

LEARN TO READ AND READ TO LEARN

COMENIUS PROJECT

PARENT'S GUIDE BOOK - 2



Budapest

2015



Education and Culture DG

Lifelong Learning Programme



TEMPUS KÖZALAPÍTVÁNY





Hungary



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Salgótarján



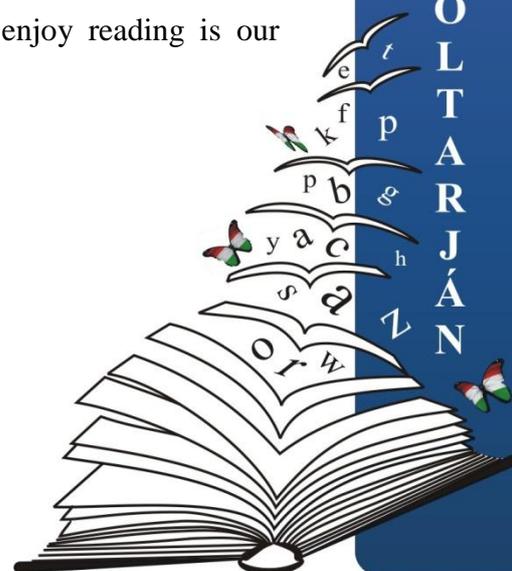


EDUCATING FOR READING – ADVICE FOR PARENTS

In the digitized world of the 21st century we can hear quite often, that our children cannot read, or even if they can, they do not understand the text they read. Reading knowledge, learning, education and culture are the main instruments of the self-education, so it is a question of vital importance. On the other hand we cannot leave the entertaining, boredom-dispel and tension-solvent influence of the reading out of consideration.

The reading person's imagination, emotional attitude, personality, linguistic and intellectual capacity will be developed by reading. Literature gives a linguistic model and it is the primary instrument of the native culture. The lexical knowledge will grow richer, along with the ability to communicate and making contact will become more successful.

The main scenes in the educating for reading are: the family, the school, and the library. All important and determinative factors make an influence on children in the first years of their lives, which comes from the family. Therefore every family has a huge responsibility in the further development of the child. Conscientiously and systematically educating for reading is a very difficult challenge for parents and grandparents. All of us feel this question's gravity and we know its pitfalls and difficulties. Getting children to enjoy reading is our common responsibility from the moment of starting school.



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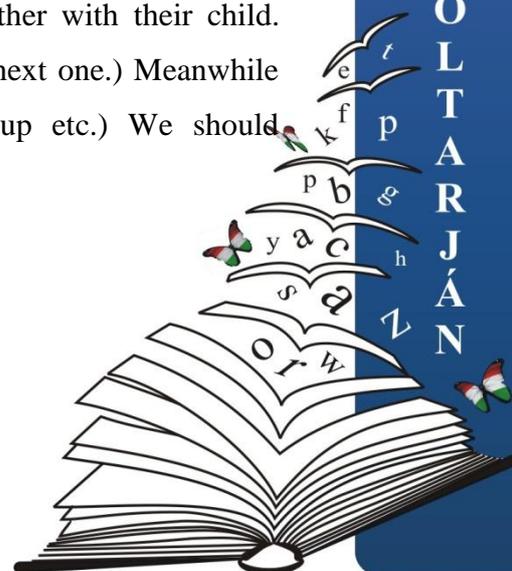
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We as practising teachers collected our advice and ideas based on many years of experience and our own parental feelings. Now we are sharing with you our recommendations.

- The most important thing is the personal example. If children see parents or grandparents reading, probably they will become a „bookworms.“
- Give books into the hands of the smallest (at the age of 1-2)! These books as far as it is possible should be colourfully illustrated with drawings and waterproof which is almost a toy.
- Later, from the age of 3, the best book is the one that has pages that are easy to turn with many drawings and proper size for small hands.
- If we have to go to a place where there will be a lot of waiting to do, (eg: surgery, office, bureau etc.) always have something to read on us. Time passes much better when we read out to the child.
- The best builder of the relationship between parents and children is the bedtime story, which should never be left out. Children’s memory will develop, their imagination will become more colourful and the attention will be more lasting during the listening of the tale.



- The 5-6 year-old children take a strong interest in getting to know the letters. In this period they can easily get acquainted with the world of letters from the toys, shop-windows, and newspapers. Our kids always should be praised if they can read something. Be happy with them for the first words and sentences.
- Keep the principle of gradualism in reading. Firstly we make them read at the level of words so that they can understand, then expressions and finally at the level of sentences.
- Create calm and comfortable spaces for the children so they could be absorbed by reading. Later provide their own desk and shelf to keep their favourite books and magazines.
- Go together to the second-hand bookshop.
- Go together regularly to the library --- after all we cannot buy every book.
- Change books at school and workplace in family or with friends, and also recommend our favourite books to others.
- Take advantage of childhood affection: search our old, valued books, and produce them into our son's or daughter's hand.
- The best method is when parents read books together with their child. (Mother will read 1 page and the kid will read the next one.) Meanwhile do nothing. (eg: ironing or doing the washing up etc.) We should concentrate only on reading.



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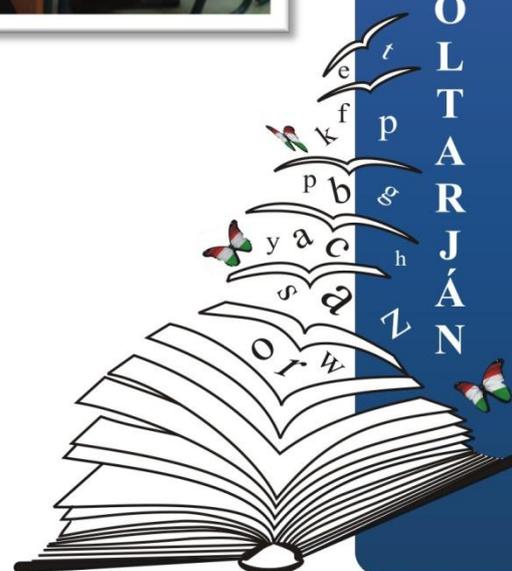
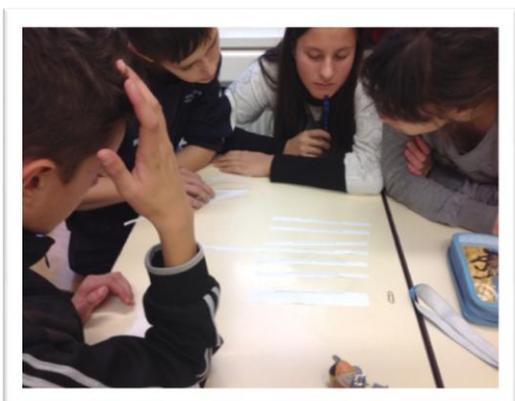


- If our child likes drawing, let him or her draw about the story they read. We can display these drawings on the wall of the kid's room.
- If our child likes drawing, let him or her draw about the story they read. We can display these drawings on the wall of the kid's room. On the occasion of birthday, name-day, or Christmas always present our child with books.
- At the age of 10-12 use encyclopaedias, and not only the Internet.
- If you have the opportunity, go to a writer-reader meeting, because the personal connection has a great stimulating effect.
- Subscribe to a paper or a monthly periodical. We can read these issues together with our child and always discuss the content of the text.
- The question of book-selection is very important. The first time, the parent should select a book, framing taste and transmitting values. Later, let your child select a book even if the result of the selection will not be the best. If our child chooses a "favourite" contemporary but unknown book for us, ask the kid to tell us some interesting parts of this book.
- The processing of the "required reading" should be a common work the first time then later some good advice will do it.



- Try to create a cheerful liberated atmosphere for reading. Reading should not be too long and should never become boring.
- The elder brother can read out to the little brother, or an older sister to a younger sister.
- Watching subtitled movies or projecting slide-films are very good opportunities to practice reading.

Getting children to like reading gives self-confidence to them when facing the challenges of life and promotes adulthood self-education. We believe that the next generation will consider reading as one of the most important spiritual nourishment just as we do.



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Italy



Nuova Direzione Didattica Vasto



Vasto





„Reading is nice” and „Reading is life”

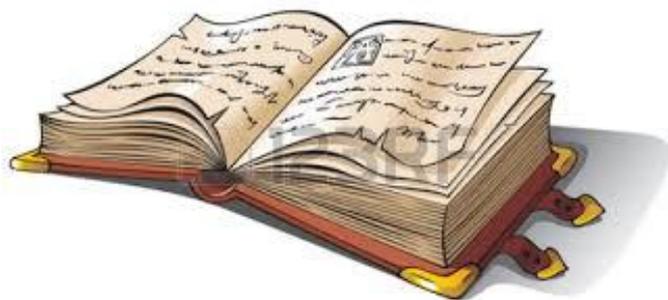
Premise

„Reading is nice,” but let’s not forget that reading has to compete with television and computer games then it becomes important to make children aware of the discovery of reading and the pleasure of listening to a text read by someone. Reading allows you to get experiences, stimulate emotions and contributes to the construction of identity. Whenever you give a book to a child, at home or at school, you should keep in mind these aspects. But children tell that at school they read books that are far from student’s interests and, above all, these books are not able to generate neither interest nor surprise.

Learning to read especially means getting love, passion, joy and taste for reading.

Reading means owning others’ experience. Reading means relive (live) the many other people’s lives, so reading means enriching yourself, expanding, taking over the capital of human experiences: taking yesterday and today people’s culture. But reading is also amusement, entertainment, escape, dream, reverie. Reading is travelling around time and space of reality and fantasy, around facts and dreams of human life. Reading is observing, exploring, travelling, searching into other’s souls. Reading is living.

Hence you see that reading is important and it should not be reserved only to the school.

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The reading motivation

The latest ISTAT figures lead to some reflection on the decline of reading among children and kids:

- 4 % in the range 6-10,
- 3.6 % in the range 11-14, and even
- 9.2% in the range 15-17, the one in which you can absolutely find the more relevant decline.

The data also tell us that 75% of children between 6 and 14 years (with both parents readers) read books, compared to 35.4% of those with parents who do not read. So, is it really true that readers are born and you can't become?

The first criterion of learning to read will be taking care of love for reading: we need to let young people become fond of reading.

Reading, especially during the early stages of learning, is a much more complex activity than you might usually imagine. It consists of a real global and systemic act, which moves a dynamic synergy between the various areas of skills and personal development. The decoding process is accompanied by various interrelated dynamics, which include cognitive skills such as focused attention, associative memory and retention, abstraction, conception, perception, visual-spatial organization; all intertwined in order to finalize the nuclear core of this activity, which consists of understanding the text.

The exercise of reading binds two combined processes:

- one-purely executive function, which allows you to get the system signs-symbols (ie understand a word that corresponds to a real object).
- The other aspect concerns the maturation experience. That competence goes to solicit reflection and joins the experience of pleasure, urging emotions.



If you read the book of Doman „Reading at the age of 3 years” there is an interesting aspect in particular, the idea that children want to read, even if small, and if they don’t do it is because adults do not give them a chance. The concept is very interesting! The point is not willing to teach reading and writing to children as soon as possible, but responding to their requests when they arise. If a child has desire to read, why not let him do? Moreover, it is normal that a child, whom adults read a lot and who loves to handle books, wants to read them also in autonomy...

J.J. Rousseau, when he raised the issue of teaching reading to Emilio, thought as a priority for him, essentially, indeed exclusively, to give birth to the love of reading and took charge of the methods to teach reading.

The Educational programs of 1985 read: „The first experience of reading by the child, which must be extended to the whole of the primary school, is being read by the adult, that is, to hear him perform oral reading of texts of various types (not only stories, poems, literary passages, but also short information taken from newspapers, letters, school documents, etc.) The teacher, I would say the parents too, witnessing his habit of reading, stimulates and increases the motivation of the child to read ... Moreover, in view of the widespread disaffection of today children to read, as they are absorbed by television and filmic images, the teacher must take care to turn interests likely to bring out the need and the pleasure of reading. A child also needs to increase his experience and to push the boundaries of his knowledge and feelings: it is appropriate that the teacher helps students to find books and, in general, publications that match the requirements in more and more constructive way.



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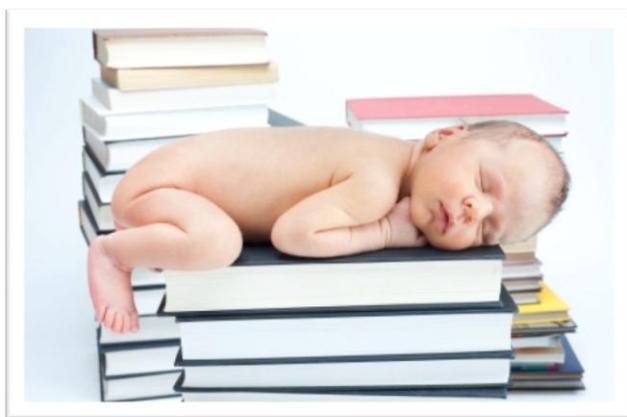
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The role of parents in reading motivation

The child was born with a strong need for imitation. He repeats what adults do, starting with the lip movements in the pronunciation of phonemes, during the babbling. Children imitate the movements to manipulate objects, to move, to walk upright etc. Children learn to do what adults do through imitation. Especially in the early years, parents are the role models, models of identification. If parents read, children play to read. It would be right to call in this operation parents, involving them in the setting of our work and especially by cooperating with them, in order to encourage them to continue.

When can you start a child to reading?

According to the latest researches, the child is able to recognize the sounds of the maternal voice as early as in the intrauterine life, and to understand the first sounds since birth. Even since the age of six months, infants understand the first words. Studies carried out by Freud and Montessori, have been fully confirmed in today's neuroscience research, they see in the first few days of life the formation of mental structures and then the bases of personality. Today it is not allowed to neglect the learning and training processes taking place in the first three years of life and we need to offer children the most appropriate support, primarily by parents.

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In the first months the child listens with pleasure the voice of the people, whether they speak or they sing. We are in the phase that scholars call the pre-language. In the first three months of the baby, he/she expresses by weeping and crying, he becomes calm when he/ she hears the mother's voice and emits sighs and guttural sounds. At about three months he/she recognizes faces but he does not distinguish faces that stand in front of him.

From three to six months, the child can localize sound, turning his head toward it, and begins to modulate crying in different ways according to the needs that he wants to communicate (hunger, sleep, need pampering etc). He begins to produce vowel sounds. From six months the period of babbling starts, namely the production of repeated syllables: initially the child produces sounds as „Pa”, „Ma”, „Ta”, later he comes to produce more complex shapes such as „Papapa” and „Mamama”. Not yet true words, indeed for the child does not have a precise meaning, nor a specific intent, but he expresses a desire to communicate. In these months, so the little baby loves the physical and visual contact, he recognizes facial expressions and gestures of the face and he is interested in nursery rhymes and songs. He is also attracted by colorful figures of the book, that he tries to grasp, manipulate and mouthing. All the senses are involved in his experience with a book: he looks at it, it tastes it to see if he can eat it ... a real exploration! The books recommended for this age are therefore books of lullabies, nursery rhymes, short songs.



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Reading can become part of a daily routine, which helps the child to mark the times of the day. For example, the parent can read a book every night to the child after the bath and before bed.

- The book must be placed within the child's touch, who can manipulate it.
- The books must be colorful, clothed or hardbacks, however resistant.
- The activity of reading should be enjoyable for the parents too.

The passion for reading deposited in books can mature only through education by the family through illustrated books, preferably accompanied by audio and video tapes or other media, which today can be those digital ones (CD-ROM, DVD etc.).

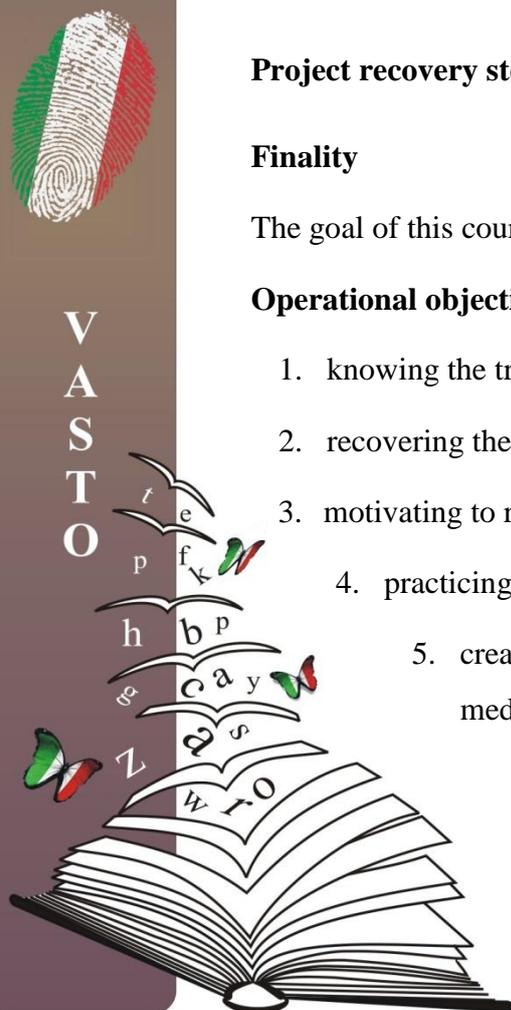
Project recovery stories from Abruzzo

Finality

The goal of this course is rediscovering the unknown or forgotten cultural reality.

Operational objectives

1. knowing the traditions of the regions linked to oral and written narratives;
2. recovering the narratives of folk tales, legends, fables;
3. motivating to read as reflective, communicative and manipulative activity;
4. practicing listening stories as reading motivation;
5. creating a way in creative writing and shared by the use of new media;
6. enhancing the appointed places (libraries, bookstores ...).

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Methodology/Activities

1. Promotion of reading and dissemination of oral and written tradition among children, adolescents and adults.
2. Paths of listening: an almost forgotten practice.
3. Recovery of popular literature and experiences of traditions, tales.
4. Creative writing.
5. Storytelling.
6. Role-playing and simulation.
7. Cooperative Working.
8. Dramatization of readings, playing as Wizard simple „scripts”, even using a „puppet” built by students.
9. Screening of film scripted by books of fiction for children.

Tools and resources

Awareness meetings

Working groups

Opportunities for study: individual work



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Romania



Mihai Eminescu National College



Oradea





Suggestions for „Parent's Guide”

1. Children’s participating, together with their parents, at events such as book launching organised in libraries or bookstores



2. Creating a personal mini library in the child’s room, different from the main one
3. Parents and children reading together activities



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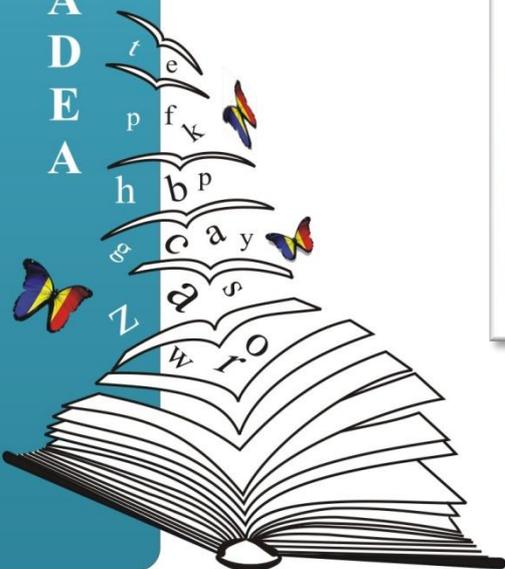




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4. Organising a lecture session after school, during which parents should read parts of their favourite books



5. Organising common activities such as: fictional characters carnival, drawings based on books, creating a lecture diary, daily selection of a favourite quote which could be written, for example, on a post-it note on the fridge etc.
6. Visits, trips to museums, discussions about famous writers.



7. The involvement of the entire family in different social activities meant to develop children's joy of reading and of donating books to the ones in need, because it is well-known that children use to imitate their parent's behavior.



8. The students were invited to read along with the librarians, the teachers and some of the parents implied in the activity. The children have participated happily on this event which had the purpose to explain the circuite of the books into the library. The librarians and the parents did their best in order to get the pupils familiarized with the sections of the library and with books, in general.



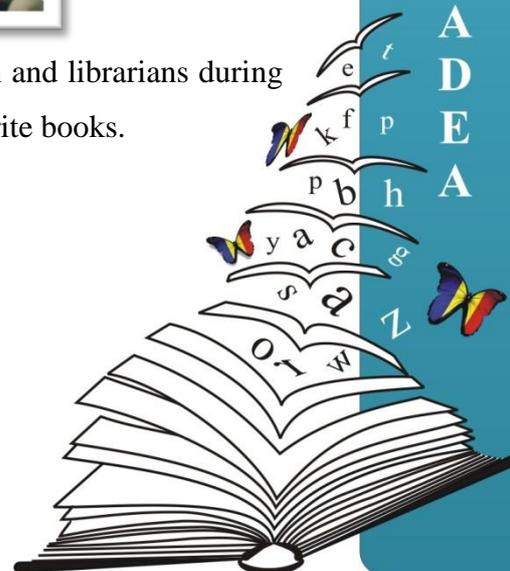
9. Organising library meetings between parents, children and librarians during which they could read and discuss parts of their favourite books.



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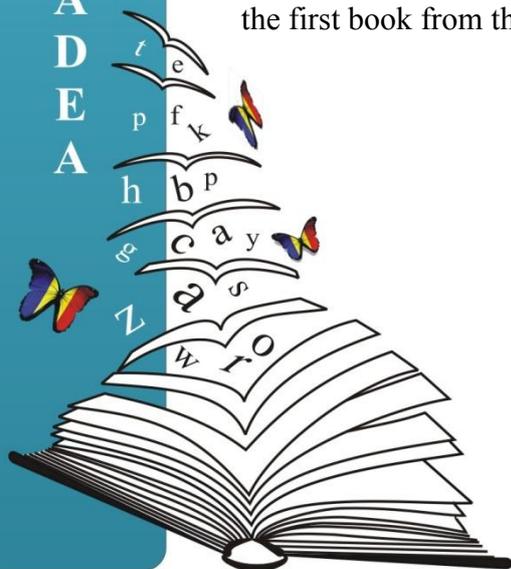
Victor's story

On the 1st of December 2007, when he was only 6, Victor and his parents became Harry Potter's „right hand” at the official launching of the last book from the Harry Potter series, „Harry Potter and the Deadly Hollows” by J.K. Rowling.

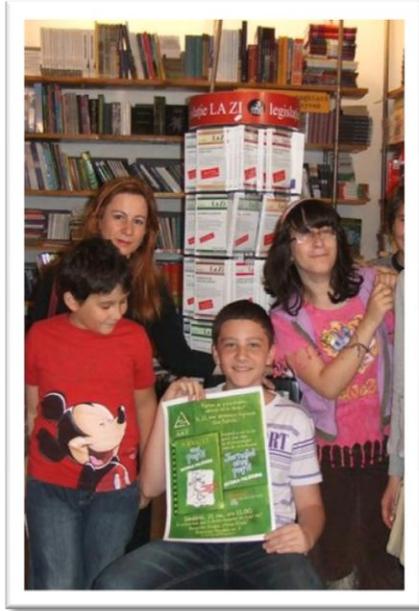
For him, that was his first contact with the world of the books about his favourite fictional character, which he had known only from movies. He happily entered the role and became the spoiled wizard of the public.



The adventures in the world of literature continued. On the 21st of May 2011, he participated together with his mother and other children at the launch of the first book from the series „Dairy of a Wimpy Kid” by Jeff Kinney.



The love for books captured him immediately, Victor often indentifying himself with his favourite characters. He began reading more and more.



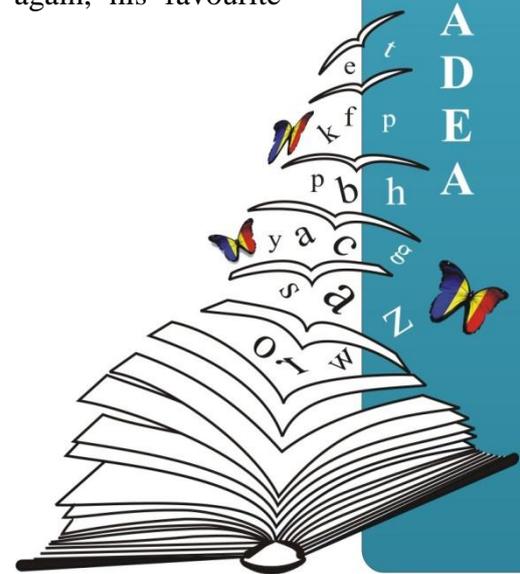
Starting with September 2013, Victor was included in a group of pupils that conceive different activities in the Comenius project, „Learn to Read and Read to Learn”. These activities are providing him the chance to explore the world of fiction again, bringing it to life. At the „Fictional Characters Carnival”, on the 6th of December 2013, he played as Harry Potter once again, his favourite character.



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Turkey



Ayten Şaban Diri

Primary & Secondary School



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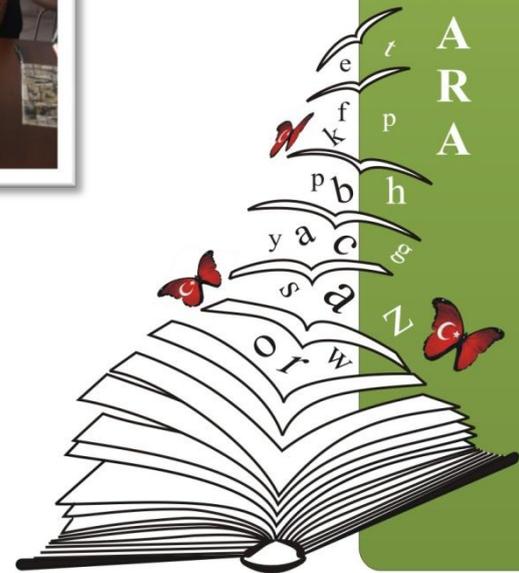


DIRI READING CLUB

In our reading club, every month a book is read by members and the book is criticized on every month's first Monday. Most of the members of our reading club are the pupils' parents. Also a different member is responsible for the book every month. The responsible member makes a detailed research about the books's author, current literary movement, which literary era the book belongs and presents them in the club meeting. All of the members of the club, contributes to the presentation. Characters, place and time are discussed.

There are three teachers, one staff and fourteen members in Diri Reading Club. Parents become a member of a club like that instead of lecturing their children about reading books or doing homework. With that behavior, they become a rol model for their children.

In our club, which we celebrate its third anniversary, books from the Project partners' national literature are read in the frame of our Comenius Project "Learn to Read and Read to Learn".



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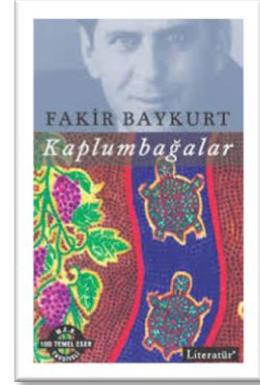
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Books read in Diri Reading Club in 2014-2015 academic year

1) September

Turkish Literature

Tortoises („Kaplumbağalar”) by Fakir Baykurt

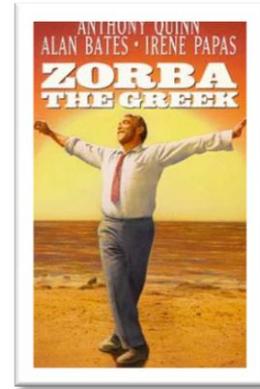
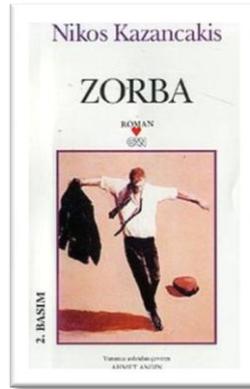


2) October

Greek Literature

Zorba, The Greek („Zorba”)

by Nikos Kazancakis



3) November

Bulgarian Literature

Pesenta na Koleletata („Tekerleklerin Türküsü”)

by Yordan Yovkov



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4) December

Romanian Literature

Mediterranean (Sunrise) („Akdeniz”)

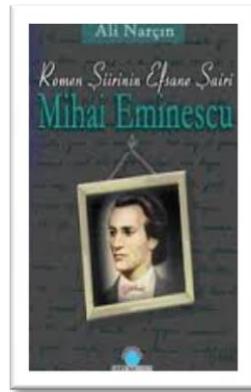
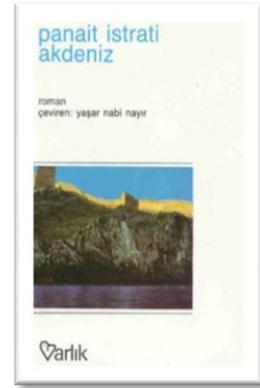
by Panait Istrati

Epistles/Satires („Beş Mektup ve Osmanlı”)

by Mihai Eminescu

(Celebrated M. Eminescu’s

165th birthday on 15th January)



5) January

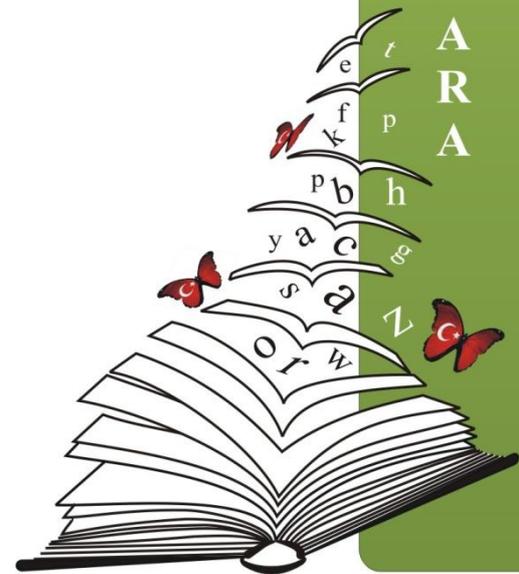
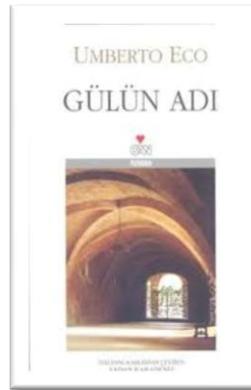
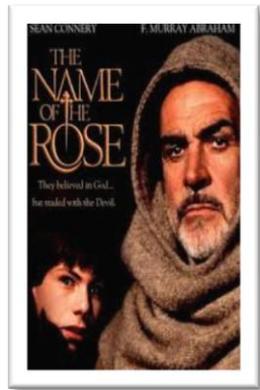
Italian Literature

The Name Of The Rose („Gülün Adı”)

by Umberto Eco

(We celebrated Umberto Eco’s

83rd birthday on 5th January)



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6) February
Hungarian Literature
1956, and Little Guy
(„1956 ve Küçük Adam”)
by Spiró György



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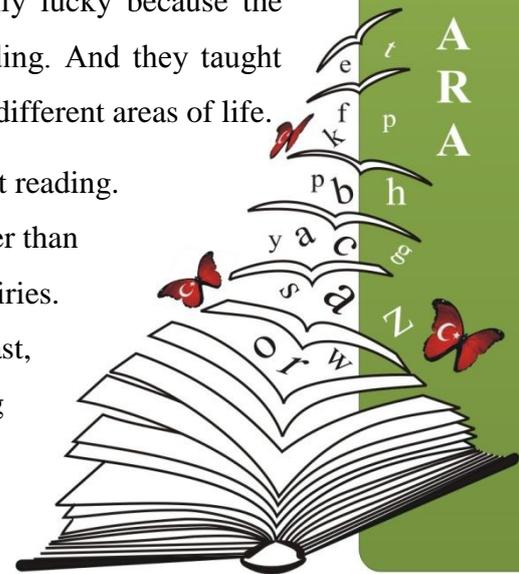


ANKARA



Parents experience

1. I think reading during pregnancy period and in the first years of life is very important. These will reduce the distress of both mother and child. The tone of mother's voice will be perceived as a lullaby. Also these stories will have a good impact on the child's linguistic improvement.
2. Also, listening to music and lullaby, reading books aloud will not only build loyalty between mother and child but also make the child more content.
3. When I looked at my children's first years at school, I noticed that they were really anxious to learn how to read and write. They were really trying hard to read every word they saw, after learning each single word. And if they had read right they were so proud of themselves. Although it is impossible to say that we didn't have any difficulties, it brought them the joy of learning new things. And it gave me the same joy respectfully. The more they read the more they were experienced and happy. It was also an advantage to improve their visions.
4. As parents who likes to read books and newspapers, I think we are good role models for our children. Because, we know that children just like to act as they see not they hear.
If we talk about their school, we think we were really lucky because the teachers' education priority was mainly based on reading. And they taught them reading was a key factor to improve their skills in different areas of life.
5. I think internet and multimedia are far beyond to support reading.
Time passes quickly, children experience more and faster than they need to and get bored and look for some other inquiries. Reading requires time and passion. And since it is not fast, it sometimes is boring for a child. So they are damaging the wish for reading and makes the children fast consumers.



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Lesson

The 3D book named „Puppy’s Day” (International Publications-Lift a Flap Book Series) was translated into Turkish and read to the pre-school and 1st grade students. It has got a visual richness since it is lift a flap book. The aim to choose this book was both to make children anxious to read and have fun while reading. The story was based on an easy concept and about an animal.

Objective: since we think that the reading habit is to be gained during educational years, our main objective is to introduce the books amusingly to the kids who are trying to learn reading or the ones that have just started reading.

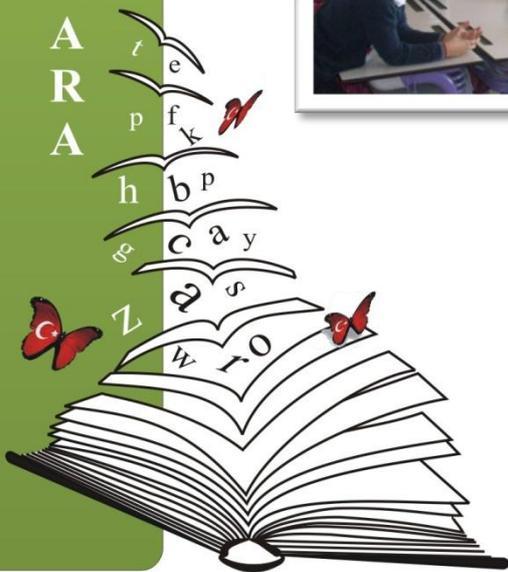
Implementation: first we have photocopied each page in a bigger dimension. And under each page our art teacher drew pictures about the story. One of the students was appointed to change the pages. During the reading session several questions were asked and answered by the students. And in the end students were asked to draw a picture about the story for evaluation of the traces of story.



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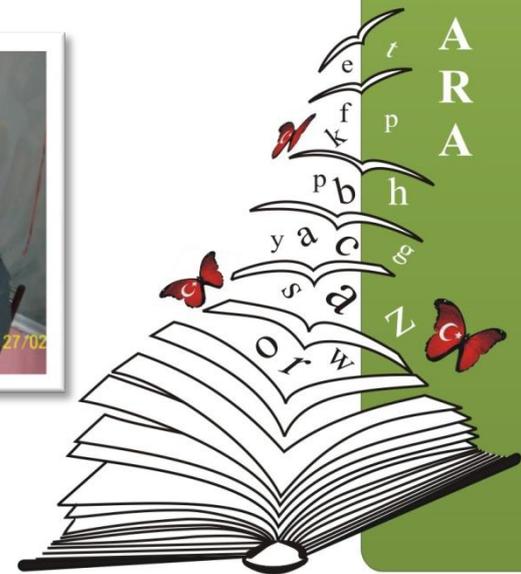


Duration: 40 minutes

Results: we can say that we reached to significant outcomes such as:

- they asked creative questions
- they answered the questions eagerly
- they mentioned that they loved the story

Evaluation of the activity: we had some inconveniences while changing the lift a flap pages as the loss of concentration of the children and attention deficit and hyperactivity. Although the shortness of the story was just convenient for the pre school students, a bit longer story might have been more convenient for the 1st grade students.



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Dear Partners,

Within the framework of Comenius project Learn to Read and Read to Learn, which is part of the Life Long Learning concept of the European Union, the partners from different countries developed a very productive relationship. We got hold of valuable experience. One of the results of this fruitful collaboration is the Parents' Guide Book.

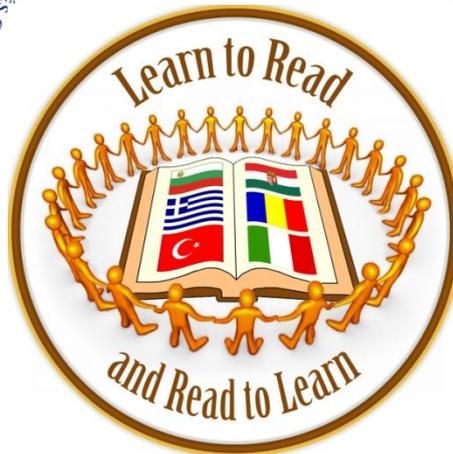
We would like to express our gratitude to each of our partners for their enthusiasm and contribution to the success of our project. By sending us their materials they contributed to the coming into being of the Parents' Guide Book, which hopefully will serve the purpose it has been written for.

We would also like to thank the European Union for making this project possible and for supporting it.

Last but not least we would also like to thank to the Zrinyi Nyomda printing house for their support in the preparation of our book.

The team of
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