

Case Study of Making Students of Class 1 independent Readers

Name of School: **G.L.P.School, Kanathur**

Name of Teacher: **Santha. P**

Class: 1

BRC: **Kasargod**

District: Kasargod

State: Kerala



It is to share the Case Study of Santha, a teacher of GUPSchool, Kanathur, who made her students in class 1 as independent readers of Malayalam. Myself, Dr.P.K.Jayaraj as State Programme Officer, SSA, Kerala visited the class of Santha, three times.

Shhhh..! Do not disturb. The First Graders are being transported to the ecstasy world of Reading! I have often thought of hanging such a board at the door of the classroom. The children are found reading most of the time. The excitement of having mastered the art of reading glows on their faces.

They insist on books with good pictures. They look at the pictures first. They start reading only after they flip through the pictures. With some books they start with a bang. But often they don't make much headway and get stuck, failing to make out what they are reading. They feel they have bitten off more than what they can chew. Then they come running to the teacher. "Teacher, please read this for me!", they say.

It was only later that I learned that the teacher gave such books to them on purpose. She didn't want all the books to be child's play! The children ought to go to grown-ups for help when they found the going tough. That was the only way for them to go up to the next level in reading.



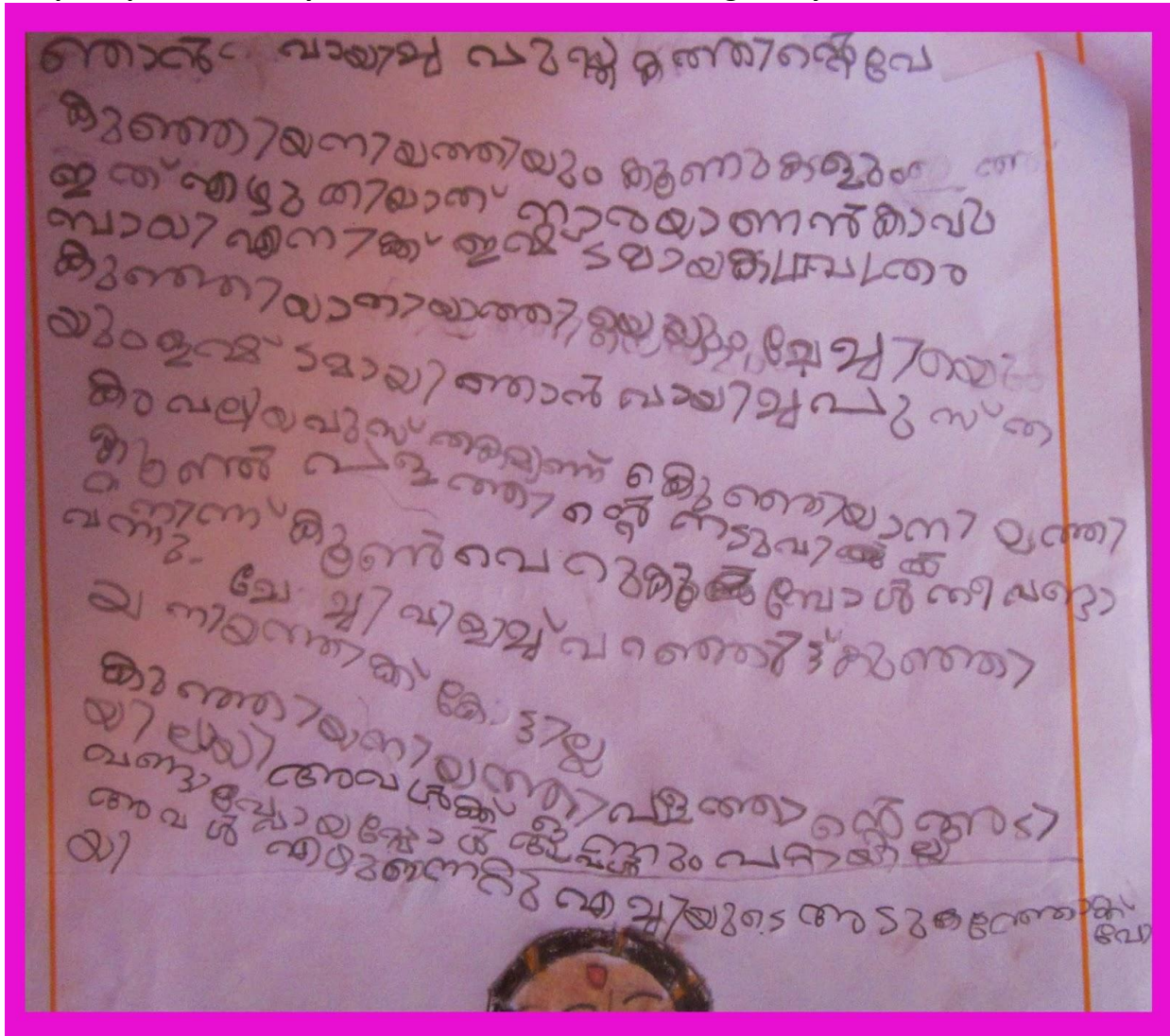
Santha teacher teaches in a rural government U.P school, GUPS Kanathur, Kasaragod district. The teacher's attempt ultimately evolved into a comprehensive reading programme. The programme promoted genuine interest in reading of class 1 learners and also their literacy skills and confidence.

Santha teacher visualized, planned and implemented a number of strategies to make her learners good readers. During the first phase, she used storytelling and reading aloud techniques in her class. She mostly used illustrated story books. In the second phase, the teacher decided to integrate reading books that are relevant to the themes and concepts given in the standard-1 text book.

During the third stage, the teacher used different strategies for reading, comprehending and responding to the text. Teacher used books with pictures that are appropriate to the level and interest of the learners. The books included stories, small plays, small poems, descriptions,

biographies and autobiographies. Towards the end of the academic year, the students of class-1 have become independent readers of Malayalam.

Sample report written by one of the students after reading Malayalam book



After reading, students have written reading reports. They have developed the ability to write the main ideas and the supporting details. They also improved their handwriting and the mechanics of writing like using full stop and comma. Students acquired better understanding of grammar and usage too.

It is definitely the programme of action developed by Santha teacher, but she also had the whole-hearted support from the School Resource Group (SRG) and other teachers. All teachers helped her in arranging the reading corner and collecting and displaying books in the class.