

# **Teacher's Notes**

**FOR THE SECTION ON STUDENT'S READING LOG**

**SECTION FOUR**

## **Discussion**

The importance of reading need not be emphasised again here. Teachers should realise that students need to cultivate the habit of intelligent reading. Students should employ their critical and creative faculties as they read. They should also read with a questioning mind.

As students read they should also be encouraged to write down their observations since trying to remember this later would prove to be a futile effort generally speaking. The more a student reads the text the better would be the level of understanding and appreciation. Each reading reveals extra information that is needed to really respond and write out their responses. This helps to make their comments and observations become very original indeed.

As such students should start on keeping a reading log from the very beginning when they start to read their texts. Usually for set texts like this at least a second and if possible a third reading is to be preferred.

Each reading will bring about new insights. So a colour code can be maintained to help to distinguish their reading insights that emerged at each successive reading.

### **Example**

**Red** for notes taken down during first reading

**Blue** for notes jotted down during the second reading etc.

If there is no reading of the text the student actually gains nothing in terms of literature study is concerned. Therefore it is the responsibility of the student to keep a reading log checked by the teacher periodocally.



**SHAKESPEARE PEDAGOGY FOUR**

**Unit Topic** :Reading

**Objective** :Train student's to  
cultivate critical reading habits.

**Materials** :Set texts  
(also notes provided by teacher:  
see Introduction to Life and Times  
Shakcspeare )

## **Students Sample Reading Log for Twelfth Night**

### **For Act 1, scene i.**

#### **Scene 1: Vocabulary**

#### **Reading Notes**

##### **First reading**

Observations in **red**.

##### **Second reading**

Observations in **blue**

1.1.3 appetite ~ appetite for music

1.1.14 fancy ~ love

1.1.17 hart ~ deer

1.1.22 fell ~ savage

1.1.26 the elements ~ the air or sky

1.1.26 seven years' heat ~ seven summers

1.1.30 eye offending brine ~ tears

1.1.35 shaft ~ arrow

1.1.36 all affection ~ all emotions

#### **Scene 1 Summary**

The scene is the palace of Duke Orsino. He is talking about a girl named Olivia. He is in love with her? Perhaps this scene serves to set the tone of the play. It is going to be a romantic play based on this lovers?

**Under the reading notes column students can write their observation and personal insights as they read the play in the appropriate colour designated.**

**For example they may note that nothing is said about Orsino's age but we need to assume that he is young. He appears to be cultured in the arts since he quotes the classics : about the hunter Actaeon and the goddess Diana. The scene must be very impressive because it is taking place in a palace with many lords and attendants.**

**Students therefore learn to discern many things while reading and at the same time keeping records of their reading experiences. They continue to finish reading the play in the same fashion.**

**Teacher and students then get together to write out an account of their detailed examination and commentary similar to the one prepared for Act 1. This class activity would then become class notes and handouts.**