

Project works for promoting reading (Effective use of School Library)

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Most schools in Bardiya have small school libraries with a few books for teachers and students. Some teachers are trained by Room to Read and other NGOs for the effective use and development of the library. However, underutilization of the existing library resources is one of the prevailing issues across the schools in the district. In this article, I have presented a tool on promoting reading. Dear teachers, try this and respond me whether this idea works. This can be done in either language; Nepali or English.

Book / Prose Review

Book review is a wonderful technique to develop reading, writing and critical thinking skills. Students are well engaged in meaningful learning activities. It is a learner centred strategy. This review can be done at different levels and must be practiced since early grades. The teacher / school need to manage selected readings as per the levels of students. We can make maximum utilization of our school library or classroom book corner. In the absence of a library, selected books or prose lessons from the text books can be reviewed following the given formats here.

Given below is how book / prose review is done at different levels. Levels do not refer to grades. A student in grade four may be in level -6 of book review and a student of grade eight may be in level three of book review. It depends on how the child is grown up in learning English / Nepali / reviewing books since the beginning. The teacher has to assign review tasks as per the level of students. At the same time we should not forget that the reading item always needs to be challenging for effective learning. Before you implement this task for the first time in your class, you need to present a few review samples of your own.

Book Review Formats / Tasks

For Level- 1 students

Draw a picture of the story you have read.

For Level 2 students

Name of book or Prose Topic:

Authors:

Illustrated by:

Draw a picture of the plot you liked most

Why did you like that?

For Level 3 students

Name of book or Prose Topic:

Author / s:

Illustrated by:

What happens in the beginning?

What happens in the middle?

What happens at the end?

Do you want other friends to read this book / story? Why?

For Level 4 students

Name of book or Prose Topic:

Author /s:

Illustrated by:

What happens in the story (plot)?

Did you like the main character? Why?

What happens at the end?

Do you want other friends to read this book / story? Why?

Use stars to rate the book / story

Example

***** very good

**** good

*** okay

*boring

For Level 5 students

Name of book or Prose Topic:

Authors:

Illustrated by:

Good character/s

Bad character/s

What happens in the story (plots)?

The plot I liked most

For Level 6 students

Name of book or Prose Topic:

Author/s:

Illustrated by:

Is this a fiction or non-fiction?

The context and the situation (place of events, time, etc)

Major plots

Your comments

For Level 7 students

Name of book or Prose Topic:

Author /s:

Illustrated by:

Is this a fiction or non-fiction?

Genre

Date of publication

Major plots

Your comments

For Level 8 students

Name of book or Prose Topic:

Author /s:

Illustrated by:

The context and the situation (place of events, time, etc)

Write in paragraphs

1. Subject matter of the book one or two para
2. Explain author's ideas / opinions one para
3. Explain any of the features of the book (characters, context, writing style of the writer etc)
4. Express your opinion about the book also mention your comments

For Level 9 students

Write critical review of the book...../ prose.....

How to implement? / Steps

- i. Teacher prepares a few model review reports and presents in the classroom. Students observe overall presentation and study all the items.
- ii. The teacher gives an explanatory presentation on what a book / prose review is, why and how it was prepared. Shares the review chart having different levels for review. The teacher and the students come to a consensus that they do such project work for developing their language skills.
- iii. Students choose prose items from the text books, read and prepare a review report. The teacher keeps a record of who is reading what item and on what day s/he is going to present.
- iv. Provide support during project implementation.
- v. The readers, after they read the item and prepare report, present their review reports in the class. If there are many reports to be presented in a day, apply

syndicate method. Or you can apply **readers stay others stray gallery walk** technique.

- vi. You can choose Nepali or English medium books and readings.