FRIDAY 20 NOVEMBER 2026

Reading together again at our first Friday reading club

Took part	36	Facilitators	1
Where	SDPY Girls High School, Palluruthy	Run by	Olimalar Foundation and George P J
Facilitated by	George P J		

Input

Time
3 hours

Activity

Audience

After a long break, we were back in the classroom with the 7th Standard girls at SDPY Girls High School. It was the first session of our new Friday reading club, and the room was full.

Steps

Some girls came without their books, even after a reminder. Each table shared the books they had. Because there was no time for the warm-up game, he told the start of Chapter 9 as a story and then handed it over to the girls.

One girl from each table came up to read a page aloud, and every girl read at some point.

We used the worksheet to check whether the girls had understood what they read. It asked them to match hard words to their meanings and put five events in order. It also asked them to say who said each line and pick the big idea of the chapter.

Response

The girls had the last 15 minutes for it, and they kept asking what words meant.

Materials

We read Chapter 9, "The Parents", together beforehand. We marked every word we thought would be hard for the girls. We wrote a simple meaning for each in English and Malayalam.

Then we made a one-page worksheet on it. It was called "Books or Looks?" and had instructions in both languages. We also planned each part of the session.

On the morning of the session, a facilitator went over the plan and printed and photocopied 36 worksheets. The girls read from the class set of "Matilda" books.

Outside help

A teacher at SDPY Girls High School sent the girls a WhatsApp reminder to bring their books. She also supported the session and helped explain words.

Evidence

With some help on word meanings, the girls got every part of the worksheet right. They also asked about words they did not know.

We observed this.

Learnings

Once the girls knew what the hard words meant, they could follow the story. When we gave a meaning in Malayalam, they could often find the matching English meaning on the worksheet themselves.

Telling the first part of the chapter as a story helped them get into it quickly. Reading face to face suits this group better than the online sessions did.

What we would do differently

Next time, we are planning to put the hardest words and their meanings on the board before we start reading. With the words in front of them, the girls can check meanings for themselves while they read and while they do the worksheet.

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