















































#### 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



group reading



speaking activity



writing activity



work in pairs



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: <a href="https://www.library-nepal.com">www.library-nepal.com</a>





## 1) Rhythm and rhyme in poetry



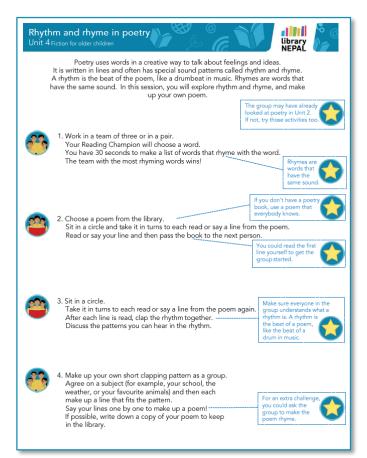


In this session, the reading group will think about rhyming words, read out a poem and clap the rhythm, and make up a poem together.

#### **Equipment:**

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

- 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.







### 2) Narrative



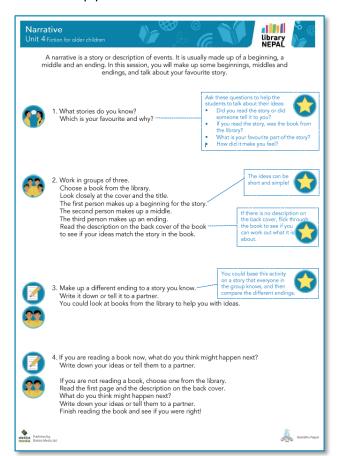


In this session, the reading group will talk about their favourite stories, make up a beginning, middle and ending to a story, and guess what will happen next.

#### **Equipment:**

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

- 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?







## 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)

- 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.







### 4) Themes



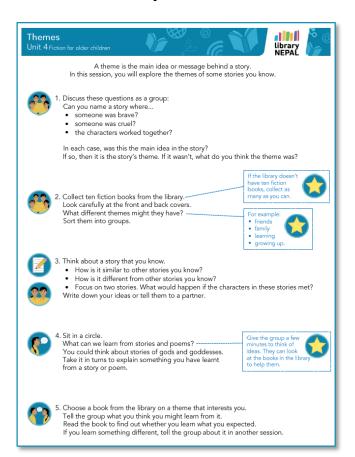


In this session, the students will explore the themes of some stories they know.

#### **Equipment:**

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

- 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











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: <a href="https://www.library-nepal.com">www.library-nepal.com</a>

If you have any questions please feel free to contact us on: <a href="mailto:info@library-nepal.com">info@library-nepal.com</a>









