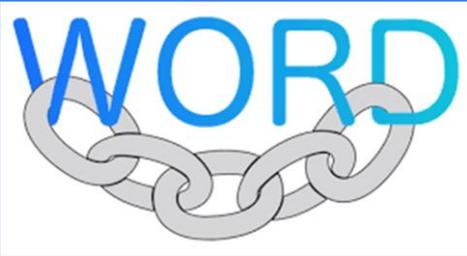




UNEX Comprehension exercises



Title: "Chain" method

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Title: Chain

Keywords: # mainstay word, # text visualization, # meaning chain

Duration: 25-30 minutes. The teacher determines the time.

Short description:

This activity leads students to practice reading and comprehension skills related to the visual memory of the text, finding mainstay words, creating a chain of consistency in the text and its easy retelling (form of comprehension). The exercise is performed in pairs.

Objectives:

1. Finding the mainstay words in the text
2. Visualization of the text
3. Improve reading comprehension
4. After reading, creation of a plan and retelling what you have read

Activities:

Part One: (10 min) Students look carefully at an object, then close their eyes and mentally note three of its details. They open their eyes and compare the picture of their imagination with the real object. They memorize more details of the same object and close their eyes again and imagine the object again. Depending on the complexity of the object they are observing, can repeat it 5-7 times, and you can rotate it so they can get its three-dimensional image. With each passing time the details will increase and finally they must have a clear picture in their imagination. Let them try to describe the object with their eyes closed and the maximum amount of detail to their partner.

Now do the same with some not very long text. Let them look at the text for 30 seconds, they close their eyes and remember three facts from the text that they have memorized. They open their eyes and clarify these facts in more detail. Now they close their eyes again and recall the already specified text. Let them consider how to summarize these facts. Let them do it a few times. With the help of this exercise it is necessary to try not to read the text, but to try to find the essence of the main thoughts. It is desirable (mandatory) to visualize the facts in the text after reading. In this way an additional form of memory is activated - the visual one of what they have read. Let them try to retell the text with their eyes closed.

Second part: (20 min) Give students to read an unfamiliar text once. Now they try to retell it. Many of them may have difficulty. Enter the term "mainstay words". Different texts that are part of the curriculum or books that children read at home can be used to define mainstay words. It should be noted the importance of mainstay words for retelling the text, for its understanding. Based on the mainstay words, a plan can easily be drawn up to retell the text.

The mainstay words are those that most accurately, vividly, fully reveal the main thing in the text (words that represent the text in a concentrated form and are the bearers of its meaning). Mainstay word selection is important for planning. Now apply the first part, where the key words are defined in the first reading, and then clarifications are added to them.

Tips for trainers



Start with simpler objects, remembering that the difference between a triangle and a pyramid or square and a cube is the perspective from which you look. Here is a simple example of a hexagonal pencil - is there an eraser on the back and what color is it, did the students notice that it was not round but hexagonal, but whether it was sharpened or not, and what color was the wood from the sharpened part (if sharpened).

List of resources, materials etc

Various objects for observation

Texts

Sheets of paper for recording the mainstay words and composing the "chain"

Stopwatch

Evaluation/Feedback

- | | |
|---|----------|
| Are students motivated to perform this activity? | Yes / No |
| Do students do well with the visualization of the subject? | Yes / No |
| Do students manage to choose mainstay words and retell what they have read? | Yes / No |