

# Resourcing Extensive Reading

by Peter Wickham



**TRAINER NOTES**

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Feedback is always useful. Please respond with the Contact Form on the website above.

## Notes for the Trainer: Read This First

You are about to lead a group of educators through a workshop on Assessing Extensive Reading. Please read through all of these notes carefully well before the workshop. For many Malaysian educators, this is a new and exciting format of reading lesson that will vastly improve their students' English proficiency not only in reading but in all areas of learning English as a foreign/ second language.

### Trainer's Notes

**Whenever you see this sign:**



You will know that there is an active part for you to play at that point, usually involving giving clear instructions to Participants, or explaining particular points, or handing out materials. Become familiar with these places in these Trainer Notes before the workshop begins.

These "Trainer's Note" signs **do not** appear in Participant Notes of which the Participants will all have a copy. Please note that your page numbers will not usually correspond with those of the Participant Notes.

### Activities

**Whenever you see this sign:**



You will know that Participants have an activity to perform as part of their learning. You will instruct Participants in the activity and circulate to facilitate. These signs **do** appear in Participant Notes as well.

Operate the PowerPoint slide-show that accompanies this Trainer Notes on a CD all the way through this workshop. All slides also appear in Trainer Notes and Participant Notes to help you and Participants locate the current page. Although you may not be able to easily read words on the slides in this manual the slide will be on the PowerPoint

## Background

In 2011 and 2012 Peter Wickham and Pn Zaliha bt Abdullah (Wickham & Abdullah 2012) surveyed local schools in Kuala Terengganu, Malaysia, finding that a very low number of primary school students in the area borrow books from their school library. Further investigation showed that students do not generally read habitually, and that little provision is made by teachers in the area to encourage students to read extensively. Their paper was delivered to the 2012 Malaysian English Language Teaching Association in Kuching, Sarawak. This workshop is based on that paper.

This workshop is designed to lead participants toward the views that:

- ❖ *Extensive Reading can produce very desirable results in reading and writing proficiencies*
- ❖ *Extensive Reading needs to be properly resourced*
- ❖ *Extensive Reading resources are within easy reach of teachers*

## Materials Required

The Workshop CD which contains this Trainer's Notes, The Participant Notes (to be photocopied cleanly) and a Book Report sheet, to be photocopied.

Give each participant a copy of Participant Notes.

One pair of scissors for each 3 Participants

1 blank sheet of A4 copy paper for each Participant

An LCD projector and screen

A laptop for showing the PowerPoint slide-show

The PowerPoint file "Resourcing Extensive Reading".

One copy of the Book Report sheet.

One short children's literature book that can be read by an adult in 10 minutes.

## Timing

This complete workshop will taking approximately 3 hours to complete, or 4 if the major activities of completing a book report and writing a short children's story are given longer timeframes. The 3-hour timing represents a half-day workshop. 4 hours can be broken into two 2-hour sessions, typically either side of morning tea.

## Introduction to the Theory of Extensive Reading

### Defining Extensive Reading

Slide 1

# READING



#### *Trainer's Note*

*Help Participants to think laterally about when they read eg a bus ticket, a magazine, TV ads, a clock, road signs, internet, newspaper etc. Point out that notes can be written on the next page.*

What springs to mind when you see this word READING?

Discuss in your group what reading means in the context of your classroom.

List the different types of reading.

Write your notes here.



## Categories of Reading

Slide 2

# READING



### *Trainer's Note*

*Organise participants into groups of 3 to 5. Look ahead to slide 3 for the 4 major divisions of reading but do not alert Participants to this. Only show slide 3 after 10 minutes or so of group discussion and note-taking, then a 5-minute reporting session.*



Make a list of all of the different types of reading that you can think of.  
Think “large picture” categories.

Write your notes here.

Slide 3

# READING

1. Reading for information
2. Reading for pleasure
3. Oral reading
4. Reading to learn to read



## *Trainer's Note*

*Encourage discussion around the room to see if anyone can name a type of reading that does not fit one of these categories. Explain according to the notes below as displayed on Participant Notes PAGE 5.*

Reading can be divided into 4 broad categories:

- Reading for Information. This is the type of reading favoured by most teachers because it is easily assessed. Information in the text is “hidden” until students “discover” it.  
Educators can show students how to find information, and success is determined by whether the student finds this information.  
Reading For Information is useful in daily life when we read bus timetables, news, internet searches, name tags, and even video games. It is how students in Higher Education read almost exclusively.
- Reading for Pleasure. This is what many readers do because they enjoy it. It is not generally assessed because it is (erroneously) not generally seen as a learning activity.  
The ‘pleasure’ part of Reading For Pleasure is somewhat spoiled when texts that are

written to be read for pleasure are used by educators to teach reading skills, ethics, or any other information- based endeavour.

These first two forms of reading – Reading for Information and Reading for Pleasure – represent the vast majority of societally useful reading activities.

3. Oral Reading is the least useful form of reading as a societal activity. It required an oral reader and a listener to interact unless the reader is verbalizing to benefit themselves. An predominantly aural learner may find this useful. It is often favoured by educators because it is easily observed and assessed. Shared Reading activities involve Oral Reading. Oral Reading by one person (usually the teacher) while students follow in their copy of the text is pragmatically useful in the classroom because many students are involved silently.

Many reading proficiency tests require oral reading; it is questionable whether this tests reading or pronunciation.

4. “Reading to learn to read” is an activity often found in the classroom. Texts are deliberately engineered to include sets of homographs, homonyms, rhyming words and alliteration. It is usually a form of Oral Reading in the junior primary classes, with the teacher reading along with students as a guide.

## Other Forms of Reading Strategy

### INSERT

### INSERT

Slide 4

INSERT Marking System	
X	I thought differently
+	New & important information
!	WOW
??	I don't get it
*	VERY important to remember

The INSERT reading system is designed for Reading For Information.

It is meant to remind the reader of their initial thoughts as they read, dividing them into categories of impact on the reader.

This works especially well for advanced readers as they read longer texts.

This is not very useful for Extensive reading.



### *Trainer's Note*

*Underline that this is a tool for other types of reading: if a teacher is using this in class, then the students are not doing Extensive Reading.*

## SQ3R

Slide 5

### SQ3R

*Reading and research series*

<http://www.studygs.net/texred2.htm>

#### **SQ3R reading method**

SQ3R is a reading strategy formed from its letters:

**Survey! Question! Read! Recite! Review!**

SQ3R will help you build a framework to understand your reading assignment.

SQ3R (Survey Question Read Recite Review) works well for most readers, encouraging them through the thought processes that should accompany effective reading for information.

This is of limited use in Extensive Reading



#### *Trainer's Note*

*SQ3R is not an Extensive Reading tactic.*

## Think-Tank: What is Extensive Reading?

Slide 6

**Extensive Reading:  
What is it?**  
**Spend 10 minutes with  
your group discussing  
and defining .**



In a group of 3-5 make a list of features that you consider describe “Extensive Reading”, otherwise known as “The Reading Habit”.

Be prepared to share your list with the whole workshop. (5-10 minutes)

Compose a list of features for the whole workshop on the whiteboard. Discuss. (5-10 minutes)

Write your notes here.



### *Trainer's Note*

*Set the question for Participants then circulate around the room to stimulate discussion in each group.*

## Literature Review

Slide 7

**Susser, B., & Robb, T. (1990).  
EFL Extensive Reading  
Instruction:  
Research and Procedure. *JALT  
Journal*,  
Vol. 12, No. 2 (November 1990).**



### *Trainer's Note*

*Read this text in the next two slides out loud, or have a participant volunteer to do so.*

Because our time is rather short here today, I want to only direct your attention to research by Susser and Robb 1990 on the subject of Extensive Reading. Extensive Reading is an area of language learning that has at the same time received a lot of attention in recent years by researchers, a lot of attention in Western countries, and yet little attention in Malaysia. For reasons that we will look at very briefly in a moment, Malaysian curricula, schools and teachers put little effort or time into encouraging this most important area of Extensive Reading.

## Slide 8

Our working definition of **"extensive reading"** as a language teaching/learning procedure is that it is reading

(a) of large quantities of material or long texts;

(b) **for global or general understanding;**

(c) **with the intention of obtaining pleasure from the text...**

(d) **reading is individualized, with students choosing the books they want to read,**

(e) **the books are not discussed in class.**

In the course of their studies Susser & Robb developed five main descriptors of Extensive Reading:

longer texts

general reading rather than specific topics

pleasurable reading

students choosing their own texts

not material that is dealt with in class

This stands in stark contrast with the kind of reading lesson that I have observed in Malaysian classes, where Reading Comprehension from specific texts is the norm, along with Reading Aloud , and grammar lessons.

In short, Extensive Reading is the opposite of what passes for reading lessons in most of our classrooms, where a specific piece of literature is chosen by the teacher, specific questions are devised by the teacher, and students are taught to search out specific answers to these questions, often with a Reading Aloud session.



## Benefits of Extensive Reading

Slide 9

Extensive Reading:  
**Spend 10 minutes with  
your group listing benefits.**



In the same group of 3-5, list what you consider are the benefits of Extensive Reading. (5-10 minutes).

Write your notes here and on the next page.



### *Trainer's Note*

*Stop discussion after 10 or 15 minutes and move onto the next activity, sharing with the whole workshop as below.*

Notes:



Compose a whole workshop list on the whiteboard and discuss. (5-10 minutes)

Slide 10

### Extensive Reading - Timothy Bell

1. can provide 'comprehensible input'
2. can enhance learners' general language competence
3. increases the students' exposure to the language
4. can increase knowledge of vocabulary
5. can lead to improvement in writing
6. can motivate learners to read
7. can consolidate previously learned language
8. helps to build confidence with extended texts
9. encourages the exploitation of textual redundancy
10. facilitates the development of prediction skills

Let me encourage you to read Bell's treatment of this subject of Extensive Reading. The full citation is:

Bell, T. (1998, December). *Extensive Reading: Why? and How?* Retrieved from The Internet TESL Journal: <http://iteslj.org/>

These 10 points of educational advantages of Extensive Reading are each worthy of note. Two in particular draw our attention:

Separate research points out that number 5 on this list, Improvement in Writing, tends to happen automatically when students read extensively as defined earlier. The area of Writing is central to any general education, and demands a lot of a teacher's time each week. A spin-off of Extensive Reading is an improvement in the student's writing ability.

Another interesting result of Extensive Reading worth a special note is number 9, the Exploitation of Textual Redundancy. This means that the reading of longer texts requires a different skill set than intensive reading of shorter texts, and better approximates normal speech patterns. Reading several different short passages in a row does not equal reading one longer passage.

## Logistical Problems with Extensive Reading

Slide 11

Extensive Reading:  
Spend 10-15 minutes with  
your group listing **problems**.

Every teaching and learning strategy has to be set up to optimize the chances of success. This means ensuring that as much as possible all learning resources and systems are in place. Getting these in place requires thought and planning on the teacher's part. This presents a series of problems to be solved by the teacher.



*Trainer's Note*

*Encourage Participants to draw upon knowledge*

*gained in the classroom.*

List the problems to be solved by the teacher in order to institute a program of Extensive Reading for their students. (10 minutes)

Another way of looking at this is to ask ourselves, "Why am I not encouraging, facilitating and assessing Extensive Reading in my classroom? What is stopping me?"

Write your notes on the next page.

My Notes on Problems To Be Solved For Extensive Reading:

Slide 12

# Extensive Reading: Report to the workshop Your list of problems. Make a composite list.



One participant to draw up a composite list of things that prevent primary school teachers from engaging their students in Extensive reading. (5-10 minutes)



## *Trainer's Note*

*Choose a volunteer to draw up a complete list on the whiteboard.*

Slide 13

## Extensive Reading Problems:

1. Time
2. Parents
3. Assessment
4. Reading materials
5. Enthusiasm
6. Suitable material
7. How will I know if a student is actually reading?
8. KSSR?
9. What do I do while my students are reading?
10. Reading strategies?



How close is this workshop list to this list? Is there anything here that you consider we should add to the list? Discuss (5 minutes)

- How do I provide the time?
- How do I involve parents?
- How do I assess?
- Where to get reading materials that engage students and are suitable to their age, English/reading proficiency, culture and personal interests?
- How to generate enthusiasm for students to read extensively
- How to ensure that a student's choice of material is suitable.
- How will I know if a student is actually reading?
- Where does it tie in with KSSR?
- What do I do while my students are reading? They are not speaking, responding to questions or sharing with anyone. What is my role as a teacher?
- Do I stop teaching reading strategies? Is it good enough to just push Extensive Reading as my only form of teaching Reading?
- Cost: who pays for all of these books?

## Problem 1: Time

Slide 14

# Extensive Reading: Time

**Spend 10 minutes discussing  
How long is needed, and  
where to find the time.**



Discuss in groups of 3-5.

Make your notes here.



## USSR &amp; DEAR

Slide 15

Extensive Reading:  
Time

U S S R  
D E A R

**Uninterrupted Sustained Silent Reading****Drop Everything And Read**

These acrostics USSR and DEAR mean exactly the same thing: that students read to themselves in a quiet, uninterrupted environment for a significant period of time (usually at least 20 minutes) without the accompaniment of any other activity such as answering questions or reading aloud.

In Western education, many teachers and even whole primary schools incorporate this into the timetable. Immediately after the lunch break is a favourite time to allow students time to “wind down” after physical activity and excitement.

Many teachers arrange with parents to also enforce USSR/DEAR time at home to allow sufficient time for the student to complete reading a unit (eg one book) in an agreed timeframe (eg two weeks). Students who acquire the ‘Reading Habit’ will independently read extensively at home and during school break times. Many students continue this practice long after leaving school.

## Problem 2: Assessment

Slide 16

### Extensive Reading: Assessment

**Spend 10 minutes discussing  
valid and practical ways to  
assess extensive reading.**



Since students have no communication with anyone during Extensive Reading, there is no way that a teacher can determine whether the student is actually reading or just pretending. Make a list of possible methods of assessing a student's progress in Extensive Reading. Also flag any problems that you can foresee in using these methods.

Write your notes here and on the next page.

My Notes:

## Book Reports

Slide 17



**BOOK REPORT**

Name \_\_\_\_\_ Date \_\_\_\_\_

Title of Book \_\_\_\_\_

Author \_\_\_\_\_

Setting \_\_\_\_\_

Main Characters

1. \_\_\_\_\_ 5. \_\_\_\_\_

2. \_\_\_\_\_ 6. \_\_\_\_\_

3. \_\_\_\_\_ 7. \_\_\_\_\_

4. \_\_\_\_\_ 8. \_\_\_\_\_

Problem \_\_\_\_\_

Solution \_\_\_\_\_

Result \_\_\_\_\_

Would you recommend this book to a friend? Why or why not?

Here is an Extensive Reading tool which is used extensively in Western schools that encourage Extensive Reading.

This Book Report form is aimed at primary school students in years 3-7 (Australia). There are many such Book Report forms available in Black Line Master books and on the Net. They are not difficult to construct in Word.

Students can be encouraged to colour the borders and add other decorations to make them more personal.



### *Trainer's Note*

*You will need one separate copy of this Book Report form for each Participant a little later at Slide 28. The Master for this is supplied on the workshop CD.*

## BOOK REPORT



Name \_\_\_\_\_ Date \_\_\_\_\_

Title of Book \_\_\_\_\_

Author \_\_\_\_\_

Setting:

---

---

---

Main Characters

- |          |          |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

Problem \_\_\_\_\_

---

---

Solution \_\_\_\_\_

---

---

Result \_\_\_\_\_

---

---

*Would you recommend this book to a friend? Why or why not?*

---

---

---

---

## Slide 18

Name \_\_\_\_\_ Title \_\_\_\_\_

**FAIRY TALE BOOK REPORT**

Fairy Tale: \_\_\_\_\_

Author: \_\_\_\_\_

Illustrator: \_\_\_\_\_

Country of Origin: \_\_\_\_\_

Setting: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Main Characters: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What was the conflict or problem in this fairy tale? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What did the main character have to do in order to overcome the problem? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Conclusion: How did the fairy tale end? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Likewise a Book Report sheet can be made specific to a particular genre – poetry, fairy tales, short stories, comics, newspapers, etc. The teacher should construct suitable worksheets to be an exact fit for the class's needs.

## Slide 19

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**FAIRY TALE BOOK REPORT**

Fairy Tale: \_\_\_\_\_

Author: \_\_\_\_\_

Illustrator: \_\_\_\_\_

Country of Origin: \_\_\_\_\_

Setting: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Main Characters: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What was the conflict or problem in this fairy tale? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What did the main character have to do in order to overcome the problem? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Conclusion: How did the fairy tale end? \_\_\_\_\_

\_\_\_\_\_

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**BOOK REPORT**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title of Book: \_\_\_\_\_

Author: \_\_\_\_\_

Setting: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Main Characters

1. \_\_\_\_\_ 5. \_\_\_\_\_

2. \_\_\_\_\_ 6. \_\_\_\_\_

3. \_\_\_\_\_ 7. \_\_\_\_\_

4. \_\_\_\_\_ 8. \_\_\_\_\_

Problem: \_\_\_\_\_

\_\_\_\_\_

Solution: \_\_\_\_\_

\_\_\_\_\_

Result: \_\_\_\_\_

\_\_\_\_\_

Would you recommend this book to a friend? Why or why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

19

When making a Book Report sheet, bear in mind the visual impact of the sheet for the student. It should hold interest for the student and be attractive. It should also allow enough room for answers to easily written in.

If students have ready access to computers, text boxes can be provided for typed answers. The resulting report can be printed and handed in or else submitted digitally via email or USB device.



### Trainer's Note

*Prompt Participants to look at overall aesthetics, line spacing, clarity of print, questions asked, font used. Encourage the use of colour, even by printing colourable pictures for students to colour in. This emphasises the personal nature of the Report: it is the student's own work. They should be proud of it.*

Which of these two sheets is the more attractive? How? Discuss. (3 minutes)

## Students with Low Proficiency

Slide 20

# Extensive Reading: Assessment

What about students with low-level English writing skills?  
How do I assess their Extensive Reading?

Discuss in your group. List solutions.



In your group of 3-5 discuss and decide answers to the problem of students with poor handwriting, or poor reading skills, or poor English, or lack of motivation. Report your ideas to the whole workshop. (10-15 minutes)



### Trainer's Note

Encourage Participants with teaching experience to explain how they have solved this problem in the past. After 10-15 minutes of group and whole group reporting, move to Slide 21 and the next page of the Participants' Notes (P30).

Write your notes here:



Slide 21

# Extensive Reading: Assessment

**What about students with low English writing skills?  
How do I assess their Extensive Reading?**

**Possible solutions:**

- 1. Oral Q&A.**
- 2. Oral report to class.**
- 3. Draw pictures.**
- 4. Reading Star Chart.**



*Trainer's Note*

*Read through these four points and expand.*

- Conduct an oral Book Report with Q&A. Record the answers the student gives.
- The student gives an oral report to the class. (Encourage questions from the class as part of Speaking and Listening.)
- Student draws pictures of favourite scenes, then explains these to the teacher or the class.
- Extra motivation: Students keep a Reading Star Chart where they record the titles and authors of books they have read after teacher checking and approval.

### Problem 3: Encouragement

Slide 22

# Extensive Reading: Encouragement

**How do I encourage students to read extensively?**  
**Discuss in your group. List solutions.**



*Trainer's Note*

*make notes on the whiteboard about Participants' ideas and experiences in this area.*

Discuss in your group of 2-5: How to encourage students to read extensively?  
Make a list here.

Slide 23

# Extensive Reading: Encouragement

**How do I encourage students to read extensively?**

**Possible solutions:**

1. Home reading with parental help.
2. Provide engaging reading material.
3. Provide suitable reading material.
4. Rewards / competition / display of achievement

- Home reading
- Engaging material (themes, culture which the reader can relate to)
- Suitable material (themes, gender and age of characters, material corresponds with prior knowledge, familiar names, places and terms)
- Rewards for achievement / competitions / display of achievement in classroom
- Register your school for Book Club attention eg Scholastic



*Trainer's Note*

*Compare these to the list you made on the whiteboard. Call for comments.*

## Parent Contact

Slide 24



*My Child as a Reader*

*Please indicate your observations of your child's reading in the following areas.*

Reading Behaviours	Comment
_____ enjoys reading at home.	
_____ borrows books from the local library.	
_____ likes to read a variety of books.	
When _____ comes to an unknown word she/he usually: - guesses the word - uses pictures to help - misses out the word - attempts to sound out the word.	
General Comments:	
_____	
_____	
_____	
_____	
_____	
_____	

A teacher can enlist the aid of parents to determine a student's reading habits and strategies by sending home a questionnaire. These questions can be posed by the teacher to fit the student, the school and the culture to make them relevant and useful.

This can be particularly useful to the new teacher or when a student first enrolls at the school.



### *Trainer's Note*

Foster talk about parent involvement in lessons, in homework, in helping at school.



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## My Child as a Reader

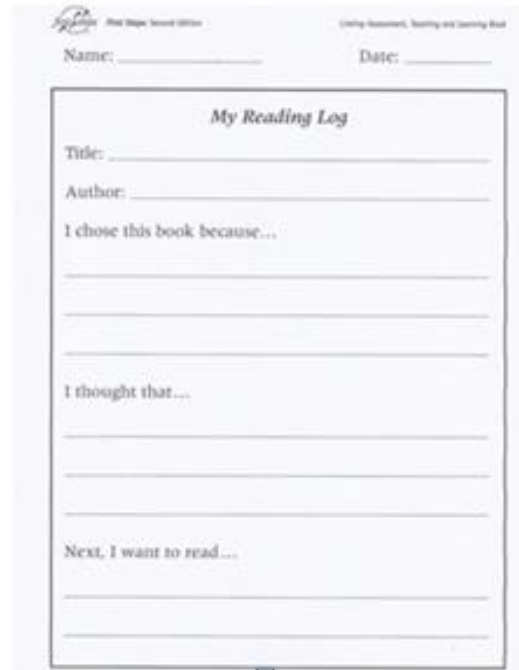
*Please indicate your observations of your child's reading in the following areas.*

Reading Behaviours	Comment
<p>_____ enjoys reading at home.</p> <p>_____ borrows books from the local library.</p> <p>_____ likes to read a variety of books.</p> <p>When _____ comes to an unknown word she/he usually:</p> <ul style="list-style-type: none"> <li>– guesses the word</li> <li>– uses pictures to help</li> <li>– misses out the word</li> <li>– attempts to sound out the word.</li> </ul>	
<p><b>General Comments:</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

## Student

Slide 25

## Reading Log



My Reading Log

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_

Author: \_\_\_\_\_

I chose this book because...

\_\_\_\_\_

\_\_\_\_\_

I thought that...

\_\_\_\_\_

\_\_\_\_\_

Next, I want to read...

\_\_\_\_\_

\_\_\_\_\_

My Reading Log: another tool that teachers can use to encourage and monitor students' Extensive Reading progress.

*Trainer's Note*

*Students should be Lifelong learners right from an early age. This involves keeping track of their own learning. This makes a good introduction to this area. See next page for an closer look.*



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Name: \_\_\_\_\_

Date: \_\_\_\_\_

### *My Reading Log*

Title: \_\_\_\_\_

Author: \_\_\_\_\_

I chose this book because...

---

---

---

I thought that...

---

---

---

Next, I want to read...

---

---

## Student-Teacher Interviews

Slide 26



The form is titled "Student-Teacher Reading Conference Record Sheet". It includes fields for Name, Conference Date, Identified Focus, Praise Offered, Discussion Questions, Suggestions Made, and Insights About Student. The form is designed for recording interviews between a teacher and a student regarding extensive reading.

Student-Teacher Reading Conference Record Sheet, to record interviews between teacher and student with regard to Extensive Reading.



*Trainer's Note*

*See next page for a closer look.*





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## Student-Teacher Reading Conference Record Sheet

Name: \_\_\_\_\_

Conference Date: \_\_\_\_\_

Identified Focus: \_\_\_\_\_  
\_\_\_\_\_Praise Offered: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_Discussion Questions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_Suggestions Made: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_Insights About Student: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Building a Love of Reading

Slide 27



Things a teacher can do to encourage the reading habit in students. (see the full image on the next page)



### Trainer's Note

*Ask around the room to see if anyone does these things, or has tried them in the past. Point out that these tactics are common, even expected, in Western countries. Countries aspiring to attain an educational standard similar to the West should consider these.*



First Steps: Second Edition

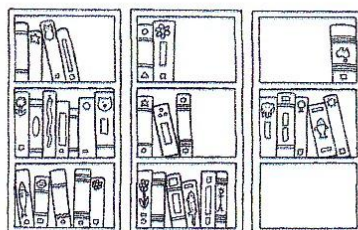
Reading Map of Development

## Building a Love of Reading

Transitional Card 8

There are many ways to encourage your child to be a reader and develop a love of reading. Try any of the following suggestions.

- Buy books and magazine subscriptions as gifts.
- Have a selection of reading materials such as comics, magazines and informational texts available at home and in the car.
- Have a special place for each person in the family to keep their books.
- Encourage your child to set aside a time for reading. Do this yourself so your child can see you as a reader.
- Encourage all family members and visitors to participate in reading or being read to.
- Encourage children to select their own books and magazines.
- Allow your child to have a subscription to a magazine of their choice.
- Exchange books with friends and other family members.
- Talk about books whenever possible.
- Display your own collection of books. Discuss why you liked or disliked any of the books. Encourage your child to do the same.
- Show an interest in what your child is reading. Ask them to recommend books for you to read.
- Visit the library often so your child can check out a variety of texts to sustain their interest.
- Provide access to a computer so your child can make use of the Internet for research purposes. Often local libraries have computers where the Internet is available.
- Join online book clubs. This is one way your child can share their thoughts with others, as well as hear others' opinions. Ensure any web sites your child is visiting are legitimate.



## Over To You – Write Your Book Report

Slide 28

### Over to you:

- **Choose a (junior primary) book**
  - **Read it**
  - **write your Book Report**
- 



### *Trainer's Note*

*Hand out the Book Report sheets you prepared*

*earlier from the workshop CD.*

Take 15-20 minutes to read your chosen (junior primary) book, and fill in a book report sheet for it **AFTER** you have read the whole book. Do not write anything until you have finished reading.

Note that the student should only fill in the parts of the sheet that apply to the book being read.

This exercise help participants to appreciate the thought process the student is led through after reading a book. Note that participants should **READ THE WHOLE BOOK** before attempting any questions. **Do not be tempted to answer questions on the way through.**

Remember, this is an exercise designed for 6-12 year olds. To do this exercise yourself, you would be reading a 3-400 page novel.



## Resources: Book Club

Slide 29



### Trainer's Note

*Read aloud through the next few slides/pages on Book Clubs. Ask if anyone knows of any other Book Clubs similar in approach to this.*

An internet search reveals instructions for school librarians to apply for membership of their school to a Book Club.

This may not be the only Book Club for school students in Malaysia, but so far it is the only one that I am aware of. If anyone here today knows of others, I would be very glad to receive the details.



Slide 31

[illegible]

Each student, after discussions and negotiation with their parents, brings the order form and money back to school, where the total order is collated into one.

A month later the books with individual students' names attached, are delivered to the school.

Schools and classes are allotted bonus points for free books in future orders.

Not all books will be suitable, or approved by parents. But over time, more English language reading material will be present within the educational community. Books can be passed on to younger siblings, swapped with friends, or donated to the school library. In a school of 400 students for example, if every student bought even one book each on the average, there would be 400 more English language books in circulation for each year. That is more English language fiction books presently in some school libraries!

Because students own the books, the books would be stationed at home and be available for parents and siblings to inspect.

Book prices tend to be around the RM6-10 range.

This by itself would vastly increase the availability of reading material in the educational community quite quickly.

## Little Books as a Source of Suitable Reading Material.

### Making a Little Book

The little book has front and back cover, and six pages.  
It can be made with A3 paper, or A4 paper.



Little Books are fun to make and attractive for students to read. Follow instructions to make a Little Book.

Slide 32



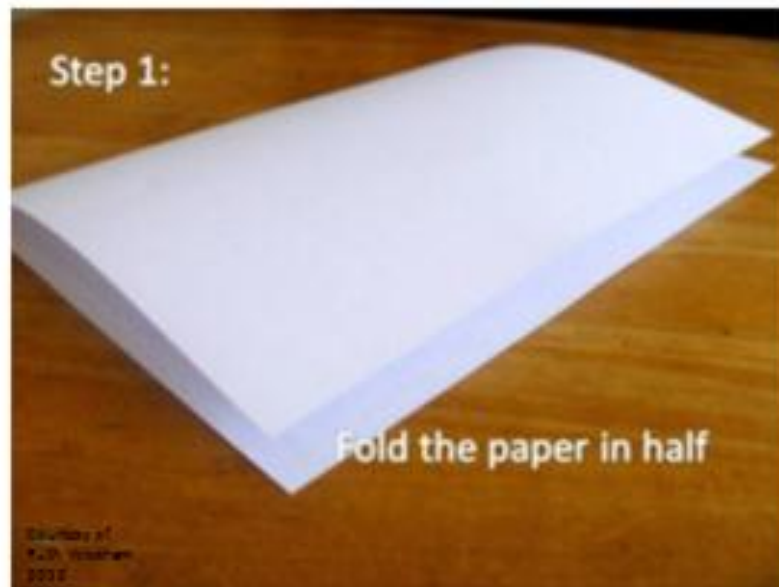
### *Trainer's Note*

*Walk Participants through this process by demonstrating with a sheet of paper of your own. It is best if everyone has a hard flat surface to lean on.*

Use a single sheet of A4 paper to make a Little Book according to the instructions on these slides.

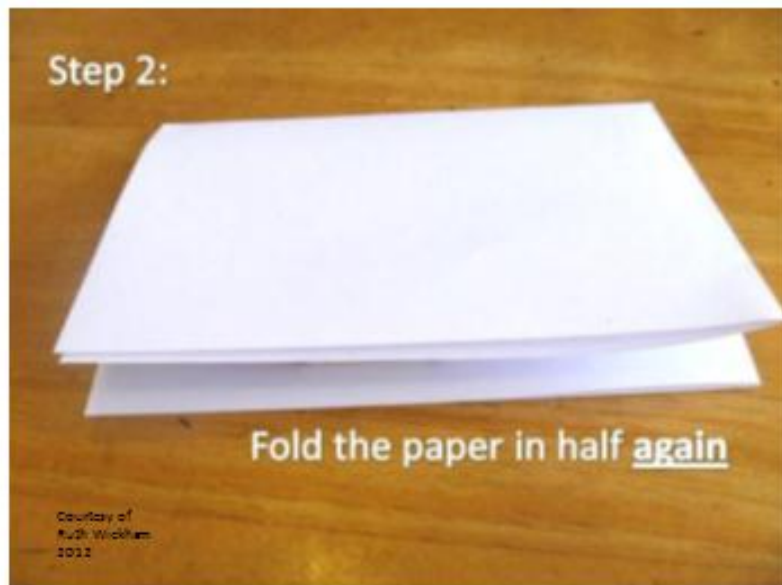


Slide 33



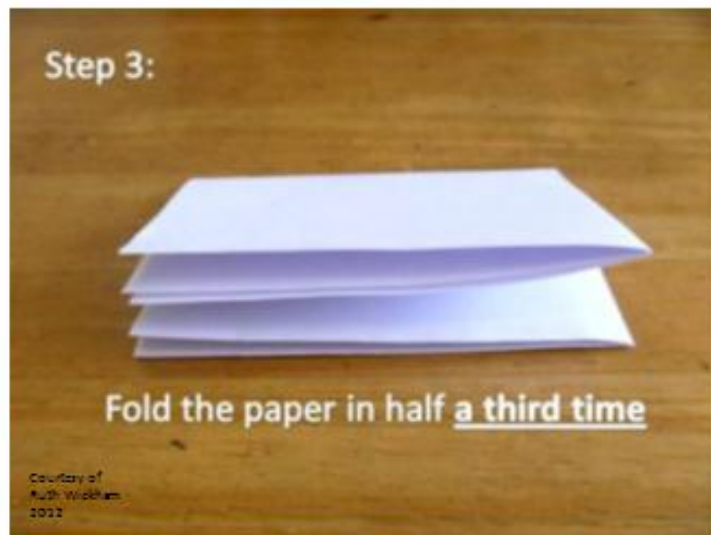
Fold the paper in half from end to end.

Slide 34



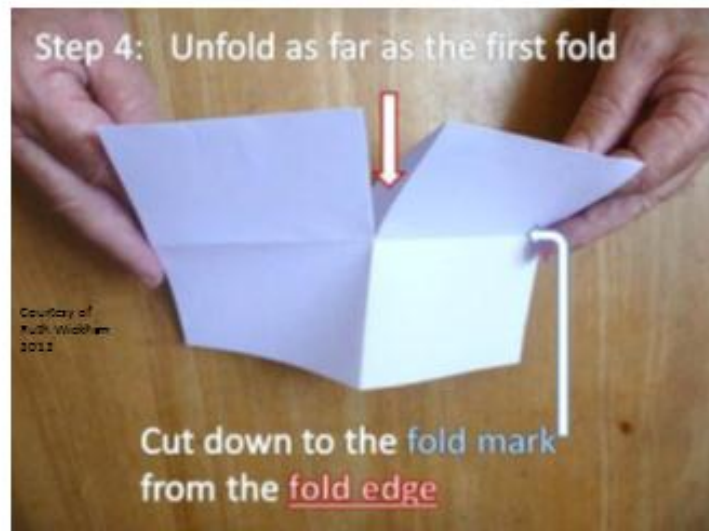
Fold in half the other way.

Slide 35



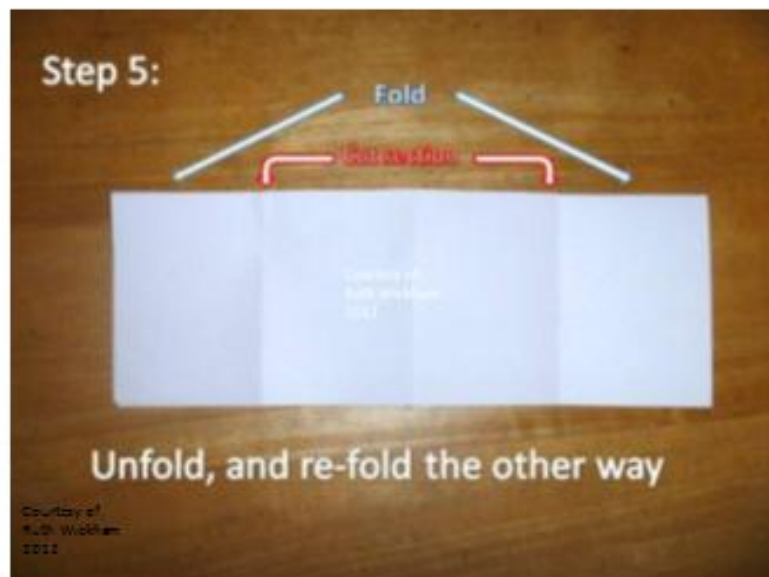
Fold in half for a third time in the same direction as the first fold.

## Slide 36



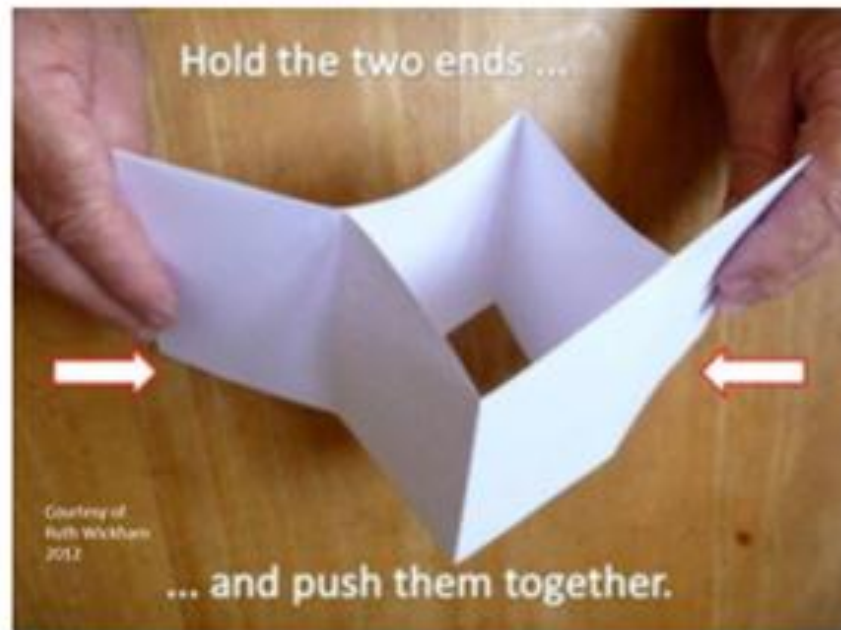
Unfold as far as the first fold, then cut down to the fold mark from the folded (closed) side.  
This is the only cut you will make on this Little Book.

Slide 37



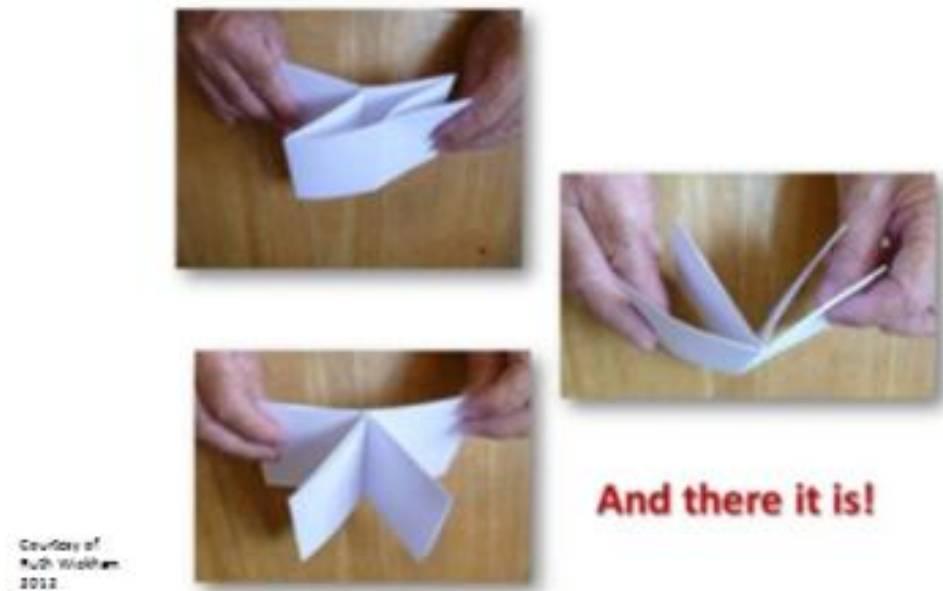
Unfold the paper completely, then re-fold it from side to side. There are two directions of fold possible at this point. When folded in the correct direction the result will be an open box-shape. If you fold it the wrong way, re-open it and refold it the correct way.

## Slide 38



This is where you if you folded the last fold the correct way. If the ends do not push together smoothly, then you will need to unfold and refold in the other direction.

## Slide 39



There are now four points to the shape. Bring them together and re-crease each to lie flat together. Done!

## Writing a Story

Slide 40

# Now write your story.



### Trainer's Note

*Instruct Participants that each page of their Little Book is to be one separate "chapter" of the book. They may write as much or as little as they wish, remembering that the audience is primary school students. Allow 20-30 minutes for writing. If time permits, have Participants share their work either by reading it aloud or by passing books around the room.*

Now write a short story with a separate thought or sentence on each page of your Little Book.

Before you begin, decide on the age group for whom you are writing. Set out your story with a page for each character

And a page for each new development.

Introduce a character(s).

Set a task or challenge for the character, then a solution to the problem.

Use easy words that would be familiar to a young student of English.

Write the title on the front cover. This leaves you 7 pages for story development.

(20 minutes)

Hand your story in to your Trainer.

This Little Book can be scanned and printed to be used repeatedly by different teachers as required.

This is now a resource for Extensive Reading for a junior primary student.



## My Plans to Use Extensive Reading

Slide 41

# What will **YOU** do with Extensive Reading?

- as a teacher
- as a lecturer
- as a student

*Encourage Participants to share immediately, and to continue to look for opportunities as they teach.*



*Trainer's Note*

A homework assignment for you:

What will YOU do with Extensive Reading?

IPG lecturers: How will you prepare your students to encourage and monitor Extensive Reading as they begin to teach?

## Further Reading

For further reading on Making Little Books, go to:

<http://acollectionofteslresources.weebly.com>

For Further reading on writing stories, go to:

<http://StoriesForMalaysianKids.weebly.com>

(Used by permission courtesy of Mrs Ruth Wickham, English Language Training Fellow at IPGKDRI, Kuala Terengganu 2012.)

Download this module at

<http://communicative.weebly.com>