



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 4: Fiction for older children

Unit 4 provides a range of activities suitable for older children who are familiar with a range of stories and are able to read. If an activity does not seem suitable for your group, just miss it out and go to the next one, or think about how you could do it differently. The activities are about poetry, narrative, characters and themes. 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 reading, discussion and writing. It includes working independently, in pairs and as a group. These activities are signposted by icons:



discussion activity



writing activity



group reading



work in pairs



speaking activity



work as a group

You will find helpful tips 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) Rhythm and rhyme in poetry

In this session, the reading group will think about rhyming words, read out a poem and clap the rhythm, and make up a poem together.

Equipment:

- a poetry book (or a well-known poem)
- something to write on (optional)

Activity tips:

1. Make sure everybody understands what a rhyme is. Rhymes are words that have the same sound.
2. Choose a poem that is long enough for everybody in the group to read at least one line. Read your line in a loud, clear voice and make it sound as exciting as you can. If someone doesn't want to read out loud, don't force them.
3. Make sure everybody understands what a rhythm is. A rhythm is the beat of a poem, like the beat of a drum in music. You could clap the first rhythm by yourself to demonstrate.

Rhythm and rhyme in poetry
Unit 4 Fiction for older children

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Poetry uses words in a creative way to talk about feelings and ideas. It is written in lines and often has special sound patterns called rhythm and rhyme. A rhythm is the beat of the poem, like a drumbeat in music. Rhymes are words that have the same sound. In this session, you will explore rhythm and rhyme, and make up your own poem.

The group may have already looked at poetry in Unit 2. If not, try those activities too.

1. Work in a team of three or in a pair. Your Reading Champion will choose a word. You have 30 seconds to make a list of words that rhyme with the word. The team with the most rhyming words wins!

Rhymes are words that have the same sound.

2. Choose a poem from the library. Sit in a circle and take it in turns to each read or say a line from the poem. Read or say your line and then pass the book to the next person.

If you don't have a poetry book, use a poem that everybody knows.

You could read the first line yourself to get the group started.

3. Sit in a circle. Take it in turns to each read or say a line from the poem again. After each line is read, clap the rhythm together. Discuss the patterns you can hear in the rhythm.

Make sure everyone in the group understands what a rhythm is. A rhythm is the beat of a poem, like the beat of a drum in music.

4. Make up your own short clapping pattern as a group. Agree on a subject (for example, your school, the weather, or your favourite animals) and then each make up a line that fits the pattern. Say your lines one by one to make up a poem! If possible, write down a copy of your poem to keep in the library.

For an extra challenge, you could ask the group to make the poem rhyme.

2) Narrative



In this session, the reading group will talk about their favourite stories, make up a beginning, middle and ending to a story, and guess what will happen next.

Equipment:

- a selection of books from the library
- something to write on (optional)

Activity tips:

1. Use the questions on the worksheet to help the students explain **why** they like their favourite story. Try to make sure everybody in the group has chance to speak, but don't force anyone.
2. Guide the groups to come up with ideas as quickly as possible. If you have a watch or timer, you could set a time limit.
3. Ask the group about stories they know. If lots of people know the same story, they could work in a group. Alternatively, you could base the activity on a story that everyone knows, and then compare ideas. How many different endings can the group think of?

Narrative
Unit 4 Fiction for older children

A narrative is a story or description of events. It is usually made up of a beginning, a middle and an ending. In this session, you will make up some beginnings, middles and endings, and talk about your favourite story.

1. What stories do you know?
Which is your favourite and why?

Ask these questions to help the students to talk about their ideas:

- Did you read the story or did someone tell it to you?
- If you read the story, was the book from the library?
- What is your favourite part of the story?
- How did it make you feel?

2. Work in groups of three.
Choose a book from the library.
Look closely at the cover and the title.
The first person makes up a beginning for the story.
The second person makes up a middle.
The third person makes up an ending.
Read the description on the back cover of the book to see if your ideas match the story in the book.

The ideas can be short and simple!

If there is no description on the back cover, flick through the book to see if you can work out what it is about.

3. Make up a different ending to a story you know.
Write it down or tell it to a partner.
You could look at books from the library to help you with ideas.

You could base this activity on a story that everyone in the group knows, and then compare the different endings.

4. If you are reading a book now, what do you think might happen next?
Write down your ideas or tell them to a partner.

If you are not reading a book, choose one from the library.
Read the first page and the description on the back cover.
What do you think might happen next?
Write down your ideas or tell them to a partner.
Finish reading the book and see if you were right!

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3) Developing characters

In this session, the reading group will make a list of all the characters they know, try to guess a character by asking questions, make up a description of a character from a book cover and talk about their favourite characters.

Equipment:

- fiction books from the library with a range of characters on the covers
- something to write on (optional)

Activity tips:


2. You could choose the character yourself and whisper it to the person answering the questions. Make sure it is a character everyone knows – he or she could be a person, an animal, a god or a goddess. The character does not have to be from a book in the library.
3. & 4. If your group is good at making up descriptions, you could make these activities harder by giving the students a choice of three covers with similar-looking characters on them.
5. Use the questions on the worksheet to help students explain **why** they like their favourite character. Try to make sure everybody in the group has a chance to speak.

Developing characters

Unit 4 Fiction for older children

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 characters' personalities and explore how characters bring a story to life.

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1. Sit in a circle.
How many characters from stories do your group know?
Take it in turns to name a character from a story.
You can include stories about people, gods or animals. If you have paper, write a list.
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2. Work as a group.
One person chooses a character from the previous activity that everybody in the group knows.
He/she plays the role of that character.
The group asks questions about the character, and he/she answers 'yes' or 'no'.
Can the group guess who the character is?

Ask for a volunteer, or pick a person who is confident talking in front of the group.
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3. Each person chooses a book from the library with an interesting-looking character on the cover.
What do you think his/her personality is like?
Write a description of his/her personality or tell your ideas to a partner.
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4. Ask your partner to read or listen to your description again.
Show your partner three book covers with characters on them (one should be the book you chose for your description).
Can he/she guess which character your description is about?

To save time, you could pick the extra covers for each pair.
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5. Who is your favourite character from a story, and why?
It could be a person, animal, god or goddess.

Ask these questions if the students get stuck:

 - What do you like about him/her?
 - Does he/she remind you of anyone you know?
 - Is there anything you don't like about him/her?
 - What would happen if he/she joined our reading group?

4) Themes

In this session, the students will explore the themes of some stories they know.

Equipment:


- a selection of fiction books
- something to write on (optional)

Activity tips:


1. You could think of some examples before the session to help the group if students get stuck.
2. Use the suggestions on the worksheet to help the group sort the books into themes. If a book fits into more than one theme, ask the group to decide which is the main one.
4. Give the group a few minutes to think of ideas. Try to make sure everybody in the group has chance to speak, but don't force anyone

Themes

Unit 4 Fiction for older children




A theme is the main idea or message behind a story.
In this session, you will explore the themes of some stories you know.



1. Discuss these questions as a group:
Can you name a story where...

- someone was brave?
- someone was cruel?
- the characters worked together?

In each case, was this the main idea in the story?
If so, then it is the story's theme. If it wasn't, what do you think the theme was?




2. Collect ten fiction books from the library.
Look carefully at the front and back covers.
What different themes might they have?
Sort them into groups.

If the library doesn't have ten fiction books, collect as many as you can.

For example:


- friends
- family
- learning
- growing up.



3. Think about a story that you know.


- How is it similar to other stories you know?
- How is it different from other stories you know?
- Focus on two stories. What would happen if the characters in these stories met?

Write down your ideas or tell them to a partner.



4. Sit in a circle.
What can we learn from stories and poems?
You could think about stories of gods and goddesses.
Take it in turns to explain something you have learnt from a story or poem.

Give the group a few minutes to think of ideas. They can look at the books in the library to help them.



5. Choose a book from the library on a theme that interests you.
Tell the group what you think you might learn from it.
Read the book to find out whether you learn what you expected.
If you learn something different, tell the group about it in another session.

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

