Engaging students in reading inside and outside the classroom

Donatella Fitzgerald Milan 10th May 2018
In today’s webinar we will…

• look at the differences between extensive and intensive reading

• illustrate practical ideas to engage students in reading inside and outside the classroom
Using graded readers in the language classroom

Write in the chat one advantage or disadvantage of using graded readers in your classroom.
Think about your students attitudes towards reading (or reading in English).

What do they like?

What do they find difficult?
ADVANTAGES

Alan Maley – British Council 2009

- Develops learner autonomy
- Improves **fluency** and reading speed
- A correct model of English
- Enhances general language competences
- Opens windows on the world
- Consolidates and sustains vocabulary growth
- Improves writing
- Motivation and Inclusion
DISADVANTAGES

- lack of time
- finding books that really interest or engage students
- some students say they don’t like reading
Benefits of Reading - Young Learners

- Interactions between characters provide models for social behaviour

- Reading comprehension also develops such skills as self-discipline, improved concentration and better memory retention

- Reading provides students with skills that enables them to become competent researchers and study effectively

- Reading is FUN! Reading develops children's’ creativity and imagination
Benefits of Reading - Teenagers and Adults

- Improves reading skills
- Improves vocabulary, grammar, listening, speaking/communication and writing
- Increased confidence through language acquisition
- Further exploration of topics
- Reading in English outside the classroom increases time on task and helps to close the gap in hours needed to master a language
Read a thousand books and your words will flow like a river.
Virginia Woolf
Why read literature? Answer the following questions.

1. Can you live in the past?
2. Can you live in the future?
3. Can you live in another place?
4. Can you be a completely different person?
5. Can you really understand what another person feels?
6. Can you love and be loved by a prince or a princess?
7. Can you die and live again?
8. Can you make terrible mistakes and avoid the consequences?

Write Y = Yes or N = No in the chat
Why read literature? Answer the following questions.
1. Can you live in the past?
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7. Can you die and live again?
8. Can you make terrible mistakes and avoid the consequences?

If your answer to all or most of the questions is ‘no’, what you need is (good) books to read. Great literature is the low-tech, low-cost means to let you answer ‘yes’ to all these questions.
CONTEXT
How does this affect the way we teach?

65% of children aged 12 in 2015 will do jobs that don’t yet exist

Source: UNESCO / World Bank
THE 4 Cs of 21st Century Learning

Collaboration  Communication
Critical Thinking  Creativity

4 Cs of 21st Century Learning
WHY SHOULD OUR STUDENTS READ (MORE)?
Research shows that extensive reading feeds into improvements in all areas of language competence.

(Stephen Krashen 2004)
PISA Reading Assessment

PISA finds that a crucial difference between students who perform well in the PISA reading assessment and those who perform poorly lies in whether they read daily for enjoyment.

(PISA – programme for International student assessment is a world wide study by the OECD- organization for economic cooperation and development) in member and non member nations of 15 year old school pupil’s scholastic performance, or mathematics and reading.
WHAT’S NEW?
READING AND THE REVISED COMMON EUROPEAN FRAMEWORK OF REFERENCE
The CEFR Companion Volume with New Descriptors is now available online
New Common European Framework Reference – (CEFR) Competences: Reading and Literature

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<th>Literature</th>
<th>There are three new scales relevant to creative text and literature:</th>
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<td>- Reading as a leisure activity (the purely receptive process; descriptors taken from other sets of CEFR-based descriptors)</td>
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<td>- Expressing a personal response to creative texts (less intellectual, lower levels)</td>
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<td>- Analysis and criticism of creative texts (more intellectual, higher levels)</td>
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Make your learning visible

Close the ‘learning gap’
HOW CAN WE HELP STUDENTS DEVELOP READING SKILLS TO ‘CONSUME’ 21ST CENTURY TEXTS?
INTENSIVE AND EXTENSIVE READING
What is extensive reading?
What is extensive reading?

“When students read extensively, they read very easy, enjoyable books to build their reading speed and reading fluency.”

ER foundation 2011
“While middle and high school students may have mastered the basic tools of reading, they still need help ‘learning to read’ the increasingly complex and diverse texts of the digital age. “

13.12.2016 Learning to Read to Learn: Three ways to enhance adolescent reading comprehension in a digital world
Leah Shafer Harvard Graduate school of Education article about research by Catherine Shaw
Successful Extensive Reading

Alan Maley – British Council 2008

1. Students read a lot and read often
2. There is a wide variety of text types and topics to choose from.
3. The texts are not just interesting: they are engaging/compelling.
4. Students choose what to read.
5. Reading purposes focus on: pleasure, information and general understanding.
Successful Extensive Reading

6. Reading is its own reward.
7. There are no tests, no exercises, no questions and no dictionaries.
8. Materials are within the language competence of the students.
9. Reading is individual and silent.
10. Speed is faster not slow.
11. The teacher monitors and guides the students.
12. The teacher is a role model, a reader who participates along with the students.

Alan Maley – British Council 2008
What is intensive reading?
What is intensive reading?

Reading in detail with specific learning aims and tasks. Usually chosen by teacher as part of a classroom activity.
WHAT CAN STUDENTS DO TO HELP BUILD THEIR FLUENCY?
Read Graded Readers

'Graded readers are reading books that contain language adjusted to the level of the learner rather than authentic language'.

In the classroom

Graded readers can help learners build their confidence in reading, and they can make a useful addition to exposure of authentic reading texts, even at very low levels.

THE BRITISH COUNCIL

https://www.teachingenglish.org.uk/article/graded-readers
Activities at the end of the book

2. Look at the Word List at the back of the book.
   a. groups or organizations of people
   b. people
   c. places where people spend time
   d. actions through which other people could help
   e. things that you can buy in a shop

Before you read
1. In 1984, George Orwell warns us how future governments may make life worse for ordinary people. How might future governments use these to monitor everyone's lives?
2. Look at the Word List and think about the meanings of these words:
   a. groups or organizations of people
   b. people
   c. places
   d. activities
   e. things

While you read
3. Are there things that you can buy in a shop
4. Who or what are these? How is this different from what you see on televisions?

After you read
18. Match the correct endings on page 74 for these sentences.
   a. Parsons is happy because he ...
   b. Julia disagrees with Winston because she ...
   c. Winston feels sure that O'Brien is against the Party because O'Brien ...
   d. Winston and Julia are surprised because O'Brien ...
   e. Winston tells O'Brien his secret because he ...
   f. Winston cannot taste the wine because he ...
   g. All the beginning of the twentieth century, equally became possible because machines ...
   h. The Middle and Low groups could not move up in society because the Inner Party ...

Several pages of activities are available at the end of the book, corresponding to chapters.

Notes run here in Arial Regular 6 pt
Activities at the end of the chapter

1.1 What’s the book about?
Read about this story on the back of this book. Then answer the questions.
1. How many girls are there in the March family?
2. Is their father at home with them?
3. Does the family have a lot of money?
4. Are the girls sometimes happy?
5. Is this a good year for them?

1.2 What happens first?
Look at the pictures on pages 1 and 2. What are the right answers? What do you think? Write them in the sentences.
1. The girls are ______________________ at work  at school  at home
2. The time of year is ______________________ Christmas  summer  fall
3. The girls are talking about ______________________ jobs  presents  boyfriends
4. They are thinking about their ______________________ friends  brother  father
**WORD LIST**

*article (n)* a piece of writing in a newspaper or magazine

*betray (v)* to harm a person, group or country by telling their secrets

*brotherhood (n)* an organization of people with the same aims or beliefs

*canteen (n)* a place in an office, factory or school where people go to eat and drink

*cell (n)* a small room where prisoners are kept

*comrade (n)* a word used to talk to or about a person in some socialist groups or countries

*dial (n)* the part of a machine that has numbers which show you measurements

*edition (n)* the copies of a book, newspaper or magazine that are all the same

*hang (v)* to kill someone by tying some way of life as you want to taking the support away from under

*ignorance (n)* the state of having no knowledge or information about

*individual (n)* one person in a group of something

*league (n)* a group of people with similar aims or beliefs

*lever (n)* a handle on a machine that

*ministry (n)* a government department

*overalls (n pl)* a piece of clothing that you wear over your shirt and trousers to protect them

*party (n)* an organization of people with the same political aims

*poster (n)* a large notice or picture

*prole (n)* a working-class person (often an offensive word when used now)

*razor blade (n)* the small sharp flap that
Key vocabulary is highlighted in bold text with a glossary and phonetic spelling below each page.

Carefully graded language across 5 levels makes reading accessible to all abilities, yet keeps the natural character, flow and pace of the story.
Projects after reading

**Talk About It**

1. Work with three friends. Look at the pictures. Who are they thinking about? What are they thinking? What do you think?

   - Meg and John
   - Joe
   - Aunt March, Mrs. March, Jo, and Laurie

2. Put these words in the right places in the sentences.

   - dear
   - important
   - money
   - friend
   - home
   - happy

   Aunt March: "I don't like John Brooke. He has no money..."

   Mrs. March: "Money is not important for Meg..."

   Joe: "I am not happy about John Brooke..."

   Laurie: "You, Aunt March, Mrs. March, Jo, and Laurie, talk about John Brooke. What do you think?

3. Talk about these people. Who are they? Are they important in the story?

   - Mr. Laurence
   - the March family
   - Mr. David
   - Laurie

**Write About It**

You are Mr. Laurence. Write a letter to Mrs. March about Beth. Put these words in the right places:

- daughters
- every
- family
- problems
- sick
- scarlet fever
- dead

**November 25**

Mrs. March,

I was very sorry to hear there were problems at home. Beth visited the hospital, and one child was very sick. She had the scarlet fever. It was hard for her and Mrs. Hummel went to the doctor's house. He came, but she died.

Beth is very sick. Pay and Mrs. Hummel went to the hospital, but she didn't know them. Tony is Mrs. March's son. Do things come very much. Please come home.

Yours,

[Signature]

**Answer keys are available in the downloadable teacher resources**
CINEMATIC READERS

Marvel Readers (Teenagers)

Avengers,
Captain America: Civil War,
Guardians of the Galaxy,
Thor
The Avengers: Age of Ultron,
Guardians of the Galaxy

Marvel Readers (Children)

The Story of Spider-Man,
The Swashbuckling Spider
Freaky Thor Day
Call for Back Up
ORIGINAL TEXT READERS

- ORIGINAL TEXT (not adapted)
- (Therefore, an) extensive word list
- Teacher resources
- eBook with audio
- Perfect for students transitioning to higher education or studying English Literature
How can students choose a book at the right level?

- At their language level (or under)
- Choose something they can read without needing to use a dictionary
- Read the blurb, look at the cover
- Read some of the book
WRITE A DEFINITION OF FLUENCY
Reading Fluency

Reading fluency is defined as the ability to decode and comprehend text at the same time

(NICHD, (US National Institute of Child Health and Human Development 2000; Samuels, 2006)
Importance of Fluency

As children begin to master decoding, it is vital that they also begin to read with speed and fluency. These are essential skills for becoming a confident, mature reader, and are best developed by instilling in children a love of literature.

Reading: the next steps supporting higher standards in schools
UK GOV report 2015 Nick Gibb Minister for Reform
How can we help our students become fluent readers?

Fluency training should include:

**INTENSIVE** and **EXTENSIVE** reading

**INTENSIVE**
Practice with timed reading passages followed by comprehension questions

Lessons in skills: Skimming/Scanning that help students move their eyes quickly and purposefully over a text

**EXTENSIVE**
Opportunities for reading large quantities of readers at the right level
Reading speed

Students keep a reading tracker log

Read a passage for one minute and circle word when you say stop

Circle last word

Count words and fill in reading tracker log
Example of Reading Fluency Tracker

Wpm (words per minute)

<table>
<thead>
<tr>
<th>Days</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
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Name
______________________

Beginning Fluency Score
____

Final Goal and Date
___________________

5-120 wpm
40-180 wpm
100-250 wpm
Reading Fluency Checklist

**Accuracy** - reads words correctly.

**Speed** – Reads at the right rate. Not to fast and not too slowly.

**Expression** – Reads with feeling and does not sound like a machine or a robot!

**Punctuation** – Follows most or all of the punctuation marks in a text.
GETTING STARTED
Where should students read?

In school
Outside school
Anywhere
How can they get started?
Attitudes towards reading

Did any one read to you as a child? If so who?

What did they read?

What things did you enjoy reading most?

Do you still enjoy these things?
Genre

What kinds of genre can you think of?

Write a list of fiction and non fiction genres.
**Genre and title:** Fiction and Non fiction genres

<table>
<thead>
<tr>
<th>Fiction Genres</th>
<th>Non fiction Genres</th>
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<tbody>
<tr>
<td>Adventure</td>
<td>Romance</td>
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<td>Disaster</td>
<td>Science fiction</td>
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<td>Western</td>
<td>Fantasy</td>
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<td>Thriller</td>
<td>Horror</td>
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<td>Suspense</td>
<td>Ghost story</td>
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<td>Spy</td>
<td>Human interest</td>
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<td>Mystery</td>
<td>Humour</td>
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<td>Detective</td>
<td>Travel</td>
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<td>Crime</td>
<td>History</td>
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<td>Western</td>
<td>Biography</td>
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<td>Self-help</td>
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<td>Science and technology</td>
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<td>Sport</td>
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<td>Current events/issues</td>
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<td>international relations</td>
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<td>Children’s literature</td>
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<td>Classics</td>
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<td>Cinematic readers</td>
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</table>
Finding out what students like

What are you favourite genres? *

- Contemporary
- Thriller & Mystery
- Crime
- Young adult
- Historical fiction
- Science fiction
- Fantasy
- Classics
- Travel

What are your favourite school subjects? *

- Italian
- Foreign languages
- Mathematics
- Art
- Music
- History
- Geography
- IT
- Other: 

What are your least favourite school subjects? *

- Italian
- Foreign languages

https://www.google.com/forms/about/
Finding out what students like

What are your hobbies? (20 responses)

- Sport: 12 (60%)
- Art: 1 (5%)
- Music: 9 (45%)
- Dance: 4 (20%)
- Gaming: 7 (35%)
- Computers: 10 (50%)
- TV: 7 (35%)
- Other: 0 (0%)

What are your favourite genres? (20 responses)

- Contemporary: 1 (5%)
- Thriller & Mystery: 3 (15%)
- Crime: 3 (15%)
- Young adult: 0 (0%)
- Historical fiction: -1 (5%)
- Science fiction: 5 (25%)
- Fantasy: 7 (35%)
- Classics: -2 (10%)
- Travel: 0 (0%)
- History: 0 (0%)
- Poetry: -1 (5%)
- Sport: 8 (40%)
- Biography: -1 (5%)
- Other: 0 (0%)
Introducing Reading into your curriculum (POF)

• Out of class reading
• Reading time in school
• Whole class reading
• Self selected reading
Self selected reading (students choose)

“The reading of any book newspaper or magazine that students have chosen for themselves and is not subject to follow up work eg tests or a summary .........It is the most powerful educational tool in language education. It serves to increase literacy and to develop vocabulary”

Stephen Krashen – Emeritus Prof. Linguistics
University S California 2009
Teacher as a facilitator

- Providing students with really engaging books at the right level
- Helping students find the right level for them
- Making time to choose books in class
- Finding time for reading in class
# Reading Log

- Easy to use
- One for each student
- Students log their reading
- Help create a record
- Give their impressions
- Assists with reflection
- Inclusive

<table>
<thead>
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<th>TITLE OF THE BOOK</th>
<th>AUTHOR</th>
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Summer Reading Checklist Challenge

Can you complete them all?

☐ Read in Bed

☐ Read in the Car or on a bus

☐ Read on a blanket

☐ Read by a pool or water

☐ Read under an umbrella

☐ Read a Fantasy

☐ Read A SCARY STORY

☐ Read a Mystery

☐ Read a historical book

☐ Read a book about Science

☐ Read a true story (nonfiction)

☐ Read a book about food or a cookbook

☐ Read a book about a place

☐ Read a book about animals

☐ Read a book about a hobby or sports

☐ Read outdoors

☐ Read by flashlight

☐ Read in a tent or under a blanket

☐ Read in the morning

☐ Read in the afternoon

☐ Read at night

☐ Read with a friend

☐ Read with a parent or grownup

☐ Read a newspaper

☐ Read a magazine

Pearson Academy
Before you read

1. What do you know about Sherlock Holmes?
2. Where does he live?
3. What does he do?
4. What is the name of his friend?
5. Why do people like watching detective stories?
Describe the cover

1. Prediction. What is the book about?
2. Write down vocabulary.
3. What period of history? What makes you think that?
4. Where is the story set?

Listen to the first bit of the story

1. What happens next?
Pre reading vocabulary

1. Look at the word list at the back of the book. Which words are these?

a) You can buy a house here
b) You can open a lock with this
c) This person usually works in a house for people.
d) A horse pulls this.
e) Running shoes have these on the bottom.

Estate Agency – key – servant – trap - spike
Dictogloss

Prediction. What is the passage about? What words are we likely to hear?

Sherlock Holmes and the Dangerous Road
Dictogloss

1. Prediction. What is the passage about? What words are we likely to hear?
2. First listening. Do not take notes
3. Second listening. Write down key words
4. Third listening. Write down sentences
5. Work with a partner to reconstruct the text
Dictogloss

First listening. Do not take notes. Just listen
Dictogloss

Second listening. Write down key words
Dictogloss

Third listening. Write down sentences
Dictogloss

Work with a partner to reconstruct the text
Every Saturday morning, Mr Holmes, I go to Farnham Station on my bicycle and I take the 12.22 train to London. The station is about ten kilometres from Chiltern House, and the road is very quiet. For about two kilometres it goes between a park and the trees in front of Charlington House. You don’t usually meet anybody on that road, but one day I looked behind me. About two hundred metres away, there was a man on a bicycle. He was about forty or forty-five and had a short, dark beard. Before I got to Farnham, I looked behind me again. The man wasn’t there.
The Hidden Picture

- Reveal small parts of cover
- Children discuss
- Gradually reveal the whole picture
WHILE READING
Listen and Read

- Play audio
- Students listen and read (follow the text)
- Then students read aloud
Extensive Listening - Benefits of getting students to listen to book audio

- Bring stories to life
- Model correct pronunciation and intonation
- Different English accents
- Makes reading accessible for reluctant readers
- Highlights humour - jokes may be missed in print
- Provides additional listening practice
- Assists students with dyslexia
- Helps with speed and fluent reading
READING IN CLASS

WHOLE CLASS

READING
SSR
(Sustained Silent Reading)

- Students select a book (facilitated by the teacher about the level to ensure they are reading at the right level)
- Students read book in class in silence for 10-15 minutes
- The teacher reads a book too!

“Giving them time to read is clearly the most important thing I do with my students”

Steve Gardiner
DEAR TIME
(Drop Everything and Read)

- Encourage independent silent reading
- Students read their book in class
- Teacher reads a book too!

...... 5 minutes

D E A R Day
12° April

“Drop everything and pick up a book!”

Beverly Cleary
Students choose their own books so some read different books
Students read the **same** book

Read aloud
Read in silence
One chapter at a time
Listen and follow to the audio
Visual summary
Class discussion
--- Last lesson of the day… or week
Whole Class Reading – the same book
Chapter Summary
READING ALOUD
‘the research on reading aloud to children is very impressive: Children who are read to regularly out perform children not read to on a wide variety of measures of language and literacy: they develop higher levels of vocabulary, grammar, and a better knowledge of how stories are constructed, which helps make book reading more comprehensible’.

CHORAL READING
Choral reading: Reading aloud in unison

Whole class reads a passage aloud together.

Helps:

• Fluency and pronunciation and intonation
• Motivation and enjoyment
• Confidence
• Accuracy
• Inclusion
• Builds connections between spoken and written word
• Increases attention span
• Creates classroom community
Repeated reading

Students read a short text several times out loud.

Helps:

• Fluency
• Self-confidence
• Accuracy
Partner Reading

The stronger reader reads aloud; this models fluent reading.
The less fluent reader reads aloud the SAME text for the same length of time.
After both partners have read, one partner asks the other to:
• identify the sequence of the key ideas.
• tell the main idea.

Vocabulary acquisition
Inclusion
Accuracy
Confidence
Collaborative learning
POST READING
Post Reading Activities

- Sharing – re tell story in four minutes
  - School display
  - Re arrange summary of story
  - Enact a scene/ Role play
  - Watch the film and talk about differences
  - Time line of events.
  - Make a video trailer
  - Write a different end
  - Class quiz/game
  - Lap Book/Visual organizer
  - Compare characters
  - Map of symbolic locations
HOW MANY NOVELS AND SHORT STORIES DID ARTHUR CONAN DOYLE WRITE?
22 May Sherlock Holmes Day

4 novels and 56 short stories
FILM CONNECTIONS

Hood (2010)

The New Zealand-born actor who
in The Gladiator Oscar winner as best
and its director Ridley Scott reunite
story behind the legend of Robin Hood.

Robin Hood: portrayed as a brave, visionary man, an
outlaw who returns from the Crusades to free his nation
from tyranny. This is a figure which was to inspire
generations to fight for freedom. Cowie once again
represents the physical and moral strength seen in
The Gladiator and Master and Commander.

Matthew Macfadyen
plaving the role of the
Sheriff of Nottingham.

Hood (2010)

PALM SCREENS

The Plot
The film shows the actions of Robin Hood, an
expert archer who serves in King Richard's
army against the French troops and is initially
interested only in self-preservation. After
the death of King Richard, Robin goes to Nottingham
and discovers that the town is controlled by a
selfish and corrupt sheriff. There, Robin falls in
love with Marian, a woman who initially rejects
him because she does not trust him. In order
both to conquer the heart of Lady Marian by
proving to her that he is a good man and to save the
town of Nottingham from crippling taxation,
Robin gathers a group of merry-archers and
creates an army. Thanks to Robin's bravery and to
the loyalty of his soldiers, this rather improbable
army will save the country from civil war and will
bring glory back to England.

The Legend of Sherwood

L

One well known story about Robin that places him in
Whitby, Yorkshire is about him and Little John having a
friendly archery contest. ... The arrows fell at Whitby
Lathes, more than a mile away. Afterwards the arrows
where the arrows landed were known as Robin Hood's
Crossbow and Little John's Crossbow. Robin
became a popular folk hero because of his
generosity to the poor and oppressed peasants, and
his hatred of the sheriff and his officers, who enforced
the cruel forest laws, made him their champion. Some
chronicles state his exploits in taking place during the
reigns of Edward II, but other versions say that the king was
lackluster. The Lathes Crossbow...
RESPONSES TO READING
Different learning styles and active learning

V
VISUAL

A
AUDITORY

K
KINEASTHETIC
MAKE A BOOK
TRAILER VIDEO
GRAPHIC ORGANIZERS
READING LAP BOOKS

My Favourite book
COVER DRAWING

Drawing the cover of *My Favourite Book* or *My Favourite Character in the book.*
Literature Infographics/ book summaries

www.coursehero.com
MINDMAP (King Arthur) EVO CLIL 2018
BY PROF:SSA GRAZIA LO SACCO – MOLA DI BARI
Mind Map: Book summary

- "One Thousand and One Nights"
  - Characters: Magic Carpet, Genie, Rajah, Jasmine, Aladdin
  - General Skills: Writing, Reading, Oral exposition

- The Camel
- The Desert
- The Islam

- Evaluation and Feedback

- Vocabulary:
  - Carpet
  - Princess
  - Palace
Activity 2
Circle the words.

bedroom  children  house  magical  fly  happy

Activity 3
Read and color.

1 = green  2 = blue  3 = black  4 = pink  5 = brown  6 = yellow
READING AND CLIL
What CLIL Connections can you think of for Alice in Wonderland?
CLIL Connections
History
Geography
Mathematics
Science
Cookery
HELP ENGAGE STUDENTS WITH WHAT THEY ARE READING
INVOLVE THEM IN AN INCLUSIVE READING PROJECT
Amazing Readers and Amazing Little Readers Project

An inclusive reading project
Aims

To help engage students in reading inside and outside the classroom in order to improve their reading fluency.

To support teachers and students.
In esclusiva con i corsi “Get It!” e “Just Right Premium” la possibilità per tutti gli studenti di fruire online e offline delle seguenti narrative:

con “Engage” e “Focus”
con “Amazing Minds”
(versione due volumi o compact)
Amazing Readers Project

Students choose their favourite book and make:

- A Lap Book
- A game
- A video
- A poster
- An infographic
- Costumes
- Music
- Drawings
- Plays
- A receipe

----- any response
Show case students’ work on the project at an Amazing Readers Discovery Day in your school

Themes 2018

- My Favourite Book
- Our Class Reader
- CLIL Connections
- Global issues
- Special anniversaries

- Invite your Pearson
- English Consultant!
Students can dress up as their favourite character
Amazing Readers Discovery Day at Scuola Primaria

PETER PAN

The book
Characters
The plot
Drama

CLIL Connections
London
Family

Method
Songs
Dressing up as favourite character in the book
Making Posters and Lap Books
Tea party
Discovery Day at a Scuola Secondaria I Grado

DRACULA

The book
Characters
The plot
Drama
Bram Stoker
Genre
Vampires

CLIL Connections
Science: Blood – DNA
History – Castles
Geography – transylvania

Mode
Presentations
Posters and Lap Books
Play and acting out parts
Drama
Discovery Day at an Istituto Nautico

Pirates of the Caribbean (Film)
Characters
Plot

CLIL
Oceans and Seas
Pearls
Caribbean history
Pirates
Slave trade
Commerce
Tourism
The Caribbean
Music
Immigration
OVER TO YOUR STUDENTS!
OVER TO YOU AND YOUR STUDENTS!

Give them the opportunity to become ‘Amazing Readers’!
Successful Extensive Reading

- Involve everyone – students, teacher and .. Parents
- Part of the teaching timetable
- Involve students in set up and management
- Variety of interesting books at appropriate levels
- Ways to assess and monitor reading

Varied and interesting selection of books to read
Il progetto Pearson per diffondere l’amore per la lettura in inglese tra bambini e ragazzi di tutte le età a partire dai banchi di scuola, tramite i Pearson English Readers, adattamenti graduati dei grandi classici, fiction e non fiction.

Alunni e studenti potranno scegliere da un'ampia collana di testi in lingua inglese, adattati ai diversi livelli di padronanza della lingua. Alla fine del percorso vi suggeriamo idee e spunti per organizzare un Amazing Readers Discovery Day, nel quale per far sì che i ragazzi lavorino in modo creativo sulla loro lettura preferita.

Per maggiori informazioni e per trovare i materiali visita il sito:

https://it.pearson.com/amazing-readers.html

o unisciti al gruppo Facebook dedicato:

https://www.facebook.com/groups/amazingreaders/
References

https://it.pearson.com/amazingreaders.html
https://readers.english.com
Pearson English Readers
Pearson Kids Readers
Pearson Active Readers
*Amazing Minds* – Pearson – Spicci/Shaw
https://www.teachingenglish.org.uk/article/graded-readers
www.erfoundation.org
www.kidscando.it
http://www.bdadyslexia.org.uk/
www.literacyworldwide.org
www.readandspell.com
www.coursehero.com
La lettura "per puro piacere" diventa un arricchimento cognitivo ed emotivo

AMAZING READERS

Leggere per diletto, senza doversi cimentare nello svolgimento di esercizi o prove di verifica di vario genere, porta innumerevoli benefici agli studenti, sia per l’arricchimento lessicale, sia per il miglioramento delle abilità di ascolto, comprensione, scrittura e parlato. Vi proponiamo le esperienze di alcuni docenti.

di Letizia Cinganotto
Reading "Wuthering Heights" in Emily Brontë's bicentenary year

Questions of identity in the author and Heathcliff

Tenuto da Mauro Spicci e Timothy Alan Shaw
I am a huge fan of extensive reading using ‘graded readers’,
... the more students of a foreign language read in that language, the better they get.
Jeremy Harmer
Thank you for your attention!
Donatella.fitzgerald@pearson.com
Useful info:
certificates, materials, archives, video tutorials, calendar of events
1. Certificate of attendance

To obtain a certificate of attendance, valid to certify obligatory training hours:

1. Vai su pearson.it/miei-webinar e rispondi ad alcune semplici domande di controllo.

2. In caso di esito positivo al questionario, scarica subito l’attestato.
2. All materials and video lessons are available in the Pearson Education Library:

Pearson Education Library

250 ore di FORMAZIONE online CERTIFICATA e GRATUITA

pearson.it/videolezioni
3. Upcoming webinars on pearson.it/pearson-academy
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Pearson Academy – Italia
ALWAYS LEARNING