



Description of Reading Promotion Activity/ Action <u>THE READER'S NOTEBOOK</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 develop a reading culture and form reading communities. • To engage children in reading for pleasure and enhance their reading habits.
Age level (s)	9 – 12
Preferable number of participants	15 - 30
Duration	Varies
Setting, materials, and preparation	Place: Classroom, library, school premises
Step -by-step description	<p>Keeping a reader's notebook can help children reflect on the books they read and on themselves as readers; it can be used as a springboard for book discussions; it can also assist the teacher assess whether students are enjoying books and comprehending them.</p> <p>The Reader's Notebook may be a 70-page spiral notebook, with several sections for students to record their reading activities:</p> <p>TALLY LIST Children note here how many texts from each genre or category they have read. Some teachers have specific requirements (e.g. each student is required to have read at least 5 picture books, 3 novels, 3 poetry collections, etc. by the end of the year).</p>



	<p>READING LIST Students record here all of the books they have read or attempted and abandoned. They write the title, author, date the book was finished, and the student's assessment of how difficult the book was to read.</p> <p>BOOKS-TO-READ LIST This is a "shopping list" or plan for the students' future reading. They record sequels that are yet to be published, books recommended by others, or books they have previewed and would like to read in the future (similar to the "Someday Book List" described in a different LiRe action).</p> <p>RESPONSE ENTRIES Most of the notebook is devoted to response entries. Students reflect on their personal reactions to the books they read and on the author's writing. The teacher reads these entries and writes letters that respond back, asking questions and commenting on students' interpretations and appreciation of their books.</p>
Notes to reading promotion facilitator	<ul style="list-style-type: none">• Students should be encouraged to personalize and decorate their Reader's Notebook as they wish.• The teacher asks students to have their Reader's Notebooks with them, when they discuss about the books they are reading with their peers or during teacher-student individual conferences.
Acknowledgements	Idea adapted from Miller (2009).
Sources	Miller, D. (2009). <i>The Book Whisperer: Awakening the Inner Reader in Every Child</i> . San Francisco: Jossey-Basst.