

**Allama Iqbal Open University AIOU PGD In
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Code 1628 Teaching Literacy**

Q1.

a) List and explain any three key elements for establishing a literacy-rich classroom environment for young learners.

b) Describe how each of these three elements contributes to reading development.

A literacy-rich classroom is a space where children continuously interact with language—visually, orally, and through hands-on engagement. The purpose of creating such an environment is to ensure that young learners

naturally absorb foundational literacy skills long before formal reading instruction begins. Children learn language through immersion; therefore, they need to hear words, see words, manipulate print, observe reading behavior, and participate in meaningful literacy encounters.

Establishing such an environment requires intentional design and pedagogical planning. The following three elements form the core of a literacy-rich classroom: a **print-rich environment**, an **engaging and accessible classroom library**, and **oral language with interactive literacy practices**. Each element strengthens the cognitive, linguistic, and social foundations necessary for successful reading development.

a) Three Key Elements for Establishing a Literacy-Rich Classroom Environment

1. Print-Rich Environment

A print-rich environment is one where the classroom is filled with visible, meaningful, functional print. It goes beyond decoration; it seeks to immerse children in written language that is relevant to their daily experiences. The primary purpose is to help young learners become familiar with the form, structure, and purpose of print.

Characteristics of a Print-Rich Environment

A print-rich environment includes:

- Labels on classroom materials (e.g., “Door,” “Window,” “Book Basket”).
- Word walls with high-frequency words, thematic vocabulary, and students’ names.
- Anchor charts created during lessons—showing grammar rules, reading strategies, or vocabulary.
- Alphabet charts, phonics posters, number lines, and classroom rules written clearly.
- Daily routine charts such as calendars, weather charts, and schedules.

- Functional print such as “Line Up Here,” “Wash Hands,” “Quiet Area,” “Turn Off the Light.”
- Student-generated print such as drawings with captions, class stories, or shared writing displays.

A print-rich environment is designed so that children see written language everywhere. They associate print with real-life meaning and begin to understand the symbolic function of letters, words, and sentences.

Why a Print-Rich Environment Matters

Young children learn to read long before they decode text. They observe adults reading signs, instructions, menus, and labels; thus a classroom full of functional print teaches children that reading is part of everyday life. They learn:

- Words have meaning.
- Print communicates ideas.
- Print is read from left to right and top to bottom.
- Letters form words, and words form sentences.
- Visual cues like spacing and punctuation affect meaning.

A print-rich environment can also include multilingual print, which is especially valuable in linguistically diverse classrooms. Exposure to multiple languages enhances

metalinguistic awareness, boosts children's confidence, and helps them make cross-language connections.

2. Accessible and Engaging Classroom Library

A classroom library provides a rich selection of reading materials available at all times. It is an essential element because it encourages students to explore books independently, fostering intrinsic motivation for reading. A strong classroom library includes varied genres and levels so that each child can find texts that match their interests and reading abilities.

Components of an Effective Classroom Library

An engaging library typically includes:

- Storybooks, picture books, and big books.
- Nonfiction texts on science, animals, weather, community, and real-life topics.
- Alphabet books, rhyme books, and early readers.
- Poetry collections, magazines, and children's newspapers.
- Books in various languages spoken by students.
- Leveled books to accommodate emergent, developing, and fluent readers.

Books are arranged in labeled baskets or shelves with pictures and print so that even non-readers can identify them. The library also includes comfortable seating—cushions, bean bags, rugs—to create a welcoming reading corner that motivates children to spend time with books.

Importance of a Classroom Library

A library cultivates curiosity and interest in reading. When children choose their own books, they become active participants in the reading process. Self-selection leads to greater engagement, longer reading duration, deeper comprehension, and increased confidence. Young learners also develop book-handling skills such as:

- Turning pages from right to left.

- Holding a book correctly.
- Reading text from left to right.
- Understanding illustrations and their relation to text.

The library also supports differentiated instruction because teachers can match books to individual ability levels. Pair reading, story retelling, picture walks, and buddy reading all take place within the library and strengthen comprehension and vocabulary.

3. Oral Language and Interactive Literacy Activities

Oral language serves as the foundation for literacy development. Before children read print, they must understand spoken language. A classroom rich in oral language ensures that children participate in conversations, storytelling, questioning, dramatization, and collaborative talk.

Features of an Oral Language-Rich Classroom

- Daily read-aloud sessions where teachers model expressive reading.
- Shared reading using big books with repetitive patterns.
- Circle-time discussions with open-ended questions.

- Storytelling, puppetry, and dramatic play.
- Rhymes, songs, fingerplays, and phonological awareness activities.
- Think-aloud strategies where teachers verbalize reading processes.
- Peer interactions through group activities and sharing sessions.

Teachers introduce sophisticated vocabulary, model proper sentence structures, and encourage children to articulate their thoughts. Oral language is also closely

linked to early writing. Children narrate stories, describe their drawings, and participate in shared writing activities.

Why Oral Language Matters

Strong oral language skills are one of the most accurate predictors of later reading success. Children with rich oral vocabularies find it easier to decode, comprehend, and analyze text. Oral language supports:

- Vocabulary development.
- Phonological and phonemic awareness.
- Listening comprehension.
- Narrative structure.

- Critical thinking and inferencing.

Through oral interaction, children learn how language works—how ideas are formed, sentences structured, and meaning conveyed—all of which directly translate into reading proficiency.

b) How These Three Elements Contribute to Reading Development

1. Contribution of a Print-Rich Environment to Reading Development

A print-rich environment builds foundational reading skills by helping children understand the purpose and structure of written language. Constant exposure helps children develop:

- **Concepts of print**—directionality, spacing, punctuation, and text organization.
- **Letter recognition** as they see alphabet displays and word walls daily.
- **Sight-word recognition** through repeated exposure to environmental print.

- **Phonics awareness** as they connect letters to sounds.
- **Vocabulary development** when they associate labels and charts with real items.

Environmental print, like cereal boxes or school signs, becomes familiar, giving children confidence because they recognize words before formally learning to read. Early writing attempts grow naturally, because children copy labels, write names, and create simple signs based on visible models around the classroom.

2. Contribution of a Classroom Library to Reading Development

The classroom library directly strengthens reading achievement by providing extensive opportunities for independent and guided reading. Its contributions include:

- **Increased motivation and reading stamina**—children read longer when interested.
- **Exposure to varied vocabulary** through stories, informational texts, and poems.
- **Improved comprehension** because illustrations support understanding.

- **Development of fluency** through predictable texts and repeated reading.
- **Understanding of story structure**—characters, setting, events, and sequence.
- **Access to leveled reading materials** so children learn at their own pace.

Interacting with books helps children transition from emergent readers who rely on pictures to conventional readers who decode and interpret text independently. The library also supports cultural diversity, offering books that reflect students' languages and backgrounds, which strengthens identity and engagement.

3. Contribution of Oral Language and Interactive Literacy to Reading Development

Oral language lays the groundwork for decoding, fluency, and comprehension. Its contributions include:

- **Phonological awareness**—recognizing rhymes, syllables, and sounds.
- **Phonemic awareness**—hearing and manipulating individual sounds, a key skill for decoding.

- **Vocabulary expansion**, which is essential for understanding text.
- **Narrative competence**, which supports comprehension and writing.
- **Listening skills**, enabling children to understand stories and follow directions.
- **Modeling of expressive reading**, helping children develop fluency.

Through interactive literacy practices, children learn how to think about text—predicting, questioning, retelling, summarizing, and connecting ideas. These

comprehension strategies are essential for later academic reading.

Q2.

a) List and explain two more key elements for establishing a literacy-rich classroom environment.

b) Describe how each of these additional elements contributes to reading development.

A literacy-rich classroom is a thoughtfully designed environment where children continuously interact with spoken and written language through structured, engaging, and developmentally appropriate experiences. In addition to the previously discussed elements such as print-rich surroundings, classroom libraries, and oral language opportunities, there are other essential components that significantly enrich literacy growth. Two of these additional elements include **integrated writing centers and literacy-based play areas**, and **the use of**

technology and multimedia resources. Both of these elements deepen children's exposure to language, strengthen foundational literacy skills, and create interactive learning experiences that mirror real-world communication. These elements function beyond traditional reading instruction by allowing children to express meaning in multiple modes, participate in creative learning tasks, and apply literacy skills authentically.

a) Two Additional Key Elements for Establishing a Literacy-Rich Classroom Environment

1. Writing Centers and Literacy-Based Play Areas

A literacy-rich environment must ensure that children not only read but also write, experiment with letters, explore symbols, and use print for communication. Writing centers and literacy-based play areas are interactive spaces that foster early writing behaviors, allow children to express ideas, and integrate literacy into daily routines and imaginative play.

Characteristics of Writing Centers

A well-designed writing center includes:

- Different types of paper (lined, unlined, colored, recycled).

- Writing tools such as pencils, crayons, markers, chalk, and pens.
- Letter stamps, alphabet stencils, word cards, sentence starters, and name tags.
- Charts displaying letter formations, high-frequency words, and basic sentence structures.
- Clipboards, sticky notes, mini whiteboards, and message boards.
- Student-created lists, labels, and posters placed within the center.

Writing centers are intentionally organized to invite children to express themselves. They encourage exploration rather than correctness, allowing children to scribble, draw, write random letters, or form words based on their developmental stage.

Characteristics of Literacy-Based Play Areas

Play is central to early development, and incorporating print-rich materials into play reinforces literacy naturally.

Literacy-based play areas may include:

- A pretend grocery store with price tags, shopping lists, and product labels.
- A doctor's clinic with patient forms, appointment logs, and medicine labels.

- A post office with envelopes, stamps, letterboxes, and writing cards.
- A restaurant with menus, order pads, signs, and labels.
- A home corner with calendars, labels, recipe cards, and instruction booklets.

Through role-play, children imitate real-life literacy practices, integrating reading and writing into meaningful contexts. These environments create authentic literacy experiences that enhance engagement and comprehension.

Why Writing Centers and Literacy-Based Play Areas Matter

Writing centers develop early literacy by bridging the gap between emergent writing and more formal writing instruction. Children learn that writing is a tool for communication, not merely an academic task. Similarly, literacy-based play areas allow children to apply reading and writing naturally while engaged in imaginative play. These settings make literacy enjoyable, purposeful, and relevant.

2. Use of Technology and Multimedia Literacy Resources

In the modern learning environment, technology is a fundamental component of literacy development. Multimedia tools introduce children to digital literacy,

strengthen comprehension, support visual learning, and build phonological and phonemic awareness through interactive activities.

Characteristics of Technology Use in a Literacy-Rich Classroom

Technology tools include:

- Audio books and recorded read-alouds.
- Interactive whiteboards for phonics, vocabulary, and story sequencing.
- Tablets with age-appropriate literacy apps that promote letter-sound recognition, tracing, and vocabulary building.

- Digital storybooks with animations and highlighted text.
- Videos introducing rhymes, phonemic awareness exercises, and storytelling.
- Class computers for typing simple sentences or viewing educational websites.
- Document cameras for shared writing and highlighting text features.

Technology is not a replacement for traditional literacy practices. Instead, it expands the learning environment by

offering diverse modes of content delivery and engaging sensory experiences that reinforce language acquisition.

Why Technology and Multimedia Matter

Technology helps children learn in multisensory ways—visually, auditorily, and kinesthetically. Interactive digital tools motivate learners, support differentiated instruction, and allow young children to practice literacy independently. Multimedia resources can also bridge linguistic gaps, especially in multilingual classrooms, by providing audio models of correct pronunciation, vocabulary, and expressive reading.

b) How These Additional Elements Contribute to Reading Development

1. Contribution of Writing Centers and Literacy-Based Play Areas to Reading Development

Writing centers and literacy-infused play areas significantly enhance reading development in several ways. They connect reading and writing, foster linguistic creativity, strengthen phonemic awareness, and promote understanding of how language functions.

1.1 Development of Phonological and Phonemic Awareness

As children write, they begin to hear sounds within words and attempt to match letters with sounds. Through activities such as:

- Writing their names,
- Labeling drawings,
- Using letter stamps,
- Creating shopping lists,

children improve their sound-symbol correspondence. This awareness is one of the strongest predictors of reading success.

1.2 Strengthening Vocabulary and Word Recognition

Writing exposes children to new vocabulary. Word cards, labels, and picture dictionaries within the writing center encourage repeated exposure to high-frequency words,

which leads to better word recognition and improved reading fluency.

1.3 Enhancing Comprehension Through Meaning-Making

When children write messages or stories, they create meaning. This meaning-making process mirrors reading comprehension because it involves:

- Sequencing ideas,
- Understanding narrative structure,
- Organizing thoughts logically,
- Connecting text to real-life experiences.

Play-based literacy areas deepen comprehension further because children read signs, menus, scripts, forms, and labels in meaningful contexts.

1.4 Building Motivation and Reading Confidence

Writing centers and play-based literacy encourage choice, creativity, and autonomy. Children willingly engage in literacy tasks, which boosts motivation. Motivation leads to increased participation, and increased participation strengthens reading frequency and skill.

1.5 Connecting Reading and Writing as Reciprocal Processes

Reading helps children become better writers, and writing reinforces reading. When children attempt to write, they draw upon vocabulary they have heard or seen in print, making literacy experiences more integrated and holistic.

2. Contribution of Technology and Multimedia Resources to Reading Development

Technology and multimedia strengthen literacy development by making reading interactive, visual, and engaging. They support struggling readers, accelerate skill development, and create differentiated learning opportunities.

2.1 Development of Listening Comprehension

Digital stories and audio books help children hear fluent reading. This improves:

- Expression

- Intonation
- Pacing
- Understanding of story structure

Listening comprehension precedes reading comprehension, making such tools essential for emergent readers.

2.2 Enhancement of Phonemic Awareness and Phonics Skills

Many literacy apps offer:

- Sound matching activities
- Rhyming games

- Letter-sound drills
- Blending and segmenting exercises

These interactive activities accelerate phonics acquisition.

2.3 Support for Visual Learners

Multimedia content uses images, videos, animations, and color-coded text. Visual support helps children:

- Understand meaning,
- Connect words to images,
- Retain information,

- Strengthen decoding skills.

2.4 Increased Access to Diverse Texts

Digital libraries provide access to:

- Multilingual books,
- Interactive stories,
- Beginning reader texts,
- Texts with audio and visual support.

Diverse access improves comprehension, vocabulary, and cultural awareness.

2.5 Encouragement of Independent Learning

Tablets and computer activities allow children to practice literacy without constant teacher guidance. This autonomy:

- Builds confidence,
- Encourages exploration,
- Supports differentiated instruction,
- Gives immediate feedback through interactive apps.

2.6 Strengthening of Writing-Reading Connections

Technology tools such as digital story creators, typing programs, and voice-to-text functions allow children to express themselves. Writing digitally helps reinforce letter

recognition, sequencing, vocabulary, and
comprehension—all essential components of reading
proficiency.

Q3.

a) Propose any two practical strategies for teachers or parents to develop reading habits in children aged 6–9 years.

b) Suggest one more strategy to sustain these reading habits over time.

Answer:

a) Two Practical Strategies for Developing Reading Habits in Children Aged 6–9 Years

1. Daily Read-Aloud Sessions with Interactive Engagement

Daily read-aloud sessions are one of the most impactful strategies for developing reading habits in children aged 6–9. At this stage, children are transitioning from learning to read to reading to learn, making exposure to fluent,

expressive reading essential. During read-aloud sessions, teachers or parents read age-appropriate texts such as picture books, short chapter books, folktales, fairy tales, informational texts, and poetry. Selecting texts that are culturally relevant, engaging, and diverse ensures that children connect personally and emotionally to the material.

Interactive engagement during these sessions enhances comprehension, vocabulary, and critical thinking. Teachers or parents can pause to ask questions like: *“What do you think will happen next?”*, *“Why did the character behave this way?”*, *“How would you feel in this situation?”*, or *“Can you relate this event to something in your life?”* This approach teaches children to actively interact with text, improving prediction skills, inferencing, and

comprehension. Asking children to retell stories or dramatize events encourages oral language development, reinforces narrative understanding, and strengthens memory recall.

Read-aloud sessions also help children develop **phonological and phonemic awareness** by hearing the rhythm, rhyme, and sounds of language. They expose children to advanced vocabulary in context, supporting word recognition and retention. Establishing a routine for read-aloud sessions creates familiarity, turning reading into a daily habit. Children begin associating books with enjoyment, curiosity, and emotional satisfaction. Over time, this consistent exposure fosters intrinsic motivation to read independently, laying a strong foundation for lifelong reading habits.

2. Creating a Book-Rich Home or Classroom

Environment

A book-rich environment encourages independent exploration, choice, and engagement with a variety of texts. In homes and classrooms, books, magazines, charts, posters, and visual aids should be abundant, organized, and easily accessible. The selection should cater to multiple reading levels and interests, including picture books, early readers, nonfiction texts, poetry, science and social studies books, folktales, and culturally relevant literature. Multilingual books are particularly valuable in classrooms with diverse linguistic backgrounds, supporting bilingual or multilingual literacy development.

To be effective, books should be arranged attractively and placed at children's eye level. Comfortable reading areas with rugs, cushions, or beanbags invite children to spend extended periods reading. Rotating books regularly keeps interest alive and introduces new topics, genres, and formats. Labels, word walls, and thematic displays stimulate vocabulary recognition and reinforce literacy learning.

A book-rich environment encourages self-directed learning by allowing children to choose books aligned with their interests. Choice enhances intrinsic motivation, as children are more likely to engage deeply with texts they select.

These environments also promote social learning through shared reading, buddy reading, story circles, and group discussions. By integrating visual, oral, and written literacy

practices, a book-rich environment strengthens comprehension, fluency, vocabulary, and overall reading proficiency. Teachers and parents modeling reading behaviors in such environments further reinforce positive attitudes toward reading, demonstrating that reading is both enjoyable and meaningful.

b) One Strategy to Sustain Reading Habits Over Time

3. Establishing a Consistent Reading Routine with Positive Reinforcement

While exposure and initial engagement are critical for developing reading habits, sustaining these habits requires **consistency, reinforcement, and motivation**.

Establishing a predictable daily reading routine helps children incorporate reading naturally into their schedules.

For example, reading for 20–30 minutes before bedtime, after school, or during designated quiet time encourages children to view reading as a normal, enjoyable activity. A consistent schedule develops discipline and turns reading into a habit rather than an occasional activity.

Positive reinforcement strengthens the habit by providing recognition and motivation. Simple strategies include:

- **Reading Logs:** Children record books read, pages completed, or stories retold, providing a sense of accomplishment.
- **Recognition Boards:** Highlighting progress, such as “Reader of the Week” or “Book Star,” promotes pride and intrinsic motivation.

- **Celebration of Milestones:** Discussing completed stories, allowing children to choose the next book, or sharing favorite passages reinforces achievement.
- **Story Sharing and Presentation:** Encouraging children to retell stories, dramatize events, or create drawings based on texts enhances comprehension and expressive skills.

Ownership of reading choices is another critical factor for sustaining habits. Allowing children to select books based on interest fosters intrinsic motivation and accountability. Integrating reading with related activities, such as writing alternative endings, role-playing, or drawing story

illustrations, keeps literacy learning dynamic and meaningful.

4. Integration of Technology to Support Sustained Reading

In modern classrooms, technology can be a valuable tool for sustaining reading habits. Digital resources such as interactive e-books, audiobooks, literacy apps, and educational videos provide engaging and multisensory reading experiences. These tools often include features such as highlighting text while reading aloud, interactive questions, word pronunciation, and immediate feedback. Multimedia experiences make reading enjoyable and accessible, especially for children who struggle with traditional print.

Technology also supports differentiated learning. Children can select texts appropriate to their reading levels, track progress digitally, and revisit stories as often as needed. Features like read-aloud narration, interactive quizzes, and storytelling apps reinforce comprehension, fluency, and vocabulary development. Additionally, integrating technology into literacy routines encourages independence, self-directed learning, and sustained engagement.

By combining **read-aloud sessions, book-rich environments, structured routines, positive reinforcement, and technology integration**, children aged 6–9 develop strong, enduring reading habits. These strategies enhance motivation, fluency, vocabulary, comprehension, and critical thinking, ensuring that reading

becomes a meaningful, enjoyable, and lifelong skill rather than a temporary academic task. Children learn not only to decode words but also to derive meaning, explore ideas, and connect literacy to real-life experiences, forming the foundation for continued academic success and personal growth.

Q4.

a) Identify a common challenge in teaching early writing skills (e.g., emergent writing). Describe one specific practical intervention to support children facing this challenge.

b) Describe a second intervention and explain how it addresses the difficulty.

Answer:

a) Common Challenge in Teaching Early Writing Skills and One Intervention

Challenge: Difficulty in Letter Formation and Fine Motor Skills

A prevalent challenge in teaching early writing skills, particularly emergent writing for children aged 5–8, is **difficulty in letter formation and inadequate fine motor**

control. Many children struggle to hold pencils correctly, control the pressure and direction of strokes, or form letters consistently. This difficulty often leads to frustration, reduced writing motivation, illegible handwriting, and avoidance of writing tasks. Poor letter formation can also affect spelling and reading fluency, as children fail to associate the visual shape of letters with corresponding sounds and words.

Intervention 1: Multi-Sensory Letter Formation

Activities

One practical intervention is the use of **multi-sensory letter formation activities**, which engage children through sight, touch, movement, and auditory cues simultaneously. Examples include:

- **Sand or Salt Trays:** Children use their fingers to trace letters in sand or salt, which provides tactile feedback.
- **Shaving Cream or Finger Paint:** Writing letters with fingers on a sensory medium reinforces shape recognition and motor memory.
- **Air Writing and Body Movements:** Children “write” letters in the air with large arm movements or with their whole bodies, enhancing gross motor coordination and visual memory of letter shapes.
- **Tracing and Overwriting Activities:** Using dotted or dashed letters for tracing, gradually progressing to freehand writing, reinforces muscle memory and

confidence.

These activities improve **fine motor coordination**, strengthen hand-eye control, and enhance memorization of letter shapes. Multi-sensory approaches also increase engagement and reduce frustration, as children experience learning as playful rather than pressured. Over time, these practices lead to improved letter formation, better writing fluency, and increased willingness to engage in writing tasks.

b) Second Intervention and How It Addresses the Difficulty

Intervention 2: Use of Structured Writing Centers with Stepwise Scaffolding

A second effective intervention involves the creation of **structured writing centers** within the classroom, where children can practice writing in a supportive, organized environment. Writing centers provide scaffolding through clear instructions, tools, and guided practice, enabling children to gradually develop confidence and competence in writing.

Components of a Structured Writing Center:

- **Variety of Writing Materials:** Pencils, crayons, markers, chalk, and different types of paper (lined, unlined, colored).

- **Alphabet and Word Cards:** Visual cues for letter formation, high-frequency words, and sentence starters.
- **Stepwise Tasks:** Beginning with tracing letters, progressing to copying words, and eventually constructing simple sentences.
- **Modeling and Peer Interaction:** Teachers demonstrate writing strategies, and children observe peers or work collaboratively in pairs.
- **Feedback Mechanisms:** Teachers provide immediate, positive feedback, focusing on improvement and effort rather than perfection.

How This Intervention Addresses the Difficulty:

Structured writing centers reduce cognitive overload and allow children to focus on specific aspects of writing, such as letter formation, spacing, and sentence structure.

Stepwise scaffolding ensures that children master one skill before moving to the next, making the learning process manageable. By providing a variety of materials and supportive cues, writing centers cater to diverse learning styles and abilities. Children can practice independently or with guidance, fostering self-confidence and motivation.

Regular engagement in a structured environment ensures repetitive practice, which consolidates motor skills, strengthens letter-sound associations, and enhances writing fluency.

Together, **multi-sensory activities** and **structured writing centers** address the common challenges of emergent writing by developing fine motor skills, reinforcing letter recognition, improving handwriting, and increasing children's confidence and engagement. These interventions create a positive, supportive, and developmentally appropriate foundation for early writing, ensuring that children build both competence and a lifelong interest in written expression.

Q5.

a) Design a simple activity for early elementary students aimed at improving text comprehension skills.

b) Explain how this activity directly targets and strengthens comprehension.

Answer:

a) Activity Design: “Story Mapping with Picture Sequencing”

Objective: To enhance text comprehension, narrative understanding, and recall in children aged 6–9.

Materials Needed:

- Short age-appropriate story (2–3 paragraphs or a picture book)
- Story sequencing cards or printed images representing key events from the story
- Large chart paper or a story map template
- Markers, crayons, or stickers for visual representation

Procedure:

1. **Read Aloud:** The teacher or parent reads the story aloud once, emphasizing key events, characters, and settings. Students listen attentively.

2. Discussion and Recall: After the reading, the teacher asks simple questions to recall events: *“Who are the characters?”*, *“What happened first?”*, *“Where did the story take place?”*.

3. Sequencing Activity: Students receive cards or pictures depicting main events of the story in jumbled order. Their task is to arrange the cards in the correct sequence, retelling the story in order.

4. Story Mapping: Once sequencing is complete, students place the cards on a story map chart showing:

- Beginning: Characters and setting

- Middle: Key events or problems
- End: Resolution or conclusion

5. Creative Extension: Students can draw additional details, write a sentence or two describing each event, or add their own ideas for what might happen next.

Differentiation:

- For struggling readers, fewer cards or more visual cues can be provided.

- Advanced students can write full sentences or create alternate endings.
 - Small group or partner work encourages discussion and peer learning.
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b) How This Activity Strengthens Text Comprehension

1. Improves Recall and Sequencing Skills:

By physically arranging story events in order, children practice recalling information accurately and understanding narrative sequence. This strengthens memory for key details and helps them internalize the logical flow of stories.

2. Enhances Understanding of Story Structure:

The story map clearly separates beginning, middle, and end, teaching children to recognize narrative components such as characters, setting, conflict, and resolution. Understanding story structure is a crucial aspect of reading comprehension.

3. Encourages Active Engagement:

The interactive nature of the activity—handling cards, discussing events, and mapping the story—keeps children actively involved. Active participation reinforces comprehension more effectively than passive listening.

4. Promotes Oral and Written Expression:

Retelling the story using sequence cards allows

children to practice oral narrative skills. Writing sentences or describing events strengthens their ability to express comprehension in writing.

5. Supports Visual and Multimodal Learning:

Using pictures and charts caters to visual learners and helps students connect text to images, facilitating better understanding. Visual representation also assists in retaining key events and vocabulary.

6. Develops Critical Thinking and Prediction Skills:

As children organize events, they learn to make connections between cause and effect. They also predict outcomes or suggest alternate endings, which fosters inferencing skills and higher-order

comprehension.

7. Encourages Collaboration and Discussion:

When conducted in pairs or small groups, the activity promotes discussion, negotiation, and explanation, reinforcing comprehension through peer interaction and collaborative learning.

Through **story mapping with picture sequencing**, early elementary students not only recall details accurately but also grasp the structure, relationships, and meaning within a text. This activity directly targets comprehension skills by combining listening, speaking, reading, writing, sequencing, and visualization, ensuring that students

develop a strong, integrated understanding of narrative texts.