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MANUAL OF GOOD PRACTICES

50 GOOD PRACTICES ON HOW TO INVOLVE STUDENTS IN MORE READING





PROJECT: Improve – Preventing low reading interest

COORDINATOR: Fundación Xul para la comunicación social y el desarrollo

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José Castillo, josecastillo@fundacionxul.org

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2. How to create reading friendly atmosphere
3. Using technology in the best way to improve reading skills
4. Improving reading comprehension skills



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INTRODUCTION

What are best practices and why are they so important?

Best practices are a way to approach problems and solve them efficiently and effectively. They're not just for themselves but can be applied in any situation where you need skills like communication or teamwork.

Best Practice guidelines have been shown time after time as being one of the most important aspects because they teach us how to make decisions with other people while also improving our problem-solving abilities which integrate learning with benefits identified in educational research to inject change into curriculums through developing thinking skills.

There are many benefits to implementing best practices in our schools and youth centers. Not only do they motivate, engage and encourage students to read, but they also foster a healthy school environment that encourages the participation of multiple factors in the whole process.

What is the aim of this manual?

The manual provides a step-by-step implementation of good practices for school, youth workers and teaching staff who wish to implement selected good practices from Europe in their institution. It aims to help promote reading among young people, as well as presenting examples of successful programs that have been identified through Erasmus+'s project entitled IMPROVE - preventing low reading interest amongst European adolescents.



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What is the process of implementing good practice into your school or youth center?

Implementation is the action that must follow any preliminary thinking for something to happen. In the implementation of good practices in your school, one should first think about needs and priorities. Then you can set up a working group with other members who will carry out implementation in practice. When deciding which practices are most suitable, it's important not just to consider what you want but also how much time/money there may be available so choose accordingly. Also, you should involve as many stakeholders as possible in the decision-making process.

Once you have decided on which practices to implement, it is important to have a plan and timeline for doing so. This will ensure that everyone knows what needs to be done and when, and will help to keep the project on track. Finally, it is also important to evaluate the results of your implementation to ensure that it is having the desired effect and to make any necessary adjustments.

Implementation can be a difficult and daunting task, but by following these steps you can increase your chances of success. Good luck! :-)



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Which areas of reading improvement these practices cover?

The initial research took place amongst the target group and among the young people, involving exploratory, descriptive, and explanatory studies on the existing practices that had proven to be effective and impactful.

A set of topics were defined as a guide for the focus of the research, and each partner was responsible for effective research, identification, analysis and gathering of the existing/current good practices under the four areas below:

- Motivating young people to read.
- How to create a reading-friendly atmosphere around students (involving teachers, peers, parents, and society).
- Using technology is the best way to improve reading skills.
- Improving reading comprehension skills of young people.

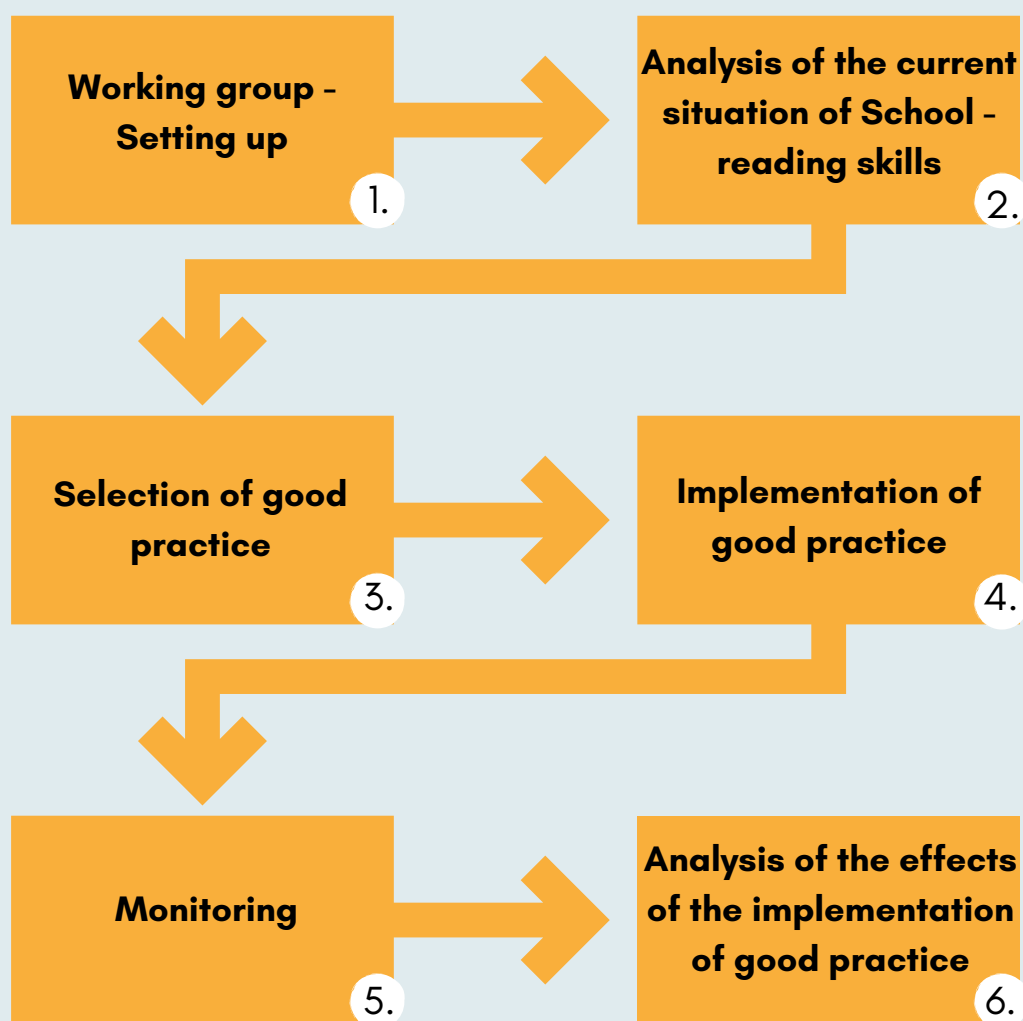
We have great ways for you to get started. Your first step will be choosing an area of cooperation that's most important and relevant in your school/youth centre, then exploring the good practices below!



STEP-BY-STEP GUIDE FOR IMPLEMENTATION OF GOOD PRACTICE

Process of implementation

The beginning of the implementation process is a great time to establish working groups. These teams will be responsible for implementing good practices this year and analyzing current reading levels among youth in school so that you can select the most appropriate good practices based on what's needed. Most importantly, monitoring should continue throughout these processes because it helps us see how effective our work really was!



STEP-BY-STEP GUIDE FOR IMPLEMENTATION OF GOOD PRACTICE

1 Working group - Setting up

The working group should consist of:

- headteacher,
- teachers,
- (optional) student representatives and
- one or more parents.

Whenever a school is looking to implement change, it is essential that a carefully selected group is put in charge. The success of the change depends heavily on the abilities and involvement of this group. The Headteacher's role should be primarily in supporting the group as they work to introduce the changes into the school. This includes helping the group to develop a plan, providing resources, and offering feedback. In addition, the Headteacher should be available to answer any questions or address any concerns that members of the group may have. By taking on this supportive role, the Headteacher can help to ensure that the change is successfully implemented.

2 Analysis of the current situation of School - reading skills

In your school, analyse which practices you are already using to improve young people's reading skills. It is very important to write these practices down and consider whether they are appropriate for young people. Why? Often young people are inspired by different things than we older people think and it is important to look outside the box and provide them with practices that are close to them – innovative.

After writing down the practices and thinking about them, look at the areas (4 areas) we have explored and decide what you want to do among them. Then choose a practice from that area and try to implement it in the school environment among young people.

3 **Selection of good practice**

When it comes to choosing a good practice to implement in your school, there are a few important factors to keep in mind. First and foremost, you want to make sure that the practice makes sense given the realities of your community. There's no use choosing a practice that doesn't address the specific goals you're hoping to achieve. Additionally, you want to make sure that the practice fits with the structure and philosophy of your school. Once you've considered all of these factors, you should be able to choose the best good practice for your needs.

4 **Implementation of good practice**

Once the school has decided on good practices to implement, the working group must then determine the target group related to the good practice. The target group should be chosen based on factors such as the strategy of the school and the eagerness of youth to participate in the implementation process. Once the target group is selected, the working group must then decide which sources will be used to implement the practice, whether or not the implementation will involve costs, and if cooperation with existing stakeholders will be necessary. If some institutions or stakeholders need to be contacted during the implementation process, the working group should do so at the beginning of the process to ensure a smooth and successful implementation.

5 **Monitoring**

Monitoring is the process of collecting, analyzing and using the information to track a programme's progress toward reaching its objectives and to guide management decisions. By monitoring, the working group can assess if the implementation is on time, identify problems or success while implementing the good practices, account for the results and the sources that have been used, and raise awareness for stakeholders' participating in good practices. All these factors are important in ensuring the programme reaches its objectives. In addition, having this information allows for more efficient use of good practices and better targeting of efforts to achieve the desired outcomes.

Good practices are only as good as their implementation. If the good practices aren't being improved or aren't implemented well, you will soon find yourself back where you started with the belief that nothing can be changed. Therefore, once you have chosen and implemented the good practice into your school, your work isn't finished. Although it is called "good practice", it must be executed within the defined time scales to be effective. Furthermore, remember that a good practice must always continue to be improved; if not, its purpose will soon be rendered obsolete. In short, don't give up and don't let the negative attitudes of others discourage you—keep fighting for what you believe in and eventually, through hard work and dedication, change will come.

6 Analysis of the effects of the implementation of good practice

After the completion of the implementation phase, it is important to analyse the results of the monitoring in order to identify any areas in need of improvement. This process helps to evaluate not only the implementation but also the outputs, results and impact of the good practices. By analysing the results of the monitoring, we can identify if there is a better way to implement that good practice. The information gathered from this report is essential for next year's implementation.

In any process improvement project, it is important to have a clear understanding of what needs to be improved and how to measure progress. One way to do this is to define a grading scale for assessing the process. For example, a scale could range from A (excellent) to F (failing). This allows for easy interpretation and understanding of the data. Furthermore, it provides a clear goal for the project team to strive for. By setting a grade target, the team can focus their efforts on making improvements that will have the biggest impact. With a well-defined grading scale, any process improvement project can be more successful.

"5", means it is accomplished and very useful for students, teachers, and the school itself. Anything below a "5" means there's still room for improvement. To get an accurate measure, it's important to get feedback from as many people as possible who are involved in the activity. This includes students, teachers and administrators. Once you have this feedback, you can determine what needs to be changed or improved. By ensuring that all activities are measured at "5", you can be confident that your implementation phase will be successful.

"4", that is good and useful.

"3", means it is enough and worth doing but can be improved.

"2", it should be improved.

"1", the implementation of good practice is quite poor and you need to rethink the whole process.

To make sure your good practices are working as well as they should, it's essential that you prepare an assessment scale according to the system. Whichever one is used. This will help monitor and evaluate them so there will be no gaps or mistakes when implementing these ideas into practice. You can also use the forms given on the next page.



THEME OF GOOD PRACTICE:		
NAME OF THE GOOD PRACTICE:		
THEME OF GOOD PRACTICE:		
STAFF WHO IS RESPONSIBLE:		
IMPLEMENTATION START DATE:		IMPLEMENTATION END DATE:
NUMBER OF PARTICIPANT STUDENTS:		
GOALS FOR THE IMPLEMENTATION:		
INDICATORS:		RATING FOR THE INDICATORS:
HOW WAS THE PROCESS OF IMPLEMENTATION?		
WHAT PROBLEMS HAVE YOU ENCOUNTERED:		
WAS GOALS OF THE IMPLEMENTATION REACHED?		
WHAT WE NEED TO CHANGE IN THE NEXT IMPLEMENTATION? WHICH AREA NEEDS TO BE IMPROVED?		

GOOD PRACTICES

MOTIVATING YOUNG PEOPLE TO READ

1. READ-A-THON
2. BOOKTOUBERS
3. BECOMING A TALK SHOW HOST
4. GOODREADS
5. BOOK CLUB
6. OUR LITTLE LIBRARY (OLL)
7. TIE READING WITH SOCIAL MEDIA, THE INTERNET AND YOUNG PEOPLE'S INTERESTS
8. GROWING UP WITH A BOOK
9. A LER VAMOS..." (READING LET'S GO...)
10. STORYTELLING WORKSHOP
11. READING BADGE
12. BUILDING STUDENTS SELF CONFIDENCE
13. #ŠPORTAJMOINBERIMO - LET'S PLAY SPORTS AND READ
14. FIND YOUR MATCH
15. BOOKTOK
16. RESPONSE CARDS
17. THE READING TRAIN
18. READ ON - READING FOR ENJOYMENT, ACHIEVEMENT AND DEVELOPMENT OF YOUNG PEOPLE
19. BATTLE OF THE BOOKS
20. FREE CHOICE OF BOOKS UNDER RECOMMENDATIONS
21. PASSION PROJECT



1. READ-A-THON

KEYWORDS:

- Competition
- Prize

RESOURCE:

This "competition" can be held once or twice per academic year.

DESCRIPTION

During the class meeting hour, which takes place every Monday 1st class, students are asked to take a book of any genre and read for 30 minutes. By the end of the month, the class teacher is responsible for keeping track of the book(s) students have read. Students, by the end of each book, are requested to submit a short (1 paper) summary analysis of the book and deliver it to the teacher. At the end of the semester, teachers submit their notes on students' activities in reading classes to the supervisor. According to the books read during the semester and analyses submitted to the teacher, one winner is announced. The winner of the Read-a-thon is awarded a symbolic prize during a school ceremony. This "competition" is held twice per academic year.

BENEFITS FOR STUDENTS

STUDENTS:

The process of delivering the certificate of recognition and the prize to the winner of the read-a-thon awakens students' interest in reading more. Meanwhile, they get motivated to engage in the process.

Students will:

- Challenge their perspective
- Improve their writing skills
- Learn to increase attention to new vocabulary
- Boost brain power
- Improve critical thinking

KEY TAKEAWAY

The winner of the Read-a-thon is awarded a symbolic prize during a school ceremony.



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2. BOOKTOUBERS

KEYWORDS:

- 'Flipgrid'- videos,
- Videos

DESCRIPTION

In Valencia, Spain, the students of the Martí Sorolla II Secondary School became 'Booktubers': a student reviews a book, commenting on different aspects that it has suggested or that it has contributed to them, recommending it for reading, or not, if it has not been favorable. To do this, they used the 'Flipgrid' tool integrated into Microsoft Teams. Thanks to it, they can create short 30-second videos that help them overcome their shyness and improve their communication skills. "As teachers, we need to look for new strategies to get the students 'hooked' on reading, but much better if they can get them to become promoters of reading for their classmates," explains Àngels Soriano, a language and literature teacher at the school.

BENEFITS FOR STUDENTS/TEACHERS

STUDENTS:

- Overcoming shyness.
- Enhancement of communication skills.
- Promotion of reading.

TEACHERS:

Teachers will also be more motivated to read recommendations from their students.

KEY TAKEAWAY

Students are very familiar with video making so they will find this practice engaging.



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3. BECOMING A TALK SHOW HOST

KEYWORDS:

- Interviews- Pairs

RESOURCE:

- Set up a place for interviews

DESCRIPTION

Pair up students and ask them to choose one partner to pretend to be a character from a book and be interviewed by the other student in the role of a talk show host. This strategy encourages students to understand the point of view of the characters they meet in print. By expressing interest in a favorite character, students learn to engage with print in meaningful ways.

BENEFITS FOR STUDENTS/TEACHERS

STUDENTS:

Students will have the chance of sharing their ideas about the book that they have read. This activity will improve their communication and presentation skills.

TEACHERS:

Teachers will create a fun classroom environment and students will enjoy it while they are learning.

KEY TAKEAWAY

By doing this practice as an interview, students get more into the role and become more familiar with the characters



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4. GOODREADS

KEYWORDS:

- website
- app
- cover scanner

DESCRIPTION

Goodreads is a website for book lovers. With a Goodreads account, you can keep track of the books you've read, the books you're reading, and the books you want to read. You can also follow friends and authors to see what they're reading, leave reviews, and comment on reviews written by others

With the Goodreads app, you can view personalized recommendations based on your favorite genres and previously read books. When looking at a recommendation, you can rate it if you've already read it or add it to your "Want to Read" list.

The app also has a cover scanner, which is nifty if you're in a physical bookstore. If you see a book you like, you can scan the cover and if there are reviews on Goodreads for the book, they'll pop up instantly.

BENEFITS FOR STUDENTS

STUDENTS:

- The app also has reading challenges and giveaways, and you can invite friends or join groups to connect with the reading community.

KEY TAKEAWAY

Goodreads is an American social cataloging website and a subsidiary of Amazon that allows individuals to search its database of books, annotations, quotes, and reviews. Users can sign up and register books to generate library catalogs and reading lists. Goodreads also has quite a few lists to scroll through on the Discover tab, to help you find books.



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5. BOOK CLUB

KEYWORDS:

- Authors,
- Club

DESCRIPTION

Invite students to socialize around reading. Schools can set up book clubs, reading groups, literature circles. Many students (especially boys) need to interact with each other around texts. It greatly enhances their comprehension and makes it so much more enjoyable. The experience is a live attendance of GOODREADS app. The club can be more attractive by inviting authors to speak. This is an activity that can be supported by school administrators and parents. Students can be greatly impacted from hearing an author (if possible, especially one from a similar background to theirs) speak about reading and writing.

To begin implementing this style of book club, prioritize the first ten minutes of class every day to choice reading and conferring with students. Then, add in some opportunities for students to share what they are reading (because a little accountability always helps!) through writing and discussion activities. I use book fit reading ladders, journal prompts, discussion cards, book spines, and pop culture book displays, to name a few. And, make sure to build in a day for students to talk in a book club setting at the end each month...food is always an appreciated bonus.

BENEFITS FOR STUDENTS

STUDENTS:

- It will improve the classroom community and help students to be mindful of their reading identities more than ever before.
- By being able to express their own thoughts on the literature, the activity will improve communication and comprehension skills between students.
- Students will build their self-esteem during discussions and stimulate their brain.

KEY TAKEAWAY

Book clubs can help students socialize more and share common interests. In addition, the idea of bringing in authors who can be recognized could be an added incentive.



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6. OUR LITTLE LIBRARY (OLL)

KEYWORDS:

- European literature

RESOURCE:

<https://www.nasamalaknjiznica.si/project-oll/?lang=en>

DESCRIPTION

The aim of the project Our Little Library (OLL) is to promote reading as well as European authors and illustrators who are established at home, but not necessarily in other European countries. Like our partners – the Polish publisher Ezop, the Lithuanian Nieko rimto, the Estonian Päike ja Pilv, the Latvian Liels un Mazs and the Croatian Ibis grafika – we at KUD Sodobnost International found ourselves faced with the problem of how to present our best authors to wider European audiences. In order to disseminate Slovene literature across Slovenia's borders, we chose the reading project Our Little Library, which has been successfully running in Slovenia for ten years. Each of the six publishers will contribute a couple of its best works for children so that twelve authors and illustrators will be included in the project. The books will be translated into five foreign languages and included in the Creative Workbooks publications, which will be printed in all six languages. The Creative Workbooks will play the main role in motivating school children to read high quality books and in improving their knowledge about Slovenia, Lithuania, Poland, Estonia, Latvia and Croatia. Each partner will supplement the project with additional activities. The aim of the project Our Little Library is to contribute to a better connected literary market and create new opportunities for contacts. We wish to overcome the fragmentation of the European market, which is the result of different languages and the cultural differences between the member states. Greater mobility of authors will contribute to greater knowledge about their works in different European countries, which will create further opportunities for translations into other languages. We would like to include in the project as many children as possible, thus creating firm foundations for the development of reading habits in the future. Our target public are school children. We believe that Creative Workbooks will motivate them to read the top class books included in the project, and at the same time learn about our common European heritage.

BENEFITS FOR STUDENTS/TEACHERS

STUDENTS:

- Through the OLL project, they gain insight into foreign literature and through Creative Workbooks they also learn about their culture, flag, history,...

TEACHERS:

- Through the OLL project, they gain insight into foreign literature and through Creative Workbooks they also learn about their culture, flag, history,...



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KEY TAKEAWAY

At the start of the project, the participants receive Creative Workbooks with exercises on the chosen books. There are two levels of exercises in Creative Workbooks: one is aimed at children who are in the phase of acquiring literacy, while the other is for those who can already read and write. Both include tasks connected to the chosen books which are very entertaining and strengthen children's creativity and imagination, while demanding more detailed reading and observation. Younger children, among other things, do quizzes, seek a path through a labyrinth, cook and do other activities, some of them offering a prize. Older children learn poems, fill in missing letters, write news and imaginary recipes, solve crossword puzzles and more difficult puzzles. All the children draw, learn about the flags of different countries, look for differences, train their memory and have fun with games, the basic idea of which comes from the individual books. On some pages there are jokes suitable for their age. All this additionally motivates young readers and encourages them to active reading, with which they strengthen their ability to express themselves independently.





7.TIE READING WITH SOCIAL MEDIA, THE INTERNET AND YOUNG PEOPLE'S INTERESTS

KEYWORDS:

- Encourage kids,
- Social media,
- Internet,
- Online magazines

DESCRIPTION

Parents and teachers can encourage kids to start following a blog about a topic they are interested in and, even better, also written by celebrities they follow on social media. The idea is that of making kids scroll through celebrities or people they look up to and follow on social media, to find those who might have a personal blog. If kids follow specific people on social media, it is also likely the blog articles they write might be of interest to them because of the topics they focus on.

The same goes for the many resources the internet provides, such as online magazines. Having the possibility to read online magazines anywhere and at any time thanks to smartphones and tablets, is already a big help in motivating young people to read. Moreover, highlighting how reading can help them stay updated with what's happening in the world or at least with some specific areas they are interested in (sport, music, celebrities, politics,..), can encourage them to subscribe to an online magazine and read articles on topics they are interested in. This way, young people can connect reading to their interests and passions, personalising their reading experience, which helps in being more motivated to read. As an example, a person who aims at becoming a vet might find reading a novel quite boring. However, a book or a blog about animals and how to take care of them might motivate that same person to read.

Having young people read a particularly interesting blog post (or magazine's article) out loud to discuss it every once in a while can be a further good way to motivate them even more to read and to help them stay consistent with it.

BENEFITS FOR STUDENTS

STUDENTS:

Students will benefit from the opportunity to choose what to read according to their interests and passions. This will help them in developing their interests while engaging with more reading. In fact, the internet and social media allow people to read anywhere and at any time, which ends up in people reading more. If you want to read something of your interest you can just search it on the internet and you will find out a whole lot of things regarding just one topic. So you can just choose any of them and can start reading in no time.



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8.GROWING UP WITH A BOOK

RESOURCES:

<https://www.jakrs.si/en/reading-promotion-in-slovenia/growing-up-with-a-book>

DESCRIPTION

"Growing Up with a Book" is a national project for the promotion of reading culture. Its purpose is to motivate students of the last three years of primary school and secondary school student to read young adult literature by Slovenian authors and to encourage them to visit general public libraries. The project was first carried out by the Ministry of Culture in the school year 2006/2007, initially only in primary schools. When it was founded in 2009, the Slovenian Book Agency took over the management of the project.

Growing Up with a Book is carried out in cooperation with general public libraries, Slovenian primary and secondary schools, primary schools with an adapted programme, educational establishments for children and young people with special needs and primary and secondary bilingual schools in neighbouring countries (Austria, Hungary, Italy). We also cooperate with teachers of Slovenian at so-called Saturday schools (America, Australia), at supplementary Slovenian classes abroad (Belgium, BiH, Serbia, Croatia, France, etc.) and at European schools (Brussels, Luxemburg, Frankfurt, etc.).

BENEFITS FOR STUDENTS/TEACHERS

STUDENTS:

- to increase the accessibility of quality and original Slovenian young adult literature,
- to promote acclaimed Slovenian authors of young adult literature,

TEACHERS:

- to encourage students to read and visit general public libraries,
- to encourage publishers to include more contemporary Slovenian authors in their publishing programmes for young adults and to increase the share of published Slovenian young adult literature



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9.A LER VAMOS..."

(READING LET'S GO...)

KEYWORDS:

- A ler Vamos

RESOURCE:

- [LINK](#)

DESCRIPTION

Give students the opportunity to learn by collaborating with their peers.

Collaborative learning opportunities, whether simple or elaborate, should allow all the students in the group to work together to complete the task. The panel believes that collaborative learning activities are most productive under two conditions: (1) when the students perceive their roles as valuable and (2) when teachers motivate students to help their peers learn rather than simply giving their peers the answer. Examples of collaborative learning opportunities include the following:

- Ask students to read the same text and then talk to a partner about what they read, what they predicted, and any connections they made while reading.
- Pair a student who wants to read a book that is too difficult with a higher-performing reader. Both students can read aloud, alternating paragraphs or pages. As the higher-performing student practices reading fluently, he or she is also modeling fluent reading to the other student. Teachers should guide students in providing constructive support to their peers.

Pair students to retell a story, identify the main characters or story setting, or make predictions about how the story will end.

Pair or group students to learn interesting facts from informational texts. Students can take turns sharing their favourite fact from the same text. Teachers can provide guidance about where students can look for interesting facts.

- Group students to use how-to texts to perform a simple task. Students can take turns following the instructions step-by step to complete the task as a group. Model strategies for the students to use when reading how-to texts.
- Group students to perform a scripted version of a story they have read, create their own dramatisation of a story, or write a new story.

Adapting for younger students Teachers can provide props such as cutouts or puppets and model how the students will use the puppets to retell the story.

Students must actively engage with text to extract and construct its meaning, and they will become better readers if they are taught reading comprehension in an engaging, motivating context.



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BENEFITS FOR STUDENTS/TEACHERS

STUDENTS:

Students must actively engage with text to extract and construct its meaning, and they will become better readers if they are taught reading comprehension in an engaging, motivating context.

TEACHERS:

A teacher can create this context by clearly conveying the purpose of each lesson, explaining to students how the comprehension strategies will help them learn, and impressing on them that the power to be successful readers rests as much with them as it does with their teacher

KEY TAKEAWAY

Adapting for younger students: Teachers can provide props such as cutouts or puppets and model how the students will use the puppets to retell the story.

Encourage students to support and motivate one another as they do challenging reading comprehension activities.



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10. STORYTELLING WORKSHOP

KEYWORDS:

- Telling Story

RESOURCE:

- [LINK](#)

DESCRIPTION

This classroom dynamic aims, on the one hand, to promote reading and a taste for children's literature in the classroom, and on the other hand, for secondary school students to interact with primary and early childhood education students.

Stories are tools to address many aspects with students such as emotions, values and different situations that can be transferred to life.

The early and primary teachers will propose several stories adapted to the age of each of their groups of students.

Secondary school students will be organised into groups of four or five students and will choose a story to read in a specific class of infant or primary.

BENEFITS FOR STUDENTS/TEACHERS

STUDENTS:

- This classroom dynamic will give secondary school students the opportunity to read, rehearse, gesticulate, verbalise and dramatise the reading of different stories.
- This storytelling workshop will stimulate great interest not only for the secondary school students who read the stories, but it will also arouse interest in the infant and primary school students who listen to these stories.

TEACHERS:

- Teachers and parents can detect any communication difficulties that may arise in the students when telling and dramatising the stories. Once the possible difficulties among the students have been detected, pedagogical strategies can be generated to help the students.

KEY TAKEAWAY

A storytelling calendar will be established so that secondary school students can attend early and primary classes to tell them a story.



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11. READING BADGE

KEYWORDS:

- Reading badges

RESOURCE:

- [LINK](#)

DESCRIPTION

Reading badges in primary school have:

- the longest tradition among programmes promoting the development of reading culture in Slovenia (in the 1960/1961 school year, founded by Professor Stanko Kotnik and writer Leopold Suhodolčan, then headmaster of Prevalje Primary School: the History of the Reading Badge);
- the largest number of readers: about 70% of pupils read for the Reading Badge in primary school;
- the largest number of tutors: around 7,000 tutors encourage young readers in primary schools;
- the most diverse practice in motivating young people to read and the most diverse practice in the delivery.

Reading badge:

- is a voluntary choice of the young reader; mentoring support through book talks and other reading activities, it is most often organised as an interest-based, enrichment reading takes place in the young reader's free time;
- can be (partly) linked to other activities at school: journalism, history, (e.g. history, history, computer science, other clubs, school newsletter, intergenerational reading project, reading for the children, etc.). the school parliament, the puppet and drama groups, etc;
- may be (partly) linked to school efforts for healthy food and environment, awareness-raising on abuse and addictions, understanding and acceptance of migrants, inclusion of children different nationalities, languages and religions, different and diverse, etc;
- can be linked to various national and other reading and cultural campaigns, e.g. Reading Together, National Month of Reading Together, Cankarjev rok, European Year of Reading, European Year of Reading, European Year of Reading, European Year of Reading, European Year of Reading, European Year of Reading. etc.
- The library is the central place for reading in the school; the Reading Badge activities in the school are also linked to with the general library and other cultural institutions in the local area (museums, galleries, the centre for extracurricular activities, etc.).

Important:

- Throughout the school year, we create a reading atmosphere in the school: with a well-functioning school library, with a cultural days, 5 minutes of reading at the beginning of school (once a week, everyone in the school reads 15 minutes a week). Reading badge notice boards, reading corners in the corridors, posters, footsteps to reading material, etc.;
- Reading Badge tutors are trained in reading activities, seminars and symposia;
- All teaching staff are educated on the importance of reading, informed about new books for young people,
- e.g. lectures and presentations on reading and books at pedagogical conferences.

BENEFITS FOR STUDENTS:

STUDENTS:

The Reading Badge encourages reading:

- of the students' choice,
- based on the reading abilities, interests and preferences of young readers,
- books by the authors of the season, a young adult author invited to the school, etc,
- materials from the recommendation lists drawn up by the tutors together with the young readers,
- also by taking into account books read in other contexts.



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12. BUILDING STUDENTS SELF CONFIDENCE

KEYWORDS:

- Confidence,
- Self-perceptions,
- Self-confidence

DESCRIPTION

Build students' self-confidence. By instilling a sense of accomplishment in all students, teachers help them improve their self-perceptions and self-confidence. When learners believe they can achieve, they do achieve.

Some ideas for increasing students' self-efficacy and thus their motivation to read include:

1. Establish specific, short-term reading goals, such as "read one chapter every day." Goals should be challenging but attainable.
2. Introduce a variety of comprehension strategies like graphic organizers or two-column notes to help students better understand what they are reading.
3. Allow students to make choices and feel a sense of ownership for their reading. Use choice boards, flexible grading, even self-determined due dates for assignments.
4. Give frequent, focused feedback. Keep a watchful eye on students, so when they reach a milestone, you can praise and encourage.

BENEFITS FOR STUDENTS/TEACHERS

STUDENTS:

- Students will have intrinsic motivation, they will learn more about their interest areas.

TEACHERS:

- Teachers will learn more about their students' interest, teachers will know their students from closer.

KEY TAKEAWAY

Albert Bandura (1986) suggests that motivation (or a lack thereof) is the result of an individual's self-efficacy related to a task. Bandura defines self-efficacy as the beliefs we have about ourselves that cause us to make choices, put forth effort, and persist in the face of difficulty. And for help in the classroom, Bandura notes that one of the most powerful sources of self-efficacy is mastery experience.

Mastery experience occurs when a child evaluates his or her own competence after learning and believes their efforts have been successful. Mastery experiences increase confidence and willingness to try similar and more challenging tasks.



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13. #ŠPORTAJMOINBERIMO – LET'S PLAY SPORTS AND READ

KEYWORDS:

- Famous athletes, young athletes, reading

RESOURCE:

- [LINK](#)

DESCRIPTION

The National Inter-Ministerial Programme for the Promotion of Reading among Young Sportsmen and Sportswomen has its starting point in the National Strategy for the Development of Reading Literacy 2019-2030, adopted by the Government of the Republic of Slovenia in December 2019, and in the 2018 Expert Recommendations and Standards for General Libraries. The programme is a collaboration between the Ministry of Culture of the Republic of Slovenia, the Ministry of Education, Science and Sport of the Republic of Slovenia, the Education Institute of the Republic of Slovenia, the Centre for Promoting Reading Literacy at the Maribor Library, the Slovenian Book Agency and the Slovenian Olympic Committee – Association of Sports Federations. The practical starting point for the programme design is the multi-year cooperation of the Maribor Ice Hockey Skating Club and the Maribor Library in the award-winning programme for the introduction of innovative services for users, Hockey Reading Posture.

The target group for the implementation of the national inter-ministerial programme to promote reading among young athletes (hereafter referred to as the programme) is young people aged between 15 and 19 who spend most of their free time playing sport. According to publicly available data on categorised athletes in Slovenia, this target group represents 56.97% of all categorised athletes. The total number of categorised athletes is 7,084, of which 4,036 belong to this age group. Of all registered athletes (59,538 according to the OKS-ŠZ website), 39.18% belong to the target group of adolescents aged between 15 and 19 years.

The data on the lives of young Europeans available on the website of the Statistical Office of the Republic of Slovenia paint a picture of this generation. Sport plays an important role in the lives of young men and women (55% of men and 53% of women play sport at least once a week), followed by reading (45% of this age group read more than 5 books a year), the Internet (96% of men and 100% of women use the Internet every day), social networks (82% of men and 98% of women use social networks every day) and communication via the Internet (47% of men and 72% of women use the Internet to make phone calls or video calls).



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BENEFITS FOR STUDENTS

STUDENTS:

In the context of discussions between top and young athletes, we try to convince young athletes of the importance of reading. That it has a significant impact on match preparation, training and wellbeing in general.

KEY TAKEAWAY

Famous athletes talk about the importance of reading and the positive values we gain from reading.





14.FIND YOUR MATCH

KEYWORDS:

- storytell date,
- Reading,
- Verbal and creative skills
- Empathy

DESCRIPTION

The activity aims to involve students in reading and enjoying a brief storytell date with their match.

1. Teacher makes a selection of book titles. 2 glass globes have the titles written in small pieces of paper.
2. Students in the class are divided into 2 groups according to gender.
3. Each students has to chose a paper which contains the title of the book.
4. Students find their match
5. They read the book and set a storytell date with one another where they have to discuss about the book
6. To an appointed class they share their thoughts about the book with the rest of the classmates

BENEFITS FOR STUDENTS

STUDENTS:

- The activity will increase verbal and creative skills, nourishing students' capacity for empathy—seeing things from new perspectives.

KEY TAKEAWAY

Students read the book and discuss it with a friend on a storytell date.



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15.BOOKTOK

KEYWORDS:

- TikTok, Booktok, review of books

RESOURCE:

- [LINK](#)

DESCRIPTION

TikTok is a social media platform for creating, sharing and discovering short videos. The app is used by young people as an outlet to express themselves through singing, dancing, comedy, and lip-synching, and allows users to create videos and share them across a community.

BookTok is a subcommunity on the app TikTok, focused on books and literature. Creators make videos reviewing, discussing, and joking about the books they read. These books range in genre, but many creators tend to focus on young adult fiction, young adult fantasy, and romance. There are also parts of the community dedicated to talking about LGBT literature, as well as books written by people of color. The community is cited with impacting the publishing industry and book sales.

The creators in this community are also known as BookTokers.

BENEFITS FOR STUDENTS/TEACHERS

STUDENTS:

- Young people get information about a book that someone (young) has already read and decide read or not to read – it based on a short review of the book.

TEACHERS:

- Teachers can integrate phones into the classroom to add variety – and students can find a good book to read.

KEY TAKEAWAY

An innovative approach to finding good books close to young people (TikTok).



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16.RESPONSE CARDS

KEYWORDS:

- Response card, reading together

RESOURCE:

- [LINK](#)

DESCRIPTION

This activity can be done in literature classes, and it is a great way to mix things up a bit. Have students create a stack of typical responses, including agree/disagree, true/false, yes/no, greater than/less than, multiple-choice options, and everyday emotions. After students have created their response cards, they can use them to respond in various settings. While reading a book together as a class, you may pause and ask your students what they think the character is feeling right now. The students then select one of the everyday emotion cards from their personal stack of cards and lift it up to answer the question.

BENEFITS FOR STUDENTS/TEACHERS

STUDENTS:

- Reading aloud provides students with a shared context from which lively classroom discussions can develop.
- It also makes the invisible act of reading visible. Modeling fluency, expression, and tone will provide your students with a framework for improving their reading skills. Listening to nuances in expressions and inflection will demonstrate to students that there is more to reading than just the printed words on the page.

TEACHERS:

- By developing this activity teachers keep students engaged in reading and has a feedback on their reading track.

KEY TAKEAWAY

A practice that allows the teacher to check at any time whether students are following and reading the book.



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17. THE READING TRAIN

KEYWORDS:

- Competition,
- Reading,
- Reading-train,
- Reading,

DESCRIPTION

The idea for the reading train was conceived in one of the schools and worked very well. Stick a class locomotive on the classroom wall, and each child who reads a book (or has a parent read it to them) can add a carriage to it and write their name and the title of the book on it. The group that collects the most carriages based on the number of children will be rewarded with a surprise visit. As the groups vary in size, the winning group will be determined by dividing the number of carts (i.e. books read) by the number of children. The longest train will be awarded a prize.

BENEFITS FOR STUDENTS/TEACHERS

STUDENTS:

- As soon as we add a touch of competition, young people's motivation rises. In this case, reading motivation.
- The idea/competition is for young people in primary school (6 – 10 years).

TEACHERS:

- The teacher organises an inter-class competition to encourage a large number of children to read.

KEY TAKEAWAY

Every competition has prizes for the best – in this case, the best readers.



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18.READ ON – READING FOR ENJOYMENT, ACHIEVEMENT AND DEVELOPMENT OF YOUNG PEOPLE

KEYWORDS:

- Reading,
- Enjoyment,
- Achievement,
- Development,
- Young people

RESOURCE: [LINK](#)

DESCRIPTION

According to an OECD report, reading will be one of the main skills that young people must master in an ever-changing digital society. There is a general feeling that adolescence and reading are two worlds apart, if not incompatible. But young people read a lot, especially if they are stimulated and involved.

READ ON – Reading for Enjoyment, Achievement and Development of yOuNg people is an opportunity for a new generation of readers. The project aims to support and disseminate the passion for reading among young Europeans, aged between 12 and 19, through their active involvement in the reformulation of ways of experiencing, sharing and creating literature. The READ ON project is organized into a series of coordinated actions, focused on promoting literature in different aspects, reading habits, narratives and the digital world, the relationship between authors and young readers, seeking to stimulate the creative energy of young people, expand their knowledge and to respond to their concerns and to fully express their potential. Some of the initiatives planned by the READ ON project include the creation of collaborative anthologies, the production of podcasts dedicated to emerging forms of storytelling, the creation of a permanent workshop for fiction fans, a competition for narrators and comic book authors under 20. years, meetings between authors and young readers, and authors who involve young people in the creation of stories.

BENEFITS FOR STUDENTS/TEACHERS

STUDENTS:

- Young people / students will feel motivated to read and will find enjoyment in reading and writing.
- It promotes a good relationship between authors and youngsters, as a strategy to engage them into the creative world of books.
- It promotes the usage of digital tools such as podcasts and other dedicated apps for young peoples engagement.

KEY TAKEAWAY

The project seeks to involve different groups and entities for each initiative: literary festivals, libraries, reading groups, associations, youth centers and other institutes that work in the education sector in the six countries. READ ON is not only aimed at young people but also aims to provide tools, examples and good practices for teachers, educators and people in the cultural field to promote pro-reading policies among teenagers and, consequently, throughout society.



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19. BATTLE OF THE BOOKS

KEYWORDS:

- reading, books, reading battle

RESOURCE:

- [LINK](#)

DESCRIPTION

America's Battle of the Books is a voluntary reading incentive program for students in grades 3-12. The purpose is simply to encourage students to read good books and have fun while competing with peers.

What Is The "Battle?"

A typical "Battle" is a full day tournament or game, like College Bowl or Family Feud, in which students' teams earn points by answering questions about the books on the book lists. A typical competition day begins with a meeting in the cafeteria, a morning snack and directions for the day. Then they are assigned to a team, given a mascot or name, and sent to their first round of the "Battle." They play several rounds, each against a different team. At the end of the morning, points are totaled and the two teams with the most points are invited to a "Grand Battle" after lunch, with the other teams as their audience. These two teams may be given the opportunity to participate in the regional "Battle" in April and also the statewide "Battle" usually held in May or June, if county and local participants in your area have organized state battles.

How Does A Student Participate?

A student participates by reading from the book list provided for that year's America's Battle of the Books. Students may count "books" they have read before. However, they cannot count books that they have only seen on a video or a movie. They must read the book. They should keep a summary so they can review this information before their "Local Battle."

When Do The Students Read The Books?

The school battles are held between September and June of each school year. Times for local, district, or county competitions are decided by our members throughout the world and may vary depending on school calendars and the education goals of our members.

The students gain knowledge and enjoyment from reading good books, sharing them with friends, parents and teachers, plus a fun day of playing in the "Battle."

Three Questions You Need To Answer Before Starting:

- What book list do I want my students reading? There are 10, 20, 28 & 36 book lists. We suggest in the first year to use the 10 or 20 book lists.
- What will be the make-up of the teams? Usually if you are using the 10-book list you will have 3 person teams and each team member is responsible for 3 to 4 books on the book list. On a 20-book list there will be 4 person teams and each person responsible for 5 books. 28 or 36 book lists there will be 5 or 6 person teams, and each student is responsible for 5 to 7 books.
- When will the competition take place? Check your school calendar and find out what is the best time for the competition to be scheduled. Some schools do their competition before the holiday season while others do not start reading till after the 1st of the year and have their competitions in the spring. Try to keep the timeframe as short as possible in order to keep kids motivated and focused on reading.



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BENEFITS FOR STUDENTS

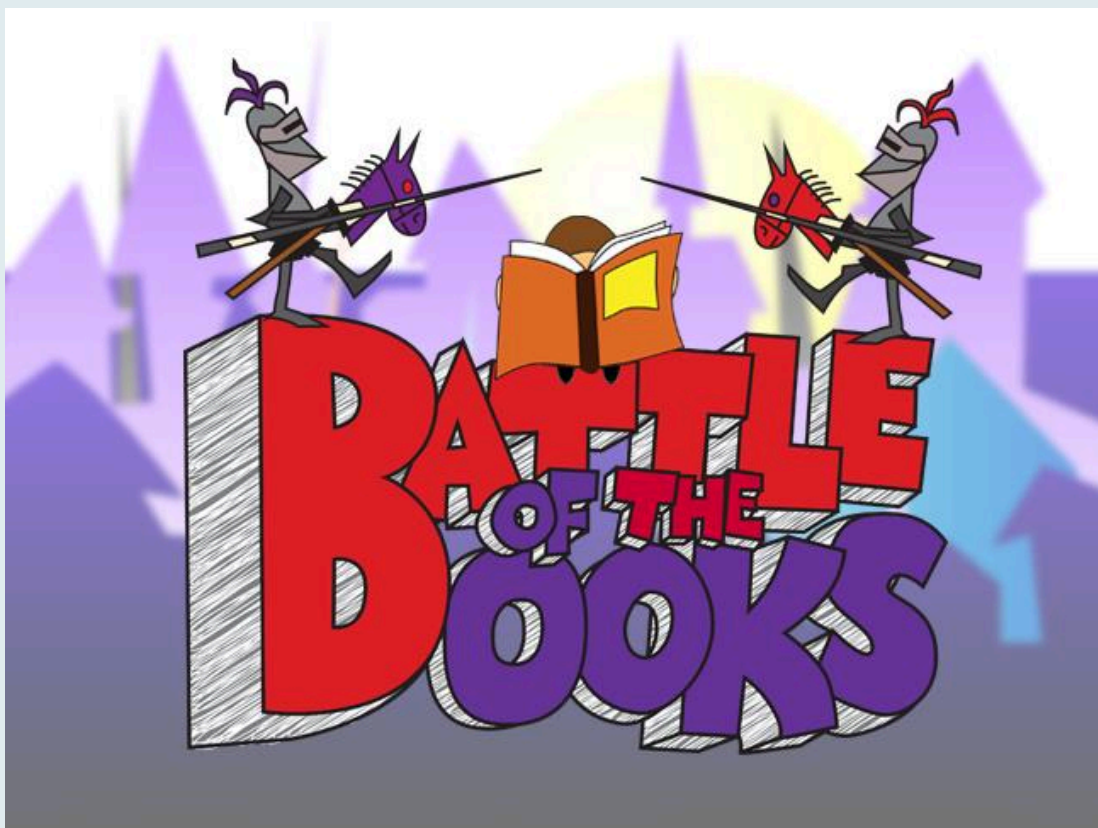
STUDENTS:

- The students gain knowledge and enjoyment from reading good books, sharing them with friends, parents and teachers, plus a fun day of playing in the "Battle."

KEY TAKEAWAY

America's Battle of the Books is a voluntary reading incentive program for students in grades 3-12. The purpose is simply to encourage students to read good books and have fun while competing with peers.

A student participates by reading from the book list provided for that year's America's Battle of the Books.



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20.FREE CHOICE OF BOOKS UNDER RECOMMENDATIONS

KEYWORDS:

- Reading,
- Books,
- Interests,
- Recommendation

DESCRIPTION

The idea is that the teacher knows their students well and that there is a good relationship between them so that the students gain confidence. In this way, the teacher will know the tastes of their students to be able to make recommendations about their concerns. Not all boys and girls have the same tastes and interests, so in order to make reading more desirable it will be necessary to make a small study of the student individually.

There are difficulties due to the time and the number of students in a classroom to carry out this task individually, but through games or dynamic group activities it is possible to get to know the student. For example, Day 1. ACTIVITY WITH A BALL. A ball is taken and the students and the teacher pass it to each other to the rhythm of the music. When the music stops, the student who has the ball has to talk about himself/herself, giving clues about what he/she likes. At the beginning, the student with the ball in his hand will probably not talk much, so the rest of the classmates will have to ask him questions.

In this way, time is taken of the class to dedicate it completely to non-formal learning, getting the students involved in the activity, reflecting on their tastes and then expressing them.

There are a multitude of group dynamics. The ball game is just one of them, since the ball itself implies play and music and can motivate them to participate. Especially for the youngest. But this activity can be carried out with different ages.

In addition, according to the surveys, among the favorite activities of the young people surveyed are music, sports and playing outdoors, so this activity brings together the concerns of the students.

The teacher will provide a list of books according to the students' interests. There will be books and ebooks.



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BENEFITS FOR STUDENTS/TEACHERS

STUDENTS:

Students express themselves freely, there is no wrong answer so students do not feel evaluated. In this non-formal way, teachers know the students' strengths and weaknesses. They know their likes and dislikes and can thus enhance the development of each student. Teachers can make reading recommendations knowing the students' interests.

Benefits for students:

- Improved communication between students.
- Freedom of expression makes students feel more comfortable.

TEACHERS:

- Better knowledge of the students.
- Easier to make a reading recommendation

KEY TAKEAWAY

This practice aims to foster young people's motivation to read.

The idea is that the teacher knows their students well and that there is a good relationship between them so that the students gain confidence. In this way, the teacher will know the tastes of their students to be able to make recommendations about their concerns.



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21.PASSION PROJECT

KEYWORDS:

- Passion,
- Creativity,
- Understanding

DESCRIPTION

How do passion projects work? Start by giving students a list of reading standards. Model the process of choosing one standard as a focus and designing a book project that demonstrates mastery of that standard.

For example, to show their understanding of the development of the theme, students might create a book trailer using iMovie with scenes and quotes from the book that show the theme developing. Another student might show their understanding of character traits by baking a cake along with a written guide describing how symbols on the cake represent different aspects of a character's personality. The key is that students are demonstrating their learning through their passions. You will be blown away by what your students create!

BENEFITS FOR STUDENTS/TEACHERS

STUDENTS:

- Students will develop their creative and visualization skills. They will need to have background information on the chosen topic, so a deep analysis of the theme is a must.

KEY TAKEAWAY

This practice is fostering the motivation of students to read through creativity and visualization skills.



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GOOD PRACTICES

HOW TO CREATE READING FRIENDLY ATMOSPHERE

- 22. D.E.A.R. (DROP EVERYTHING AND READ)
- 23. CREATE A CULTURE OF READING
- 24. SHARED BOOKS IN CLASS. CLASSROOM BOOKSTORE
- 25. CREATING A READER FRIENDLY HOME
- 26. FAMILY LITERACY EVENT
- 27. PROJECT "READ WITH THE LIBRARY"
- 28. 3 TIPS FOR CREATING A CLASSROOM ENVIRONMENT WHERE KIDS LOVE TO READ
- 29. CREATION OF A BLOG AND PUBLICATION OF A NEWSPAPER
- 30. READING VOLUNTEERS PROJECT





22.D.E.A.R. (DROP EVERYTHING AND READ)

KEYWORDS:

- Read, books, interests, students

RESOURCE:

- [LINK](#)

DESCRIPTION

At school, teachers can promote a reading culture by implementing the D.E.A.R. (Drop Everything and Read) strategy. It is a time regularly set aside in the classroom schedule for both students and their teachers to "drop everything and read." It usually consists of 10 to 15 minutes of solo reading at the start of a school day. Kids can read and enjoy the books they want, just for the pleasure of reading and with no questions asked.

A further step to this activity, once well-integrated into the school schedule, would be that of making students write a review of the book(s) they read, once finished, in order to put them into a shared folder for the other classmates to read and having this way book suggestions made by their peers.

BENEFITS FOR STUDENTS

STUDENTS:

Thanks to this strategy, kids are somehow "forced" to read, in the sense that they do have the time to do it everyday, no excuses. This activity is aimed at making reading a daily habit. What is more, students can associate reading with pleasure because they can choose the book they read based on their interests and tastes. If done at the beginning of the day, it can also be a relaxing and peaceful start of the school activities.

Writing reviews will also improve student's writing skills and reading comprehension.

KEY TAKEAWAY

Teachers can promote a reading culture by implementing the D.E.A.R. (Drop Everything and Read) strategy within their classes. It is a time regularly set aside in the classroom schedule for both students and their teachers to "drop everything and read."



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23.CREATE A CULTURE OF READING

KEYWORDS:

- culture of reading, books, communication

RESOURCE:

- [LINK](#)

DESCRIPTION

A culture of reading must be created firstly at home. Parents must be an example to their children and read as much as possible. The more kids see their parents reading, the more likely they are to follow their example. Reading in their free time is the best way parents have to show their children that reading can be an enjoyable free time activity. Just having books around the house where young people can see them already creates a reading-friendly atmosphere. Putting on display novels, nonfiction books, magazines and newspapers parents read also contributes to creating the same atmosphere.

A further step to create a culture of reading is by talking with excitement about the books and articles you have read or are currently reading. If possible, share with them a book you have read and suggest they read it to later have a discussion about it. Next, taking young people to the library shows the importance of reading in your family and in society as well.

BENEFITS FOR STUDENTS

STUDENTS:

The benefits deriving from having a reading culture are firstly those linked to the simple fact of reading:

- Developing your brain's capacity
- expanding vocabulary
- Improving writing abilities
- increasing knowledge
- Increasing empathy
- preventing age-related cognitive decline
- Reducing stress, Etc.

Secondly, getting used to sharing books and opinions on them contributes to increased socialisation and to develop critical thinking and communication skills.

KEY TAKEAWAY

Teachers can promote a reading culture by implementing the D.E.A.R. (Drop Everything and Read) strategy within their classes. It is a time regularly set aside in the classroom schedule for both students and their teachers to "drop everything and read."



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24.SHARED BOOKS IN CLASS. CLASSROOM BOOKSTORE

KEYWORDS:

- Books,
- Reading,
- Sharing

DESCRIPTION

At the beginning of the school year, the students will bring a series of books to class that they will share with their classmates. Students will be able to choose which book to read according to their interests and will exchange them throughout the year. In this way, they will have easy access to reading since they will bring books from home and will not be forced to buy them. The idea is to share books that they can take home.

The students choose the book they want to read and create links with those who have read the same book. After the reading, discussions about the books will be created and the teacher will ask them questions about them, making them reflect and support each other, thus promoting teamwork.

BENEFITS FOR STUDENTS/TEACHERS

STUDENTS:

- Students with fewer resources or who do not have books at home will not have to buy them since the teacher will make sure that there is always a minimum of books so that all students have access to them.
- Increased enjoyment of free reading.
- Fostering relationships between peers.
- Teamwork, as the teacher will ask questions that can also be answered together.
- Inclusion of people without resources.

TEACHERS:

- The teacher will not have to force the student to read a book but will give alternatives, so there will be less confrontation.

KEY TAKEAWAY

This activity could be carried out by students between 14 and 16 years old.



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25. CREATING A READER FRIENDLY HOME

KEYWORDS:

- Reading,
- Books,
- Interests,
- Recommendation

DESCRIPTION

Keep a Variety of Reading Materials

Collect board books or books with mirrors and different textures for babies. Preschoolers enjoy alphabet books, rhyming books, and picture books. Elementary-age kids enjoy fiction, nonfiction, and poetry, plus dictionaries and other reference books.

Kids can understand stories they might not be able to read on their own. If a more challenging book interests your child, read it together. Younger kids can look at illustrations in books and ask questions as they follow along.

Besides books, your kids might also enjoy:

- magazines (for kids)
- audiobooks
- postcards, e-mails, and text messages from relatives
- photo albums or scrapbooks
- newspapers
- comic books
- child-friendly websites
- beginning reading and alphabet games on a computer/tablet
- magnetized alphabet letters
- e-readers or e-books

Keep Reading Materials Handy

Keep sturdy books with other toys for easy exploration. Books near the changing table and high chair can be helpful distractions for younger kids. Plastic books can even go in the bathtub. Keep books next to comfy chairs and sofas where you cuddle up so you can read after feedings and before naps.

Create a Special Reading Place

As your kids grow:

Keep books and magazines on shelves they can reach in their favorite hangouts around the home. Make these shelves inviting and keep them organized.

Place some of the books with the covers facing out so they're easy to spot.

Put a basket full of books and magazines next to their favorite places to sit.

Create a cozy reading corner, and encourage your kids to use it by setting up "reading corner time" each day.



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DESCRIPTION

Make it Inviting

Make sure reading areas have good lighting. Change the materials often — add seasonal books, rotate different magazines, and include books on topics your kids are interested in or are learning about in school. Decorate the corner with your child's artwork or writing. Keep electronic devices nearby to play audiobooks.

Encourage Creativity

Set up a writing and art center and encourage your kids to make books, posters, or collages that they decorate with their own pictures and writing. Kids love to read things they've written themselves or to share their creations with family and friends. Ask your kids to act out the story.

Think About the Reading Environment

Other ways to encourage your kids to read:

- Limit your kids' screen time (including TV, computer, smartphones, tablets, and video games) to make sure they have time for reading.
- Keep reading activities family-centered, and guide your child in reading activities and media. Even with today's high use of technology, you can decide how much print and how much media to allow into story time. Reading e-books doesn't have to mean giving up lap-time. Make sure to snuggle up with a story often, in whatever format.
- Read together. Read a book aloud or ask your child to read to you from a favorite magazine or book. Make a habit of sitting together while you each read your own books, sharing quiet time together

BENEFITS FOR STUDENTS/TEACHERS

STUDENTS:

- A home filled with reading material is a good way to help kids become excited readers.

KEY TAKEAWAY

What kind of books? Ask your kids about their interests. If they're too young to tell you, ask your local librarian for suggestions about age-appropriate books.



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26.FAMILY LITERACY EVENT

KEYWORDS:

- Family, literary group

RESOURCE:

- [LINK](#)

DESCRIPTION

Schools which build communities of readers often bring parents, children, and educators together for special events revolving around books and literacy. Parents, children, and teachers in Columbia, Missouri, celebrate one such family literacy event at their Parents and Reading Fair co-sponsored by Columbia Public Schools and Columbia Council of the International Reading Association.

The evening is structured in the traditional conference format with a keynote address followed by small group sessions designed to explore various literacy and language topics. After a keynote address by Jerome Harste of Indiana University or another literacy learning expert, parents and children might select to attend a small group session on Enjoying Magazines Together or Turning Kids on to Reading. Small group sessions are designed for kids only, parents only, or parents and kids together. The family literacy night combines educators, children, and parents in an evening of learning about literacy and sharing literature, and builds a sense of community through a shared purpose and shared experiences with texts for children.

In Fairbanks, Alaska, children and parents join teachers in a literary group which meets one hour once a month (Titus, 1991). All participants, children and parents alike, read the same children's book and get together to discuss it in a program they call "Bookends." Limited only by the number of books available, the program is in its fourth year and has included children and their parents, brothers and sisters, and grandparents. The evening begins in a whole group meeting followed by small discussion groups. The community of readers is bound by the shared literacy event: they have laughed and cried together, and agreed or disagreed with one another about the books they have read. The community of readers has made these books their own.

In some schools, parents, librarians, children, and teachers form groups to generate lists of the school's favourite books, arranged by grade level (Routman, 1991). The book list helps teachers, children, and parents select books from the library and helps parents select books for gifts and book order purchases. The process of selecting the favourite books to be included on the book list allows the opportunity for members of the community of readers to meet and discuss popular books for children

BENEFITS FOR STUDENTS

STUDENTS:

In a study of 100 parent participants in family literacy workshops, Primavera (2000) found that the participants' children reaped such benefits as increased reading time spent with parents, improved language skills, increased interest in books, and increased enjoyment of reading.



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27.PROJECT "READ WITH THE LIBRARY"

KEYWORDS:

- Family, literary group

RESOURCE:

- [LINK](#)

DESCRIPTION

This project is part of the "TEACHING AND LEARNING" Action, in the +READING AND WRITING domain, in the ESCOLA A LER action of the 21|23 SCHOOL+ PLAN.

Its main goal is the creation of reading moments of different typologies and intentions that assume a regular frequency, throughout the school year. This measure has four aspects:

1.Time to read and think

Reading and exploration of books, newspapers, magazines and/or other reading materials in the school library/classroom, in conjunction with teachers from different curricular areas, with stipulated frequency and time (desirably monthly, in each class). It is suggested the articulation between the library and the curricular area of Citizenship and Development, the Domains of Curricular Autonomy (DAC) and/or others.

2.I will take you with me!

Periodic promotion of home requisition sessions in the school library, in articulation with the teachers of the class and using motivating strategies.

3.Handbook

Silent reading of a book that the student always brings with him, at teaching times authorized by the teacher (whenever there is free time in class: end of tasks/activities, among others).

The activity and the respective selection of books are developed in an articulated way between the head teacher of the class / Portuguese teacher / class director and the library, and any teacher from the class council can join.

4.Reading teams

Selection of students with good reading performance available to support students/colleagues in promoting regular reading sessions.

Collaborative preparation between the library and the curriculum teacher of reading activities.

BENEFITS FOR STUDENTS

STUDENTS:

- Increase the taste for reading texts of different genres and typologies.
- Improve reading skills on multiple supports.
- Promote contact with different realities, arousing curiosity about the world.
- Stimulate critical thinking and civic participation.
- Develop the aesthetic enjoyment of the literary text.



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28. 3 TIPS FOR CREATING A CLASSROOM ENVIRONMENT WHERE KIDS LOVE TO READ

KEYWORDS:

- Environment,
- Rewards,
- Tips

DESCRIPTION

Watch your language:

The words we use to talk about reading are SO powerful! I think the best way to explain this is to give some examples of things I say to my students:

- "What do you love to read about?"
- "I thought it was so interesting how the author..."
- "I think you'll love this book because..."
- "What book in your bag/bin are you most excited about?"
- "I can tell you really enjoyed that book."
- "Reading that book really helped you learn about _____, didn't it?"
- "Last night before bed, I was reading..."
-

Get them talking about their reading!

I'm in a book club, and I LOVE it! It motivates me to read and try new books. Most kids love it when we make reading a more "social" activity! Here are a few ideas to try:

- If your students' nightly homework is reading, have them chat with a partner about what they read (i.e. during your morning meeting)
- Incorporate partner reading into your reading workshop, literacy centers, or Daily 5 time
- Have students recommend books to each other (you can make little postcards available, students can write book reviews or letters, or even just hand each other books to read)

Focus on intrinsic (rather than extrinsic) rewards.

I'm not completely opposed to incentivized reading programs that give rewards (like food, or free tickets to something) for reading. Once in a while, I think that they can motivate a child to read more...and in doing so, the child learns that he loves reading!

That said, I'm still not a big fan. In my classroom, I don't provide extrinsic rewards for reading. If there's something that's going on school-wide, I have students handle it at home, and I don't make a big deal of it.

We'd much rather send the message that...

- Reading is fun
- Reading is interesting
- Reading can help us learn about people and things we never see in our everyday lives

So I avoid saying, "If you read x, then you get y." Being able to read is the reward

BENEFITS FOR TEACHERS

TEACHERS:

Making little changes will contribute students readiness to read.



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29. CREATION OF A BLOG AND PUBLICATION OF A NEWSPAPER

KEYWORDS:

- Creativity,
- Newspaper,
- Blog,
- Tutor

DESCRIPTION

Students will be tasked with creating a blog about their interests which they will have to constantly update as well as editing a school newspaper on a monthly basis.

This activity will be carried out in class under the supervision of the tutor. The blog should include reports, interviews, news, etc. In order to be able to carry out exhaustive reports (depending on the level) they will have to carry out small research projects. They will also be able to interview famous people from the world of sport, politics, as they prefer, but first they will have to find out about them.

The tutor will give them some guidelines and tell them how to get accurate information. In addition, they will also create a section on fake news so that they know how to distinguish them and teach other students how to do it.

Each month there will be a division of tasks among the students so that everyone does everything: researching information, documentary work, analysing data, writing, conducting interviews, etc. To carry out this task, the teacher, at the beginning of the course, will give notions about journalism by teaching what journalistic genres are and about the media.

In addition, they will also create social networks that will have to be updated according to the information on the blog.

BENEFITS FOR STUDENTS/TEACHERS

STUDENTS:

- Interest in reading as they will talk about their own interests.
- They will use technology in class.
- Satisfaction with the results obtained.
- Communicative improvement.
- Teamwork.
- Encouragement of creativity.
- Learning how to create blogs and social networks.
- Learning about newspaper layout and production.
- They will be able to distinguish fake news and they will have notions to teach

TEACHERS:

- A good atmosphere of cooperation will be created in the classroom in a relaxed atmosphere where the teacher will have an easier time interacting with the student.
- Benefits for society/other students:
- The students will provide the school with information on various topics



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30. READING VOLUNTEERS PROJECT

KEYWORDS:

- Volunteers

RESOURCE:

- [LINK](#)

DESCRIPTION

With the objective of creating and developing a National Reading Volunteer Network, the School Libraries Network relaunches the Reading Volunteers project.

School libraries are a privileged place for the development of volunteer reading initiatives in partnership with children and young people, in order to help them read more and better. The project therefore relies on your collaboration in attracting and framing volunteers. The decision to join the project and organize reading volunteering in schools is the responsibility of the management bodies and the library, and the coordination of the same is the responsibility of the librarian teacher, given their pivotal role in promoting reading.

How does it work?

1. The volunteer enrolls in the project;
2. The RBE (School Libraries Network) looks for an interested school library, respecting the volunteer's indications;
3. The school board accepts the volunteer joining the project;
4. The volunteer is placed in the school.

Who can volunteer?

- People with the time and taste to help students learn and improve reading skills

Organizing volunteer reading requires the school to:

1. Coordination of the librarian teacher or a person in charge designated by him;
2. Involvement of technicians and employees;
3. Community information and involvement;
4. Planning, monitoring and evaluation of the work carried out by each volunteer and of the volunteer work as a whole.

The volunteer must have the support of the librarian teacher or librarian to:

1. To meet:
 - the library and school spaces;
 - the reading activities that you can perform;
 - the management, the teams of technical professors and employees;
 - the children and young people you will support;
 - the "culture" of the organization.
2. Directly agree on what your work will be, reading modalities, activities and schedules;
3. Receive a framework on the activity to be carried out;
4. Establish your volunteer reading program;
5. Receive continued support.



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DESCRIPTION

Role of Reading Volunteers in Schools and Libraries:

1. Promote the pleasure of reading, in particular with children and young people, giving generously of their time;
2. Reading with a single beneficiary, for a small group, for a class, in sessions of 30 to 60 minutes, at a time to be determined by agreement with the school library;
3. Support teachers in reading promotion activities.

Examples of volunteer activities:

- Pair reading with one or two children, encouraging them to read, and talking about what they read;
- Reading aloud to groups of children, youth, adults and seniors, followed by dialogue about the books;
- Book presentation;
- Support for Reading Week, various parties and celebrations;
- Support for holding contests and reading games;
- Support for visits by writers and illustrators;
- Support for the organization of book fairs;
- Support for holding meetings and lectures;
- Support for other activities of the Library Activities Program.

BENEFITS FOR STUDENTS/TEACHERS

STUDENTS:

- Any activity in this area always revolves around contact with books, creating the pleasure of reading and deepening reading skills (literacy).

TEACHERS:

- Activities specifically programmed for volunteers can be carried out with a single beneficiary, in small groups or for classes, both in the library and in other spaces where library activities take place.
- Target Groups: Librarian Teachers | Teachers | Students | People with the time and taste to help students learn and improve reading skills



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GOOD PRACTICES

USING TECHNOLOGY IN THE BEST WAY TO IMPROVE READING SKILLS

31. REWORDIFY

32. FAMILY LITERACY PROGRAM "CONTO CONTIGO" - AGA KHAN FOUNDATION | APP

33. BOOK TRAILER

34. KITAPP

35. INTERACTIVE READING GAMES - ONLINE PLATFORM

36. MINDMEISTER

37. READING AND DIGITAL PLATFORMS (E.X. NETFLIX)





31.REWORDIFY

KEYWORDS:

- Software, improve reading

RESOURCE:

- [LINK](#)

DESCRIPTION

Rewordify.com is powerful, free, online software that improves reading, learning, and teaching. This site can:

Intelligently simplify difficult English, for faster comprehension

Effectively teach words, for building a better vocabulary

Help teachers save time and produce engaging lessons

Help improve learning outcomes

Rewordify.com's amazing features have helped millions of people read billions of words more easily.

The site is free and child-safe. Use it now; there's no software to install. Try the online demo and the first-time user guide. Teachers: You can print free, full-color literature to get started. Scroll down for more info...

Rewordify.com helps with reading comprehension and vocabulary development by simplifying English to a lower reading level. It lets you reword a sentence or reword a paragraph. It will simplify English by reducing text complexity. It's a dictionary alternative that will improve comprehension and teach vocabulary. It's an important part of reading instruction and vocabulary instruction for ESL students, people with reading disabilities, people with a learning disability, or anyone who wants to improve reading skill.

BENEFITS FOR STUDENTS

STUDENTS:

- Saves time when reading hard text, improves comprehension and self-confidence, and increases total reading time
- Reduces frustration and improves comprehension by maximizing time spent reading versus dictionary research
- Improves engagement and total reading time through independent selection of high-interest materials
- Improves engagement and learning through the selection of appropriate reading materials
- Increases reading time and engagement by making the site more fun.



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32. FAMILY LITERACY PROGRAM "CONTO CONTIGO" – AGA KHAN FOUNDATION | APP

KEYWORDS:

- literacy habits, APP

RESOURCE:

- [LINK](#)

DESCRIPTION

As part of the Conto Contigo Family Literacy Program (PLFCC) of the Aga Khan Foundation (AKF), an app was developed that aims to promote family literacy habits and practices that have an impact on the development of emerging literacy skills – referred to in research as predictors of success in learning to read and write.

Family Literacy Programs have been widely recommended as their evaluation reveals that they are an effective measure to combat school failure.

The PLFCC is being implemented in partnership with the School Libraries Network (RBE), public and municipal libraries, from north to south of the country, within the scope of protocols established between AKF Portugal, RBE and DGLAB and registered as a contribution to the Plan National Reading.

Its implementation, supported by the use of an Implementation Guide that is made available to all interested parties, provides for the holding of playful sessions, with families and preschool-age children. To maximize the work carried out in the sessions and to reach more families, AKF developed the Conto Contigo app, which is available for free download on the apple store and google play.

This app allows users to receive notifications on their mobile phone with suggestions for very simple and fun activities that they can do with children and that promote their discovery of written language, preparing them for entry into school. Users can also choose to receive another type of "Tips" notification that contains easy-to-understand information on how parents can support children in the discovery of written language.

The user also chooses the frequency with which he wants to receive notifications and the best time of day.

The app also has a notification repository so that families can carry out activities as often as they wish.

This app is intended to be useful to Early Childhood Educators, Librarian Teachers, Librarians, among others.

BENEFITS FOR STUDENTS

STUDENTS:

Literacy promotion programs implemented in libraries encourage parents to play a more active role in the development of their children's literacy, becoming more consciously and wisely involved in activities aimed at developing their children's emerging literacy skills.

Studies carried out in Portugal on reading habits and practices indicate that community resources are, in general, are little used by families to promote literacy habits in children. Therefore, this projects main goal is to ensure the improvement of literacy levels of children and young people, by reaching and training teachers and parents.

33. BOOK TRAILER

KEYWORDS:

- digital storytelling

RESOURCE:

- [LINK](#)

DESCRIPTION

What is a book trailer?

It is an audiovisual piece about a book and can have different drivers and purposes. Some fans make their own video version of a written production and share it. Or some readers give their opinions about books in front of a camera, that is, they create video recommendations. Those who give their impressions on YouTube channels are called booktubers (there are already competitions for them). The author or publisher of a book aims to promote it among users of the audiovisual medium.

How does it work?

Book Trailer Project is a digital storytelling activity for secondary school students after they finish reading a book. Students need to take the key idea from the book to create a short video that persuades people to check out a book they have read.

The book trailer project requires students to summarise, synthesise and analyse the book and put that analysis in their trailer. Furthermore, having students create book trailers is a great way to incorporate technology in the classroom and encourage reading. Thus, a book trailer project is a great alternative to boring book report assignments, and can easily be done individually or in groups.

There are websites to create videos, some of them are:

Biteable

It is a great choice for students to create a book trailer in minutes. It is easy to use, giving them all the tools they need to make a book trailer in minutes

Veed

Students can create a book trailer for their book in a matter of minutes. It allows you to combine images, video clips, music and text to create an impressive and interactive book trailer that reaches a wider audience. Veed allows you to download no software to create online content easily.

Flexclip

It comes with rich and powerful functions and beautiful templates can help them customise their own book trailer with photo, video clips, music, text, and special effects online for free.

Animaker

Animaker offers an online book trailer maker to create an engaging trailer for the book. There are simple editing tools and video templates that everyone can use to make a book trailer. As its name suggests, Animaker is also equipped with animated figures.

Animoto

A popular online tool that allows students to easily combine video clips, images, text, and music into a stunning book trailer video.

BENEFITS FOR STUDENTS/TEACHERS

STUDENTS:

- Students develop personal, cultural, textual, thematic and cross-genre connections by responding to texts through written, oral or digital presentations using a variety of media and genres

TEACHERS:

- The adults will guide and support the students throughout the process, from the analysis of the book to the creation of their videos.

KEY TAKEAWAY

This activity can be carried out by students aged 14-16, as it involves the ability to analyse and develop more complex content.



34. KITAPP

DESCRIPTION

With the application it is aimed to offer the students the appropriate books based on their intelligence, type of interest and curiosity and their attitudes towards reading from books divided into 3 levels according to reading comprehension, verbal reasoning and vocabulary. The main objective of the BoDiFoMe Project is to propose books suitable for students' interests, needs and intelligence types, attitudes towards reading and reading levels.

There will be 1000 books from 5 different countries as Turkey, Italy, France, Spain and Portugal. Each partner will provide 150 books and 20 questions about each book.

The app will analyse student's interest areas according to reading level determination scale and then recommend some books. After child reads these books s/he will answer the questions about the book and get some prizes.

The App will be ready at the end of 2022

BENEFITS FOR STUDENTS/TEACHERS

STUDENTS:

It is known that especially in the early youth period, when the interests of individuals are very influential in individual behaviors (Strong, 1916; Kuzgun, 2014) it is very effective for people to choose an activity and to be connected to it for a long time (Knapp, 1994). Determining the interests of students in our schools is still not an area that has been studied. Especially the pandemic period has closed this well.

TEACHERS:

At this moment, our teachers are not informed about the types of students, the types of intelligence and which areas of interest the students are interested in. With the help of the app students' interest areas will be determined and motivation to read will be kept high.

KEY TAKEAWAY

Books will be recommended to children through the smart application and children will be able to review and prefer the books through the smart application. With the project; 1. Determination of students' reading profiles 2. Revealing the variables affecting the reading habits of students 3. Students' gaining the reading habit 4. Combining the use of technology with reading today 5. Establishing the appropriate agenda for the correct use of electronic social media by creating agendas for reading on social electronic media will be ensured

35.INTERACTIVE READING GAMES – ONLINE PLATFORM

RESOURCES

- [LINK](#)

DESCRIPTION

The Municipality of Matosinhos has been focusing on promoting school success. The timely identification and intervention in the context of learning to read and write has been a priority, given that it is a transversal domain that enhances equal opportunities for all.

In this context, the project “A Ler Vamos...” has been developed, which has been in operation for 8 years and directs its main action towards the promotion of skills that facilitate the learning of reading and writing in preschool education.

In addition to direct action in a school context, with children, teachers and guardians, the municipality invested, in collaboration with the School Libraries Network and the University of Minho, in the construction of an online platform aimed at promoting literacy skills emerging, habits and family dynamics of preschool-age children, as well as positive attitudes towards reading and writing.

Discover here this online platform, called “Interactive Reading Games”. It includes eight stories by the author Luísa Ducla Soares presented in audio format and a set of digital games.

BENEFITS FOR STUDENTS

STUDENTS:

It is a family literacy program that seeks to foster positive interactions between parents and preschool-age children around book reading, which, in turn, promote reading habits at home and throughout life.



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36.MINDMEISTER

DESCRIPTION

TECHNIQUE: GRAPHIC ORGANIZATION AND RECOGNIZING STORY STRUCTURE

Use this tool easily in your Bring Your Own Device (BYOD) classroom since all students will be able to access it for free, no matter what device they have. Realize that you can only make 3 maps for free, but you can always delete old ones to make room. Play with the tools and toolbars to create a mind map; use toolbars to collaborate, publish, or print diagrams. Creating the organizers is of easy to medium difficulty depending upon how elaborate you desire your organizer to be (don't miss the notes feature!). A handy revision "history" helps you see what changes were made when. See the blog for helpful video tutorials and tips. Note: to use the "real time" collaboration feature, collaborators need individual email accounts to gain access.

Note that maps that are "published" can be seen by the public (read only, so they cannot be altered). If a map is shared via a URL, only those that were "invited" to view the map will be able to see it. However, this does require each viewer to sign up (free) to MindMeister to be able to view this map. You can specify members who may collaborate and make alterations to a map that is not "published." You can also invite other members to view (but not change) unpublished maps.

The class can create organizers together, such as in a brainstorming session on an interactive whiteboard or projector. Or, you can assign students in cooperative groups to create a mind map as a study guide for unit content, to collect information for a group research project, or show examples of an important concept. Use this site for literature activities, research projects, social studies, or science topics. Use this site to create family trees. Have students collaborate together (online) to create group mind maps or review charts before tests on a given subject. Have students organize any concepts you study; color-code concepts to show what they understand, wonder, and question; map out a story, plotline, or plan for the future; map out a step-by-step process (life cycle).

BENEFITS FOR STUDENTS

STUDENTS:

Students can build these from scratch, or you can build a framework for them to follow. For example, create a plot framework, where students use the mind map to fill in various aspects of the plot, such as conflict, climax and conclusion. At the end, they are able to put all the pieces together.

KEY TAKEAWAY

Graphic organizers help students break down an otherwise complex plotline, text or thought process and understand it more clearly. Using this simple platform, students can add a singular thought, question, character or idea and then break it out into its component parts.



37. READING AND DIGITAL PLATFORMS (E.X. NETFLIX)

KEYWORDS:

- Digital platforms; entertainment; knowledge

RESOURCE:

- [LINK](#)

DESCRIPTION

According to survey results, one of the factors that young people highlight as being to blame for the decline in reading is the incursion of technology. Given that technology attracts young people, it should not be seen as an enemy, but should be used as a support and the advantages it offers should be taken advantage of.

It is well known, and as surveys show, that young people are watching more and more content through digital platforms. That is why teachers could take advantage of series that have been very successful, such as "Merli" or "La casa de papel". Teachers will ask for textual comments on them, which they will then read in class and create discussion in the classroom.

In this way, students will be more interested in the activity if the technology factor is present in it. So, students' interest in the classes is increased by combining leisure and entertainment with knowledge.

BENEFITS FOR STUDENTS/TEACHERS

STUDENTS:

- Improves writing skills
- Improves their communication skills
- Increases interest in the activity
- Improves reading/audio-visual comprehension

TEACHERS:

Teachers will create a good atmosphere in the classroom as interrelationships between teachers are encouraged on the basis of the students' own likes and dislikes.

KEY TAKEAWAY

Students will be more interested in the activity if the technology factor is present in it. Students' interest in the classes is increased by combining leisure and entertainment with knowledge.



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GOOD PRACTICES

IMPROVING READING COMPREHENSION SKILLS

38. READING AND ROLE PLAY

39. 3 TECHNIQUES TO REINFORCE COMPREHENSION

40. STORY MAPS

41. ASKING QUESTIONS

42. PICCLE - INTERVENTION PLAN COMPETENT CITIZENS IN READING AND WRITING (PLANO DE INTERVENÇÃO CIDADÃOS COMPETENTES EM LEITURA E ESCRITA)

43. CREATIVE BOOK REPORTS

44. READ-ALOUDS AND SHARED READING

45. ACTIVE READING AND OPEN DEBATE

46. ONCE UPON A TIME - RECREATIONAL READING AND CREATIVE WRITING ACTIVITIES (BOOK)

47. AUDIOBOOKS AND TEXT-TO-SPEECH TECHNOLOGY

48. CLICK AND CLUNK

49. COLLABORATIVE LEARNING OPPORTUNITIES WITH PEERS

50. JIGSAW READING



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38. READING AND ROLE PLAY

KEYWORDS:

- Role play, acting, creativity

RESOURCE:

- [LINK](#)

DESCRIPTION

There are two options to recreate what you read as a role play:

Option 1

The activity will consist of two parts. In the first part, students will be given a period of time, 2 months for example, to read a book. Part of the reading can be done in class and part at home. Students can highlight phrases that will be important in the role play.

To carry out the second part of the activity (the most fun part). The students should have done a thorough reading of the book and the class will be divided into several working groups. The students will do a study of the characters and scenes in order to be able to act them out. Before the performance and the casting of characters, the pupils will discuss the scene and develop creativity. The whole class will have to agree on this. If there is no agreement, the teacher will intervene, but first allow time for the pupils to reach an agreement among themselves.

The teacher will also have to play a character and get involved with the pupils.

Students will have to use vocabulary taken from the reading but without copying exact phrases.

Students may repeat the scenes as long as the book is represented in its entirety.

Option 2

The dynamic is the same as the previous one. First the students will have to read a book and discuss it, but when it is time to carry out the role play, they will create a parallel reality. They will create new characters, change the problem solving, give an alternative ending, etc. In this case, there will be more discussion in the class where creativity will be a major factor.

BENEFITS FOR STUDENTS/TEACHERS

STUDENTS:

- Improves reading comprehension.
- Improves communication and relationships.
- Promotes teamwork and leadership.
- They learn a wider vocabulary.
- Creativity is developed.

TEACHERS:

The teacher will also have to play a character and get involved with the students so they will feel more confident with teachers through this non formal activity.



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KEY TAKEAWAY

This activity can be developed in a multitude of ways. With the reading of a complete book, with representations of stories or chapters. By being faithful to the reading, giving free rein to the imagination.



39. 3 TECHNIQUES TO REINFORCE COMPREHENSION

KEYWORDS:

- Vocabulary,
- Guiding questions,
- Summarising

DESCRIPTION

The three techniques described here – Text Impression, Guiding Questions, and the Retelling Pyramid – can help children become familiar with the language and structure of non-fiction books.

These are three instructional methods:

- Text Impression
- Guiding Questions
- Retelling Pyramid

Text Impression (McGinley & Denner, 1987) is an effective way to introduce vocabulary and hold predictive discussions before reading. Guiding Questions (Marinak & Mazzoni, 2008) set a purpose during reading, and the Retelling Pyramid (Schwartz & Bone, 1995) supports retelling and summarization after reading.

Before Reading: Text Impression

Before reading, it's important to introduce new vocabulary and activate prior knowledge about the topic. The Text Impression technique invites children to share what they know and motivates them to begin reading. To conduct a Text Impression, 5-10 important vocabulary words are shared one by one. With each word added to the list, children are invited to hone their predictions based on the important vocabulary.

During Reading: Guiding Questions

Guiding Questions can be provided to set a purpose for reading. It is important that the inquiry include literal questions, inferential questions, and extended questions. In addition, the questions should include some of the important vocabulary introduced in the Text Impression.

Literar Questions

- How long do stay in a?
- How old is a when they enter a?

Inferential Question

- When would form?

Extended Question

- use kindergartens to protect their young. What might other animals do to protect their babies?

After Reading: Retelling Pyramid

A Retelling Pyramid can be used after reading. The pyramid supports retelling and summarizing. The prompts for each line of the pyramid can be revised to reflect specific information from the text.

BENEFITS FOR STUDENTS/TEACHERS

STUDENTS:

- Exposing young children to informational text early on can help them to handle the literacy demands of fourth grade and beyond.

TEACHERS:

- Practical instructional techniques can be used to promote understanding and enjoyment of informational texts.

KEY TAKEAWAY

This system can also be used for students with learning difficulties.



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40. STORY MAPS

KEYWORDS:

- Graphic organiser, deeper understanding

RESOURCE:

- [LINK](#)

DESCRIPTION

A story map is a graphic organiser that helps students learn the elements of a narrative. Students have the opportunity to identify a story's characters, plot, setting, problem, and solution prompts to read carefully and to learn the important details.

There are many different types of story maps. The most basic ones focus on the beginning, middle, and end of the story while more sophisticated organisers focus more on story elements like plot, character development, or theme.

HOW TO DO IT? STEP BY STEP

1. Define and discuss the main components of a story (e.g., characters, setting, plot and theme or beginning, middle, end) using a familiar story as an example.
2. After a whole-class read-aloud of a story, complete a story map on chart paper with input from students.
3. If students will story maps individually, provide each student with a blank story map organiser and have them complete their own copies as you co-construct the larger version.
4. Once students understand how to construct story maps, they can complete story maps as they read or, after reading, they can fill in any missing parts.

BENEFITS FOR STUDENTS/TEACHERS

STUDENTS:

- Students will improve their comprehension of narrative text.
- Students can identify the elements of a story.
- Students are able to organise information and ideas efficiently.
- It helps students of varying ability capture and organise information and ideas efficiently.
- Students develop a deeper understanding of how stories work that can be applied to other texts and content areas.
- Students can work individually, with small groups, or in a whole class setting.

TEACHERS:

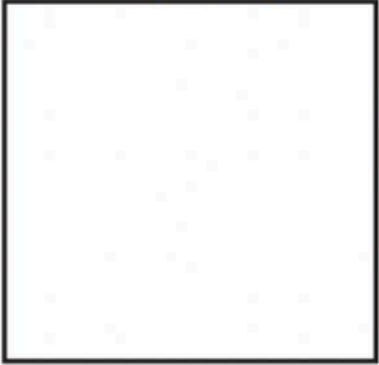
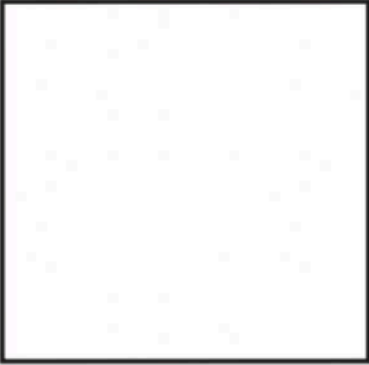
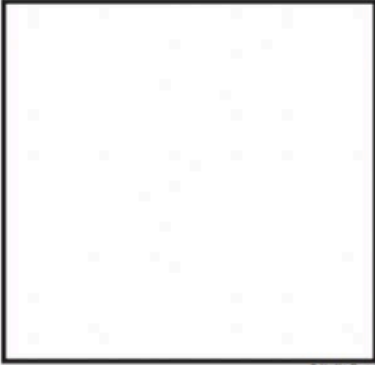
- The teacher creates a working atmosphere and will encourage the curiosity of the students.
- The teacher is free to choose or create a Story Map that they feel is most appropriate for the type of reading assigned (i.e. fiction or nonfiction).
- The teacher should model the procedure to ensure that students understand why and how to use the strategy.
- The teacher supervises and supports students as they work.

KEY TAKEAWAY

There are many different types of story maps. It helps students of varying ability capture and organise information and ideas efficiently. Students develop a deeper understanding of how stories work that can be applied to other texts and content areas. Students can work individually, with small groups, or in a whole class.

Name _____

Story Map 

Setting	Characters	
		
Beginning	Middle	End
		

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41. ASKING QUESTIONS

KEYWORDS:

- Repertoire, intentionality, guide

RESOURCE:

- [LINK](#)

DESCRIPTION

It is very important for teachers/parents to have a wide repertoire of questions to ask students/young people and not to be pigeon-holed into "what did you understand from the reading? The questions teachers/parents ask students after reading a text should be well-structured and with a set intentionality. They should also provide the teacher with reliable information that allows him/her to know the degree of comprehension that the student has of the reading, in order to be able to guide the intervention towards improvement.

Here are some questions teachers/ parents can ask students to assess their understanding of the text, as well as to help them construct meaning from it:

Questions to assess understanding of the content of the text

If the text is narrative:

- How does the story begin?
- What problem is presented?
- How is the problem solved?
- How does the story end?

If the text is expository:

- What is explained?
- What is said about...?
- What is the central theme?
- What information does it provide?

Questions to relate the content of the text to other experiences or to other information

- What did you already know about what is mentioned in the text?
- What things had you read in other texts?
- What new things did you learn?

Questions to identify the function of the text, its context of use and production

- Who would write this text: a child, a specialist, a teacher, an adult, a young person?
- Why would they write it: to make us know..., to convince us about..., to learn how it is done... what it is like...?
- Who can use texts like this?
- What is this kind of text used for: to learn how to make a stew, by people who want to learn how to cook; to learn how animals live, by children at school or adults who want to know more?



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DESCRIPTION

Questions for a personal evaluation of the text

- What did you like about the text (some characters, the descriptions of the places, the images, what is explained about them...) Why?
- What didn't you like, why?
- After reading the text: what do you think you have learned that you can apply in your life?

It is necessary for teachers to propose activities after students read a text, as this helps them to construct meanings, and also allows teachers to identify how to adjust or refine the intervention. The teacher insists that students follow the reading carefully as, at the end of the book or chapter, they will be asked questions to reflect on what they have read.

BENEFITS FOR STUDENTS/TEACHERS

STUDENTS:

- Improves reading comprehension.
- Enhances memory.
- Improves communication.

TEACHERS:

- Easy monitoring of students.



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42.PICCLE – INTERVENTION PLAN COMPETENT CITIZENS IN READING AND WRITING

KEYWORDS:

- Platform, critical analysis, select information

RESOURCE:

- [LINK](#)

DESCRIPTION

The PICCLE is a platform for the creation, aggregation and curation of content aimed at the development of reading, writing, information, media and digital skills of young people in the 7,8 and 9th grade, and Secondary Education.

The Platform offers dozens of Resources, proposals for activities, as well as theoretical models, studies and intervention projects, chosen and presented by a group of specialists with recognized work and merit in five central areas at the intersection of literacies: Reading, Writing, Media, Information and Digital.

The PICCLE is in line with the “Student Profile on Leaving Compulsory Schooling”, according to which each young person must be a citizen “equipped with multiple literacies that allow them to critically analyze and question reality, evaluate and select information, formulate hypotheses and make informed decisions in their daily lives” (Martins et al, 2017, p. 15).

BENEFITS FOR STUDENTS

STUDENTS:

- Address the contents of each area of knowledge, associating them with situations and problems present in the student's daily life or present in the sociocultural and geographical environment in which he is inserted, using different materials and resources.
- To organize teaching, providing for the experimentation of techniques, instruments and diversified ways of working, intentionally promoting, in the classroom or outside it, activities of observation, questioning of reality and integration of knowledge.
- Organize and develop cooperative learning activities, oriented towards the integration and exchange of knowledge, awareness of oneself, others and the environment and the realization of intra or extra-school projects.
- Organize teaching providing for the critical use of different sources of information and of information and communication technologies.
- Promoting systematically and intentionally, in the classroom and beyond, activities that allow the student to make choices, confront points of view, solve problems and make decisions based on values.
- Create spaces and times at school for students to intervene freely and responsibly.
- To value, in the assessment of student learning, the work of free initiative, encouraging positive intervention in the school environment and in the community.



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KEY TAKEAWAY

The Platform offers dozens of Resources, proposals for activities, as well as theoretical models, studies and intervention projects, chosen and presented by a group of specialists with recognized work and merit in five central areas at the intersection of literacies: Reading, Writing, Media, Information and Digital.



Melhorar as competências de literacia

O PICCLE é uma plataforma de criação, agregação e curadoria de conteúdos dirigida a docentes, com vista ao desenvolvimento das competências digitais de literacia dos jovens do 3º ciclo do Ensino Básico e do Ensino Secundário.

[SOBRE O PICCLE](#)

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43.CREATIVE BOOK REPORTS

KEYWORDS:

- Creativity,
- Focus,
- Reports

DESCRIPTION

What is a book report?

Book reports are informative reports that discuss a book from an objective stance. They are similar to book reviews but focus more on a summary of the work than an evaluation of it. Book reports commonly describe what happens in a work; their focus is primarily on giving an account of the major plot, characters, thesis, and/or main idea of the work. The main elements to include in a book report are:

- A brief summary of the book
- Theme and character analysis
- The tone, time and also the setting of the story
- The author of the book and when it was published among other key details of the book
- State out quotes used to support the message being emphasized in the story

Book reports are tools to both guide and test reading comprehension.

Creativity

Include sounds, video, clip art and photos into the text of the report. Doing the book reports encouraged the children to read more and more books. (Landerholm, et al. 2000)

BENEFITS FOR STUDENTS

STUDENTS:

Book reports allow people to make reading a more complex and in-depth experience than simply following a story and understanding its plot. They also help students structure and articulate their thoughts. They provide a way to develop focused reading, critical thinking, communication skills, and writing skills. Learning to pick out useful pieces of information from longer texts is also a useful skill that book reports help develop. To help critical thinking, some questions to answer in the book reports might be:

- Are the characters believable? Are they somebody you would like to meet in real life?
- Do you like the author's writing style and how they use words?
- What emotions did you feel when you read the book? Which passages made you feel this way?
- Did you feel satisfied by the story's ending?

If book reports are done creatively, they will be more engaging and fun for the students to do, and they will help them develop their creativity.



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KEY TAKEAWAY

Book reports are informative reports that discuss a book from an objective stance. They are similar to book reviews but focus more on a summary of the work than an evaluation of it.





44.READ-ALOUDS AND SHARED READING

KEYWORDS:

- Interactive, voice, understanding.

RESOURCE:

- [LINK](#)

DESCRIPTION

Reading aloud sounds exactly like this: the teacher or a student can read the text aloud to the class. When using reading aloud as a comprehension activity, it is important to choose the right text. Reading aloud can be useful in a variety of situations, as the student does not have access to the text and is not obliged to read it.

One such area is to introduce students to the practices they adopt as they tackle more difficult texts. Reading comprehension of a complex text can help the student if they have difficulty understanding concepts or ideas reflected in the text due to difficulty in comprehension. It is not only a great tool for developing reading strategies but also for developing the level of reading comprehension.

The teacher must be careful to choose the right text and a compelling text, which is content-worthy and rewarding. In this regard, the teacher should be familiar with texts and the sections within them that can lead to moments of "pause and contemplation". Pauses should be planned regularly and think aloud. Perhaps ask the listeners questions and involve them in the process of reading, thinking and understanding.

Another option after reading aloud can be to separate students in small group conversations or class discussions can be initiated. instead of asking a single question which may limit the responses, students can use a discussion starter as detailed below:

- I am thinking...
- What stood out to me was...
- A question I have is...
- I am wondering...
- A connection I am

This allows for a more creative flow of ideas and greater participation.

- Students can develop all aspects of the reading process and good listening habits.
- Students build language skills and enhance vocabulary.
- It provides the opportunity to engage in expressive, meaningful and fluent reading.
- It offers students the opportunity to listen to the instructor as a model of fluency and expression in reading technical or literary language.



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BENEFITS FOR STUDENTS/TEACHERS

STUDENTS:

- Students can develop all aspects of the reading process and good listening habits.
- Students build language skills and enhance vocabulary.
- It provides the opportunity to engage in expressive, meaningful and fluent reading.
- It offers students the opportunity to listen to the instructor as a model of fluency and expression in reading technical or literary language.

TEACHERS:

- Teachers will be able to create a classroom community by establishing a known text that can be used as the basis for building on critical thinking skills.
- The teacher who reads aloud can motivate students to read

KEY TAKEAWAY

The teacher or a student can read the text aloud to the class. This allows for a more creative flow of ideas and greater participation.



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45.ACTIVE READING AND OPEN DEBATE

KEYWORDS:

- writing notes or sticky notes while reading

RESOURCE:

- [LINK](#)

DESCRIPTION

The idea is that of firstly supporting active reading, which is a more in-depth way of reading, in order to later be better prepared to talk and discuss about what you read with other people (peers, family, teachers,...). Active reading refers to highlighting, underlying, writing notes or sticky notes while reading. These actions can help people keep the information in mind long enough to answer questions about it. And talking about what you read in an open debate or discussion helps you stay motivated in reading. Talking out loud and asking questions about the reading material can also help with working memory.

How to?

- 1.Underline or highlight key words and phrases as you read. When you return to it later on, you can easily see which points you identified as important. Be selective – too much highlighting won't help.
- 2.Make annotations in the margin to summarise points, raise questions, challenge what you've read, jot down examples and so on. You can do this in printed books or e-texts. This takes more thought than highlighting, so you'll probably remember the content better. (Use sticky notes if you don't want to mark the text.)
- 3.Read critically by asking questions of the text. Who wrote it? When? Who is the intended audience? Does it link with other material you've studied in the module? Why do you think it was written? Is it an excerpt from a longer piece of text?
- 4.Test yourself by reading for half an hour, putting the text away and jotting down the key points from memory. Go back to the text to fill in gaps.
- 5.Look for 'signposts' that help you understand the text – phrases like 'most importantly', 'in contrast', 'on the other hand'.
- 6.Explain what you've read to someone else

BENEFITS FOR STUDENTS

STUDENTS:

- More in-depth and focused reading
- Improving summing up abilities
- Improve critical reading and thinking
- Improving communication skills



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KEY TAKEAWAY

It is a deeper form of reading to talk and discuss what you read with others. Active reading refers to underlining, highlighting, writing notes or sticky notes while reading.





46. ONCE UPON A TIME – RECREATIONAL READING AND CREATIVE WRITING ACTIVITIES (BOOK)

KEYWORDS:

- Oral narratives,
- Creativity, concepts,
- Dictionary

DESCRIPTION

"Once Upon a Time is one of three playful-didactic complements that, based on Portuguese oral narratives, promote recreational reading and creative writing activities.

It is aimed at a young and adult audience and aims to develop communicative skills in (linguistic, sociolinguistic and pragmatic). It is organized into three parts:

- Part I explores the concepts of popular Portuguese oral literature, proverb, anecdote, riddle, spiel and tongue twister;
- Part II comprises 20 recreational reading workshops and of creative writing based on proverbs, anecdotes, riddles, rhymes and popular Portuguese tongue twisters, divided into levels A1 and A2 of the CEFR and QuaREPE, with increasing degrees of difficulty, generally covering pre-reading, reading, post-reading, planning, textualization and revision;
- Part III contains a personal creation dictionary to be filled with the definition in context of the acquired word, a synonym or an antonym

BENEFITS FOR STUDENTS

STUDENTS:

Effectively, the texts and activities present in this book teach while entertaining, which dynamizes the teaching-learning process.

Students working with this activity will benefit from the acquisition and development of the following skills:

- communication & interpretation skills
- memorization skills
- increase cultural awareness
- creativity and innovation
- critical thinking & problem-solving

KEY TAKEAWAY

It is a ludic-didactic complement based on oral narrations in Portuguese, which promote recreational reading and creative writing activities.



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47.AUDIOBOOKS AND TEXT-TO-SPEECH TECHNOLOGY

KEYWORDS:

- Reading fluency,
- Text-to-speech,
- Multisensory reading

DESCRIPTION

Audiobooks can be great models of reading fluency. There are lots of websites that provide free digital audiobooks (audible, storynory, lit2go, LibriVox).

Text-to-speech (TTS) is a type of assistive technology that reads digital text aloud. With a click of a button or the touch of a finger, TTS can take words on a computer or other digital device and convert them into audio. TTS is very helpful for people who struggle with reading, but it can also help with writing and editing, and even with focusing. TTS works with nearly every personal digital device, including computers, smartphones, and tablets. All kinds of text files can be read aloud, including Word, Pages documents and online web pages. Since TTS lets kids both see and hear text when reading, it creates a multisensory reading experience.

BENEFITS FOR STUDENTS

STUDENTS:

Researchers have found that the combination of seeing and hearing text when reading:

- Improves word recognition
- Increases the ability to pay attention and remember information while reading
- Allows kids to focus on comprehension
- Increasing reading and listening fluency
- Increasing reading speed, expanding vocabulary and improving fluency
- Helps kids recognize and fix errors in their own writing

KEY TAKEAWAY

Audiobooks can be great models of reading fluency. TTS is a type of assistive technology that reads digital text aloud.



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48. CLICK AND CLUNK

KEYWORDS:

- Clic, clunk, monitor, concentration.

RESOURCE:

- [LINK](#)

DESCRIPTION

Students click and clunk while reading each section of the passage. The goal of clicking and clunking is to teach students to monitor their reading comprehension and to identify when they have breakdowns in understanding. Clicks refer to portions of the text that make sense to the reader: "Click, click, click" – comprehension clicks into place as the reader proceeds smoothly through the text. When a student comes to a word, concept, or idea that does not make sense, "Clunk" – comprehension breaks down. For example, when students do not know the meaning of a word, it is a clunk.

Many students with reading and learning problems fail to monitor their understanding when they read. Clicking and clunking is designed to teach students to pay attention to when they are understanding – or failing to understand – what they are reading or what is being read to them. The teacher asks, "Is everything clicking? Who has clunks about the section we just read?" Students know that they will be asked this question and are alert to identify clunks during reading. After students identify clunks, the class uses "fix-up" strategies to figure out the clunks. Tiffany Royal teaches her students to use "clunk cards" as prompts to remind them of various fix-up strategies. On each of the clunk cards is printed a different strategy for figuring out a clunk word, concept, or idea:

- Reread the sentence without the word. Think about what information that is provided that would help you understand the meaning of the word.
- Reread the sentence with the clunk and the sentences before or after the clunk looking for clues.
- Look for a prefix or suffix in the word.
- Break the word apart and look for smaller words you know.

As with the other strategies, you may teach students the click and clunk strategy from the beginning of the year and use it in various contexts. Students apply these fix-up strategies at first with help from the teacher and then in their small groups.

Lucille Sullivan encourages her students to click and clunk throughout the day. She noted, "Another reason I like this technique is that there is a transfer. The students will be reading in the cafeteria, and they say 'Hey, look at this clunk word, what does it mean?' and that just thrills me."



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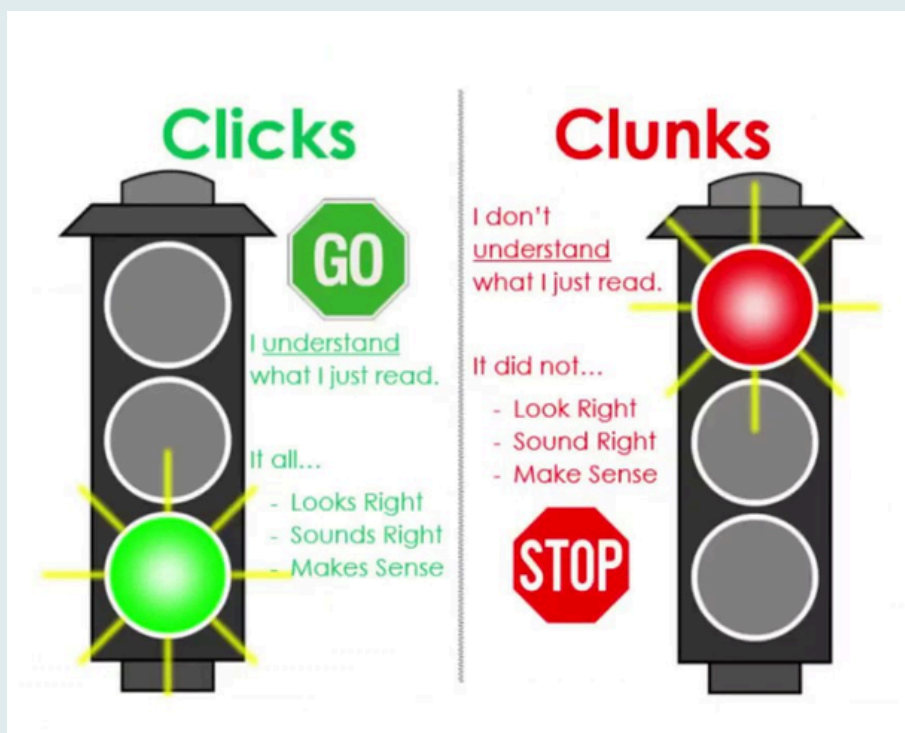
BENEFITS FOR STUDENTS

STUDENTS:

Students have been taught how to use this learning strategy, it is to be used by students independently. Students can also use this strategy with peers. Learning strategies aid students in understanding information. Explicit Instruction (Modeling, Guided Practice, Independent Practice) should be used when teaching learning strategies to students.

KEY TAKEAWAY

To teach students to monitor their reading comprehension and to identify when they have breakdowns in understanding.





49. COLLABORATIVE LEARNING OPPORTUNITIES WITH PEERS.

KEYWORDS:

- Collaborative, students, activities

RESOURCE:

- [LINK](#)

DESCRIPTION

Give students the opportunity to learn by collaborating with their peers.

Collaborative learning opportunities, whether simple or elaborate, should allow all the students in the group to work together to complete the task. The panel believes that collaborative learning activities are most productive under two conditions: (1) when the students perceive their roles as valuable and (2) when teachers motivate students to help their peers learn rather than simply giving their peers the answer. Examples of collaborative learning opportunities include the following:

- Ask students to read the same text and then talk to a partner about what they read, what they predicted, and any connections they made while reading.
- Pair a student who wants to read a book that is too difficult with a higher-performing reader. Both students can read aloud, alternating paragraphs or pages. As the higher-performing student practices reading fluently, he or she is also modeling fluent reading to the other student. Teachers should guide students in providing constructive support to their peers. Pair students to retell a story, identify the main characters or story setting, or make predictions about how the story will end.
- Pair or group students to learn interesting facts from informational texts. Students can take turns sharing their favourite fact from the same text. Teachers can provide guidance about where students can look for interesting facts.
- Group students to use how-to texts to perform a simple task. Students can take turns following the instructions step-by step to complete the task as a group. Model strategies for the students to use when reading how-to texts.
- Group students to perform a scripted version of a story they have read, create their own dramatisation of a story, or write a new story.

Adapting for younger students Teachers can provide props such as cutouts or puppets and model how the students will use the puppets to retell the story.



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BENEFITS FOR STUDENTS/TEACHERS

STUDENTS:

Students must actively engage with text to extract and construct its meaning, and they will become better readers if they are taught reading comprehension in an engaging, motivating context.

TEACHERS:

A teacher can create this context by clearly conveying the purpose of each lesson, explaining to students how the comprehension strategies will help them learn, and impressing on them that the power to be successful readers rests as much with them as it does with their teacher.

KEY TAKEAWAY

Adapting for younger students: Teachers can provide props such as cutouts or puppets and model how the students will use the puppets to retell the story.

Encourage students to support and motivate one another as they do challenging reading comprehension activities.



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50. JIGSAW READING

KEYWORDS:

- Jigsaw, group work,

RESOURCE:

- [LINK](#)

DESCRIPTION

The Jigsaw strategy asks a group of students to become “experts” on a specific text or body of knowledge and then share that material with another group of students. This strategy offers a way to help students understand and retain information while they develop their collaboration skills. Because students know they will be responsible for teaching the new content to their peers, they often feel more accountable for learning the material. The Jigsaw strategy is most effective when students know that they will be using the information they have learned from each other to create a final product, participate in a class discussion, or acquire material that will be on a test.

1. Prepare the Activity
2. Select the material you want students to explore. It might be a collection of documents (e.g., readings, images, charts), or it could be a series of questions. Also, decide how many students you would like to work together in each “expert” group. Teachers often find that groups of three to five students work best. Sometimes it makes sense to form groups randomly (e.g., by counting off), while other times you might want to divide students in advance to balance strengths, needs, and interests. You can assign the same material to more than one group.
3. Students Work in Expert Groups
4. In this step, small groups of students (“experts”) are responsible for reviewing specific material so that they can share this information with their peers. “Expert” groups work best when students have clear expectations about the type of information they are supposed to present to their peers. Therefore, it is often helpful to provide a chart or a series of questions that students answer together in their expert groups. It is important that all group members understand the material they are responsible for presenting. To avoid having students present inaccurate or misleading information, teachers can review and approve of content before this information is shared with students in the other groups.
5. Students Meet in Home Groups
6. After “expert” groups have a solid understanding of the material they will be presenting, assign students to “home” groups. “Home” groups are typically composed of one or two members from each expert group. Experts take turns presenting information. Often teachers ask students to take notes while the experts present. For greater accountability, it is best if students are required to synthesize the material presented as part of an assignment, presentation, or discussion.

Students Synthesize and Reflect

“Home” groups can be assigned a task that requires them to synthesize the information that has been shared, such as answering a larger question, comparing texts, or generating a plan of action. Students could also synthesize information individually or in pairs. It is appropriate to structure a class discussion that asks students to draw on the material they just learned to answer a question about history and apply this information to society today.

BENEFITS FOR STUDENTS/TEACHERS

STUDENTS:

- It helps build comprehension.
- It encourages cooperative learning among students.
- It helps improve listening, communication, and problem-solving skills

TEACHERS:

Pupils pass on knowledge to their peers, which is very good because peers understand each other. The teacher just needs to give good and understandable instructions for the work.

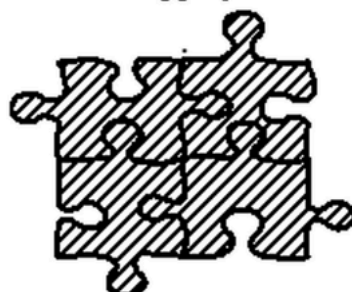
KEY TAKEAWAY

Students know they will be responsible for teaching the new content to their peers, they often feel more accountable for learning the material.

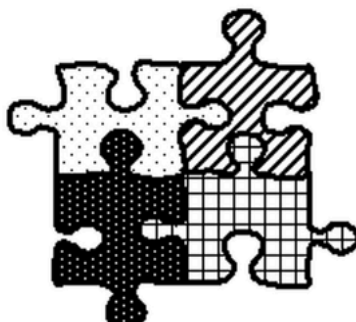
A. Teaching groups of 6 to 7 students are established, with each student assigned reading material to complete individually.



B. Expert groups are formed, with students assigned the same reading material discussing how best to present the information to their teaching group.



C. Teaching groups reconvene, with each student sharing information on their reading material to other members.



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