



Erasmus+

Erasmus + project „Veiksmingos mokinių skaitymo strategijos“

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The essence of reading

**We should understand reading as "an individual's ability to understand, reflect, evaluate, and use written texts to achieve their goals, expand knowledge and opportunities, and participate effectively in society."
(OECD PIRLS, 2001)**





Why don't kids and teens want to read?

- Can't see a good example at home (parents don't read, so don't children).
 - Too fast pace of life (school, clubs, free time with friends).
 - I prefer to watch TV, play computer games, surf the phone.
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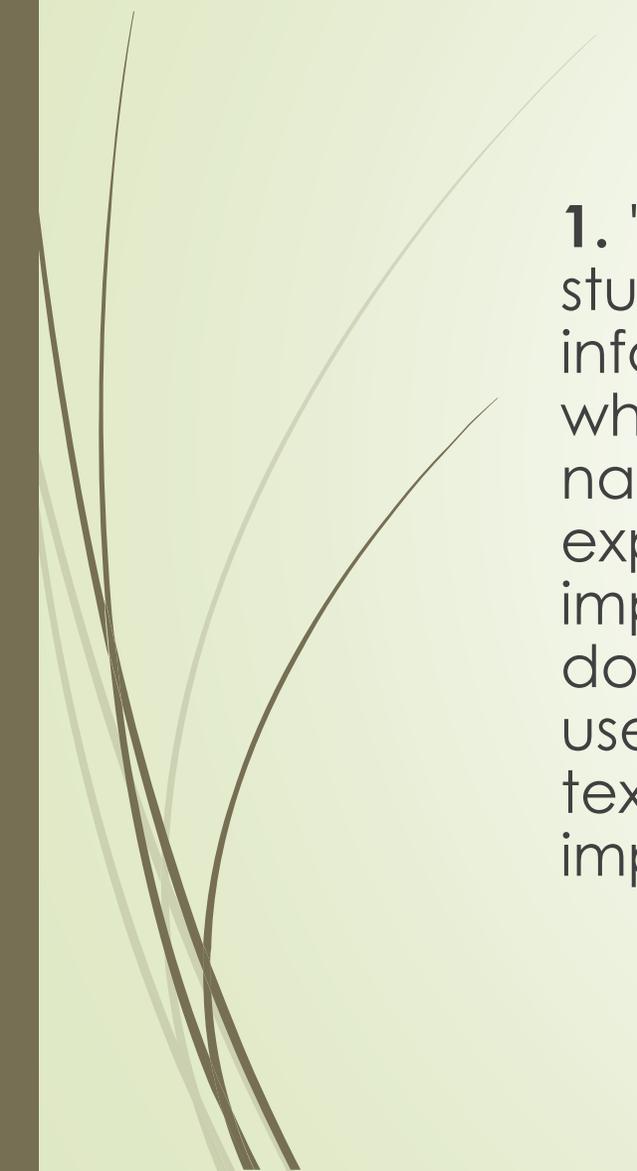


Methods I use to encourage children and youth to read during lessons:

- Rain of Thoughts / Map "
- "Exercise",
- "Interview"
- A two-way blog



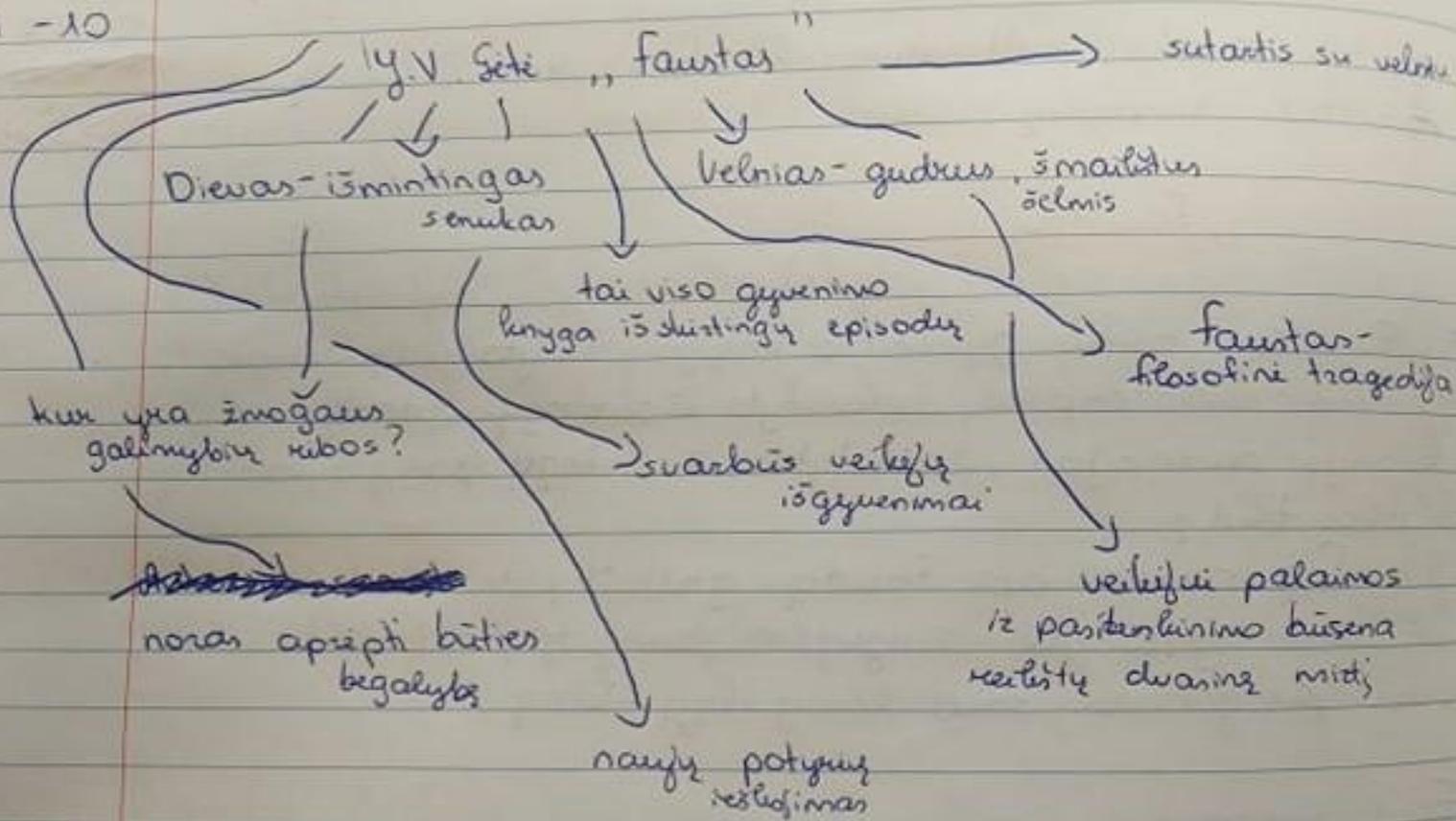
Methods I use



1. "Rain of Thoughts / Map". This method is useful for developing students' thinking skills, generating new ideas, and conveying information about the text read. Its essence is that a teacher who asks a question or suggests a topic encourages students to name as many possible answers to the question as possible or to express as many ideas as possible about the proposed topic. It is important that the teacher or his / her designated student writes down the ideas on the board or a large piece of paper. I usually use this method to check what students remember about the text they read, I find out what they liked, left the biggest impression.

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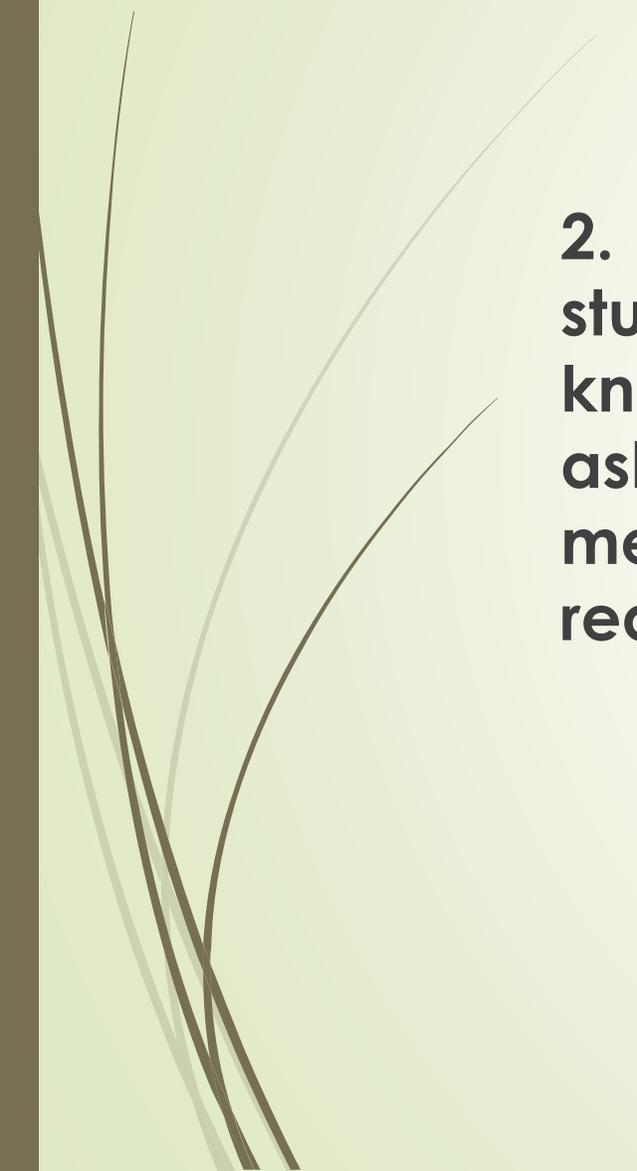
"MINDŲ ŽEMELAPIS"



Laura Sugalytė P46



Methods I use



2. „Exercise of the mind." The essence of this method is that students write independently what they know or think they know about the text they have read (questions can also be asked). This activity usually takes about five minutes. This method is especially useful for finding out if students have read a given piece.

Proto markšta
B. Kruga „Dievy miestas“

„Dievy miestas“ yra Balo Kruga kūrinys parašytas 1943 m. tačiau išleistas tik 1957 m. 10 metų po jo mirties, šį kūrinį B. Kruga parašė ^{aukštųjų} Štuthof koncentracijos stovykloje, Lenkijoje. ~~Pats kūrinys yra~~ Išvanga rašoma apie B. Kruga gyvenimą koncentracijos stovykloje, pats kūrinys yra parašytas su sąranka, nes taip jam reikėjo žinoti ir vizuoti, kad galėtų išgyventi darjus metus stovykloje. ~~Išvanga rašoma apie~~ B. Kruga gyvenimą stovykloje buvo žiaurus: jė mūšė, išdarindavo sunkius darbus, mažai maiste ~~ta~~ duodavo, buvo žiauriai labai šalta, ir dažnai žmonis net mirdavo dėl šio šalčio. Tačiau šaro galbūt B. Kruga gyvenimas paprastas: jė mažiau mūšė, nes ~~ta~~ buvo patinigas žmogus, turėjo kitoki darbą, kuris šakyciau buvo lengvesnis, tačiau vis tiek buvo šalta ir vis matydavo kitus žmones mirštančius.

Jita Augučio

„Proto markšta“

B. Kruga „Dievy miestas“

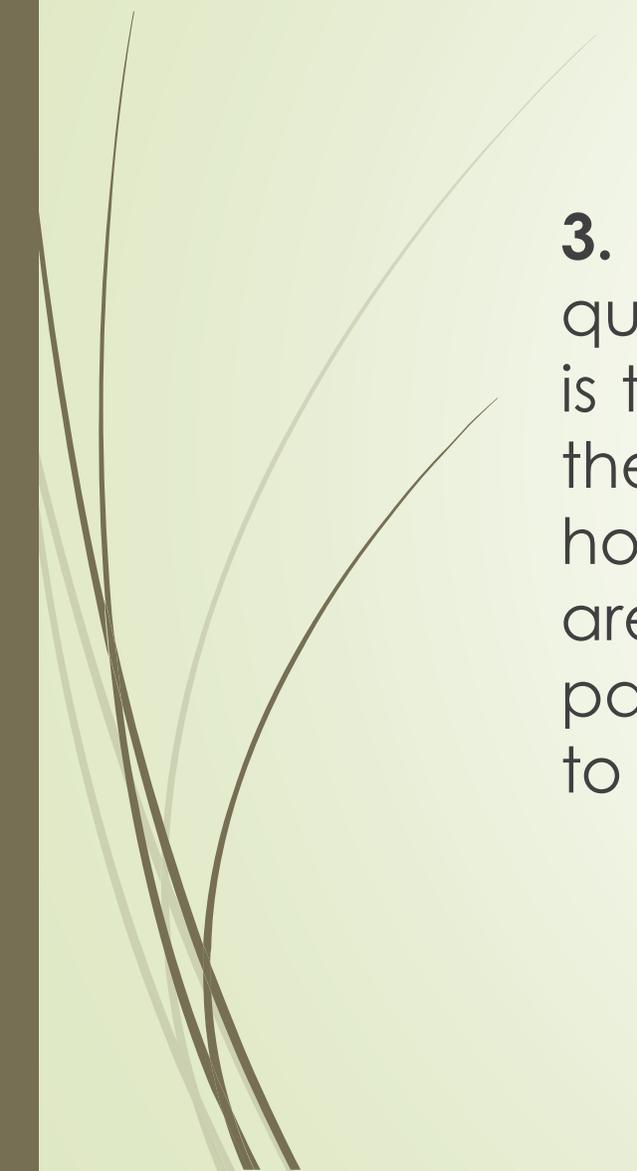
B. Kruga buvo suimtas 1943 metais ir bytik saimtas buvo surūšėtas kartu su inteligentų grupe į Kauną, tik tada buvo nuplėntas į Štuthof koncentracijos stovyklą.

Štuthof koncentracijos stovykla buvo įkurta Lenkijoje prie Baltijos jūros. Stovykloje kaliniai su raštonos galimi turėdavo buvo politiniai kaliniai. Išimtinai knyga „Dievy miestas“ parašyta todėl, nes tame miške kalinis gyveno labai senimis baltišiais vardais. Taisomas koncentracijos stovykloje B. Kruga parašė „Kvadrangis“ ir „Lopinuota pažanta“.

Larionas Girdinčius



Methods I use

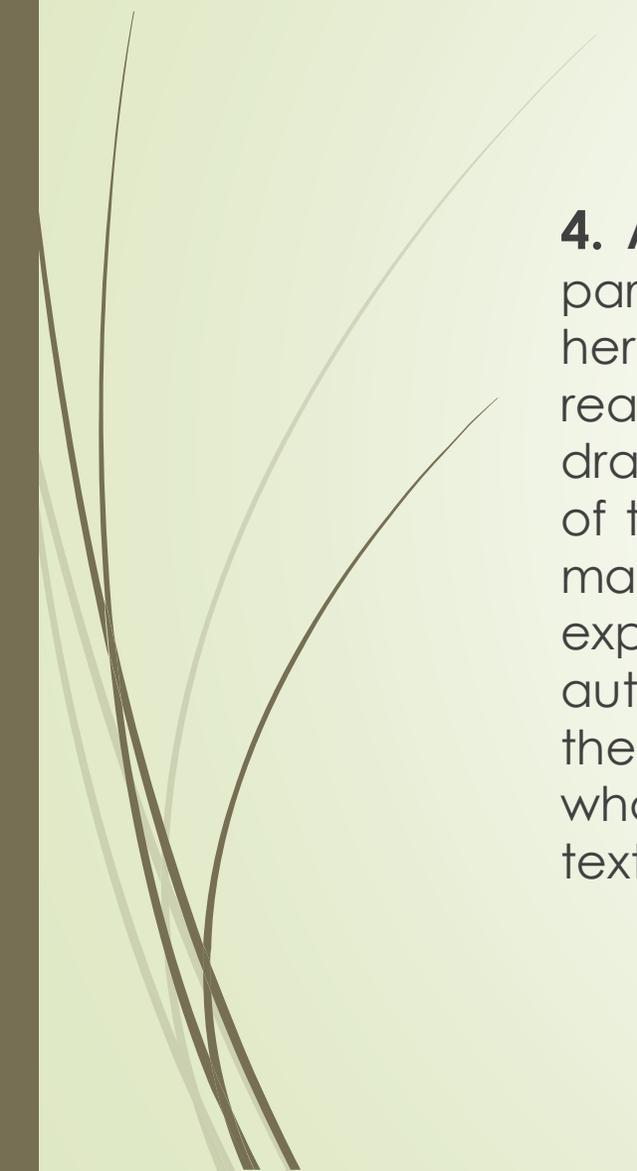


3. Interview. Students read the text and ask pre-prepared questions to their classmates. The purpose of the interview is to find out a specific opinion or information. I usually use the interview method to check how students did their homework or read the specified works. In this case, they are asked to interview each other. This method has been particularly useful in distance learning and is a great way to talk to students.





Methods I use



4. A two-way blog. It is a way to indicate the reader's connections to those parts of the text that have aroused his or her greatest interest or relate to his or her own experience. Such a diary is especially useful when students are reading a longer text outside of class. Students make a "vertical diary" by drawing a vertical line through the middle of a sheet of paper. On the left side of the page, they should mark the thought or part of the text they read that made the biggest impression on them: perhaps reminding them of their own experiences, shocking them, or perhaps causing them to contradict the author's opinion. The right side of the sheet is for the students' comments: why they wrote this idea (or quote) in a notebook, what it made them think about, what questions they raised. Comments on the blog are written as you read the text, not after it has been read.

„A two-way blog “

Quotation from a text	A student's comment



**Reading to the mind is
equivalent to physical
exercise for the body.**

(Dž. Adisonas)