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Establishing a small library in the first language.

Goal

Students get to know a broad and stimulating array of text offers in their first language. They exchange information about materials they have read (or about picture books) and can choose among different books. They become acquainted with the rules of a library.

1st–9th grade

10–20 minutes



Materials:

Several books, picture books, comics, illustrated magazines for children and young adults in their native language.

Procedure:

- The project is started as a shared enterprise. We want to create a small library of a wide variety of texts (books, picture books, reference books, etc.) in our own language. To be clarified: who can bring what? Where should the books and texts be stored (is there maybe a cabinet or a bookshelf in the school building or in the school library for that purpose)? How should the borrowing of books function?
- The students bring different kinds of reading materials from home and present them to the class. All titles are subsequently listed (e.g. in form of a simple borrowing chart), and placed on a shelf if possible.
- The students now can give each other reading tips or exchange books and magazines with one another. Ten minutes a week could be reserved for this activity. Who takes which book is recorded in the borrowing chart. Two students are selected to assume control of the library, e.g., for a quarter, and to ensure that all borrowed books are returned again in good condition.



Remarks:

- As stated in the introduction, chapter 4d, the students could be asked to bring back from their long vacations reading materials in their native language (to defray the costs, maybe a bazaar, or parent event, etc. might raise some money for that purpose).
- The important thing is that the small HLT library contain reading materials for all age levels, as well as children's encyclopedias and a dictionary.
- The library may also comprise audio books, be they bought or home-made (see also the teaching suggestions 1 and 10).