



Project No 2019-1-PL-01-KA201-0655421  
„Effective strategies in students’reading education“



## **Presentation of the book "My book"**

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## **Purpose:**

Understand the importance of reading.

## **Tasks:**

Expand the selection of books to read.

Involve students in a variety of reading promotion activities.

To develop the comprehension of the text of books.

Understand reading as a value.

I am a smart reader.

Students bring their books they have read to class.

The plot perception of the read book.

Presentation of the book and recommendations to friends according to the plan.



Author and title of the book.

The main characters of the book, their description.

Evolution of the sequence of events.

Evolution of the sequence of events

What happened?

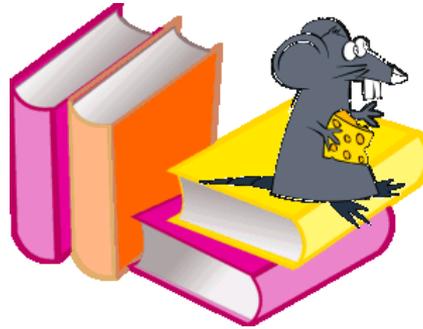
Why is this important?

When did it happen?

Like this happened?

Where did it happen?

Who did this?



Defining the main idea of the text.

The ability to see the "morality" in a work.

What kind of story is it - sad or hilarious? Why?

Why did you like / dislike this piece?



## Tasks after reading the book

Come up with a different title for the book.

Imagine that along with the characters in the book, the student travels to the world of the book.

It tells how the child feels in the state of the character and what he experiences in different situations.



# Question House method

## PRACTICAL EXAMPLE -TEXT FOR READING

Paliegusi Apple tree

A beautiful apple tree grew in the garden. The apple tree was taken and he became ill. The leaves thinned, one branch withered. Once on a dry branch landed a crow's beak to clean.

- Tick, tick, could you heal me? - Apadejavo apple. The crow looked around, looked around and says:

- I'm of little use to you, but that's what I'm telling you to cleanse the worms. He went out into the field, and found a flock of crows, and opened him for an apple tree.

The crows dropped the worms.

The apples lightened, the leaves thickened a little, but the last ones did not heal. The crows had to land on the dry beak again to clean.

"The tick, the tick, is still not good for me," the apple tree complained. The crow looked at the trunk of the apple tree, tilted his head and said:

- You don't seem to do anything here without a doctor.

Ascended and flew into the woods. Leaning down in the tree, he asked, asked where he was standing, and flew to the old pine tree. Found a genius that punctured a pine trunk. He hung on to the ear of the genius and flew in his own ways.

The geniuses threw down the pine tree to see the apple trees. He snapped his beak into the trunk and said:

- There will be enough work for a few days.

He inspected the place to spend the night and got to work. After three days of sifting through the hill, the bark was scraped from a good area by one side, and the beetles were caught.

"You will recover now," he said, finishing his job. The apple tree recovered.

Mašiotas Pranas "Grandfather's Tales"



SKAITYMO STRATEGIJA  
"KLAUSIMŲ NAMELIS"  
P. MAŠIOTAS "PALIEGUSI OBELIS"

III AUKŠTAS

PAGRINDINĖS TEKSTO MINTIES LYGMUO

Ko galima pasimokyti iš pasakos "Paliegusi obelis".  
Apie kokią charakterio savybę kalbama šioje pasakoje?  
Kas patiko/nepatiko pasakoje?  
Prisimink, kokių pasakų apie gerumą ir pagalbą vienas kitam dar žinai.

KODĖL?

1. Kodėl varna padeda obeliai?
2. Kokia yra varna?
3. Kodėl geniai reikėjo ieškoti vietos nakvynei?
4. Ką reiškia žodis "paliegusi"?

II AUKŠTAS

PSICHOLOGINIS,  
NESUDĖTINGŲ IŠVADŲ  
LYGMUO

KĄ REIŠKIA?

5. Kodėl iš visų paukščių į pagalbą obeliai varna kviečia genį?
6. Kuriam veikėjui tinka šie apibūdinimai:
  - paslaugi ir galestinga;
  - lūdna ir ligota;
  - darbišus ir kruopštus.

KAS? KADA? KUR?

1. Kas augo sode?
2. Kas nutiko obeliai?
3. Iš ko matyti, kad obelis serga?
4. Ko paprašė obelis varnos?

I AUKŠTAS

TURINIO, SIUŽETO  
PAŽODINIS  
SUVOKIMAS

KAS ATŠITIKO?  
KAIP VISKAS BAIGĖSI?

5. Kaip varna padeda obeliai?
6. Kur varna randa genį?
7. Kaip genys gydo obelį?
8. Kaip baigėsi pasaka?

## Reading books

Develops the imagination.

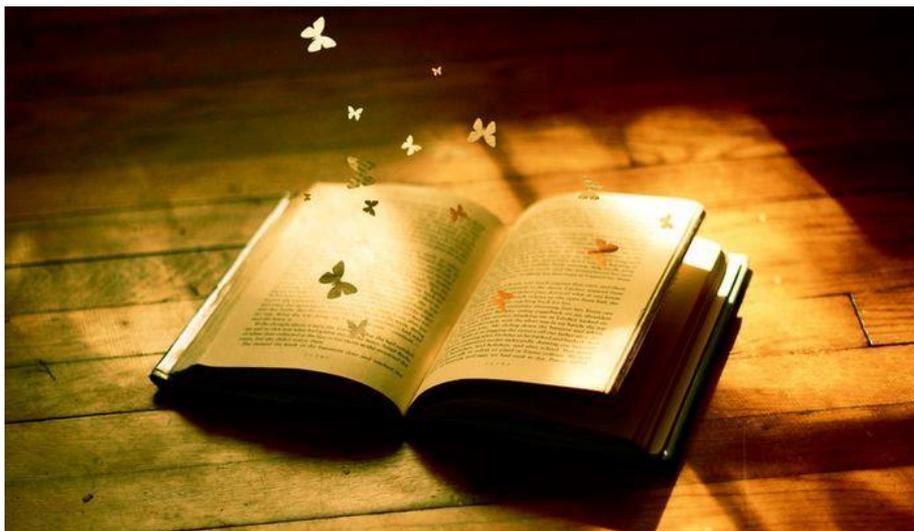
Memory is improving.

The vocabulary is expanding.

Able to express thoughts.

Sieja with experience, moral values.

Arguments.









# Notes

Texts illustrations used:

## **Pictures:**

Class students.

## **Pictures:**

How to read books correctly: 8 tips for reading non-fiction "5am system" p.1

Julia: "Rules for choosing children's books. Why should children read?" P.10, p.12, p 18.

## **Literature:**

From wikipedija, [http:// lt. Wikipedia.org / wiki / book](http://lt.wikipedia.org/wiki/book)

J.Banytė, Dž.Kuzavinienė, V.Vyšniauskienė „Pupa“ Alma litera Vilnius 2014.

Inga Kuzminskienė, special pedagogue, Prienai Revuonos Primary School.

Vladimir Kudriavtsev, "What must be ideal childish a book? „P.20, p.4

Elena Lipatova "Can You Read" 2018 mp6, p.11