

Description of Reading Promotion Activity/ Action <u>INTEREST BAGS WITH PARENTS AT SCHOOL</u>	
Reaches disadvantaged pupils / families	<input type="checkbox"/> yes <input type="checkbox"/> no <input checked="" type="checkbox"/> yes but not only
Multilingual activity	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Action especially for	<input type="checkbox"/> girls <input type="checkbox"/> boys <input checked="" type="checkbox"/> both
Involves parents	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
Utilizes ICT	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Objective (s)	<ul style="list-style-type: none"> • Children to develop their storytelling and book-talking skills. • Children to develop a reading culture, both on a personal and communal level. • To motivate and inspire families to read themselves and encourage their children to do so too. • To increase awareness of the essential parental contribution to children’s early reading development.
Age level (s)	4-7 years of age
Preferable number of participants	15 - 25 children
Duration	Six 40’ meetings, over a 6 week period
Setting, materials, and preparation	<p>Setting: library, “Parents Room” if available at school or classroom</p> <p>Materials:</p> <ul style="list-style-type: none"> • Six storybooks, one for each theme chosen • “Interest bag” for each story containing props decided on and chosen by staff or parents • A variety of card games, picture bingo, puppets, soft toys, big books, drawing paper and crayons suitable to each story • A folder containing a copy of the story, a prompt card for parents and a game to be given to each child to take home after each session



	<ul style="list-style-type: none">• Certificate of completion for each child and parent, to be presented at celebration at end of module. <p>Preparation:</p> <ul style="list-style-type: none">• Teachers choose six themes, one per week e.g. food, clothes, myself, Halloween, animals, etc.• A storybook is chosen for each theme e.g. <i>The Very Hungry Caterpillar</i>, by Eric Carle (Food)• Props for stories are prepared for “Interest bags” (e.g. puppets, soft toys, enlarged pictures, etc.)• Activities are prepared for each story (e.g. jigsaws, sorting/matching games, picture bingo etc.)• Dates and times are decided for each session and parents are informed• The initiative is explained to parents at a meeting; the content of and the reasons for the programme are outlined, the topics and objectives of the programme are discussed, roles and responsibilities are assigned.
Step -by-step description	<p>Parents assemble at appointed time and are invited to classroom when session is about to start.</p> <ul style="list-style-type: none">• Teacher introduces Interest bags (See above).• Teacher models reading the story to the children and parents observe.• Group work with parent participation follows. The children work in groups of four/five, e.g. on activities as follows:<ol style="list-style-type: none">1. Group one children draw a picture of the story and discuss it with parents;2. Group two children discuss the story/retell/answer simple questions assisted by parents;3. Group three children play a game related to the book and its theme, e.g. animal snap, picture bingo;4. Group four children role-play, e.g. “Let’s go shopping” for food theme, etc.• Parents remain at one station while children move between activities.• After the forty-minute session ends, parents and children are thanked.• They meet again in a week’s time. Six sessions take place in total.• At the end of the sixth session, a small party is



	<p>organised and certificates are awarded to both children and parents.</p> <ul style="list-style-type: none">• Parents are encouraged to create, exchange and take home with them new interest bags to use with their children.
Notes to reading promotion facilitator	<ul style="list-style-type: none">• Plan well in advance as there are many resources which must be sourced, prepared and organised.• Clearly define and explain respective roles and responsibilities.• Familiarise parents with resources, at a brief meeting before each session begins.• Small classes work best – twenty maximum if possible.• Make all sessions joyful and enjoyable!• Welcome babies and toddlers if parents bring them to the sessions. You will be sowing the seeds of a love of reading.• Don't forget to celebrate at the end of the programme – have a party and award certificates.
Suggested follow-up actions/ activities	<ul style="list-style-type: none">• It is important to encourage parents do similar activities with their children at home.
Acknowledgements	Developed by staff and pupils of St. Vincent's Convent Primary School, St. Mary's Road, Cork.
Sources	St. Vincent's Convent Primary School, St. Mary's Road, Cork (Ireland).