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R-E-A-D

How to teach and learn reading?

Teacher's handbook

2021



R-E-A-D. How to teach and learn reading?

A handbook for educators on reading skills in children
between 1.5 and 12 years of age

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Preface


2

Within the framework of European Union's Erasmus+ strategic partnership the project has been implemented: "Work system for pedagogues to develop children's reading literacy" (Nr. 2019-1-LV01-KA201-060438)




Developers:

 Zemgale Region Human Resource and Competences Development Centre (Latvia) in collaboration with

 Siauliai City Municipal Education Centre (Lithuania)

 The Estonian Association of Primary School Teachers (Estonia).

As a result of the project, the set of methodological support for the development of the children's reading skill has been developed:

-  a handbook for teachers in Latvian, Lithuanian, Estonian and English has been created,
-  a professional competence development program for teachers has been developed,
-  teachers – further educators have been trained.

Being aware of the reading skill topicality, the project team is content with the opportunity to fulfil the project "Work system for pedagogues to develop children's reading literacy" and provide content and methodological support to Latvian, Lithuanian and Estonian teachers in the development of the children's reading skill. In the process of creating the handbook, the authors had the opportunity to try out methods used by colleagues from other countries. The work of authors from three countries has resulted with creative work methods and new discoveries. Many of the methods have become "their own", as all the teachers are also practitioners who improve their pupils' reading skills on a daily basis and solve similar professional challenges. By working on the handbook together, a unified methodological approach was created, language differences were reduced, and the limits regarding the planned age restrictions for children in reading exercises were broadened.

To acquire new horizons, it is worth looking at the usual things from a different perspective, and in the project "Work system for pedagogues to develop children's reading literacy" it was accomplished thanks to the teamwork of Latvian, Lithuanian and Estonian teachers involved, in order to theoretically mark and show the possibilities of reading skill development with practical exercises.

I thank all the project participants for the successful cooperation! I hope that the set of resources developed in the project will be actively used in the Baltic educational space and will provide new impulses for teachers in developing and promoting the children's reading skills.





Preface	
Our take on reading skill	4
Introduction	8
On the road of reading skill development	9
List of literature and sources	17
How to use the methodological material	20
Steps in reading skill development	
Listen!	21
I go in the direction of the letter	23
Move the objects!	24
Rhythm	25
Similar objects	27
Listen, watch, imitate!	30
Listen, watch, speak!	32
Tell! 1	37
Tell! 2	39
Get to know the book	41
Fairy tale day	43
In the world of letters	46
Letter modelling	52
Reading with the body	58
Picture and first sound	59
Division by syllables	63
Letter line and grid	65
Which letter is missing?	67
Picture and word	68
The missing word	71
SMS	73
Imitate!	75
Bigger-smaller-bigger!	78
Planning	82
Content postman	84
Readings	89
Visualize!	92
What do I feel?	94
The text's message	95
Richness of language	96
In the world of handwriting	99
Who am I?	101

Content manager



Andris Kriekis
(Andris Kriekis)
Latvia

The skill to read is important in shaping a person's quality of life because it provides the opportunity to obtain information, analyze it and express thoughts about it. The development of the reading skill takes place throughout life, so it is significant not to stop even for a moment on the journey of reading.

Expert work group



Leoonika Kleimann-Leimann
(Leoonika Kleimann-Leimann)
Estonia

Reading is one of the most enjoyable activities in the world. By reading you can travel to different countries without leaving home, get to know different customs and people. Reading helps to make sense of different aspects of yourself and the world around you. It is the task of adults to arouse children's

interest in reading. For all children learning to read is hard work when it is done monotonously and boringly. Fortunately, there are many different reading techniques and methods that can be found in this handbook. My practice has shown that the more playful I can be in the reading process, the more children are interested in reading, regardless of age.



Raina Uibo
(Raina Uibo)
Estonia

As a child, I didn't like to read because I acquired the technique of reading quite late. Because of this, I am still a slow-paced reader and need to focus. Nevertheless, I love to read. Based on my profession, I like to read children's books a lot. I love fairy tale books and read them to the children in class if possible. I like

movement, it is also nice to feel the thoughts and activities read in books through movement. Therefore, I use different strategies to develop reading and students' comprehension, through which it is interesting for children to perceive what they have read.

Our take on reading skill

5



Dalia Zoriene
(Dalia Zorienė)
Lithuania

In order to inspire a child, it is necessary to make him/her interested, make it possible to work with others, use books and experience the joy of learning. Mountain climbing starts at the slope.



Ieva Dakne
(Ieva Dakne)
Latvia

The reading and writing skill is a bridge which connects us with the previous and also the next generations. They enable us to be educated people.



Kristina Bergmann
(Kristiina Bergmann)
Estonia

The way towards reading goes step by step and is individual. The child learns the world the best by playing. It is playing that leads towards reading readiness, without developing reluctance and compulsion. Learning to read is a continuous process and we, adults, can make it exciting and attractive. Children need to experience the success and joy of reading.



Asta Urbone
(Asta Urbonė)
Lithuania

Reading is the path to the world of cognition – cheerful, engaging and mesmerizing. By reading a person develops critical thinking and creativity. Reading, without a doubt, contributes to good learning outcomes. I think that the formation of reading skill needs to start as early as possible. While reading, the child experiences joy, the ability to release thoughts, create, fantasize and act. Let's read and experience joy!



Indra Groscale
(Indra Groscale)
Latvia

Why do we want to read, why does a child want to read? Because a book can be an exciting conversation partner – it can take on an unforgettable trip, cheer up and comfort.



Tuuli Helk
(Tuuli Helk)
Estonia

Reading has always been an important part of my life. I really like reading historical novels and everything that is related to Scotland. This project made me think more about the importance of reading and how to make reading more understandable to the students. I like that I was able to visit schools in Latvia and Lithuania and see how the school system works there.

Our take on reading skill

6



**Jurate Ivaskiene
(Jūratė Ivaškienė)
Lithuania**

Books are a treasure of knowledge and experience. They have been read since ancient times - people were interested in them, it was the only entertainment. The book invites us to break away from worries and from gray everyday life. You need to discover time to sit back and relax with a book, and it will provide many joyful moments.



**Indra Busa
(Indra Buša)
Latvia**

When teaching others, it is necessary to learn for yourself too, because wisdom is a man's first virtue. Reading is the path which gives the chance to learn, think and feel.



**Edita Puzariene
(Edita Puzarienė)
Lithuania**

Reading helps you to stay up-to-date, be a better conversation partner, it catches your creativity and empowers imagination to build up and fulfill new ideas.

Children's reading literacy



**Inese Bergmane
(Inese Bergmane)
Latvia**

Do not stop at the answer – "I don't like to read", because the desire to read is an investment in your future, which can make life more exciting and richer.

Children's reading literacy



Our take on reading skill



Project coordinators



Piret Joul
(Piret Jõul)
Estonia

Reading books has always been a part of me. I like to read books. Currently I read mainly children's books, but I also read love and crime stories. As a class teacher, I try to find different ways to attract children to reading.



Jolanta Lembertienė
(Jolanta Lembertienė)
Lithuania

Reading can be relaxation, pleasure, continuous improvement or a struggle – depending on the level of reading skill a person has acquired since early childhood.



Zintis Buls
(Zintis Buls)
Latvia

The reading skill, which paved the way for adventurous imaginary worlds for me in childhood, has not lost its importance with me growing up and the proportion of multimedia content in the information space increasing. The skill to read still is the most useful tool if one wants to access information in its purest form, free from interpretation and censorship.

Introduction



The obtaining of contemporary education determines that a child acquires knowledge and skills, shapes attitudes and experience, which would be important in shaping the quality of life in the future. The skill to read is one of the most important components in the development process of knowledge, skills, experience and attitudes. In general the reading skill is interpreted differently, for example, as a skill of an individual that is important to society (Anspoka, 2008), a general characterization of personality development (Manguel, 1997), change promotion for self-improvement (Wolf, 2007), positioning oneself in different situations (Semiro, 1997), as well as the ability to obtain an education (Ojha, Ismail, Kuppusamy, 2018).

Within the project "Teachers' Work System for the Development of Children's Reading Skills" a handbook was developed for anyone who has a scientific and an in-depth interest in the aspects of a child's reading skill development. The content of the handbook consists of theoretical guidelines on the concept of the reading skill, its related components, the reading process and the characterization of a child's age traits in the context of the reading skill development. It is important to take the traits of the reader's age, different personality traits, traditions of the reading skill development, the methodology at the national, local, family and personal levels in account, as they can be variables comparing the reading skills of different readers (Lindo, 2014; Timm, Uibu, 2015; Kang, 2014). Analyzing and summarizing the examples of good practice of the Estonian, Lithuanian and Latvian experts involved in the project, a summary of methods was created explaining the variation possibilities in the level of preparedness, the aspects of content and resources, as well as accommodation to the respective learning environment. The methods are explained with practical exercises, they are described and illustrated. Particular attention should be paid to the substantiation to be followed in the context of each of these actions, the possible difficulties, the "signals" that indicate the reader's readiness to carry out the particular action, and so on.

The methods are arranged mainly consecutively: preparation for reading, learning of the reading skill, improvement of the reading skill. However, this sequence can be considered at the youngest age of pre-school, afterwards the method is adapted according to the reading skill improvement goal.

On the road of reading skill development



Being aware of the variability, diversity of today's educational system, as well as the requirements set by various factors (Clark-Chiarelli, 2018), it is necessary to provide support to both, parents and teachers to promote the development of a child's reading skill (Kim, Boyle, Zuilkowski, 2016). A set of procedures is one of the support types, which is significant in the promotion of a child's reading skill development (Kim, Boyle, Zuilkowski, Nakamura), as well as methods and methodological techniques (Starsser del Rio, 2013). Therefore, within the project the experts analyzed their pedagogical activity in the context of reading skill development, presented it to experts from other countries. Together the common cohesion of all countries on the issue was searched for, thus creating the best example of good practice and detailed substantiation.

What is the reading skill?

The skill to read is a key competence through which a person acquires other skills during the lifetime, creating a connection between a person's reading skill and behaviour, emotional and social inclusion in different social groups (Guthrie, McRae, Klauda, 2007). Within the project the question was raised – how to help a child understand his/her own emotions and those of others, how to express them by using the reading skill development possibilities. It was also thought about how a child (especially in pre-school) fits into different social groups, forms cooperation. The teachers paid great attention to the co-operation of pairs, groups and class when actualizing the co-operation skills in the aspect of the reading skill improvement. Therefore, now it is especially important to think how to improve a child's reading skill as early as possible, thus contributing to his/her well-being, for a child to become more confident, to be able to acquire more information, as well as to express thoughts in the context of the improved experience, for example, when building a career.

In scientific research the reading skill is explained mainly as the ability to associate a sound with a corresponding graphic symbol – a letter; to connect the letters in words, perceive, understand, analyze and evaluate the information provided in different ways; to be aware of the purpose of reading and to choose the appropriate way of reading independently or with support and respect the reader's culture. However, this explanation is relevant when a child acquires and improves the skill to read graphical (in characters) information. Within the project the age groups from 1 year and 6 months to 5 years were included to explain how significant it is in preparing a child for the reading process.

On the road of reading skill development



The most essential **indicators of the reading skill quality** are awareness, correctness, possibly expressiveness, reading speed (Landerl, Wimmer, 2008), however most significant is how the reader acquires, processes and reflects the given information (Fuchs, Compron, Fuchs, Bryant, Hamlett, Lambert, 2012). This aspect is related to the reading comprehension, because in general the aim of reading is to conceive the information read (Tighe, Wagner, Schatschneider, 2015). Achieving this goal can be both the end of the reading process (Afferbach, Craisas, Dyle, 2017) and the beginning to read more (Davis, Vehabovic, 2017). Therefore in the practical examples section methods are analyzed and offered on how a teacher, parents and others involved in the pedagogical process sequentially and purposefully actualize the questions: Who provides the information? How can the information be presented? How to obtain the information? What to do with the information obtained?

Initially **reading comprehension** is related to the ability to realize oneself as a part of the world, to learn to “see” how the environment provides information, what it teaches, how it is possible to vary the learned, to listen, to analyze and to reflect the heard (Ehri, 2014), thus improving one's experience. Therefore, the set of methods reflected within the project emphasizes the pre-reading period in which the issue “a child as a part of the world and its creator” is actualized. The above activities form an experience that is crucial for the development of vocabulary (connecting the information heard and/or read with an image in the memory). It is the understanding of words that is very important, because the quality of this understanding correlates with the quality of comprehension of the information given in general (Perfetti, Stafura, 2014). The comprehension of the information heard or read is explainable more broadly – the understanding of the word; the understanding of the word(s) in the context of another word; the understanding of the word(s) in the context of the text (Wolf, Barzillai, 2009). Therefore, when creating a set of methods, the experts focused on how a child acquires information about a word, how they learn to form word sets, to analyze how the meaning of these words changes in different situations (in context).

The quality of reading comprehension determines a reader's **quality of experience development** – how the information acquired will be useful for the reader in long-term, how the information obtained has expanded the reader's experience, how the synthesis with the reader's previous experience has developed and how the correlation with what will be read in the future develops (Pennington, Waxler, 2018). It should be noted that a child's experience can also be an emotional and/or factual (Paulson, Armstrong, 2010), for that reason special attention within the project was paid to the child's emotional experience and the discovery of the experience of this aspect (especially in pre-school). It is the positive experience (fortune, well-being) that promotes the development of the reading skill and the development in general (Duke, Cartwright, 2019).

On the road of reading skill development



This means that **the reading comprehension creates experience, which in turn creates new experience.** Therefore, the summary of methods includes a section on how the method described can be adapted and used in a different quality and grade. Thus, the experts achieved that the individualization aspect is thought about.

One of the tasks of the project was to summarize the best examples of modern pedagogical practice because nowadays there is a need for such reading skills that allow to orientate oneself by integrating, both the texts of several books and digital texts, understand the correlation between the content of the information provided in them (Mourlam, Strouse, Newland, Lin, 2019). The experts paid great attention also to this aspect so that the respective methods could be used when learning to read differently represented information. It can be observed both in the youngest age of pre-school (for example, movement, sound awareness, rhythm lines, sound reproductions) and in the class groups of 4 to 6 in which the information is read in magazines, different social web portals, etc. This confirms the scientific claim that the development of reading skill is linked to the quality of the skill, such as working with hands to technically activate access to information.

Continuing to analyze **the process of reading skill acquisition**, it should be mentioned that it is a complex set of actions. It is characterized from different aspects, such as psychological, social, individual, etc. Mentioned above in the context of explaining the concept of the reading skill, initially the reading process is related to self-awareness in the world and self-awareness as a creator of the world. Later on the reading process links to the activity of learning to read differently presented information, which later shifts to using reading to acquire other knowledge and skills (Pressley, Allington, 2014).

The process of reading skill acquisition provides both the learning of the language structure in general and encourages to think, to discuss and to interpret the information obtained (Comb, 2010; Tompkins, 2011). This is also reflected in the part of summarized methods where almost every one of them explains the discussion, the expression of ideas, as well as the action of interpretation (creation of new sentences, addition of text, theatre, role-plays, etc.)

On the road of reading skill development



The reading process must be seen in a multidimensional context – sound perception (awareness of different sounds in the environment, rendering and creation of new ones), written, printed, drawn symbols (for example, creation of letter elements and letter/word creation from various materials in different environments and planes), moving symbols (finger puppets, animation movies, puppet theatre, moving objects, role-play games), touchable symbols different in texture and form – both in real and virtual environment, created by others and by oneself (Amiama-Espaillet, Mayor-Ruiz, 2017; Csobanka, 2016). Particularly the provision of the reading process in a self-created environment is reflected in the methods summed up by the experts. It appears as playing (pre-school), as group work, as problem solving, etc.

The experts, learning from each other and compiling the best examples from good practice, paid attention to a scientific argument that the reading process always takes place in the present, using the reader's experience to create a new experience, to evaluate the given information by expressing attitude and creating a correlation – reading – self-awareness – self-improvement (Duke, Cartwright, 2019; McKee, Carr, 2016; Hosp, Nicole, 2014). Significantly, the experts during the exchange of experience thought exactly about what is happening in the real school environment today, explained to each other how the corresponding activity will affect and possibly change the future activities, what the child gains from each activity according to their background.

Attention should be paid that during the reading process the reader must be able to simultaneously do different tasks in a certain time, share attention (the ability to focus on specific tasks, ignoring insignificant information), limit superficially obtained information (consciously suppress the dominant answer when necessary) (Georgiou, Das, 2019). In the summarized methods of the project the experts reflected the inclusion of attention maintaining exercises, such as creating rhythm lines, displaying short instructions, moving according to the instructions, forming/creating according to the sample, etc.

In the summary of methods, attention is paid to the aspect of the reading process when a word is associated with its graphic representation. It occurs gradually, from seeing the graphic element to pronouncing syllables or whole words, the ability to perceive the meaning of what is read, understand and interpret it, because there is an important connection between sound and word pronunciation, hearing of sounds and words and the quality of comprehension (Alvarez-Canizo, Martinez-Garcia, 2019).

On the road of reading skill development



During the exchange of experience, in the process of method analysing and approbation the experts paid attention to the general characteristic of the group of children of the respective teacher whom the expert works with. It is **the comprehension of a child** that is significant in the process of developing reading skills, because the activity motivation of the contributor (a parent, a teacher, etc.) changes (Fahey, Insel, Roth, 2011).

Nowadays, a child has a different attitude from a teacher and parents towards the learning process, acquisition of an education, new discoveries, etc., values, understanding of behaviour (meaning behaviour in different situations), etc. (Twenge, Exline, Grubbs, Sastry, Campbell, 2015). This was taken in account when the experts involved in the project raised their examples of good practice, highlighting exactly diversity and the generalization of diversity and its successful use in the process of reading skill development.

Analyzing from the scientific aspect, a pupil up to roughly the third form (age 10) is described mainly as honest, trustworthy, compassionate, cautious, responsible, open and determined (Seemiller, Grace, 2016). This allows the teacher to use almost all the methods, because a child is more receptive to everything new, ready to take risks, experiment, try and vary. His/her experience in the world of technologies and open access is very important, which also determines the formation of a new type of communication (Jain, Vatsa, Jagani, 2014; Marganski, 2017). Therefore, the description of the presented methods shows this diversity of supposedly one approach, which points to the communication model both "child – child" and "child – adult", because, as mentioned above, every new experience also becomes an extension of one's social role (Bassiouni, Hackley, 2014; Dupont, 2015), which determines how a child will fit into the relevant social groups, what his/her role will be.

A child until the age of 7 is mainly prepared for various cognitive development processes, so it is especially important to provide them with quality music lessons, movement promoting activities, drawing, painting, shaping, glueing, playing with toys, discussing pictures, etc. (Schroeder-Yu, 2008). It is shown mainly in the methods in which the reading process, the acquisition of reading skill is not readable straight away, but the process of preparation is actualized – rhythmization, grouping, performance, modeling of movement direction, etc., because until the age of about 7 a child's brain and nervous system develop particularly (Nelson, 2011). A child is even more aware of his range of motion, therefore learning the world happens mainly in rapid motion (Santrock, 2011), thus the tasks for the development of reading skill include mainly physical movements, their variability in a short unit of time, as well as, on the other hand, promote focusing and increasing the duration of focus.

On the road of reading skill development



Until the age of 3 a child likes to carry out simple movements, such as jumping, running back and forth, around the age of 4 a child performs the same movements, but does different exercises and bends the body, etc. in addition. Thus, it is understandable how a child sees information, how simply it is reflected, arranged in a plane, how many objects are combined. As the movement changes, it is possible to observe the variability of the information provided. Around the age of 5 a child carries out the movement tasks in collaboration with and/or competing with someone and some object, using some object, as well as performs various movements simultaneously (Santrock, 2011). Therefore, this is the stage in which the exchange of ideas, hearing out among peers, strengthening of the role of a teacher, realization of purposeful tasks, and possibly recognizing the quality of their performance, are mainly carried out.

As mentioned previously in the aspect of experience broadening, it should be stressed out that until the age of 5 a child characterizes the world through his egocentrism, with pictures, drawings and words. Any acquisition, learning and strengthening of information takes place through the self-improvement prism, where the centre of the process is the child. Approximately until the age of 4 a child thinks and understands through symbols (explains the respective set of information in terms of a single symbol), expresses ideas and convincing statements about something that is not real in the future (Carlson, Zelazo, 2008), because there are no analytical skills to distinguish true and false information. However, this fact only indicates the development of cerebration, that a child realizes the ability to “play” with memory and thoughts, to form some connections. Around the age of 5 and later a child begins to express thoughts by following the “actions and consequences” principle.

Similarly until the age of 5 assumptions about the importance of some things in a child's quality of life are shaped (Santrock, 2011), later on a child manages to adapt other objects, own actions to achieve the well-being he/she wants. Therefore a child's age of 1 year and 6 months was actualized within the project to reflect how to create the conditions when a child understands – his/her action, learning something new is an opportunity to continue to improve.

On the road of reading skill development



The aspect of language usage is important especially until the age of 7. A conversation (dialogue) with a child ensures his/her general development of communication, but it is important that the conversation and speaking provides him/her with the opportunity to solve their problems (John-Steiner, 2007). The summarized examples of good practice show the aspect of conversation about what has been read/heard and modeling of different situations, and problem solving, etc., in order to purposefully create such conditions that a child has to talk. It is significant to ensure a child's communication with peers and adults, because it promotes their ability to express their thoughts more convincingly, look for more precise arguments, etc. Communication with other must be learned, it forms only in practice. Especially until the age of 7 it is observed that a child talks to himself by playing different situations. This mainly happens during playing. It is important not to interrupt this process, because a child plays alone, forms different dialogues, fits in different characters and situations, which is significant in terms of text analysis later on. It is "talking to oneself" that will ensure a higher quality of language development in the future (Winsler, Carlton, Barry, 2000).

When thinking **about a child's attention** and its persistence, various aspects need to be considered. One can distinguish between attention during some activity (a purposefully organized learning process, a purposeful task, mainly initiated by an adult) or general attention (daily activities) (Rothbart, Garstein, 2008). Within the project, from the aspect of professional activity practice, of course, the persistence of attention and its promotion during organized activity was actualized. Therefore, the descriptions of methods state how to focus on the activity, carry out the action, the goal and the tasks during the activity. Keeping attention during the activity until the age of 4 is not formed by vocal instruction, but by a stimulus (such as, a colourful clown or some other character, etc.). This is also shown in the methods (a fairy tale character, a known toy, some other engaging object, etc. is involved), but later it is possible to use some signal words and signal phrases. In the 4th – 6th form mostly a pupil himself/herself sets the goal and the task, therefore the main promoter of attention persistence will be his/her involvement and interest.

Until the age of 4 the principles of random choice prevail, without internal justification and short-term analysis (for example, if one has to choose between two pictures, one will most likely choose randomly and adjust it to the situation). In order to further improve the child's reading skill adults should be those who excite and "stimulate" a child by listening, researching, writing, etc. together (Beaty, Pratt, 2011).

On the road of reading skill development



In the aspect of reading skill, a child roughly at the age 7 – 8 is able to both decode the word read and analyze its meaning at the same time, but not always in the context of the text. At this age a child describes things without seeing them, mainly based on the experience (Mimeau, Ricketts, Deacon, 2018; Ricketts, Bishop, Nation, 2011), but later he/she is able to generalize, to contrast, etc. the various information read (Santrock, 2011). Perceptions of space and perspective become stronger, it is clear what a benchmark is and how to use it, therefore the use of methods to work by following an example are successful. It is significant that around the age of 9 – 10 generally the analysis of individual words is no longer first-class, but the text becomes the dominant unit (Cain, 2015), so the methods used are mainly developed in the context of text content analysis and usability. Similarly it can be noted that until roughly the age of 10 during reading there is a “read aloud – think aloud” relation, which changes the reading skill overall (Nessy, Kenny, 2016). The project experts highlighted both the quiet and the aloud reading which is used in the presented methods, such as text analysis after reading independently (reading quietly) or play, character guessing, explanation after reading, reading to others (reading aloud).

At the age of 10 – 12 (approximately form 4 to 6) it is significant that a pupil is able to describe himself/herself and the feelings in a higher quality (Harter, 2006), which is important when analyzing the information read, its usefulness, reliability, etc. Self comparison and one's actions comparison with other peers becomes important (Davis-Kean, Jager, Collins, 2009). It can be observed that at this age pupils perform actions to resemble someone or they express thoughts and assessment from another person's perspective. Therefore, the experts of this part highlighted exactly the cooperation forms of peers in the described methods.

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17

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How to use the methodological material

20



NAME OF THE METHOD

I go in the direction of the letter

Feeling the letter spelling direction with a body movement



PURPOSE OF THE METHOD AND THE RESULT TO BE ACHIEVED

ONE OF THE IMPLEMENTATION OPTIONS OF THE METHOD

The child moves in a room straight ahead in a self-controlled way (see Picture 1).

The child physically feels the movement in a straight line, that is going to be necessary when typing or writing letters and their elements that incorporate straight lines.

1

Option 1

2

The child moves around a room in a self-controlled way (see Picture 2).

The child physically feels the circular movement, that is going to be necessary when typing or writing letters, their elements that incorporate a circular line.

3

The child moves in a self-controlled way in a room with different objects in it.

Different objects interfere a child's movement. At the moment of difficulties (movement cessation) the child records the movement and the direction in his consciousness, thereby strengthens it in his/her memory. It is important to promote the development of long-term memory as well as short-term memory. For example, a child can repeat a combination of actions that he/she has done a few hours, a day, a week ago. A child is encouraged to remember not only by his/her own actions, but also by those of others that he/she has observed.

Picture 1



Picture 2



It is possible to complicate the movement by encouraging the child to move on different objects (higher, lower, moving, with different texture). It is important to pay attention to the child's movement technique: if he/she is able to stop, to anticipate the doable movement, not to run into another person or object, to stop by a previously agreed signal (the ability to divide attention). It will be especially important in the reading process, when a stop has to be taken in account – pauses when reading a word (the end of the word), a sentence (punctuation observance in the sentence) and pauses anticipating the type of the readable sentence (by the purpose of the statement, direct speech, etc.).



The child starts acting by seeing how someone else is doing it. It is significant to update the imitation activity.



It is significant to look into the body movement influence on some object, for example, how footprints change in snow or sand if pressed with the foot strongly or weakly, observing different car tyre prints, etc.



The child imitates movement, seeing the letter beforehand.



With the help of movement the child "writes" letters and names on someone else's body, the other one feels the written bodily.



Observe in nature what "spelling" is formed by other objects, for example, sunrise and sunset, bird flights, movement of a thrown ball.

My notes

A PLACE TO MAKE NOTES ABOUT YOUR METHOD SOLVING OPTIONS

A PICTURE FOR AN IN-DEPTH UNDERSTANDING OF THE RESPECTIVE EXPLANATION

DIFFERENTIATION OF THE RESPECTIVE METHOD'S IMPLEMENTATION OPTION – ONE LEVEL EASIER

DIFFERENTIATION OF THE RESPECTIVE METHOD'S IMPLEMENTATION OPTION – ONE LEVEL MORE DIFFICULT

DIFFERENTIATION OF THE RESPECTIVE METHOD'S IMPLEMENTATION OPTION – TWO LEVELS MORE DIFFICULT

Listen!

Hearing different sounds



Option 1

1

The adult prepares different objects (metal, clay, glass bowls, a piece of wood, wood, paper, carton boxes, metal, plastic spoons, sticks, etc.)

2

The child taps (jingles) things with different objects. Listens, how sound is being made (see *Picture 1*).

The child learns to listen knowingly, developing skill to purposefully hear and connect the sound with the picture (object), building experience.

3

The child hears different length sounds, using, for example, a pipe, a whistle, a flute, a violin, a piano.

Picture 1



My notes



Listen!

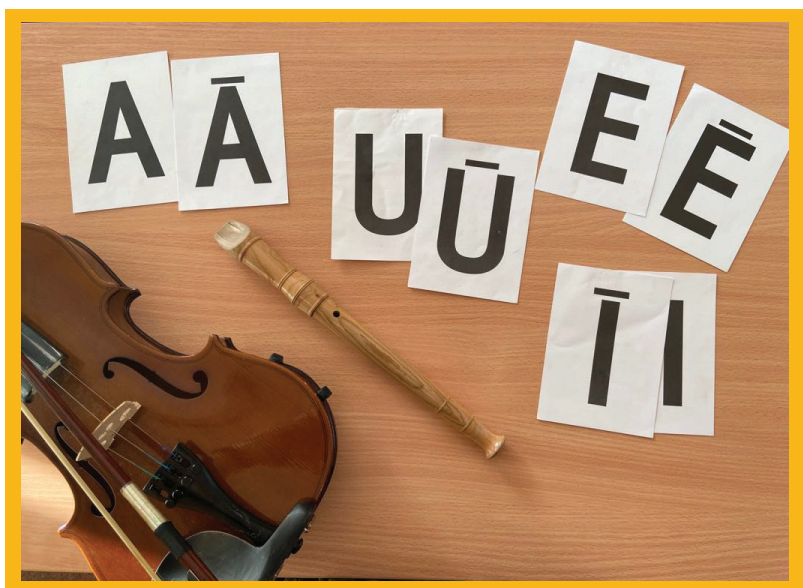
Hearing different sounds



continuation

4

Connects the sounds played by instruments with the pronounced or read word, accentuating a short and a long sound.



☀ Encourages the child to determine objects, which the sound is being created with, while making different sounds at the same time.

Connects the created sound with a picture and/or a written word.

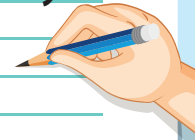
☀☀ Connects the created sound with a picture and/or word by its content similarities.

☀☀☀ Replaces words in the text with their characteristic sound.

In natural sciences research the spreading of sound, creating it with different objects.

In music hear and use the sound creation possibilities.

My notes



I go in the direction of the letter

Feeling the letter spelling direction
with a body movement



Option 1

1 The child moves in a room straight ahead in a self-controlled way (see Picture 1).

The child physically feels the movement in a straight line, that is going to be necessary when typing or writing letters and their elements that incorporate straight lines.

2

The child moves around a room in a self-controlled way (see Picture 2).

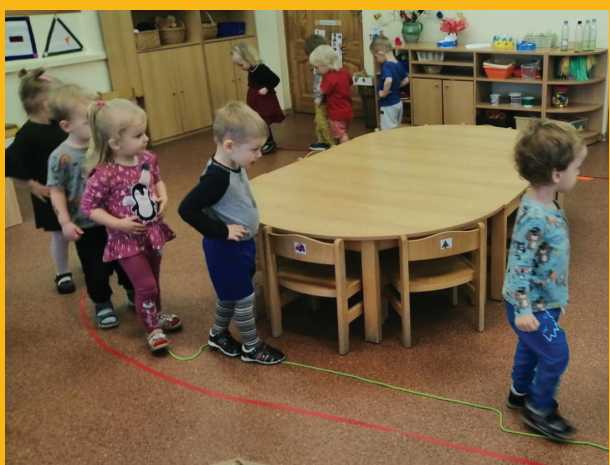
The child physically feels the circular movement, that is going to be necessary when typing or writing letters, their elements that incorporate a circular line.

3

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Different objects interfere a child's movement. At the moment of difficulties (movement cessation) the child records the movement and the direction in his consciousness, thereby strengthens it in his/her memory. It is important to promote the development of long-term memory as well as short-term memory. For example, a child can repeat a combination of actions that he/she has done a few hours, a day, a week ago. A child is encouraged to remember not only by his/her own actions, but also by those of others that he/she has observed.

Picture 1



Picture 2



It is possible to complicate the movement by encouraging the child to move on different objects (higher, lower, moving, with different texture). It is important to pay attention to the child's movement technique: if he/she is able to stop, to anticipate the doable movement, not to run into another person or object, to stop by a previously agreed signal (the ability to divide attention). It will be especially important in the reading process, when a stop has to be taken in account – pauses when reading a word (the end of the word), a sentence (punctuation observance in the sentence) and pauses anticipating the type of the readable sentence (by the purpose of the statement, direct speech, etc.).



The child starts acting by seeing how someone else is doing it. It is significant to update the imitation activity.

It is significant to look into the body movement influence on some object, for example, how footprints change in snow or sand if pressed with the foot strongly or weakly, observing different car tyre prints, etc.



The child imitates movement, seeing the letter beforehand.



With the help of movement the child "writes" letters and names on someone else's body, the other one feels the written bodily.

Observe in nature what "spelling" is formed by other objects, for example, sunrise and sunset, bird flights, movement of a thrown ball.

My notes



Move the objects!

Object relocation



Option 1

1 The adult prepares a basket with balls or other objects that are going to be transferred.

It is advisable to perform the movement by the help of hand at first. It is possible to use "extensions" of the hand, for example, a spoon, pliers, sticks, after the movement has become intentional. It is important for the child to realize the movement of his/her body and the ability to manage it; the other object is just a help to carry out the planned action (later – a pen).

2

The adult prepares a big container in which the objects from the basket are going to be transferred to.

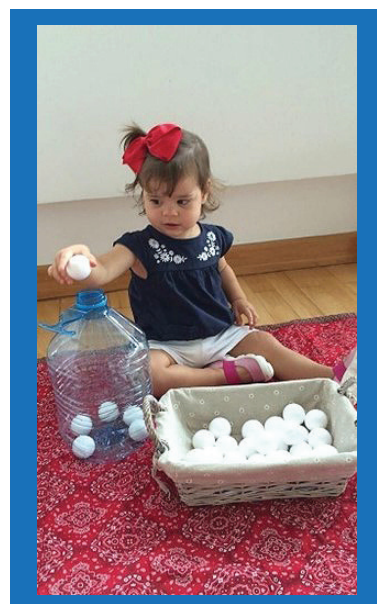
It is important to offer the child such a container that is going to create different levels of difficulty putting the objects in, e.g., a bigger or a smaller opening.

3

The child transfers the objects from the basket to the container (see Picture 1).


The child masters a self-controlled movement that is going to be necessary in the reading process, such as the eyesight movement.

Picture 1



It is recommended to encourage to move the objects from the left side to the right, thus actualizing the necessary direction in the reading process.

PTo move the objects it is possible to use not only hands, but also other objects, like a spoon, chopsticks, etc (see Picture 2).

 To move the objects it is possible to change the diversity of the objects (a feather, a rock, balls, liquid) as well as the object relocation distance, thereby involving movement of the whole body.

Research different object movement in nature.

Research what kind of forces affect object movement (air, impact, etc.).

Picture 2



My notes



Rhythm

Formation of rhythm lines



Option 1

1

At first, the child creates rhythm lines using toys, for example, puts blocks in a row. After that, makes rhythm lines following the sample, for example, puts toys: dog – cat – dog, etc (see Picture 1).

2

The adult prepares a bordered surface (a table surface, a scarf, a long sheet of paper, etc.).

It is important that the upper and lower edge of the surface is bordered, because it will be significant later on to follow the line during the reading process. It is recommended to work with one type of objects (figures, nature materials, animal pictures, colours).

3

The adult prepares different objects (nature materials, figures, pictures, etc.).

There must be several copies in one object's group (e.g., 3 pine cones, 3 sticks, 3 squares, 3 bears).

Picture 1



My notes



Formation of rhythm lines



continuation

4

The adult starts to make the rhythm line.

5

The child continues to make the rhythm line by following the sample (see Picture 2).

Picture 2



To attract attention to different types of rhythms, for example, the rhythm of the day and week, of months and seasons.

- ☀️ Increases the number of objects inserted in the rhythm line.
- ☀️☀️ Makes the rhythm line using words.
- ☀️☀️☀️ Makes poetic "rhythm lines" with repetitive words, repetitive lines, etc.

In visual art research the "rhythm" of colour in nature and works of art, create a similar one according to the sample.

In nature studies examine the rhythm line in different plant colours, their placement in nature, in colours of animal feathers and fur.

My notes



Similar objects

Grouping of similar objects



Option 1

1 The adult prepares small geometrical figures.

The colour and outline of the figures is important. The figures can be in different colours or transparent (only outlines can be visible).

2

The adult prepares big geometrical figures and puts them on the wall, on the table, on the floor, etc.

3

The child groups and moves the small geometrical figures on the suitable big figures (see Picture 1).

The child learns to group different sized objects by a common feature.

Picture 1



My notes

Handwriting practice lines with a pencil icon on the right.

Similar objects

Grouping of similar objects



Option 2

1 The adult prepares a large long sheet of paper with different coloured and the same type objects on it (fish, birds, figures, etc.).

It is important that the objects are identical, but only their colour changes.

2

The child has small paper pieces in different colours.

3

The child glues the pieces on the same coloured large paper sheet (see *Picture 2*).

Picture 2



My notes



Similar objects

Grouping of similar objects



Option 3

1

Different games are offered (see Picture 3), in which the child has to group objects by several similar features.

A task like this develops the ability to keep objects in mind and create new images in the imagination, based on the previous conception.



- ☀ Groups objects by colour and shape. Changes the direction of the objects' placement.
- ☀☀ Determines the common features of the objects, texts, etc., after that groups and explains the similarity.
- ☀☀☀ Puts fiction fragments, characters, illustrations in other fictions (texts), justifies coherences.

In natural sciences analyze common natural phenomena, for example, sun + rain = rainbow.

In social studies analyze human actions, creating the common characterization.

My notes



Sound hearing and pronunciation,
remembering their graphic
impersonation.



Option 1

1

The syllable cards contain animal sounds (for example, moo-moo, baa-baa, woof-woof). It is recommended to start with animals that the child knows, and to switch to less known and unknown animals later.

2

When imitated by the teacher, it is important to emphasize the sound, creating a correct mouth opening, lip and tongue movement.

3

The child watches how he/she controls own speech apparatus in the mirror.

Option 2

1

The child reads the syllable cards and puts the according animal figures or pictures on them (see *Picture 1* and *Picture 2*).

Picture 1



Picture 2



My notes



Listen, watch, imitate!

Sound hearing and pronunciation, remembering their graphic impersonation.



Option 3

1

The child reads the syllable cards that are placed on a sand lamp; puts the corresponding animal figure by the appropriate syllable card.

Picture 3

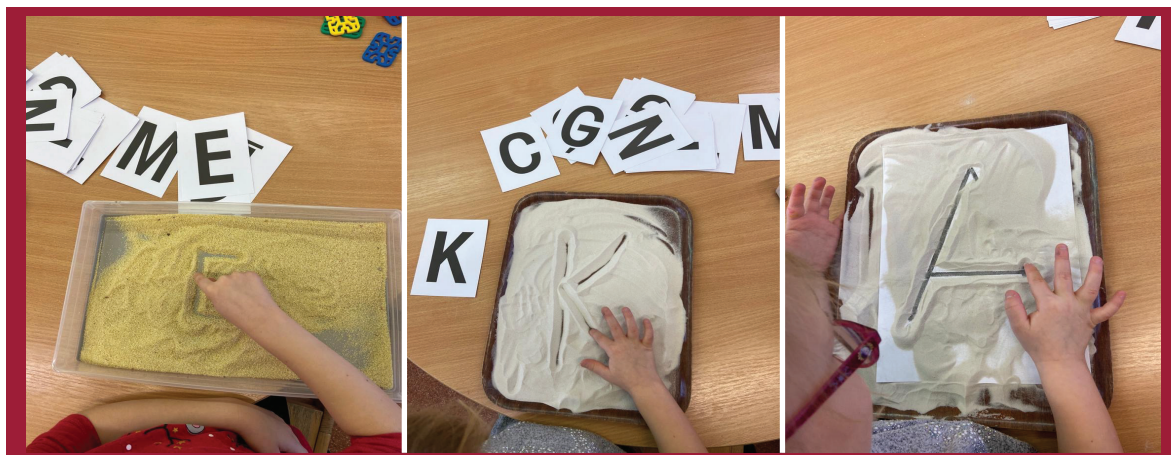


2

The child writes syllables that are on the syllable cards in the sand with a finger according to the sample (see Picture 3 and Picture 4).

The child learns to type according to the sample, using light and the nerves on the ends of the fingers as a stimulus to the brain. If there are difficulties performing this task, the sand can be covered with a film and the sample (stencil) can be put on it, the child draws around it with a finger.

Picture 4



☀ In the text substitute different words – animal names – with an according set of syllables.

☀☀ In the text adds to words – animal names, if a part of the word is given, for example, mon – (key).

Learn about different animals in natural sciences.

My notes



Listen, watch, speak!

Sound hearing and pronunciation, connecting with the graphic impersonation and the known words.



Option 1

1 The adult prepares 4 – 5 picture cards and the same amount of cards with the name of the picture typed on them (for example, a picture of a dog + DOG) (see Picture 1).

It is important to have no more than 5 picture cards and 5 word cards in one set.

2

The child pulls out one picture.

It is preferable to pull the picture out of different places, relating to current events (Birthday, some hero's bag, a dwarf's hat in Christmas, etc.)

3

All together name what is shown in the picture letter by letter (e.g., M-O-U-S-E).

If possible, the child singly names what is shown in the picture letter by letter.

Picture 1



It is possible to call the picture's name by syllables.

My notes



Listen, watch, speak!

Sound hearing and pronunciation, connecting with the graphic impersonation and the known words.



continuation

4 The teacher types the called out sound letters on the blackboard.

The teacher types the unnamed sound letters too.

5

Children look for the card with the same name typed on it as on the blackboard.

Trying to collectively find mistakes is important.

6

Once more check and call out the letters that are on the card.

It is important to abide a correct sound pronounciaton. It is recommended to use a mirror to check the movement of lips, tongue and mouth.



On the blackboard block letters are connected with the cards, on which the word is spelled with minuscules or written letters, not capital letters.

My notes



Listen, watch, speak!

Sound hearing and pronunciation, connecting with the graphic impersonation and the known words.



Option 2

1

Letters are put in a circle on the floor (see Picture 2).

The teacher chooses the type of letters. To change the difficulty of the task, it is recommended to mix the types of letters.

2

Children are going around in a circle, music is playing. When the music stops playing:

- ★ **Children one by one name the letter they stopped on;**
- ★ **Only those children name the letter whose name contains it;**
- ★ **A child names a word that starts with the appropriate letter.**

Picture 2



Make use of situations when the child sees separate letters, for example, in car license plates; the child uses them as initials for words.

My notes



Listen, watch, speak!

Sound hearing and pronunciation, connecting with the graphic impersonation and the known words.



Option 3

1 The teacher prepares different word cards.

Plenty of cards are necessary depending on how many pupils are going to do this task simultaneously.

2

One child writes or types some letter.

3

Rest of the children search for words in the cards, the initial of which is the one written by the child (see Picture 3).

It is possible to organize this part with a time limit.


Picture 3



continuation

4

Another child writes the next letter. The activity continues as previously.

 The second letter, the third letter, and so on, is searched for in the word.

My notes



Listen, watch, speak!

Sound hearing and pronunciation, connecting with the graphic impersonation and the known words.



Option 4

1

In a large space, the alphabet is created as a chain of letters. In the game one move is one letter (see *Picture 4*). The start and finish lines are determined.

2

The pupil throws a dice, and that is the number of steps he/she takes forward along the chain of letters. When the corresponding letter is reached, the pupil says a word starting with this letter. If said, the pupil stays in place, if not said, the pupil moves one step back.

Picture 4



☀️☀️ Define the squares in which the word combination, where one or both words start with the corresponding letter, has to be said. There can be squares in which word combinations, according to different principles, have to be made (noun + verb, noun + adjective etc.)

My notes



Tell! 1

Learning to predict the plot of the fiction,
to associate the heard information
with the picture



Option 1

1 The teacher prepares cards (see *Picture 1* and *Picture 2*).

There is a picture on one side of the card, but on the other – a short poem verse or sentences about the picture.

The picture can be drawn by the children themselves, but this option could be used after some text has been visualized. In that way the children form the whole of pictures and texts.

2

The child pulls out a card and tells what he/she sees in it.

*It is significant to help to "see" the unnamed to promote the broadening of the vocabulary.
At this stage it is possible to encourage the child to predict and create the possible content of the fiction (text).*

3

The teacher reads the text.

At this stage it is possible to encourage the child to show the heard words or some part of information in the picture.

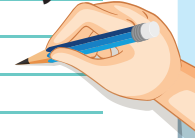
Picture 1



Picture 2



My notes



Tell! 1

Learning to predict the plot of the fiction,
to associate the heard information
with the picture



continuation

4

The teacher reads the fiction repeatedly and shows movements. The children imitate.

It is possible that the children already know the content of the fiction and retell it by memory.

The teacher shows some movement, the child finds the corresponding picture.

Option 2

1

The teacher shows a picture with a set of objects, for example, a button, a wall and a finger. The child tells what action is reflected, in this case – “Push the button the wall”.

The skill to read pictograms (icons) is very useful when doing experiments, when building something under certain conditions, etc.

My notes



Tell! 2

Learning to predict the plot of the fiction, to associate the heard information with the picture, to create a storyline



Option 1

1 The teacher shows the cover of a book or a significant illustration (see Picture 1).

The book cover or illustration is connected with the fiction to be read. Option: offer the cover of the book which fragments the child has read or listened to, but now he/she reads or listens to another fragment and analyzes the same book cover. It helps the child to learn to make connections, to see the common in different genres, themes, etc.

2

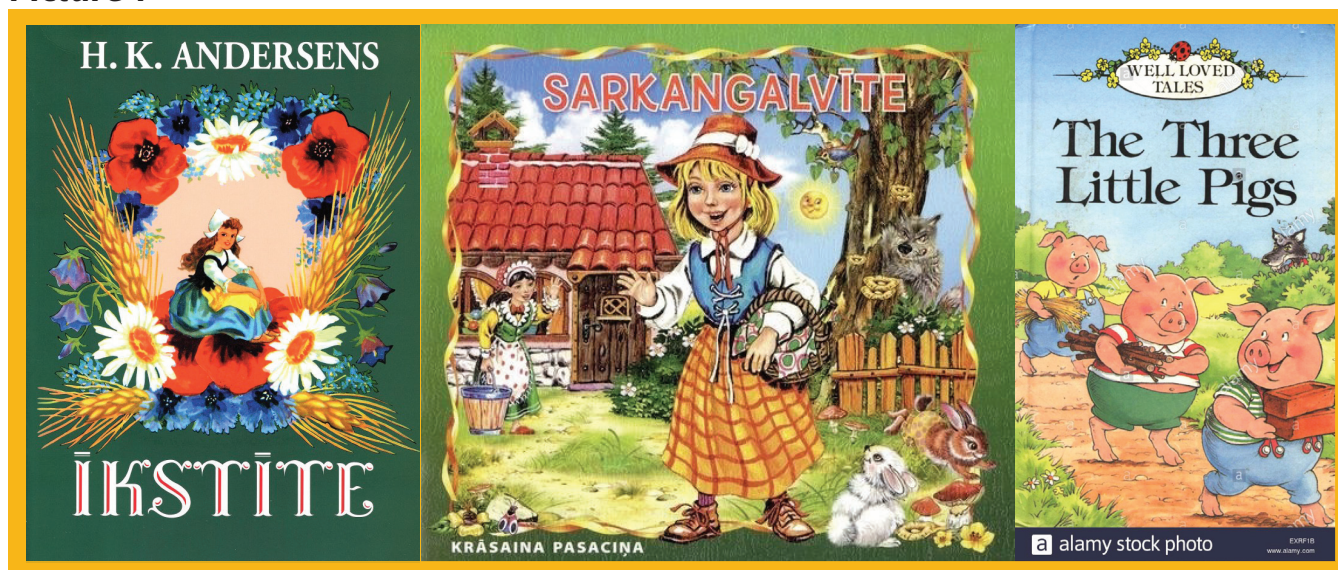
The teacher reads the fiction several times.

3

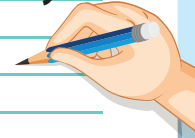
Children retell the plot in turns, giving a toy to one another.

It is important that the child continues the previous child's story. The teacher encourages the children to express themselves using their own words. The child remembers the main idea, points out the most important. It will help to notice key words, key phrases, etc., to form a plan, to determine activity sequence, to form generalizations when reading longer texts.

Picture 1



My notes



Learning to predict the plot of the fiction, to associate the heard information with the picture, to create a storyline

**continuation**

The teacher gives children pictures (see *Picture 2*). The children put the pictures in the right order according to the fiction's plot.

The teacher determines the number of pictures according to the level of difficulty. The teacher can offer the first and the last picture.

The teacher hands out the cards with printed words that describe different characteristic features. The children put them on the corresponding picture (see Picture 2).







Before that the teacher together with the children make a discussion. If it is necessary, the teacher explains the meaning of the words.

The teacher gives different pictures to the children. The children work by themselves or in pairs to make a set of pictures and make up a story.

In later stages each child prepares 2 – 3 pictures and offers them to the group members. They make up a story with a consecutive storyline using these pictures. It is most important that the pupils form a set of keywords.

Picture 2



-  Searches for the illustration or the part of it according to the text read.
-  Forms one's own illustration according to the text read.
-   Guesses the title of the fiction read by its fragments.
-   Guesses the title of the fiction read by the key words and tells the corresponding fragment.

My notes



Get to know the book



The children get to know different books recommended by people they know and who are important to them. It is significant that the books are recommended exactly by known and important people, because in various age groups the aspect of a companion is important. For example, during the pre-school education phase the family members, the teacher, the nanny are important, in primary school – the teacher, in elementary school – the peers, "idols".

Option 1

1

The teacher announces to the children that a guest is going to visit them. He/she tells about the guest, his/her occupation, etc.

The guest is a person that the children know, for example, the director of the educational institution, the nurse, the cook, the janitor, or another representative of some other profession who does not occur in the educational institution. It can be one of the parents who is known by the children. When this activity has already formed as a tradition, the guest circle can be expanded.

2

The children try to guess what kind of book the guest will bring, according to different associations.

In this stage the teacher can observe the children's awareness and interest about books.

The teacher has to consider what kind of association stimulating information to give.

There are different options, for example, the book is connected with the occupation of the guest, the book is not connected with the occupation of the guest. In the elementary school stage the children can read information about the guest who is going to arrive, and after that envision what kind of book he/she is going to bring and what it will be about.

My notes



Get to know the book



continuation

3

The guest presents the book.

It is significant that an appropriate environment for the presentation of the book is appointed. The environment is unconstrained, informal, so that anyone feels comfortable; the guest is at the same eye level with the children and in a similar pose.

The guest reads fragments, together with the children analyzes words, studies illustrations, etc. The teacher should be consulted in advance, so that the activity takes place accordingly to the training of the corresponding group of pupils.

4

The guest leaves the book.

The children will or will not want to read the book entirely, depending on how the presentation of the book has happened.



It is possible to perform this activity in the second half of the school year, when different fictions and their characters have become familiar. When using this approach as a game, children remember what they get to know, as well as form different interconnections, interpretations, etc.



The work with books is planned throughout the school year. Every week, month or in some other previously chosen period of time another group of pupils is responsible for this type of event. They choose by themselves or with the help of the teacher a book which they will read, present and create challenging tasks.

My notes



Fairy tale day

Listening to the dialogues used in the fairy tales; playing them



The teacher chooses 2 – 3 fairy tales which the children know, which are popular in the community, and are adequate for the age group of the children.

It is important that also the parents of the children know these fairy tales, then it will be possible to continue work at home. To have a choice, offer the children 2 to 3 fairy tales of similar complexity. It is important to pick an appropriate amount of text, length of sentences and words, illustration to text ratio, a topical and comprehensible subject suitable for the age group.

The teacher prepares pictures and/or stencils of the different fairy tale characters.

It is also advisable to offer characters that are not mentioned in the fairy tale, thus obtaining that the children do an analysis of the fairy tale's content or include these characters in the fairy tale creatively.

The teacher reads the fairy tale, the children listen to it.

The children can be given the text of the fairy tale, so, when they listen to the text, they also "see" it and memorize a simple graphic representation of the words. The text of the fairy tale can be displayed on a screen. It is preferable that the word is accentuated as it is read. When listening to the fairy tale, each of the children chooses one character from it. While reading it is advisable to accentuate the most important traits of the characters because a child with a low literacy and/or low listening skill level cannot distinguish the important and the necessary.

The teacher discusses together with the children what characters were mentioned in the fairy tale.

The determination of characters is essential in the dialogue formation process.

The children cut out the characters mentioned in the fairy tale and colour them.

If a pupil does not know how to cut out the characters, they can be offered ready-made. That way the pupil is going to think about the character and the content of what has been read and heard instead of the cutting action.

It is important that the characters' shapes, colours, sizes match up to the fairy tale's reflected because in the pre-school phase and in the first classes of primary school abstract thinking isn't typical for children. While painting it is advisable to read the fairy tale again so that the child can hear the information indirectly. The characters (if they are not people) are formed according to the child's experience. After completing the work it is essential to discuss how the colours match the mentioned in the fairy tale. There are other ways to create characters (see Picture 1).

Picture 1



My notes



Fairy tale day

Listening to the dialogues used in the fairy tales; playing them



Option 1

1

The older children go to the younger children, tell them the fairy tale using their own created characters, and their composed fairy tale dialogues.

It is recommended to try it out in advance.

It is possible that the teacher has to help to hear the dialogues used in the fairy tale and the characters that participate in them.

It is important that the child doesn't try to remember the dialogue precisely, but speaks in his/her own words keeping the idea.

Option 2

1

The dialogues heard in the fairy tale are played using a light table (see Pictures 2, 3).

The light table creates a chance to "light up" the respective character.

Picture 2



Picture 3



My notes



Fairy tale day

Listening to the dialogues used in the fairy tales; playing them



Option 3

1

The dialogues heard in the fairy tale are played using finger puppets (see Picture 4).

*There has to be a reasonable amount of finger puppets.
The character creation step can be skipped.*

Picture 4



- ☀ The children write a fairy tale, structure dialogues and stage it by themselves.
- ☀ The children stage fairy tales made by other children.
- ☀ After the given characters (they can be the characters of a previously read fiction) create a fairy tale considering conditions, such as the time period of activity, the traits of the characters, etc.

My notes



In the world of letters

Learning the graphic representation of letters



Option 1

1

The child searches for the appropriate letters in the letter grid (see Picture 1).


It is possible to choose different letters to search for.


It is possible to search for several letters simultaneously.

In the same letter grid each child has to search for his/her letter etc.

Picture 1

ERTYUSIOPTRRTGVASSSTUUPSI
 TYRVSUOUQOIRSTUISTOPSTUPSI
 RTGVASSSTURCVSHISTUPSIPSIPSI
 ONBDSBGKSUITYRVSUOUQOISUG
 TURSTUDSTSSRCVSHISTUPSISUO
 TOFGSSTGSUGSSTURCVSHISTUPSI
 RCVSHISTUPSISSTURCVSHISTUPSI
 TFSFUIESPUOHTOFGSSTGSUGSUG
 RSTUISTOPSTUTFSFUIESPUOHSUG
 SRTUISSTUIOVPTYRVSUOUQOIPSI

 Searches for different letter combinations in the letter grid.

 In the letter grid there are small block letters or typed letters, but the capital block letters are the ones to search for.

My notes



In the world of letters

Learning the graphic representation of letters



Option 2

1 The teacher prepares word cards.

*The words are typed with capital letters.
It is recommended to choose short (by the number of letters) words and words the meaning of which the child understands.*

2

The teacher prepares pegs with capital block letters on them.

The pegs have to be as many as there are letters in the words.

3

The child looks for the letter on the peg; the peg is attached to the appropriate letter (see Picture 2).

If a capital block letter is given, then a small block letter can be put on the peg, etc.

Picture 2



☀ The pegs, which have letters on them, are attached to the card with the corresponding picture starting with the same letter, e.g., "d" – dog.

☀ Words are attached to the pegs. The pegs are put to the appropriate picture.

☀☀ Different words that are significant in the picture characterization (e.g., dark, happy) are attached to the pegs. The pegs are put to the appropriate parts of the pictures.

My notes



In the world of letters

Learning the graphic representation of letters



Option 3

1 The teacher prepares a line of letters.

It is recommended that the lines of letters are different in length; it is easier to find words in a shorter line of letters.

2

There is a block letter at the beginning of the line.

At first, the child reads the word and clarifies the meaning of it together with the teacher.

3

The child finds the letters in the letter line which are in the word (see Picture 3).

Picture 3



My notes



In the world of letters

Learning the graphic representation of letters



Option 4

1

The teacher prepares a line of letters (see Picture 4).

It is recommended to prepare lines of letters in different lengths.

Picture 4

A S I U E Õ A R O
E O T U I 2 B U A
I F E 7 A O D E L I
O A F I U E 3 P R

2

The teacher prepares an answer sheet in which the child has to colour as many figures as the corresponding letters in the line of letters (see Picture 5).

The recommended number of the corresponding letters in the line is no more than 3.

Picture 5

A	△	△	△	△	△
E	△	△	△	△	△
O	△	△	△	△	△
U	△	△	△	△	△
I	△	△	△	△	△

My notes



In the world of letters

Learning the graphic representation of letters



Option 5

1 The teacher prepares sheets of paper with letters on them.

The child has to know the meaning of the words.

2

The prepared letter cards are put on the table (see Picture 6).

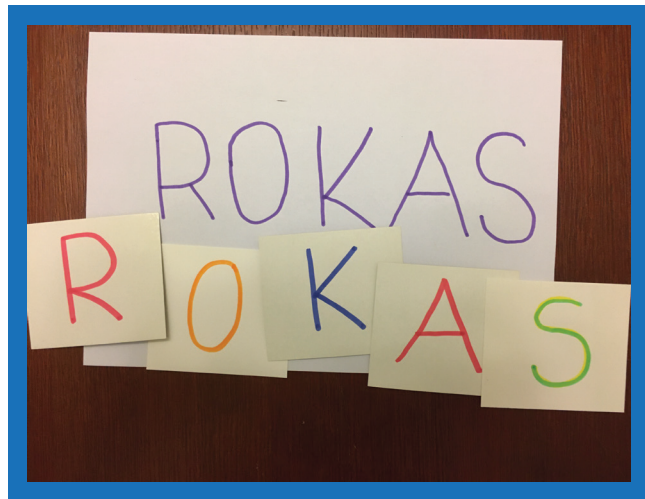
3

The child searches for the cards with letters that are in the printed word (see Picture 7).

Picture 6



Picture 7



My notes



In the world of letters

Learning the graphic representation of letters



Option 6

1

The teacher offers sheets of paper with different letters. The child adds a drawing to it, creating an abstraction (see Picture 8).

There is one letter on each paper.

It is important that the child creates an association as a drawing by himself/herself; for some the letter "S" will look like a snake, for some like a sausage, string, etc. If a child creates the association by himself/herself, it will stay in mind better.

Picture 8



Option 7

1

The teacher prepares different letter cards. The teacher pronounces the word. The pupil chooses letters from the cards, which depict the first and the last sound of the word.

It is important that the pupil has to distinguish two sounds at the same time. It is recommended to pronounce the same word in different cases to make the pupil hear, for example, an invariable first sound, but a variable second sound. Sound hearing is diverse in its different combinations.

My notes



Letter modelling

Letter modelling using different materials according to the sample or by memory



The teacher prepares different materials.

It is possible to prepare nature materials (sand, rocks, sticks), different wires, strings, sand letter maps as well as tools, toys, letter elements.

Option 1

1

The pupil lays out the letters using different small objects (see Pictures 1, 2, 3).

Modelling of the letters is possible both, according to the sample and by memory.

Picture 1



Picture 2



Picture 3



My notes



Letter modelling

Letter modelling using different materials according to the sample or by memory



Option 2

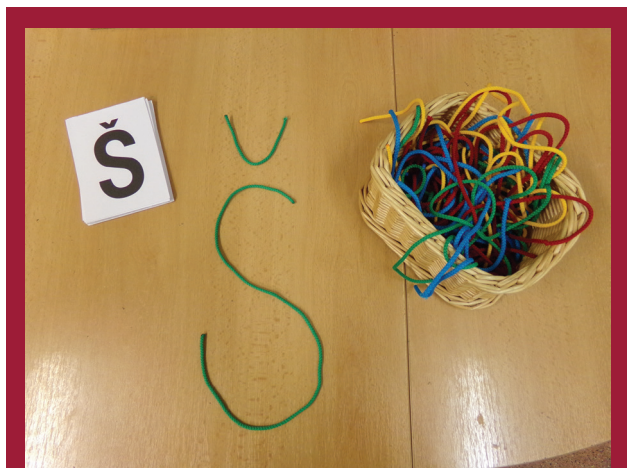
1

The pupil lays out the letters using a wire or a thread (see Pictures 4, 5, 6).

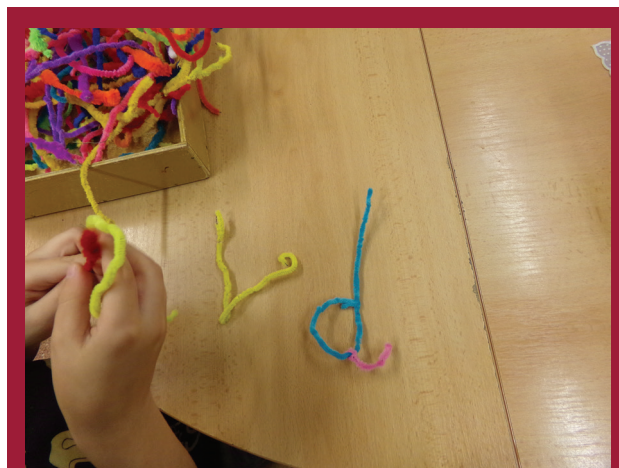
The usage of a wire and thread is particularly advisable when forming those letters which have a curved line in them, for example, s, p.

By using a long wire or thread it is possible to model large letters and to "walk" them out later (see Picture 7). When forming the letters, it is advisable to take the spelling direction in account.

Picture 4



Picture 5



Picture 6



Picture 7



My notes



Letter modelling

Letter modelling using different materials according to the sample or by memory



Option 3

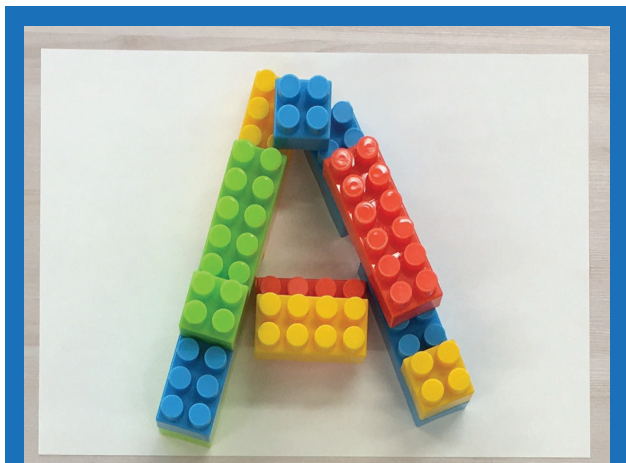
1

The pupil models the letters using items that are available as toys, for example, lego blocks (see Pictures 8, 9, 10).

By using this kind of option, the modelling of letters takes part in the child's playing process.

When forming the letters, it is advisable to take the spelling direction in account. It is recommended to carry out those letters that are being learned at the relevant time.

Picture 8



Picture 9



Picture 10



My notes



Letter modelling

Letter modelling using different materials according to the sample or by memory



Option 4

1

Using plastic, plasticine or other forming paste, the pupil models the letters according to the sample or by memory (see Picture 11).

During this activity the child's spatial thinking is improved and the small muscles of the hand are developed.

When forming the letters, it is advisable to take the spelling direction in account.

Picture 11



My notes



Letter modelling

Letter modelling using different materials according to the sample or by memory



Option 5

1

The child uses the following tools: nails and a hammer to make the shape of the letters by beating nails in a piece of wood (see Picture 12).

This kind of activity is specially important because the child works with objects of different size and weight (a nail and a hammer), the activity happens with both hands at the same time, as well as safety regulations have to be followed to avoid injuries.

Picture 12



My notes



Letter modelling using different materials according to the sample or by memory



Option 6

1

The child models the letters using the prepared letter elements (see *Picture 13*).

Using the letter elements, the child can group them according to the common features, for example, what is common to the letters "P" and "C"; "L" and "T".

Picture 13



The pupils reconstruct their name in mirror view (see Picture 14).

Picture 14



My notes



Reading with the body

The pupil feels the graphic representation of a letter bodily



The teacher prepares word cards and letter cards with the same letters on it.

Several copies of the letter cards for the letter most used in the language are required.

The pupil (the leader of the game) chooses a word and reads it.

It is possible to read with the help of the teacher.

The leader of the game chooses pupils according to the number of the letters in the word.

The leader of the game "writes" a letter on each pupil's back with a finger.

If the pupil is not able to read, it is recommended to use word cards with capital block letters as a sample. The pupil "writes" according to the sample.

The pupil feels which letter is "written". He/she then chooses an appropriate letter from the letter cards.

The teacher does not comment if the letter is felt correctly or incorrectly.

When all of the pupils have chosen letters, they have to form a word from them.

If it is not possible to form the word, the teacher helps to find the incorrectly felt letter; the leader of the game "writes" it on the back once again. If the pupil does not feel it again, the leader of the game "writes" it on another pupil's back.

☾ Some geometrical figure is drawn on a pupil's back. Whereas the pupil draws what he felt on a paper, in sand, etc.

☾ Some geometrical figure is drawn on a pupil's back. He/she finds it from the cards.

☀ The pupil "writes" a word with a finger on the back, the other pupil tries to pronounce it. An advice – in the beginning use words that do not consist of more than 5 letters.

☀☀ The pupil "writes" a word with a finger on the back, the other pupil tries to pronounce it. It is easier to guess a word if several letters repeat in it. The bigger the diversity of the letters, the harder it is to guess the word, because more letter representations have to be visualized and remembered.

☀☀☀ The pupils work in a group. As many words are in the sentence, that many pupils have the word "written" on their back. When all of the group members have a name "written" on their back, each one pronounces it. A sentence is formed by the group together. If some word is not understood and the sentence cannot be formed, the necessary word is "written" repeatedly on the same pupil's back or on someone else's back.

My notes



Learning to associate a letter with the corresponding phonetic sound



Option 1

The teacher prepares different picture cards (see Picture 1).

It is preferable that the pictures on the cards are either topically related (corresponding to the topic talked about in the given period of time) or that the names are in the child's vocabulary, and he/she can pronounce them.

2

The child chooses a picture and says what is shown on it, emphasizing the first sound.

3 The picture is placed on the block letter which indicates the first sound of what is shown in the picture (e.g., dog – d; cat – c; sun – s) (see *Picture 2*).

*It is important to work with a few (up to 3) block letters at the same time.
It is possible to choose letters according to a certain language learning methodology.
Block letters can be replaced with typed letters, etc. later on.*

Picture 1



Picture 2



My notes



Picture and first sound

Learning to associate a letter with the corresponding phonetic sound



Option 2

1

The teacher gives the child a sheet of paper with a block letter on it.

It is recommended to give the letters that the child has already learned.

2

The child draws pictures which names' initial is the given letter.

It is important that the child names what he has drawn, emphasizing the first sound. The teacher pays attention to correct sound pronunciation.

Option 3

1

The teacher gives a sheet of paper with a block letter written in the middle and with different pictures around it (see Picture 3).

2

The child connects pictures; in the name of the picture the corresponding letter indicates the first sound.

When selecting pictures, it is recommended to use the same approach as when selecting cards (see Option 1).

Picture 3



My notes



Picture and first sound

Learning to associate a letter with the corresponding phonetic sound



Option 4

1

The teacher gives a sheet of paper with different pictures on it, the middle of the paper is empty.

*It is important that the names of the objects shown in the pictures start with one sound (e.g., **p**ig, **p**lum, **p**alace). The block letter in the middle of the paper can be covered.*

2

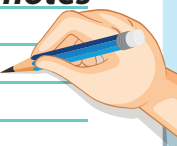
From the pictures the child determines what letter is covered or what letter has to be written in the middle of the paper (see Picture 4).

*It is possible to write all the letters that are the same for all of the words, e.g., **h**ouse, **b**rother, **h**orse (all have a common letter "h" and "e").*

Picture 4



My notes



Picture and first sound

Learning to associate a letter with the corresponding phonetic sound



Option 5

1

The teacher offers picture cards and three letter cards. The letters indicate the first sound of the objects' names shown in the pictures (see Picture 5).

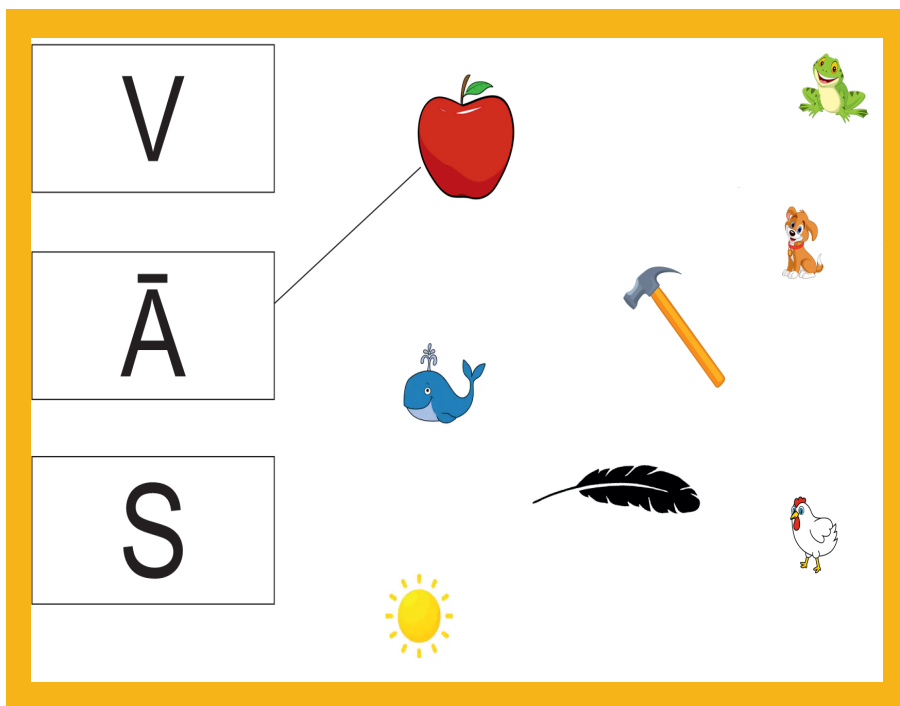
It is recommended to use the letters that are topical in the learning process.

2

The child groups the pictures by the common first sound.

Insert an unsuitable card or increase the number of initials in the picture series if you want to increase the difficulty of the task.

Picture 5



☀ The common features of different words are searched by their spelling and meaning.

☀☀ The common features of sentences are searched by structure, content, message, etc.

My notes



Division by syllables

Understanding that a word consists of syllables



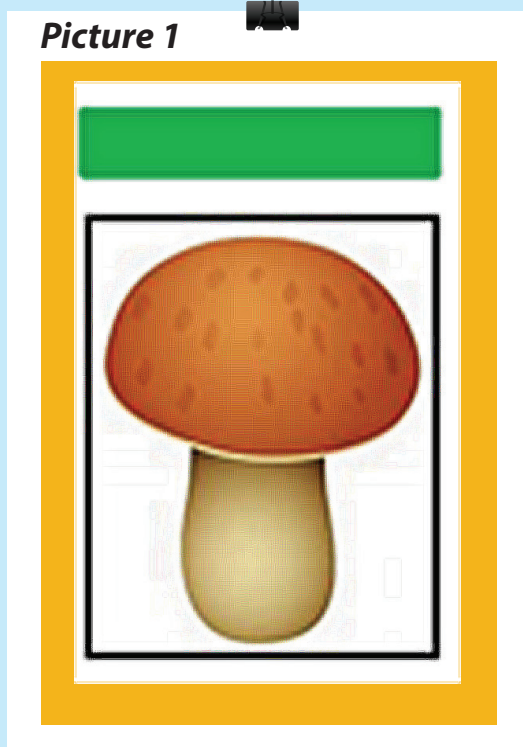
Option 1

1

The teacher shows a picture and names what is seen in it. A green strip is added to the picture (see Picture 1).

In the beginning it is recommended to use a word that has two syllables and is known to the child. The teacher pronounces this word in syllables.

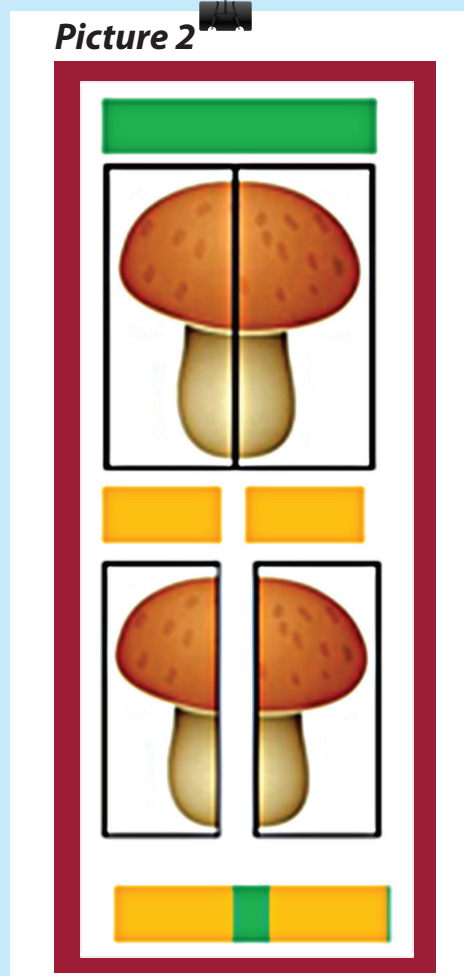
Picture 1



2

Ascertain the number of syllables in the word by observing how many times the mouth opens while saying it. Use yellow strips to mark the syllables. Put the yellow strips on the green ones – this way it is understood that a word consists of syllables (see Picture 2).

Picture 2



My notes



Division by syllables

Understanding that a word consists of syllables



Option 2

1

The teacher prepares cards with one syllable of a word on it. Another syllable has to be found from other offered ones (see Picture 3).

It is advisable to start with disyllabic words that are known to the child. In the beginning also add a picture to the word's syllable; by pronouncing it is going to be easier for the child to find the missing syllable.

Picture 3

KÈ					GA
	GAS				VÈ
	DAS				BAS
DAN					LÈ
DAR			DAN		
	DUS				DIS
DÈ					SIS
	GIS		ŽIR		
ME	VA		GUS	GER	
LE	TIS		ME	GÈ	
DÈ	ŽAS		KNY	AU	
LAN	DÈ		GRY	GAS	

Option 3

1

The teacher prepares word cards. The pupil reads the word in syllables. With each syllable pronounced he/she takes one step forward.

The word on the card can be replaced by a picture. The word can be divided into syllables; this kind of task is significant because the pupil feels the distribution bodily when pronouncing the word.

2

It is recommended to use a mirror in cases when the pupil has difficulties pronouncing some syllable.

☀ By forming words using syllables, try to form trisyllabic and multi-syllabic words.

☀ Research how the word changes if the place of the syllable is changed or some syllable is replaced with some other word's syllable.

In maths the number can consist of different digits.

My notes



Learning to distinguish the word as a unit in a set of letters



Option 1

1

The teacher prepares a line of letters in which a word has to be found (see *Picture 1*).

There can be one or two lines.

The easiest option – the children search for only one letter or syllable. In the beginning it is advisable to show the searchable letters, syllables, words and the count of them in a sample. Another option – the teacher names the searchable letters, syllables and words.

A word can repeat in the same line several times. It is recommended to indicate the count of the searchable words.

There can be several words in the line, but one has to be found.

Initially it is recommended not to put other letters in the letter line, that way the child learns to distinguish the word boundary only.

Picture 1



My notes



Letter line and grid

Learning to distinguish the word as a unit in a set of letters



Option 2

1

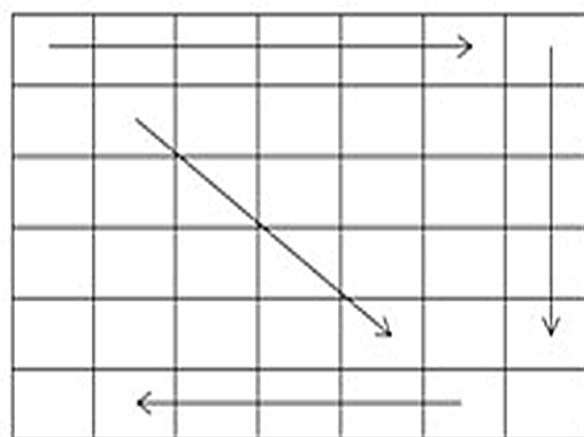
The teacher prepares a grid of letters (see Picture 2).

It is possible to differentiate the task by the level of difficulty – both the searchable word (words) and the searching direction is given (see Picture 3). Initially it is important not to include the direction from right to left, so the child has only one conception that words are read from the left side to the right side and from top to bottom.

Picture 2

Š	O	D	I	E	N	S
V	S	E	Ā	M	N	P
R	B	P	T	R	E	O
A	Ļ	T	Ī	D	O	Ž
H	C	F	Ū	D	K	A
N	E	L	U	A	S	L

Picture 3



- ☀ In the letter line and grid it is possible to distinguish words from which children form sentences.
- ☀☀ In the letter line and grid it is possible to distinguish words that are used in the principal form. The children form a sentence using the words in the corresponding case.

In maths learn the graphic representation of digits and numbers.

In maths listen to the operation (for example, $1+2$) and find the corresponding result.

In maths listen to the offered result and find the corresponding operation.

In maths in the digit grid search for the numbers, which sum, product, difference (+, x, -) is a number named by the teacher, for example, 10. The number can consist of several digits.

My notes



Which letter is missing?

Learning to connect sound with graphic representation – a letter; learning to determine sounds and the location of the letter in the word



Option 1

1 The teacher prepares different pictures which have one object in them.

The objects at first have to be known by the children (e.g., a house, a dog, a cat) and their names – easy pronounceable, monosyllabic or disyllabic to make it easy to accentuate the sounds.

2

The teacher together with the children clearly pronounce the words.

It is significant to accentuate different sounds – at the beginning of the word, at the beginning of the syllable, the harder pronounceable sounds, etc.

3

The teacher together with the children repeat the graphic representations of the sounds – the letters.

Use words in which the letters used are known to the child. It is possible later to complicate the task by adding some unknown letter, because the child will hear the sound, but, perhaps, will not know its graphic representation.

4

The teacher shows a card which has an object in it, its name with a missing letter and optional letters to choose from (see Picture 1).

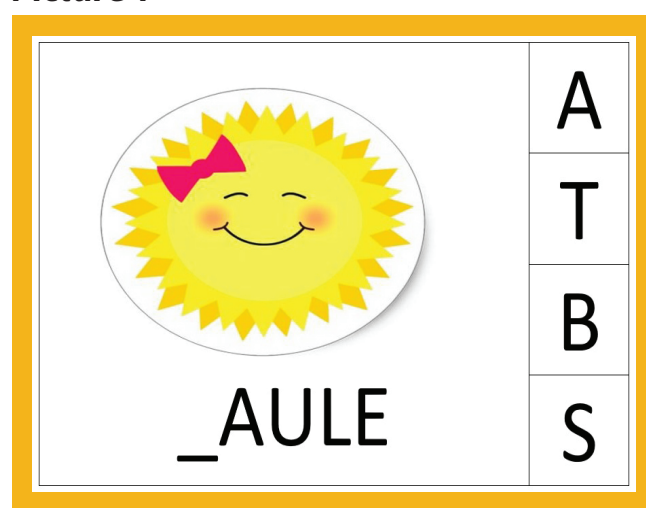
It is advisable to use capital block letters at first, and small block letters later on. If desired, the capital block letter can be immediately associated with the small, but the child's readiness to remember such an amount of information should be assessed.

At first, the missing letter space is at the beginning of the word, later – at the beginning of the syllable.

As letters to choose from, offer the letters that are known and those that are being learned. To make learning of the connection of the sound and letter easier, it is advisable in the beginning to offer to hear vowels, the first and the last sound, short and long sounds, etc.

continuation

Picture 1



The pupil listens to the word and finds its graphic representation.

The pupil listens to sentences of varying length, and finds the corresponding graphic representation (in more complicated cases it is advisable to offer three, four similar sentences in which some word has been changed – its case, punctuation at the end of the sentence, etc.)

My notes



Picture and word

The pupil connects the information read with the visually displayed



Option 1

1

The pupil makes his/her own (see *Picture 1*) or receives ready made picture and word cards.

Initially it is possible to give the pupil only a word card and a blank card on which he/she draws the word read. Thus, the pupil himself/herself creates a set of pictures and words. It is important that the pupil knows what is written on the card, as well as understands the meaning of the word. It is recommended to start with words that are well known.

The word and its graphic representation or its elements will be remembered more if the pupil draws the word himself/herself.

It is recommended to attach the picture or word cards to a peg, so the child can physically connect both parts (picture + word). Thus the child will indirectly create the awareness that a visual representation (it is formed in the brain during the reading process) is connected with a graphic representation.

Other pupils can use the drawn cards as well. Thus, in a collaborative process the pupils help one another to learn.

2

The pupil reads a word and connects it with an appropriate picture.

Different letters can be used according to the knowledge and abilities of the pupil. To promote the pupil's readiness to write, it is recommended to use different lines, distances, colours, etc. for the connecting.

Picture 1



Picture 2



The pupil reads the information (the amount of information depends on the abilities of the pupil) and connects it with the appropriate picture (see *Picture 2*). In that way the pupil gets the idea that a word combination and sentence gives more information than only one word.

My notes



Picture and word

The pupil connects the information read with the visually displayed



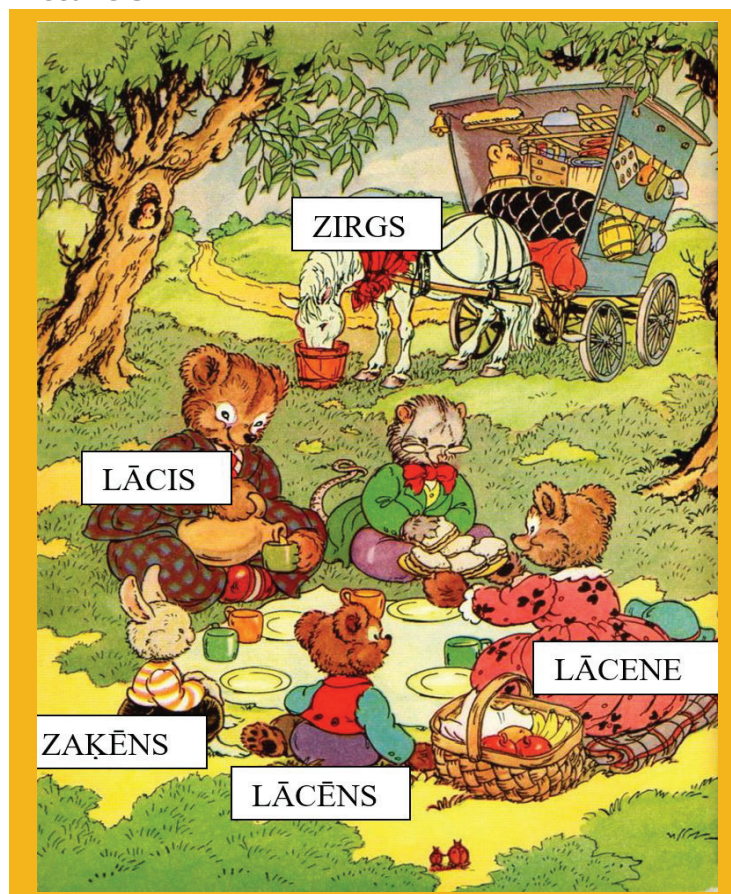
Option 2

1

The pupil reads words and correspondingly puts them into a picture (see Picture 3).

In the beginning it is recommended to use the insertable words in principal form. To make the task more difficult for the pupil, offer two to three similar word combinations, for example, brown bear, ragged bear, sad bear. The pupil chooses the most appropriate one. Also two word combinations can be appropriate, not only one.

Picture 3



My notes



Picture and word

The pupil connects the information read with the visually displayed



Option 3

1

The pupil listens to a text or reads it.

It is recommended to choose an actual topic and text according to the knowledge and abilities of the pupil. The details in the text are easily noticeable, perceptible and comprehensible for the pupil. During the time of reading the teacher emphasizes exactly the details needed to complete the task.

2

The pupil draws individual objects or "all of the text" (see Picture 4).

Debates about the drawings are important. If the pupil has drawn "all of the text", discuss also the correlation of the drawn objects, for example, why the hedgehog is behind the hare.

Picture 4



Option 4

1

Different pictures are given to the pupil.

The pictures correspond to the text that the pupil is going to read or listen to. If listening is planned, then the text can be read by both, the teacher or some pupil with good reading skills.

2

The pupil reads or listens to the text. The pupil puts pictures in the correct order according to the information read or heard.

The number of pictures, the information they show, etc. changes depending on the level of complexity.



The pupils read the information and correct the drawing (it is possible also the other way around). In the text read highlight the necessary information, thus improving the skill to distinguish what is the most important in the text, key words, signal words, etc.



The pupils read the information and draw what is missing (it is also possible the other way around).

My notes



The missing word

Understanding the meaning of a word in the text



Option 1

1

The pupil listens to the text that has no missing words.

It is recommended to think about sentence length, conformity of the words according to the pupils' level of knowledge and to pay attention to their own diction and reading tempo during reading.

2

The teacher gives the text that the pupil was reading, but with missing words in it (see Picture 1).

The teacher hands out word cards with the missing words.

The words are read together and their meaning is discussed. In the beginning, to make the task easier, it is recommended to form sentences, in which the insertable word is in principal form. The words on the cards can be replaced with a picture. Also their content has to be discussed. It is advisable not to use abstractions in the cards in the beginning.

Picture 1

KALĖDŲ SENELIS

KALĖDŲ SENELIS GYVENA JIS TURI

DAUG PADĖJĖJŲ . KALĖDŲ SENELIS

SKAITO VISŲ LAIŠKUS. SENELIS KARTU

SU ELFAIS GAMINA VAIKAMS . KALĖDŲ

SENELIS LABAI VISUS . PER

SENELIS APLANKO VISUS VAIKUS. JIS ATNEŠA

DOVANAS IR PALIEKA PO .

VAIKAI LABAI LAUKIA KALĖDŲ.

✂

VAIKŲ	MYLI	DOVANAS	ELFŲ
KALĖDAS	ŠIAURĖJE	EGLUTE	VISI

☀ The pupil records the formed text (his/her own or reading only the missing word – in this case the main text is read by someone else) and plays it back.

☀☀ The pupil thinks for himself what word could be suitable in the text. Compares it to the original. It is possible to use suitable synonyms, and then the meaning of the word in the content's disclosure can be analyzed. Compares several options of the text, tries to spot how the content of the text changes.

My notes



The missing word

Understanding the meaning of a word in the text



Option 2

1

The pupil reads some kind of information, for example, a recipe. Puts the missing words in the text.

It is important to look at the missing word in the context of the text content, for example, "squeezes out an orange" (an orange – the missing word).

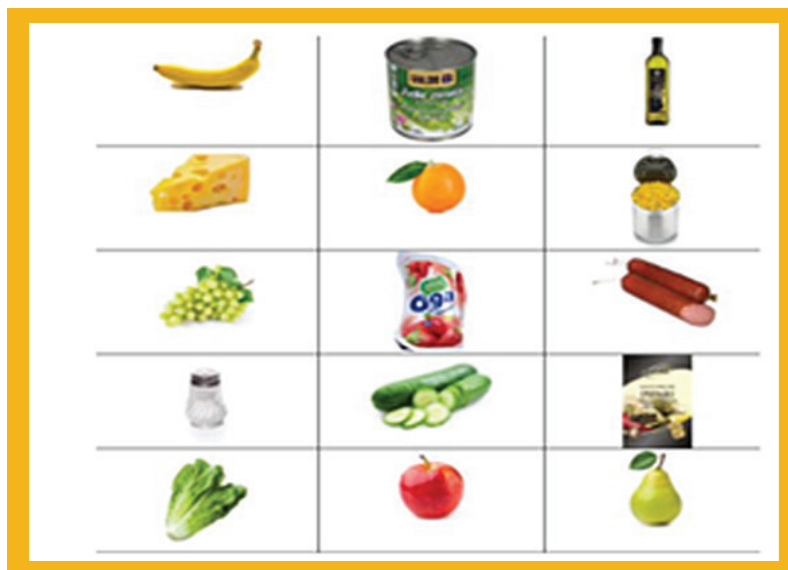
Option 3



1

The pupil reads the recipe. In the blank spaces he/she puts in pictures, not words (see Picture 2).

It is recommended to include in the picture set some pictures that are similar products, but unsuitable for the recipe. That way the pupil will improve analysing skills indirectly.

Picture 2



-  The pupil reads the text by himself, searches for the missing word by analyzing the context.
-  The word in the card has no ending. It has to be added corresponding to the case.

My notes



Reading some short information;
forming it



Option 1

1
The teacher prepares
readable texts
appropriate for children.

*It is recommended to choose texts
not only from fictions, but also
from magazines, newspapers,
booklets, etc.*

2

The pupils work in groups
of three.

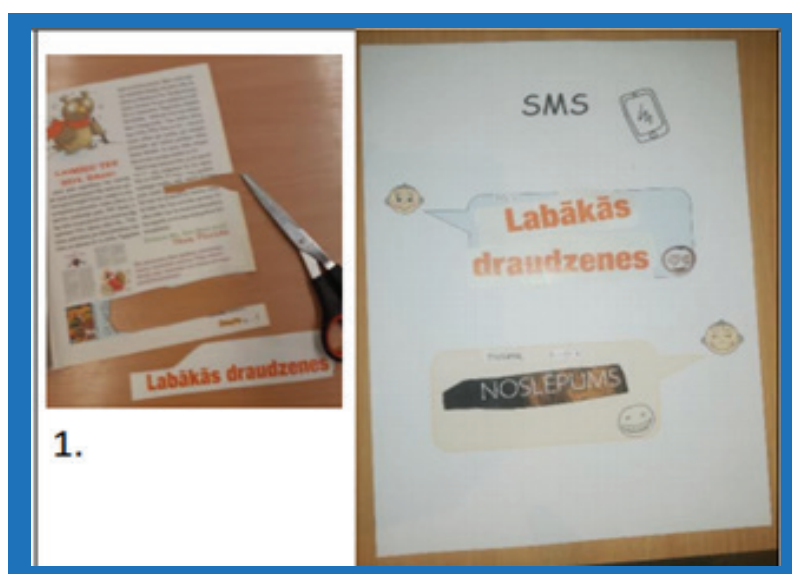
*It is possible to work in pairs, too.
However, the unit of the textual
information will possibly be
shorter, and different variations
will not form.*

3

The pupil searches
through the received
texts and cuts out three
appropriate words to
make a text message or
SMS. The cut out words
are glued to a previously
prepared paper
(see Picture 1), and it is
given to another pupil.

*It is important that the pupils
coordinate the forms of words. If
this condition of the task is too
complicated for the pupil it is
advisable to correct the endings of
words (to coordinate the forms of
words) by using a different colour.*

Picture 1



1.

My notes



Reading some short information;
forming it

continuation

4

The pupil reads the information, gives an answer and directs to the next answering step (asks a question).

The answer is given by coordinating the word forms, as described previously. It is important that the pupil has to bring forward the next question for the "texting" to continue. It is recommended to agree on the total number of the messages in advance. To make the task more difficult, the number of symbols in one message is defined.

It is possible to form the "texting" on a single topic, in that way the text will have to be reviewed more carefully during the process of word searching (see Picture 2).

Picture 2



🌙 Form a sentence from the given words. It is recommended to offer words different in form, arrangement, etc.

☀️ It is possible to form a new fiction by using different sentences found in fictions.

My notes



Imitate!

Reading the information precisely,
understanding it



Option 1

1

The teacher prepares a set of tasks – activity descriptions.

On the cards it is recommended to use short activity descriptions and that are clearly understandable and doable. There are 3 or more details mentioned in the activity descriptions (depending on the difficulty level of the task). Attention should be paid to the precise understanding of the nuances and the transfer of information to another pupil.

2

The pupils are split into three groups: the actors (will imitate the action, see *Picture 1*), the spectators (will define the manner of the activity, see *Picture 2*), the critics (will read the original description of the activity and will conclude how accurate is the shown activity, see *Picture 3*).

If the pupils work in groups of three, then each pupil has his/her own role; during the activity it is possible to change them. That way a pupil will improve the understanding of text.

3

The pupils do all the actions according to the described above.

Picture 1



Picture 2



Picture 3



My notes



Imitate!

Reading the information precisely,
understanding it



Option 2

1

The teacher prepares cards (see *Picture 4*) on which a brief summary of the imitable information is given, 2 – 4 actions, for example, get up, walk up to the door and knock three times.

*It is recommended to write the activity description in handwriting as well (see *Picture 5*). Thus, the pupil will improve the skill to read information reflected in different ways.*

2

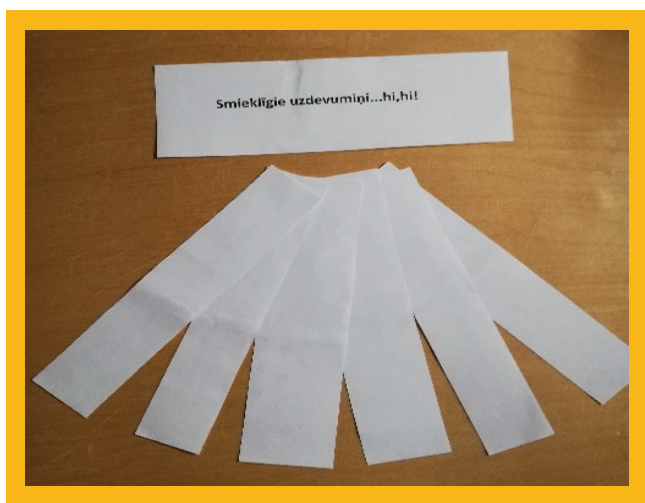
Each pupil draws one card.

3

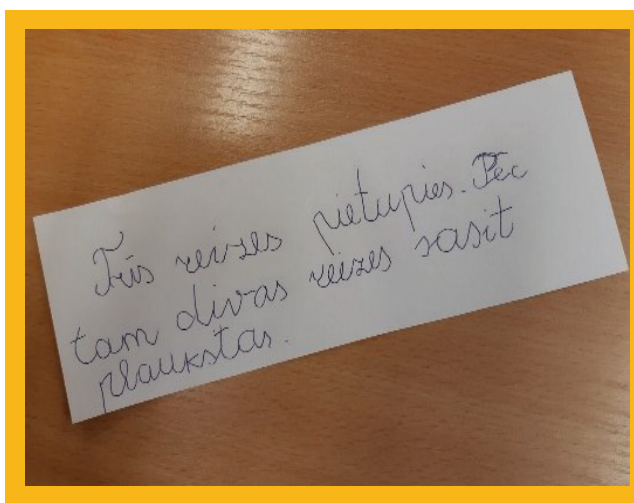
One by one the pupils perform the described action, other ones observe.

It is recommended to split the task in parts if there are many pupils, for example, 7 pupils show the activity and discuss it immediately. It is connected with the memory processes of the pupils.

Picture 4



Picture 5



My notes



Imitate!

Reading the information precisely,
understanding it



continuation

4

When all pupils are done showing their activities, the teacher reads an activity from the card, and they say which one performed it.

While others guess who was doing the activity, the pupil who did it does not say it. In the end the pupil confirms or denies the guesses. While listening to what the teacher is reading, it is important that the imitator understands the quality of his/her own carried out actions according to what is read. It is possible that a pupil's literacy is low, therefore, he/she cannot carry out the activity qualitatively, but listening skill is well developed, therefore, during or after the self-assessment process, the pupil understands the missing qualities of the action.

5

Analyzes the details of the text that were not executed accordingly.



The action is imitated by a picture.



It is possible to replace the description of the activity by a word or word combination.

My notes



Bigger – smaller – bigger!

Distinguishing diverse information in text, summing it up and generalizing it



Option 1

1

In the readable text characters have to be found.

2

The information about each character's appearance, actions, behaviour, senses, feelings, etc. has to be distinguished.

The distinguished information is defined by the teacher or together with the pupils it is discussed and listed, what kind of information about the character, for example, a human, it is possible to find out.

A more complex task: the teacher distinguishes a unit of information that is not presented in the text. A different colour is assigned to each distinguished information. It is used to colour in corresponding words and word combinations in the readable text.

The colour highlights help the pupil to retell more easily. If the pupils work in groups, then each pupil distributes his/her own category of information in one text that is read by all of the participants of the group. It helps to go deeper into the text. In the beginning offer texts, where the distributable units of information are obviously visible, later – they are visible in the context with other information.

Option 2

1

One unit has to be distinguished, for example, the character's appearance, behaviour, etc. During reading distinguish how the respective unit changes.

The teacher has to offer such a text where the distinguishable unit changes. Also the pupil himself/herself can change the distinguished unit, preserving everything else in the text. After that the changes of the text's content are compared. If another pupil has changed some unit in the text, then it is possible to compare, which unit's change influences the content of the text more.

My notes



Bigger – smaller – bigger!

Distinguishing diverse information in text,
summing it up and generalizing it



Option 3

1

Words and/or word combinations that describe the units are offered. The units are searched for in the text.

This kind of method improves a pupil's skill to move from a larger unit to a small one by learning to understand, that in a text also a smaller unit, for example, a word, and its change has a meaning in the revelation of content.

Option 4

1

The pupils read the title of a book or text. They predict what the text is going to be about.

It is recommended to use a title that consists of at least four words. Thus, mentioning the content of the text, it is possible to analyze each word and the correlation of the words used in the title.



The pupil writes his/her own text according to the information given in the title. Compares it to the original. Analyzes why common features form.

My notes



Bigger – smaller – bigger!

Distinguishing diverse information in text, summing it up and generalizing it



Option 5

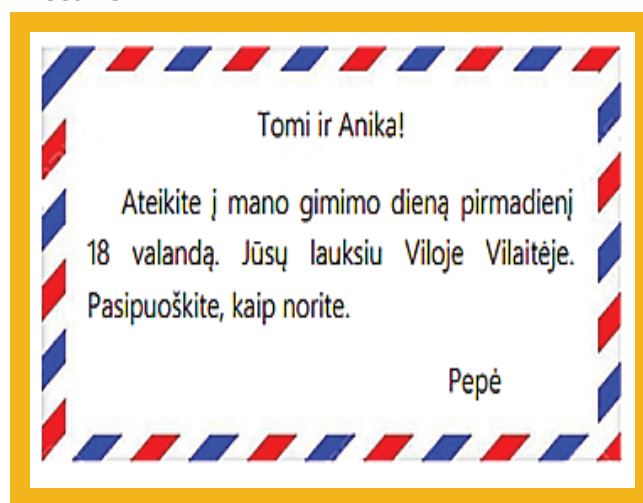
1 The pupils get to know some bright highlight from the text (see *Picture 1* and *Picture 2*). According to it they try to predict what the text is going to be about.

Three highlights can be offered in one text. That way the pupil makes predictions, both about the content of the text and its systematic revelation.

Picture 1



Picture 2



According to the highlight the pupil writes his/her own text, compares it to the original.

My notes



Bigger – smaller – bigger!

Distinguishing diverse information in text, summing it up and generalizing it



Option 6

1

The pupils check out a picture with one object, describe the details, for example, hands, nose, eyes, ears, clothes, etc. (see Picture 3).

A common picture can be made from the described details.

Picture 3



Option 7

1

The pupil reads the text. Answers questions. For the answer chooses one precise word which he/she writes into a crossword.

It is important to use a very precise word from the text.

My notes

Handwriting practice lines with a pencil icon on the right.

Planning

Reading the text and analyzing the sequence of activities



Option 1

1

The pupil reads the text. Analyzes its content using keywords: the other day, in the beginning, after, later, in the end, suddenly, before, after some time, past, etc.

The pupil himself/herself forms the sequence of the mentioned keywords.

Option 2

1

The pupil reads the text. Analyzes its content using keywords: the other day, in the beginning, after, later, in the end, suddenly, before, after some time, past, etc.

The teacher has formed the sequence of the keywords, the pupil adds suitable information from what he/she read.

Option 3

1

The pupil reads the text. Analyzes its content using keywords: the other day, in the beginning, after, later, in the end, suddenly, before, after some time, past, etc.

The teacher has made a list of actions and events. The pupil adds the suitable mentioned keyword to each action an/or event.

My notes



Planning

Reading the text and analyzing the sequence of activities

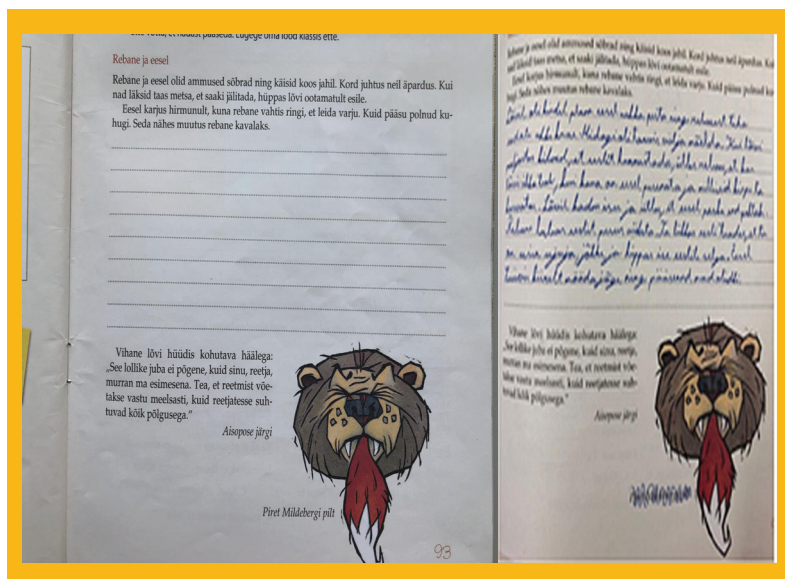
Option 4

1

The teacher offers a text which is missing some part (introduction, main part, conclusion). The pupil respectively thinks of the missing part based on the given part of the information, the keywords, the signal words (see Picture 1).

The difficulty level of the task changes depending on which part of it is not given. For example, it is easier to write the main part, but it is the most difficult to write the introduction, because it has to justify what the text is going to be about in an interesting, consecutive and very brief way.

Picture 1



Picture 2



The words highlighted in the text have to be replaced by suitable pictures.



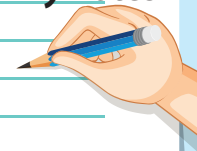
Some part of the sentence is complemented according to the topic.



The dialogue that has missing parts is complemented. The content of the dialogue in general has to be understood to form a follow-up of the conversation.

The pupil examines the picture. Creates a verbal or written narration using the keywords (see Picture 2).

My notes



Reading the text with partly given information; perceiving the content of the text in context

Option 1

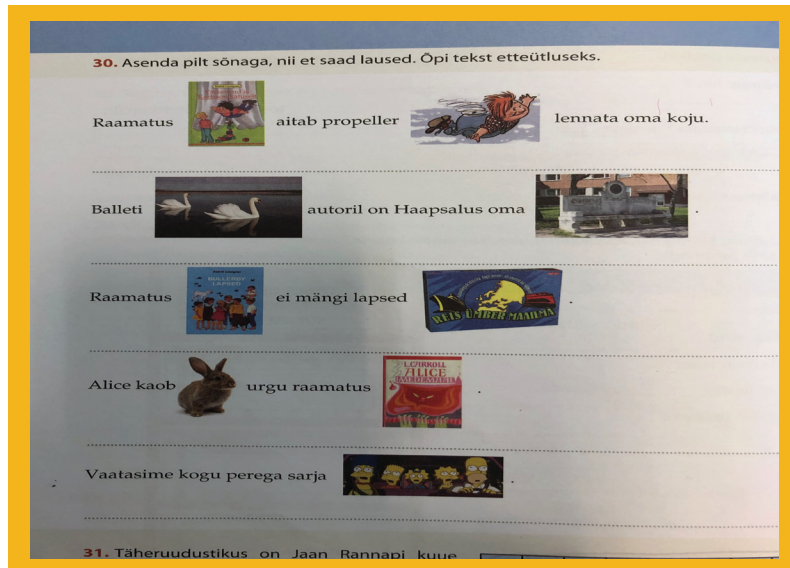
1


The teacher prepares a text with omitted words, word combinations and/or parts of sentences.


In the beginning the words omitted are those that have been read previously in the text, for example, in the first sentence the word "house" is mentioned, in the second sentence it is the omitted word.

In the next steps the task can be entangled: it is not possible to read the omitted words, word combinations and/or parts of sentences in the previous sentences. In easier versions the word, word combination and/or part of the sentence is insertable in a fixed place in the sentence, however, attention has to be paid that the option of choice is only one, it is obvious and uninterpretable.



Picture 1



 In the text the words, word combinations and/or parts of a sentence are highlighted, they have to be replaced by suitable pictures. In this version it is possible to think about a contextual picture or a very precise picture of an object. The pictures are searched electronically, in magazines, they are drawn by pupils themselves, etc.

 In the text sentences, in which some words are replaced by pictures, are given. The pupil replaces the pictures with appropriate words, reading them loudly or inwardly (see Picture 1).

Words, that are given in the principal form, have to be put into the text.

  The pupil reads the text and writes out key phrases. The set of key phrases is given to another pupil to read. He/she then tells about the content of the text, guided by the key phrases read.

My notes



Content postman

Reading the text with partly given information; perceiving the content of the text in context



Option 2

1 The pupils are divided into groups of 4 or 5.

The text is split into as many parts as there are participants in the group.

It is recommended to include pupils with a similar individual literacy level in one group.

2

Each pupil in the group is responsible for the content of some part of the text. Other group members do not know the content of the parts of the text.

3

Each member of the group is assigned a number – 1, 2, 3, etc.

continuation

1 The participants that are assigned the number 1 team up in one group, in another group – with the number 2, etc. The group together gets to know the content of the text.

In this case a pupil from another group can help if some pupil cannot understand the information that he/she has read.

2

After a certain time everyone joins their original group.

3

The group has to answer questions about the text in general, and have to complete tasks.

In this moment everybody is responsible for the precision of the part of the text that is "brought" to the group.

continuation

1

If necessary, the groups of "the same numbers" are allowed to team up once again to specify some aspect of their part of the content.

My notes



Content postman

Reading the text with partly given information; perceiving the content of the text in context

86



Option 3

1

The teacher writes information on the blackboard that is arranged in several rows (see Picture 2).

Initially it is recommended to use, for example, a distich of a poem or one verse.

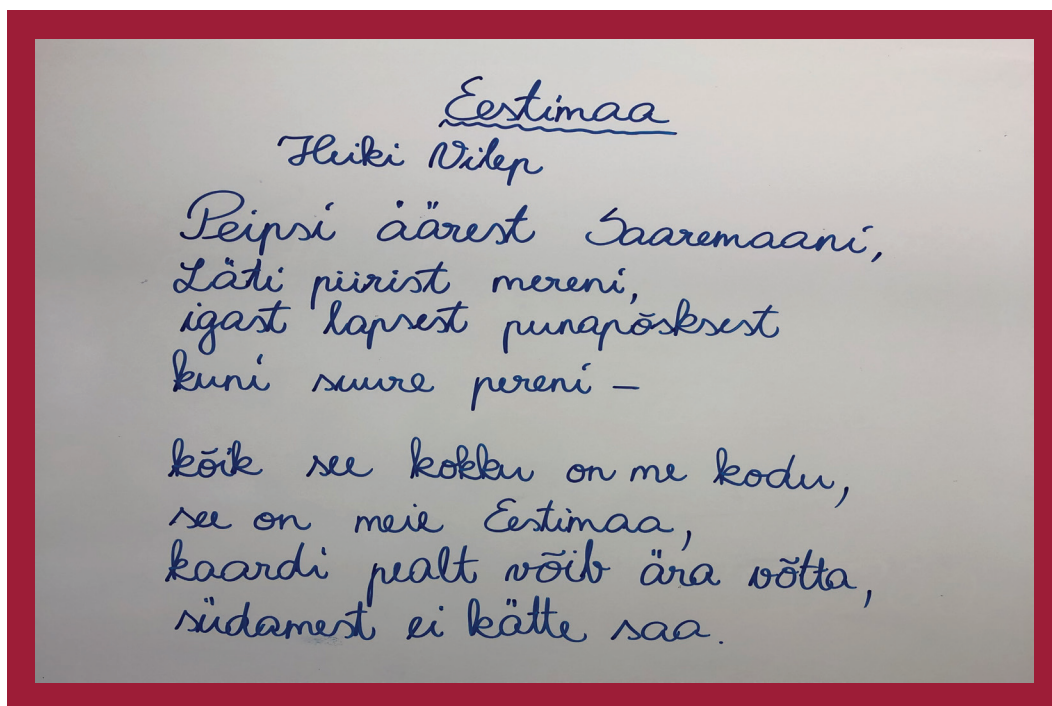
2

The pupils read it.

3

The teacher erases the last word in each row.

Picture 2



My notes



Content postman

Reading the text with partly given information; perceiving the content of the text in context



continuation

1

The pupils read the row, calling the erased word, too (see Picture 3).

By erasing more and more words each time, the task to consecutively name all the row is entangled.

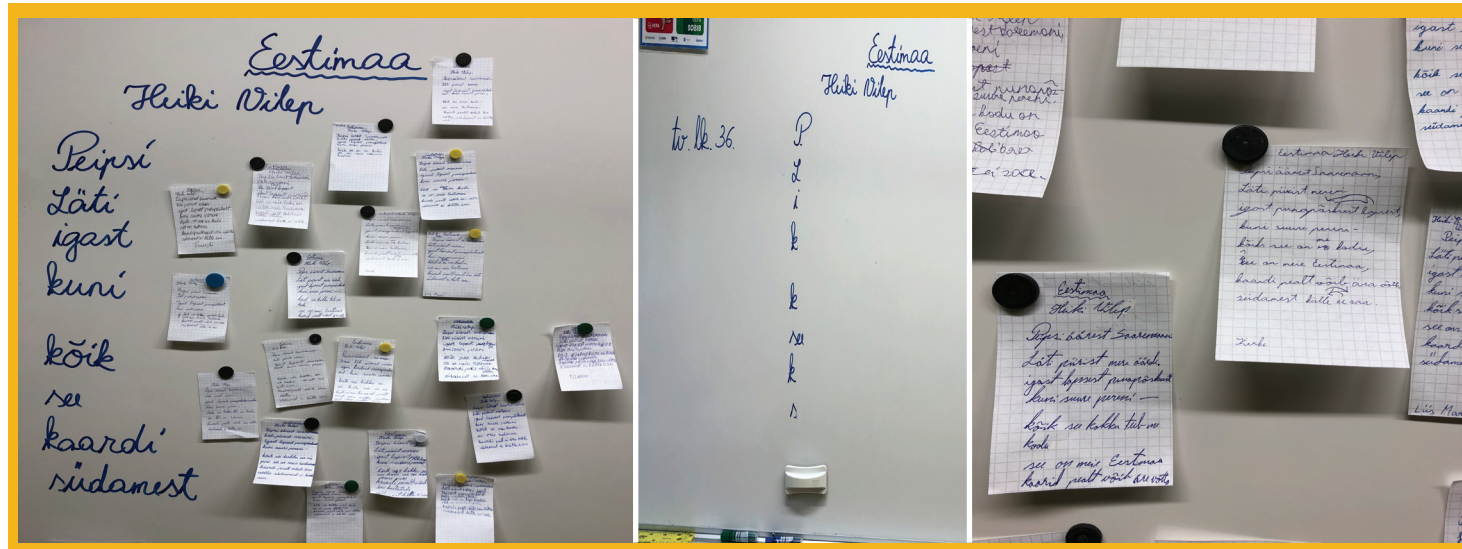
2

They read an unrelated row of words, remove words one by one, call all the words, also those removed.

3

The same task can be done with letters.

Picture 3



continuation

1

The same task can be done with pictures.

My notes



Content postman

Reading the text with partly given information; perceiving the content of the text in context



Option 4

1 Before the lesson the teacher places different tasks around the classroom.






2 The pupil quietly goes around the classroom and writes down sentences in his/her exercise-book. The teacher records the time.

It is important that the exercise-book is on the table. The sentence has to be remembered before writing it down.

3 When the time is up, the pupil groups the sentences according to the order he/she believes is right.

The sentences are compared with the original.

Another version of the order is analyzed. It is possible that the sequence of events in the text is not unambiguous, as well as there are no signal words that indicate the corresponding place in the text in general in the distinguished sentences.

-  Words that are highlighted in the text are replaced by adequate pictures.
-  Signal words are highlighted in the sentences, in which they have to be arranged in the right order.
-  Parts of sentences are placed in the room. The pupil has to remember them and put them into the proper place in the sentence (in the worksheet).
-  Words are placed in the room. The pupil remembers them and writes them down, then forms sentences.
-  Different object combinations are placed in the room. The pupil has to remember, for example, the shape, colour, order, etc. It is reconstructed by memory instead of keeping it in front as an example.

My notes



Readings

Reading a previously prepared and unprepared text, handing the information over to others



Option 1

1 There are 4 – 5 “programmes” in one “television” or “radio”.

Each programme is represented by one pupil who has prepared the text for reading beforehand. It can be a previously prepared text or a text that has been found electronically during the lesson. The pupil thinks of the title himself/herself or together with other pupils, or it is suggested by the teacher. The name of the programme is invented. There is one “emergency news provider” in each programme. His/her task is to give a text that the reader of the news has not read previously. The text is not associated with the content of the corresponding programme.

2

Other pupils are “TV viewers” or “radio listeners”. One of the pupils is a “programme switcher”.

3

When the “programme switcher” points out the respective “programme”, the pupil starts reading. The pupil stops when some other “programme” is “switched over to”.

The listeners capture the information. When doing this task, it is important that the pupils do not write down everything, but the keywords that will help to remember the heard information.

continuation

1

After the teacher’s set time of “watching the TV” and “listening to the radio” has ended, the information acquired is analyzed.

It is recommended to agree on the information analysing points, for example, the relevance of content according to the topic, the development according to plan, the diversity of information, the comprehensibility, whether the proposed content and the way it is presented was interesting. The teacher stimulates to make reasonable recommendations.



The pupils can create an audio recording, creating a “radio programme” together. The audio recording helps a pupil to hear and evaluate the reading tempo, the comprehensibility, the perceptibility, the quality, etc. from a different point of view.

My notes



Reading a previously prepared and unprepared text, handing the information over to others



Option 2

1
3 – 5 short texts are offered to the pupils. They read them without assistance.

The length and topic of the texts depend on the general pupils' level of literacy, the current events and experience. It is recommended to offer emotionally neutral texts.

2
The pupil gets to know the offered choice of emotions.

*A positive temper of emotions:
cheerful, very happy, calm, joyful, content, dreamy, energetic, enthusiastic, cheery, loving, optimistic, confused, concerned.
A negative temper of emotions:
angry, irritated, apathetic, bad, depressive, envious, deceived, gloomy, at fault, tired, negative, dismissive, aggressive, weird.*

3
The pupil chooses in which positive and negative emotion's background he/she is going to read the text.

After reading analyze what did or did not allow to fulfill a correspondent reading. Analyzes how the content of the text and the special words used determine the type of reading and its emotional background.

According to the general literacy level of pupils it is possible to distinguish a simpler nature of emotions, for example, happy, sad, cheerful, smiling, angry, etc.

The text can be presented as if some animal, some character, the weather conditions, etc. is reading it.

My notes



Readings

Reading a previously prepared and unprepared text, handing the information over to others



Option 3

1

The pupil inwardly reads the text that is shown on the slider (moving, horizontal text, such as subtitles).

The amount, type, content and movement speed of the text depends on the general literacy level of the pupil.

If the pupil has to answer questions and complete tasks after reading, he/she has to know the content of the questions and tasks in advance.

2

The pupil reads aloud the text that is shown on the slider (moving, horizontal text, such as subtitles).

3

When reading the text of the slide, the pupil writes the required word in the missing places of the text page (see Picture 1).

Picture 1

Fill in the missing gaps

Once I was seven years old, my momma told me,
Go make yourself some or you'll be lonely.
 I was seven years old.

It was a big big world, but we thought we bigger.
 each other to the limits, we won't learn quicker.
By eleven smoking herb and drinking burning liquor
Never so we were out to that figure

I was eleven years old, my daddy told me,
Go get yourself a or you'll be lonely.
Once I was eleven years old.

I had that dream like my daddy before me
So I writing songs, I started writing stories
 about glory, just always seemed to bore me,
Cause only I really will ever really know me

My notes





Option 1

1 The teacher prepares a text that has two parts, for example, a character's detailed description and illustration (see **Picture 1**).

Details are highlighted in the text.

2

The pupils work in pairs.

The pupils do not know what is the other pupil's readable part about.

3

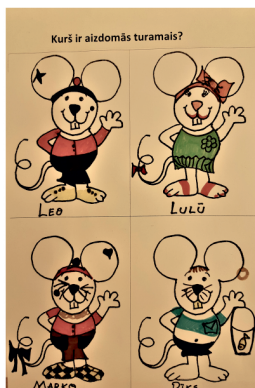
Each pupil reads his/her own part, visualizes one picture.

The visualizable picture is on one page.

Picture 1

Pelēnam galvā bija sarkana cepure ar zilu bumbuli.
Uz labā vaiga dzimumzīmīte. Degungals pelēnam
bija melns, un pie tā - labi saredzamas ūsas. Uz
labās auss neliels tetovējums sirds formā. Ap kaklu
bieza zelta ķēde.

Pelēnam bija sarkans krekls un brūnas bikses.
Biksēm lielas, melnas kabatas. Kājās
dzeltenmelni rūtainas čības. Ap asti pelēnam
apsieta zila lenta.



continuation

4

Compares what is drawn with the original illustration.

After the comparison mistakes are searched together (work together, read both texts).





Option 2

1 The pupil makes a "visualization box" of the fiction that has been read.

It is most convenient to use a shoe box. The visualization is made inside of it with suitable materials that describe the fictions. The visualization can be made, both in a plane and dimensional.

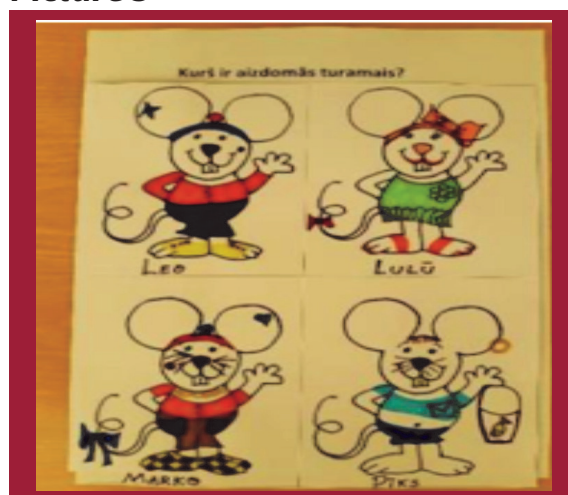
Write down the author and the title of the book on the lid of the box.

On the sides display the following information: important facts about the author, the characterization of the hero, conclusions, an interesting fragment.

Picture 2



Picture 3



Picture 4



Different pictures for comparison are given. The pupils choose the proper one (see Picture 2).

The illustration used in the fiction is analyzed in the context of the heard.

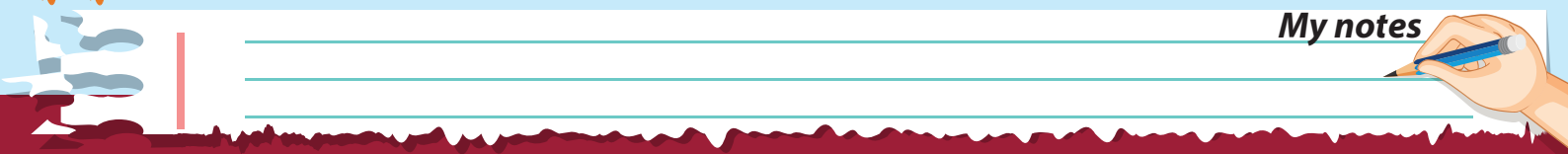
The illustration used in the fiction is analyzed in the context of the read.

The illustration and/or the book cover is analyzed by envisioning what the text is going to be about. After that the predictions are compared by reading or listening. It is important to pay attention to the details.

The illustrated book cover is analyzed in the context of the content of the book.

The illustrated book cover is analyzed in the aspect of the annotation and/or the commercial (see Picture 3).

My notes



What do I feel?

Analyzing visual and textual information
in the context of senses



Option 1

1

The pupil reads the text. Analyzes it by distinguishing the aspects of senses: hearing (What do I hear?), sight (What do I see?), smell (What do I smell?), touch (What do I find?), taste (What do I taste?).

It is fundamental that the aspects, that can be analyzed in this context, are reflected in the text. It is recommended to prepare a paper with a picture of a person with highlighted ears, eyes, etc. The pupil adds suitable word combinations or parts of sentences from the text. The teacher can prepare the word combinations, sentence parts beforehand as well. In the word combinations and sentence parts the words that indicate the respective sense are coloured in.

Option 2

1

The pupil examines a picture. Analyzes it by distinguishing the aspects of senses (see Picture 1).

It is fundamental that the aspects, that can be analyzed in this context, are reflected in the text. A visual picture evokes the pupil's associations in a sense level, later on this action will also be performed by a word that will form as visual information in the head. Initially the visual picture is obvious in the sense level, for example, a lemon – sour, ice – cold, the sun – hot, warm, etc.

Picture 1



My notes



The text's message

Learning to discern and generalize the idea expressed in the text



Option 1

1 The pupil reads the text in general.

The amount of text depends on the literacy level of the reader.

2

Then the pupil reads the parts (for example, introduction, beginning, nodus, rise, culmination, solution) which they have to write a substantiation for.

In the beginning it is preferable to extract the respective units and collectively clarify which of the spots mentioned in the text are the introduction, the nodus, etc. Later it is allowed not to do it, thus promoting the skill to interpretate the text, but in that case the pupils have to compare their interpretations.

The substantiation is written using the text or generalizing the idea. Precision is the most important.

3 When compiling the information obtained, generalize the message provided by the text.

It is important to discuss, from which aspects the pupil has structured the generalization, so the generalization would not be outside the previously analyzed context, as well as there would not be contradictions with the previous statements.

My notes



Richness of language

Reading, understanding and using different words



Option 1

1

The pupil gets to know the explained words and word combinations before reading the text (see Picture 1).

The teacher distinguishes words that have to be explained by adapting the text according to the general literacy level of the pupils.

Picture 1

Ž

*blankti – balti, gesti
kiūtinti – pamažu eiti*

Option 2

The pupil reads the text, underlines all incomprehensible words.

1

2

According to each pupil's general literacy level it is defined which explanations of words are not necessary for the perception of the text's content. It is verified, if the change of the "incomprehensible word's" form makes its meaning understandable.

3

The pupil makes his/her own explanatory dictionary.

It is recommended to make thematic dictionaries, such as a specific fiction's explanatory dictionary, untypical and exciting word dictionary, cheerful word dictionary, different concept and term dictionary, etc. It is important that the pupil writes the word explanations in his/her own words to use the created dictionary more effectively.

My notes



Richness of language

Readsing, understanding and using different words



Option 3

1 The teacher prepares a text with a "rich language".

It is recommended to use more than just fiction texts.

2

The pupils write out "bright" words from the text.

3

The teacher gives a text that has no "rich language". A "simple language" is used, simple sentences, etc.

continuation

1 The pupil changes the text using the words written out from the first text.

2

Reads the created text to others.

3

Concludes how the used words change the text.

Option 4

1

The teacher provides a lot of books for the children. It is best to do this task, for example, in a library where are plenty of books.

2

The pupils search for samples in the books according to the task.

For example, the pupil has to find some sentence, word constructions, old names, foreign words, rarely used adjectives, verbs, etc.

My notes



Richness of language

Reading, understanding and using different words



Option 5

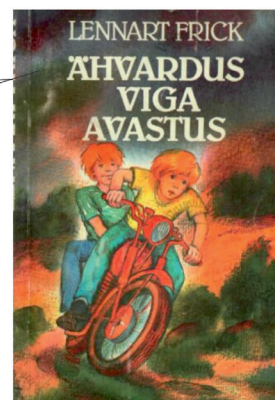
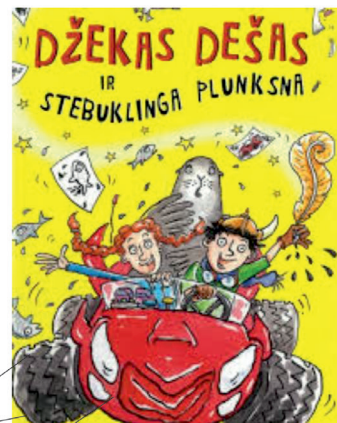
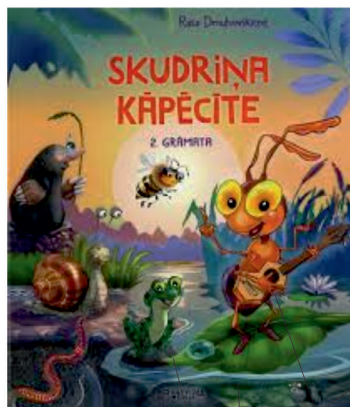
1

The pupils work with book covers.

2

They count on how book covers it is possible to find the specified information.

For example, the pupils search on how many book covers there are animal names, toponyms, verbs, foreign names, place names, etc. mentioned.



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My notes



In the world of handwriting

Students practice reading texts in different writing styles



Option 1

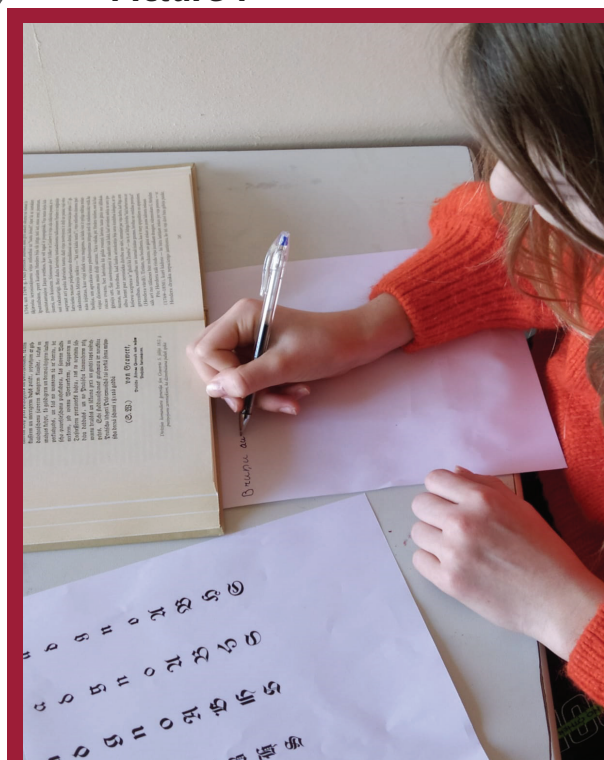
1

Pupils are given pages with a decryption of Gothic letters, i.e. "old print" and text in Gothic letters.

2

Pupils try to decrypt (read) the given text using a sample of letters (see Picture 1).

Picture 1



Using the Gothic spelling, try to write your name, surname, stylizing the capital letter of the word.

Find a book written in "old print" in the home library. A book exhibition at school can be created, the title page of the book can be explored, a small fragment can be read and the contents of the fragment told to others.

Option 2

1

When learning about different writers, texts hand-written by the writers can be used.

Use a handwritten text from a classmate, such as an essay or any written work in which mistakes are corrected or a feedback about the text read is written.

Different handwriting texts are used.

My notes



In the world of handwriting

Students practice reading texts in different writing styles



Option 3

1

Round table method.

1. Pupils are divided into groups.
2. Essays on the given topic have been written previously at home.
3. After reading a classmate's essay, each child makes recommendations in written form. He/she gives the evaluation of the text and the text for reading to the next member of the group.
4. Each member of the group reads the essays of the other members of the group and provides written comments or annotations.
5. Thus, each member of the group receives his/her own essay with suggestions, questions and comments written by the other members of the group.
6. The method helps in the creation of the essay, as well as pupils read texts in different handwritings.



Pupils work in pairs. One of the pupils writes a topic of the essay, the other creates a thought map about what could be written in this essay.



Pupils work in pairs or in a group. One of the pupils writes 1 part of the essay, another member of the group writes a sequel, then the work is given to the next one. Thus, each member of the group creates a logical narrative, after reading the work of the previous pupil.

My notes



Who am I?

Analysing the seperable units in the text by asking questions



Option 1

1

The pupil puts a "crown" on his/her head, on which there is some character, situation, book, event, etc. reflected.

The seperable units can be from one text or previously read texts, such as fiction books.

2

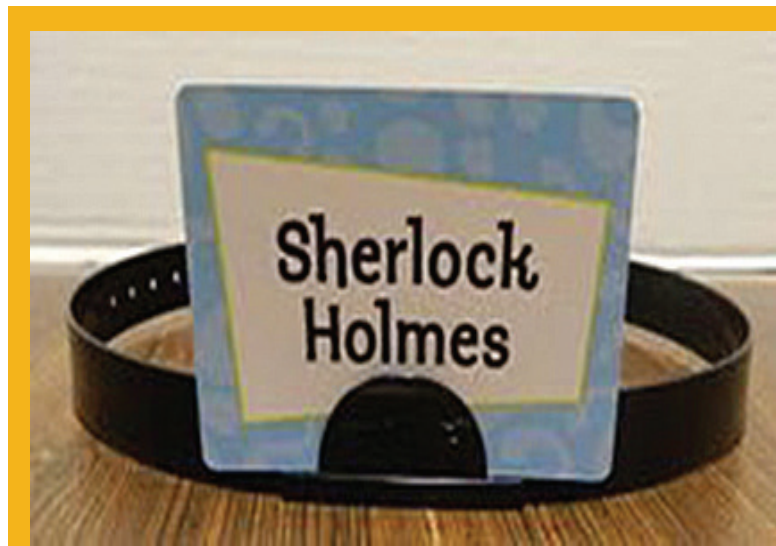
The one with the "crown" asks questions.

It is recommended to agree which unit of the text is going to be distributed.

3

Another pupil answers the questions.

The pupil who answers the questions has to be able to answer about the extracted text unit. It is possible that the pupil knows it beforehand and can prepare for it well. It is recommended to discuss what questions about the respectively extracted units it is possible to ask and how each answer to the question helps.



In the same way pupils do puzzles.

My notes





How to teach and learn reading?

Teacher's handbook

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