



Project No 2019-1-PL01-KA201-065421 " Effective strategies in students' reading education"

How to like reading books?

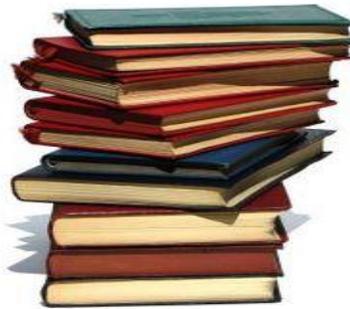
Indra Siksali

Riga School No. 93

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Find me!



Author - Holly Webb

The title of a book

The Brave Kitten

I found the book

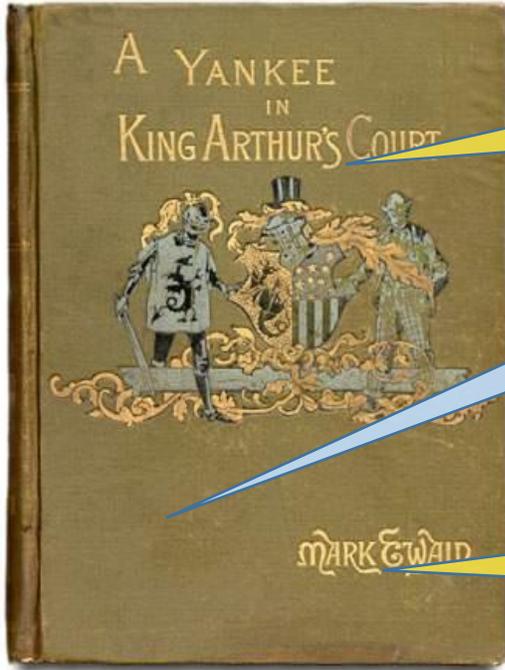
Get a check mark!

Write it down!

Find out!

How many pages are in this book?

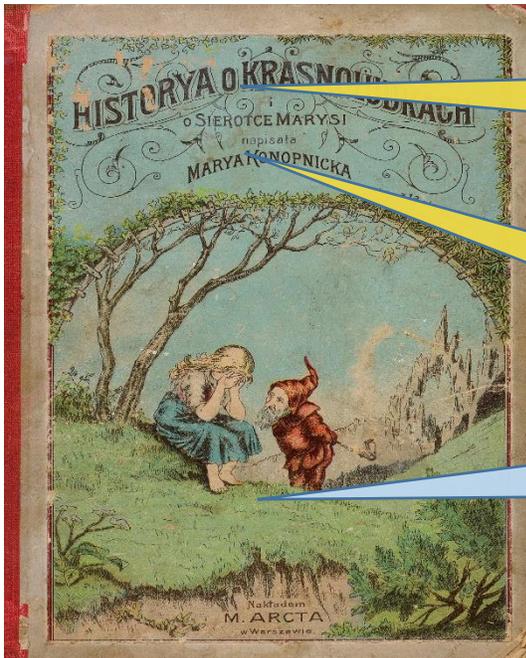
I'M GETTING TO KNOW THE BOOK



The title of the book

Book cover

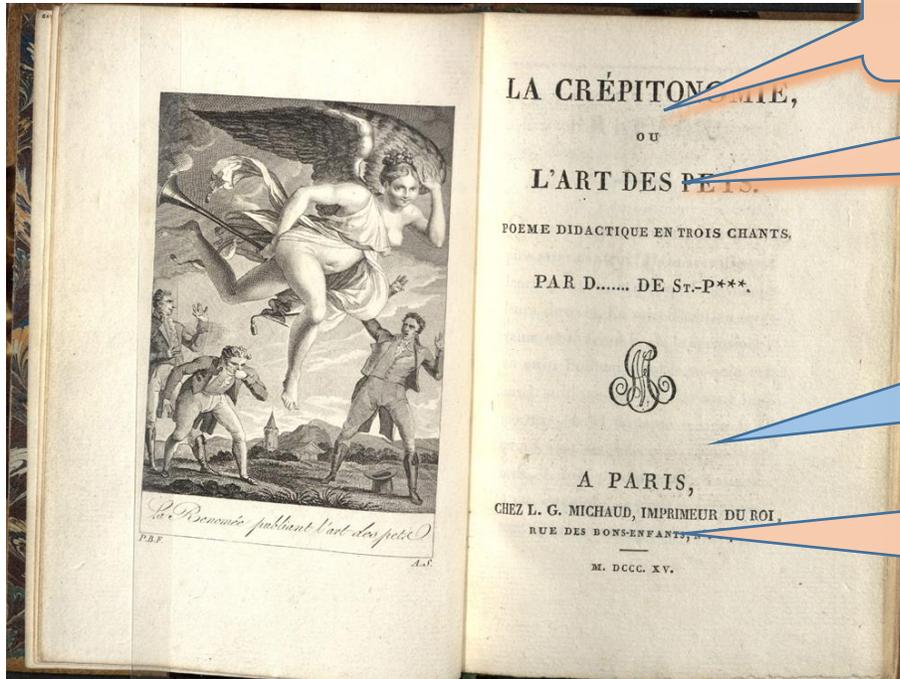
Book's author



The title of the book

Book's author

Book cover

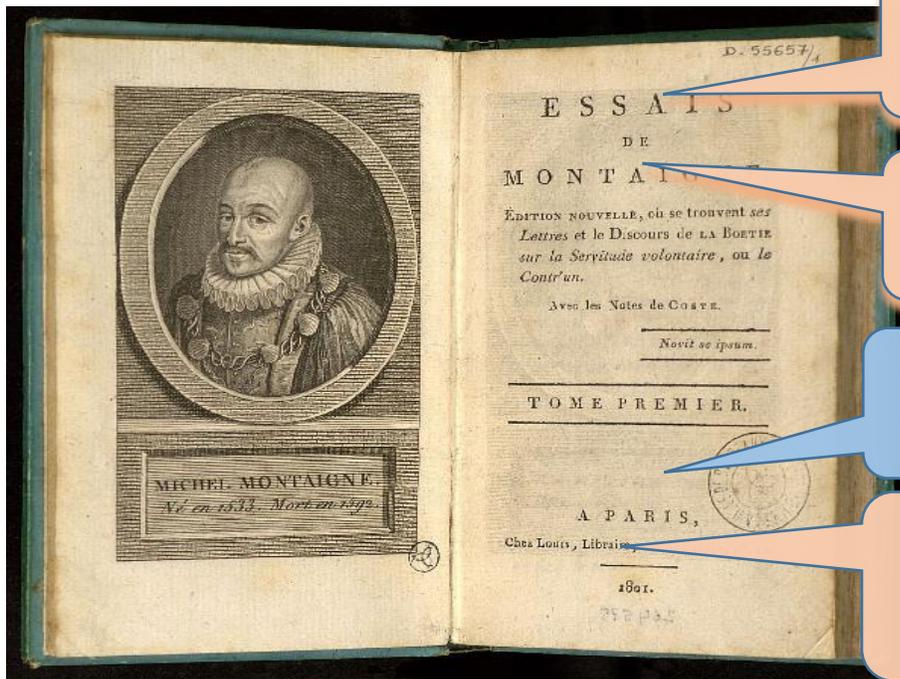


The title of the book

Book's author

Title page

Publisher name



The title of the book

Book's author

Title page

Publisher name

Let's get to know school library!

The PIRLS study shows, that activities performed by parents with children – up to 4th graders, can be divided into reading aloud and shopping in bookstores. Analyzing the data of Latvian students, it turned out that in group Z, parents read aloud to their 11-year-old children once a week or more often in 81% of cases, but in the group of the highest achievements, showed significantly less - 57%. Also in group Z, in 48% of cases, parents with children have been discussing about what they read independently every day or almost every day, in group A - in 31% of cases. Consequently, these activities took more place in families where students had lower achievements in reading. Apparently, by these methods parents made effort to influence children to make more interest in the written text, to improve their reading skills. However, visits to libraries and bookstores were more common in group A. Only 17% of parents from group A stated that they do not visit the library or bookstore with their child at all or almost never. In group Z there were twice more as such answers - 36%. Parents of the best students in reading also read more often. In group A, 60% of parents read 6 and more hours a week at home, in group Z - 34%. As a consequence, students' reading skills are significantly influenced by the co-operation of adults and children in pre-school age, at the age of 10 the most effective reading-promoting activities are regular visits to libraries or bookstores.

Before going to the school library for the first time, the teacher finds out the children's knowledge of the library in class.

Then invites children to visit the school library, where the school librarian introduces the children to the library rules. Children learn how books have been organized and how to find them.

First offered activity to children - **Orienteering in the library - find the indicated book!**

- ❖ At first, children receive a book card with the author, illustrator and title of the book. Children are going to find specific book, following the rules they have learned. The

child who has found the book goes to the specified place to the librarian. For correctly found book, child will receive a mark.

- ❖ Consequently, looking at the book, you need to find the number of pages and write it down on the card.

- ❖ Then you get a new task, looking at the found book, choose the possible right topic and stand by the chosen one.

Fairy tales. Stories about animals. Children's adventures. Poetry.

The children are divided into groups. The group should look at the books and choose one that all the children in the group would like to read. Together find out why a particular book was chosen.

The teacher asks questions:

What seems interesting in this book?

Who is the author of this book?

How many pages does the book have?

Do we all want to read this book together?

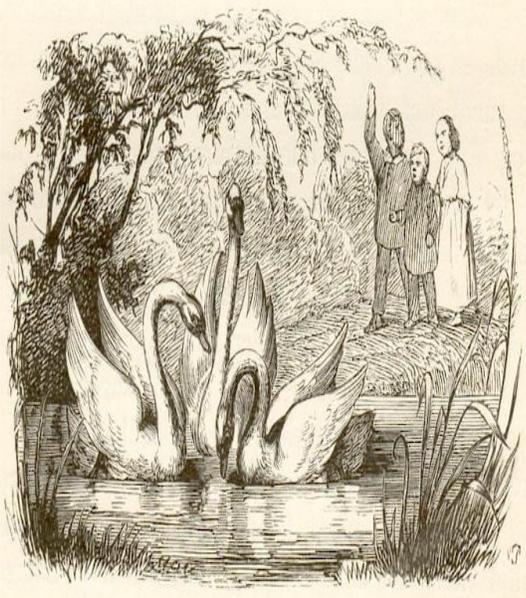
The books that the children have chosen are taken from the library to the classroom so that they can read them together. The teacher organizes other lessons to get to know these books.



A Little Match Girl



Thumbelina

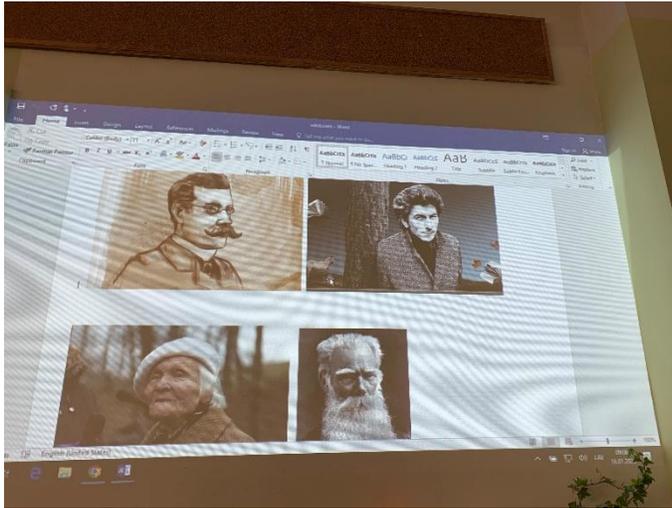


The Ugly Duckling



he Three Musketeers

Get to Know an Author



To stimulate children's interest in the book and reading sometimes it's important to know the author and his or her personality. In high school students pay attention to the author's personality, written content, and sometimes return to the author's other literary work, but in primary school students are fascinated by an interesting fact in the author's life or a particular literary hero, such as

Riko and Koko (Evija Gulbe), the student follows in books.

In the 4th grade of Riga Secondary School No. 93, were implemented the reading promotion project "Get to know the Writer". From late October to mid-December, almost every week, students were discovering about one author.

In the classroom was placed a poster on the wall, where students wrote various facts they found about the writer during the week. This week also read a work or fragment from a particular writer. Every Friday in the literature class, students were introducing facts they found which have been written on the poster. Also held by teacher's presentation, demonstrated a very concise and short biography of the writer, so that the 4th graders are interested. The presentation often included, for example, screening of the read work, animation, etc.



The Writers' Afternoon took place in December. The students in the groups, using the presentations prepared by the teacher, which were printed out, answered the questions and tested their knowledge in quizzes about known writers.

Advanced reading class: 3rd grade

Slow reading of the text in order to perceive, understand and also memorize the text. Search for answers to the questions, connect the known written information with personal experience, find out unknown concepts. Attention is paid to the author's statement, text structure, purpose, content, mood. Pause, reading again same part of the text: what is the most important in the text, what is understood, what is not understood, what should be remembered?

Vējš

Vējam nav kāju,
Un vējam nav roku,
Bet vējš skrien ap māju
Un kokus loka.
Nav vēdera vējam,
Un galvas nav vējam,
Nav deguna vējam,
un acu nav vējam.
Bet es jūtu vēju
Un tu jūti vēju.
Kā nu to vēju
Lai uzzīmēju?

Jānis Peters

. Lesson

One of the students in the class reads the poem aloud.

Afterwards, each student quietly reads the poem by himself.

Using the site www.menti.com (teacher previously in site www.mentimeter.com prepares a cloud of thoughts) - write down a remembered word from poem which has been on your mind.

The teacher publicly shows created cloud of thoughts and students conclude that the most often written word has been: WIND.

In the discussion with the teacher, students conclude what the poem is about. About the wind.

Discussion - What does the author compare to the wind? Why do you think so? Name the words that indicate it?

Listening to the song "Wind" <https://www.youtube.com/watch?v=ol19guBeywg> two times. For the first time, just listen carefully. The second, tries to capture how the wind is described in the song.

In the form of a discussion compares how the wind is described in a poem and how in a song, what is common?

Dynamic pause - children depict the wind in different ways, how the wind blows, how the wind runs, how it affects trees, etc.

Again, everyone quietly reads the poem and underlines what human have but wind doesn't. Pronounce which words were underlined.

Fills in with paint words that tell what the wind does? Kids compare what they have painted with each other and discuss why they have painted exactly these words.

The poem is read aloud to emphasize the word "none."

When reading a poem, follow a certain rhythm. Teacher knocks the rhythm, children tries to read by joining this rhythm. First the whole class together, then reading by himself.

At the end of the lesson, each student draws an illustration for the poem J.Peters "Wind" in the style of their choice.

Note

The illustrations used in the text are from the public domain