

LEARN TO READ AND READ TO LEARN

COMENIUS PROJECT
(2013 - 2015)



TEACHER'S GUIDE BOOK

Teacher’s Guide Book

“Learn to Read and Read to Learn”

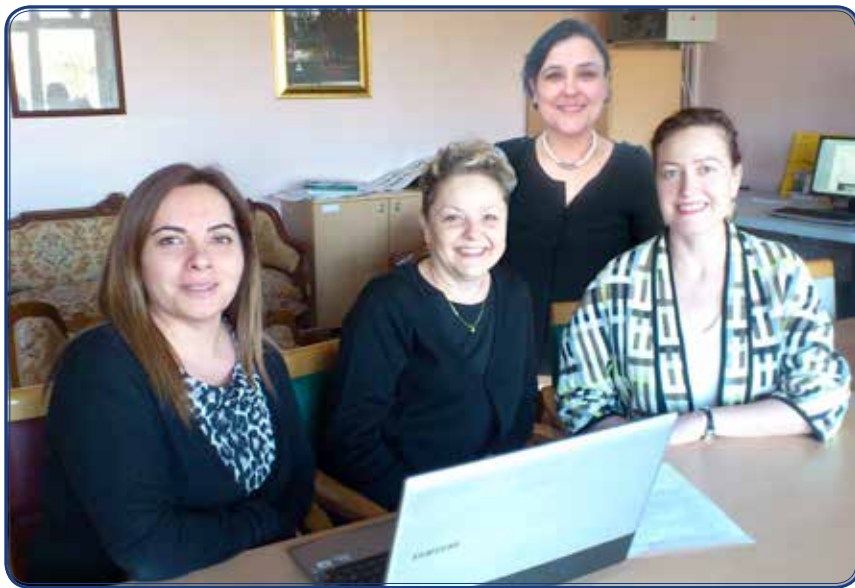
Comenius Project

This guide was constituted by the equal partnership of seven schools, which had fine selections of educational methods. It was published in the lead of Ayten Şaban Diri Primary&Secondary School, Ankara TURKEY.

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Dear Partners,

As you know, there are a lot of activities held in partner schools in the framework of Lifelong Learning Programme “Learn to Read and Read to Learn” Comenius Project.

We would like to present a guidebook for these which, we think will be useful in leading the pupils to learn reading, to improve their reading skills, to love reading and to read effectively in their lives.

Although, in the field of education the techniques are global, there are some small differences which makes significant changes in the achieved results. The importance of education, gets more and more important in globalization, that make everything much better for the people.

This valuable, outcome prepared with the contributions of seven different schools in six different European countries, will no doubt guide all the teachers. I would like to express my sincere wishes as to increase the number of similar cooperative activities.

With my best regards...

Tansel YAZICIOĞLU

Head Master

Ayten Şaban Diri Primary&Secondary School



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This Teacher’s Guide Book is to certify the prominent activities held since the kick off the “Learn to Read and Read to Learn” Comenius Project with the contributions of all dear project partners.

Activities of the partners are presented in alphabetical order. And, we hope it will enlighten our vision for the future activities

TURKEY



**AYTEN ŞABAN DİRİ
PRIMARY&SECONDARY SCHOOL
ANKARA - TURKEY**





TECHNIQUES OF LEARNING TO READ AND CLASSROOM ACTIVITIES

“Learning Letter”

Teacher: Mrs. Ayşegül GÜNEY

Grade 1

Duration: 3 months

Method: Vocalizing Letters-Learning Letters

Aims & Goals:

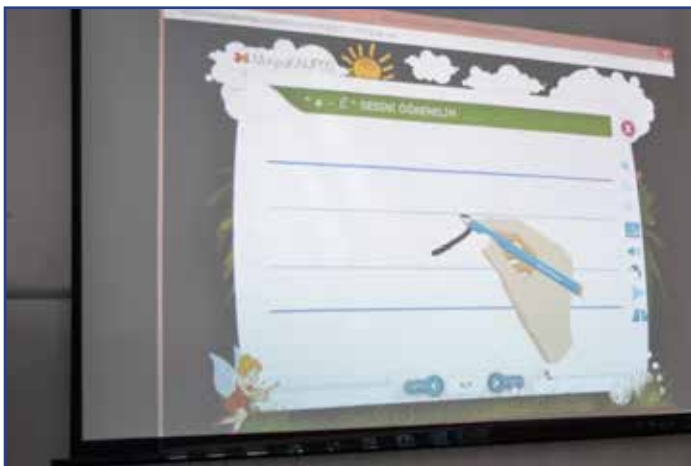
- Learns letters and be able to vocalize them,
- Recognise and write the letters they hear.

Materials: A computer, a projector, note-books, pencils and letter flash cards.

Activity Summary

‘A subject letter’ which will be taught eventually is firstly used frequently in a story told by the teacher. After listening the story, students find the exact words that combines the ‘subject letter’. Then the teacher shows students varies of illustrations and the students are expected to choose the right ones which contains the ‘subject letter’.

After that, the teacher demonstrate how to write the subject letter. First, students imitate writing of a letter in the air and second on the desk. Later, the teacher writes a sample of a letter in each students’ note-book and the students try to write in the same way that they have been taught.





Feedback

Making story out of vocalised letters is very appealing to the students so they learn faster.

On the other hand, the students are having a hard time in writing the direction of letters due to cursive writing. But in 4-5 months, students become having less difficulty in writing.

Evaluation

The students have been observed happy and eager to learn a new letter in each day.





WORD SEARCH

Teacher: Mrs. Mine Görmüş

Grade 1

Duration: 40 minutes

Method: matching the syllables and form words

Aims & Goals: -improves the fast and correct reading skills

-improves the correct writing skills

Materials: black-board-chalk, fine-writing note-books, pencils

Activity Summary

Teacher writes a lot of syllables on the board and wants the students find and write on their note-books as many words as they can find using them. They can use the same syllable as many times as they want. When the time is over, students read the words they wrote. The students who read and wrote the most number of different words correctly is found and the others clap him/her.



Evaluation

Students who cannot find so many words as expected should be motivated to read more.

Feedback

It is advisable to do extra reading activities with these students and parental supplement is also required. Those who are successful in this activity is honoured by sending a “Success in Turkish” note to their parents.

Difficulties & Solutions

During the reading-aloud sessions students can lose their concentration because of the noise occurs in the class-room.



SOUND EXERCISES “FROM SOUNDS TO LETTERS”

Teacher: Mrs. Aynur DEMİRDÖVEN

Grade 1

Duration: 80 minutes

Method: Problem solving, role playing, searching

Aims & Goals:

- Articulates the sounds correctly
- Write the letters correctly

Materials: Beans, notebooks, pencils, crayons



Activity Summary

The teachers shows the mouth and movements while introducing the sounds. Students articulate the sounds as they look at one another's mouths. Sounds are written as letters on the air and on desks. The teacher shows how to write the letter and which lines it could be written on the notebooks. It is also written on the desks using the beans and on paper using crayons. The teacher checks and corrects the wrong ones. Pictures are drawn to symbolize the new letter (a tent for A, glasses for B, etc.)The pictures are put on the class board.

Evaluation

Time is sometimes not enough for students who have learning disability. Since the classes are crowded, it is difficult to deal with the students one by one.

Feedback

For further practice, worksheets are given. At home they revise what was done. The teacher talks to the parents whose children have difficulty in learning and they are instructed about how to help the students at home.

Difficulties & Solutions

The writing directions/techniques of the letters can be a problem. We have an intensive curriculum. The time allocated to sounds can be longer.





DICTATION ACTIVITY

Teacher: Mrs. Ayşe Demireller

Grade 1

Duration: 40 minutes

Method: dictating sentences one by one, asking to finish these sentences meaningfully and generate a text out of these sentences

Aims & Goals: to improve the students'

- inductive skills,
- understanding skills
- correct writing and punctuation skills
- reading fluently with the correct intonation abilities
- holistic comprehension skills

Materials: Turkish and Social Studies Books, short story books

Activity Summary

While writing the sentences read by the teacher, students not only think about the sentence to complete meaningfully but also have a holistic approach to the subject. After finishing writing phase using the correct rules of punctuation, they read what is written on their notebooks. In the end the teacher writes the text on the board and let the children to control their works and correct the probable mistakes.

Evaluation

This activity is mostly convenient in the last week of December that the students almost nearly learn how to read and write.

Feedback

Positive parental responses

Difficulties & Solutions

4 or 5 students out of 20 have bad-handwriting problems .Extra writing exercises are being done to solve this problem.



NURSERY RHYMES

Teacher: Mr. Yalçın TÜRKMEN

Grade 2

Duration: 40 minutes

Method: Reading Rhymes and Group Work

Aims & Goals

The students can;

- Read correctly,
- Read fast,
- Understand,
- Write well.

Materials: Paper, Pencil, Cards

Activity Summary

- The teacher divides the class into groups. He delivers the rhymes on paper to the groups irregularly. First, each student reads it silently, then loudly. The teacher cuts the paper into pieces word by word, changes their order and scrambles on cards. He randomises and sticks them on board. The volunteer pupil unscrambles and reads the correct form. If he/shesucceeds it, he/she'll be successful and his/her friends applaud. After the pupils put all the sentences into correct order, the activity is finished.





Evaluation

It's an efficient exercise for reading and writing correctly. As the students are active, they like participating in it.

Feedback

As it can be practised at home or school, except classroom, it drives the children to learn other rhymes. It is also specified that some of the parents share their childhood experiences with their children.

Difficulties & Solutions

In each class, there may be some students who read more slowly or incorrectly than their friends. The teacher motivates them, so they can improve their reading speed.





JIGSAW PUZZLE

Teacher: Mr. Yalçın TÜRKMEN

Grade 2

Duration: 40 minutes

Method: From part to whole 'Jigsaw Puzzle'

Aims & Goals

The students can,

- Read correctly,
- Understand what they read,
- Put into chronological order,
- Make them meaningful
- Write summary what they understand

Materials: Book, Notebook, Pencil

Activity Summary

The teacher divides the text into parts. The pupils read the mixed text, then they put them into chronological order and read the unscrambled text loudly. They write summary and read it. It is expected to form completeness with the text.

Evaluation

The students make contact between the events while they are reordering the mixed text. It's a good way to teach the text's parts (Introduction-Development-Conclusion)

Feedback

It's observed that the pupils attend the activity eagerly. The kids who write incorrectly or incompetently realize their mistakes.





ORAL READING

Teacher: Mrs. Zehra SAKIZ

Grade 2

Duration: 80 minutes

Aims & Goals

The students,

- Interpret the visuals
- Read orally
- Spell the words correctly
- Understand what they read
- Use dictionary

Materials: Student's Book, Dictionary, Visuals

Activity Summary

The teacher shows some visuals about the text (story-poem) and draw their attention. Before reading, the kids attribute a meaning to visuals in the text. First, they read only the topic. The teacher asks them what it is about. Some of them try to guess it. Then the teacher reads the text and the students follow her. After then, they read in parts. She asks some questions about each part. The pupils ask questions and their friends answer them. Finally, they read it silently, underline the unknown words, look up their meanings and write on their notebooks. The teacher asks her pupils to find the visuals which part of the story they belong to.

Evaluation

The students who can't read fluently lose their attention, but the others who improve their skill attend the lesson cheerfully.

Difficulties & Solutions

The duration of the reading should be average, otherwise some of the students lose their attention. If the teacher sometimes asks questions, the students will be active. Some individual programmes can be developed for the students to improve their reading skill at home.





CREATE YOUR STORY

Teacher: Mrs. Şenay YILMAZ GÜNER

Grade 3

Duration: 80 minutes

Method: Visual Interpretation

Aims & Goals

The students can;

- Improve their imagination,
- Percieve whole story,
- Use punctuation in the suitable place correctly,
- Divide story into pieces,
- Write the topic .

Materials: Some visual materials, computer, overhead transparency

Activity Summary

- Visual materials (the pictures of nut, dog, flower, house, tree, stork, child, park, etc) are delivered to the pupils. They glance at the materials for a minute. The teacher doesn't explain anything. They order the materials on the table chronologically how they imagine. The teacher reflects the instruction on the board and reads the first step. She asks: 'What do you see?'

Five students talk about it. Each student combines the materials with each other. Then, they fictionalize and write their own story. Two different pupils read different stories using visuals. The teacher divides the story into three parts. (Introduction-Development-Conclusion) She makes the students understand the subject changes. She asks some questions and ensures that they reach the conclusion;

- Why did the stork turn back?
- How does Ali feel?
- Would you forgive the stork if you were Ali?





The teacher reads her own story. She draws their attention to the topic and introduction-development-conclusion parts.

In the second session, the students change their stories with their deskmates. They don't correct the mistakes, but they take notes. Each pair meets the teacher and confirms the mistakes. The teacher underlines the mistakes with red pencil. The writer of the story correct the mistakes.

The pupils read their stories to their parents at home. The parents just listen, write their own comments and send it to the teacher.

Evaluation

The students;

- Improve their imagination
- Create coherence
- Gain self-confidence

Feedback

Some of the parents want to intervene in the story and also change the story, but the kids object it and say 'It is my story.'

Difficulties & Solutions

It can be difficult to find the topic. At the end of duration the teacher play the song 'The Topic' and the pupils sing it;

I've looked at the visuals
Written the story.
I liked it,
Presented you.
Do you ask its name?

Err.... I forgot it.
I know it has to have a name.
Okay, okay
I've found it.



COUSE-RESULT RELATIONSHIP

Teacher: Mrs. Müjgan AŞKINER

Grade 3

Duration: 120 min

Method: Doing and Learning by Experience and –Relating Cause and Result

Aims & Goals

- Reads Silently,
- Understands what is read,
- Implements,
- Build relation between cause and result

Materials: Kites that are made from variety of materials, text books, a computer and CDs.

Activity Summary

The students are informed about the activity and the materials asked for one week beforehand. The students may try doing kites with their parents at home. As classroom activity, the students should bring the materials to the class and in a class time period, the kites are hand crafted. The following course, all students go to the school yard and try them to fly by implementing different methods. In the third lesson, the students read the story about 'How to Fly a Kite'. The reading text is first read by the teacher and then by the students. True and fluent reading is necessary. Finally, students are encouraged to write cause-result relationship sentences on the board about flying a kite.



Evaluation

While doing the kites, the students are observed very enthusiastic in the class. During the implementation stage which is in the schoolyard, they seem very joyful, helping each other and try many ways to make them glide in the sky.

Feedback

Without an exception, all the students like learning through experience.

Difficulties & Solutions

Some students might forget their materials so as a teacher you should also have some extra. And some others need more guidance than the others. But at the end, it worths.



I AM SHARING MY KNOWLEDGE

Teacher: Mrs. Ümran Türkmen

Grade 4

Duration: one month

Method: To read books and share with friends

Aims & Goals:

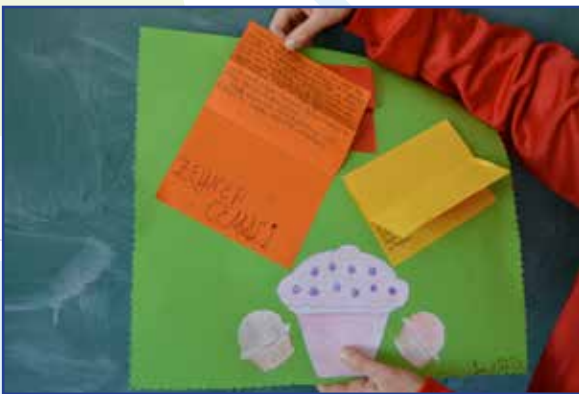
- To develop students' reading skills and imagination
- To improve the skills of making comments on it
- To prepare illustrations and talk about them
- To improve the ability to talk in front of a group to state opinions

Materials: Story books and novels for children

Activity Summary

Students introduce a book to their friends that they read and liked. They inform friends about the place, time, heros and the main idea of the story. They also prepare a poster about it. They try to inspire interest of friends and convince them to read that book. They exhibit the pictures taken during the activity together with the other visual materials on the bulletin board.





Evaluation

Students analyse the book beforehand and shares it with the help of visual materials. This also helps the child to improve his/her talking skills in front of an audience and gain self confidence. It also motivates the other students to take part in similar activities.

Feedback

Students have pleasure to interact in the activity. Parental help was important during preparation stage of the presentation.

Difficulties and Solutions

During the presentations, some of the students preferred to use the statements directly from the book and some of them didn't pay attention to the time line of the events. It is, in the preparatory phase, advisable to explain the students the importance of using their own statements.

Since the classes are very crowded there must be a time limit for each student for not more than 7-8 minutes.





SILENT READING

Teacher: Mr. Dursun TALAS

Grade 4

Duration: 40 min

Method: Silent Reading

Aims & Goals:

- Reads Silently,
- Doesn't Move Lips,
- Reads Without Moving/Rotating Head,
- Understands What He/She Reads.

Materials: Text books, books from class library.

Activity Summary

A story text is read silently by the all students. During the activity, the teacher actively observes the students and warn the wrong doings like moving lips, whispering, rotating head and following the sentence with a finger tip. Then the text is read silently again. After that, the teacher ask questions about the text and gathers the data to see the level of understanding. The teacher works with the students to help them to analyse the text by using illustrations. Finally illustrations are combined with the related sentences.

Evaluation

In time with the perfection in silent reading, students begin to read faster and understand better whatever they read. The students improve their ability of understanding and comprehension.

Feedback

When the students recognize that they read faster, they can be more motivated.

Difficulties & Solutions

In line with the wide usage of mass media devices such as cell phone, and computers and etc, students have become technology addicted results in more watching less reading. That's why the teachers and the parents should work together on this problem so that after school time should be scheduled carefully to make them better readers for now and for their future life.



WORD CHORUS

“Techniques of Learning to Read and Classroom Activities”

Turkish Lesson

Teacher: Mrs. Meral BİTLİSLİOĞLU

Grade: 5

Duration: 20 min.

Method: Oral Reading

Aims & Goals

- Reading and cohesive working ability of the students have been developed.

Materials: Reading text or poem from the text book

Activity Summary

‘Word Chorus’ method can be used in various ways. The whole text can be read by a whole class or a group of students or rather the particular text is divided into parts which each is read by an assigned group of students.

During the Implementation of the Method;

- ✓ If it is a poem; reflection of the emotion, stress and tonation while reading,
- ✓ If it is a prose; entity and person squad should be vocalised reflecting specialty of the characters.



Evaluation

The particular activity includes all the students in a reading process, results in increasing the interest towards a particular text.

Feedback

Students participate reading voluntarily.

SAW, TOUGHT, TOLD

“Techniques of Learning to Read and Classroom Activities”

Turkish Lesson

Teacher: Mrs. Meral BİTLİSLİOĞLU

Grade: 7

Duration: 40 min.

Method : “Reading by Assuming”

Aims & Goals

- The assumptions are made and ideas are drawn in line with the main and sub titles of the text and also with the help of illustrations. So perceived elements triggers the word capacity of the students.

Materials: A text from a text book

Activity Summary:

The context of the particular text is guessed and written in a form of a brief summary in five minutes in accordance the illustrations and the title. Then summaries are read orally and compared.



Evaluation

This method increases the interest of the students towards a particular text and helps the students comprehend the whole aspects of it. Hence the vocabulary of the students triggered by a writing exercise as a result of perceived aspects of the text.

Feedback

The students have favoured this method more than the other ones and positive feedbacks have been given both by parents and the students.



I CHOOSE

“Techniques of Learning to Read and Classroom Activities”

Turkish Lesson

Teacher: Mrs. Meral BİTLİSLİOĞLU

Grade: 7

Duration : 40 min.

Method : “Reading by Asking”

Aims & Goals

- Understand and analyse the reading text,
- Gain reading habits,
- Think critical,
- Develops decision making process.

Materials: Variety of story books

Activity Summary

Teachers advise students many different story books to read. Students read them and choose only one of them that they like the most and make class presentations. After the presentation, the particular aspects of the book are discussed and related questions are asked

Aspects of Discussion;

- ✓ Theme of the story,
- ✓ The entity and the person squad of the story
- ✓ Where the story takes place,
- ✓ When the story takes place,
- ✓ The main idea of the story

Evaluation

The achievements listed above are observed beneficial for the students.





READING ACTIVITY

“Techniques of Learning to Read and Classroom Activities”

Social Sciences Lesson

Teacher: Mrs. Ayşe ÖZDEMİR

Grade: 5

Duration: 15-30 days

Reading Activity

Method : Reading, narration, question-answer, drama.

Aims & Goals

- Loves to read,
- Gain reading habits,
- Understand and analyse

Materials: The book are determined correspondingly to the ongoing subjects/unit of the curriculum.

- “Güzel Ülkem” Metin ÖZDAMAR,
- “Haritada Kaybolmak” Vledemir TUMANOV
- “Kraliçeyi Kurtarmak” Vledemir TUMANOV
- “Balıklara Yüzmeyi Öğreten Deniz” Şule TANKUT JOBERT

Activity Summary

At the beginning of the educational year, the teacher proposes to students the relevant books suitable with the curriculum. Books are read in the same order corresponding to curriculum itself. The students discuss the whole aspects of the particular book as a class activity. The teacher evaluates the reading by doing written exams. The points that are gathered from these exams have been evaluated as a classroom performance.

Last Year, our students prepared book covers and book markers related the books that they had read by the help of Merih ÖZDEMİR, an Art lesson teacher, in line with the ‘Comenius Project “Learn to Read and Read to Learn”’.

Evaluation

It was observed that students were fond of reading. Moreover, the results of the written exams showed that students were quite able to understand and make comments on what they had read.

Unfortunately, implementation of these activities gives hard time to the teacher due to 3 hours course per week.

Feedback

The teacher observed that the students were eager to attend and interested in it. The parents had also shared their appreciations for this implementation; and wishing to continue the same in coming years. It is of course, these feedbacks have been motivating the teacher to keep doing.



Difficulties & Solutions

Even if the observed benefits, the generalization of the particular implementation all through the 6, 7 and 8 graders hardly possible due to heavy curriculum to accomplish in 3 hours a week.

The increasing the course hours seems as a possible solution.





“Principles of English Language Teaching for Starters”

English Language Lesson

Teacher: Mrs. Gökben KARDEŞ

Grade: 2

Method: Listening, matching, role-play

Aims & Goals: Pronounces and recognises new words.

Materials: Books, cd player, scissors, glue

Activity Summary

The teacher shows the new verbs with their pictures in students books. She introduces the new words. They listen to the pronunciation from the cd. When they listen to it for the second time, the teacher wants them to repeat the words as well. Then the teacher says the words and explains them using body language. After that it's time for the matching exercise/activity (The verb taught are run, sing, dance, play hide and seek, etc).

In this activity, students have empty boxes in their books and under the books, the new words are written. They should cut the stickers from the back pages of the book and stick them in the appropriate box. During the activity the teacher walks among the students and helps them. Finally in groups of 5 or 6, students are asked to stand up and come in front of the board. The teacher says the new verbs as instructions; for example, “Dance!” and they do what she says.

Difficulties& Solutions

Students like this activity. If they don't have their materials with them, there may be some problems.

The class is active and happy. If the class is not crowded, more exercises can be done.

Evaluation

Matching exercise is given as homework.





WE COLLABORATED FOR “LEARN TO READ AND READ TO LEARN”

MONTH	ACTIVITY	PHOTOGRAPHS
September 2013	Forming the project team	
October 2013	Press-conferences, press-releases to inform the community about the project progress	
	Project Logo	
	Developing a Set of Questionnaires for teachers /parents/library workers about students' reading habits/level of reading skills – to be translated to all partner languages	
November 2013	Arranging a Comenius Corner school- dedicated to the project aims and activities	
	Collecting feedback on students' reading habits/level of reading skills; each partner writes their national report	
	Producing a joint Need Analysis; this to be published on the project website	









WE COLLABORATED FOR “LEARN TO READ AND READ TO LEARN”

MONTH	ACTIVITY	PHOTOGRAPHS
December 2013	Publishing flyers, leaflets, articles in local and national newspapers	
January 2014	Spreading information about the project to professional networks, other schools, NGOs, etc.	
	How to find/choose a book- pupils with their teachers visit the library, where librarians teach them how to find a book they are looking for, or how to choose a book	
February 2014	Children read to children – reading sessions where older children read to younger ones	
	Parents read to children- reading sessions where parents read to pre-school or 1-2 grade pupils	



WE COLLABORATED FOR “LEARN TO READ AND READ TO LEARN”

MONTH	ACTIVITY	PHOTOGRAPHS
April 2014	Read in the library – pupils, teachers and parents visit the library together and read a book; then could be organised a discussion or a quiz	
	Books Exchange Day – pupils bring to school some books they have read and like, then exchange them	
	Teacher Seminar about pupils’ reading skills, reading habits, possible problems and the ways could be motivated and supported in developing good reading skills	
May 2014	Children draw pictures to illustrate books/stories they have read	
	Recommen a book - students in each country vote for their 10 favorite books and recommend them to their peers with all books that pupils will recommend to organise a Virtual library on the project website	
	DVD with Reading lessons- filmed short video materials during different reading activities–to be used as a supplementary material for teachers and parents	








WE COLLABORATED FOR “LEARN TO READ AND READ TO LEARN”


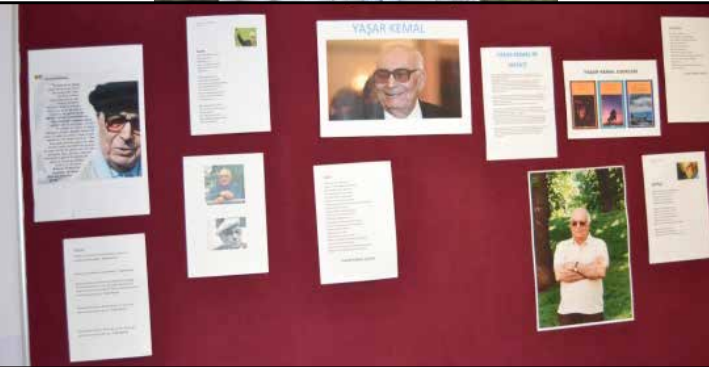

MONTH	ACTIVITY	PHOTOGRAPHS
	The pupils drew bookmark and book covers	 
June 2014	We invited some story writers and arranged autograph session.	
	The students wrote five different stories , illustrated them and was published as a book.	
	We won the third award of Pinnochio.	 
June 2014	How to read effectively – pupils to get to know how to use different reading techniques to be more efficient, Including mind-maps, graphics, templates, etc.	



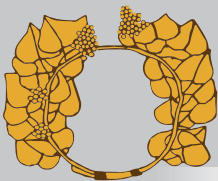
WE COLLABORATED FOR “LEARN TO READ AND READ TO LEARN”

MONTH	ACTIVITY	PHOTOGRAPHS
October 2014	Developing Teachers’ Guide Book – a collection of practical advice and shared good practice from all partner languages	
	Children help children – older children (or volunteers/parents) play different reading related games with pre-school and 1-2 grade pupils to help them to learn letters, and to get ready for real reading	
November 2014	Reading lessons – teachers/specialists help children who have difficulties to read to improve their reading skills	
December 2014	Developing Parents Guide Book – a collection of practical advice for parents from all partner countries- to be translated into all partner languages	
January 2015	Publishing a 2015 Calendar with selected pupils’ drawings from all partner countries	
February 2015	Virtual Exhibition – a Gallery on the website with pupils’ drawings based on book/stories read – from all partner countries	

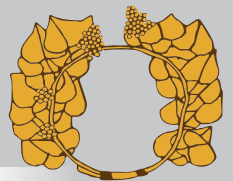
WE COLLABORATED FOR “LEARN TO READ AND READ TO LEARN”

MONTH	ACTIVITY	PHOTOGRAPHS
February 2015	<p>One of the greatest Turkish writer Yaşar Kemal died on February 28, 2015. The students prepared wall paper about him.</p> <p>The pupils drew bookmark and book covers.</p>	 
March 2015	<p>Exhibition with pupils' drawings based on book/stories read in each partner country</p>	

GREECE



**HIGH SCHOOL OF KORINOS
PIERIA - GREECE**





I) The techniques and activities of learning to read (1st, 2nd and 3th Graders)

a) Samples (according to the countries)

GREECE

1. Activity Topic: “LET’S CREATE READING CLUBS !” :thanks to the Comenius project three reading clubs, for the first time, were created in the JUNIOR HIGH SCHOOL OF KORINOS, one for each class.

Duration and Grades:

School year 2013-2014:

- for the **3th class(C’)** :Paraskevi Manta
- for the **2nd class(B’)** :Ourania Lasaki
- for the **1st class(A’)**:Vaia Manola

School year 2014-2015:

- for the **3th class(C’)** :Helen Albanidou, Kyriaki Xirou
- for the **2nd class(B’)**:Sofia Plastara, Helen Reha
- for the **1st class(A’)**:Vaia Manola, Parthena Konstantinidou

Aims & Goals:

Nowadays, in a world, dominated by the Technology, all the teachers and scientists, realized the role and the effective of literature in the cultivating of our spirit. Reading clubs can:

- Stimulate children’s interest for books
- Stimulate their imagination
- Help them to discover their power of soul, their abilities and hobbies
- Help them to be autonomous
- Help them to have self-estimation
- Offer them the opportunity to communicate with other children and to create friendships.

We can share our thoughts; we can share our dreams with other people!

We can feel the pleasure that could be emerged from the real reading!

Materials: Books, Documents, Encyclopedies, Internet, human resources



1.1. Activity Topic: “LET’S CREATE READING CLUBS !”

❖ **School year 2013-2014:**

➤ **READING CLUB 3** for the **3th class**, supervised by *Paraskevi Manta*

Pupils who participated in this READING CLUB 3 , supervised by Paraskevi Manta, teacher of English language, chose to read and analyze books from the English Literature.

Materials: Books, Documents, Encyclopedies, Internet.

Summary and Evaluation:

The teacher Mrs Paraskevi Manta, as coordinator of the Comenius Project for the school year 2013-2014, had transmitted to her pupils her great enthusiasm for the Comenius project. All pupils of this team have created drawings and flags for the Comenius Corners and have encouraged the younger pupils to follow their example.

Thanks to this Reading Club the teacher managed to combine the greek language with the english language. The pupils have enriched their vocabulary in english, they undertook to distribute, to collect and to elaborate the questionnaire of the Comenius inquiry about Books and about pupil’s habits, and they participated in the Comenius activities.

The best drawing named **“Everyone is different, but all of us are equal”** was made by all members of this team under the supervision of Mrs Sofia Plastara. The Month of **October** in our **Calendar 2015** is decorated by this drawing.

The literature text, titled **“And the water was strained red”**, written by Ilias Koumpridis, won the **2nd price** in the 1st Competition in Literature announced by the Italian school Nuova Direzione Didattica Vasto. This text which refers to gender relations issues that concern teens, won the second price for the originality of the idea.

We must say that the greatest motivation for these pupils was the perspective to participate in the 2nd Comenius Meeting in Hungary (Budapest and Salgotarian).

➤ **READING CLUB 3** for the **3th class**, supervised by *Paraskevi Manta*





2ND PRICE- LITERATURE CONTEST



➤ **READING CLUB 2** for the **2nd class**, supervised by **Ourania Lasaki**

Pupils who participated in this **READING CLUB 2**, supervised by Ourania Lasaki, teacher of German language, have decided to write a short story, inspired by the every day life in school and by the relationships between pupils and teachers.



Materials: The pupils had to read some books or e-books about the topic and to use their imagination.

Summary and Evaluation:

The result of this effort was the creation of a theatrical text. The text «**plus 20**» : 20 years after school the pupils of Mrs. Marias' class have received an invitation letter: "You are invited to join us in your lovely school...." Who sent this invitation? Who will be present in this mysterious appointment?

A tender story, a performance which created a skepticism about human relationships, about the role of the teacher who takes care of his/her pupils, who points out and indicates to his/her pupils the way to think, the way to discover the real friendship, the real life, behind the screen of the mobile phone or the screen of the PC.

This team's performance was presented to their parents, their classmates and to the younger pupils from the Primary School of Korinos who visited our school.

We must say that the greatest motivation for these pupils was the perspective to participate in the 2nd Comenius Meeting in Hungary (Budapest and Salgotarjan).

In any case congratulations for their inspiration and their excellent performance!

- **READING CLUB 2** for the **2nd class**, supervised by **Ourania Lasaki**
«plus 20»





➤ **READING CLUB 1** for the **1st class**, supervised by **Vaia Manola**

Pupils who participated in this READING CLUB 1 , supervised by Vaia Manola, teacher of French language and School Headmeastress, chose to read and analyze the book “**Jonathan Livingston Seagull**”, by **Richard Bach**.

Materials: Books, Documents, Encyclopedies, Internet, conches and imagination.

Summary and Evaluation

The pupils decided to create **a Diary** where they wrote and descibed their impressions, their feelings, their thoughts and their points of view. They also made drawings and greetings cards. The best drawing is named “**The Seagull**”. This drawing made by Haris Haralampidis, has decorated the **Calendar 2015**, the Month of June .This drawing had also selected and sent to our Turkish partners for the creation of the **COMENIUS CALENDAR 2015**

We decided also to participate in the **1st Competition** in Literature announced by the Italian school Nuova Direzione Didattica Vasto . Our pupils were inspired by the topic of this competition “ There are two kind of lies : lies with short length – lies with long length”. We chose the text “**Dady’s lies**” wrote by Esmeralda Yesili and we sent this text to the Italian School. This text which was the best of the A’ class is published in our school’s newspaper titled “ The Pen “

We also decided to make **an Excursion** to the beach of Korinos to collect conches, to take photos, to enjoy a sunny day to become more friendly, and to find the seagulls’ nests.

Because “reading, learning, writing” can by an pleasant activity, a wonderful travel during all our life!!

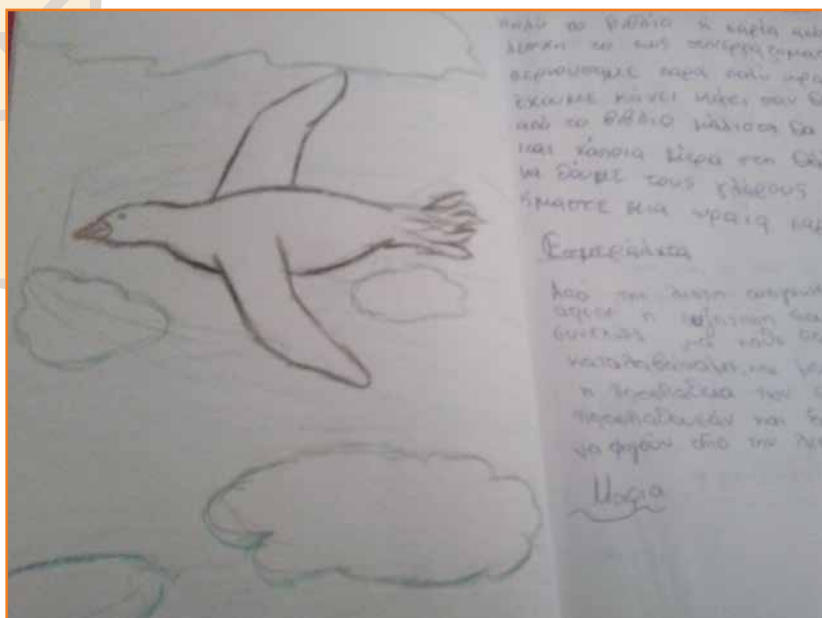
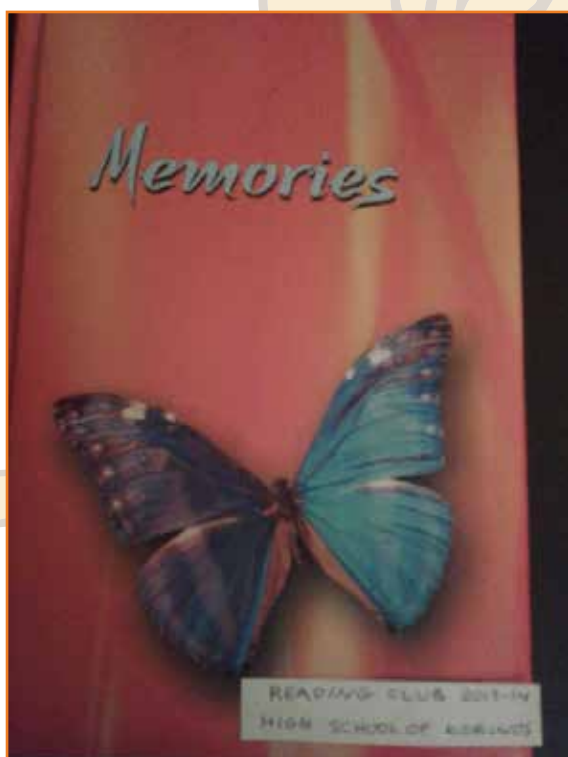
➤ **READING CLUB 1** for the **1st class**, supervised by **Vaia Manola**

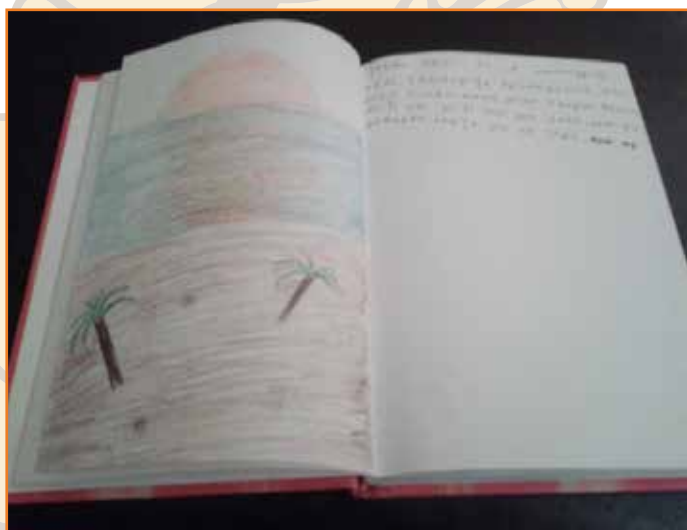
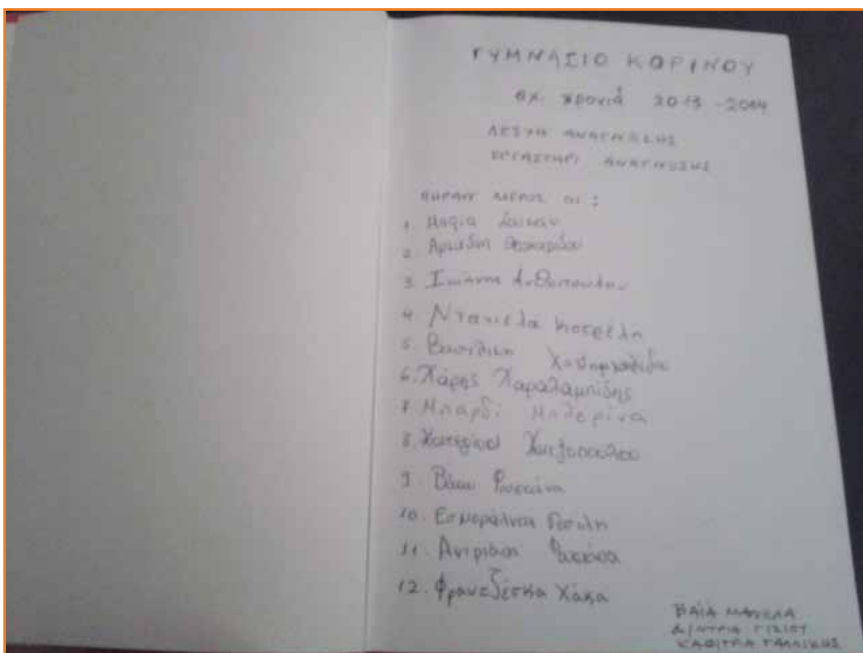


“The Seagull”, by Haris Haralampidis.



Diary





A group of about ten young people are sitting together at an outdoor cafe. They are gathered around a small, round wooden table. On the table, there is a white cake with a single candle. The group is seated under a large, thatched umbrella. In the background, there are other similar umbrellas and a building, suggesting a resort or park setting. The people are dressed in casual summer clothing.



“Dady’s lies”

The first design of “The seagull”



1.2. Activity Topic: “LET’S CREATE READING CLUBS !”

❖ School year 2014-2015

Duration and Grades:

❖ *For the current school year the number of teachers and pupils involved in the Reading Clubs is double*

for the 3th class(C') :HelenAlbanidou, Helen Reha

for the 2nd class(B') :Sofia Plastara, Kyriaki Xirou

for the 1st class(A') and 2nd class(B') :Vaia Manola, Parthena Konstantinidou

➤ **READING CLUB 3** *for the 3th class*, supervised by *HelenAlbanidou and Helen Reha*,

Pupils who take part in this READING CLUB 3 are supervised by *Helen Albanidou and Helen Reha*, teachers of Greek language.

➤ **READING CLUB 2** *for the 2nd class*, supervised by *Sofia Plastara and Kyriaki Xirou*

Pupils who take part in this READING CLUB 2 are supervised by *Sofia Plastara and Kyriaki Xirou*, teachers of Greek language.



- **READING CLUB 1** for the **1st class(A')** and **2nd class (B')**, supervised by *Vaia Manola* and *Parthena Konstantinidou*

Pupils who take part in this READING CLUB 1 are supervised by *Vaia Manola*, teacher of French language and *Parthena Konstantinidou*, teacher of Technologie.

1.2. Activity Topic: “LET’S CREATE READING CLUBS !”

❖ School year 2014-2015

- **READING CLUB 3** for the **3th class**, supervised by *Helen Albanidou* and *Helen Reha*,

Pupils who take part in this READING CLUB 3 are supervised by *Helen Albanidou* and *Helen Reha*, teachers of Greek language.

- **READING CLUB 2** for the **2nd class**, supervised by *Sofia Plastara* and *Kyriaki Xirou*

Pupils who take part in this READING CLUB 2 are supervised by *Sofia Plastara* and *Kyriaki Xirou*, teachers of Greek language.

Summary

Under teaching Modern Greek literature the teachers offered to students either to read all together one selected book or more books divided in groups.

The procedure is as follows:

1. Choosing a book
2. All pupils to read this book until the end of February 2015
3. Pupils to discuss about the meanings of the book, the used vocabulary and expression tools of the author. All these to be done with work sheets
4. All pupils, inspired by the book to produce their own text until end of April 2015
5. These texts to be presented in May 2015

The proposed books are :

a) **Last Black Cat** by Eugene Triviza and

b) **The mistake** by Antonis Samarakis

1. "Last Black Cat" by Eugene Triviza

The story is held on an island where a group of preventives is organized to exterminate all black cats to rid of bad luck. Only a single cat remains alive.....



2. "The Mistake", by Antonis Samarakis

Samarakis's work is characterized by the element of social denouncement and reflects his personal worries about the present and future of modern societies. He wrote in simple language and natural style and approached his issues from an intense anthropocentric point of view. He was widely known for his love for young people. Samarakis was awarded the 1962 National Award for Short Stories for his work *I Deny*, **the Dodeka Prize-Kostas Ouranis Award in 1966 for The Mistake**, the French Award for Detective Literature in 1970 for *The Mistake*. He was also honored for his overall contribution to literature by Europalia (1982) and with the Knight's Cross of Arts and Letters (1995). Antonis Samarakis died on August 8th, 2003. Following his last will, his remains were donated to the Medical School of the Kapodistrian University of Athens for research purposes.

1.2. Activity Topic: “LET’S CREATE READING CLUBS !”

❖ School year 2014-2015

- **READING CLUB 1** for the **1st class(A’)** and **2nd class(B’)**, supervised by **Vaia Manola** and **Parthena Konstantinidou**

Pupils who take part in this READING CLUB 1 are supervised by **Vaia Manola**, teacher of French language and **Parthena Konstantinidou**, teacher of Technologie.

We chose to read and analyze the book “**My wolf**”, by **Moka**

Materials: Books, Documents, Encyclopedies, Internet, Collections and Imagination.

Summary:

The pupils after reading the book have to change the history to a theatrical version to direct and play themselves the theatrical play. (May 2015)



TITLE : OLDER STUDENTS PREPARE PRE-SCHOOL PUPILS FOR “REAL READING”

AIMS AND GOALS :

The aims concern to older and younger students too.

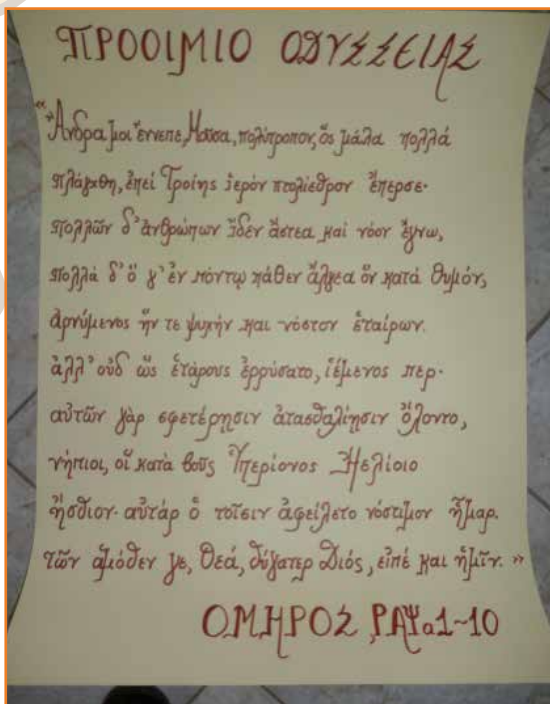
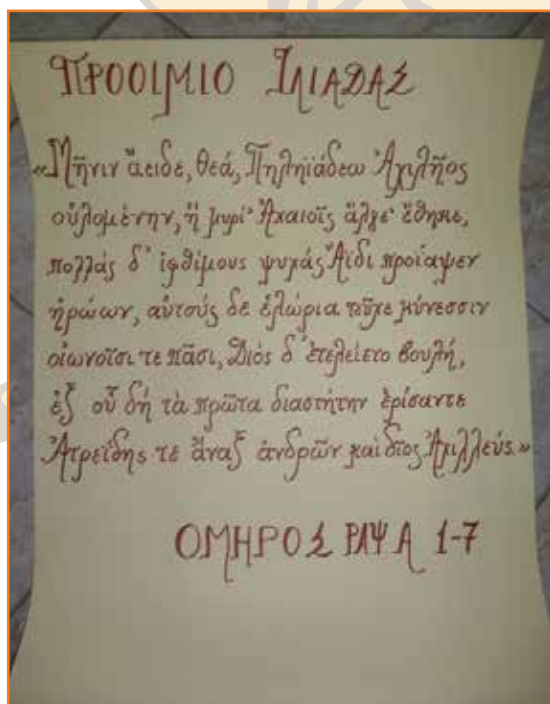
1. All students to come close and get knowledge about the Ancient Greek Mythology.
2. To love reading books.
3. To be inspired and then to create their own drawings.
4. To valorize their talents.
5. Ulysses' journey is very didactic about human life.
6. To learn how to collaborate to each other.
7. To 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.

1st 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 :

1. The students wrote the preambles of the Homeric Poems



2. The students drew images from the Homeric Poems



ULYSSES IN OGYGIA



ULYSSES ON HIS RAFT

2nd Step :

Highschool students are reading the tale of Odyssey to Kindergarten students



3rd step

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



DRAWINGS – IMAGES OF THE CHILDREN

«ULYSSES ON HIS BOAT »



«ULYSSES AND CYCLOPS »



«ULYSSES IN THE ISLAND OF CORFU»



4th 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



JUNIOR HIGT SCOOL OF KORINOS, PIERIA-GREECE

VIRTUAL E-CLASS PROJECT

ACTIVITY DESCRIPTION

The European program Comenius “Learn to read and read to learn ” lead to the our topics choices in the European program Virtual e-class.(from January 2014 until May 2014) in French language.

Since the Comenius program has been the basis for the project Virtual e-class a constant effort was made so as to combine the goals of these two programs.

Talking into consideration the students’ benefit the program chose as a main subject the following: “Legends, folk tales and traditional children’s stories in our countries”-“Mythes, contes et les contours de mon pays”

Furthermore, in collaboration with a Romanian school, that also takes part in the program, another subject was chosen: “Memories from my childhood” “Souvenirs de mon enfance”

GOALS:

Innovative and creative practice of the French language

Communication and co-operation between students with the same interests, from different countries

Enforcements of student’s ability to read

Development of critical thought, friendship and of a spirit of co-operation

Constractive/creative use of internet

SUMMARY

The first step was the choice of a literature **book** with references to childhood. Our students specifically chose the **book “Crazy Antonis” by Penelope DELTA**. The students were divided into groups. Each group was responsible to read and narrate to the rest one chapter of the book.

The main subjects that they chose to analyze were the following:

- Women in the society of 19th century
- Girls-Boys: “two different worlds? ”
- The current fashion
- The kids toys

A group of pupils presented the biography of the author Penelope DELTA .



All material produced is on the Internet.

TOPIC:”RELAYS, COMPETITIONS- TALENTS IN ARTS ”

Goals and aims: The participation in relays and competitions develop a spirit of team work, co-operation, noble competition and better focus on specific topics.

Thanks to the COMENIUS project our students and our teachers had the opportunity to be creative and discover hidden talents in art!

“WE PARTICIPATED in competitions “

“WE ANNOUNCED competitions”

1. “WE PARTICIPATED in competitions”

- WRITING A LITERATURE TEXT

Our pupils took part in the Competition announced by the Italian school **NUOVA DIREZIONE DIDATTICA, VASTO**. In this competition our student Ilias Koumpridis won the 2nd price
(SC.YEAR 2013-2014)





- **4 TH COMPETITION OF GREEK LANGUAGE AND DICTATION**

Our pupils took part in the 4th competition of Greek language and dictation. In this competition our students won the 2nd price (SCHOOL YEAR 2013-2014)





2. “WE ANNOUNCED competitions”

- Announcement of relay of cartoons, comics and collage(Dec.2014- 15 Febr.2015)

The pedagogical team of the Comenius program of Korinos High School has launched a relay of cartoons, comics and collage with the following **topics**:

1. Modern Greek literature
2. School life
3. The environment

Goals and Aims

Why we chose a relay instead of a simple contest?

With the relay we share the distance by handing in the baton to each other all the way through. In other words, I let someone else carry on what I have already started._

The students

- Read the suggested texts of modern Greek literature
- Think more deeply on issues of everyday school life
- Become more aware on issues related to the protection of the natural environment
- Creatively activate their imagination
- Develop their critical thinking and suggest solutions
- Make the most of their talent and inclination
- Learn to co-operate in a spirit of noble competition
- Enjoy themselves

Praise-distinctions

- All the participating students were rewarded
- The best works will be published in the school newspaper
- They will be entitled to participate in a lottery with various gifts and an educational visit

Procedure:

More specifically, the relay has the following stages:

- All the students of all classes were notified to participate with their works, on condition of -course that there is no improper or vulgar content in any of them
- A committee of critics we established consisting of both students and teachers to evaluate the various works
- A group of students organized the exhibition of the works so that a voting takes place for the best of them in each separate category
- **The best works were sent to the virtual exhibition of Comenius, will be published in the next issue of the school newspaper and will be exhibited at the end of the school season in the course of a special school event.**



Painting drawn by Mrs. Sofia Plastara



COLLAGE MADE BY PUPILS

This world has two different meanings: “friendship” and “Kisses”. It depends on the intonation!

We suggest the parents and teachers to visit Blogs and Websites where they could find useful advice and communicate with people who have the same interests.

Activity Topic: “Web 2.0 : WEBSITE CREATION ”

readtolearn@webnode.gr

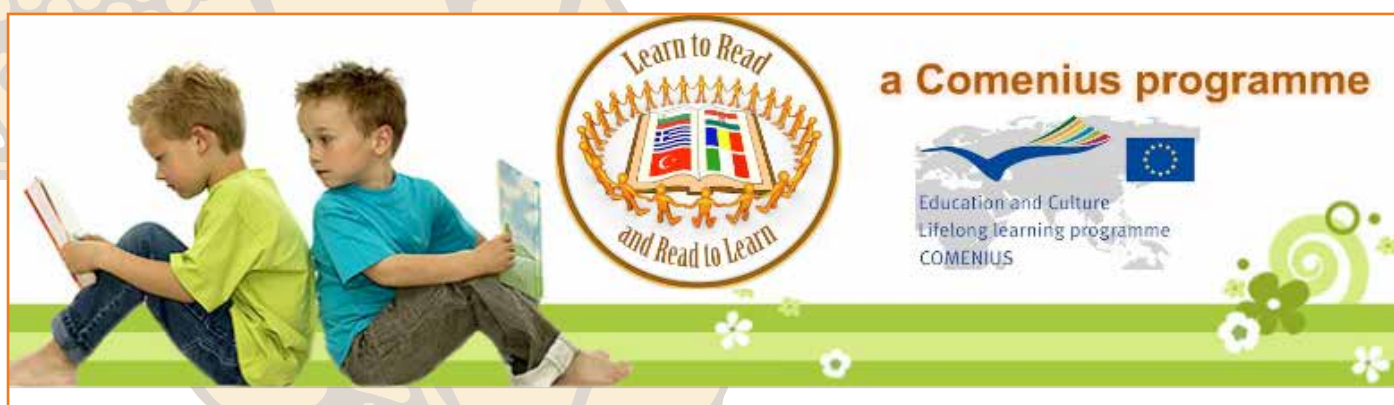


Duration : School year 2013-2014, School year 2014-2015:

Aims & Goals:

One of the school's obligations was to create and maintain a website for uploaded activities, photos, articles ect .We did our best so that in a very short time we renewed the page with articles and information relevant to the project that our colleagues sent us through either fb or mails.

readtolearn@webnode.gr



NEWS

25/02/2015 20:57

28th January 2015 – Tales and riddles about animals- RUSE,BULGARIA

LEARN TO READ AND READ TO LEARN 28th January 2015 – Tales and riddles about animals
Interactive session for students from 2nd A and 2nd B classes Class teachers: V. Yordanova and M. Ivanova
Our work on the international project Learn to...

21/01/2015 19:38

Stories and Tales! KORINOS HIGH SCHOOL

Stories and Tales! When once Einstein was asked by a mother about what she could do so that her son became smarter, he answered more or less like this:”Read him tales” The mother who didn’t seem to be totally satisfied from the answer asked what else she could do other she had read him fairy. The...

13/01/2015 21:18

The magic land of fairy tales by Ramona-Manuela Tătar (translated by Magda Botezat)-MIHAI EMINESCU NATIONAL COLLEGE

There was a great celebration when the dwarfs of The Kindergarten No.10 were guided by the magic of spoken words. The activity was held by National College “Mihai Eminescu” eleventh graders and their teacher Tatar Ramona. The kindergarten classroom of the children coordinated by their teacher Nemes...

23/12/2014 15:29



[A fairy tale day! by Ana Dolhan \(translated by Magda Botezat\), ORADEA-ROMANIA](#)

Activity held within Comenius Project “Learn to Read and Read to Learn” (December 18th, 2014) NATIONAL COLLEGE “MIHAI EMINESCU” A fairy tale day! by Ana Dolhan (translated by Magda Botezat) These were the words that have completed the work carried out in cooperation with Kindergarten No.45...

08/12/2014 23:44

[“I CAN AND I WILL”](#)

On Monday, the 8th of December, a special activity included in the Comenius Programme “Learn to read and read to learn” took place at “Mihai Eminescu” National College. The activity was entitled “I CAN AND I WILL” and it was coordinated by the English teacher Magda Botezat. It had several stages: •...

21/11/2014 22:19

[“Autumn Parade” on the stage of “Mihai Eminescu” National College by Ramona Tătar \(translated by Magda Botezat\)](#)

“Autumn Parade” on the stage of “Mihai Eminescu” National College by Ramona Tătar (translated by Magda Botezat) The Festivity Hall of “Mihai Eminescu” National College was the host of a special activity based on childrens’ vitality and joy. Primary school students, coordinated by their teachers...

25/10/2014 22:57

[4th MEETING, 20-25 oct. 2014, PIERIA-GREECE](#)

<https://www.youtube.com/watch?v=Ysa2UboXdvs&feature=youtu.be>

02/10/2014 23:31

[A WONDERFUL SPECTACLE IN Oradea, ROUMANIE](#)

A wonderful spectacle in Mihai Eminescu National College, Oradea, ROUMANIE On Friday, 6th June 2014, in “Mihai Eminescu” National College’s festive hall, students from classes VI A and VI B created a wonderful spectacle, included in the activities of the Comenius international project “Learn to...

07/08/2014 10:26

[Seminar for the primary teachers took place at Vazrazhdane Secondary Comprehensive school](#)

25th June 2014 – “Students’ reading skills and the motivating role of Read to Learn and Learn to Read Comenius Project” seminar for the primary teachers took place at Vazrazhdane Secondary Comprehensive school. Special guest at the event was Mr Georgiev, Principal of the school. Mrs Slavina...

01/06/2014 21:34

[“Oradea Is Reading” by Ardelean Laura](#)

This season’s campaign “Oradea Is Reading” was held in 1st of December Park, on Saturday, May 17, 2014, starting at 6 p.m. I was very enthusiastic and eager to meet again the passionate readers from Oradea. In order to reconcile all tastes in literature, my students collected books at “Mihai...

Read more: <http://readtolearn.webnode.gr/news/>



Contact list of partners

Junior High School of Korinos
Gymnastiriou str., Korinos 60062
Pieria, Greece

Vazrazhdane Secondary Comprehensive School
Studenska 2 ,
7020 Ruse , Bulgaria

Nuova Direzione Didattica Vasto
Via Stirling ,
66054 Vasto , Italy

Lagymanyosi Bardos Lajos Kettannyelnu Iskola es Gimnazium
Baranyai utca 16-18,
1117 Budapest , Hungary

Mihai Eminescu National College Oradea
Str.Roman Ciorogariu 18,
410017 Oradea Romania

Skaid Kodaly Zoltan Primary School
Martirok Street H-3100 Salgotarjan Hungary

Cankaya Ayten Saban Diri Ilkokulu
Angora Cad.161 sk. Beysukent Cankaya/Ankara
06800 Ankara , Turkey

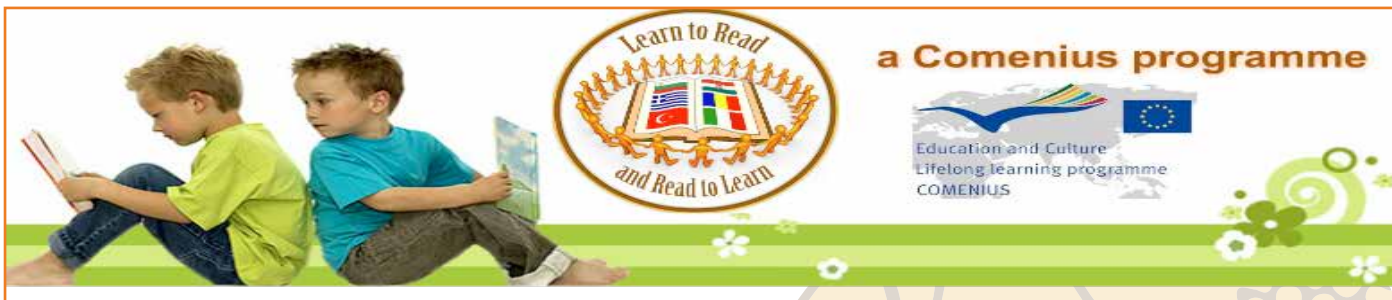




Lifelong
Learning
Programme



ΓΥΜΝΑΣΙΟ ΚΟΡΙΝΟΥ



ACTIVITIES CALENDAR TO ENHANCE LEARNING AND READING (2013- FEBR.2015)

Below you will find our up to now school activities to enhance students' reading and learning abilities:

ACTIVITY	DESCRIPTION
3 READING CLUBS	SC. YEAR 2013-2014 we created three reading clubs, one for each class (A'B'C')

COMENIUS CORNERS

We created our Comenius corners in the school (2013 -2015)





Lifelong
Learning
Programme



COMENIUS CORNERS 2013-2014



COMENIUS CORNERS 2014-2015





Lifelong
Learning
Programme



BOOK EXCHANGE BAZAAR

We proposed to our pupils to bring book and to exchange with books that were brought by their classmates



readtolearn@webnode.gr

Creation of the Website of the Project “Learn to read and Read to Learn”, regularly updated.



MEETING WITH SPECIALISTS

Who can speak as specialist about writing, reading and learning? To find the answer we organized activities:

PUPILS VISITED LIBRARIES AND MET BOOKMAKERS (SC. YEAR 2013-2014)

PARENTS MET THE PUPILS(SC.YEAR 2013-2014)

AUTHORS MET THE PUPILS(SC.YEAR 2014-2015)

PUPILS VISITED LIBRARIES AND MET BOOKMAKERS (SC. YEAR 2013-2014)



B. PARENTS MET THE PUPILS(SC.YEAR 2013-2014)





VIRTUAL e-CLASS

The Comenius Project is the focal point around which almost all the other activities or projects have been revolving since the start of the Comenius project

We involved in the European project Virtual e-class (VeC) “memories from my childhood” –“legends, tales and stories of my country ” inspired by the Comenius project

(SC. YEAR 2013-2014)

PARTICIPATION IN CONTESTS, RELAYS AND COMPETITIONS

The participation in relays and competitions develop a spirit of team work, co-operation, noble competition and better focus on specific topics.

- WRITING A LITERATURE TEXT

Our pupils took part in the Competition announced by the SCHOOLNUOVA DIREZIONE DIDATTICA, VASTO. In this competition our student Ilias Koumpridis won the 2nd price

(SC.YEAR 2013-2014)





- 4th competition of Greek language and dictation

Our pupils took part in the 4th competition of Greek language and dictation. In this competition our students won the 2nd price

(SC.YEAR 2013-2014)



- **CREATING A CARICATURE, A COMIC, A COLLAGE**

We have invited our students to participate in this competition which aims to motivate them to read, to learn, to be inspired, to express ideas, feelings, proposals in an artistic and enjoyable way

(OCTOBER 2014-FEBRUARY 2015)

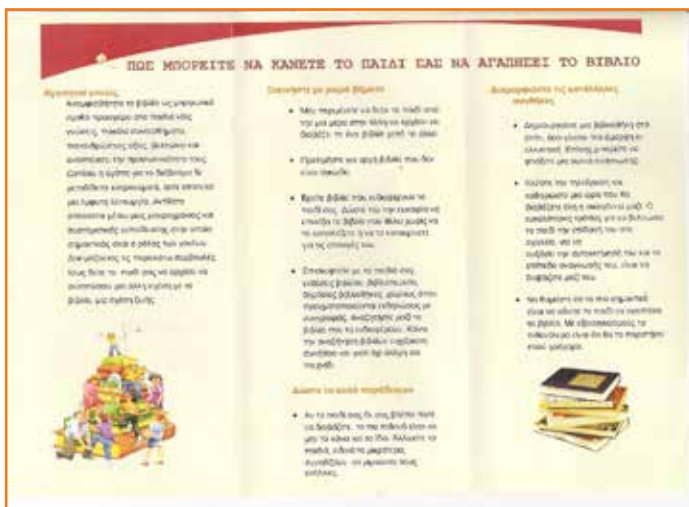
NEWSLETTER/FLYER

PUBLICATION OF A NEWSLETTER/ A FLYER

Parents can help their children to love and appreciate books!

We have published a triptych newsletter with some useful advice in order to achieve this aim.

(OCTOBER 2014)



“REAL READING”

2nd class students of the KORINOS HIGH SCHOOL helping children of the **Elementary** school of Korinos at their preparation in Real Reading

(SEPT.2014- OCT.2014)



3.CALENDAR 2015

CALENDAR 2015

The 2015 CALENDAR is dedicated to our Comenius project. The students' drawings, inspired by the Homeric *epics* (Iliad, Odyssey) and other books ,are the ornate of this special edition.(NOVEMBER 2014)

4. TALES AND STORIES

Six groups of students coordinated by six teachers (Hel. Albanidou, L.Ganiatsa, V.Manola, Hel.Reha, S.Plastara, K.Xirou), narrated six Christmas Tales and stories, sang Christmas songs and carols, tasted candies, colored pictures, painted stars and enjoyed the pleasure of reading with the students of **Elementary** and **Primary** school of Korinos

(22th DECEMBER 2014)





5. SPECIALISTS TALK ABOUT BOOKS' VALUE

Narrators, writers, story tellers and psychologists discuss with our pupils about their personal experience and relationship with learning, reading and writing.

(FEBRUARY-MARCH 2015)

6. VIRTUAL EXHIBITION on the COMENIUS website

Drawings inspired by poems and stories drawn by students of all schools partners,

(FEBRUARY- MARCH 2015)

TALENTS IN ART

Thanks to the COMENIUS Program our students and teachers had the opportunity to be creative and discover hidden talents in arts

Painting drawn by Mrs. Sofia Plastara



COLLAGE MADE BY PUPILS





HUNGARY



**Lágymányosi Bárdos Lajos Két Tanítási Nyelvű
Általános Iskola és Gimnázium
Budapest- HUNGARY**



Lajos Bárdos (1899-1986)





I) The techniques and activities of learning to read (1st and 2nd Graders)

a) Samples

Topic of the activity: Learning letters, reading by syllables, fluent reading (1. st grade.), silent reading, loud reading (1st-2nd grade)

Duration: half a year or almost a year; continuously

Grade: 1st., 2nd grade

Aims: Constant reading for understanding

Materials: - Reading by syllable,

- Scan reading– in groups /pairs
- Swelling/lessening/ reading – a pupil starts reading and by each sentence a pupil joins those who read
- „Contagious reading” – a special form of swelling reading: the pupils join the reading when they are touched by the teacher and stop reading when they are touched again
- Delimiting reading– helps proper delimiting of the sentences, according to the punctuation. Pupils do this when the teacher signals
- Chain reading – pupils read a given part of the text, 1-2 sentences, by turns

Content: *Developing vocabulary skills* – most effective is reading

Methods used:

- explaining words
- categorizing according the meaning
- collecting synonyms, expressions and collocations
- making sentences

Evaluation: According to the pedagogical programme of the school



II) The techniques and activities of learning to read(3+ Graders)

a) Samples

Topic of the activity: *Reading together*

- „Drop everything and read”
- Dramatizing in group work
- Fishing for information – searching certain parts of the text

Duration: Continuously and in case of novels 4-6 lessons

Grade: 3 +

Aims: developing reading skills, improving reading speed, developing vocabulary skills

Materials:

- Echo reading– the sentence or word read by a pupil is immediately repeated by another pupil.
- Reading in turns – two pupils/ or groups/read the text in turns.
- Hiding-Tunnel– pupils read one sentence loudly and one not so loudly. They change when the teacher signals
- „The stack is small make it bigger” – a pupil starts reading where he wants. When someone finds the fragment continues reading and the game ends when all the pupils have read a fragment.

Content: *Processing a novel*

- Making reading diaries
- Processing a novel by making boardgames (5-8 grades)





Evaluation: According to the pedagogical programme

3. Feedback from parents and pupils:

Pupils greatly enjoyed the activities. They often asked for more. They really like contests and they specially like group work as the members of the groups are constantly changing. Due to this they have the possibility to work with all their classmates.

Parents are very satisfied too as their children read more often and most of all they read with pleasure. They really enjoy reading.

4. Problems occurred and suggestions to solve them:

Providing the number of copies of the books necessary for the pupils is always a problem. We try to supply them from the library and in case there are not enough copies we try to buy them. We even try to purchase them as part of different projects when it is possible.

5. Appendix: Photos/Published materials:

<https://www.youtube.com/watch?v=p7n12HM8pUk>

<https://www.youtube.com/watch?v=jZbuBes2f2E->

Sample pages from the books our teachers use to teach reading:

Vágd szét! Rakd egymás alá a képeket! Olvasd el a mondatokat! Minden képhez 2-3 mondat tartozik.

	Le-gó-ból ké-szí-ti. Új ka-bá-tot vett neki. Lá-dá-ba tet-te.
	Út-köz-ben el-rom-lott az autó.
	Nor-bi tor-nyot akar é-pí-te-ni.
	Lil-la kis-csi-bét ka-pott.
	Laci el-ve-szi Esz-ti lab-dá-ját.
	– Kö-szö-nöm, a-nyu-kám! – mondta Ági.
	Emil bácsi ke-re-si a hi-bát.
	A csibe ki-szö-kött be-lő-le.
	Ágit a-nyu-ka el-vit-te a bolt-ba.
	– Ne ve-sze-ked-je-tek! – mond-ja anyu.




Róka-étlap

Rókalyukban nagy a gond,
se kakas, se jérce:
sehol semmi, bár egy comb,
ha volna ebédre,
ha nem is comb, legalább
a combnak a csontja,
bár egy vékony jérceláb,
az is de jó volna.

Ámde semmi, semmi sincs
benn a rókalyukban,
odakint meg kutya egy,
szörnyű egy idő van:
ólmos eső szúr, sziszeg,
és a szél se jámbor,
még a bőrt is le tudná
húzni a rókáról.

Ezért aztán nem csoda,
hogyha rókaéknak
legsomorúbb olvasmánya
mindennap az étlap:
reggelire Füllentés,
ebédre a párja,
s ami ebédre marad,
az lesz vacsorára.

(Kányódi Sándor)

		
nyaggat lyuggat gallyaz süllyed nyikkan könnyít pottyán pettyes zsibbad passzol szennyes finnyás gennyes lassan toppan loccsan pottyán pisszen rizzsel rozzsal tűzzel lobban fillér	bóbitát fuvolát hahotát kanapét kiválót kutatót valutát tapétát kávézót levegőt mosónót mutatót pihenőt pilótát vasalót galibát hőmérőt koszorút kötőtűt szirénát járókát picikét terítőt	KALAPÁLO SZALUTÁLÓ KELEPELŐ SZEMETELŐ LAPÁTOLO SZIMATOLO VÁLASZOLÓ KÖVETELŐ CIRIPELŐ MAGYARÁZÓ SZÜNETELŐ BUGYOLÁLÓ GYALOGOLO RÁMUTATÓ SIMOGATÓ CIRÓGATÓ TAKARÍTÓ VÁLOGATÓ BOROGATÓ BÓLOGATÓ FAFARAGÓ PANASZOLÓ MUZSIKÁLÓ

63

Itt a tavasz!



Az éjjel történt valami: megroppant a tél.
Zefir arra ébredt, hogy Cini ott ül a Tündérlak előtti rózsabokron, és a szakadtából kiabál:
– Nyitni kék, nyitni kék!
Bezzeg nem volt most panaszos a hangja, de ő maga sem volt tollgöcsörtől többé! Tollait szépen lesimította, s még a szemét is behuntya gyönyörűen.
– Hát persze, hogy nyitni kell – rikoltotta vidáman Zefir, és szélesre az ajtót. – Ojjé, ojjé! – kiáltotta boldogan, lekapta fejről a süveget, meghajította és két bukfcencet is vetett, mire újból elkapta.
De akkorra zengett már az egész erdő. Merula önfeledten trillázott, galamb bűgött, és messzire hallatszott Pintyőke ezüstösen csengő éneke. Zefir bekialtolt az ajtón a másik két tündérének:
– Rohanok, mert ez most már igazán az én hatáskörömbe tartozik. Igyegetek a meleg, hófaló szellőket.
És valóban megcsordultak a jégcsapok, apró vízerecskék szaladtak szét, rongyos lett a hótakaró, a bokrok alján előtűnt a barnás avar.

Részlet Kiss Bitay Éva Az erdő lakói című könyvéből

Válaszolj!

Mit jelent, hogy megroppant a tél?

Miért nem volt többé panaszos Cini hangja?

Minek örült Zefir?

Detailed description of the reading methods suggested

I. Individual reading

1. **Chain reading**- children read 1-2 sentences on a row
2. **Decoy-reading**- The teacher reads with mistakes and the students signal the mistakes or discuss it in the end.

II. Reading in groups

3. **Echo-reading**- one child reads something and another repeats it immediately. It can be done word by word or sentence by sentence. Can be done by groups too. Volume is an important issue. You can read louder and then lower. This game requires a lot of attention.
4. **Dramatizing**- It can have a lot of versions. Characters can be played individually or in groups. They can read sitting at their desks or on the stage.



5. **Delayed reading.** Each part of the text must be read first silently and later in loud voice. It can be guided by knocking also. It is very effective in case of the students who read with mistakes, an important stage before getting to the level of silent reading. It develops the summerizing capacity.

6. **Reading by turns.-** Students correct the text they have heard, after they read it. The best is to chose an unknown text. Students listen to the text with their head lowered. It develops attention and gives sense to silent reading.

7. **Reading by syllables-** helps in case of longer texts which are quite difficult.

8. **Radio** – To the signal of a pupil or teacher the student who is reading lowers his voice or raises it . It is variable. Needs a lot of attention, helps keeping discipline in class.

I. Individual and group work

I. Replacing words

Pupils replace some of the words of the sentences read by synonyms.

II. Delimiting reading

Helps delimiting the sentences according to the punctuation- pupils have to signal by knocking for example, when they have to stop.



III. „The stack is small make it bigger” – a pupil starts reading where he wants.

When someone finds the fragment continues reading and the game ends

when all the pupils read a fragment.

II. **Activities with voice recording**

Recording the reading and replaying it

Suggestions from the 5th to 8th grade

The reading habits of the 5th to 8th graders determine their attitude towards reading later. They form their reading habits in this period, reading becomes part of their lives. They learn cultural techniques like visiting libraries, searching on the internet, choosing what to read, reading newspapers. The advantage of this age is that kids recommend books, films, websites and music to each other and they are open minded.

Here are 3 methods for kids from 10 to 14:

1. Choosing the compulsory literary works is part of developing reading skills. Instead of calling them compulsory we call them *reading together* and it becomes more acceptable for the children. At the end of each year we send a letter to the pupils with a list consisting of two parts. The first list contains 6 books which we will surely discuss during the school year and the second list is the list of the recommended books.

5th grade- books should be chosen carefully, before the classical ones we should ask them to read a popular one like Harry Potter.

6th grade- the basic idea is that they have already read a few books in the previous year and they managed to discuss them. We should not recommend too many books because if the amount is beyond their capabilities they will lose their enthusiasm. On the other hand we should not recommend them less than they are capable of reading because in this case the method will lose its effectiveness. The list should contain classical and modern literary works too, as well as poetry and books both for girls and boys. In order to make them read and educate them to become good readers we should give them the possibility to choose that is why we should give them a longer list with various types of books.

7th grade- the novelty this year is that children can choose 3 out of 7 given titles and after reading them they are going to process the book together.

8th grade- the previous year children voted what they want to read in the 8th grade. They can vote for two if they want to and work in two groups and process these books each group one in parallel. After this they present it to the other group and they also make drawing and tests, quizzes. In order to make the choice easier they make a review of the books they have read and liked and they present it in class trying to convince the others to choose their favourites. Classmates have one week to search information about the books and read the reviews and then they vote. The chosen books must be read by the whole class.

2. It is included in the lesson fragment you have seen during your visit at our school and which we will





send you again. We make a boardgame based on the book we have read with pictures and illustrations. During the game they have to answer questions and perform tasks in order to advance. For this they should be familiar with all the characters, the plot, places and events. Evaluation is constantly going on during the game and of course in the end there is a winner too. It can be played individually or in teams too.

3. You could also see it on the video. It is called Throw away everything and read. In an unexpected moment of the lesson we put away everything and everyone starts reading the same book (one copy is required for everyone to have). When everyone has read it (they can take it home) then they perform tasks and answers questions related to the book while they are processing it. In the end they present their drawings, tests, compositions to the others and the class can even dramatize what they have read.

Suggestions for the Teachers' Book

III. Individual reading

9. **Chain reading**- children read 1-2 sentences on a row
10. **Decoy-reading**- The teacher reads with mistakes and the students signal the mistakes or discuss it in the end.

IV. Reading in groups

11. **Echo-reading**- one child reads something and another repeats it immediately. It can be done word by word or sentence by sentence. Can be done by groups too. Volume is an important issue. You can read louder and then lower. This game requires a lot of attention.
12. **Dramatizing**- It can have a lot of versions. Characters can be played individually or in groups. They can read sitting at their desks or on the stage.
13. **Delayed reading**. Each part of the text must be read first silently and later in loud voice. It can be guided by knocking also. It is very effective in case of the students who read with mistakes, an important stage before getting to the level of silent reading. It develops the summarizing capacity.
14. **Reading by turns**.- Students correct the text they have heard, after they read it. The best is to choose an unknown text. Students listen to the text with their head lowered. It develops attention and gives sense to silent reading.
15. **Reading by syllables**- helps in case of longer texts which are quite difficult.
16. **Radio** – To the signal of a pupil or teacher the student who is reading lowers his voice or raises it. It is variable. Needs a lot of attention, helps keeping discipline in class.

V. Working on the text individually and in groups:

17. **Replacing words**- students replace the words of the fragment they have read by synonyms, where it is possible.
18. **Sentence delimiting reading**- It helps delimiting according to the meaning, students should knock at the end of a sentences or signal in any other way.
19. **'The stack is small make it bigger'** – one of the pupils starts reading the text and it doesn't matter where he starts. When somebody finds the sentence where the other started , joins the readers. The task is performed until everyone reads.

IV. Tasks with recorded material

20. **Recording the text** and replaying it- after this , it is easier to evaluate the student's reading.





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ROMANIA



MIHAI EMINESCU NATIONAL COLLEGE ORADEA, ROMANIA





I) THE TECHNIQUES AND ACTIVITIES OF LEARNING TO READ (1st and 2nd Graders)

a) Samples (According To The Countries)

ROMANIA

1) Activity Topic: “The Childhood Tales” (Sorina Duică, Oana Borza)

Duration: 9th of December 2013 and 19th of February 2015

Grade: 2nd Grade

Aims&Goals: The students from class II-B, and from class XI-E, supervised by her Romanian and Literature teacher, in collaboration with Humanitas Library Oradea, have participated in the Literature Contest “The Childhood Tales”. The contest was held by well - established rules and had as goals to increase the interest for literature to the young children and to improve the communication abilities.

Materials: Books

Summary: Therefore, the six participants, elementary school students from class II-B, split in two groups, had available three weeks to read, under the close supervision of their teachers, eight stories. The students from class XI-E came up seven questions for every team.

Evaluation: On the day of the contest, the two teams competed against eachother to answer correctly to the questions given and to win the most points.



2) Activity Topic: “We are smarter with 100 days!” (Viorica Porumb, Silvana Bistriceanu, Adriana Popa)

Duration: 28th of February 2014 and 2nd March 2015

Grade: 1st Grade - elementary school students from preparatory class

Aims&Goals: The activity celebrates 100 days from the start of school, time where the little ones (around 5-6 years old) learnt the alphabet and learnt to read. The methods used in teaching reading and writing were highlighted, the main method being the analyticsynthetic-phonetic method, which responds specificity to the Romanian language, a phonetic language.

Materials: We prepared a huge “magic” top hat, from which were “extracted” 100 tasks for reading and writing, placed around a drawn sun which suggested the 100 happy days spent together.

Summary: The tasks were split in 10 categories, following: 10 words that are always written in lowercase (writing), 10 children celebrated their birthday party in the passing days (written with capital letter!), 10 celebrations (reading), 10 inventions used by children in daily activity (writing), 10 objects they’d like to invent (writing), 10 feelings (reading), 10 mathematics tasks (the children have learnt to count to 31 and to recognise the numbers), 10 jobs they’ve learnt about (reading), 10 games and songs. After that, the children presented separately their personal collections of 100 objects.

Evaluation: All these activities took place in 4 hours, with frequent breaks. The following 3 hours (the children study at school from 8 am to 3 pm) were sacrificed by celebrating, with pizza, cake, top hats, glasses and the number 100, created by the children. The whole activity was filmed and included in the project’s database to serve as final product.





3) Activity Topic: “Children Reading to Children” (Maria Hulber, Tătar Ramona, Laura-Teodora Ardelean)

Duration: Activity series held During 2013 - 2015 school years

Grade: All the Graders

Aims&Goals: Thought this session, we encouraged dialogue, to challenge their interest for fairytales, to stimulate children’s imagination and pleasure of reading, to initiate a communication and creativity exercise.

Materials: Books, carnival costumes, pupils’ drawings

Summary: Everything was held under the watch of the highschool students of which outfits were inspired from the fascinating childhood literature or from the Romanian Historical literature. Whether they were Minnie Mouse, Cinderella or Pocahontas, they knew how to entertain the young ones through a captivating lecture and questions about the tales. The heated discussions taken place after the reading was finished helped the children choose their favourite ruler. The challenge to imagine a different ending for each story told by the older students proved that narration can be an “opera aperta”, welcoming imagination, creativity and feelings. The two generations had fun interacting though games (such as recognising famous stories, finding new titles for stories).

Evaluation: Finally, the young students appreciated the chosen stories and the interaction they had with the older students.





4) Activity Topic: (Ana Felicia Dolhan)

Duration: 18th of December 2014

Grade: Kindergarten and 10th Grade

Aims&Goals: The students of our college revived by ingenious costumes and charming lectures offered to the little ones, the wonderful world of fairy tales, the magic world of childhood which characterizes each of us.

Materials: Costumes, drawings

Summary: Characters as Snow White, Sleeping Beauty, Little Red Riding Hood, Cinderella, Beauty and the Beast, Jasmine - Alladin's Lamp or Puss in Boots came to life. The children chose their own hero or heroine of the story surrounding the character and then listened attentively to the tale. The children participated in the construction of stories, watched images illustrating fairy tale sequences, expressed emotion and excitement generated by the moment. The characters have entered the role with ease, the expressiveness of the high school girls revealed the talent and pleasure experienced by offering beautiful moments. The books and the magic words have demonstrated the powerful force of a world where all that heart and soul desires can become reality.

Evaluation: At the same time, the power of reading messages was a communicational link between the teenagers and the little ones. It's all about the universal language that unites generations and brings unspeakable joys beyond age.



COMENIUS

LEARN TO
READ AND
READ TO
LEARN



II) THE TECHNIQUES AND ACTIVITIES OF LEARNING TO READ (3+ Graders)

a) Samples (According To The Countries)

ROMANIA

1) Activity Topic: Reading Club in foreign languages (Laura-Teodora Ardelean)

Duration: The activity is held on the last Wednesday of each month. In January 2015 we celebrated three years since the first meeting of Reading Club in foreign languages.

Grade: Primary school pupils – third grade pupils and forth grade pupils

Aims&Goals: The project team wants to bring the little readers closer to the idea of book and to that of library. The central objective is to train students to come to the library both accompanied and on their own, to borrow books and, as they advance in age, to study in the reading room.

Materials: Books

Summary: If in the beginning adults were those who read to the children, the novelty is that now highschoolers and students are addressing to the children.



Evaluation: The students were excited about this initiative because it was a dynamic activity and provided them with a unique experience of reading.





2) Activity Topic: "Oradea Is Reading" (Laura-Teodora Ardelean)

Duration: In May 2014 we celebrated one year since the first meeting of "Oradea Is Reading".

Grade: Highschoolers

Aims&Goals: In order to reconcile all tastes in literature, my students collected books at "Mihai Eminescu" National College. The collected volumes were delivered to people during the event that took place in the park.

Materials: The students managed to collect 150 books of literature in Romanian, Hungarian, French and English.

Evaluation: Students were involved in finding an enjoyable and suitable book to the age of adolescence.





3) Activity Topic: “Librarian for a Week” (Viorica Porumb)

Duration: *Permanent activity* - During 2013 - 2014 school year, fourth graders are challenged to take, each week, the role of the class librarian.

Grade: 4th Grade

Aims&Goals: Together with their teacher, the students have arranged their own class library, collecting books recommended for their age, preparing each book's individual statement and the inventory of the volumes.

Materials: The students managed to collect books of literature in Romanian and English language.

Summary: Each student takes on all the responsibility of completing the loan records and organizing reading activities in the classroom.

Evaluation: Reading contest based on the books collected by students.





4) Activity Topic: Reading on Stage: “The Little Match Girl” after Hans Christian Andersen (Viorica Porumb and Luminița Oros)

Duration: 10th of December 2013

Grade: 4th Grade

Aims&Goals: The activity’s objectives held with the pupils of 4th class were: to familiarize pupils with the stage presentation of a literary masterpiece; to stimulate the interest for lecture; to develop self-knowledge and self-esteem, including CES included pupils (3 children), together with their classmates; to identify self abilities in creativity, as well as their colleagues.

Materials: The costumes and decor were borrowed from Theatre “Regina Maria” which we are partners with and completed by children and their parents.

Summary: Previously this current activity, after the reading of the masterpiece suggested by the teacher and the analys of the text, followed the adaptation of this one by teacher Porumb Viorica, together with the kids. Therefore, the outcome was the stage presentation of the text, in which the roles were distributed by the children, according to the principles of alternative of Step by Step. Every pupil accepted their favourite role by common approval by the others or negotiating.

Evaluation: The recording and subtitling were realised by a team of experts and the DVD’s design and translation were made by student Oros Stefania, from class Xth E, and teacher Oros Luminita. Recording sequences were included in the final product, common with all the other partner schools, containing examples of best practices in lecture teaching.

5) Activity Topic: “The Carnival of Literary Persons” (Adriana Luca and Monica Dumitraș)

Duration: 9th of December 2013

Grade: 6th Grade

Aims&Goals: The young actors of 6th Grade, encouraged by their parents, presented their role in a theatre play, with talent. The play’s end was spoken in English, because that’s the international language of the project.

Materials: Carnival costumes and diplomas

Summary: The students received 14 diplomas, and the most beautiful outfits will be featured in a calendar made by the Comenius project.

Evaluation: The most talented kids will play in a theatre play in Romanian, but also in English, when the partners of the National College “Mihai Eminescu” will visit, in March 2015. The photos that were taken during the activity will be included in the 2015 calendar, that will serve as final product.



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6) Activity Topic: “How to find/choose a book” (Magda Botezat and Alina Trif)

Duration: 20th of February 2014

Grade: 5th and 11th Grade

Aims&Goals: It was a special activity organized at “Gheorghe Șincai” County Library. They have participated happily on this event which had the purpose to explain the circuite of the books into the library.

Materials: Documents, catalogues of the library, the library pass

Summary: The librarians did their best in order to get the pupils familiarized with the sections of the library. After that, the students felt free to search for documents in the library catalogues and they were told about how to obtain a library pass. The students were invited to read along with the librarians, the teachers and some of the parents implied in the activity.

Evaluation: The students and their parents were excited about this initiative because it was a dynamic activity and provided them with a unique experience of reading.





7) Activity Topic: “Parents Read To Their Children” (Adriana Luca)

Duration: 9th of April 2014

Grade: 6th Grade

Aims&Goals: Parents offer children a model by reading together fragments from books that affected their childhood positively.

Materials: Books

Summary: During an hour long reading session, the involved parents read in front of the children selected fragments and justify their choice. The dialogs can be read by roles together with the children.

Evaluation: Children’s and parents’ impressions, that consider the activity to be less conventional, by getting together the different generations and taste in reading.





8) Activity Topic: “...and Read to Learn” Interdisciplinary Activity (Maria Hulber and Livia Muntean)

Duration: 9th of April 2014

Grade: 9th and 10th Grade

Aims&Goals: The project was based on more communication languages means such as films, photography from archive, historical document, literature, scientific text on the proposed theme. The goal of this educative activity was to try out an interactive method of learning of some pages of communism’s history in Romania and to understand the forms of repression and the mechanism of terror enforced by communism between 1944-1989.

Materials: DVD with the documentary “Amphitheaters and prisons: a psychologist in communist prisons”

Summary: In the first stage, the students watched the documentary “Amphitheaters and prisons: a psychologist in communist prisons”, retaining the biographical elements of the science man Nicolae Mărgineanu and the context of his detention in the politically prisons in that period. In the second stage, a long debate follow in which Mrs. Livia Muntean presented the stages of communism, how it was installed in Romania, the causes of the waves of repression against political, scientific and cultural elite from this country. The arguments had well put exemples from various documents, written and found by historians. Following, Mrs. Maria Hulber emphasized the role of the complex memoirs of the post-war prisons, thanks to the great information given to the new generation and their artistic value. The reading of a few pharagraphs from Nicolae Margineanu’s memoirs, showed the tight connection between confession and history.

Evaluation: Finally, the guest teachers answered the students’ questions concerned by one of the most discussed issues in the mass-media by ideeaa which try to convince the children that it was ‘better before’. The teachers’ explanation emphasized that freedom of thought and expression it’s one of the human rights, which can not be restricted, while in the discovery of information by reading their critical thinking is very important for their understanding.





9) Activity Topic: “The 6 Thinking Hats” - a Philosophy Class (Ana Felicia Dolhan)

Duration: 15th of May 2014

Grade: 12th Grade

Aims&Goals: The students from class XII E debated on Plato’s well-known allegorical story “The Cave Myth” from “The Republic”. There was used Edward de Bono’s technique known as “The six thinking hats method”. This technique is meant to lead to a more efficient communication and it emphasizes alternative thinking perspectives connected with the theme.

Materials: Hats of different shapes and colours

Summary: By wearing hats of different shapes and colours, the students managed to transform the class into a generating idea crucible. The White Hat students offered a neutral and objective perspective on Plato’s life and philosophy while the Red Hat students were focused on the feelings and emotions generated by the text. The Black Hat thinkers expressed their critical view, identifying the possible errors or weak points of Plato’s philosophical perspectives. Yellow Hat thinkers expressed their enthusiasm and trust in Plato’s message presenting the advantages and the strong symbols of the text. Finally, the Green Hat used its main feature -creativity- to emphasize the actuality of the theme and the social-politic implications of Plato’s vision. The entire activity was completed by the serenity and rationality of Blue Hat thinkers. They were the Leaders of All Hats and they succeeded in using an efficient coordination of different points of view. The necessity of having a flexible thinking was accentuated.

Evaluation: The entire activity was filmed and included in the project’s database to serve as final product.





10) Activity Topic: “I Can and I Will” (Magda Botezat)

Duration: 8th of December 2014

Grade: 6th Grade

Aims&Goals: Reading comprehension skills increase the pleasure and effectiveness of reading. Strong reading comprehension skills help in all the other subjects and in the personal and professional lives. That is the main reason for organising this kind of activities and for implying children into active reading.

Materials: English books

Summary: It had several stages:

- the 6th graders were divided into teams
- the best readers in the class were asked to help the the children who have difficulties to improve their reading skills
- each paragraph was read aloud by the children with difficulties in reading after they had been helped for a couple of minutes by their classmates
- the final task was to put some sentences in the correct order so as to form a summary of the text

Evaluation: Evaluation tests



11) Activity Topic: Reading on Stage - Wonderful Spectacle (Adriana Luca and Monica Dumitras)

Duration: 6th of June 2014

Grade: 6th Grade

Aims&Goals: The students decided to create a more interesting activity, to demonstrate through it that to read means to be creative, to play a role other than yourself and to change the bland routine of school days.

Materials: Festivity Hall, costumes, guitars cords, puppets

Summary: The first show was an original play, the result of a few students' hard work. They wanted their interpretation to attract people towards lecture. A different mean of self expression was demonstrated with words and soft guitar chords. The puppet theatre followed, the artistic moment having as title "Lecture at the Forest School". Therefore, children from the two classes succeeded in sending an important message: reading is a type of existence, because this verb is not synonym to Romanian classes, but it means, in fact, to know how to understand the symbols around you and to give them a meaning.

Evaluation: After the end of the show, in a relaxed atmosphere, children, teachers and parents discussed about the benefits of such activities and expressed their want to encourage lecture through methods different than the traditional ones.





III) Feedback from the parents and pupils (“A Fairy Tale Day”)

Carmen Petrut’s mother, Dora Petrut: “A child who reads will be an adults who thinks”. A wonderful project, which Carmen liked a lot!

Luca Gut’s mother, Teodora Gut: “Congratulations! It’s an interesting project which was, without doubt, enjoyed by the children and I think they’d be happy if you invited the fairy tale characters once more. I believe this way they understand the stories best.”

Anamaria Szabad’s mother, Marinela Szabad: “Concerning children, love for reading can be encouraged by parents from a very young age. Positive characters are usually the most loved, and most stories are inspired from real life situations. Therefore, a child that reads will become an adult that thinks!”

Bogdan Muresan’s mother, Cristina Muresan: “Loud reading’s benefits: it helps the young ones learn informations easily. By reading aloud, they feel closer to adults, they’ll feel they can get involved and freely discuss with adults and will have an easier time communicating. Last but not least, while they’re having fun they’re accumulating general knowledge and develop their imagination. Bogdi was very touched by the meeting with the fictional characters... I think that this way he felt he was a character in a story as well.”

Andrada Tabara’s mother, Ana Tabara: “Just last night we’ve read The Beauty and the Beast and Andra told me that she knows this story from Kindergarden because Belle visited and read it to her. After the meeting with the fictional characters, Andra would rather read a book than watch cartoons and I think this is one of the most important things.”

Dragos Ungur-Brehoi’s mother, Carmen Ungur-Brehoi: “An exceptional idea, professionally done and with lots of love! The Kindergarden children are enthusiastic about story characters coming to life, they learn the stories easier, want to learn to read as well. The involved children find their passions for reading and acting. Their teachers are able to touch their hearts and souls, making them more interested in books and the magical world presented in them. Congratulations!”

Mara Rotar’s mother, Monica Rotar. “It warmed my heart to see children surrounded by booktales characters, which really introduced them in their world. The interaction between children and fictional characters in the reading-listening activity is necessary for diversity acceptance. Interactions like this are important and I strongly support them.”

IV)Problems During The Sessions And Suggestions For Solution

If reading activities are well prepared, there are no problems during their unfolding. The necessary materials must be selected by available substantial and human materials and the work tasks are given with lucidity and realism, so that all goals can be reached.

V)Annexes: Photos/ Published Materials

















<p><i>I.1. "The Childhood Tales" (Sorina Duică, Oana Borza)</i></p>				
<p><i>I.2. "We are smarter with 100 days!" (Viorica Porumb, Silvana Bistriceanu, Adriana Popa)</i></p>				
<p><i>I.3. "Children Reading to Children" (Maria Hulber, Tătar Ramona, Laura-Teodora Ardelean)</i></p>				
<p><i>I.4. "A Fairy Tale Day" (Ana Felicia Dolhan)</i></p>				





<p>II.1. Reading Club in foreign languages (Laura-Teodora Ardelean)</p>				
<p>II.2. "Oradea Is Reading" (Laura- Teodora Ardelean)</p>				
<p>II.3. "Librarian for a Week" (Viorica Porumb)</p>				
<p>II.5. "The Carnival of Literary Persons" (Adriana Luca and Monica Dumitraş)</p>				
<p>II.6. "How to find/ choose a book" (Magda Botezat and Alina Trif)</p>				

<p>II.7. "Parents read to their children" (Adriana Luca)</p>				
<p>II.8. "...and Read to Learn" Interdisciplinary Activity (Maria Hulber and Livia Muntean)</p>				
<p>II.9. "The 6 Thinking Hats" - a Philosophy Class (Ana Felicia Dolhan)</p>				
<p>II.10. "I Can and I Will" (Magda Botezat)</p>				
<p>II.11. Reading on Stage - Wonderful Spectacle (Adriana Luca and Monica Dumitras)</p>				



Feedback point - Insa hubel... Facebook Concursul „Foveile copilariei”

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- Grădinițe
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- Casa Corpului Didactic
- MEDC.T.
- Inspectoratul Școlar Județean
- Primăria Oradea
- Localități
- Galerie Foto
- Evenimente
- Relatii
- Centrul Județean pentru Conservarea și Promovarea Culturii Tradiționale Bihor
- Inspectoratul Județean

Concursul „Foveile copilariei”

La C.N. „Mihai Eminescu”

Concursul „Foveile copilariei” Colegiul Național „Mihai Eminescu”, în colaborare cu Literația Humanitas, a organizat, în 11 decembrie 2013, Concursul de lectură intitulat „Foveile copilariei”.



Încercând să realizeze proiectul Comenius „Learn to Read and Read to Learn” și adresându-se elevilor din clasele IV, concursul s-a desfășurat după câteva reguli bine stabilite și a avut la scopul principal sprijinul interesului pentru lectură în rândul celor mici și dezvoltarea abilităților de comunicare.

Astfel, cei șase participanți, elevii în clase a II-a B Ștefan Ștefan, Răzvan Epure, Cristin Botea, Carla Lusuș, Bianca Lortiu, David Jancu și Andreea Carabine, împărțit în două echipe (echipa roz și echipa albastră), au avut la dispoziție aproximativ trei săptămâni pentru a căuta și selecta informații și date dintr-o profesie Ramona Brezoveș și Isabela Botea, un număr de opt povești. Colegii lor mai mari din clasa a II-a E: Tiana Bărbănt, Ciprian Răzvan, Alin Vigdorovici, Florin Bărbănt și Uli Văduț, au formulat un număr de șapte întrebări pentru fiecare echipă, adresate sub forma „Cine sunt?”, „Ce sunt?”.

Deși timpul de gândire a fost limitat la 15 secunde, răspunsurile celor mici nu s-au lăsat așteptate, participanții demonstrându-și nu numai atenția, concentrare și memorie foarte bună, ci și capacitatea de analiză și selecție a informațiilor disponibile în urma lecturii. Astfel, s-a putut observa și modul în care cei mici au reușit să colaboreze pentru a oferi răspunsuri corecte. Fiecare elev a încercat să identifice cât mai bine persoana sau obiectul la

MARȚI, 17 FEBRUARIE 2015

Weather by Proforecast.com

Oradea

1 °C
Vânt: 5 km/h H: 10°C
Um: 81 %
Parțial noros

Miercuri

-2°/4°C
Vânt: 12 km/h
Um: 37% - 63%
Noros

Marți

-2°/4°C
Vânt: 14 km/h
Um: 20% - 40%
Parțial noros

Joi

-2°/5°C
Vânt: 10 km/h
Um: 50% - 84%
Parțial noros

Vineri

-1°/6°C
Vânt: 10 km/h
Um: 44% - 78%
Seri

Free weather e-mails
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Feedback point - Insa hubel... Facebook Copia citind copilor

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Copia citind copilor

Proiectul Comenius al eminescienilor

Copia citind copilor

Într-un cadru de lucru cu preșcolarii de la Școala de copii, Literația Humanitas a fost marea, în luna mai 2014, gazda întâlnirii cu numele frumoasele povești ale copilăriei.



Elevii clasei a II-a A, Ștefan Ștefan, de la Colegiul Național „Mihai Eminescu” au fost sprijiniți de colegii lor mai mari din clasa a II-a B, coordonați de doamna profesoară Ramona Tătar pentru a plăi în lumea minunată a cărților. Împreună de dormeau înăuntrul Cordeanu Lavinia și Barbușela, cei mici au participat la un concurs de lectură din lumea copilăriei. Fata babei și bătrânul războiului, de I. Creangă, „Doi feți în cea în tunet”, de Ioan Slavici și „Lebedele”, de H. C. Andersen. Toți s-au descurcat cu încredere și au reușit să găsească răspunsurile la întrebările puse de către juriul de lectură. Fie că au fost Minnie Mouse, Cenușăreasa sau Porumbelul, colegii lor mai mari au putut să le prezinte pe cei mai buni prieteni de lectură copilărie și prin intermediul care prezintă curiozitatea acestor personaje.

Concursul s-a desfășurat în patru echipe, care au răspuns la cele întrebări ale colegilor juriului. De remarcat a fost nu doar că elevii s-au descurcat foarte bine, ci și faptul de a avea conștientizarea faptului că sunt doi buni prieteni în lumea copilăriei. Răspunsurile elevilor au impresionat juriul prin corectitudine și detaliu. În urma celor 20 de întrebări puse, s-a desemnat echipa câștigătoare, formată din elevii Cătălina Alina, Tătarușan Larisa și Ștefan Alin. Pe lângă ei s-au mai dat două echipe, acumulând același număr de puncte

MARȚI, 17 FEBRUARIE 2015

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ITALY



**NUOVA DIREZIONE DIDATTICA
VASTO, ITALY**





BY TEACHERS: Fifth Class A and B

a)Introduction

The school environment is the place par excellence where new generations grow, form and develop their cognitive skills and relationship.

The respect of the structures and the other, the rules and the different, the taste for beauty and justice are requirements that must be nourished every day. A happy life is a common objective and essential for the formation of the person in harmony with the world in which he lives.

b)Skills and Goals

Educate to environmental education

- Encourage the care of the person and the environment of living and working
- Educate the beauty and harmony
- To stimulate creative thinking and fantastic
- To develop the motivation to respect and collaboration
- To encourage involvement in the design and construction of a welcoming environment
- To reflect and develop the discussion on values and issues such as:
 - Diversity
 - Listening
 - Safety
 - Beauty



- Friendship
- Intercultural
- Collaboration
- Respect
- Emotions
- Legality

c) Operating Procedure

- Sharing with the students and parents of the project guidelines
- Use various art forms, creative and expressive
- Collection of material on the subject and content analysis
- Creation of a photo diary and video of the activities for the realization of the project
- Implementation of a short film titled THE WIND OF HOLOCAUST

d) Organizzaztional Model

1. The proposed activities will be tailored to classes of membership of the pupils and the planning by teachers in individual classes involved in the project.
2. The project multidisciplinary nature so through careful adjustment of disciplinary programs will seek the maximum junction with curricular activities also open classes
3. The activities will take place during school hours
4. Relevant Classes: A Fifth and Fifth B
5. Any external collaborations will be notified in time to the Manager

e) Consruction Time

- ✓ Project duration: November 2014 - January 2015
- ✓ STEPS:

➤ *November- December 2014*

- Progettazione dei lavori da svolgere
- Condivisione di idee e risorse
- Realizzazione del cortometraggio

January 2015

- Closing event in school on the Day of Memory 2015

f)Methods

1. Exposure and teacher's comment
2. Search companion, collective, personal ideas, examples ... even on the Web
3. Conversation
4. Discussion Summary and finalized
5. Workshop activities

g)Tools and Subsidies

- Grants audiovisual
- Supports: blackboard, posters, LIM, Computer ...
- Structured Materials: cards, books, ...





- Materials for making drawings - murals
- Camera and Camera
- Programs for video editing and audio

h) Check up

The realization of the short film and the closing event will be an opportunity to assess and sharing the work done.

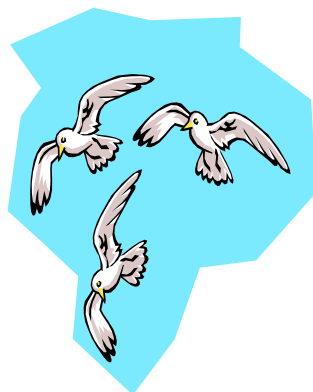
i) Human Resources

At the lab are interested:

- The pupils of the fifth class
- The teachers involved

<i>Rachele Giammario</i>	<i>Roberta Di Monteodorisio</i>
<i>Donatella Bruno</i>	<i>Simona Pasquale</i>
<i>Katia Ilardo</i>	
<i>Filomena Corvino</i>	
<i>Josè Sergio Santoro</i>	

**Files only those
who dare to do so**





Classes: Fifth A and Fifth B

Introduction

Fundamental theme of the project is the “diversity” as a value, diversity as a source of wealth and the “journey” as a metaphor for the path to growth and new balances social and relational. The project, through reading, activities related to the use of the body, to singing and acting aims to create, in the classroom, a climate of psychological well-being that is translated into attitudes of acceptance, cooperation and positive vision of their possibilities and own and others’ limits. It includes the activation or enhancement of laboratories where educational activities will find the tools and spaces more suitable to be able to realize in knowledge and skills.

Theatre Workshop
Laboratory and. sound and music
Reading workshop
Laboratory of English language

Aims and Objectives

Develop

Attitudes of acceptance and positive vision of their possibilities and limits

Stimulate

The willingness to “get involved” to acquire the knowledge to have an important role in the group, the originality, the personal power to propose

Incentives

The use of verbal and non (word, gesture, music, image, ...) into their components of communication and expression

To Apply

Teaching methodology, in the activities of the “make theater”, which responds to the needs of considering INTEGRATION, COGNITIVE DEVELOPMENT and CREATIVITY in a global dimension and playful

Discover

The potential of a global language, which is to play, and to possess it in its many components

Produce and Represent

Original theatrical work that takes its cue from “ideas” born in the laboratory, through the “creative writing”, of an existing text or to build.





ACTIVITY

- Reading, from the teacher, fairy tales and stories of traditional national and international, that stimulate the imagination and the desire to read and tell
- Reading and collective staff of one or more children's books including:
 - “Story of a Seagull and the Cat Who Taught Her to Fly” by Luis Sepulveda
 - “Cipi” Mario Lodi
 - “Dumbo” Walt Diney
- Building and administration of questionnaires and data relating to the project
- Participation and / or preparation of exhibitions - the market of children's books with trade between the two classes of reports and materials of the same children readers
- Meeting of children with specialists in children's literature (Publishers and authors)
- Creation of a classroom library and upgrading of the library school
- Preparation of exhibitions of works made by children during the school year
- Collection and cataloging of traditional fairy tales paesana
- Construction of “flying objects” (kites, origami,)
- Creation and staging of a play which object of verification and synthesis of experiences
- Creation of a photo diary and video of the activities for the realization of the project
- Graphical interpretation, with various techniques, characters and sequences and construction of sets

ORGANIZATIONAL MODEL

The activities will take place during school hours and extracurricular activities if necessary

2 hrs per week in the first phase

3-4 hours per week in the final phase for a total 44 hours



Activities Theatre Workshop are fully justified in the Teaching Plan of the class are also cause for reconciliation between the various disciplines

At the lab are interested:

- **The pupils of the fifth class**
- **The teachers involved**

Times/Realization Phases

Project Duration: Between January 2015 and May 2015

Steps





First Step: January-March 2015

- Reading books and stories for children
- Activities of dramatization and simulation

Second Step: March-May 2015



- Construction of a script
- Evidence of the representation,
- Preparation of the scenes
- Representation of a play

Methods

- ✓ Exposure and comment chronicles, short stories, literary passages
- ✓ Guided Reading and interpreted
- ✓ Conversation
- ✓ Exercises:
 - Conception, design and realization of “objects” with materials chosen
 - Drama activities (role-play)

Strumentie Sussidi

- ✓ *Libri*
- ✓ *Oggetti teatrali*
- ✓ *Supporti: lavagna, cartelloni, colori, ...*
- ✓ *Materiali strutturati presenti nella palestra*
- ✓ *Materiale video e audio*
- ✓ *Fotocopie*



Istruments and Subsidies

In the intermediate and final stages of the project will be prepared moments verification collegial allowing teachers and external associate an accurate view of the results of the training and to be able to modify, if necessary, and improve the methodology.

The checks will be carried out with the students in “ongoing” and at the end of educational courses through:

- Questionnaires, discussions and group work
- Tests objective
- Grids observation
- Design, construction and performance of a play



Programming for Educational Goals

A-Language Education

1. Read, understand and reflect on an entire opera literature.
2. Use and enhance the expressiveness in reading
3. Reconstructing events in logical sequences and time
4. Identify, analyze and produce various kinds of text
5. Enter the text to a song adapted to a particular situation or to a dialogue between several characters
6. Reflect through discussion and writing activities on a range of social issues and values

B-Education Image

1. Represent with drawing the characters of a story
2. To design and build simple stage sets
3. To develop and implement theatrical costumes

C-Education Motor

1. Moving in space and on routes established with and without the use of basic musical
2. Find and interpret the relationships between
 - Word and gesture - character and gesture - and the situation gesture

D-Musical Education

1. Interpret and animate songs of various kinds
2. Search, explore, analyze and produce different patterns of expression, spontaneous or planned, the item (Cry, cry, wonder, laughter, tears, anger, ...)
3. Realize backing tracks for theatrical events using: sound effects, music tracks of various genres and styles, songs.
4. Change the text of a song respecting the rhythmic pattern

E-Education for Democratic Living Together

- 1.To develop the ability to listen
2. Having full knowledge of themselves, their expertise and their ability to propose



3. Relating to others, so supportive and productive
4. Plugging in the working groups in a responsible, aware and respectful

F-Religion

1. To become aware of their own ideas and the responsibility for their actions in the light of clear and consistent criteria that implement religious and social values recognized
2. Understand the importance of silence, listening, prayer
3. Reflect on the value of “diversity” in all its aspects





HUNGARY



Skaid Kodaly Zoltan Primary School
Salgotarjan - HUNGARY



Kodály Zoltán (1882-1967)

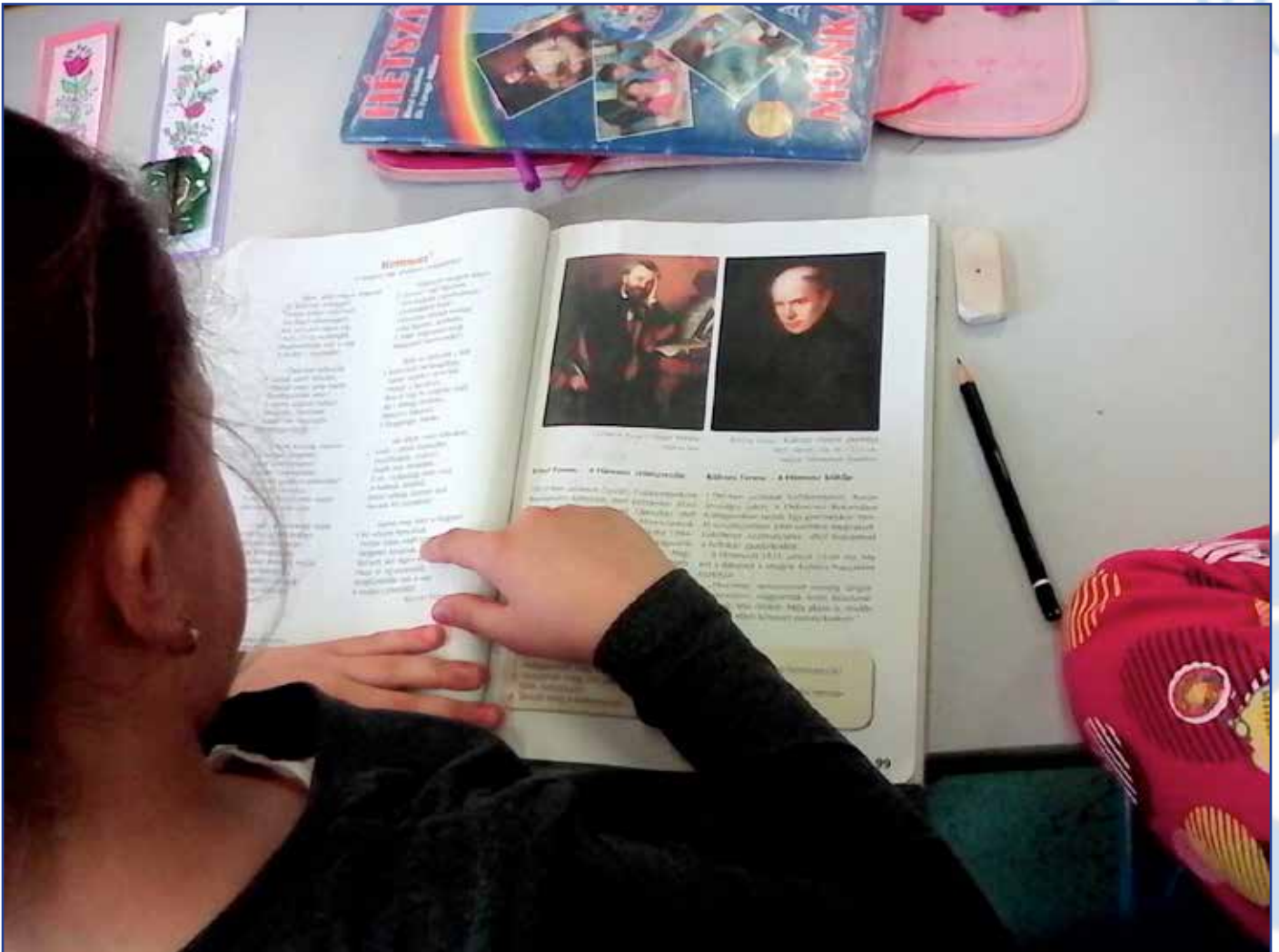


Teachers' Guide Book

A child's 'reading journey' begins with 'learning to read' and moves on into 'reading to learn'

Reading happens all the time in a class room and in school. Children are practising and using their 'reading' constantly across all subjects too.

All schools have to follow an agreed curriculum in the teaching of reading.



Beginning of the school year is an exciting period for each student, but it is the most exciting for first year students. Six or seven years old children are looking forward to school activities. Most of them are motivated, but they need a lot of encouragement. Teachers must make a calm atmosphere in the classroom.

Play is a child's primary learning tool and the most important learning activity in the first weeks of the school year. Much play is socially interactive and requires such skills as problem solving and decision making, along with using language purposefully.

Teaching reading is a very complicated task.

At the primary level all teachers must be the teachers of reading. Teachers are the those directly responsible for creating and applying various techniques and strategies that lead to reading comprehension.

The role of teacher is to be responsive to the vast and varied needs of each child, and promote an educational



climate that facilitates motivation the desire to read.

Different ways to read and practise reading:

- Shared reading
- Guided reading
- Group reading
- Individual reading
- Quiet reading
- Paired reading
- Story time
- Read at home

Ideas and practise in Kodály School

1. Permanent activities

- Classroom decoration

Pupils should feel comfortable in order to be able to concentrate on their studies. When possible, the pupils should take part in the decoration of the classroom. It should include samples of all the children's work.

Familiar playing corners are created in the large classrooms.

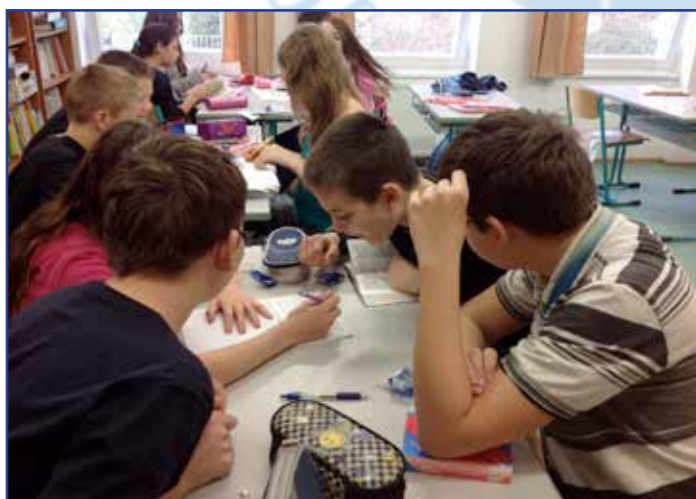




-Reading circles

The 3rd and 4th grade students develop their skills in reading circles. Once a week in the afternoon they read stories, recommend interesting books to each other, dramatize tales, or present a puppet show, write brief presentations of authors and recommended books.

They read not only works of literature, but even popular work and children magazines.





-School library

Different programmes are organised in the school library. Children borrow books, read magazines there, older students read stories to younger ones and play together.

-Visiting county library

Our county library regularly offers interesting programmes for school children. Children can borrow books, take part in contests, in author's visit, visit different exhibitions.



-Making illustrations

Most of children like drawing and painting. These activities develop their creativity and imagination.



-Making puppets

Children make puppets from different materials. They learn how to make sock puppets, canvas puppets, paper bag puppets, stick puppets, hand puppets etc. They make puppet theatre, play stories which they read. It is a very enjoyable activity for them.



-Drama lessons

Drama lessons are in our school curriculum.

Research reveals the positive impact of drama on a student's physical, emotional, social and cognitive development. Students enjoy these lessons very much.



-Reading children's magazines

Reading favourite children's and consumer magazines forms life-long reading habits. Beautiful, colorful and inviting magazines are more likely to engage reluctant readers.

Our school cooperate with Graph Art Publisher. The publisher regularly send magazines and teaching materials to our school. Our teachers use materials on their lessons.



-Development activities

The social and cultural background of the families in our town is various, so it is highly important in our pedagogical work to pay attention to those children who come from disadvantageous positions. From year to year increases the number of students who need special development. Teachers look after them individually or in small groups, teach them to read, help them using different techniques.



2. Periodic events

-Competitions

Competitions allow children to show their skills and to differentiate themselves. Through challenging themselves they broaden our knowledge.

Traditional competition in connection with reading:

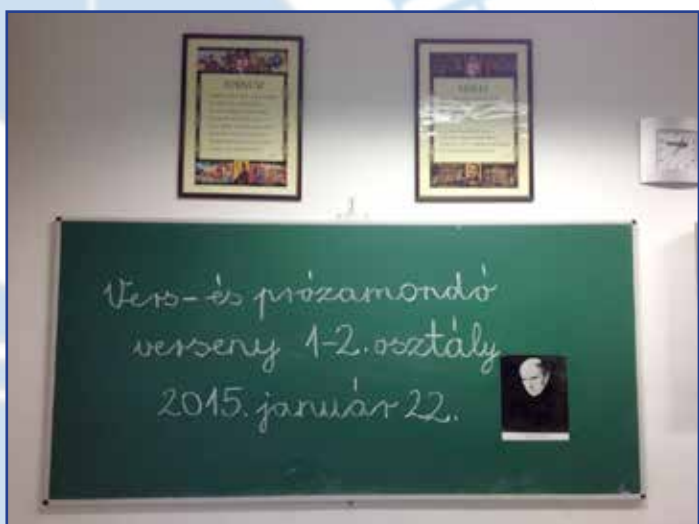
Poem and prose telling contest for 5-8 graders--November

'Kazinczy' Hungarian Speaking Competition—December

Tale telling contest for 1-4 graders—January

Reading contest for 2-4 graders





-Theatrical performances

At the end of the school year our drama groups produce their performances based on tales and stories in the town culture centre. Parents are invited to this event every year.



-Memorial days

For example Day of Hungarian Folktales--30th of September is the birthday of Elek Benedek, the great Hungarian writer best known for his retelling of timeless folktales, loved by many generations of Hungarian children. To honour of his life and work The Day of Hungarian folktales is celebrated at the end of September.

Our four grade students begin a project-*We love tales*- that day. Besides of Hungarian folktales they read tales of different nations: for example :German, Indian, Gipsy, Russian, Greek, Turkish tales. Through the tales they get to know traditions, customs and history of other nations.





-Exhibitions

Exhibitions are regularly organised in our school gallery.

Drawing, paintings made by students inspired by stories read by them

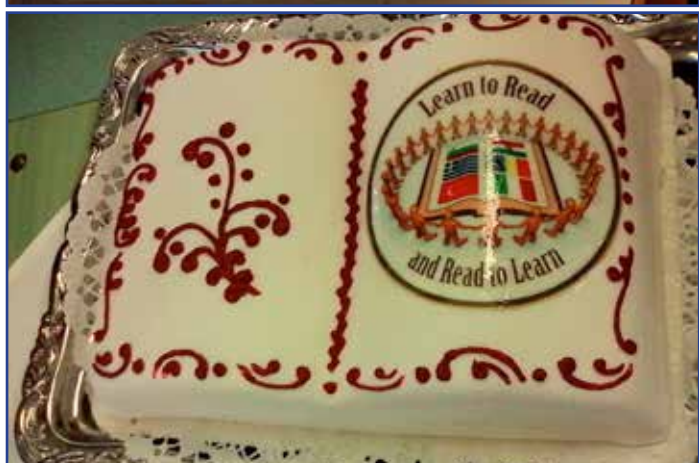
Former students' exhibition

Artists' exhibition (who live in or near our town)





"Mesével indul az olvasóvá nevelés. Nem lesz jó olvasó az, aki nem hallgatott elég mesét." (Uekerdy Tamás)



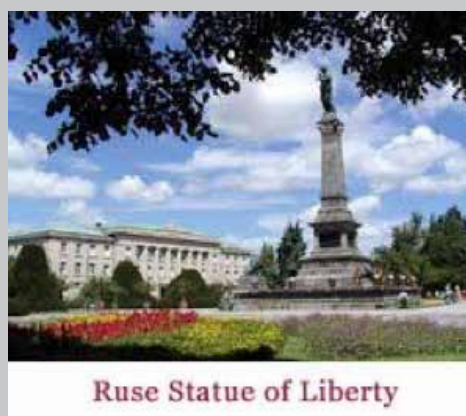




BULGARIA



**Vazrazhdane Secondary Comprehensive School,
Ruse - BULGARIA**



Ruse Statue of Liberty



Effective Reading, Reading Comprehension

Date: 8th October 2014

Teacher : Rumiana Petrova

Learning Session: Learning reading session at the free after school care

Classes: students from 2nd V and 2nd G classes

Time : 40 minutes

Materials:

- the three most read books during the summer holidays (according a previous quiz)
- the film “Worries”
- Illustrations of children’s favourite books/ stories
- The folk tale “The witty donkey” – written copies
- Quotes of Suhomlinsky and Ushinsky on reading (on teacher’s disposal)

What did the second graders read and learn during the last summer holidays? Which are the best loved and read books popular with students? Who are their authors?

The first learning reading session at the after school care started with the Answers of all these questions. Children in that group are currently working on the Comenius project Learn to Read and Read to Learn.

The students were shown the film “Worries” and they saw it with great interest and curiosity. The film the Alphabet gave the students good tips of advice on how to spell certain words and how to avoid spelling mistakes at dictations. They learned that it is often the case that we do not write the letter of the sound which is heard.

Reading is not only obligation but also pleasure. It is needed for students to be patient and steady when learning to read silently faster but also comprehensively. They will need these qualities at the end-of-the-year competition “The best reader”.

Interesting answers were given to the question “What do you do if while reading you come across a word which you do not know what it means?”

- ☐ I ask the older
- ☐ I use the computer or the tablet for help
- ☐ I search the word in a dictionary

It came out again that the most loved type of reading materials are the tales. Students commented on the content of the tale which they read in class - “The witty donkey” and answered the teacher’s summative questions. They got the moral that it is necessary to look after the already old and sick domestic animals providing them with care and attention.

At the end of the lesson, Mrs. Hristova, Deputy-principal and Manager of the project, greeted the students. She wished them new meetings at which they to show what they have learned in their second year at school.

She gave them a disc with children’s songs in English language a collection of interesting reading materials, crosswords and tasks which were provided by our Italian partners in the current project.



Feedback

Students realize that written speech is a window overlooking the world and they have to elicit the information implied in a text so that they can use it later. That way they will become understanding readers with their own point of view.

Suggestions

- * Children shouldn't exchange their time for reading magazines, books, comics and others for playing on their computers
- * Our work throughout the school year to be devoted to a better preparation for the annual contest "The best reader".
- * Each student to bring their most favourite book in class and swap it for a classmate's suggested book for certain reading time (week/ month).
- * Students to read before bed time so as to think better and analyze the content of what they read before they feel sleepy.

Difficulties

Some students didn't take an active part in the reading session but were passive listeners. However, till the end of the lesson I managed to motivate them to take part in the reading contest "The best reader".





Teaching Techniques and Activities – Teaching Reading Skills in 3rd Grade

Reading Topic “The Sick Swan” by Petya Dubarova – exercises on short-story - 2nd lesson on the same short story

Class: 3rd class

Teacher : Aynur Chakurova

Aims :

- to make students understand the text in details, to get the idea;
- to improve students’ skills of defining the author’s attitude to his characters through the language used in the text – specific words and phrases
- improving students’ reading skills

Materials :

- students have drawn pictures, based on the short- story “The sick swan” (homework)
- students have searched for other short stories and poems by the same author – Petya Dubarova (homework)
- pictures of the author and the author’s biography found and provided by teacher
- a small exhibition is arranged in the classroom, it displays the pictures which students have drawn, a book of poems of the author and one more book dedicated to her
- Power Point presentation is being played on the computer, the song “Goodness” (text – Petya Dubarova, performed by Rositsa Kirilova) is being played in the background.
- On the board - for the 1st group I a written plan to help students to retell the short story, In the plan there is a mistake which they have to find and correct it; for group II groups of words are written on board . The words are in hazardous order and they have to arrange them in synonymous pairs.
- Records of varied in mood, tempo and character pieces of music and students have to define which is most suitable and matches the mood in the story.



Lesson Plan :

* In the beginning of the lesson teacher plays the record of the song “Goodness”, based on Petya Dubarova’s rhymes and performed by Rositsa Kirilova. Teacher notes that Petya Dubarova is a famous Bulgarian poetess but she has also written short stories.

* Ss make a list of the other short stories written by her which they have studied before or read independently.

* Students show which books, poem collections, or short story collections they have found in the school/ town’s library.

* Ss read some of them and we comment some of the drawings.

* Teacher sets the new topic of the lesson telling students that they are continuing our work on “The sick swan” short story. They have to read it expressively so as to understand Elisa’s good heart and the author’s attitude towards her character.

* Students read the story in chain. They find the words which show the author’s attitude to her character (selective reading).

* Teacher points out that this story does not have a happy end as the most short stories or fairy tales do as this story describes life as it is in reality- happy at times, hard at others.

* Group work at the board :

- group 1 – Is it true?

- group 2 – Match the words into synonymous pairs

- They copy the plan in their notebooks
- Teacher plays the Pieces of music and students choose which one is suitable and well corresponds to the feelings the short story brings
- A student retells the text. They can use the plan as a supportive material.
- At the end of the lesson Teacher assesses the class and their work during the lesson. Students read their new homework assignment on the computer screen.
- The lesson ends with the song “Goodness” played again. All students are welcomed to sing along with the record.





Children Help Children

Teachers : Tsetsa Dimitrova & Vesela Petkova

2^V и 4^D classes – 9th October 2014

Duration: 45 minutes

Dramatization of the Bulgarian Folk Tale “The Three Brothers and The Golden Apple”

Aims:

- ❖ To develop students’ reading skills – reading correctly, consciously and expressively;
- ❖ To Develop students’ skills of acquiring and making sense of a fictional text
- ❖ To Develop writing skills, thinking, memory and imagination; cognitive and creative skills
- ❖ To motivate each child to take active part;
- ❖ To Build skills for adequate estimation and self-estimation;
- ❖ To use dramatization as a means of deeper processing of the tale’s content

Interdisciplinary Relations

- ❖ Mathematics – counting and calculations: the number of obstacles which the youngest brother goes through; how many years the Dragon steals the golden apple;
- ❖ Bulgarian language – to enrich students’ active vocabulary;



Preparatory Work :

1. Selection of the tale, preparation and distribution of the characters' parts, distribution of the printed text;
2. Studying the parts and rehearsals;
3. Preparation of decors, costumes and requisite;
4. Writing the invitation cards for the guests and handing them in;
5. Setting the questions on the content of the tale;
6. Rehearsal - mise en scene and dramatization
7. Preparation of the hall.

The Event in Stages:

1. Greeting delivered by the teacher, introduction of the guests (parents, the school's principal, younger siblings, colleagues) ; announcement of the topic and the aims of the event;
2. Students perform the dramatization;
3. The teacher asks questions on the content of the tale to the audience – younger and older students are asked;
4. The Deputy Headmistress, Mrs Hristova, greets the actors and awards them with certificates of active participation and books
5. Posing for a common picture of all the participants, teachers and the project manager, Mrs Hristova;

Difficulties :

1. Children differ in age and classes and there were some difficulties organizing common rehearsals
2. Children do not have previous experience in speaking on stage in front of the audience.
3. Some children needed special attention and additional work on correct articulation of sounds so that to provide better performance

Positive Results :

1. All the aims previously assigned have been accomplished;
2. Students did well at processing the content of a tale when it was presented and taught with the means of the role play technique.
3. The most important positive result is the great stimulating impact the activity had on all the attendees – actors, audience, teachers and guests – children got highly motivated for further on-stage activity



What About Fairy Tales

Type of Lesson : New Knowledge Lesson

Teaching Topic: The genre specifics of fairy tales

Lesson's Topic: “The taste of the rod”- folk tale

Time: 40 minutes

Class: 4thG class

Teacher: Stefka Kolarova

Aims

Educational Aims

1. Developing reader's perception and understanding the fictional text.
2. Students to get to the lofty and emotional idea of the tale – the ideological pair of the Good and the Evil



3. Getting students to know the character's features not only as described in the text but also analyzing their acts and speech
4. Improving students' reading skills
5. To revise the knowledge on fairy tales and distinguishing them from the tales for animals and everyday folk tales.
6. To get students used to working in groups, teaching them to distribute the tasks fairly and individually to each member of the group.
7. To increase students' span of attention while working on a fictional text.
8. Getting students to know the fairy tales' features and characteristics of the genre.

Instructive Aims

1. Getting students to distinguish the good from the bad.
2. Forming sense for moral virtues.

Developing Aims

1. Developing students' oral speech skills aiming and coherence and cohesion
2. Developing Ss' imagination
3. Distinguishing the main stages of an act and getting students know how to arrange them chronologically and logically.
4. Getting students to express emotional assessment on characters' features and events in the tale.
5. Getting students answer questions through thorough reading and text analysis.
6. Improving students' reading techniques.
7. Revising students' knowledge on everyday folk tales and tales about animals

Materials :

- Envelopes containing the parts of the tale
- Team labels (each group different labels)
- A copy of the tale's text each
- Drawings illustrating the stages of the tale

Lesson in Steps

- * Students are divided into 6 groups
- * Each group gets one part of the text. They read it independently.
- * The parts are read in the order of the groups. All the class listens carefully and they have to put the parts in the correct order in their minds
- * After listening to the parts they open the envelopes with the rest of the parts and have to arrange them in the correct order
- * When the groups are ready, they answer some questions on the content of the tale. They can use the text, quote and analyze.



- * Students read expressively the whole tale in the correct logical order
- * They arrange the drawings on the board in the chronological order.
- * They make out their summary and define the morals which they write on the board

At the end of the lesson a new task is assigned.

To put the tale into a book, making it according to their own desire and view, not following any restrictions, making it as an author's book. They are allowed to work independently or in teams.

Feedback : Parents helped their children to make the books.





Reading Techniques

Literature Lesson

Class: 4th D

Date: 30th September 2014

Time: 40 minutes

Teacher: Vesela Petkova

Aims:

- ❖ Developing students' reading skills letting them read correctly, consciously and expressively;
- ❖ Developing students' skills of acquiring and making sense of a fictional text and its interpretation being guided by the teacher and studying an accessible for the age reading material;
- ❖ Developing oral speech, thinking, memory, imagination, cognitive interests and artistic skills;
- ❖ Developing reading technique:
 - Selective reading, chain reading, mimic, deep reading in groups and individually.
 - reading various types of texts – short story/ poem; familiar text/ unfamiliar text
- ❖ Motivation and active participation of each particular child
- ❖ Building skills of adequate evaluation and self-evaluation



Inter-subjects relations

- ❖ Man and Society – Geography terms, location of towns, rivers, counties, countries;
- ❖ Bulgarian language – enriching students' active vocabulary – congress, delegate, festival;

Lesson Plan : Steps :

1. Warming up – revising terms such as – fictional text, short novel, tale, narrative text and narration – 2 min
2. Homework check – students had been given the task to read a text and put headings to paragraphs – Comment on a text – 4-5 min
3. Setting the topic of the lesson and explaining the task – to read a text at high speed, correctly and clearly. – 1min
4. Selective reading of pieces of 'The Moon power' – a two pages short story text from the textbook – teacher selects paragraphs and makes different students read them – 23 min
5. Reading a poem 'A secret' – Introducing another type of text – work on the text : reading , explaining the new terms; independent individual reading; The teacher reads aloud to show the students how to perform the reading – 1min.

10. Setting the task – to read the text at high speed, correctly and clearly.

Students are divided into teams on their choice (boys and girls). In this case they are divided into two teams of 7 students. While one of the teams read the others are listening. The listeners make their estimation and assessment on how the task has been completed. Girls' reading time is 1min 45 sec, and boys' reading time 8 seconds less. Demonstration of fast reading is made by two students - Two of the children who read the fastest make the demonstration on how to read the whole text. (1 minute 5 sec.). Making a Summary of results – children compare the speed of reading as the task is competitive at speed. The fastest is considered the best.

The teacher makes the note that not only speed is important but also the quality of understanding a text. – 8 min.

Teacher's Comments:

Texts for reading materials should be carefully selected. Teacher should take into consideration the vocabulary and how much of it is digestible for students and to what extent students can understand the text. Special tasks should be assigned to the students with reading and learning difficulties, such as dyslectic students so as to make it possible for them to take part in the reading session too. When timing is needed it is a good idea to have the time displayed on a monitor (application available on computers) and electronic tables to display and count fairly the results.

Feedback: Students expressed their wish to take part in other competitive lessons as they like competitions and games.



Recital – My Hometown Ruse

Class: 3rd V

Teacher: Aynur Chakurova

Time: 40 minutes

Aims:

- Students to learn more about the history of their hometown, its residents and glorious past.
- To learn more names of famous Bulgarians, revolutionists and writers who were born and lived in Ruse

Materials:

- A documentary film about Ruse
- Pictures of the town
- An exhibition of a collection of books, magazines and other printed editions presenting the town;
- A presentation containing beautiful photos of the most loved landmarks of town
- Pieces of music of Vivaldi

Lesson in Stages:

- The lesson begins with the documentary film of the town. Students recite poems on the background of Vivaldi's music and the beautiful pictures being displayed.
- The recital itself is in three parts: the first part is dedicated on the oldest period of the history the town; the second is on the later period of the Bulgarian Renaissance when the buildings in the Baroque style were built; the third part is on the river's influence on the history of the town and its residents. They learned more about Elias Canetti, who was born in Ruse and was a Nobel Lauriat in literature.
- During the recital a couple of students played waltz. That way they could help students to feel the atmosphere of the older times.
- At the end of the lesson all students got beautifully designed certificates of participation.

Reflections

I hope the lesson to have left a good memory in students' hearts and minds and they will remember the most interesting information and will be able to tell other people about their hometown. Wherever we go we say "My hometown is Ruse" and we believe that living there we leave something behind us too. Wherever we go we always go back to the familiar streets, parks, buildings and to the slowly flowing waters of the river Danube. We admire the shadows of the park with its fountains and squares and the pigeons there.





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СРЕДНО ОБЩООБРАЗОВАТЕЛНО УЧИЛИЩЕ “ВЪЗРАЖДАНЕ”
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LEARN TO READ AND READ TO LEARN

28th January 2015 – Tales and riddles about animals

Interactive session for students from 2nd A and 2nd B classes

Class teachers: V. Yordanova and M. Ivanova

Our work on the international project Learn to Read and Read to Learn led us to a new tendency which is on its way to become a tradition now. According to this new trend parents of the second graders took an active part in the interactive reading session. Grandparents and parents were not only viewers but vividly participated in the reading activities.

Innovative methods, such as dramatization of the tale “The Wolf and The Crow” and comments on the characters’ features, were implemented so as to evoke young readers’ interest in tales. The two class teachers V. Yordanova and M. Ivanova used various reading techniques – reading comprehension, listening comprehension, selective reading, team work with competitive elements.

Interdisciplinary links were made with Arts and Music. Children had fun colouring the animals which turned out to be the answers of the riddles, read by their parents. They had to guess which animals were represented through the music of Camille Saint-Saens.

In the end of the session they got a task for creative writing – to invent a riddle about an animal which they saw in a picture or, to find one when reading Bulgarian folk riddles.

For their imitativeness and creative work the children got prizes. According an old Bulgarian tradition their parents had made pita bread which they broke and dished out to children wishing them good health and success.

Written by M. Hristova,
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