

Remarks:

- With mostly heterogeneous age groups in HLT, it would be preferable to conduct the exercise based on three level-appropriate different texts. It would be good if all had the same topic (although it is not critically important) e.g., fairy tales from our country of origin, life in the migration, racism, geography, etc.
- The classification of the questions into three categories derive from the educational materials “the strong language performers” and should be familiar to most students. For students with a (still) minimal language competence, the questions can be reduced to two types (questions that can be looked up and questions about comprehension).

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Creating an ad poster for a book

Goal

The students create an ad poster for a book that they have read. They must not only reflect upon and summarize the content, they must also conduct research about the author and the topic. At the same time, the book must be presented in a way that others become interested in the content and would want to read the book for themselves.

1st–9th grade

60–90 minutes



Materials:

Large poster paper (size A3 or A2), coloring pencils or felt pens, glue.

Procedure:

- The project will be announced two to three weeks in advance. The students are asked to select a book for which they want to create an ad and to bring it to class. Additionally, (at least the older students) should inform themselves in libraries and bookstores about what book ads look like (e.g. posters, texts in magazines about books). Beginning students may present their favorite picture book or story book, and the teacher or an older child should assist them.
- A week before the work on the posters starts, students discuss ways to make an attractive poster ad for a book. Students will summarize and present the content of their book in an exciting and interesting way and may use graphic means to enhance the interest of the readers. Task: look for additional information about the author, and about the place and time of the action and look for appropriate illustrative materials.
- In the next sequence (lesson or double lesson), the students create an attractive poster ad for their book. They may even be able to come up with an advertising slogan for their book
- The finished posters will be displayed in a little show. Maybe the children can select the best show poster (each child may assign three points).

Remarks:

- The project is optimally suitable as a collaborative project with regular classroom instruction, be it in the context of promoting reading or a project week. It is definitely well worth to previously establish contact with the regular classroom teachers. Posters that are created within the framework of such cooperation have the advantage of being bilingual.
- If a child does not know a book in his/her native language, but has a favorite book in the language of the immigration country, s/he may describe that book – in his/her heritage language, of course!

- Many libraries are very much interested in posters or texts written by students about books. It is particularly motivating for the class if their posters are exhibited in the library.
- With the help of tablets or smartphones, older students might want to create a trailer for a book. A simple guide for it can be found under: <http://www.phlu.ch/dienstleistung/zentrum-medienbildung/medienbildung/buchtrailer>

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“Book Slam”

Goal

The intent of this idea is to motivate young people to read. Moreover, they learn to summarize contents as concisely as possible, and to present them in an attractive and creative fashion.

5th–9th grade

Approx. 90 minutes



Materials:

Different books (also non-fiction, poetry, magazines, etc.), whistle, stopwatch.

Procedure:

- The instructor explains the terms “slam” and “book slam” (see below) two to three weeks in advance. S/he informs the class about the project and the necessary preparations:

Students must decide (alone or in groups of two) on a book (or another text, e. g. from a magazine) that they want to present. They should also think about how to create a 3-minute presentation. It should be as creative, attractive, informative and funny as possible (example: rap, recount freely, read out loud, advertising spot, etc.). Various examples can be found in the internet by googling the word “book slam”.

- Preparing and practicing the preparation (one week ahead; time requirement: one lesson).

Once the students have decided on their presentation concept, they discuss their idea with another student or team for feedback and suggestions for improvement. Important: the summary of the content must be kept to a minimum; there is no time for details. Students must think about what would be of greatest interest to the listeners and how their presentation could attract attention to them and their book.

- Implementation (time requirement: one lesson):

Each student (or team of two students) is allocated three minutes for their presentation. Two student time keepers enforce the time with a stop watch and a whistle. The public evaluates the presented texts or books by awarding points to them. They raise cards with the chosen number on a scale of 1–9; someone adds up the total and notes the result for each book or text on the board. The winner is the book or text with the most points. All books and texts will be exhibited and may be checked out by the students.