

Description of Reading Promotion Activity/ Action <u>LITERATURE CIRCLES</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 type="checkbox"/> yes <input checked="" type="checkbox"/> no
Utilizes ICT	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Objective (s)	<ul style="list-style-type: none"> • Children to view themselves as readers. • Children to interact within reading communities, playing, communicating, and discussing book- and reading-related issues.
Age level (s)	<ul style="list-style-type: none"> • 6 – 12
Preferable number of participants	<ul style="list-style-type: none"> • 3 - 6
Duration	<ul style="list-style-type: none"> • Varies
Setting, materials, and preparation	<ul style="list-style-type: none"> • Place: Library or classroom
Step -by-step description	<p>“Literature circles are small groups of students interested in reading the same book or story, who meet regularly to read and discuss their chosen text” (Ontario Education, 2004). There are different ways to organise literature circles; Harvey Daniels describes the following steps:</p> <ol style="list-style-type: none"> 1. Students choose their own reading materials. 2. Small, temporary groups are formed, according to students’ choice of reading material. 3. Different groups read different books. 4. Groups meet on a regular, predictable schedule to discuss their reading. 5. Group members use written or drawn notes to guide their reading and subsequent discussion. 6. Topics for discussion come from the students themselves. 7. Group meetings involve open-ended, natural



	<p>conversations.</p> <ol style="list-style-type: none"> 8. The teacher acts as a facilitator, not an instructor or group member. 9. Evaluations are conducted both by the teacher and by students, who self-evaluate. 10. A spirit of fun and playfulness is maintained. 11. When groups are finished, they share with their classmates, and then form new groups based on new reading choices. <p style="text-align: right;">(Daniels, 2002: 18)</p>
Notes to reading promotion facilitator	<ul style="list-style-type: none"> • Younger students usually need more guidance to function within literature circles.
Suggested follow-up actions/ activities	<ul style="list-style-type: none"> • Organising literature circles amongst school staff and/or parents can contribute to the enhancement of the school's reading culture.
Acknowledgements	Adapted from Daniels (2002) and Ontario Education (2004).
Sources	<p>Daniels, Harvey. (2002). <i>Literature circles: Voice and choice in book clubs and reading groups</i>. Portland, ME: Stenhouse.</p> <p>Ontario Education (2004). <i>Me Read? No Way! A practical guide to improving boys' literacy skills</i>. Ontario: Queen's Printer for Ontario.</p>