



# LESEKVART+

## READING FOR PLEASURE IN THE CLASSROOM



**Handbook**

For teachers and school librarians

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**LESE**

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LILLEHAMMER  
BIBLIOTEK & LITTERATURHUS

# ReadingQuarter+

Further developed for grades 5.-10.

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Lillehammer Library

National pilot developed by Stiftelsen LESE

**All material is available at:**

**[lillehammerbibliotek.no](http://lillehammerbibliotek.no) and [stiftelsenlese.no](http://stiftelsenlese.no)**

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READING FOR ENJOYMENT

LOVE OF READING

READING MOTIVATION

ReadingQuarter+ is a method for expanding and systematizing pupils' silent reading in the classroom. The goal is to build increased motivation for reading over time.

The method focuses on strengthening silent reading through the use of various reading activities and adaptations (Scaffolded Sustained Silent Reading). This is something the group does together, as opposed to reading only individually.

In a research overview conducted by Lene S. Brok and Simone L. Geer at the National Knowledge Center for Reading (Brok & Geer, 2018), they highlight, among other things, eight success factors for an effective reading quarter:

1. **Accessibility to reading materials.**
2. **Engaging reading material** - adapted to students interests and reading levels.
3. **The environment** - a calm and comfortable setting.
4. **Encouragement and reading role models** - the teacher should also be seen reading.
5. **Further development or training in the reading quarter method for teachers.**
6. **Reading for pleasure** - reading for one's own sake, not to complete a school task.
7. Follow-up reading activities that bring the reading experience beyond the text.
8. **Planned reading time** - For eksempel, 15-25 minutes every day.

ReadingQuarter+ is a method consisting of activities and tools for use in schools, primarily at the middle and lower secondary levels. The goal is that what takes place in the classroom during ReadingQuarter+ will help stimulate and inspire reading and a lasting interest in reading. The method is developed based on the eight success factors mentioned above. It also encourages collaboration between schools and libraries, aiming to support teachers who are responsible for carrying out reading periods.

There is no doubt that promoting a love for reading is an important measure for improving both reading skills and reading engagement among Norwegian youth. With this method, students are given multiple entry points into literature, with activities design to spark motivation and support their needs for autonomy, competence, and a sense of belonging.

This helps foster a feeling of a reading community within the classroom. Not least, it ensures that time is set aside for reading, which in itself is a concrete way of showing students how important reading is in society.

This handbook is divided into two parts: first, a practical plan for implementing ReadingQuarter+ on the green pages, followed by useful theory on motivation and tips for implementation on the white pages.

ReadingQuarter+ is a project that was initiated by Lillehammer Library in 2024, based on the Danish report "Læsebånd / Lystlæsning i læsebånd - En håndbog til skoler og folkebibliotekers samarbejde om læsebånd (Lund, 2020).

There is also a three-episode podcast that explains the methodology well (link provided in the references, Tænketanken Fremtidens Biblioteker).

# EXECUTION OF READINGQUARTER+

What follows is an overview of how to plan and implement a Lesekvart+ period. It is possible to make individual adaptations, both in the collaboration between the teacher and the librarian, and by actively incorporating students' wishes and input into the planning process.

ReadingQuarter+ can be planned for the entire school year, but we recommend working with the project for at least three consecutive months. It is important to allow sufficient time to give all students the opportunity to experience both a love of reading and a sense of mastery, including those who may need a bit more time.

**In the method, we envision four phases:**



## Time allocation

**Planning phase:** depends on needs and opportunities for collaboration. It is advisable to allow plenty of time.

**Introduction phase:** 1 week, 3–4 class periods.

**Implementation phase:** at least 3 months to ensure continuity, preferably with longer daily sessions of 15–60 minutes, depending on the activity.

**Evaluation phase:** 1 class session and 1 collaborative meeting at the grade level.

## 1. The planning phase



The teachers read the handbook and the course materials, and familiarize themselves with the method.



Agree on who will participate in the project and how much time you will spend. Is it just one class/grade level or several grade levels at the same time? Can the school library be open and staffed while the classes have silent reading, so that students can change books when needed? Plan together across grade levels to avoid conflicts in using the school library.



The teachers involved at each grade level plan the upcoming period; a weekly schedule is created and relevant activities are selected. ReadingQuarter+ works best if the week includes a mix of silent reading, reading activities, and sharing activities. Below you will find an example of the weekly schedule used in the pilot. The time spent varies depending on the activity chosen, but silent reading sessions should last at least 15 minutes. Common guidelines for ReadingQuarter+ are also established at each grade level.

MONDAY	TUESDAY	WEDNESDAY	THURSDAG	FRIDAY
Reading in quiet, write in a reading diray	Reading in quiet, write in a reading diray	Sharing activity	Reading in quiet, write in a reading diray	Reading activity and register on the reading barometer



The teachers agree on a time for Kick-Off with the people involved. The Book Talk itself can be conducted by a librarian from the Public Library (if agreed), a school librarian, or a teacher who is well-versed in literature aimed at the age group. Time is set aside for each class to have an hour at the library as soon as possible after Kick-Off to borrow books while the inspiration is fresh.

#### WHAT IS KICK-OFF?

Kick-Off is described in detail in the Introduction Phase, but it is a celebration that ReadingQuarter+ is underway. The Kick-Off consists of a Book Talk for inspiration, followed by a Book Tasting at the school library.



Posters for the classroom are printed and read through. There are a total of 4 posters; **The Laws of ReadingQuarter+**, **I am a reader**, **Choose a book by:**, and **Reading experiences**. The idea is to give students something visual in the classroom that shows that reading is in focus. I am a reader describes why it is important to read books, and is intended to create an attitude. The Laws of Reading Quarter show what is allowed during reading quarter. The last two posters are tips they can use if finding a book is difficult.





The principal facilitates the use of the school library, and a framework is set for its joint use. Reading Quarter+ works best with an accessible and staffed school library. This gives students easy access to books, in addition to a feeling of being well-acquainted with their school library.



The school librarian is involved in planning Kick-Off, and provides current books for BokPrat and lending.

## 2. The introduction phase


 The teacher introduces the program to the class and places reading on the schedule. The students are introduced to the timeframe for the reading quarter, the goals of the period and what is expected of the student, in addition to presenting the posters. The class discusses different motivations for reading and why leisure reading is good.


 The teacher conducts a survey in the class, which reveals the reading preferences of each student. Use the My Reading Landscape questionnaire. In the first phase, all students should become aware of their own taste in leisure entertainment, and translate this into some wishes for the reading quarter period. Talk about how this survey will be helpful when they are choosing books for the rest of the period. The survey can also serve as a starting point for guidance by the teacher or school librarian.



### MY READING LANDSCAPE

My Reading Landscape is conducted shortly before Kick-Off so that students have their reflections fresh in their minds. It can also be taken to Book Tasting after Kick-Off.

 A Kick-Off is held. A librarian or a school librarian holds a book talk where various current books are presented to the class to create curiosity and motivation. Then a Book Tasting is held where each class gets at least one hour in the school library. We have chosen to call it a Kick-Off because it will give the project period a good start that will contribute to a positive, inspiring and focused start. In addition, it shows that reading is important and prioritized. On the next page you can read a detailed description of the Kick-Off.

 The students get to know the school library, so that they can easily find books that they know are within their field of interest. The Book Tasting will contribute to this, or time can be set up to carry out the reading game BokTråkk.

### THE READING GAME BOOKSTOMP

The reading game has been tested in grades 8-10, but can also be used in lower grades. The teacher who tested it gave feedback that it worked very well in her own classes. The students found it fun and motivating. The game can be used 1-2 times before it becomes repetitive. It works best when you know the class well, and set good boundaries so that the activities do not slip. The time required is approx. 30-60 minutes.



## KICK-OFF CONDUCT

### Book Talk

A librarian, school librarian or teacher holds a Book Talk for the classes, where different books are presented to spark curiosity and provide inspiration. A Book Talk lasts 15-30 minutes. This can take place in a classroom or at the school library if there is space.

### About planning a Book Talk

If the school has a public library nearby, some librarians are open to requests to hold a Book Talk at the school. Contact them to explore the possibility.

It is also possible for a school librarian or a teacher to hold the Book Talk. This should be done by someone who knows the age group and current literature well.

Using PowerPoint or similar can be useful when creating a Book Talk. For example, 5-6 books are selected that you want to present, based on age, what is popular among the students and what meets their interests. Each book is presented briefly. Other similar books (read-alikes) should also be shown to students who have already read the book.

### METHODS OF COMMUNICATING BOOKS

When communicating a book, it's important to capture the reader's interest in as few words as possible. What you choose to say, and how you choose to say it, should be tailored to your audience; think carefully about who you're talking to and what interests them. Here are some tips:

- Describe the feeling and atmosphere of the book. Is it scary, cozy or exciting?
- Give a brief summary, without revealing too much. Focus on the most important and catchy things.
- Read an exciting excerpt from the book (it is important to practice well in advance).
- Show a video where the author/librarian etc. talks about the book. There are many book recommendations on YouTube, for example.
- Bring the book and show to the others! Discuss the cover together.
- Talk about read-alikes; books with the same trope, theme and feeling.

### Book tasting

Shortly after BokPrat, students should have at least one hour in the school library, where Book tasting is conducted. Below is a description of the method, as tested in the pilot of the project.

The goal of Book tasting is for students to use what they have learned about their reading preferences from My Reading Landscape to find a book that matches both their interest and reading level.

The students gather for a joint conversation where this is emphasized, and where they are given a review of what is to happen.

### After the review, the following points are repeated until all students have found a book:

1. The teacher announces that the timer is set for 10 minutes, and the students use the time to find books they want to "taste." Give a clear message when the time is up.
2. The teacher announces that the timer is set for 10 minutes, and the students use the time to read the book they have chosen. When the time is up, the students are told to read to the end, and then decide whether they want to keep the book, or use the next 10 minutes to find something else.

# 3. The execution phase



The reading activities and sharing activities are carried out. Silent reading and other reading and sharing activities are alternated to create motivation and engagement. It also helps to create a sense of community in the class. Set aside space to exchange books when needed, and have books available for each session.



Make a little extra out of the end of the week, for example by using Our Reading Barometer. This shows how much the students have actually read. Read more about Our Reading Barometer in the Compendium.



Exsample on the reading barometer



The school librarian or teacher conducts new Book Talks for further inspiration. The book selection is based on the students' interests and similar books to what they have already read. The compendium contains links to book videos that are freely available for use.



During the period, a day called The Big Reading Day can be set aside. The activity is described in the compendium, which includes suggestions for a full day of reading and reading activities. This can be done at each individual grade level, or as a common day for the entire school.

## TIPS FOR IMPLEMENTING A READINGQUARTER+ SESSION

- Mark the time clearly on the timetable.
- Make sure everyone knows what they want to read, and has a book ready (provided for through intro activities).
- Have a time marker in the room.
- Start each reading quarter by describing the day's activity (silent reading or reading activity), before counting down to the common start.
- Mark that the time is over by saying: now you must read to the end and put the book in its place.

### EXPERIENCE WITH OUR READING BAROMETER

The pilot school gave feedback that Our Reading Barometer worked well for motivation in the classes. They chose to keep a logbook during silent reading, before setting aside some extra time on Fridays to count the number of pages read for each week. It was not made into a competition, but something they achieved together. They also carried out a reading activity that day, as a fun end to the week.

# 4. The evaluation phase

## Evaluation phase



The teacher evaluates the project period with the class. This can be done through a joint discussion in the class, in groups, or individually, for example by using the logbook. The evaluation should be summarized in a written document, with an assessment of goal achievement, what has worked well, and the improvement areas of the period.



The teaching staff evaluates the project period in the same way as with the students. Include all teachers who have been involved in the project and who have conducted sessions in reading quarters. This evaluation should also be summarized in a written document for further use.

## Questions to use in the evaluation

### With the class:

- Have you noticed any changes in your reading habits?
- What has been your best experience in reading quarters?
- What has not been so good about reading quarters?
- What could have been done differently?
- Have you become more interested in reading?

### In the teaching staff:

- Which activities have worked well in reading quarters?
- What could you have done differently?
- Do you think the project has changed the students' reading habits?
- Has the project contributed to more motivation and enjoyment of reading?
- How have different students responded to the method?
- How has the collaboration within the college worked?
- How has the collaboration with the library worked?

## INVOLVE STUDENTS

Success during Reading Quarter+ depends on whether students enjoy it and are engaged. Let students participate in choosing literature and planning reading activities, support their sense of autonomy.

## READING ROLE MODELS

The adult should lead by example. Put away the computer and other tasks, and read yourself. Bring the newspaper from the staff room or enjoy a good book.

## ACCESS TO BOOKS

The student must be able to choose between several books, and it is important that they themselves participate in deciding which literature to read. Students who do not have an established reading culture may find it difficult to choose a book, and will need support and guidance.

### EXPERIENCES ON ACCESS TO BOOKS

It is an advantage that the school library is open and staffed during quiet reading time, so that students have the opportunity to exchange books when they need to. The pilot school prioritized having a school library manager present at the school library while classes had ReadingQuarter+. This way, students could also receive guidance if they needed it. This corresponded to about half an hour of open library at the start of each day. All classes had ReadingQuarter+ at the same time, and they had an agreement to only send 2 students from each class at a time, to avoid crowding.

An updated school library with a good selection of newer, varied literature was also important. During the same period that the pilot was carried out, the school library at the pilot school received a major upgrade, both of the room itself and of the literature. Old books were discarded, and new books were replenished, both from own purchases and from cultural fund books.

## LISTENING IS GOOD READING

Many students like audiobooks, and some need audiobooks to get the good stories. Be aware of how audiobooks are used in reading quarter, and ensure access to audiobooks. It is particularly important that students with reading difficulties receive support to use aids.

## MAKE TIME FOR READING

When you plan a period with ReadingQuarter+, you make sure to include reading for pleasure in the timetable, and thus show that reading is important; even if there is much else to do in a school day. You facilitate reading.

The pilot school occasionally experienced that the reading quarter had to give way due to a busy school day, but the students were keen for it to be carried out as often as possible.

## VARY THE ENVIRONMENT

Usually, the reading quarter takes place in the classroom, where the students are sitting at their desks. However, it is also possible to use other rooms in the school and appeal to the entire reading body.

The compendium presents tips for both reading activities and sharing activities. In the pilot, we experienced, among other things, that reading in the school library gave the students a completely different focus in their reading.

## CREATE DIALOGUE ABOUT READING

When students talk about what they have read, they put their experience into words, which increases their understanding. At the same time, they get a listening partner, and thus reading no longer becomes just an individual experience.

## CREATE SPACE FOR COMMUNICATING THE READING EXPERIENCE

The reading experience becomes shared when students communicate it. They can communicate it orally, in writing, or via visual and auditory media. The school and library can share and create a framework for the finished communication products. In order for the student's autonomy and experience of pleasure to be supported, sharing must be experienced as something the students themselves have control over and want to do, and not as a test.

Students in different reading activities



# ABOUT MOTIVATION FOR READING

One of the goals of the project is for students to find their own inner motivation for reading.

There are many good arguments for reading: reading can be both enjoyable and useful, and if you like reading, it is easier to understand the society around you. Reading will also help make the educational process feel more manageable. In addition, reading is a good alternative to all the rapid stimuli that you are otherwise exposed to in life, and helps to train your ability to concentrate.

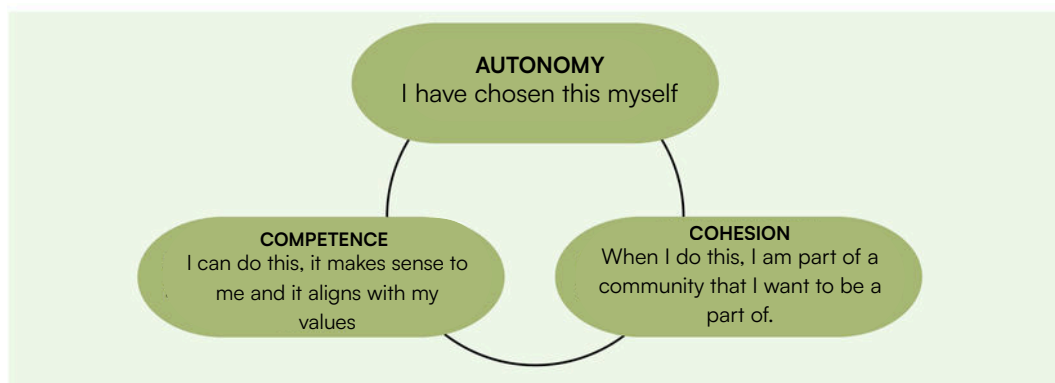
But not all students understand the benefits of reading completely on their own. Not everyone is used to reading, and not everyone sees themselves as readers. The Reading Quarter+ period is an opportunity to motivate all students to read, and it should help each individual student find their own motivation to read. You cannot work on the reading motivation of an entire group without working on the reading motivation of the individual student.

A desire to read arises when a student is eager and engaged = motivated.

The following section will focus on students who experience aversion to reading, those who are reluctant to read, are unengaged = demotivated.

During reading quarter, these students may resist the entire activity, or find methods to get through the reading quarter without reading. Some students are good at pretending to read, while taking care to turn pages at the right pace, or they use up the reading time going to the bathroom or looking for a book.

Recent motivation research provides a better understanding of which mechanisms one has to work with, and is something that both teachers and librarians can use in this project to create motivation for reading.



When all three of these needs are supported, the student is more likely to experience motivation. When the needs are felt to be thwarted, the student becomes demotivated. This is something that you, who are around the student, can help influence.

Motivation can manifest itself in different forms, based on what promotes the motivation, and what form the influence to do an activity takes:

### **EXTERNAL MOTIVATION (EXTRINSIC MOTIVATION)**

The student acts based on external expectations and values (of the teacher, librarian or guardian). The student experiences that the three motivational needs are opposed. When he still carries out, it is to obtain a prize, avoid a sanction, because he should, or to avoid guilt and shame. It is not experienced as self-chosen, and it may conflict with his own values and opinions.

### **INTERNALIZATION**

The student experiences influence from outside, which still opposes the three needs at the beginning, but gradually it will be experienced as supporting the student's three needs for autonomy, competence and cohesion. The student gradually accepts the action, and understands its meaning and potential. The student experiences that the activity becomes his own conscious choice, that it has value and feels both important and right.

### **INTERNAL MOTIVATION (INTRINSIC MOTIVATION)**

The expectations and values of the outside world have become the student's own. The student has adapted and is carrying out the activity because they want to, and it feels natural in the community. When students have intrinsic motivation, they can carry out the activity with energy, commitment and perseverance.

When guiding students during Reading Quarter+, it is desirable to help those students who initially carry out reading activities with external motivation and a lack of interest in reading, so that they gradually experience more and more internal motivation and a desire to read. This is done by using activities and methods that support the students' three psychological needs.

### **SUPPORTING STUDENT AUTONOMY**

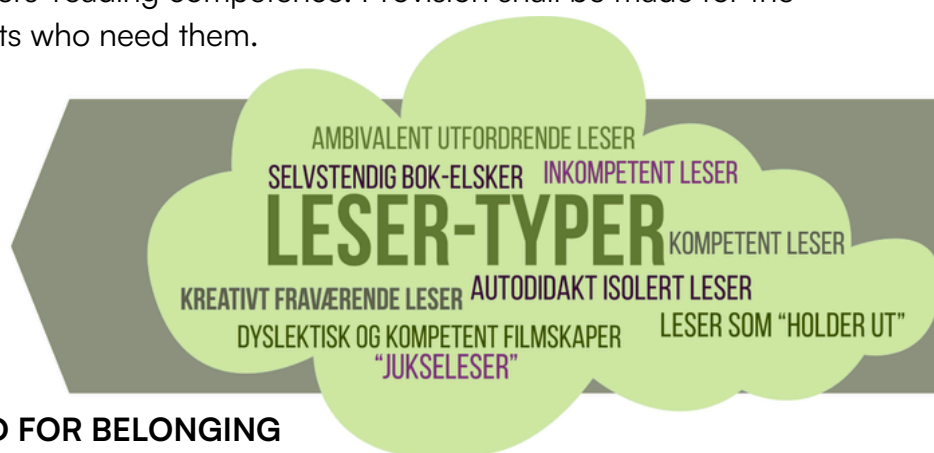
The student should choose the book themselves. This is not something everyone finds natural to do, and what they choose can therefore be random. Therefore, choosing the right book is something that should be made aware of and learned in the introductory phase of the ReadingQuarter+ period (see description of the introductory phase on p. 5, in addition to the posters How do I choose my book, Choose a book by reading, and the student survey My reading landscape, appendices 3, 4 and 5.) It should also be allowed to put away a book that has been chosen if it does not appeal to the student. The goal is for all students to develop an awareness of what they themselves like, so that they themselves eventually know how to find a truly engaging book. They should develop their own strategies for making good book choices.

#### **EXPERIENCES ABOUT AUTONOMY**

It is important that students are allowed to choose their own books. In one pilot class, we tested having comics as a common theme as a starting point for Reading Quarter+. In the other class, students were allowed to choose their own books from the very beginning. We saw greater resistance and aversion to reading at the beginning in the class that had a specific theme. One of the main principles for Reading Quarter+ is that students should be allowed to choose literature freely based on their interests.

## SUPPORTING STUDENT COMPETENCE

If the student experiences their reading competence as insufficient, or feels inferior in the class, the student will most likely not have a good reading experience, and will find ReadingQuarter+ difficult. Teachers and librarians should guide students to find books that match their reading level and reading skills, without compromising the student's interest or integrity. Therefore, it is important to have enough material available, and that the available material is adapted to the student's cognitive level. Students must be trained in finding their way around the library, so that they know where to find the genres that interest them. In ReadingQuarter+, it should not be possible to be "best in class", so the framework must be set so that there is no reason to compare reading levels. The period should also not be followed up by tests, measurements or presentations (presentations can be a possible activity for those students who are motivated by telling others about the book). The goal is for students to develop a positive view of their own and others' reading competence. Provision shall be made for the use of assistive devices for students who need them.



## SUPPORTING STUDENTS' NEED FOR BELONGING

In a classroom, the community is chosen for the student, and it is not possible for them to choose it away. Therefore, it is extra important that clear frameworks are set that make the community safe and rewarding for everyone. In a classroom, clear frameworks are set all the time, and teachers are well-driven in this. This section is still included, as Reading Quarter+ is implemented in several subjects, and it can be beneficial for the students if all teachers with sessions in Reading Quarter+ set the same frameworks.

The expectations of each individual must be made visible and clear, and there must be a common understanding of how to act in the reading community. Teachers must agree on what behavior is expected during the various activities, such as silent reading, other reading activities and sharing activities. Before the session, the students are told what type of activity they will be doing, and what behavior is expected for this activity.

The start and end of the session are clearly marked, for example by counting down to the start of reading. All this clarity should be conveyed in a way that feels safe for the students, where they experience interested and motivated adults, and that they are part of a reading community. They should experience joy in sharing reading experiences.

Homes can also be involved in the reading quarter+ project, so that they also become part of the reading community. It is then important that guardians are informed and motivated. Tips for involving parents are described on p. 16.

# TIPS TO FINDING THE RIGHT BOOK TO THE RIGHT STUDENT

Finding the right book is a personal task. Everyone has different interests and needs, and everyone is at a different stage of development. To become a good reader, you need to practice reading. As mentioned, reading pleasure comes when you read a book that interests you and is at the right reading level. This must be made clear to the student.

The teacher and school librarian have an important role here as a guide. Talking to the student is the best way to help them. Show genuine interest and consideration for the student's wishes. The goal of the conversation must be clear to them: to find a book that you yourself want to read, that you enjoy and can master.

Find out what the student is interested in:

- What do you like to read about?
- What is your favorite book so far?
- What do you like to do in your free time?
- What do you like to do at school?
- What interests you?

Find out what the student can master:

- What kind of book did you read last?
- Do you think it is best to read books with pictures?
- Does the font size matter?
- How thick do you think the book can be?
- Do you think it is best when the book is divided into chapters?

If you know the young person's reading speed, add this to the assessment. At the start of Reading Quarter+, we recommend that the entire class complete the My Reading Landscape survey. This survey is based on many of the same questions mentioned above. It will help make the student aware of their own interests and preferences, and can make a guidance conversation easier.

Find a selection of books that you think might be appropriate based on what you have talked about, and tell the student about them. Let the student look at the front, read the back and browse through the books. Then give them the opportunity to choose; are there any of these books you would like to try? If the student is still unsure, you can give them the opportunity to read a few pages and form an impression, before they choose a book to borrow. This will be a form of mini-Book Tasting, which you can read more about in the compendium.

## EXPERIENCES ABOUT STUDENT INTERVIEWS

My Reading Landscape can also be used with students at the school library: During a Book Tasting at a school, a librarian from the public library spoke to a student who was wandering around and seemed unsure of where to start looking for books. The librarian did not know the student from before, and knew nothing about the student's interests. While the rest of the class found books and began silent reading, the student and the librarian went through My Reading Landscape together. This became a good guide for the librarian, who was able to pick a few books based on the student's interests and previous reading experiences.

# KEYS TO A GOOD CONVERSATION

ReadingQuarter+ initially started as a project where librarians from Lillehammer Public Library contacted teachers and the principal at the pilot school to start a collaboration. We also quickly got the School Office on board. But such a collaboration can also be started by the school contacting its public library.

## GET EVERYONE INVOLVED

What is clear is that you work better and have a stronger position in the work on reading if you have several partners. The teacher's work with ReadingQuarter+ in the classroom should have the principal and school management behind it. In addition, it works best if all teachers in the grade are positive about the project and are involved. It is important that ReadingQuarter+ is understood and makes sense for the teachers who have this added to their lessons, and that there is collaboration to develop a common framework.

## WE CAN LEARN FROM EACH OTHER

Both teachers and (school) librarians have a lot of specialist knowledge that can be combined in the work on reading.

- Learn from the librarian: The librarian is an inspiring, fresh face from the outside, who offers literary expertise, broad dissemination experience and can provide schools with guidance on the right books.
- Learn from the teacher: The collaboration with the teacher gives the librarian insight into the students' reading preferences. The teacher knows the class and school structure, and has broad experience in planning and implementing academic programs.
- Learn from each other: talk together and tailor a program for the class/school in question.

It works well to have a permanent contact person at the school and the public library who can have close contact.

ReadingQuarter+ will also work well without a public library as a support, if the school has a well-maintained school library, and a committed school librarian who is involved during the period.

# PARENTAL COOPERATION

To create a complete reading community for students, it would be natural to involve parents. Below are some tips on how to include them.

Lysten til å lese er ikke født i et barn.  
Den er plantet - av foreldre og lærere.

James Joseph Trelease (2006)

## Parent meeting

Set aside time to present Lesekvart+ at a parent meeting, clarifying the goals and purpose. Feel free to give tips on what parents themselves can do to support the project. Encourage parents to be reading role models. Feel free to invite a librarian to conduct a book talk for parents, or conduct a Sit and Listen (read-aloud).

## Sit and Listen

Sit and Listen at a parent meeting, parents get to experience reading aloud by having a teacher or librarian read aloud from a book. Duration; approx. 15 minutes.

## Parents' evening

Students and parents are invited to an evening at school where reading and reading culture are discussed. The IGP(I)2 method is a great method to use to include everyone. The goal of such an evening is to make everyone aware of their reading culture, be an attitude-forming and create a reading community with homes.

## Information letter

An information letter is sent out in advance of the reading quarter period, in which parents are informed about ReadingQuarter+. Feel free to use the brochure Seven Good Tips that comes with the material.

## Reading bingo with parents

Include parents in reading bingo. Let some of the tasks be a collaboration between student and parent, or give parents their own bingo.

## Newsletter or newspaper

The teacher, or students, create a newsletter during the reading quarter period. This can include book recommendations from students, information about which genres are popular and activities they have completed. Reading bingo and reading statistics can be included, in addition to news about any library and author visits.



## EXPERIENCES WITH INVOLVEMENT OF PARENTS

In the pilot, a librarian from the public library attended a parents' meeting in grade 9, where she talked about the project and how the school would be involved. In grade 10, the information about the project was shared by the teacher herself. Both of these methods introduced the parents to the project, and worked equally well. At both parents' meetings, the film "What did you read last" by Innlandet County Library was shown. Link in the compendium.

# RESULTS OF THE WORK

In this handbook, we have drawn much of the inspiration, methodology and values from the research project "Reading Bands Across the Country".

This Danish project had impressive results, which we also aimed to achieve in our work with Reading Quarter+ in Lillehammer. In Denmark, they succeeded in:

- Getting many students to experience the reading quarter in new and more appealing ways, including by creating reading-stimulating settings, providing inspiration for choosing books through book talks, book making and other dissemination concepts, and getting students to share their reading experiences with each other.
- Developing the libraries' school-oriented dissemination activities by taking as a starting point a well-known school practice: the Reading Quarter.
- Developing and strengthening interdisciplinary cooperation between teachers and library staff through dialogue, curiosity and joint development of activities adapted to local contexts.

After the pilot in 9th and 10th grades. grade at Smestad Junior High School in the fall of 2024, we are left with many good experiences that we have taken with us into the revision of the project.

After evaluating the period, we have seen that:

- the students have become more aware of their own reading preferences, both in terms of type of literature and how they prefer to have their surroundings.
- the students have become more aware of why reading is important, also for the future.
- the students have learned strategies for finding literature that meets their field of interest and reading competence.
- the students have become well acquainted with the school library, and know where to find "their" books.
- the students have gained increased reading endurance.
- the students are generally more motivated to read.

Finally, we would like to highlight what we have chosen to call Success Criteria. These are concrete measures that contributed to the pilot being a success, and what we believe is the core of the project.

To those of you who now want to start ReadingQuarter+:  
Good luck! May you have many good reading experiences, and a great reading community.



## **The list to success**

- Reading every day
- Reading on the timetable
- All teachers are reading teachers, reading in all subjects
- Grown ups are good reading role models
- Reading activities
- Access to good books
- staffed library with adults who know books for the age group
- Access to different genres
- individual reading log
- Reading barometer, visible motivation

# **GOOD READING!**

# References

More to read/info taken from:

- Brok, L. S. & Geer, S. L. (2018) Stillelæsning - Hvad viser international forskning? Nationalt Videncenter for Læsning, [http-s://videnomlaesning.dk/media/2659/stillelaesning\\_hvad-viser-i-nternational-forskning-.gdf](http-s://videnomlaesning.dk/media/2659/stillelaesning_hvad-viser-i-nternational-forskning-.gdf)
- Lund, H. R., Hannibal, S. og Vestergaard, L. (2020) Lystlæsning i læsebånd: En håndbog til skoler og folkebibliotekers samarbejde om læsebånd. Tænk tanken Fremtidens Biblioteker. <http-s://www.fremtidensbiblioteker.dk/uploads/website/gdf2/HndbogSamleoP-Sla.gf1P-df>