

LEARN TO READ AND READ TO LEARN

COMENIUS PROJECT

PARENT'S GUIDE BOOK



Budapest

2015



Education and Culture DG

Lifelong Learning Programme



TEMPUS KÖZALAPÍTVÁNY





LEARN TO READ AND READ TO LEARN  
COMENIUS PROJECT  
2013-2015  
PARENT'S GUIDE BOOK



Budapest

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*This book was made by the team of  
Lágymányosi Bárdos Lajos Két Tanítási Nyelvű  
Általános Iskola és Gimnázium  
from Budapest*

*János Kerekes*

*Headmaster*

*Csilla Tóthné Timár-Geng*

*Deputy Headmistress*

*Imola Márkusné Faragó*

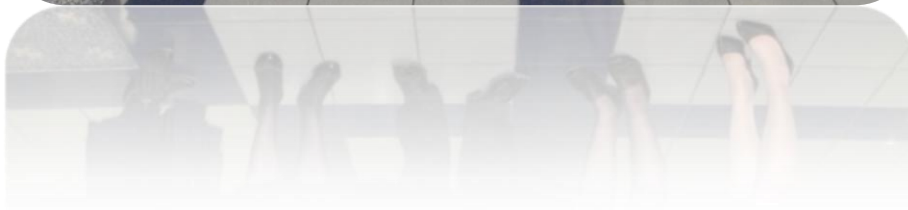
*Coordinator*

*Katalin Vörösmartyné Fodor*

*Teacher*

*Mária Anna Tóth*

*Teacher*



Dear Parents,

We would like to recommend this book to everyone who cares at least a bit for reading and is aware of its importance. We all know that raising our children to become readers is the common responsibility of the school and the father-house. We can be successful only if these two meet. By joining forces we can achieve our goal and our children will read a lot with delight. They should read not only when it is compulsory at school but reading should become an internal demand.

Within the framework of Learn to Read and Read to Learn project forces have been joined for the sake of the cause and we presented different methods.

We are grateful for the parents' suggestions and the experiences they shared. We are convinced that we managed to collect useful and feasible ideas and methods during this international collaboration.

Dear Partners, thank you for the work done and for your participation and we wish you good luck for your further activities and efforts to raise a generation of readers.

This publication was issued to help those who wish to bring up children to become reader adults.



János Kerekes  
Headmaster

Lágymányosi Bárdos Lajos Két Tanítási Nyelvű  
Általános Iskola és Gimnázium





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# *Hungary*



*Lágymányosi Bárdos Lajos*

*Két Tanítási Nyelvű*

*Általános Iskola és Gimnázium*



*Budapest*







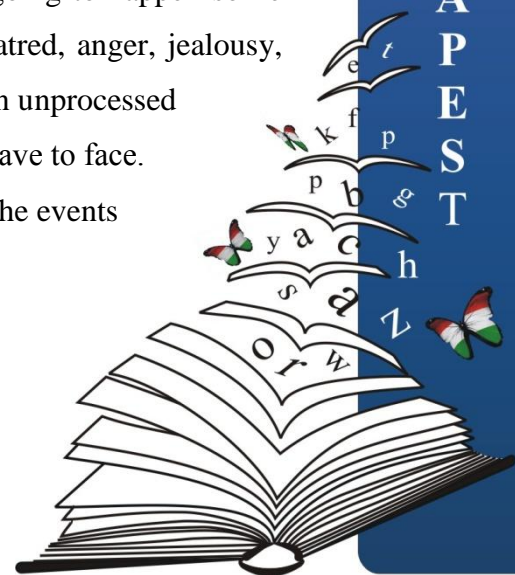
**Tóthné Timár-Geng Csilla**

**Vörösmartyné Fodor Katalin**

### Suggestions for the parents

How will our children become readers? First of all we should watch carefully and see if they are not readers already even before learning the letters. Someone who sits in an armchair rocking it slightly for a long time or lies on the bed looking at the ceiling he is not sleeping but he is not awake either actually he is reading meanwhile. He is looking for his place in the world searching for the possibility of getting from one world to the other, from the world of imagination to that of fantasy, memories and back to the world he has already experienced. The texts worth reading will not work without these passage-ways because these represent the home of literature. While these passage-ways are open in the mind of a child he can take a book in his hands anytime as he will know what to do with it.

This is why tales are so important for children. Tales help them cope with their anxiety and face their fears again and again. This is the reason why they ask for the same tale so many times. Repetition has a self-reinforcing effect. If the child knows the tale he feels secure as he knows what is going to happen so he enjoys being in control. Small children often experience hatred, anger, jealousy, envy but they cannot handle these feelings and if they remain unprocessed they only increase children's anxiety and the pressure they have to face. Illustrations help understanding, processing and converting the events into something good.



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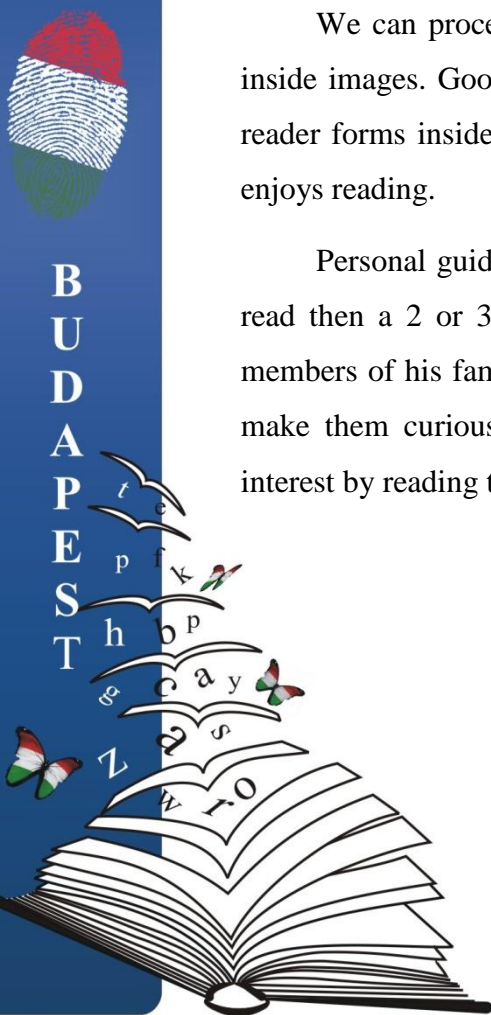
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By reading tales to our children we lay down the basis of becoming readers and that of loving the books at an early age when they cannot even read. It is recommended for parents not only to read but to tell tales too. Children like to listen to their parents telling tales not just reading them and often ask them to do so and parents should be encouraged to invent stories they themselves not just tell the ones they already know. Being together while telling a story is a completely different experience from that of being together while parents read a tale

The bond is stronger if we tell a story invented by us and nourished by our imagination. Our child clings his sight to our eyes looking at us amazed but at the same time we can see that in fact he is not looking at us but he imagines all the things he has heard. This is the so called double sight of a child listening to a tale.

We can process our anxiety, tension, desires and passion only by creating inside images. Good listeners will become good readers. This is because a good reader forms inside images based on what he has read and that is how he really enjoys reading.

Personal guidance is very important. If in a family the parents and siblings read then a 2 or 3 year old child will ask for a book because he imitates the members of his family. He will flip through it and look at the illustrations. Tales make them curious about the world. This is why it is essential to raise their interest by reading them tales suitable to their age.



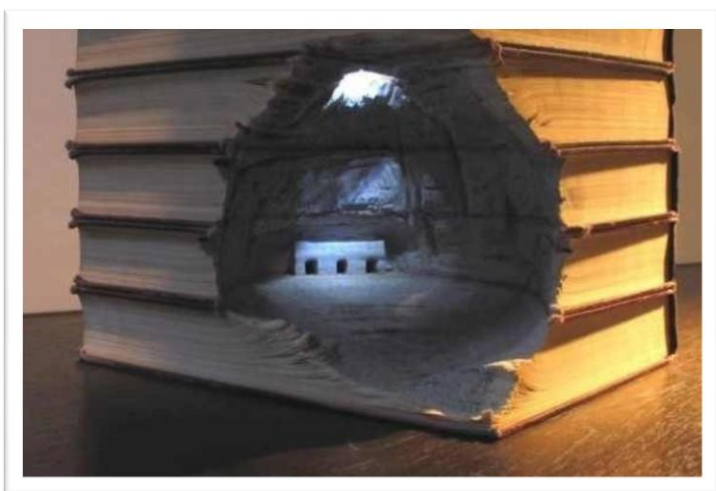
Parents should take children to the library at a very early age. Let them draw and play among books. Read a tale there and later when the children become older take a tale home too. Later it will be exciting for children to subscribe to a library.

When looking at adults children should see what a good thing reading is. It is not a problem if they can read but they still want us to read them. Read together and let children read too. Dialogues can be read on turns. Make them look for certain events or scenes from the story (e.g. where was that part when the hero met obstacles?)

Talk about what they have read, about the characters and the plot. Did they like them or not? Why? Ask children to look for their favourite part of the story, or their favourite character. It is important to do this together, laugh together or cry together.

In case he likes to draw ask him to make illustration related to what he has read. He could also use his imagination and can form the characters or different scenes from plasticine. They can make and use puppets to present the story.

Explaining the words is very important. Explain the unknown words from each text to the children. If it is necessary use a dictionary or the internet. Search together and practice together (alphabet, order of letters)



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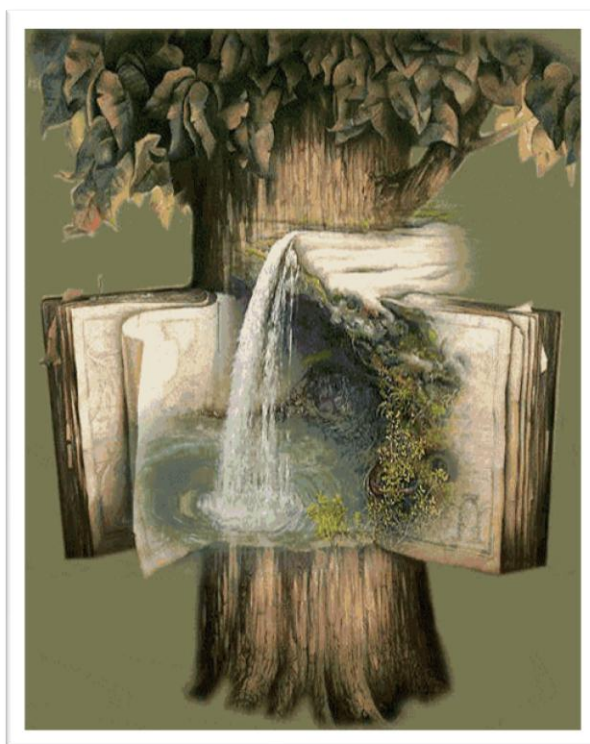
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Choose books together. Literary, scientific or other books and comics. Choosing a book on his own in a bookshop can be very tempting. Make Ex libris together. Parents should present and recommend their favourite book to their children.

Let there be a quiet corner in the flat where they can peacefully read. Settle the exact time when everybody in the family reads.

All the compulsory reading should be done before becoming compulsory. If they do not like the book, do not force them to read it. Allow them to choose another.

If we want our children to become readers let's not forget that they are interested mostly in the plot. We should not forget either that as Erich Kästner said „children read with their heart”. They completely identify themselves with the character. We must give them the possibility of doing this. This is why we should give them books which are close to them (contemporary literature). After becoming readers they will gladly read the great classics as well.



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## Parent's Experience

### Imola

I do not think that our story is a success story, although by now, my daughter Imola reads well and likes to read.

It did not use to be like this.

In the beginning when we started my daughter's primary school teacher told us about the problems my child had. She was mixing up the sounds *b* and *d*. We struggled a lot with this problem. We played games using cards, trying to improve the situation with special exercises. It was a very slow process. She did not want to read. When it was practice time she did everything possible to avoid reading. She did not like any of the books recommended by her teacher or other parents (books which were recommended for early readers and were considered to be worth reading for their literary value).

Being fed up with this constant struggle I took her to a bookshop and asked her to choose a book, anything she would like to read. I told her that I would not leave the shop without a book. She took her time but in the end she chose a nicely illustrated book about princesses. There even were some tasks to do at the end of the story. It was just right for her age, a very good choice.



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Our agreement was that she reads a paragraph and after that I read a paragraph and then I dictate her 5 words from the paragraph she read (she was cacographic and had a terrible spelling too which we have been trying to improve). When completing the task I always drew her something nice and cheerful even though she did not do too well. This was the case in most of the situations.

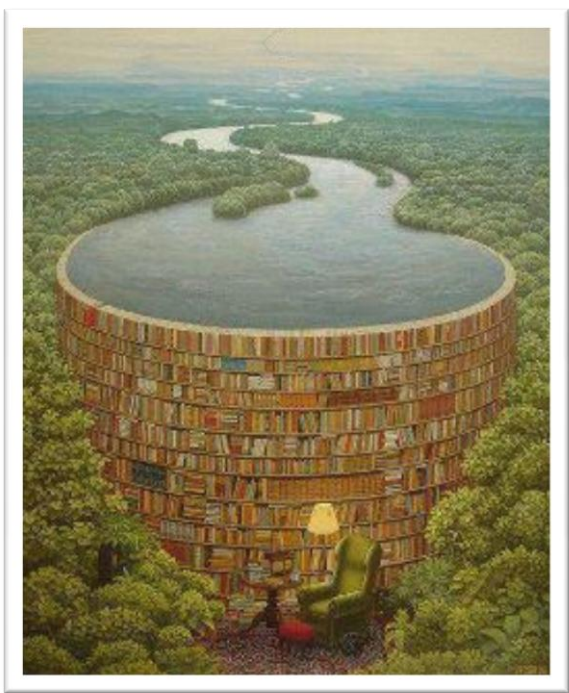
After a while she told me that she wanted to read a whole page, which because of the illustrations was only half a page but we called it a page and starting from that moment we always read pages. She was so excited about finding out the end of the story that she did not want me to read anymore. She continued reading and finished the whole story. Of course, by doing this she did not become the best reader of the class but she started to become interested in books. There was only one thing we asked. We asked her to either choose a Hungarian writer or if not then choose a book properly, exigently translated. So she finally read several book and we discussed all of them, to see what she liked or did not like and this way I could check if she understood the story. She read the story of the winter cricket to her grandmother during the winter holidays and she was very proud of herself that she managed to read an entire book to her grandmother. We did not have to tell her to read she was very enthusiastic.



The second summer it was time for another very difficult book **Kinizsi Pál** which she only managed to read very slowly. Since it was a difficult book she had a lot of questions and we tried to answer all of them. Although it was difficult she told us what she read every day.

After this the equestrian era came. She was very keen on being member of the Penny Girl Club. Monthly we got a packet from the club with „treasures” for horses and 1 or 2 novels too. Our agreement was that she could get the presents included in the packet if she read the novels. Later we allowed her to open the next packet only if she had read the previous one. She enthusiastically read all the books about horses and always made me read the last chapter. After a while she was not interested in the presents anymore and I did not have to read her the last chapter either. All the gifts she received with the books were there on her shelf but she did not care.

The great turning point was our fishing trip with my brother. Her favourite book became those of István Fekete and she also likes **Egri csillagok** (The stars of Eger), which is a historical novel.



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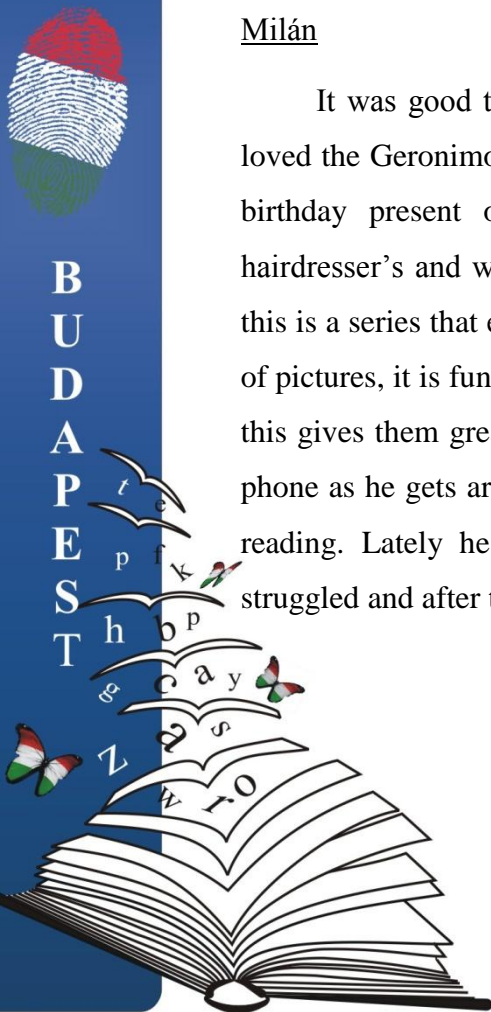
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After the 4th grade in summer all the members of our family had tasks to accomplish. Her task was to read stories to her younger sister. She was very proud when her little sister asked her to read a story or when she asked for more. They were both very satisfied.

She is not the best reader in the class now but she is in the first 5. We are very proud because we worked a lot and fought a lot. She still reads quite slowly and sometimes mixes up b and d but at least she reads with pleasure. She gladly takes a book in her hand. We regularly go to the library but unfortunately this year because of the amount of studying she had to do she could not read as much as she would have liked to. But she has plans and this is good.

### Milán

It was good to see that our son Milán read a lot in the first few years. He loved the Geronimo Stilton books. He always asked us to buy him these books as a birthday present or for Christmas. Sometimes he even joined me to the hairdresser's and while I had my hair done he was reading these books. I think this is a series that every child aged 6-9 will love. It is easy to read. Contains a lot of pictures, it is funny with instructive stories. Children can read them quickly and this gives them great satisfaction. Unfortunately since I had to buy him a mobile phone as he gets around the city alone from school to my work place he gave up reading. Lately he has tried to read again. It was Harry Potter but he only struggled and after the third volume he gave up.





### Koppány

We read a lot together. We read a lot to our children. These are nice evenings we spend together. Koppány likes reading, he reads a lot but his brothers do not. We go together to libraries each of them chooses a book but they do not always read them. But for Koppány, unfortunately they do not read which I hope will change later.

### Zsóka

Our daughter Zsóka is a very fast reader she has always been right from the beginning (she reads a quite long book in two days) so it would be very difficult to support this financially. That is why she visits the school library regularly. Unfortunately during the summer holidays the school library is closed but she has plenty of time to read.

The solution for her was to subscribe to Karinthy Library one of the libraries in the district, where she has access to the latest youth literature too. I believe that every child is interested in something and he is excited to read about it this is how we can urge a child to read. For Zsóka this is Egypt now. Currently she wants to become an archeologist so a book which includes the words mummy or Egypt in the title can be nothing else but interesting.



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This is the same with all the informative books. On the other hand she is very slow at reading the compulsory ones, the classics. The main character is always a boy and the plot is set in a world completely unfamiliar to her. Since she has not studied the historical periods in which the plots are set she cannot interpret the entourage and cannot place herself in the shoes of the character. In the library she chooses several books by the cover and title, she starts reading them and which seems interesting is the one that she will borrow.

So we think that the cover and the first couple of pages are essential. By making them appealing to children we can make them read too. Since for today's children visual stimulus is important we should make the compulsory literary works more appealing by designing the covers accordingly. Looking around in a library or a bigger book shop can also be inspiring at least it is for our children as they always find something to look at. Every time we go shopping we should spend at least half an hour at a book shop. I am convinced that in such a place each child can find something interesting, something that he considers to be worth reading.



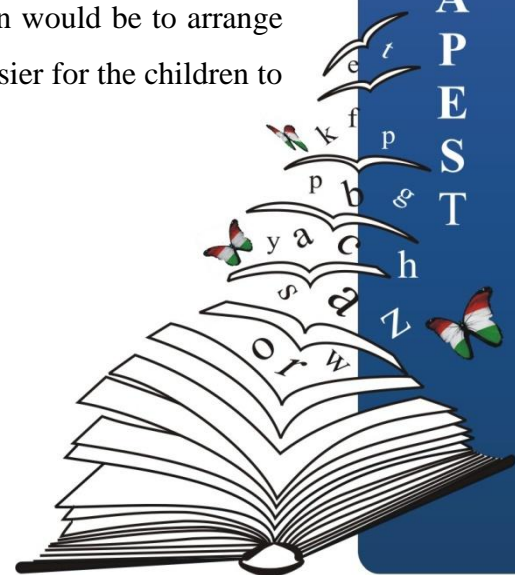
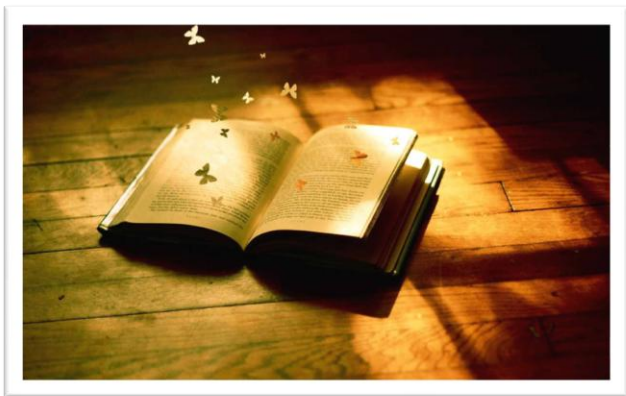
## Gilles

Personal guidance and example is very important but genetics has its role too. In our family the younger child likes to read but our older one needs pressing. Father is not much of a reader he only reads professional journals and articles on the internet using the computer- this is also sticky, unfortunately.

Parents lecture is very motivating: we still do it at times. It is very comfortable for children and I always hope that Gilles takes a fancy in reading, finally.

Childhood memories are also of great importance: I gladly give my childhood favorites to my children to read but unfortunately lot of my favorites are considered outdated. A few exciting sentences about a book can arise the interest of children. This is the reason why I read or re-read the literature proposed for them. In the library I think they do not get enough help for getting around there, meaning what to look for and where to look for if they cannot find something.

It would be easier for them if the books were arranged according to topic and not in alphabetic order of the writers as they are arranged now. This is also all right but they should be shown how to handle this. They also should be shown how to look for books according to topics. Another solution would be to arrange the books as they are arranged in book shops, it would be easier for the children to find books they are interested in.



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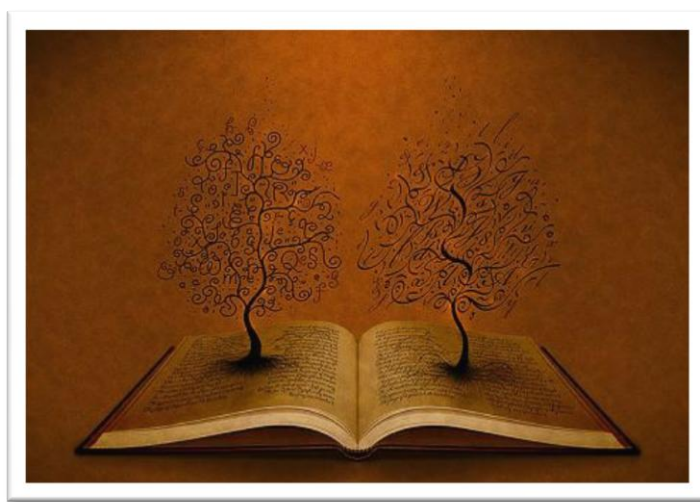


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The librarians in some libraries do not voluntarily help children (extreme example: our youngest was told at the library by the librarian that she did not know if they had the book we requested). This is why we do not like going to the library. If we still go there I am the one who looks for the books for them trying to find something they are interested in. Unfortunately this is not always a success. Lack of time is also a big problem they do not have time to read because of the training sessions they have in the afternoons although we do not want reading to become just a free time activity. Some say children get to like reading if they start with comics. In case of our son Gilles this did not work.

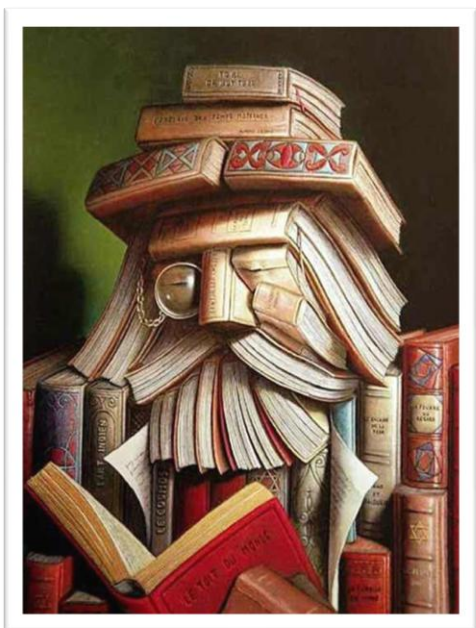
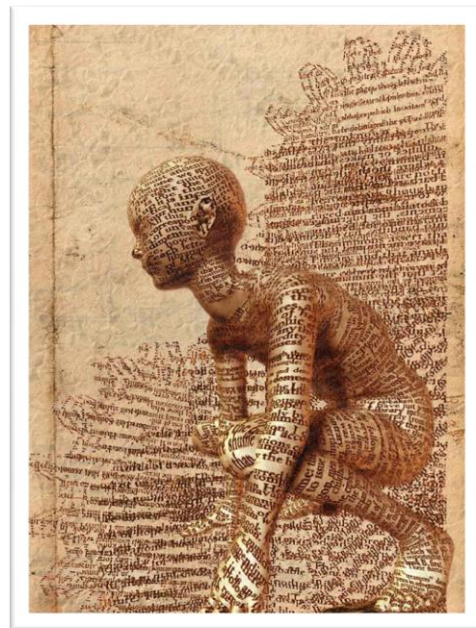
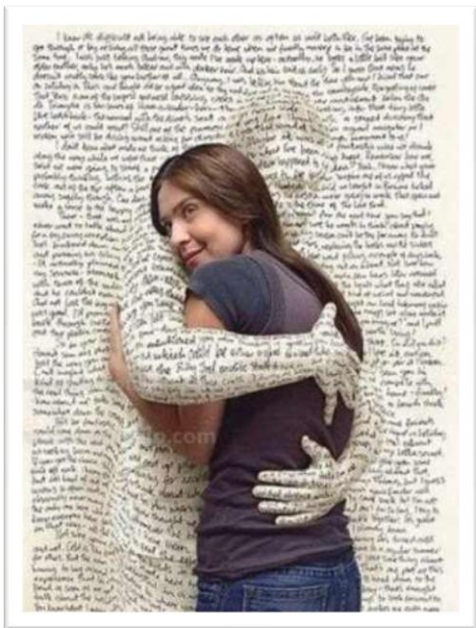
E-reader is a motivating device for gadget-centered children. It would be beneficial to have more books for children available on this device. Unfortunately it cannot replace colorful pictures children need at an early age. I still consider traditional books better, except on holidays when we have to carry Harry Potter. They can be taken into our hands and children can smell them, read them.

Audiobooks have some advantages too like more professional lecture and it is more comfortable for parents. In our case Gilles can do some gadgeteering too which to be honest I do not like as he does it while listening to the audiobook. It would be good if there were more books available as audiobooks. On the other hand it has disadvantages too. One of the most obvious ones is that children become lazier.



Library at home is an interesting issue too. We do not have enough room in our home and we cannot support this financially either, anymore. As our children are not keen readers as I am we prefer reading what we already have.

Influences outside family are important too. Sometimes an advice or suggestion coming from a teacher is more effective than those coming from parents as they are a lot easier accepted by children.



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# *Bulgaria*



*Vazrazhdane Secondary  
Comprehensive School*



*Ruse*



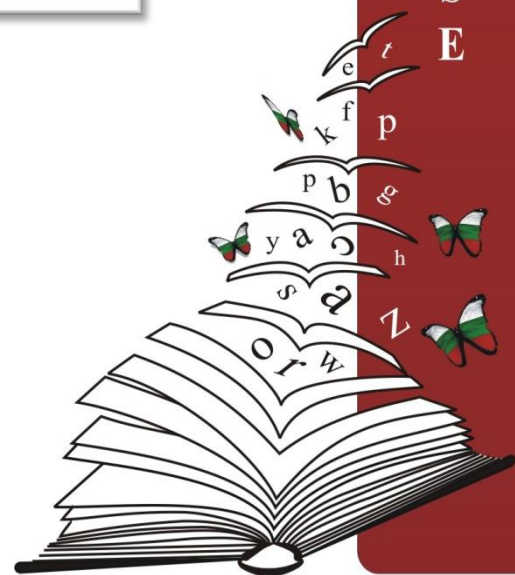
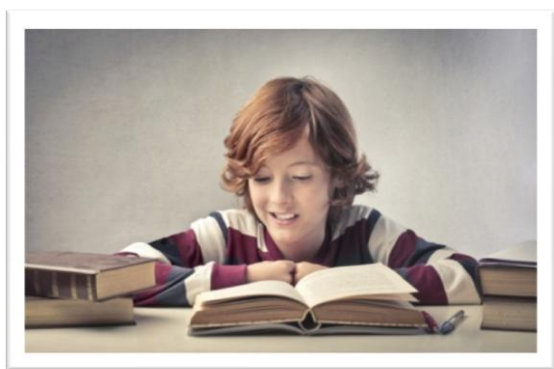




## Desislava Stoyanova: How to make books interesting to children

### 1. Read to your child since the earliest age

- Make the child go through the pages of books
- Discuss the characters
- Retell the stories using the illustrations
- Older siblings are welcome to join when reading
- Visit a bookshop and let the child choose a book alone
- Make reading books as fun as playing a game
- Make the child learn the letters through pictures
- Praise the child and encourage their first reading attempts
- Fathers should also be involved in reading sessions at home



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## 2. When the child can read independently

You, parents, discuss the books you have read. Let children witness your conversations on your reading experiences

- Let the child see that you have pleasure reading in your free time
- Make a small book corner in the child's room. Children who have books around them take them for friends or allies in adventures and learn new interesting things easily
- Show your child books and magazines, encyclopedias which are suitable to their age, hobbies and interests
- Encourage the child to search for books in a bookshop or library, thus you help them to build their own sense of independence
- Do not forbid the child to read before bed time telling them it is too late.
- Throw a book-themed party for your child, where competitions and prizes are assigned
- It is OK if your child starts reading a book but doesn't finish it. Let them do it without imposing your preferences.
- Comment and discuss every book your child has read.
- Do not make your child read against their will, just make it interesting.

Books can show the world to us!



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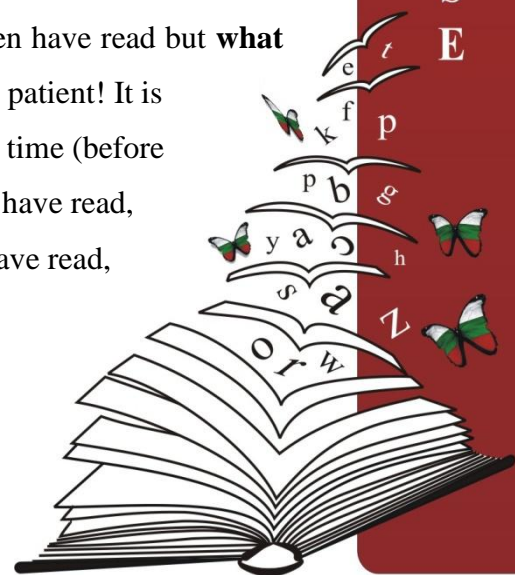
## Rumiana Petrova

The problem with students' reading skills and motivation is of great significance.

It concerns both teachers and parents. I would like to point some tips of advice to parents here:

At first, the child should read aloud at slow speed so that they can hear what they are reading. There should always be someone they read to so that they can encourage them in their reading attempts.

- Reading should be performed word by word using a pointer or their forefinger. It makes it easier for the eyes following the text and diminishes the tiredness.
- Reading speed can gradually go up. One could later perform their reading practice without pointing at the words being read and words can be uttered in chunks of two or three. Reading aloud and silent reading practices should be performed in turns.
- Each child, supported by their parents, should decide by themselves when to start independent silent reading sessions.
- It is not that much important how **much** your children have read but **what they have understood** of what they read. Parents, be patient! It is better for your child to read for about 10 minutes at a time (before they get tired or sleepy), but to understand what they have read,
- Discuss with your children, comment on what they have read, share with them memories of your own childhood.

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- Make the act of reading a pleasant and wanted activity to your children. Let your children read short and small in volume but digestible by content pieces of texts, suitable to their age. Offer them tales, fables, comic strips or magazines. Let them choose what to read following their interests.
- When reading, children should pay attention to words' spelling. It will help them with dictations at further stage.
- Help them when they come across words they do not know. Explain the new words to them.

Here is what the famous Russian pedagogue Konstantin Ushinsky wrote:

“Reading for the reading itself, still means nothing. What to read and how to interpret it is the most important”.



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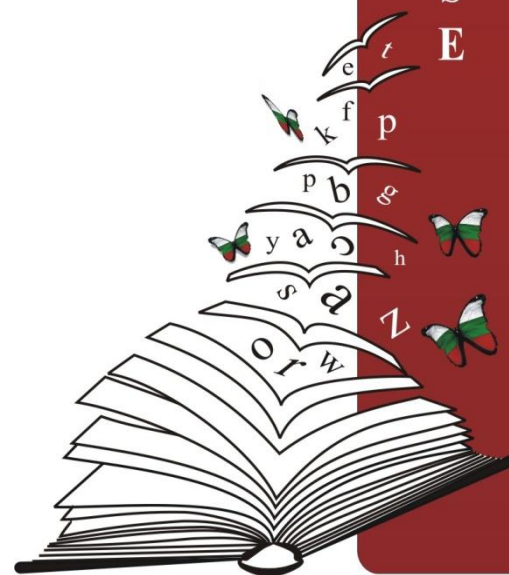
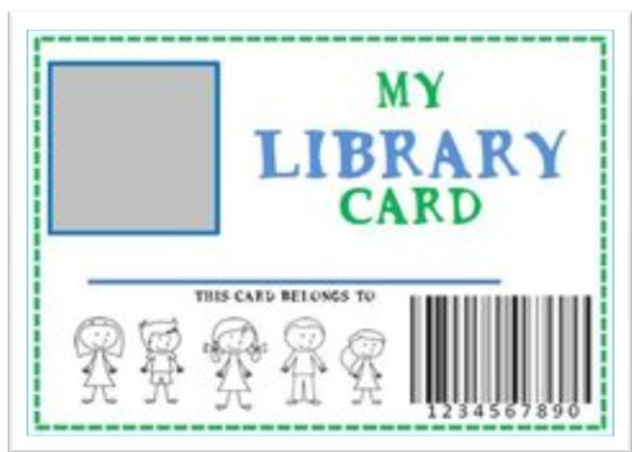
### Stefka Kolarova: How to make your child love books

Reading skills are amongst the most difficult skills which children acquire for many years. It is a much more complicated activity than simply recognizing letters and putting them in order to build words and sentences. That is why reading should not be regarded as “reading for the reading itself” but as part of developing children’s culture and competences.

One of the the FAQ which parents ask is how to make their children read. There are several tips of advice. As an experienced primary teacher, and as a parent as well, of an already grown child, I would like to present some of my ideas which I think could be helpful.

It appeared that one of the most effective approaches is to make reading become a habit which we find emotionally addicted to. The first prerequisite to stimulate interest in reading is parents’ patience and love to books.

You cannot expect your child to read if you yourselves do not open a book.



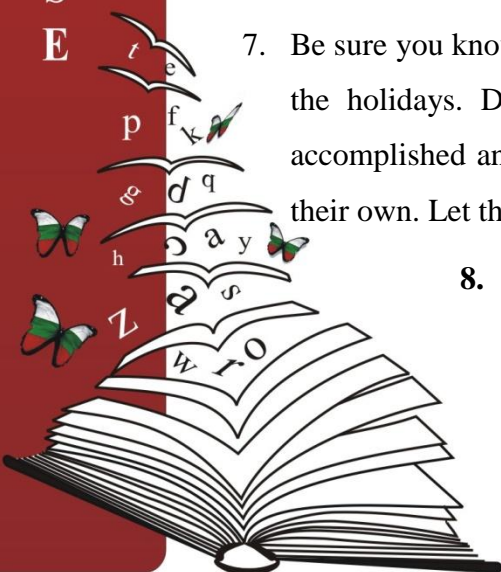
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Here are some tips on how to arouse children's desire to read:

1. Initiate a conversation. Find time to speak with your children. Ask them questions on the literature lessons they had the same day. Get to know what impressions the new text has made on your child. Make the child introduce you into the topic of the text being taught at school, if you do not know the text. Explicit the words if needed. Talk to each other.
2. Listening to stories- When you read stories to your child you do the best for their literacy. Tell your child stories which you yourselves have read.
3. Make up stories. Start with some tale, but let the child finish it alone or make them guess the genuine ending. Making up stories stimulates child's imagination.
4. Reading. Let the child read something to you, something that has impressed them, even if it has nothing to do with the homework which has been assigned.
5. Reading various genres of fictional and non-fictional books, poetry, word games, all this helps your child with their vocabulary competence and literacy.
6. Buy books. Visit the bookshops together and let them choose the most desired book. This way you can be sure they will read it.
7. Be sure you know the list of the compulsory book titles given to your child for the holidays. Do not limit the child to this list only. It can always get accomplished and upgraded. You can also let your child make another list of their own. Let them choose the books from the list alone.
8. Visit the town's library together. Touching books and the specific scent there, the presence of other children and adults, will make your child plunge into the bottomless world of the unknown and find themselves explorers of the magical world of fiction since their very early age.

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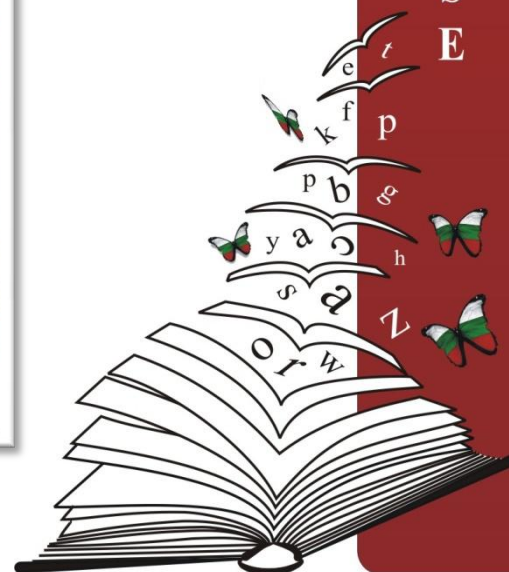
**Vesela Petkova: How to motivate children to read**

According to the children’s age I would give various tips of advice to parents. In the beginning it is really important for children to read the words correctly. I would ask parents to read with their children in turns (I would suggest they choose children’s books rich in illustrations)

It is required parents to read less and children the more at first till children get used to read alone and independently.

It is good if there are siblings in the family. If they are older they could take turns with the parent. If the siblings are younger, then they could be good listeners and this practice would motivate the reader to show “how to read as adults”. The disadvantage of this practice is that there is less control and the younger reader often makes up the content instead of reading properly.

Children who tend to make more mistakes while reading (who often change parts of words – good beginning and wrong ending) I would suggest providing the child with a reading material familiar to the parent to read aloud (the parent is just the listener).



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They could use encyclopedias, magazines with short texts, notes and good illustrations – these types of texts contain more difficult words which the child is not familiar with, then a correct pronunciation is a success to the child.

It is often the case that a child invents excuses to avoid reading. At times children say that their parents cannot find the book I have recommended. I have brought a lot of books in the classroom. There I have stored children’s books and encyclopedias. In such cases, I give the book to the child and ask them to keep it well and to give it back to me in a certain term. I like this approach as the parents feel we do care and the student feels special, as we collaborate and we sympathize with them.

It is an interesting phenomenon that other children get intrigued by the same book and ask to take it to read at home too, this way more children read it in turns.





## Parents stories

Milena Ivanova Yorgova

Denitsa Nikolaeva Yorgova

I would like my daughter to accept reading as a necessity and pleasure. For me, as a parent is very important what personal example I will give to her, and I think this is the best approach.

I try to create habits, regarding learning, which certainly will be very useful for her in the future. Usually we use the time after lunch for preparation and homeworks. The difficulties we faced are mainly related to the lack of concentration. I try to miss objects like TV, phone, tablet to miss in the room when she prepares her homeworks. I give her opportunity and enough time to do it alone. For me is important she to know that may always ask me when something is not clear or encounters difficulty.

In the spare time we read and comment books and comics that are interesting to her. As a parent, in most cases I am in the role of listener and observer. I think that books develop children's imagination and I encourage the reading.



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### Denislav

I always help Denislav with his homework. I leave any other work and I sit next to him and I don't leave him alone until we finish it because if I stand up to do something else he stands up too and although he hasn't finished with his homework he starts playing.

The same is with the additional exercises. It is difficult for him to sit to write what ever he is due to. He does his homework slowly and often stops working in the middle of a task and then when he sits back he wonders where to start from.

He does better in Mathematics. I am with him again, but he solves the problems by himself. He is rarely enthusiastic of being already a student and gets diligent and then he does really well but most of the time he easily gets distracted and thinks of playing only.

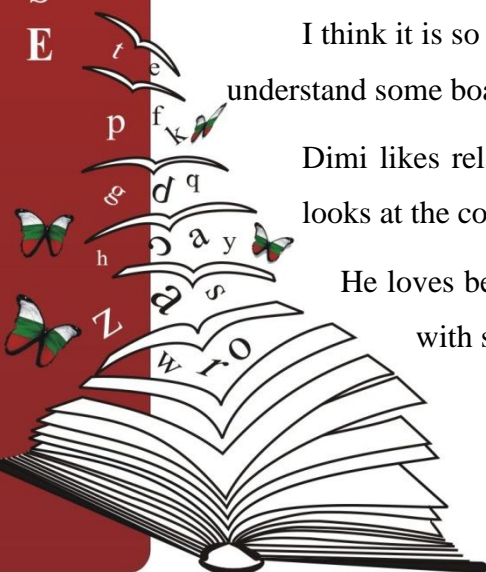
No matter if it is schooling or playing games he has his own way of doing things and he insists on doing them that way. He finds it difficult to accept other ways of doing things after he has his own manner.

He is not alone when playing and recreating either. He always asks me or his father to play with him and watch movies together.

I think it is so because I have free time as a housewife and since he began to understand some board games we play together.

Dimi likes relaxing with some comic strips as either I read to him and he looks at the comics or he reads whispering and retelling the story to himself.

He loves being outside for walks but most of all he loves riding the bike with some of us.

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All in all, he is not an independent child and it is maybe one of the reasons for him not be able to cope with the material at school but I keep being optimistic as it has been only a month since the beginning of the school year and with patience and diligence I hope he will manage to catch up t even though a more slowly.

Nikolay Ovrej

Although we are always busy and have a hectic daily routine nowadays, we, the parents always find time for our children. We try to teach them on the first place to be good people and to love and respect the smallest things in life.

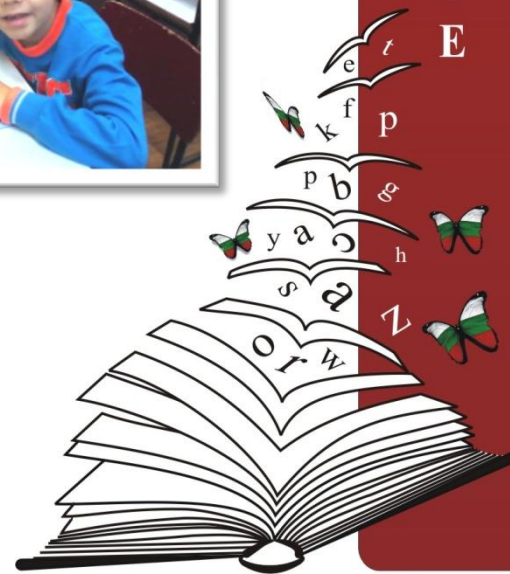
Our son, Nikolay, is a little joyful boy and he like any other child at his age loves everything new. Although we live in a digital world he is still attracted by other sorts of activities such as sports. He loves swimming and playing football. We often go out for walks or to the park where he drives a bike or plays with friends. He also likes helping at home with the daily housework. Going to school is already one of his favourite activities.



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### My child Dimitur Velikov

He is Didi in our family. The others call him Dimi for short. He is a good and well-brought child. He is responsible to his tasks, diligent but he tends to be a little impatient at times. What he says is always on the spot. He has an older brother. Most of their time they spend together either at home or at the playground. He does sports, he plays table tennis.

After school he stays at home with Mrs Marinova. She looks after him and she is the person to help him to get prepared for the next day at school. At the weekends though it is my duty to help him with his school work.

We have workbooks for most of the subjects and in particular in writing and mathematics. I myself write the first letter or number on the line and he goes on filling the line. I try to teach him to diligence. It could be simply a line to fill with a letter but i want him to write it correctly and carefully. After we do it in the scratch workbook, he writes it in the workbooks for school. Mrs Marinova taught him to read. He has books which he reads but not daily.

I insist on him telling me how his day at school was. That way I teach him to share. When we have some free time we play board games or go out for walks, play tennis or cycle. The last time out we visited the New Eco-museum in town. I am always available when he needs me.

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What he likes most I think is colouring, drawing robots which he cuts out and invents various games with them. He learned how to play on the computer, on a play-station console and on a tablet. I think it is good for him to be in tune with the new technologies but I prefer him playing on the play-ground outside. So, always when the weather is good I encourage him to go outside and play either accompanied by me or by his older brother.

I think Didi can be an independent child. He loves his room being tidied as well as his desk and bag. He makes his bed and arranges his clothes by himself. He is also diligent with his hygiene too, he thoroughly washes and brushes his teeth.

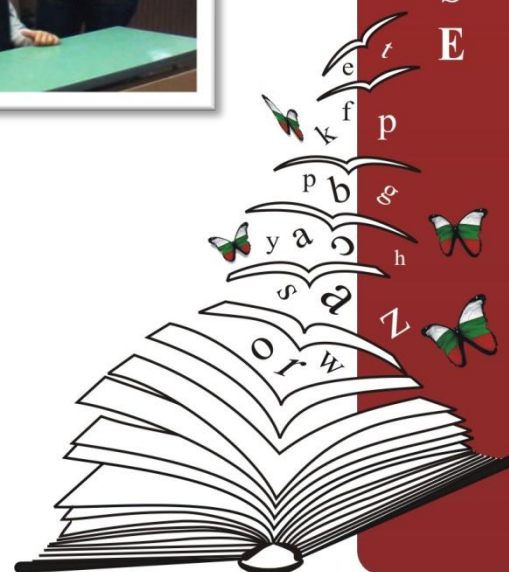
I would like my child to know that no matter how much duties I have at work and no matter how tired I am, my children are always the first on the list and I always will be next to them supporting them.



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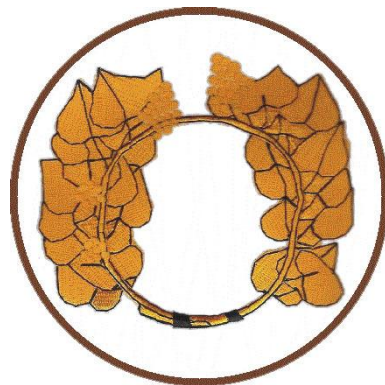




# *Greece*



## *High School of Korinos*



### *Pieria*





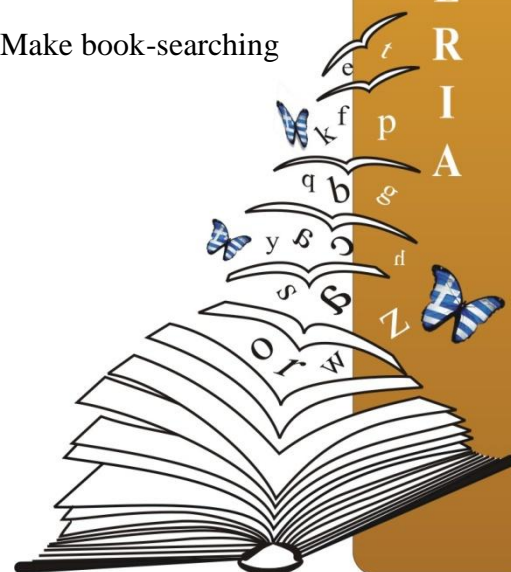


## CHILDREN, PARENTS AND BOOKS

- Who urges a child to love books? School or parents? Though to be honest, it's difficult to urge a child to love books when they hate reading and when there are so many stimuli and technology around.
- By trying the following advice, you may see the negatively-disposed child to develop a new attitude with books, a life-long new attitude.

### Start with small steps

- Don't expect your child to start reading volumes of books just in a few days.
- In the beginning, choose books for them with not too many pages as such books may discourage your child or even make them give up.
- Reading is always welcome, even when it is about comics magazines or 'easy' books in general.
- Find books that are interesting for your children. Give them the chance to choose the books they like without suppressing them or criticizing them for their choices
- Visit with your children book exhibitions, bookstores, public libraries, places where events are held with authors.
- Search together the books that are interesting to them. Make book-searching a pleasant habit, even a game.



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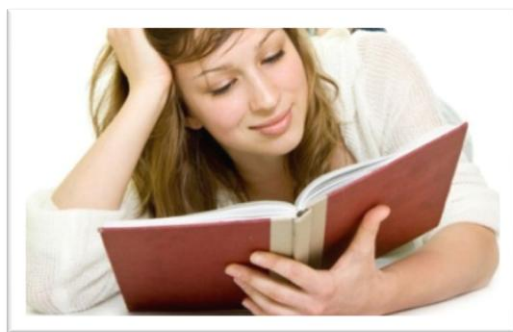
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- Encourage your children to read different kinds of books so that they eventually find what they are interested in.

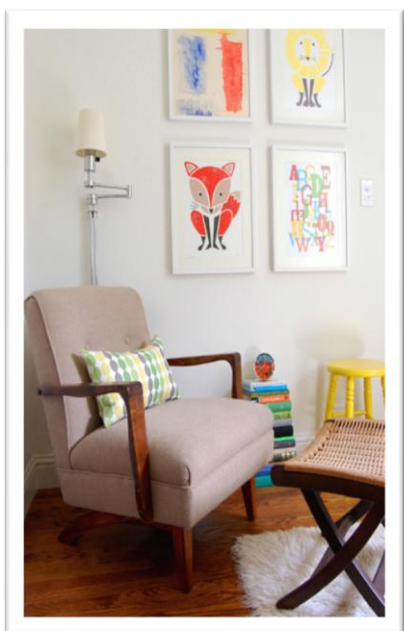
**Set the right example.**

- If your children never see you reading, it's highly probable they may never read themselves. Besides, children, especially the younger ones, tend to imitate adults.



### Active reading

- Try to attract your children’s attention on a book by starting a talk about it before the reading process. Choose one with a fancy cover and with suitable questions arouse your children’s interest Ask your children questions about the characters and the plot of the book they are reading so as to keep up their interest. Encourage them to share what they have read with friends, brothers and sisters, relatives.
- Even if your children are too old to read together, you could still share the plots of the stories. Read the book they have chosen at the same time and talk about it.
- Children like movies. You may offer them books which are about their favorites movies. Talk with them about the differences in the plot and generally the differences between the book and the movie.
- Make an attractive bookshelf space at home or even a reading corner.



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### Make books part of your home's articles

- Put them in various spots around your home and allow for your children a free access to them. Take care so that there is always a book within the range of your children's sight. Even if they can't read, the books' pictures will be a very good stimulus.

### Reading Time

- Turn off the TV and establish a 'reading hour' for the whole family. By doing so, your children can improve their self-confidence and school performance



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### Promote reading

- Make reading an indispensable part of your children's lives. Encourage them to read the road signs, the restaurant's menus and other kinds of information of everyday life.
- Arguably the most important point is to make your children love books without forcing them to, otherwise they may give up too soon.
- Make reading a fun activity
- Make reading a way of life



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## Real reading

### Older students prepare pre-school pupils for „Real reading”

#### „Real reading”

#### Aims and goals

#### The aims concern to older and younger students too.

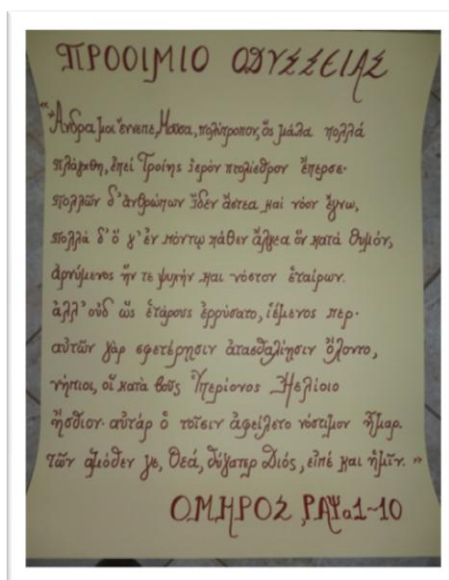
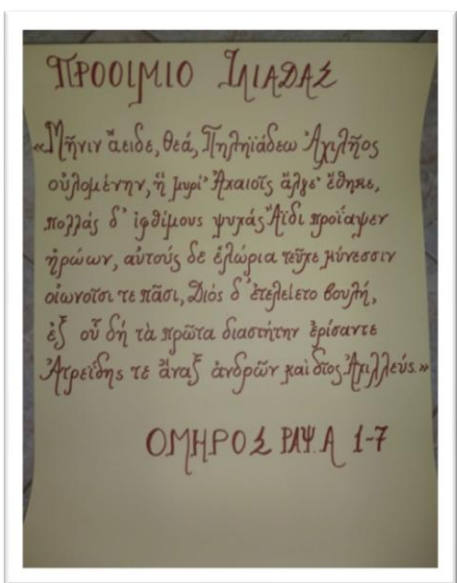
1. All students to come close and get knowledge about the Ancient Greek Mythology.
2. To love reading books.
3. To be inspired and then to create their own drawings.
4. To valorize their talents.
5. Ulysses' journey is very didactic about human life.
6. To learn how to collaborate to each other.
7. To amuse themselves and to understand that reading isn't necessarily an unpleasant work.
8. To understand that playing and technology redound to learn and to memorize easier.



### 1<sup>st</sup> step

#### Preparation of the activity

- Teachers and students created a simple and comprehensive text of the Odyssey school book, suitable for kindergarten children.
  - Older students prepared a presentation of Odyssey in pictures (p.p.)
  - They also made visual creations:
- The students wrote the preambles of the Homeric Poems



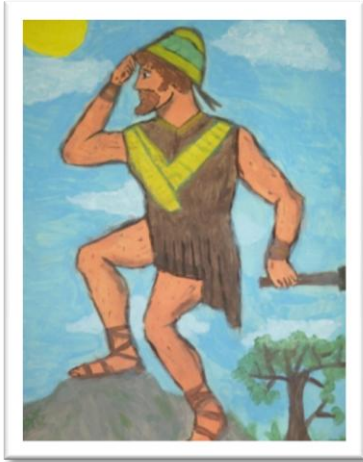
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2. The students drew images from the Homeric Poems



2<sup>nd</sup> step

Highschool students are reading the tale of Odyssey to Kindergarten students





3<sup>rd</sup> step

After the reading of the tale the kindergarten children are painting images from the Odyssey



Drawings – Imagines of the children

„Ulysses on his boat”



„Ulysses and cyclops”



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„Ulysses in the island of Corfu”



4<sup>th</sup> step

**Playing with cards**

The older students are playing the game with the cards showing to the younger students how to write some words from the tale of the Odyssey such as: Ithaca, Odysseas, Kyklopas and other greek words.



## ASSESSMENT OF ACTIVITY

- ✚ ACTIVITIES AROUSE STUDENTS' INTEREST
- ✚ ACTIVE PARTICIPATION OF STUDENTS OF ALL AGES
- ✚ READING OF TALES PREPARES YOUNG CHILDREN FOR READING AND WRITING
- ✚ STRONG INTEREST OF YOUNG STUDENTS FOR HOMERIC EPICS AND MYTHOLOGY IN GENERAL
- ✚ PLAYING IS AN IMPORTANT POINT FOR LEARNING IN PRESCHOOL
- ✚ ACTIVE PARTICIPATION OF A STUDENT WITH PRESCHOOL SPECIAL ABILITIES

### (AUTISM)

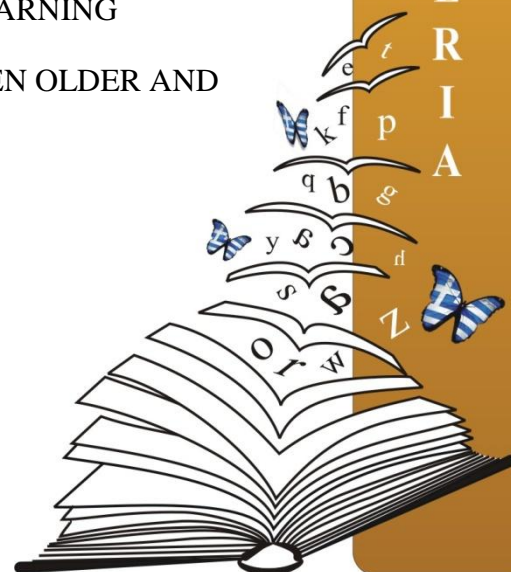
- ✚ OLDER STUDENTS ARE BECOMING MORE RESPONSIBLE
- ✚ OLDER STUDENTS ARE UNDERTAKING INITIATIVES
- ✚ FAMILIARIZATION TO THE TECHNOLOGY
- ✚ TECHNOLOGY IS AN EFFECTIVE TOOL FOR LEARNING
- ✚ THERE IS A FEEDBACK OF EMOTIONS BETWEEN OLDER AND YOUNGER STUDENTS
- ✚ AGGRESSIVE BEHAVIOURS ARE AVERTED



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# *Hungary*



*Salgótarjáni Általános Iskola  
Kodály Zoltán Tagiskolája*



*Salgótarján*



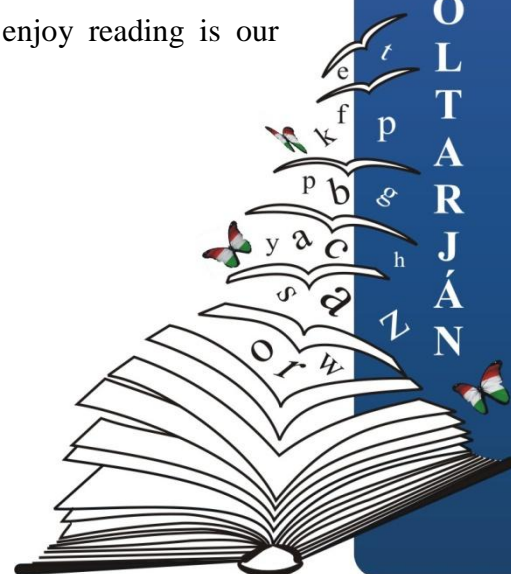


## EDUCATING FOR READING – ADVICE FOR PARENTS

In the digitized world of the 21<sup>st</sup> century we can hear quite often, that our children cannot read, or even if they can, they do not understand the text they read. Reading knowledge, learning, education and culture are the main instruments of the self-education, so it is a question of vital importance. On the other hand we cannot leave the entertaining, boredom-dispel and tension-solvent influence of the reading out of consideration.

The reading person's imagination, emotional attitude, personality, linguistic and intellectual capacity will be developed by reading. Literature gives a linguistic model and it is the primary instrument of the native culture. The lexical knowledge will grow richer, along with the ability to communicate and making contact will become more successful.

The main scenes in the educating for reading are: the family, the school, and the library. All important and determinative factors make an influence on children in the first years of their lives, which comes from the family. Therefore every family has a huge responsibility in the further development of the child. Conscientiously and systematically educating for reading is a very difficult challenge for parents and grandparents. All of us feel this question's gravity and we know its pitfalls and difficulties. Getting children to enjoy reading is our common responsibility from the moment of starting school.



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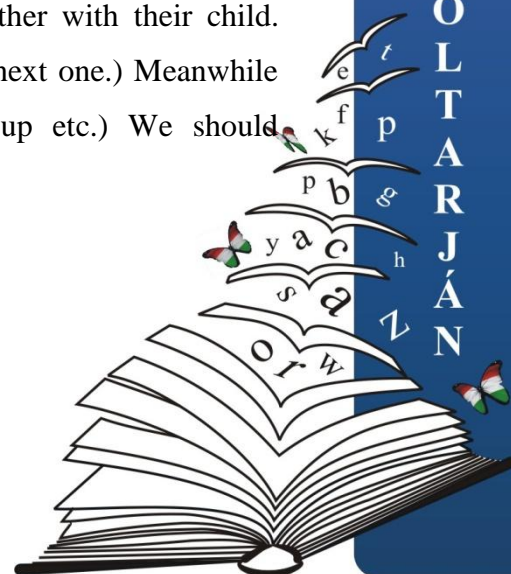
We as practising teachers collected our advice and ideas based on many years of experience and our own parental feelings. Now we are sharing with you our recommendations.

- The most important thing is the personal example. If children see parents or grandparents reading, probably they will become a „bookworms.“
- Give books into the hands of the smallest (at the age of 1-2)! These books as far as it is possible should be colourfully illustrated with drawings and waterproof which is almost a toy.
- Later, from the age of 3, the best book is the one that has pages that are easy to turn with many drawings and proper size for small hands.
- If we have to go to a place where there will be a lot of waiting to do, (eg: surgery, office, bureau etc.) always have something to read on us. Time passes much better when we read out to the child.
- The best builder of the relationship between parents and children is the bedtime story, which should never be left out. Children’s memory will develop, their imagination will become more colourful and the attention will be more lasting during the listening of the tale.





- The 5-6 year-old children take a strong interest in getting to know the letters. In this period they can easily get acquainted with the world of letters from the toys, shop-windows, and newspapers. Our kids always should be praised if they can read something. Be happy with them for the first words and sentences.
- Keep the principle of gradualism in reading. Firstly we make them read at the level of words so that they can understand, then expressions and finally at the level of sentences.
- Create calm and comfortable spaces for the children so they could be absorbed by reading. Later provide their own desk and shelf to keep their favourite books and magazines.
- Go together to the second-hand bookshop.
- Go together regularly to the library --- after all we cannot buy every book.
- Change books at school and workplace in family or with friends, and also recommend our favourite books to others.
- Take advantage of childhood affection: search our old, valued books, and produce them into our son's or daughter's hand.
- The best method is when parents read books together with their child. (Mother will read 1 page and the kid will read the next one.) Meanwhile do nothing. (eg: ironing or doing the washing up etc.) We should concentrate only on reading.



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- If our child likes drawing, let him or her draw about the story they read. We can display these drawings on the wall of the kid's room.
- If our child likes drawing, let him or her draw about the story they read. We can display these drawings on the wall of the kid's room. On the occasion of birthday, name-day, or Christmas always present our child with books.
- At the age of 10-12 use encyclopaedias, and not only the Internet.
- If you have the opportunity, go to a writer-reader meeting, because the personal connection has a great stimulating effect.
- Subscribe to a paper or a monthly periodical. We can read these issues together with our child and always discuss the content of the text.
- The question of book-selection is very important. The first time, the parent should select a book, framing taste and transmitting values. Later, let your child select a book even if the result of the selection will not be the best. If our child chooses a "favourite" contemporary but unknown book for us, ask the kid to tell us some interesting parts of this book.
- The processing of the "required reading" should be a common work the first time then later some good advice will do it.



- Try to create a cheerful liberated atmosphere for reading. Reading should not be too long and should never become boring.
- The elder brother can read out to the little brother, or an older sister to a younger sister.
- Watching subtitled movies or projecting slide-films are very good opportunities to practice reading.

Getting children to like reading gives self-confidence to them when facing the challenges of life and promotes adulthood self-education. We believe that the next generation will consider reading as one of the most important spiritual nourishment just as we do.



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# *Italy*



*Nuova Direzione Didattica Vasto*



*Vasto*





## „Reading is nice” and „Reading is life”

### Premise

„Reading is nice,” but let’s not forget that reading has to compete with television and computer games then it becomes important to make children aware of the discovery of reading and the pleasure of listening to a text read by someone. Reading allows you to get experiences, stimulate emotions and contributes to the construction of identity. Whenever you give a book to a child, at home or at school, you should keep in mind these aspects. But children tell that at school they read books that are far from student’s interests and, above all, these books are not able to generate neither interest nor surprise.

Learning to read especially means getting love, passion, joy and taste for reading.

Reading means owning others’ experience. Reading means relive (live) the many other people’s lives, so reading means enriching yourself, expanding, taking over the capital of human experiences: taking yesterday and today people’s culture. But reading is also amusement, entertainment, escape, dream, reverie. Reading is travelling around time and space of reality and fantasy, around facts and dreams of human life. Reading is observing, exploring, travelling, searching into other’s souls. Reading is living.

Hence you see that reading is important and it should not be reserved only to the school.

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## The reading motivation

The latest ISTAT figures lead to some reflection on the decline of reading among children and kids:

- 4 % in the range 6-10,
- 3.6 % in the range 11-14, and even
- 9.2% in the range 15-17, the one in which you can absolutely find the more relevant decline.

The data also tell us that 75% of children between 6 and 14 years (with both parents readers) read books, compared to 35.4% of those with parents who do not read. So, is it really true that readers are born and you can't become?

The first criterion of learning to read will be taking care of love for reading: we need to let young people become fond of reading.

Reading, especially during the early stages of learning, is a much more complex activity than you might usually imagine. It consists of a real global and systemic act, which moves a dynamic synergy between the various areas of skills and personal development. The decoding process is accompanied by various interrelated dynamics, which include cognitive skills such as focused attention, associative memory and retention, abstraction, conception, perception, visual-spatial organization; all intertwined in order to finalize the nuclear core of this activity, which consists of understanding the text.

The exercise of reading binds two combined processes:

- one-purely executive function, which allows you to get the system signs-symbols (ie understand a word that corresponds to a real object).
- The other aspect concerns the maturation experience. That competence goes to solicit reflection and joins the experience of pleasure, urging emotions.





If you read the book of Doman „Reading at the age of 3 years” there is an interesting aspect in particular, the idea that children want to read, even if small, and if they don’t do it is because adults do not give them a chance. The concept is very interesting! The point is not willing to teach reading and writing to children as soon as possible, but responding to their requests when they arise. If a child has desire to read, why not let him do? Moreover, it is normal that a child, whom adults read a lot and who loves to handle books, wants to read them also in autonomy...

J.J. Rousseau, when he raised the issue of teaching reading to Emilio, thought as a priority for him, essentially, indeed exclusively, to give birth to the love of reading and took charge of the methods to teach reading.

The Educational programs of 1985 read: „The first experience of reading by the child, which must be extended to the whole of the primary school, is being read by the adult, that is, to hear him perform oral reading of texts of various types (not only stories, poems, literary passages, but also short information taken from newspapers, letters, school documents, etc.) .... The teacher, I would say the parents too, ..... witnessing his habit of reading, stimulates and increases the motivation of the child to read ... Moreover, in view of the widespread disaffection of today children to read, as they are absorbed by television and filmic images, the teacher must take care to turn interests likely to bring out the need and the pleasure of reading. A child also needs to increase his experience and to push the boundaries of his knowledge and feelings: it is appropriate that the teacher helps students to find books and, in general, publications that match the requirements in more and more constructive way.



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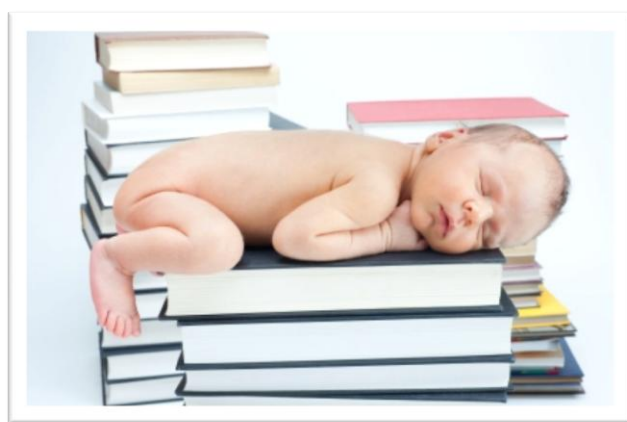
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## The role of parents in reading motivation

The child was born with a strong need for imitation. He repeats what adults do, starting with the lip movements in the pronunciation of phonemes, during the babbling. Children imitate the movements to manipulate objects, to move, to walk upright etc. Children learn to do what adults do through imitation. Especially in the early years, parents are the role models, models of identification. If parents read, children play to read. It would be right to call in this operation parents, involving them in the setting of our work and especially by cooperating with them, in order to encourage them to continue.

## When can you start a child to reading?

According to the latest researches, the child is able to recognize the sounds of the maternal voice as early as in the intrauterine life, and to understand the first sounds since birth. Even since the age of six months, infants understand the first words. Studies carried out by Freud and Montessori, have been fully confirmed in today's neuroscience research, they see in the first few days of life the formation of mental structures and then the bases of personality. Today it is not allowed to neglect the learning and training processes taking place in the first three years of life and we need to offer children the most appropriate support, primarily by parents.





In the first months the child listens with pleasure the voice of the people, whether they speak or they sing. We are in the phase that scholars call the pre-language. In the first three months of the baby, he/she expresses by weeping and crying, he becomes calm when he/ she hears the mother's voice and emits sighs and guttural sounds. At about three months he/she recognizes faces but he does not distinguish faces that stand in front of him.

From three to six months, the child can localize sound, turning his head toward it, and begins to modulate crying in different ways according to the needs that he wants to communicate (hunger, sleep, need pampering etc). He begins to produce vowel sounds. From six months the period of babbling starts, namely the production of repeated syllables: initially the child produces sounds as „Pa”, „Ma”, „Ta”, later he comes to produce more complex shapes such as „Papapa” and „Mamama”. Not yet true words, indeed for the child does not have a precise meaning, nor a specific intent, but he expresses a desire to communicate. In these months, so the little baby loves the physical and visual contact, he recognizes facial expressions and gestures of the face and he is interested in nursery rhymes and songs. He is also attracted by colorful figures of the book, that he tries to grasp, manipulate and mouthing. All the senses are involved in his experience with a book: he looks at it, it tastes it to see if he can eat it ... a real exploration! The books recommended for this age are therefore books of lullabies, nursery rhymes, short songs.



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Reading can become part of a daily routine, which helps the child to mark the times of the day. For example, the parent can read a book every night to the child after the bath and before bed.

- The book must be placed within the child's touch, who can manipulate it.
- The books must be colorful, clothed or hardbacks, however resistant.
- The activity of reading should be enjoyable for the parents too.

The passion for reading deposited in books can mature only through education by the family through illustrated books, preferably accompanied by audio and video tapes or other media, which today can be those digital ones (CD-ROM, DVD etc.).

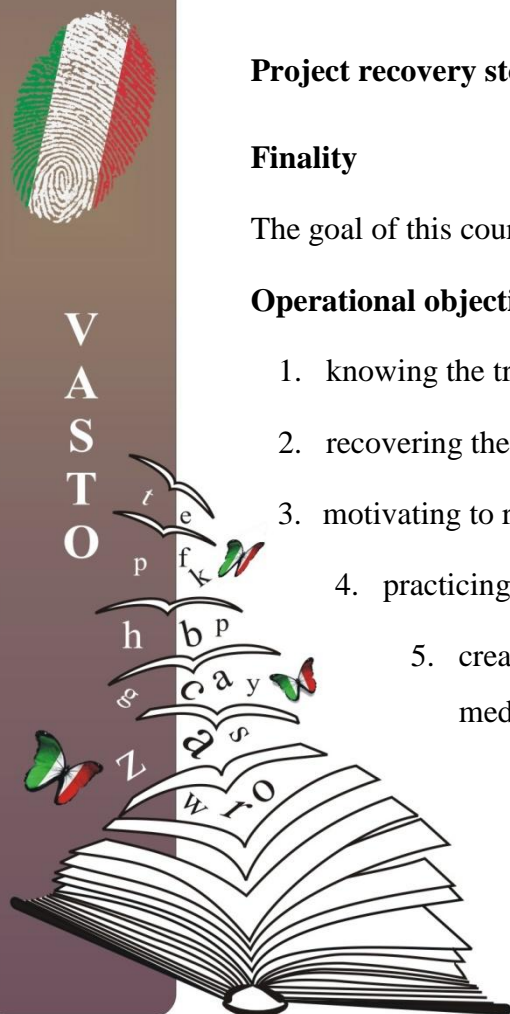
### Project recovery stories from Abruzzo

#### Finality

The goal of this course is rediscovering the unknown or forgotten cultural reality.

#### Operational objectives

1. knowing the traditions of the regions linked to oral and written narratives;
2. recovering the narratives of folk tales, legends, fables;
3. motivating to read as reflective, communicative and manipulative activity;
4. practicing listening stories as reading motivation;
5. creating a way in creative writing and shared by the use of new media;
6. enhancing the appointed places (libraries, bookstores ...).

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### Methodology/Activities

1. Promotion of reading and dissemination of oral and written tradition among children, adolescents and adults.
2. Paths of listening: an almost forgotten practice.
3. Recovery of popular literature and experiences of traditions, tales.
4. Creative writing.
5. Storytelling.
6. Role-playing and simulation.
7. Cooperative Working.
8. Dramatization of readings, playing as Wizard simple „scripts”, even using a „puppet” built by students.
9. Screening of film scripted by books of fiction for children.

### Tools and resources

Awareness meetings

Working groups

Opportunities for study: individual work



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# *Romania*



## *Mihai Eminescu National College*



## *Oradea*







### Suggestions for „Parent's Guide”

1. Children’s participating, together with their parents, at events such as book launching organised in libraries or bookstores



2. Creating a personal mini library in the child’s room, different from the main one
3. Parents and children reading together activities



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4. Organising a lecture session after school, during which parents should read parts of their favourite books



5. Organising common activities such as: fictional characters carnival, drawings based on books, creating a lecture diary, daily selection of a favourite quote which could be written, for example, on a post-it note on the fridge etc.
6. Visits, trips to museums, discussions about famous writers.



7. The involvement of the entire family in different social activities meant to develop children's joy of reading and of donating books to the ones in need, because it is well-known that children use to imitate their parent's behavior.



8. The students were invited to read along with the librarians, the teachers and some of the parents implied in the activity. The children have participated happily on this event which had the purpose to explain the circuite of the books into the library. The librarians and the parents did their best in order to get the pupils familiarized with the sections of the library and with books, in general.



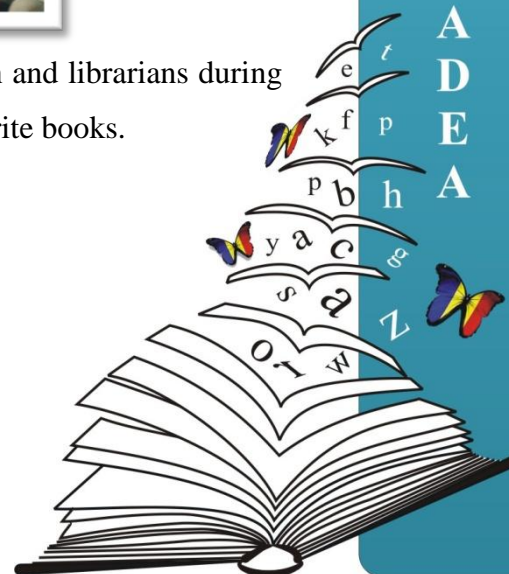
9. Organising library meetings between parents, children and librarians during which they could read and discuss parts of their favourite books.



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### Victor's story

On the 1<sup>st</sup> of December 2007, when he was only 6, Victor and his parents became Harry Potter's „right hand” at the official launching of the last book from the Harry Potter series, „Harry Potter and the Deadly Hollows” by J.K. Rowling.

For him, that was his first contact with the world of the books about his favourite fictional character, which he had known only from movies. He happily entered the role and became the spoiled wizard of the public.



The adventures in the world of literature continued. On the 21<sup>st</sup> of May 2011, he participated together with his mother and other children at the launch of the first book from the series „Dairy of a Wimpy Kid” by Jeff Kinney.



The love for books captured him immediately, Victor often indentifying himself with his favourite characters. He began reading more and more.



Starting with September 2013, Victor was included in a group of pupils that conceive different activities in the Comenius project, „Learn to Read and Read to Learn”. These activities are providing him the chance to explore the world of fiction again, bringing it to life. At the „Fictional Characters Carnival”, on the 6<sup>th</sup> of December 2013, he played as Harry Potter once again, his favourite character.



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# *Turkey*



*Ayten Şaban Diri*

*Primary & Secondary School*



*Ankara*







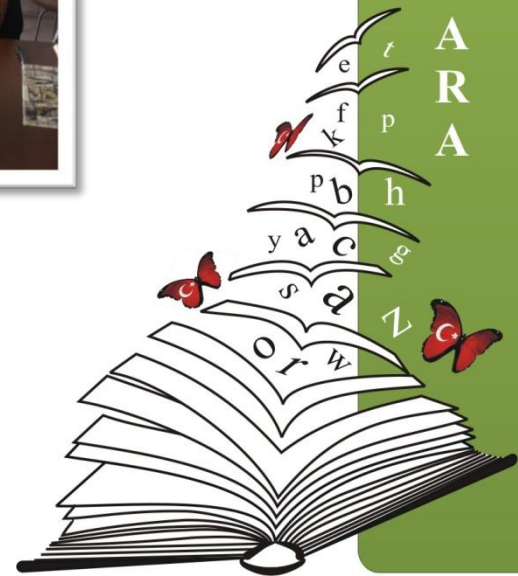
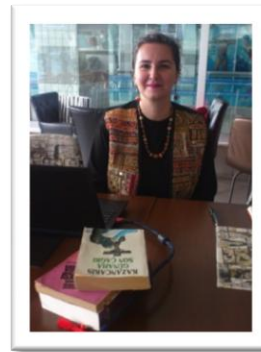


## DIRI READING CLUB

In our reading club, every month a book is read by members and the book is criticized on every month's first Monday. Most of the members of our reading club are the pupils' parents. Also a different member is responsible for the book every month. The responsible member makes a detailed research about the books's author, current literary movement, which literary era the book belongs and presents them in the club meeting. All of the members of the club, contributes to the presentation. Characters, place and time are discussed.

There are three teachers, one staff and fourteen members in Diri Reading Club. Parents become a member of a club like that instead of lecturing their children about reading books or doing homework. With that behavior, they become a rol model for their children.

In our club, which we celebrate its third anniversary, books from the Project partners' national literature are read in the frame of our Comenius Project "Learn to Read and Read to Learn".



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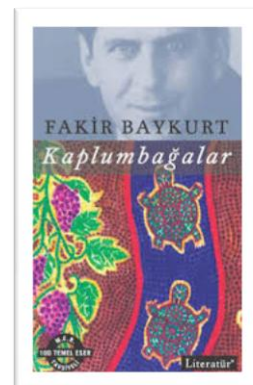
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**Books read in Diri Reading Club in 2014-2015 academic year**

1) September

Turkish Literature

Tortoises („Kaplumbağalar”) by Fakir Baykurt

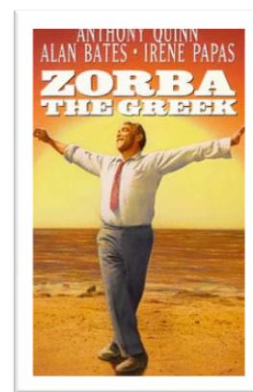


2) October

Greek Literature

Zorba, The Greek („Zorba”)

by Nikos Kazancakis



3) November

Bulgarian Literature

Pesenta na Koleletata („Tekerleklerin Türküsü”)

by Yordan Yovkov



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4) December

Romanian Literature

Mediterranean (Sunrise) („Akdeniz”)

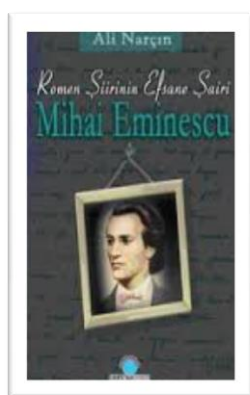
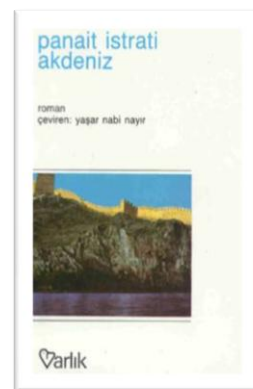
by Panait Istrati

Epistles/Satires („Beş Mektup ve Osmanlı”)

by Mihai Eminescu

(Celebrated M. Eminescu’s

165<sup>th</sup> birthday on 15<sup>th</sup> January)



5) January

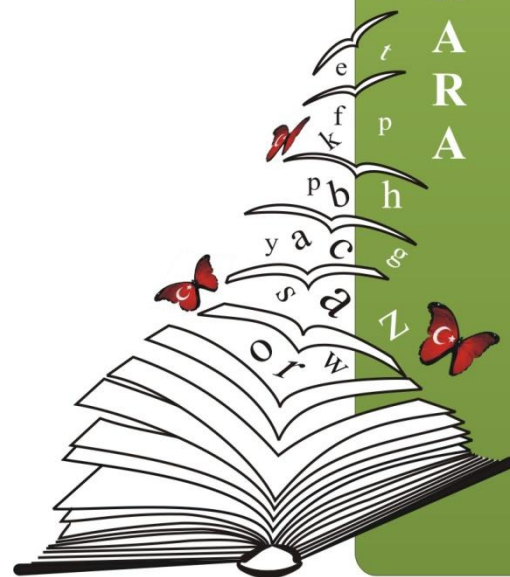
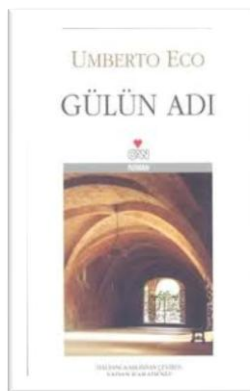
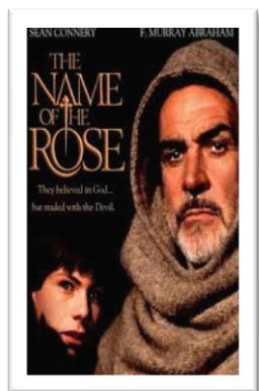
Italian Literature

The Name Of The Rose („Gülün Adı”)

by Umberto Eco

(We celebrated Umberto Eco’s

83<sup>rd</sup> birthday on 5<sup>th</sup> January)



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6) February  
Hungarian Literature  
1956, and Little Guy  
(„1956 ve Küçük Adam”)  
by Spiró György



TURKEY

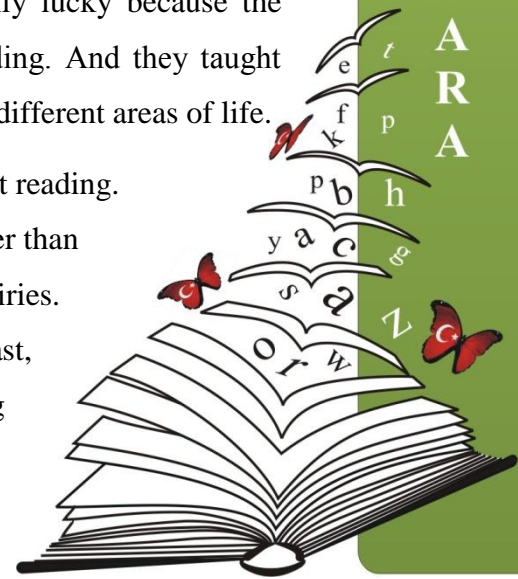


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## Parents experience

1. I think reading during pregnancy period and in the first years of life is very important. These will reduce the distress of both mother and child. The tone of mother's voice will be perceived as a lullaby. Also these stories will have a good impact on the child's linguistic improvement.
2. Also, listening to music and lullaby, reading books aloud will not only build loyalty between mother and child but also make the child more content.
3. When I looked at my children's first years at school, I noticed that they were really anxious to learn how to read and write. They were really trying hard to read every word they saw, after learning each single word. And if they had read right they were so proud of themselves. Although it is impossible to say that we didn't have any difficulties, it brought them the joy of learning new things. And it gave me the same joy respectfully. The more they read the more they were experienced and happy. It was also an advantage to improve their visions.
4. As parents who likes to read books and newspapers, I think we are good role models for our children. Because, we know that children just like to act as they see not they hear.  
If we talk about their school, we think we were really lucky because the teachers' education priority was mainly based on reading. And they taught them reading was a key factor to improve their skills in different areas of life.
5. I think internet and multimedia are far beyond to support reading.  
Time passes quickly, children experience more and faster than they need to and get bored and look for some other inquiries.  
Reading requires time and passion. And since it is not fast, it sometimes is boring for a child. So they are damaging the wish for reading and makes the children fast consumers.



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## Lesson

The 3D book named „Puppy’s Day” (International Publications-Lift a Flap Book Series) was translated into Turkish and read to the pre-school and 1<sup>st</sup> grade students. It has got a visual richness since it is lift a flap book. The aim to choose this book was both to make children anxious to read and have fun while reading. The story was based on an easy concept and about an animal.

Objective: since we think that the reading habit is to be gained during educational years, our main objective is to introduce the books amusingly to the kids who are trying to learn reading or the ones that have just started reading.

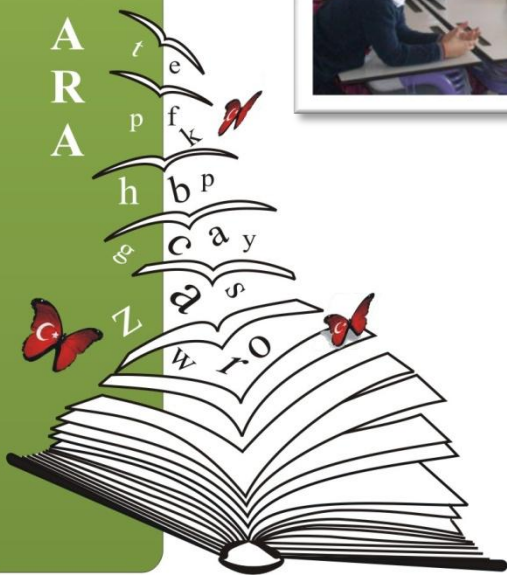
Implementation: first we have photocopied each page in a bigger dimension. And under each page our art teacher drew pictures about the story. One of the students was appointed to change the pages. During the reading session several questions were asked and answered by the students. And in the end students were asked to draw a picture about the story for evaluation of the traces of story.



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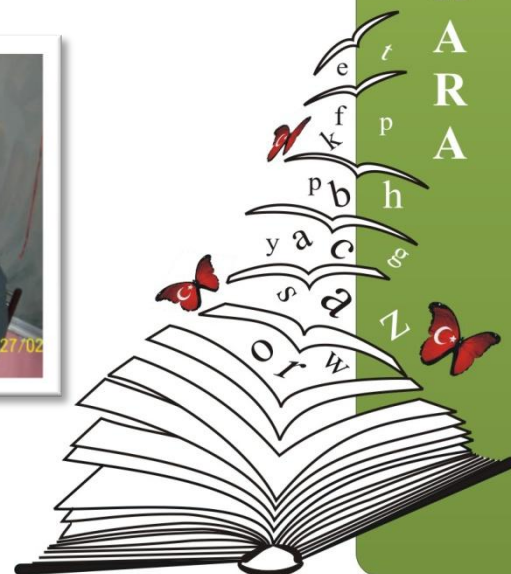
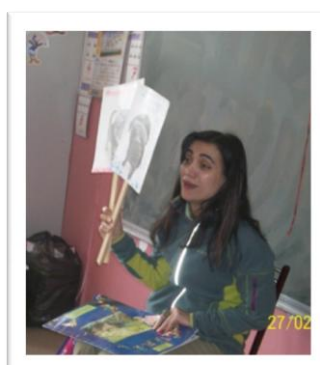
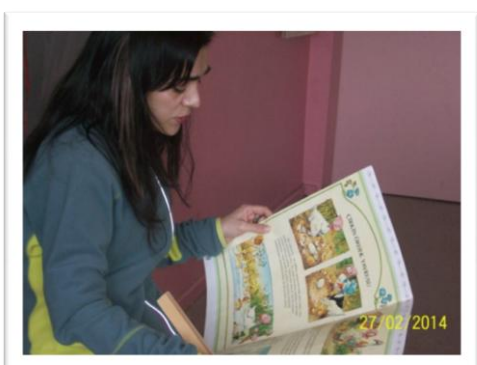


Duration: 40 minutes

Results: we can say that we reached to significant outcomes such as:

- they asked creative questions
- they answered the questions eagerly
- they mentioned that they loved the story

Evaluation of the activity: we had some inconveniences while changing the lift a flap pages as the loss of concentration of the children and attention deficit and hyperactivity. Although the shortness of the story was just convenient for the pre school students, a bit longer story might have been more convenient for the 1<sup>st</sup> grade students.



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Dear Partners,

Within the framework of Comenius project Learn to Read and Read to Learn, which is part of the Life Long Learning concept of the European Union, the partners from different countries developed a very productive relationship. We got hold of valuable experience. One of the results of this fruitful collaboration is the Parents' Guide Book.

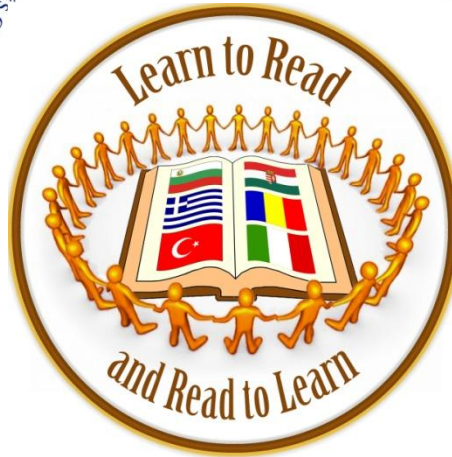
We would like to express our gratitude to each of our partners for their enthusiasm and contribution to the success of our project. By sending us their materials they contributed to the coming into being of the Parents' Guide Book, which hopefully will serve the purpose it has been written for.

We would also like to thank the European Union for making this project possible and for supporting it.

Last but not least we would also like to thank to the Zrinyi Nyomda printing house for their support in the preparation of our book.

The team of  
Lágymányosi Bárdos Lajos  
Két Tanítási Nyelvű  
Általános Iskola és Gimnázium









**Lágymányosi Bárdos Lajos Két Tanítási Nyelvű**

**Általános Iskola és Gimnázium**

1117 Budapest, Baranyai utca 16-18. Hungary

phone: +36 06 1 381 0662 • e-mail: [bardos.bp@gmail.com](mailto:bardos.bp@gmail.com) • web: [www.bardosl-bp.sulinet.hu](http://www.bardosl-bp.sulinet.hu)