

Unit 2: Fiction for younger children and non-readers

Introduction

This presentation is aimed at anyone who will be running a reading group or helping students to use the school library, or anyone teaching literacy and reading skills. This may be a student, teacher, parent or volunteer.

The activities and worksheets will be useful to all schools and all teachers of Nepali and English, not only in the context of library reading groups.

The aims of the presentation are:

- to explain how to use the Library Nepal worksheets included in this unit
- to provide advice and suggestions for how to use and adapt these sheets to suit your needs
- to instil confidence and provide inspiration so that group leaders feel empowered to make the best use of their library sessions.

We recommend that you watch the whole presentation before your session. You could also revisit the relevant slides prior to leading each session to remind yourself of key information.

Unit 2: Fiction for younger children and non-readers

Unit 2 covers fiction for younger children and non-readers and will help your reading group become more comfortable reading and talking about books. In this unit, your reading group will talk about characters, how stories work, make predictions about stories and read aloud together. This presentation will give you an overview of each worksheet, with a list of necessary equipment and helpful tips for some of the activities.

The activities in this unit cover a range of skills, including group discussion, group reading, writing and drawing. These activities are signposted by icons:



discussion activity



group reading



writing activity



work in pairs



drawing activity



work as a group



reading and research
activity

You will find extra advice for you on the worksheets, marked



How to use the worksheets

The activities for each unit are displayed on a one-sided worksheet.

Where possible, print out some copies of the worksheet to share around the group.

However, don't worry if this is not possible. You could:

- display the worksheet on screen if you have access to a computer
- display the worksheet on a mobile phone and show the students
- write up the activities on a large chalkboard or whiteboard
- look at the worksheet before the session and make a note of the activities you can do with your reading group.

You don't have to print things out or even have the activities on screen in the library. Use these resources for ideas, remember them, tell others about them, and use the ideas. If resources are scarce, any of the writing or drawing activities can be done as group discussion activities instead. Students can tell stories rather than writing them down or describe what they would draw. The activities are flexible and can be adapted to suit the availability of resources in your library.

Remember you can download all of the resources at any time and store them on any device, a computer, a local network, or your own phone, by going to: www.library-nepal.com

1) Stories

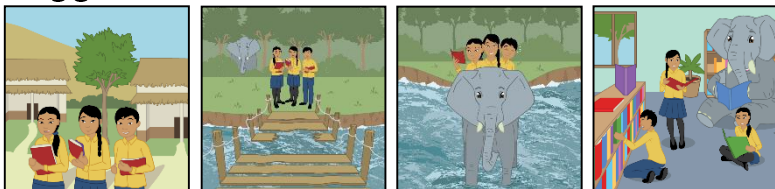
In this session, the reading group will learn about story structure. Stories have a beginning, a middle and an ending. The group will make up new endings to stories they know, put a cartoon in the correct order and write a story as a group, based on the images in the cartoon.

Equipment:

- something to write on (optional)

Activity tips:

1. It will be useful to talk about the beginning, middle and ending of stories before completing this activity. Make sure your group knows that events happen in a logical order.
Suggested order:



2. Ask the group how organising the pictures in a different order could change the story.
3. Write a story based on the pictures. There is a list of questions on the worksheet; you could ask each member of the group a question and then build the story from the answers. You can talk about this as a group, you don't have to write it down!

Stories
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A story has a beginning, a middle and an ending. Pictures and other clues can tell us what a story is about even if we can't read all the words. In this session, you will put a story in the right order and make up a new story of your own!

1. Work in pairs. Here are some pictures that tell a story.
It has a beginning, a middle and an ending, but they are in the wrong order.
Put the pictures in the correct order.

Encourage your group to think about things happening in a logical order.

2. Could the pictures be in a different order? How would that change the story?
Discuss your ideas with the group.

3. As a group, make up a story based on the pictures.
Each person take it in turns to say one sentence of the story.

You could ask each student one of these questions:

- What are the characters called?
- Does the elephant have a name?
- Where are they going?
- Are there any other characters?
- How do the characters feel?

2) Describing characters

In this session, the reading group will describe characters using pictures found in books in the library. They will use a variety of artworks and picture books to describe a character's appearance. The group will also make up and draw characters.

Equipment:

- a selection of picture books
- something to write on (optional)
- coloured pencils and paper for drawing (optional)

Activity tips:

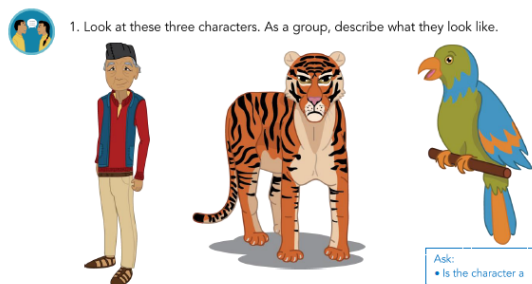
1. Start describing characters by looking at the pictures on the worksheet. You could ask the group to take it in turns saying one thing about one of the artworks. There is a list of discussion questions on the sheet to help you.
2. Think of a character that everyone knows and describe his/her appearance as a group. This could be a god or goddess or someone from a well-known fable or story.
3. Share a selection of picture books around the group and ask the students to work in pairs. If possible, each child could have a book. Students will work in pairs, taking turns to find and describe characters from pictures. Alternatively this could be done as a whole group.

Describing characters
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A character is a person in a story. A character can also sometimes be an animal or any other being, such as a god or goddess. In this session, you will describe what characters look like in pictures.

1. Look at these three characters. As a group, describe what they look like.



For example:
This is an old man. He has grey hair and is wearing a hat...

Ask:
• Is the character a person or an animal?
• What colour is his/her hair?
• What is he/she wearing?

2. Choose a popular character that everyone knows. This could be a character in a well-known story or a god or goddess. As a group, describe what he/she/it looks like.

3. Work in pairs. Each person should choose a picture book from the library. Choose a picture of a character and describe **three** things about him/her to your partner. Your partner has to look through your book and guess which picture you described. Then swap over. Your partner chooses a character and you have to guess which picture it is.

4. Work in pairs. Each make up a character and draw a picture. Swap your picture with your partner. Describe **three** things about your partner's character.

Students could describe the character's height, size, hair colour, eye colour, clothing or any interesting features.

If there are no drawing materials available, your group could work in pairs and make up a character. They could describe to the rest of the group what that character looks like. The group must suggest a story that the character could be from.

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3) Reading together

In this session, the sheet is separated into activities for readers and non-readers. The reading group will make predictions about what will happen in a book based on pictures. They will then either read the book aloud together, or the Reading Champion can read the book to the group if the students cannot yet read.

Equipment:

- a selection of short story and picture books
- coloured pencils and paper for drawing (optional)

Activity tips:

For readers:

1. Encourage your group to predict what they think might happen based on the artwork. Make sure your group chooses a short book so you have time to read it together in the session!
2. If your group is shy you could read the first few lines to get started. Don't force anyone to speak if he/she really doesn't want to.
3. Ask the students to summarise the story. Does it match up with their earlier predictions?

For non-readers:

1. Ask your group to look at the pictures in a picture book and guess what they think might happen in the story.
2. Your group might not be ready to read a whole picture book yet, but they might be able to recognise some words in the text. Make a list of these words and try to make a sentence out of them. Can they predict what happens in the story based on these words?

Reading together

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Pictures tell a story. In this session you will make predictions about what happens in a story based on a picture and then read the story together as a group.

For readers:

1. Go to the library and choose a book.
Look at the front cover.
What do you think will happen?
Share your ideas with the group.
2. As a group, take it in turns to pass the book around and read a sentence each out loud.
3. What happened in the story?
Were your predictions correct?
Share your ideas with the group.

For non-readers:

1. Go to the library and choose a picture book.
As a group, look through the pictures and guess what they think happens in the story.
The Reading Champion will then read the book to you.
Were your predictions correct?
2. Choose another picture book.
This time, look through the book and take it in turns to point to words you recognise and read them out loud.
As a group, can you make a story out of these words?
Can you guess what any of the other words could be?
The Reading Champion will then read the book to you.
3. Draw a picture of your favourite part of the story from either story.

We wish you every success with setting up your school reading programme following our suggestions and materials.

All of our worksheets are available for download at:
www.library-nepal.com

If you have any questions please feel free to contact us on:
info@library-nepal.com

