

Remarks:

- For additional information about intercultural libraries and school libraries with expanded multilingual collections, see chapter 4d in the introduction. The multilingual expansion of a school's internal library is an optimal project of cooperation between HLT instructors and regular classroom teachers; see also chapter 4c.
- It would be best if the library visit could indeed take place in a multilingual or intercultural library, where students can also find books in their own language. Even if that is not possible, the library visit should not be waived, particularly since it may open doors to an entirely new world and wealth of information for students from educationally disadvantaged families. Moreover, the libraries always have reference works, etc., that are valuable for HLT as well.
- Before the library visit, it is useful to check with the regular classroom instructors about the extent of the students' introduction to and use of the libraries and what could perhaps be done to deepen their understanding.
- Prior to the library visit, it is important to register and establish contact with the employees. It may be possible that a library prepares or even especially orders a selection of books in the native language of the students. It is equally important to clarify the circulation conditions prior to the visit. In many communities the borrowing of library resources is free for students.
- If possible, each and every student should borrow a book. In subsequent classes they should be given the opportunity to briefly present it to the other students in the class.

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Book domino

Goal

Domino can also be played with books. This is an unusual way to acquaint students more closely with the book holdings (e.g. from the library) so they learn about and get to know new books (including from private collections).

1st–9th grade

20–30 minutes



Materials:

Many different books, picture books, magazines, etc.

Procedure:

- A stack of books is distributed in class, so that every student (or group of 2–3 students) has three to four books each in front of them. The age of the students must of course be considered when distributing the books, and beginners must naturally be supported. They all have five minutes to become acquainted with the books. They look closely at the cover, read the blurb, and browse through the text. Maybe there are illustrations, an index, chapter divisions, or there is a short portrait of the author, etc. The goal in this phase is that students acquire the knowledge of characteristics for the books which they can later use in the game.
- The teacher then describes a book by way of the recognized characteristics, i.e., s/he could state "it is a picture book, it is colorful, the theme is nature in our country of origin". Pursuant to that, a matching "stone" is placed next to it as in the traditional game of domino, i.e. a second book with one or more matching characteristics (see below). The person who wants to add a book next to it, explains why it belongs there. The



The
haunted
old tower



The Little
Ghost



Tales of
1001 Nights



Grimm's
Tales



The
Frog Prince



The
Lion
King

choice must be justified by an identical characteristic; the group decides whether the criterion matches. It is permissible to use simple characteristics (e.g. the cover is also blue, it also was written by a woman, the title also begins with "The...") to more complicated, perhaps content-related reasons (such as: the book is also a thriller, the main characters are also sisters, the story also takes place in Turkey).

- The game either lasts until all books are integrated into the domino, or it will be cancelled after 10–15 minutes. It can be followed by a short discussion with the question "which ones of the books that were placed on the table would you particularly like to read"?

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The first sentences

Goal

With this idea, the students become acquainted with different books and texts (articles, etc.), they make hypotheses and thus can be encouraged to read the entire text. Maybe they write their own story, based on a first sentence that they like in particular.

2nd–9th grade

60 minutes



Materials:
A selection of different books and magazines (provided by the teacher),
A3 paper

Procedure:

- The first sentence is of vital importance for many authors, and quite often for the readers as well.
- The students look in books and magazines for those first sentences that they like particularly well. The teacher, or an older student, may assist the younger ones. The students write the selected sentences legibly on a paper (A3 format). Possibilities for further activities (in groups or as a whole class):
 - a) The students read the sentences and try to find out from which book or magazine a certain sentence might have originated.
 - b) The students make assumptions about what kind of story this could be, based on its first sentence. They also try to guess the genre of the text (thriller, fairy tale, newspaper article, realistic story, nonfiction, operating instructions, etc..).