's most visited museums and covers an astonishing range of cultures, periods and types of material. Unlike the Louvre or the Hermitage, it is not based on a royal collection in a former royal palace; unlike either of those museums, or the Metropolitan Museum in New York, it doesn't collect Western oil paintings. It does, however, collect graphic art (prints, drawings and watercolours) for both East and West, as well as paintings from Asia

The British museum has many different paintings

The difference between the British museum and other museums

The British museum is not built in an old royal palace

The Louvre and the Hermitage are more popular than the British museum



Make a home for hedgehogs. You can buy ready-made homes or you can easily make your own. Leaves make good cover.

Hedgehogs really benefit from extra food, like cat or dog food, using it as a supplement to their natural diets.

~~Hedgehogs are good swimmers but if they can't climb out of steep-sided ponds or pools, they will drown.~~



SCANNING

- Scanning is something that is regularly used on a daily basis in L1, in order to find a specific, pre-determined piece of information e.g. scrolling through your phone contacts to find the person you want to call or searching the shelves in the supermarket for a specific item. The same applies to reading – looking quickly for a specific piece of information in a text.
- In addition to reading texts, there are activities you can do to help activate this skill in English.

KEEP FIT WHILE SCANNING!

Step 1: Find/Create a text with 3 paragraphs to it. Make 2 or 3 copies on different coloured paper. Cut each copy into separate paragraphs

Step 2: Create 2 or 3 questions for each paragraph and cut them into strips – one question per strip. Create enough copies to match the number of groups you will create (see Step 4)

Step 3 : Before the lesson, stick the separate paragraphs up around the outside of the classroom. Mix and match the colours e.g. Green paragraph 1 with yellow paragraph 2 and pink paragraph 3

Step 4: Divide class into groups of 3 and assign a colour to each group to match the colours of the paragraphs e.g. Group 1 is green, Group 2 is yellow etc (depending on class size, you may need to assign more than one group to a colour)

Step 5: Explain that you will give each group 1 question at a time. The answer to the question will be in one of the 3 paragraphs that match their colour. 1 student needs to take the question, run to the paragraphs, find the answer and run back to their group to dictate the answer. They must also say which paragraph they found the answer in.

Step 6: Give the group the next question. Student 2 now has to run to the paragraphs, find the answer and return to dictate to the group etc. Try to mix the question order for each group so that students are not 'cheating' by copying another student

Step 7: Once all the questions have been answered, give each group a copy of the full text and check answers.

INTENSIVE READING

- Intensive reading is something that students do every day, if not every hour, in most of the classes they attend – not just their English class.
- It is when a student focuses on a particular text (part or whole) or piece of writing in order to fully understand the information expressed there.
- Students read in detail and have specific learning aims or tasks to be achieved.

SPOT THE ERRORS

- **John had had an awful day.** It had started badly, when he was woken up by the wonderful sound of workmen making a large hole just outside his bedroom window. He had not been able to get back to sleep, so he had got up and made his way to the bathroom for a shower. There was nothing he enjoyed more than standing in a horrible warm shower, singing the latest hits to himself but today was an exception – when he turned on the shower the water was a little freezing and he ran out of the shower as fast as he could. He put on his dressing gown and made his way to the kitchen for a disgusting cup of coffee and some tasteless on toast. But, disaster struck!

SPOT THE ERRORS

- **John had had an awful day.** It had started badly, when he was woken up by the **deafening** sound of workmen making a large hole just outside his bedroom window. He had not been able to get back to sleep, so he had got up and made his way to the bathroom for a shower. There was nothing he enjoyed more than standing in a **wonderful** warm shower, singing the latest hits to himself but today was an exception – when he turned on the shower the water was **absolutely** freezing and he ran out of the shower as fast as he could. He put on his dressing gown and made his way to the kitchen for a **delicious** cup of coffee and some **tasty** scrambled eggs on toast. But, disaster struck!

JIGSAW READING

A Furthermore, all your clothes and toys are new, and not handed down from an elder brother or sister.

D The first thing is that you don't have to go out in the cold and rain because it needs to have a walk.

B There are many advantages to having a cat as a pet, rather than a dog.

E Lastly, on your birthday and at Christmas, you get much better presents from aunts and uncles and grandparents.

C The first advantage of growing up in a small family is that your parents might be much more attentive to your needs, as there is nobody else for them to care for.

F Moreover, cats are generally cleaner, so don't smell as bad as dogs sometimes can

PROCEDURE

- Use 2 texts that are clearly different in terms of topic
- Cut the texts up into sentences and give 1 sentence, randomly from either text, to each student.
- Students read their sentence without sharing with their neighbours
- Students mingle, asking each other about the content of their sentence in order to find people with the same text.
- When they have found all 'their partners', students work together to put their sentences into the correct order, by forming a line, to complete the text
- Teacher reads out the text – students need to move if they are in the wrong place!

SO, HOW WOULD YOU TEACH THIS LESSON DIFFERENTLY NOW?

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Before opening the book

Use title to predict

Pre-teach vocabulary

Open the book

Skim to get gist of text

Scan text for specific detail

Read questions

Skim to answer Qs

Использование разных приемов работы с текстом на уроке позволяет не только разнообразить работу с текстом, но и быть одним из способов формирования читательской грамотности, как одного из направлений формирования функциональной грамотности.

