



# LESEKVART+

## READING FOR PLEASURE IN THE CLASSROOM



**Examples of reading activities**  
For teachers and school librarians

Stiftelsen  
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# **A quick English introduction with a few examples**

**Lesekvart+**

In this compendium, you will find descriptions of the activities mentioned in the Lesekvart+ Handbook, as well as many additional activities you can use throughout the project. The compendium is intended as a resource bank to support you during the entire Lesekvart+ period. The goal is to make it easier to give the whole class a positive reading experience by introducing new ways of engaging with the world of books.

Here, you will find suggestions for sharing activities, reading activities, and activities to use after the book has been read. One of the most important elements that distinguishes Lesekvart+ from other reading programs based solely on silent reading is the deliberate variation between different types of activities. Silent reading is strengthened by the overall structure.

The benefits and learning outcomes of various reading and sharing activities are numerous. Pupils are given the opportunity to think about what they have read and reflect on their reading experience, which increases their awareness of their own reading and reading interests, ultimately helping them become better readers. In addition, pupils can gain inspiration from hearing about what others are reading. Young people often report that it is their peers who most strongly influence their choice of the next book.

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Sharing activities are also an important part of building a reading culture in the classroom, helping students see that others are reading as well. Reading experiences become visible and noticeable when they are shared, and this contributes to developing pupils' vocabulary related to literature and reading. Pupils also gain valuable experience in expressing opinions, arguing for their viewpoints, and understanding that people may interpret the same text differently.

When planning a Lesekvart+ period, you will need to choose which of the activities in this compendium you want to try out with your class. The class may also participate in selecting some of the specific activities, but as the teacher, you should first envision the overall structure and set the framework. Experience shows that teachers are “resource banks” in their own right, and it is possible to use activities beyond those listed in this booklet. The most important thing is that Lesekvart+ becomes a combination of silent reading, sharing activities, and reading activities.

You should also consider whether you need support at school, and which other teachers will be involved during the project period. If there are activities you wish to carry out across subjects, it is wise to establish collaboration early with the staff involved. It may be helpful to have several teachers present when carrying out some of the more extensive activities. Make sure the school librarian is prepared to support the class's needs throughout Lesekvart+.

# READING ACTIVITIES

## Book Cafe

Time required: 1 school lesson + preparation.

Where: The school library or another suitable room with space for café tables and displays.

Equipment: A good selection of books in various genres.

Master copies: Menus, table signs, and placemats.



Objectives:

To gain inspiration and become more familiar with one's own reading preferences.

To discover new books and enjoy a positive reading experience.

Preparations:

Find a good selection of books in the various genres, 6–8 books per genre. There should be variation in reading levels within each genre. You should also include nonfiction books with topics that fit each genre.

Set up small tables in a café-style layout, with space for 4–5 students per table, and place books and genre signs in the middle. There should be one table for each genre. To create a real café atmosphere, you can add tablecloths and place flowers on the tables. You can also set the table or print placemats.

# READING ACTIVITIES

## Book Cafe

### Tip:

If you want to run a longer session or enhance the experience even more, you can serve something to eat and drink. This can be done before the pupils start the book tasting, as a break during a longer session, or at the end.

### Implementation:

The pupils are welcomed, restaurant style, and given a menu. They look through the selection and then choose a table, browse the books, pick one, and get some time to read. Start a timer and give them 5 minutes to read in the book. Afterwards, they fill out one page in the menu. To give them the opportunity to share their experience, you can now set aside 5 minutes for café conversation at each table. Everyone briefly talks about their book.



## Reading fortune teller

Time required:

It will take some time to fold and fill in the fortune teller. Once it is finished, it can be reused, and the activity will then take 5–15 minutes.

Where:

In the classroom.

Equipment:

Something to draw on/with.

Copy template:

Reading fortune teller.

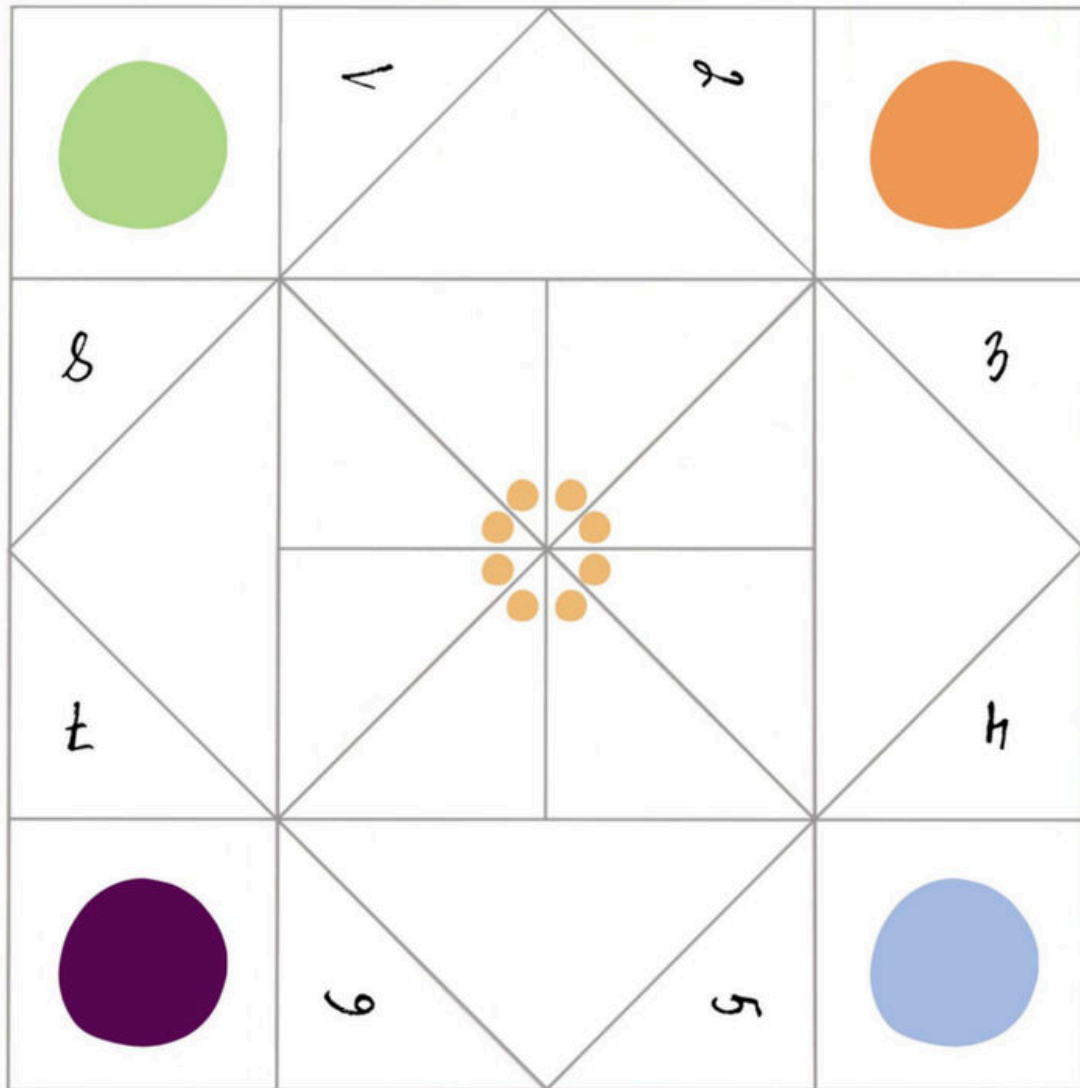
Objective:

To develop a language for literary conversations and to give/receive inspiration.

Let the pupils make a paper fortune teller. They can either make one themselves or use the template from Lesekvart+. Inside the fortune teller, students write questions they would like to ask their classmates about their books. Examples of questions might be: Can you describe the main character? What genre is the book? Is there a lot of kissing? Encourage them to be creative.

When the fortune teller is ready, the students walk around the classroom and “tell fortunes” to each other about the books they are reading. This can be a nice break activity during longer silent reading sessions.

# Lesespå mal



Paper reading fortune teller template. “Lesespå” in Norwegian.