

1233

LONGMANS'  
YORUBA  
READERS



READER FOUR

## NOTES FOR THE TEACHER

The child's own language is his mind's most important tool. A good reading lesson will train him to use it well, both for thinking and expression.

In the standard classes the aim of the reading lesson is *not* to teach the children to read, but to read with understanding and appreciation. To do this is not easy; but when well done, it makes the reading lesson one of the most valuable and interesting lessons, both for teacher and pupil.

Reading aloud is an art, and to do it well requires much skill and practice. It needs good breathing, a well-produced voice, clear enunciation, correct pronunciation, good phrasing and expression. Good oral reading therefore must follow—it cannot precede—understanding. This is the reason why the children should read a paragraph silently before they are asked to read it aloud.

### *Types of Reading Lesson*

- Type A. 1. Difficult words are read and explained briefly.  
2. Children read a paragraph silently.  
3. One child is chosen to read it aloud to the class (*not* to the teacher).  
4. Appreciation and intelligence work. (See later notes.)
- Type B. 1. Difficult words read and explained.  
2. Teacher reads a paragraph.  
3. Discussion of paragraph.  
4. A child reads the same paragraph; or two or three read it, each taking a part of the paragraph.
- Type C. 1. New and difficult words dealt with.  
2. Teacher reads the whole story to the class, the children keeping their books shut.  
3. Discussion of story.  
4. Children read a paragraph silently.  
5. One child reads it aloud to the class, the children having their books shut.
- Type D. 1. The meanings of new words written on the blackboard by the teacher.  
2. Children read a paragraph silently.  
3. Teacher asks questions on it, or gives a "slip of paper test" on it.  
4. The paragraph is read aloud by one or more children.  
5. Further appreciation work if necessary.
- Type E. Same as Type D, but questions are written on the blackboard, and the children write the answers either on a slip of paper or in a note book.

It will be noticed that there are only small differences in some of the methods of taking the lesson, but all will lend variety to the reading lesson and keep it from becoming monotonous to the children. The teacher may be able to think out other ways of taking the lesson. Type A will be used more often than the others.

LONGMANS' YORUBA SERIES

READER 4

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