**CLASSROOM ACTIVITY**

**Enhancing Comprehension Skills for Day-to-day Life**

**Introduction:**

 As a part of language teaching, I had planned to enhance my student’s comprehension skills using wrappers of the products used by them in their day-to-day life.

 English Language Learners (ELLs) often have problems mastering Science, Math or Social Studies concepts because they cannot comprehend the text book for these subjects.

 Comprehension is the ability to read, understand, process and recall what was just read.

 A picture is worth a thousand words and I have used colourful waste wrappers to develop comprehension skills for my students.

**Learning Objectives:**

To make students:

* Read with understanding
* Practice self-questioning
* Draw inferences
* Distinguish between facts and opinions
* Take a wise decision or make a conclusion

**What I Did?**

I have asked my children to bring wrappers of used snacks items, soaps, beverages etc. in the previous day. I had them to sit in two groups. Then I asked them what are the points we take into consideration before we buy things from the shop. Students came with swift answers but not much about the products. So, I have showed a wrapper of a beverage to my students and asked questions such as:

* What is this?
* What is the cost?
* Date of manufacture?
* Date of expiry?
* Manufacturer of product?
* Ingredients? Etc.

 I wrote those questions on the board. Interested students found the answers from the wrappers, thus motivating other students.

**Activity by Students:**

Students were asked to sit with their wrappers in 2 groups, then asked to go through the information given in the wrappers for 5 minutes. They were next allowed to discuss with their friends. Then they discuss how, when, where, why, who aspects of the wrappers.

Student made inferences quickly thus strengthening their reading comprehension skills.

Then they wrote down the answers for all the questions on the black board. They stuck the wrappers on one side of their project note and wrote the answers on the other side.

**Outcome:**

When I started the activity, students gave very little information about the products and wrappers. But gradually, students learnt to read, understand and comprehend the main information printed on the wrappers. They also self-questioned: whether the product is good or bad, safe to consume or not, whether the money spent for the product is correct, etc. At the end of this activity students learnt to comprehend and apply to their day-to-day life situations.

 By R. Arulmozhi. T.G.T 