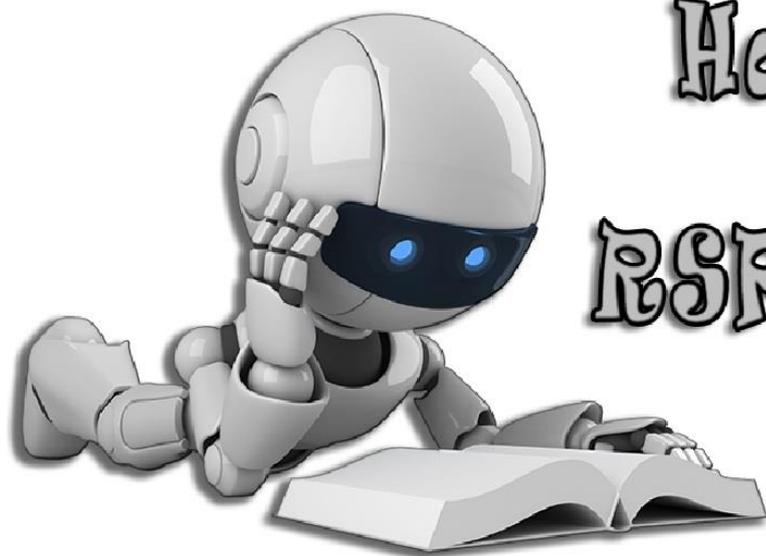


# Italy – Syllabus



## Handbook 4 RSP readers

LICEO SCIENTIFICO, ARTISTICO,  
LINGUISTICO "GIUSEPPE SEGUENZA"-  
MESSINA



Funded by the  
Erasmus+ Programme  
of the European Union

X. GIMNAZIJA „IVAN SUPEK“  
Agencija za odgoj i obrazovanje  
Liceo Scientifico Statale  
Seguenza  
Gymnázium Pavla Jozefa  
Šafárika  
Střední škola Náhorní  
Aquilonis d.o.o.



Erasmus+



AGENCY FOR  
MOBILITY AND  
EU PROGRAMMES



***Handbook for reluctant, struggling and poor readers***  
(project no. - 2016-1-HR01-KA201-022159)  
**Co-funded by the Erasmus+ Programme of the  
European Union**



Funded by the  
Erasmus+ Programme  
of the European Union

LICEO SCIENTIFICO, ARTISTICO, LINGUISTICO “GIUSEPPE SEGUENZA” - MESSINA

**... AND THEY READ HAPPILY EVER AFTER!**

Syllabus



<p><b>X. GIMNAZIJA „IVAN SUPEK“</b>  <b>Agencija za odgoj i obrazovanje</b>  <b>Liceo Scientifico Statale</b>  <b>Seguenza</b>  <b>Gymnázium Pavla Jozefa</b>  <b>Šafárika</b>  <b>Střední škola Náhorní</b>  <b>Aquilonis d.o.o.</b></p> 	  
	<p><b><i>Handbook for reluctant, struggling and poor readers</i></b>          (project no. - 2016-1-HR01-KA201-022159)  <b>Co-funded by the Erasmus+ Programme of the European Union</b></p>

## TABLE OF CONTENTS

**TITLE: ... AND THEY ALL READ HAPPILY EVER AFTER!**

### INTRODUCTION

- Letter to the teacher
- Letter to the student

### PURPOSE

### DESCRIPTION

- General information
- Connection to Italian curriculum
- Selected stories

### AIMS

### OBJECTIVES

### OPERATIONAL PLAN

- Guidelines for selection of activities
- Pre-reading activities
- Reading activities
- Contents and activities
  - Course lessons
  - Duration
  - Places/structures
  - Materials
  - Outcomes KSC

### PRACTICES AND METHODOLOGIES PROMOTING READING

### EVALUATION

<p><b>X. GIMNAZIJA „IVAN SUPEK“</b>  <b>Agencija za odgoj i obrazovanje</b>  <b>Liceo Scientifico Statale</b>  <b>Seguenza</b>  <b>Gymnázium Pavla Jozefa</b>  <b>Šafárika</b>  <b>Střední škola Náhorní</b>  <b>Aquilonis d.o.o.</b></p>	  
	<p><b><i>Handbook for reluctant, struggling and poor readers</i></b>          (project no. - 2016-1-HR01-KA201-022159)  <b>Co-funded by the Erasmus+ Programme of the European Union</b></p>

**ASSESSMENT CRITERIA**

<p><b>X. GIMNAZIJA „IVAN SUPEK“</b>  <b>Agencija za odgoj i obrazovanje</b>  <b>Liceo Scientifico Statale</b>  <b>Seguenza</b>  <b>Gymnázium Pavla Jozefa</b>  <b>Šafárika</b>  <b>Střední škola Náhorní</b>  <b>Aquilonis d.o.o.</b></p> 	<div style="display: flex; justify-content: space-between; align-items: center;">    </div> <p style="text-align: center;"><b><i>Handbook for reluctant, struggling and poor readers</i></b>          (project no. - 2016-1-HR01-KA201-022159)  <b>Co-funded by the Erasmus+ Programme of the European Union</b></p>
---	--

## INTRODUCTION

Young people, especially teenagers, are reluctant to read; many of them read only if they are obliged to, if they are interested in the topic or if they think they might get a prize/reward for the “effort”.

However, all RSP readers can become good readers if they are motivated, if they feel part of a project, of an experience to live and share with their mates, their teachers, their educators. Sooner or later, everybody can find the right book, the one that becomes his/her personal gateway to reading. The radical non-readers are really few, and they often have reasons that have nothing to do with the reading process itself.

### 2. Letter to the Teacher

Dear teachers,

We all know that, in order to facilitate the approach of RSP readers to books and reading, it is necessary first of all that each of us personally nurtures a true love for books and reading, so that we can represent a convincing model.

Secondly, we all know that it is fundamental to create a positive intellectual and emotional contest, in which reading (this stranger!) can change into pleasure, intellectual stimulus, involving, creative and fun game, thus becoming a supporting aid for cognitive, but also affective and emotional school education.

Thirdly, each of us has experimented (and this project confirmed) how effective the “Sherazade method” can be, even with the most reluctant reader; by Sherazade method we intend the pleasure of narrating/reading in class, thus creating curiosity and appetite for reading in order to find out how a story ends.

Last but not least, we know how important it is to encourage the pleasure/duty for the sharing and the dynamic exchange of texts, meeting our students’ requests. These are just a few inputs that allow to establish a teacher/student relationship based on trust and to enjoy the positive energy of school life.

### 2. Letter to the Student

Dear student,

Remember that “Adolescents physiologically contain eternity, face absolute dilemmas such as “Who am I?, “Where am I going?”, “What is the meaning of the world in which I live?”... Adolescents are imbued

<p><b>X. GIMNAZIJA „IVAN SUPEK“</b>  <b>Agencija za odgoj i obrazovanje</b>  <b>Liceo Scientifico Statale</b>  <b>Seguenza</b>  <b>Gymnázium Pavla Jozefa</b>  <b>Šafárika</b>  <b>Střední škola Náhorní</b>  <b>Aquilonis d.o.o.</b></p> 	  
	<p><b><i>Handbook for reluctant, struggling and poor readers</i></b>          (project no. - 2016-1-HR01-KA201-022159)  <b>Co-funded by the Erasmus+ Programme of the European Union</b></p>

with the clear or filthy water of the present...They are out of Time and concurrently Time's favourite children ... After all, I owe it to my Italian teacher at High school if my life has been characterized by love for books, Music, Art... he used to talk to us about Beckett, Camus, Coltrane, without forgetting Poliziano and Parini. That gateway between school and the world has remained wide open..."

from "Il rosso e il blu. Cuori ed errori nella scuola italiana" (2009) by Marco Lodoli, teacher, author and collaborator for the daily newspaper "La Repubblica".

Behind a teenager who loves reading there is often an adult who guided him into the most revolutionary discovery in the world. If you think this through, reading entitles you to be silent while everybody else is giving voice, maybe shouting, to futile issues. It entitles you to isolate and set your mind free to roam in distant and fantastic worlds. It entitles you to let the sound of new words seduce you and to discover many new other words that you'll need when defending your ideals, giving voice to your issues, shouting for your rights. In books you'll find the access key to understand the world, because texts have a magic power: they can change you and your way to perceive the others.

#### **PURPOSE**

Our main purpose is to make RSP readers discover a reason and/or a book to change their mind about reading, in the framework of an inclusive and dynamic project for the weakest and most reluctant pupils.

#### **DESCRIPTION**

The present course is about how to develop a new and innovative curriculum for RSP readers as part of the national curriculum for the first two years of Secondary School. It answers the request that the school involves more and more students in reading.

The present course is addressed to 15-17-year-old RSP readers belonging to different classes and types of school.

The project can be implemented throughout the whole school year and can enrich the natural development of the usual didactic activities traditionally planned for teaching Italian literature.

The National Curriculum for the first two years of Secondary School in Italy has, among the other goals, that of increasing reading competence and focus comprehension and text analysis skills, paying particular attention not only to literary texts, but also to non-literary texts and non-verbal languages. This usually happens by studying and gaining an in-depth insight into the narrative text (fairy tales, fables, novellas, short stories, novels, epic poems) through a large number of extracts from novels.

<p><b>X. GIMNAZIJA „IVAN SUPEK“</b>  <b>Agencija za odgoj i obrazovanje</b>  <b>Liceo Scientifico Statale</b>  <b>Seguenza</b>  <b>Gymnázium Pavla Jozefa</b>  <b>Šafárika</b>  <b>Střední škola Náhorní</b>  <b>Aquilonis d.o.o.</b></p> 	  
	<p><b><i>Handbook for reluctant, struggling and poor readers</i></b>          (project no. - 2016-1-HR01-KA201-022159)  <b>Co-funded by the Erasmus+ Programme of the European Union</b></p>

Therefore, this reading workshop is totally integrated in the school curriculum and is a way to increase competences and strengthen positive habits thanks to the freedom of choice in the texts.

The ten selected texts are:

<b>TITLE</b>	<b>AUTHOR</b>
THE DIARIES OF ADAM AND EVE	MARK TWAIN
FAHRENHEIT 451	RAY BRADBURY
IN THE SEA THERE ARE CROCODILES	FABIO GEDA ENAIATOLLAH AKBARI
HANSEL AND GRETEL	BROTHERS GRIMM
THE SNACK THIEF	ANDREA CAMILLERI
ME, ROBOT	ISAAC ASIMOV
KEY ITEM	ISAAC ASIMOV
SENTRY	FREDERIC BROWN
MISS PEREGRINE'S HOME FOR PECULIAR CHILDREN	RANSOM RIGGS
THE METAMORPHOSIS	FRANZ KAFKA

#### **AIMS**

- Discover the joy of reading and become aware of new ways of perceiving the world
- Reinforce adolescents' ability to recognize and express emotions and feelings
- Increase students' self-esteem through the discovery of their ability to respond requests
- Appreciate the aesthetic value of language
- Enjoy the book as a precious tool to play, do research, have fun, look into things and widen knowledge
- Explore new worlds with the help of imagination

#### **OBJECTIVES**

- Listen to, read and narrate stories
- Explore the potential of a story through expressive reading and dramatization
- Analyse the elements of a story and the cause-effect relationships
- Use the different reading techniques

<p><b>X. GIMNAZIJA „IVAN SUPEK“</b>  <b>Agencija za odgoj i obrazovanje</b>  <b>Liceo Scientifico Statale</b>  <b>Seguenza</b>  <b>Gymnázium Pavla Jozefa</b>  <b>Šafárika</b>  <b>Střední škola Náhorní</b>  <b>Aquilonis d.o.o.</b></p> 	<div style="display: flex; justify-content: space-between; align-items: center;">   <div style="text-align: right;"> <small>AGENCY FOR MOBILITY AND EU PROGRAMMES</small> </div>  </div> <p style="text-align: center;"><b><i>Handbook for reluctant, struggling and poor readers</i></b>  (project no. - 2016-1-HR01-KA201-022159)  <b>Co-funded by the Erasmus+ Programme of the European Union</b></p>
---	---

- Enrich vocabulary
- Get to know the literary genres and their characterizing elements
- Be able to contextualize the literary work and the story it tells
- Detect the elements of an author’s style
- Get the human and cultural message of the book
- Improve reading comprehension
- Widen expressive and communicative competences, by using verbal and non-verbal languages

## OPERATIONAL PLAN-COURSE LESSONS

### 1. Guidelines for selection of activities

Before planning the kinds of activities and exercises that can be used with different kinds of materials (short-stories, novels, fairy tales), we should also consider how engaging or creative such activities are. This aspect of operational plan is obviously difficult to evaluate objectively, but this is what students mostly appreciate in workshops on reading. While preparing and choosing the class activities, the features that Zoltàn Dörnyei (2001) identifies as “productive learning tasks” should be taken into consideration:

- **Challenge:** tasks in which learners solve problems, discover something, overcome obstacles, or find information;
- **Interesting content:** topics that students already find interesting and that they would want to read about outside of class, such as stories we find about sports and entertainment personalities we find on YouTube and the internet;
- **The personal element:** activities that make connections to the learners’ lives and concerns;
- **The novelty element:** aspects of an activity that are new or different or totally unexpected;
- **The intriguing element:** tasks that concern ambiguous, problematic, paradoxical, controversial, contradictory or incongruous material and stimulate curiosity;
- **Individual choice:** tasks which give students a personal choice. For example, students can choose their own topics to write about in an essay or choose their own topics and group members in a discussion activity;
- **Tasks that encourage risk taking:** tasks that stretch learners resources without frustrating them;
- **Tasks that encourage original thought:** activities that require an original response. So instead of comprehension questions after a reading passage that test recall, they seek to use tasks that encourage a personal and individual response to what the student has read;

<p>X. GIMNAZIJA „IVAN SUPEK“          Agencija za odgoj i obrazovanje          Liceo Scientifico Statale          Seguenza          Gymnázium Pavla Jozefa          Šafárika          Střední škola Náhorní          Aquilonis d.o.o.</p> 	<div style="display: flex; justify-content: space-between; align-items: center;">    </div> <p style="text-align: center;"><b>Handbook for reluctant, struggling and poor readers</b>          (project no. - 2016-1-HR01-KA201-022159)  <b>Co-funded by the Erasmus+ Programme of the          European Union</b></p>
---	--

- **The fantasy element:** activities that engage the learners' fantasy and that invite the learners to use their imagination for creating make-believe stories, identifying with fictional characters or acting out imaginary situations.

## 2. Pre-reading activities

Pre-reading activities are aimed at motivating students and involving them in the selection of the texts and (re)-engaging them in the activity of reading. Here are a few examples:

### **Books ... *unknown and unidentified objects!***

ACTIVITY: asking students to bring a book to school; taking students to the school library; taking students to local bookshops

OBJECTIVE: enabling students to discover the three-dimensional and sensorial features of books, inviting pupils to touch, hold, smell, flick through them, while glancing at the several covers, colours and fonts. Sharing ... an object

### **Dear reluctant readers ... *you're not alone!***

ACTIVITY: reading and talking about "famous" RSP readers (Collodi's Pinocchio, Daniel Pennac, Snoopy); encouraging readers to write a ten-point manifesto of RSP readers; a list of the already read books and a list of those that have never been read.

OBJECTIVE: sharing... a difficulty.

### **Dear passionate readers... *what a company!***

ACTIVITY: students read on passionate readers, and discuss, when guided by their teacher; asking students to make a list of special books and words related to reading; (Don Chisciotte; Harry Potter; Julien Sorel...)

OBJECTIVE: sharing... a passion.

### **Dear readers... *what kind of readers are we?***

ACTIVITY: Students read about several types of readers and discuss, while guided by their teacher: they will learn about the superior, enthusiastic, compulsive, indecisive, hasty reader... (from Stefano Benni's *Psychopathology of habitual readers*). 'On-field activity': *afternoon at a bookshop*: students observe typical readers; they browse books on the shelves while looking for plots and covers; they compare their selected literary genres and choices; they reflect upon themselves as readers.

OBJECTIVE: sharing... an experience.

<p><b>X. GIMNAZIJA „IVAN SUPEK“</b>  <b>Agencija za odgoj i obrazovanje</b>  <b>Liceo Scientifico Statale</b>  <b>Seguenza</b>  <b>Gymnázium Pavla Jozefa</b>  <b>Šafárika</b>  <b>Střední škola Náhorní</b>  <b>Aquilonis d.o.o.</b></p> 	  
	<p><b><i>Handbook for reluctant, struggling and poor readers</i></b>          (project no. - 2016-1-HR01-KA201-022159)  <b>Co-funded by the Erasmus+ Programme of the European Union</b></p>

***The book for ... book writers!***

ACTIVITY: after reading about writers who speak about what books are to them, students are invited to discuss that (Jorge Louis Borges, Elie Wiesel, Umberto Eco, Martin Buber...)/later teachers and students talk about the meaningful and relevant books to them

OBJECTIVE: sharing... a revelation!

***The book ... and the world upside down!***

ACTIVITY: students start a guided discussion after reading about writers (or passages written by writers) who offer a reversed view of the world (Tony Ross, Roald Dahl ...). What shall we expect of books?

OBJECTIVE: sharing ... a revolution!

***“He who starts well ... BEGINNINGS: Let’s find out how it starts!”***

ACTIVITY: in turn, students will read out the beginning of a book they have chosen. How will the story unfold? Who are the characters? How do they interact in the plot?

OBJECTIVE: sharing ... a curiosity

***And you ... what do you read?***

ACTIVITY: filling in a worksheet about literary genres and favourite types of texts; suggest book reading, starting from students’ preferences

OBJECTIVE: sharing ... preferences

***And what about us? ... what shall we read? Let’s choose the texts!***

ACTIVITY: teachers introduce several books, sometimes reading the beginnings or summarizing the plot; they also invite students to make their own suggestions. Students are finally asked to single out the books to read by grading the list from the most to the least appealing one. Teachers share the selection of the short stories /books to read with their students, thus enabling them to be responsible for their choices and to face the risks of a free choice: the book suggested by the teacher can be an enjoyable experience as well as the book freely chosen by the student may turn out to be disappointing; exchanging experiences is a fruitful practice in every field: in literature and life

OBJECTIVE: sharing ... a choice!

***Ready, steady, go!***

<p><b>X. GIMNAZIJA „IVAN SUPEK“</b>  <b>Agencija za odgoj i obrazovanje</b>  <b>Liceo Scientifico Statale</b>  <b>Seguenza</b>  <b>Gymnázium Pavla Jozefa</b>  <b>Šafárika</b>  <b>Střední škola Náhorní</b>  <b>Aquilonis d.o.o.</b></p> 	  
	<p><b><i>Handbook for reluctant, struggling and poor readers</i></b>          (project no. - 2016-1-HR01-KA201-022159)  <b>Co-funded by the Erasmus+ Programme of the European Union</b></p>

ACTIVITY: teachers set reading times and reading tasks duration while implementing workshops based on *problem solving, cooperative learning, learning by doing.*

OBJECTIVE: sharing... a project

### 3. While-reading activities

#### **Listening: Reading as a listening activity**<sup>[SEP]</sup>

ACTIVITY: the teacher reads in order to arouse students' interest and spark their pleasure of reading and develop a positive approach towards books. Students either freely read or are helped by their teachers. OBJECTIVE: arousing students' curiosity about the content. Exploring the potentialities of a story through expressive reading and dramatization. Reading out to test and apply reading techniques: intonation, pronunciation, fluency, clarity. Individual silent reading of texts

#### **Reading: silent reading**

ACTIVITY: turn the classroom into a reading environment. Students choose the suitable place for their individual, silent reading.

OBJECTIVE: allowing students to discover the pleasure of reading through the individual exploratory reading followed by a discussion

#### **Observing: "Reading" the publishing details of a book**

ACTIVITY: learning about the main components of a printed book: publishing house, author, title, genre, book series<sup>[SEP]</sup> relationship text-image: how a book is illustrated<sup>[SEP]</sup>

Promoting deeper knowledge

OBJECTIVE: learning how to build up and understand the publishing details and cultural context regarding the texts

#### **Analysing**

ACTIVITY: Analysing the elements of a story and cause—effect relationships/contextualization of the book and its story/identifying the stylistic elements of the author/ grasping the human and cultural message of the book/ widening the vocabulary/ learning about literary genres and identifying its main features

OBJECTIVE: reading, understanding and interpreting a literary text.

### 4. Post-reading activities

#### **(Re)telling: reporting a story over and over again**

ACTIVITY: narrating from the beginning or from the middle of the book, from the characters' different points of view- manipulation of the texts<sup>[SEP]</sup> discovery of repetitive structures- reinventing the texts- memorization of passages from the text

OBJECTIVE: Improving oral and written skills and competences.

<p>X. GIMNAZIJA „IVAN SUPEK“          Agencija za odgoj i obrazovanje          Liceo Scientifico Statale          Seguenza          Gymnázium Pavla Jozefa          Šafárika          Střední škola Náhorní          Aquilonis d.o.o.</p> 	<div style="display: flex; justify-content: space-between; align-items: center;">  <div style="text-align: center;">  <p>AGENCY FOR              MOBILITY AND              EU PROGRAMMES</p> </div>  </div> <p style="text-align: center;"><b><i>Handbook for reluctant, struggling and poor readers</i></b>              (project no. - 2016-1-HR01-KA201-022159)  <b>Co-funded by the Erasmus+ Programme of the              European Union</b></p>
---	---

### **Debating on the content/the meaning**

ACTIVITY: teachers start a discussion, suggesting a brainstorming activity on students' sensations and emotions triggered by reading a text on specific themes, thus helping them to decode the explicit and implicit messages underlying the literary communication

OBJECTIVE: raising the awareness that the book/ the short story/ the literary text is a source of knowledge, an instrument of enjoyment and research.

### **Transcoding: from the text to the texts**

ACTIVITY: after reading the written text, promoting the writing of other types of texts: narrative, photographic, iconographic, pictorial, multiple/ suggesting a text in another language, in a performance, in a photo-story, in a video, in <sup>[1]</sup> production of comics, performances, photo-stories, videos, posters recording the activity. <sup>[1]</sup>

OBJECTIVE: stimulating students' creativity, while experimenting with new expressive instruments

### **Gaining a deeper knowledge**

ACTIVITY: helping students carry out some research on the Internet, Encyclopoedias about the books they read, by critically comparing the data

OBJECTIVE: gaining deeper knowledge in order to work out personal opinions resulted from the research/ developing critical thinking

## **3. Further motivational reading activities**

### **Free reading: students freely and autonomously read texts**

ACTIVITY: extracurricular activities such as visits to town libraries and local bookshops, bookcrossing, meeting the author, booksharing and lesenacht \*

OBJECTIVE: stimulating students' eagerness to read/strengthening reading habits

\*Brief explanatory notes

**Bookcrossing:** some titles of books to read are suggested throughout the year (e.g.: a book monthly); a few questions are provided for each title in order to start a class discussion: the suggested books are novels or collections of short stories of the 20<sup>th</sup> century, written by Italian and foreign authors. Reading comics is also suggested.

**Meeting the author:** in cooperation with town bookshops, teachers suggest reading a book whose author will be visiting the town and will be meeting students.

**Book sharing:** students bring a few books to be put on display on a stall at school so that they can share and read them.

<p><b>X. GIMNAZIJA „IVAN SUPEK“</b>  <b>Agencija za odgoj i obrazovanje</b>  <b>Liceo Scientifico Statale</b>  <b>Seguenza</b>  <b>Gymnázium Pavla Jozefa</b>  <b>Šafárika</b>  <b>Střední škola Náhorní</b>  <b>Aquilonis d.o.o.</b></p> 	<div style="display: flex; justify-content: space-between; align-items: center;">   <div style="text-align: right;"> <p>AGENCY FOR MOBILITY AND EU PROGRAMMES</p> </div>  </div> <p style="text-align: center;"><b><i>Handbook for reluctant, struggling and poor readers</i></b>  (project no. - 2016-1-HR01-KA201-022159)  <b>Co-funded by the Erasmus+ Programme of the European Union</b></p>
---	---

**Lesenacht:** the school opens its premises at night to enable students to read and exchange ideas on literary texts and their themes. Reading can also be silent and individual and can also be enjoyed while tasting food and drinks.

**CONTENTS AND ACTIVITIES**  
**Course lessons**

X. GIMNAZIJA „IVAN SUPEK“  
 Agencija za odgoj i obrazovanje  
 Liceo Scientifico Statale  
 Seguenza  
 Gymnázium Pavla Jozefa  
 Šafárika  
 Střední škola Náhorní  
 Aquilonis d.o.o.



Erasmus+



AGENCY FOR  
 MOBILITY AND  
 EU PROGRAMMES



**Handbook for reluctant, struggling and poor readers**  
 (project no. - 2016-1-HR01-KA201-022159)  
**Co-funded by the Erasmus+ Programme of the  
 European Union**

## Unit 1

Title:

**Storyboard:  
 special characters**

from:

*“Miss Peregrine’s home for  
 peculiar children”* by Ransom  
 Riggs



Rizzoli, 2016 (Italian version)  
 Publisher: Rizzoli Collana:  
 Rizzoli best  
 Year: 2016 Pages: 383 p., ill.  
 ISBN-10: 8817090018 - ISBN-  
 13: 978-8817090018

**The aim of activity** is to  
 stimulate students’ creativity,  
 when reading a popular fantasy  
 book

Students will be asked to fill in a  
 self-evaluation sheet regarding  
 the final outcomes, in which the  
 teacher will have to highlight the  
 narrative elements through  
 images: logical and narrative  
 unity; creativity; efficacy of  
 captions.

The visualisation of the text in  
 sequences of images helps  
 arouse students' interest in the  
 analytical reading of the text and

### Lesson 1

Title “From words to images”

Task

After reading the texts  
 individually at home, students  
 re-read together some extract  
 selected by them.

Working in groups of 4-3, they  
 choose from the selected  
 extracts the sequences to  
 realize a series of sketches.

**Materials:** the book; an album;  
 pencils, colours

**Place:** classroom

**Duration:** Time 2h

### Lesson 2

Title “Sketches for the  
 storyboard”

Task

Each group of students draws  
 illustrations of the chosen  
 sequences and writes captions.

**Materials:** the book; an album;  
 pencils, colours

**Place:** classroom

**Duration:** Time 2h

### Lesson 3

Title: “Storyboard with shots”.

Task

The groups of students collect  
 the storyboards and together  
 they define the treatment of  
 images, realizing a series of  
 shots for a vide

### Planning goals:

The visualisation of the text in  
 sequences of images helps arouse  
 students' interest in the analytical  
 reading of the text and encourages  
 them to reflect upon the descriptions  
 to be pictured.

**Knowledge:** Narrative techniques;  
 essential structures of narrative  
 texts; main literary genres;  
 techniques for analytical, synthetic  
 and expressive reading; narrative  
 techniques.

**Skills:** Seizing the specific  
 characteristics of a literary texts;  
 mastering the linguistic structures in  
 the texts; understanding the  
 message inside the text;  
 understanding and producing audio-  
 visual communication products.

**Competence:** Reading,  
 comprehending and interpreting  
 written texts of various kinds, and, in  
 particular, using the narrative  
 instruments to interpret a literary  
 text in an iconic key. Making  
 comparisons between a literary text  
 and a cinematographic work.

X. GIMNAZIJA „IVAN SUPEK“  
Agencija za odgoj i obrazovanje  
Liceo Scientifico Statale  
Seguenza  
Gymnázium Pavla Jozefa  
Šafárika  
Střední škola Náhorní  
Aquilonis d.o.o.



Erasmus+



AGENCY FOR  
MOBILITY AND  
EU PROGRAMMES



***Handbook for reluctant, struggling and poor readers***

(project no. - 2016-1-HR01-KA201-022159)

**Co-funded by the Erasmus+ Programme of the  
European Union**

encourages them to reflect upon  
the descriptions to be pictured.

**Materials:** the book; an album;  
pencils, colours

**Place:** classroom

**Duration:** Time 2h

X. GIMNAZIJA „IVAN SUPEK“  
 Agencija za odgoj i obrazovanje  
 Liceo Scientifico Statale  
 Seguenza  
 Gymnázium Pavla Jozefa  
 Šafárika  
 Střední škola Náhorní  
 Aquilonis d.o.o.



Erasmus+



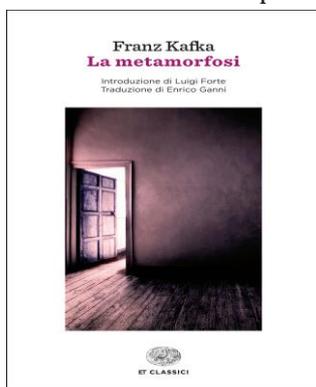
AGENCY FOR  
 MOBILITY AND  
 EU PROGRAMMES



**Handbook for reluctant, struggling and poor readers**  
 (project no. - 2016-1-HR01-KA201-022159)  
**Co-funded by the Erasmus+ Programme of the  
 European Union**

## Unit 2

**Reading for fun- on “Gregor  
 Samsas’s awakening”**  
 from F. Kafka’s Metamorphosis.



Publisher: Einaudi (7 marzo  
 2014)

Collection: Einaudi tascabili.  
 Classici

Language: Italian

ISBN-10: 8806220632

ISBN-13: 978-8806220631

### **The aim of activity**

Students are invited to read this book in order to learn about and recognise human emotions. After reading out the text, they are guided to its comprehension through a silent and careful re-reading of it in order to answer specific questions aiming at clarifying and testing students’ comprehension of the most meaningful passages. Later, the analytical approach is completed by asking students to fulfill creative tasks: they are invited to identify themselves with the main character and invent a

## Lesson 1

Title: “From naive reading to critical reading”

### Task

Students read the text aloud and analyse it following the teacher’s instructions. They work in this first phase individually, to test their knowledge of narrative text analysis and of their knowledge of the psychologic fantasy genre and of the author.

The teacher gives a text analysis template.

## Lesson 2

Title: “Fantasy”

### Task

Reading other texts of the fantasy genre: “The Tell-Tale Heart” by Edgar Allan Poe; “The Seven Messengers” by Dino Buzzati.

**Materials:** the tale/ the textbook/ a computer

**Place:** classroom / homework

**Duration:** 2h

## Lesson 3

Title: “The fairy tale”

### Task

Reading a few fairy tales by Brothers Grimm: Little Red-Riding-Hood, Cinderella,

## Planning goals:

Challenge enhances students’ competition within their own team and with opponent teams

Playing games is effective as a teaching strategy since it actively involves all students who learn while having fun

## Related objectives KSC:

**Knowledge:** Narrative techniques; basic structures of narrative texts; the fantasy genre and the fairy tales.

**Skills:** being able to distinguish the peculiar characteristics of the literary genres, recognizing fantasy, horror and terror.

**Competences:** reading, understanding and interpreting written texts of various kinds, and in particular, using information/knowledge to face a team game, following the rules.

<p>X. GIMNAZIJA „IVAN SUPEK“          Agencija za odgoj i obrazovanje          Liceo Scientifico Statale          Seguenza          Gymnázium Pavla Jozefa          Šafárika          Střední škola Náhorní          Aquilonis d.o.o.</p> 	<div style="display: flex; justify-content: space-between; align-items: center;">   <div style="font-size: small;">             AGENCY FOR              MOBILITY AND              EU PROGRAMMES           </div>  </div> <p style="text-align: center;"><b>Handbook for reluctant, struggling and poor readers</b>          (project no. - 2016-1-HR01-KA201-022159)  <b>Co-funded by the Erasmus+ Programme of the          European Union</b></p>
---	---

<p>story similar to Gregor Samsa's. The text enables students to achieve the citizenship key competence of <b>learning to learn</b>: the learning style is based on the knowledge of the author about whom students fill in biographical tables.          Duration: 8 hours          (6 hours for preparation+ 2 hours for the game).</p>	<p>Hansel and Gretel.          Characteristics of the fairy tale genre: Propp's functions. Short biographies of the authors</p> <p><b>Materials:</b> the tale/ the textbook/ a computer  <b>Place:</b> classroom / homework  <b>Duration:</b> 2h</p> <p><b>Lesson 4</b>          Title: Reading for fun: team game          The students of the class form a team that will compete with the other two teams of the project for a challenge based on the knowledge of the texts and authors of the selected tales. The game draws on "Per un pugno di libri", a quiz show broadcast by the Italian TV on Rai 3 channel every Saturday afternoon.          Each team will appoint the students that will answer questions about authors, titles of works, genre, characters and content of stories.</p> <p><b>Materials:</b> the tale/ the textbook/ a computer  <b>Place:</b> classroom / homework  <b>Duration:</b> 2h</p>	
<p>Unit 3          Title :  <b>Role play: impossible interviews from "Sentry" by F. Brown</b></p>	<p><b>Lesson 1</b>          Title: "From naive reading to critical reading"</p>	<p><b>Planning goals:</b>          Role-playing reproduces a real situation, thus enhancing students' interest in carefully reading the text</p>

X. GIMNAZIJA „IVAN SUPEK“  
 Agencija za odgoj i obrazovanje  
 Liceo Scientifico Statale  
 Seguenza  
 Gymnázium Pavla Jozefa  
 Šafárika  
 Střední škola Náhorní  
 Aquilonis d.o.o.



Erasmus+



AGENCY FOR  
 MOBILITY AND  
 EU PROGRAMMES



**Handbook for reluctant, struggling and poor readers**  
 (project no. - 2016-1-HR01-KA201-022159)  
**Co-funded by the Erasmus+ Programme of the  
 European Union**



“Sentry and other short stories”  
 by Fredric Brown - Arnoldo  
 Mondadori 194 pages -  
 Publisher: Einaudi Scuola (5  
 febbraio 2004) - Collection:  
 Nuove letture  
 Language: Italian - ISBN-10:  
 8828607440  
 ISBN-13: 978-8828607 441

**The aim of activity :** this text is suggested since it contributes to widening students’ knowledge about science fiction and dystopia. The *role- play* activity is crucial when performing impossible interviews and provides the possibility to get a realistic idea of the nightmarish scenarios of our world projected into the future. Students are divided into groups made up of 4/5 members to play the different roles: the alien; the terrestrial being. In order to perform the impossible interviews students can rely on the archives related to interviews with famous people

Task

The teacher introduces a comparison between two short stories by F. Brown: “Sentry” and “Pattern”.

After reading, she suggests students the role- play activity. Students are divided into two groups and work separately each on a short story. 4/5 students in a group highlight information to ask questions and the remaining 4/5 highlight information for the answers.

**Materials:** the tale/ the textbook/ a computer

**Place:** classroom / homework

**Duration:** 3 h

**Lesson 2**

Title: “Role play”

Task

In each group, students act in the roles of the characters of the two short stories, making up impossible interviews.

The two groups exchange information about their work and write down the interviews.

Applying the role play methodology, students interpret the interviewer and the character in the story.

in order to better understand the message and the context

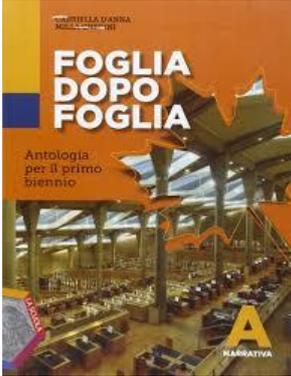
**Related objectives KSC:**

**Knowledge:** Definition of fantasy/science fiction short story; main elements of the fantasy/science fiction short story; Origin of the fantasy/science fiction short story; Some important authors of these genres and their texts.

**Skills:** Understanding the story; identifying the structure of a fantasy/science fiction short story; distinguishing real and fantastic elements; detecting in the texts elements which relate nature to science and technology; recognizing the characters’ roles and the elements of the setting in a fantasy/science fiction short story; recognizing the suspense technique; detecting and identifying the narrator; establishing the rhythm of narration; identifying space and time elements, enriching lexicon.

**Competences:** Reading, understanding and interpreting written texts of various kinds, and in details, using the narrating instruments to produce other texts using creative writing.

<p>X. GIMNAZIJA „IVAN SUPEK“          Agencija za odgoj i obrazovanje          Liceo Scientifico Statale          Seguenza          Gymnázium Pavla Jozefa          Šafárika          Střední škola Náhorní          Aquilonis d.o.o.</p> 	   <p><b>Handbook for reluctant, struggling and poor readers</b>          (project no. - 2016-1-HR01-KA201-022159)  <b>Co-funded by the Erasmus+ Programme of the European Union</b></p>
---	--

<p><a href="http://www.teche.rai.it/programmi/le-interviste-impossibili">www.teche.rai.it/programmi/le-interviste-impossibili</a>          Duration: 6 hours</p>	<p>The rest of the class write down notes to comment the role play  <b>Materials:</b> the tale/ the textbook/ a computer  <b>Place:</b> classroom / homework  <b>Duration:</b> 3 h</p>	
<p>Unit 4</p> <p><b>Title :</b>  <b>The science fiction genre: literature and cinema from “Key item”, from Isaac Asimov’s “I, robot” short stories.</b>          in “Foglia dopo foglia”- Antologia del primo biennio di G. D’Anna- M. Ghedini</p>  <p><b>The aim of the activity:</b> this activity enables students to learn about the narrative techniques used by the authors of science fiction; students’ curiosity in such a literary genre is also aroused by sci-fi films. The film analysis contribute to students’</p>	<p><b>Lesson 1</b>          Title: “From naive reading to critical reading”</p> <p>Task          Students will have read some science fiction short stories. After reading aloud, students take part in a debate on this genre, on its characteristics and value in the present times. Students are invited to collect data on science fiction filmography, from “le voyage dans la lune” by G. Mèliès (1902) to the latest science fiction films. Each student will look for the original film poster.  <b>Materials:</b> the tale/ the textbook/ a computer  <b>Place:</b> classroom / homework  <b>Duration:</b> 4 h</p> <p><b>Lesson 2</b>          Title: “Film posters ”</p> <p>Task          Students look for posters on the Internet, select them and download them. All the posters are printed with a short synopsis of the film.</p>	<p><b>Planning goals:</b>          the activity, centred on cooperative learning, promotes collaborative behaviours. Students implement those strategies that are necessary for achieving an outcome to which each of them will contribute: each student will feel engaged in the learning process, since he/she will be the maker of the film selection and the author of its worksheet.</p> <p><b>Related objectives KSC:</b>  <b>Knowledge:</b> The science fiction genre and narrative structures and techniques of the genre; authors and stories of the science fiction genre: I. Asimov, F. Brown, R. Bradbury. Science fiction cinema.  <b>Skills:</b> Grasping the specific traits of a literary text; mastering the linguistic structures in the texts; understanding the message inside; understanding and producing audiovisual products.  <b>Competences:</b> Reading, understanding and interpreting written texts of different kinds, and in particular, using the narrative instruments to interpret a film;</p>

<p><b>X. GIMNAZIJA „IVAN SUPEK“</b>  <b>Agencija za odgoj i obrazovanje</b>  <b>Liceo Scientifico Statale</b>  <b>Seguenza</b>  <b>Gymnázium Pavla Jozefa</b>  <b>Šafárika</b>  <b>Střední škola Náhorní</b>  <b>Aquilonis d.o.o.</b></p> 	  
<p><b><i>Handbook for reluctant, struggling and poor readers</i></b>          (project no. - 2016-1-HR01-KA201-022159)  <b>Co-funded by the Erasmus+ Programme of the European Union</b></p>	

<p>achieving the citizenship key competence of “making connections between different languages”. After reading out the selected short stories, students are encouraged to discuss the genre, its features and its modern topic. They are also invited to gather data on sci-fi films: “Le voyage dans la lune” by G. Mèliés (1902) and other recent films. Each student will design the original digital poster on the film: all posters along with a short worksheet on the film will form a chronological pattern on sci-fi filmography for a PPT presentation.</p> <p>Duration: 8 h</p>	<p>A science fiction film timeline is built up for a power point presentation.</p> <p><b>Materials:</b> the tale/ the textbook/ a computer  <b>Place:</b> classroom / homework  <b>Duration:</b> 4 h</p>	<p>making comparisons between literary texts and films</p>
--	--	--

<p><b>X. GIMNAZIJA „IVAN SUPEK“</b>  <b>Agencija za odgoj i obrazovanje</b>  <b>Liceo Scientifico Statale</b>  <b>Seguenza</b>  <b>Gymnázium Pavla Jozefa</b>  <b>Šafárika</b>  <b>Střední škola Náhorní</b>  <b>Aquilonis d.o.o.</b></p> 	  
	<p><b><i>Handbook for reluctant, struggling and poor readers</i></b>          (project no. - 2016-1-HR01-KA201-022159)  <b>Co-funded by the Erasmus+ Programme of the European Union</b></p>

<p>Unit 1          Time: 10 h  <b>"The snack thief"</b></p>  <p>Andrea Camilleri, <i>Il ladro di merendine</i>, collana La memoria, Sellerio, 2000, pp. 247, cap. 20, ISBN 88-389-1319-6.</p>	<p><b>Lesson 1</b> Title "Let's interpret the text"          Students read the text together, each of them will interpret a different role, including the narrator</p>	<p><b>Knowledge:</b> enhance students' approach to reading, making it more appealing and involving</p> <p><b>Skills:</b> work in group, respect other people's work</p> <p><b>Competences:</b> follow specific instructions</p>
	<p><b>Lesson 2</b> Title "Let's analyse the text"          Some relevant passages are abridged from the book and analysed by asking questions about the significant level (i.e. analysing the point of view from which the events are told), the characters and their functions; finally students are invited to "dive" into the text, trying to make up alternative endings or potential narrative solutions.</p>	<p><b>Knowledge:</b> learn about the essential structures of a narrative text.</p> <p><b>Skills:</b> single out the main communicative and expressive functions and purposes of a narrative text</p> <p><b>Competences:</b> read, understand and interpret a written text.</p>
	<p><b>Lesson 3</b> Title "Let's explore the text"          Students design a power point presentation on the novel, by linking it to current issues (in this case migration)</p>	<p><b>Knowledge:</b> techniques and procedures to design a multimedial text</p> <p><b>Skills:</b> research and select general and specific information</p>

X. GIMNAZIJA „IVAN SUPEK“  
 Agencija za odgoj i obrazovanje  
 Liceo Scientifico Statale  
 Seguenza  
 Gymnázium Pavla Jozefa  
 Šafárika  
 Střední škola Náhorní  
 Aquilonis d.o.o.



Erasmus+



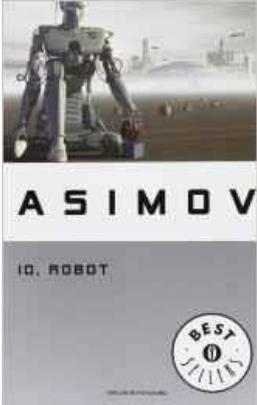
AGENCY FOR  
 MOBILITY AND  
 EU PROGRAMMES



**Handbook for reluctant, struggling and poor readers**  
 (project no. - 2016-1-HR01-KA201-022159)  
**Co-funded by the Erasmus+ Programme of the  
 European Union**

		<p>according to the production of different types of texts</p> <p>Competences: write different types of texts related to different communicative purposes</p>
<p><b>Unit 2</b>  <b>Time: 10 h</b>  <b>“Hansel and Gretel”</b></p>  <p>Fratelli Grimm, Fiabe, ed. Mondadori, 2016, pp.663, ISBN978-8804-67205-0</p>	<p><b>Lesson 1 Title “Let’s analyse the text”</b></p> <p>Some relevant passages are abridged from the book and analysed by asking questions about the significant level (i.e. analysing the point of view from which the events are told), the characters and their functions; finally students are invited to “dive” into the text, trying to make up alternative endings or potential narrative solutions.</p>	<p>Knowledge: learn about the essential structures of a narrative text.</p> <p>Skills: single out the main communicative and expressive functions and purposes of a narrative text</p> <p>Competences: read, understand and interpret a written text</p>
	<p><b>Lesson 2 Title “Reading for fun”</b></p> <p>At an early stage students work individually to test their knowledge about the analysis of narrative texts, the psychological-fantasy genre and the author. Later, the teacher groups them into teams formed by 4-5 members in order to play the TV game “Per un pugno di libri”, weekly broadcast on the Italian channel RAI 3. Each team appoints an official spokesperson who, after consulting the other members of the team, will have to answer the questions on authors, on book titles, literary genre, characters and stories</p>	<p>Knowledge: learn to read fluently and organise the information properly</p> <p>Skills: work in groups, sum up, single out the main information in a text.</p> <p>Competences: analysing a passage, making links</p>

<p><b>X. GIMNAZIJA „IVAN SUPEK“</b>  <b>Agencija za odgoj i obrazovanje</b>  <b>Liceo Scientifico Statale</b>  <b>Seguenza</b>  <b>Gymnázium Pavla Jozefa</b>  <b>Šafárika</b>  <b>Střední škola Náhorní</b>  <b>Aquilonis d.o.o.</b></p> 	  
<p align="center"><b>Handbook for reluctant, struggling and poor readers</b>          (project no. - 2016-1-HR01-KA201-022159)  <b>Co-funded by the Erasmus+ Programme of the European Union</b></p>	

<p><b>Unit 3</b>  <b>Time: 6 h</b>          “I, robot”</p>  <p>Isaac Asimov, Io, robot, Arnoldo Mondadori Editore, 2004, pp. 271, ISBN 88-04-53410-9.</p>	<p><b>Lesson 1 Title “Let’s analyse the text”</b></p> <p>Some relevant passages are abridged from the book and analysed by asking questions about the significant level (e. g. analysing the point of view from which the events are told), the characters and their functions; finally students are invited to “dive”into the text, trying to make up alternative endings or potential narrative solutions</p>	<p>Knowledge: learn about the essential structures of a narrative text.</p> <p>Skills: single out the main communicative and expressive functions and purposes of a narrative text</p> <p>Competences: read, understand and interpret a written text</p>
	<p><b>Lesson 2 Title “Discussion: debate”</b></p> <p>This activity is assessed by the students by discussing and making comparisons. Students are divided into groups formed by 3-4 and talk about what they read freely while comparing their impressions; then, helped by their teacher, they reflect upon some burning issues such as the increasingly crucial role of robots in workplaces or the excessive, and somewhat jeopardizing, humanization of machines</p>	<p>Knowledge: read, understand and interpret personally</p> <p>Skills: work in groups, single out the main information of the text</p> <p>Competences: make connections between fiction and reality, express and support one’s opinion</p>

<p align="center"><b>Unit 1</b></p> <p><b>How many faces in a story!</b></p>	<p><b>Lesson 1</b>          Title: <i>will you tell me a story?</i></p> <p>Tasks 1:</p>	<p><b>Planning goals</b>          Read for pleasure          Enjoy the book as a precious tool to play, do research, have fun, learn</p>
--	---	--

<p>X. GIMNAZIJA „IVAN SUPEK“          Agencija za odgoj i obrazovanje          Liceo Scientifico Statale          Seguenza          Gymnázium Pavla Jozefa          Šafárika          Střední škola Náhorní          Aquilonis d.o.o.</p> 	<div style="display: flex; justify-content: space-between; align-items: center;">    </div> <p style="text-align: center;"><b>Handbook for reluctant, struggling and poor readers</b>          (project no. - 2016-1-HR01-KA201-022159)  <b>Co-funded by the Erasmus+ Programme of the          European Union</b></p>
---	--

<p><b>Novel: “The diaries of Adam and Eve” di Mark Twain</b></p> <p><b>The aim of the activity:</b>          This activity is aimed at making students aware of the endless responses to the reading of a story: once they have carefully read it and grasped the author's message, they will be free to get a closer insight into it, change it, compare it, picture it, reverse it, refuse it, perform it, apply it in their real life, make a film or draw a comic of it. They will realise that it is <i>live matter</i> in their hands. It is therefore clear it is of paramount importance to know all the details and narrative techniques included in the text, to use imagination and creativity and to devote oneself to reading as a pleasant and enjoying activity.</p> <p>In order to achieve this goal, the <i>cubing method</i> appears to be the most suitable technique to this purpose. When drawing on it, more faces can be added to the main ones so that each student could</p>	<p><i>The listening reader:</i> students will listen to “<i>The diaries of Adam and Eve</i>” read by an Italian actress and <i>The diary of Adam</i> read by an English actor.</p> <p>Task 2  <i>The reciting reader:</i> students will read out a few parts of the book, while trying to interpret it and apply various reading techniques.</p> <p>Task 3  <i>The narrating reader:</i> students will narrate the plot of the story according to the different characters’ points of view.</p> <p>Material: Audiobook or Internet sites / The novel          Place: multimedial laboratory/ classroom          Duration: 1,50 h</p> <p><b>Lesson 2</b>          Title: <i>A man and a woman meet...an old story, as ancient as the world!</i></p> <p>Task 1  <i>The conscious reader:</i> reading, re-reading and identifying the key parts of the text.</p> <p>Task 2  <i>The meditative reader:</i> students will start a debate about the sentimental and emotional factors that have always characterised the relationship between men and women, mothers and fathers, boys and girls.</p> <p>Material: The novel          Place: Classroom/homework assignment          Duration: 1,50 h</p> <p><b>Lezione 3</b></p>	<p>and improve knowledge Express personal experiences, feelings, thoughts and attitudes</p> <p>➤ <b>Knowledge</b></p> <p>Read and understand the text          Know the details included in the text</p> <p>➤ <b>Skills</b></p> <p>Read out to test and apply reading techniques: intonation, pronunciation, fluency, clarity.          Listen, read and narrate stories</p> <p>Search, find and select information;          Select appropriate media</p> <p>➤ <b>Competences</b>          become aware of the endless responses to the reading of a story</p> <p>Deal with different communicative situations</p> <p>Understand other people’s point of view in</p>
---	--	---

<p>X. GIMNAZIJA „IVAN SUPEK“          Agencija za odgoj i obrazovanje          Liceo Scientifico Statale          Seguenza          Gymnázium Pavla Jozefa          Šafárika          Střední škola Náhorní          Aquilonis d.o.o.</p> 	  
<p><b>Handbook for reluctant, struggling and poor readers</b>          (project no. - 2016-1-HR01-KA201-022159)  <b>Co-funded by the Erasmus+ Programme of the European Union</b></p>	

<p>foster his/her imagination.</p> <p><b>Pupils' age:</b> 15-16</p> <p>Duration          Classroom: 7-9 h          Homework: 8 h</p> <p>Italian version</p>  <p>Il diario di Adamo ed Eva  <a href="#">Mark Twain</a>          Original title: <i>The diaries of Adam ed Eve</i>          Translator: <a href="#">G. Sordini</a>          Editore: <a href="#">Stampa Alternativa</a>          Collana: <a href="#">Fiabesca</a>          Year of issue: 1999          (First published in the 1905 Christmas issue of the magazine <i>Harper's Bazaar</i>, with the title <i>Eve's diary</i> and in book format</p>	<p>Title: <i>A man and woman meet... a modern story, indeed a very modern one!</i></p> <p>Task 1  <i>The reader writer:</i> written production of different types (comic, satiric....) and genres (descriptions, dialogues...) of texts          Material: The novel          Homework assignment</p> <p>Task 2  <i>The curious and "multimedial" reader:</i> research on various topics  <i>The creative reader:</i> students will design comics  <i>The reader as a director:</i> students will think about a film cast and choose its soundtrack  <i>The suggesting reader:</i> students will suggest brand new motivating reading strategies to engage their peers</p> <p>Material: The novel – Internet- other books          Place: Classroom/multimedial lab          Duration: 2 hours in classroom – multimedial lab/homework assignment</p> <p><b>Lesson 4</b>          Title: <b>How many faces in a story!</b>          Team game, applying the <i>cubing method</i>.</p> <p>Task 1  <i>The reader who has fun:</i> Each student (or team) will work individually and in pair on the activities shown on the 18 faces of the three cubes as well as to make appropriate references to some parts of the plot.          Materials: The novel/three templates to shape the three cubes/cardboard to build the cubes students' works/18 worksheets corresponding to the faces of the three cubes, devised by the teacher to show students the different tasks to be carried out</p>	<p>formal and informal contexts;</p> <p>Express ideas and supporting arguments</p> <p>Make connections between fiction and real life or personal experiences and feelings          Express creativity          Apply one's knowledge/play a game while following the rules.</p>
---	--	---

X. GIMNAZIJA „IVAN SUPEK“  
 Agencija za odgoj i obrazovanje  
 Liceo Scientifico Statale  
 Seguenza  
 Gymnázium Pavla Jozefa  
 Šafárika  
 Střední škola Náhorní  
 Aquilonis d.o.o.



Erasmus+



AGENCY FOR  
 MOBILITY AND  
 EU PROGRAMMES



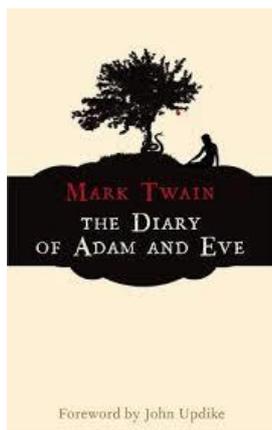
**Handbook for reluctant, struggling and poor readers**  
 (project no. - 2016-1-HR01-KA201-022159)  
**Co-funded by the Erasmus+ Programme of the  
 European Union**

in June 1906 by [Harper and Brothers](#) publishing house).

Pages: 80

EAN: 9788872265338

English version



Paperback, 95 pages  
 Published July 1st 2002 by Hesperus Press (first published 1904)  
 Original Title  
 The Diaries of Adam and Eve  
 ISBN  
 1843910055 (ISBN13:  
 9781843910053)  
 Edition Language  
 English  
 Literary Awards

### **First cube**

- a. *Describe it*– Describe the main characters' physical features, habits and behaviours
- b. *Compare it* – Compare this story to others dealing with the same theme, even belonging to other literary and artistic genres
- c. *Associate it* – What are your thoughts when reading Adam and Eve's inmost feelings; name other real situations (girlfriends, sisters, mothers, grandmothers/ boyfriends, brothers, fathers, grandfathers) or literary / artistic contexts that you may associate the text with.
- d. *Analyse it* – a complete analysis of the text (author, title, plot, characters, places, time, themes)
- e. *Apply it* – Write one or more pages of a diary in which you outline a "bizarre" behaviour typical of a female/male figure you know
- f. *Argue for and against it/Debate it* – Express and motivate your ideas, supporting your point of view related to Adam's or Eve's behaviours

### **Second cube**

- a. *Dramatize it* – dramatize a passage from the book, trying to imagine a dialogue between the two main characters (the book is made up of two diaries so, there is no verbal interaction between them)
- b. *Cast it* – choose the actors to whom you would assign the different roles
- c. *Memorize it* – choose a particularly meaningful passage from the book, learn

X. GIMNAZIJA „IVAN SUPEK“  
 Agencija za odgoj i obrazovanje  
 Liceo Scientifico Statale  
 Seguenza  
 Gymnázium Pavla Jozefa  
 Šafárika  
 Střední škola Náhorní  
 Aquilonis d.o.o.



Erasmus+



AGENCY FOR  
 MOBILITY AND  
 EU PROGRAMMES



**Handbook for reluctant, struggling and poor readers**  
 (project no. - 2016-1-HR01-KA201-022159)  
**Co-funded by the Erasmus+ Programme of the  
 European Union**

it by heart and act it out in front of the class

- d. *Set it to music* – choose some music which could be linked to the text
- e. *Illustrate it* – choose a picture or a sculpture that may represent the text
- f. *Change it into a cartoon*- draw a comic on a passage from the text.

**Third cube**

- a. *Enjoy it* – enjoy yourself while skimming and scanning the text
- b. *Turn it upside down* – tell the story from God's point of view or from Cain's or the snake's perspective
- c. *Change it* – change and transform something you didn't like in the story
- d. *Satirize it* – what would Adam and Eve argue nowadays? Imagine an ironic and funny scene on the most popular reasons for misunderstandings between girls and boys or on their different views of the world.
- e. *Conduct an interview* – (interview the main characters, they are willing to disclose their experiences) imagine you were interviewing the main characters on the man-woman relationship. Provide the answers!
- f. *Make it known* - prepare a poster, highlighting a particularly meaningful passage

Materials: The novel/ worksheet provided by the teacher/Research/ Student's works  
 Place: classroom / Homework assignment  
 Duration: 2 hours- classwork

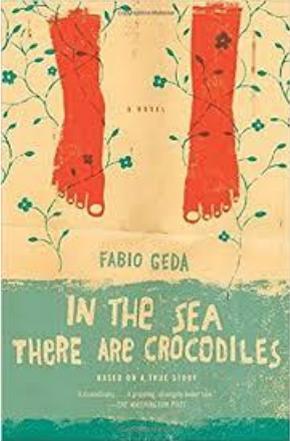
Task 2

*The reader having fun: The game!*

<p><b>X. GIMNAZIJA „IVAN SUPEK“</b>  <b>Agencija za odgoj i obrazovanje</b>  <b>Liceo Scientifico Statale</b>  <b>Seguenza</b>  <b>Gymnázium Pavla Jozefa</b>  <b>Šafárika</b>  <b>Střední škola Náhorní</b>  <b>Aquilonis d.o.o.</b></p> 	  
<p align="center"><b>Handbook for reluctant, struggling and poor readers</b>          (project no. - 2016-1-HR01-KA201-022159)  <b>Co-funded by the Erasmus+ Programme of the European Union</b></p>	

	<p>Each student (or team) will cast the different dice on every face and will have to present his/her output/work regarding the request and stick it on one of the billboards, already made in class.</p>	
<p align="center"><b>Unit 2</b></p> <p><b>Title: On a journey ... but not on holiday!</b></p> <p><b>Novel: “In the sea there are crocodiles” by Fabio Geda and Enaiatollah Akbari</b></p> <p><b>The aim of the unit:</b> the aim of this activity is to get a deep insight into the human experience of being an exile from an emotional, "physical" and literary perspective. The students will have the opportunity to share the main character's long and perilous journey and will get a closer view of his world, his geographical reality, his inner journey, while partaking his discovery of different realities, worlds, attitudes and behaviours. After all, the theme of migration has increasingly inspired the world literature, while placing more emphasis on autobiographical experiences reported by very young writers and</p>	<p><b>Lesson 1</b>          Title: <i>What a title!</i></p> <p>Task 1:  <i>The curious reader:</i> starting from the title, students will make predictions about the literary genre the book deals with, the story, the topic, the protagonist, the characters, the places.</p> <p>Task 2:  <i>The listening reader:</i> in turns, students will read out the chapters, trying to understand whether their predictions were true, including those about crocodiles!</p> <p>Task 3  <i>The reader in the real world:</i> students will be asked both to mentally trace back the protagonist's journey and draw it on geographical maps, thus discovering if crocodiles also live in the sea!</p> <p>Materials: The novel/Geographical maps          Place: Classroom          Duration: 90 minutes</p> <p><b>Lesson 2</b>          Title: <i>Enaiatollah's journey</i></p> <p>Task 1  <i>The reader in the narration:</i> students will read the integral version of the novel          Place: Homework assignment/Classroom          Duration: 90 minutes-classwork</p>	<p><b>Planning goals</b></p> <p>The students are expected to:</p> <p>be fully involved in the main character's experiences, from an emotional and intellectual point of view</p> <p>eagerly learn new tips about different cultures as well as about those geographical areas which have become migration routes in the last few years</p> <p>get a deeper knowledge about the difficulties encountered by those migrants who haven't come of age yet</p> <p>connect information and data, do research, become aware of problems related to migration, work in groups.</p> <p>➤ <b>Knowledge</b></p>

<p><b>X. GIMNAZIJA „IVAN SUPEK“</b>  <b>Agencija za odgoj i obrazovanje</b>  <b>Liceo Scientifico Statale</b>  <b>Seguenza</b>  <b>Gymnázium Pavla Jozefa</b>  <b>Šafárika</b>  <b>Střední škola Náhorní</b>  <b>Aquilonis d.o.o.</b></p> 	  
<p><b><i>Handbook for reluctant, struggling and poor readers</i></b>          (project no. - 2016-1-HR01-KA201-022159)  <b>Co-funded by the Erasmus+ Programme of the European Union</b></p>	

<p>providing stimuli and means to learn that each of us can be considered an "outsider" depending on the situation.</p> <p><b>Pupils' age:</b> 15-16  <b>Duration</b>  <b>Classwork:</b> 7-9 h  <b>Homework:</b> 10 h</p>  <p>English version          Hardcover, 215 pages          Published August 9th 2011 by Doubleday (first published 2010)          Original Title: <i>Nel mare ci sono i coccodrilli. Storia vera di Enaiatollah Akbari</i>          ISBN: 0385534736          (ISBN13: 9780385534734)          Edition Language: English          Literary Awards: Marsh Award for Children's Literature in Translation (2013), John Florio Prize</p>	<p><b>Task 2</b>  <i>The reader in history:</i> students (individually and/or in groups) will freely choose a part of the book regarding one of the countries the protagonist went through (Afghanistan, Pakistan...) and will do some research about the different political, historical, cultural background and custom in order to build up the context described in the book. They will select images and maps on the Internet and will also reflect upon young refugees, children who are forced to travel alone without any member of their families.</p> <p><b>Task 3</b>  <i>The conscious reader:</i> in groups, students will write explanatory texts about the several chapters and the worlds described in the story, by using photos, tables, drawings in order to prepare a presentation in class.</p> <p><b>Task 4</b>  <i>The conscious reader:</i> the members of each group will present their research/work, while summing up the main events regarding the assigned countries and providing more details on people and realities. Then, it will be the turn of another group to deal with the following country according to the chronological order of the events</p> <p><b>Materials:</b> The novel, Book, Atlas, Maps, Encyclopaedias, Internet sites, Films  <b>Place:</b> Classroom /Multimedial lab /Homework assignment  <b>Duration:</b> 2 hours- classwork+homework</p> <p><b>Lesson 3</b>  <b>Titolo:</b> <i>on a journey ...but not on holiday!</i></p>	<p>Single out the context, the aim and the addressee of the communication</p> <p>Improve reading comprehension</p> <p>➤ <b>Skills</b></p> <p>Build up historical and cultural context regarding the texts</p> <p>Access and organize and use information<sup>[SEP]</sup></p> <p>Express ideas and Justify arguments<sup>[SEP]</sup></p> <p>Select appropriate media</p> <p>Analyze complex systems</p> <p>Reflect on learning<sup>[SEP]</sup></p> <p>Draw conclusions<sup>[SEP]</sup></p> <p>Ask clarifying questions</p> <p>Presentation before an audience</p> <p>Improve the use of vocabulary, spelling, syntax and expression</p> <p>➤ <b>Competences</b></p> <p>Understand other people's point of view in</p>
--	--	--

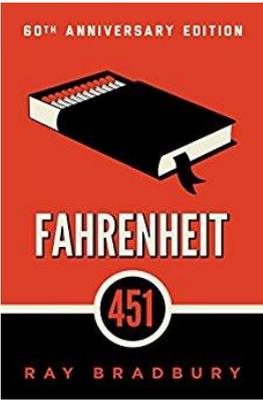
<p><b>X. GIMNAZIJA „IVAN SUPEK“</b>  <b>Agencija za odgoj i obrazovanje</b>  <b>Liceo Scientifico Statale</b>  <b>Seguenza</b>  <b>Gymnázium Pavla Jozefa</b>  <b>Šafárika</b>  <b>Střední škola Náhorní</b>  <b>Aquilonis d.o.o.</b></p> 	  
<p align="center"><b><i>Handbook for reluctant, struggling and poor readers</i></b>          (project no. - 2016-1-HR01-KA201-022159)  <b>Co-funded by the Erasmus+ Programme of the European Union</b></p>	

<p>Nominee for Howard Curtis (2012)</p>	<p>Task 1  <i>The meditative reader:</i> class discussion about the current political/historical moment and migration. And, above all, they will talk about a boy in his teens who had to go through terrible experiences in search for freedom</p> <p>Task 2  <i>The reader meets the protagonist:</i> students will watch the video in which the protagonist and the author present this book.</p> <p>Materials: the novel, student's works          Place: Classroom          Duration: 3 hours</p>	<p>formal and informal contexts;</p> <p>Make connections between fiction and real life or personal experiences and feeling</p>
<p align="center"><b>Unit 3</b></p> <p>Title: <b><i>Bums on the outside, libraries inside</i></b></p> <p>Novel: <b><i>Fahrenheit 541 of Ray Bradbury</i></b>          Aim of the unit: <i>"We'll pass the books on to our children, by word of mouth, and let our children wait, in turn, on the other people"</i> says one of the roamers to Montag, the protagonist, because he thinks it is precious and worth being remembered. Remembering entails passing on memory in order to prevent dust and oblivion from burying volumes. Therefore, it could be meaningful and crucial to involve students in a final performing</p>	<p><b>Lesson 1</b>          Title: <i>Once upon a time... actually nowadays! My Kingdom of Redonda</i></p> <p>Task 1:  <i>Where is the Kingdom of Redonda?</i>          Students will do some research on Atlases, Encyclopedias, and Internet to pinpoint the small island of Redonda and draw a map of the place.</p> <p>Task 2  <i>The fabulous story of the Kingdom of Redonda</i>          With the help of Encyclopedias and Internet, students will be asked to trace back the history of the Kingdom of Redonda, while making a list of its kings and dukes, and carefully examining some of them, after selecting a few with their teacher.          Students will create a poster and/or a facebook page and/or a multimedial output with pictures and explanatory notes on the present king and on their favourite dukes.          Students will thoroughly consider Ray Bradbury's appointment as duke: the year, the reason of the title, duke of Diente de Leon...</p>	<p><b>Planning goals</b></p> <p>At the end of the activity, the students will be able to reflect upon the importance of reading in their lives and in the society</p> <p>choose the most meaningful books among those they have read</p> <p>select the most important parts according to their likes, the content and the meaning of the texts</p> <p>consider memory as a successful learning tool to favour a "new humanism" in a highly technological world</p>

<p><b>X. GIMNAZIJA „IVAN SUPEK“</b>  <b>Agencija za odgoj i obrazovanje</b>  <b>Liceo Scientifico Statale</b>  <b>Seguenza</b>  <b>Gymnázium Pavla Jozefa</b>  <b>Šafárika</b>  <b>Střední škola Náhorní</b>  <b>Aquilonis d.o.o.</b></p> 	  
	<p align="center"><b>Handbook for reluctant, struggling and poor readers</b>          (project no. - 2016-1-HR01-KA201-022159)  <b>Co-funded by the Erasmus+ Programme of the European Union</b></p>

<p>workshop based on the texts selected by them so that they could rediscover the ancient/primordial long-lasting power and beauty of memory, which is frequently forgotten nowadays. And, meanwhile, getting to the aim of the activity, that is, helping students grasp and retain memory and knowledge, thus preventing some sand from sifting through the sieve.</p> <p><b>Effect of the activity on RSP reading:</b> Making students aware of the reason why books should be treasured and passed on to future generations. They will also realize that individual and collective memory is a crucial and effective means to fulfil this purpose.</p> <p><b>Pupils' age:</b> 15-18  <b>Duration</b>  <b>Classroom:</b>21 h+  <b>Homework</b></p>	<p><b>Task 3</b>  <i>My Kingdom of Redonda</i>          Students will create their own Kingdom of Redonda with the authors they like most. They will find images, devise and fill in a table regarding the life and works of these authors, while briefly indicating the reason for their choice.          Students will create a poster and/or a facebook page and/or a multimedial output about their own Kingdom of Redonda.  <b>Places:</b> Classroom, multimedial lab/library  <b>Materials:</b> Encyclopedias, internet, books  <b>Duration:</b> 3 - 4 hours classwork+homework</p> <p><b>Lesson 2</b>  <b>Title:</b> <i>The pending reader: "Shall I like it?".</i>  <b>Titles, covers and beginnings</b></p> <p><b>Task 1</b>          The students will search for the original title of the novel, comparing it with the title of the Italian edition (in this case it is the same), and try to tell what it suggests, namely what kind of story it may represent.          Students will search for the original cover of the novel and gather the covers of its various editions (including the Italian editions).          Students will be asked to create a poster and/or a facebook page and/or a multimedial output by using all the covers of the previous editions of the novel.          Students will vote for the most significant cover among those reported on the posters they created</p> <p><b>Task 2</b>          After reading the beginning of the novel silently and aloud, students will be encouraged to discuss it (how it starts, what type of narrative agreement is suggested) and the impact caused</p>	<p>➤ <b>Knowledge:</b></p> <p>Recognise the context, the aim and the addressee of communication          Develop reading fluency          Improve reading comprehension</p> <p>➤ <b>Skills:</b></p> <p>single out the structure of a fantasy/sci-fi book; distinguishing real elements from fantastic ones;          Apply different reading strategies          Single out the different elements of communication          Search, find and select information          Express ideas and supporting arguments<sup>[SEP]</sup>          Select the appropriate media          Reflect on learning<sup>[SEP]</sup>          Learn by playing          Draw conclusions<sup>[SEP]</sup>          Ask clarifying questions          Improve presentation before an audience          improve use of vocabulary, spelling, syntax and expression          gain interest in reading for personal pleasure</p>
---	---	--

<p><b>X. GIMNAZIJA „IVAN SUPEK“</b>  <b>Agencija za odgoj i obrazovanje</b>  <b>Liceo Scientifico Statale</b>  <b>Seguenza</b>  <b>Gymnázium Pavla Jozefa</b>  <b>Šafárika</b>  <b>Střední škola Náhorní</b>  <b>Aquilonis d.o.o.</b></p> 	  
	<p><b><i>Handbook for reluctant, struggling and poor readers</i></b>          (project no. - 2016-1-HR01-KA201-022159)  <b>Co-funded by the Erasmus+ Programme of the European Union</b></p>

<p>English version</p>  <p><b>English version</b></p> <p>Publisher: Simon &amp; Schuster - January 10th 2012, 60th anniversary edition, Hardcover          ISBN: 1451673264 (ISBN13: 9781451673265)          Page count: 251          Year of issue: 1953</p> <p>Edition language: English</p>	<p>by the pleasure of reading</p> <p>Duration: 2 hours –classwork+homework          Places: Classroom, multimedial lab          Materials: book covers, Internet</p> <p><b>Lesson 3</b>  <b>Title:</b> <i>Who's afraid of books?</i></p> <p>Task 1  <i>The conscious reader:</i> students read re-read and analyse parts of the book dealing with books and readers (dialogues between Montag-Beatty, and Montag -Faber)</p> <p>Task 2  <i>The meditative reader:</i> class discussion on the topic: “What will a society without books be like?”</p> <p><i>The curious reader’:</i> Students interview their friends and relatives to learn about their attitudes to books.</p> <p><i>The informed reader:</i> students do some research on historical burnings of books, starting from the period of Roman history, then they will analyse the Nazi <i>Bücherverbrennungen</i> and create a poster/ PPT presentation          Places: classroom, multimedial lab/school library          Duration:3 hours-classwork+homework          Materials: Encyclopedias, Internet, books</p> <p><b>Lesson 4</b>  <b>Title:</b> <i>The books in the book!</i></p> <p>Task 1  <i>The conscious reader:</i> reading and re-reading of some passages and research on the books and authors mentioned in the novel</p>	<p>➤ <b>Competences:</b></p> <p>Read, understand and interpret various types of texts</p> <p>Understand other people’s point of view in formal and informal contexts;</p> <p>Make connections between fiction and real life or personal experiences and feeling</p>
--	--	---

X. GIMNAZIJA „IVAN SUPEK“  
 Agencija za odgoj i obrazovanje  
 Liceo Scientifico Statale  
 Seguenza  
 Gymnázium Pavla Jozefa  
 Šafárika  
 Střední škola Náhorní  
 Aquilonis d.o.o.



Erasmus+



AGENCY FOR  
 MOBILITY AND  
 EU PROGRAMMES



**Handbook for reluctant, struggling and poor readers**  
 (project no. - 2016-1-HR01-KA201-022159)  
**Co-funded by the Erasmus+ Programme of the  
 European Union**

**Task 2**

*The meditative reader:* after singling out the authors and works mentioned in the text, students will be invited to discuss the author's choice (*why did the author choose those works?...*) and write about the works they think are worth being saved, motivating their choice

**Task 3**

*Readers tell about writers*

Accompanied by their English and Religion teachers, students will visit the school or the town library in order to borrow one of the books mentioned in the novel. Then they will choose a meaningful passage from one of them.

After being divided into several groups, students will create PPT presentations and tell about the writers and the works mentioned in the book, thus turning into story-tellers

Places: classroom, multimedial lab/library

Duration: 3 hours –classwork+ homework

Materials: Encyclopedias, Internet, books

**Lesson 5**

Title: *The book*

**Task 1**

*The conscious reader:* students will read and re-read those passages including the words book-books-volume.

After being divided into groups, students will catalogue the various images and sensorial suggestions linked to books

**Task 2**

*The suggesting reader:* students will be asked to find out and suggest effective strategies to engage their peers in reading!

Places: classroom

X. GIMNAZIJA „IVAN SUPEK“  
 Agencija za odgoj i obrazovanje  
 Liceo Scientifico Statale  
 Seguenza  
 Gymnázium Pavla Jozefa  
 Šafárika  
 Střední škola Náhorní  
 Aquilonis d.o.o.



Erasmus+



AGENCY FOR  
 MOBILITY AND  
 EU PROGRAMMES



***Handbook for reluctant, struggling and poor readers***  
 (project no. - 2016-1-HR01-KA201-022159)  
**Co-funded by the Erasmus+ Programme of the  
 European Union**

Duration: 90 minutes- classwork + homework  
 Places: classwork /multimedial lab/ school  
 library

Materials: Encyclopedias, Internet, books

**Lesson 6**

Title: The arsonist reader (only as a game!)

*Task 1*

For a while and only metaphorically students will change into an arsonist fireman and will pretend to set fire to a maximum of five books or extracts or tales they found boring or did not teach them anything or they find horrible in content and form

Place: Classroom

Materials: selected passages from the book/passages chosen by students

Duration: 90 minutes classwork

**Lesson 7**

Title: *Bums on the outside, libraries inside*

*Task 1*

*The conscious reader:* students will read and re-read the passages regarding the dialogues between Granger and Montag

*Task 2*

*The meditative reader:* students will discuss the importance and the meaning of memorisation according to their experience

*Task 3:*

*The bookman reader:* students suppose they were book-men-they will choose, memorise and act out an extract from the novel they read (*Fahrenheit 451*) or from a literary work they studied at school and impressed them most

**Second task (February- March)**

<p><b>X. GIMNAZIJA „IVAN SUPEK“</b>  <b>Agencija za odgoj i obrazovanje</b>  <b>Liceo Scientifico Statale</b>  <b>Seguenza</b>  <b>Gymnázium Pavla Jozefa</b>  <b>Šafárika</b>  <b>Střední škola Náhorní</b>  <b>Aquilonis d.o.o.</b></p> 	  
<p align="center"><b><i>Handbook for reluctant, struggling and poor readers</i></b>          (project no. - 2016-1-HR01-KA201-022159)  <b>Co-funded by the Erasmus+ Programme of the European Union</b></p>	

	<p>Students will imagine they were book-men- they will choose, memorise and act out a passage from Fahrenheit 451  <b>Final task:</b> students will shoot a video on all students' reciting moments          Places: Classroom/school library          Materials: selected passages from the book/passages chosen by students          Duration: 6.00 hours-classwork+homework</p>	
--	--	--

### PRACTICES AND METHODOLOGIES PROMOTING READING

Every initiative, aimed at inviting and encouraging RSP readers to plunge into reading, was meant to follow Daniel Pennac's "**Rights of the Reader**".

Therefore, students were led to get familiar with the narration, always bearing in mind Rodari's slogan " Every possible use of words should be made available to every single person-this seems to me to be a good motto with a democratic sound. Not because everyone should be an artist, but because no one should be a slave" (Rodari's well-respected pedagogical reflections, philosophies, and exercises appear in the book **The Grammar of Fantasy**)

Hence, reading is considered as the development of the students' creative freedom, as a creative game that stems from words and unfolds through the pleasure and enjoyment of the plot. "Learning by doing" is the leading methodology of the Italian experience

Following the Italian curriculum guidelines (learning by doing, i.e.gaining the pleasure of reading while reading, gamification- learning by playing) our activities can be summed up as following:

1) **Bums on the outside, libraries inside**-memory game. After reading a passage from **Fahrenheit 451**, students were encouraged to memorise a few lines and words from the text and recite them. Therefore, every student had the great opportunity to turn into a member of the so-called book people (like the characters of the novel), thus experiencing the evocative power of word . This workshop aims at placing emphasis on the text and its linguistic assonances, by linking them to the themes of freedom and democracy, a labouring and painful achievement for Italian people, still missing in many parts of the world. Our teachers think that the activity of memorisation contributes to preserving the skills of attention and accuracy jeopardised by the uncontrolled and widespread use of the modern media.

<p><b>X. GIMNAZIJA „IVAN SUPEK“</b>  <b>Agencija za odgoj i obrazovanje</b>  <b>Liceo Scientifico Statale</b>  <b>Seguenza</b>  <b>Gymnázium Pavla Jozefa</b>  <b>Šafárika</b>  <b>Střední škola Náhorní</b>  <b>Aquilonis d.o.o.</b></p> 	<div style="display: flex; justify-content: space-between; align-items: center;">      </div> <p style="text-align: center;"><b><i>Handbook for reluctant, struggling and poor readers</i></b>          (project no. - 2016-1-HR01-KA201-022159)  <b>Co-funded by the Erasmus+ Programme of the European Union</b></p>
---	--

2) After reading the short stories " **Sentry**" and " **Pattern**" by Frederic Brown, students were asked to create " **imaginary, impossible interviews**" with aliens. This activity draws inspiration from the technique of "estrangement" which dates back to Swift's Gulliver's Travels and Montesquieu's Persian Letters in order to enable students to apply their creativity to the contemporary world / reality.

3) **So many faces in a story**- While considering " **The diaries of Adam and Eve**" by Mark Twain, three cubes, bearing several tasks on their sides (i.e. "draw a comic imagining a dialogue between Adam and Eve"), were devised and handed to the students. They were invited to throw the dice and perform the task shown on the upright side of it. Starting from a text, such an activity develops the skill of deconstructing the narration in order to encourage alternative personal narrations. The enjoyment of playing a game free from any competition favours group work and the pleasure of reading

4) **Reading for fun** -a game based on the reading of a text. Students were asked to read a text (**Hansel and Gretel-The metamorphosis**) and join an entertaining competition based on questions about the text and its author. "The gamification of learning is an educational approach to motivate students to learn by using game elements in learning environments. The goal is to maximize enjoyment and engagement through capturing the interest of learners and inspiring them to continue learning"(wikipoedia)

Moreover, the teachers modelled all the experimental activities on action-research as an effective methodological practice, since the project aims at removing those barriers which, actually, do not allow students to develop a positive attitude to reading, thus preventing them from building up a long-lasting tie with the written text and from sparking the pleasure of reading.

This methodology implies the creation of learning environments in order to:

- appreciate to students' experiences and knowledge;
- implement adequate strategies towards diversity;
- favour exploration and research;
- promote cooperative learning;
- arouse students' self-awareness related to their learning styles;
- present teaching activities as workshops

The creation of learning environments is based on the teachers' **scaffolding** strategies, before and during the activities; meanwhile, precise rules regarding **cooperative learning**, behaviour, tasks and time are set.

1. Group formation;

<p><b>X. GIMNAZIJA „IVAN SUPEK“</b>  <b>Agencija za odgoj i obrazovanje</b>  <b>Liceo Scientifico Statale</b>  <b>Seguenza</b>  <b>Gymnázium Pavla Jozefa</b>  <b>Šafárika</b>  <b>Střední škola Náhorní</b>  <b>Aquilonis d.o.o.</b></p> 	  
	<p><b><i>Handbook for reluctant, struggling and poor readers</i></b>          (project no. - 2016-1-HR01-KA201-022159)  <b>Co-funded by the Erasmus+ Programme of the European Union</b></p>

2. Roles assignment and leaders' appointment;
3. Features of assigned tasks;
4. Identification of space and materials which are essential for the development of the activity;
5. Metareflection on the process

Digital devices can be used to produce videos, films, ebooks and other materials.

**Debriefing** is of paramount importance: it is a moment of reflection, which entails recalling and analysing the activity together, while comparing the experience, singling out the main difficulties in order to define learning outcomes. It is fruitful to prepare lists of questions and reading worksheets, exercises on text analysis, in-depth activities, as well as the writing of a log.

The above-mentioned structure/procedure can turn out to be a great chance to reflect upon the educational opportunities provided by reading activities, which highly contribute to improving students' knowledge as well as bridging cultural gaps in European contexts.

#### **ASSESSMENT CRITERIA**

Objective criteria are not that suitable to assess the achievements of such workshops aimed at encouraging reading for pleasure and empowerment, since its engagement outcomes are difficult to be measured. However, some criteria have been singled out to help teachers evaluate/assess the impact on students' attitudes to reading/increased reading engagement after the activities either from an educational point of view or from

Teachers will constantly observe, monitor and consider:

1. Students' engagement level;
2. Students' interest and curiosity when asking about some more tips on the plot or the end of the novel/short story, wishing to read out instead of the teacher, freely purchasing the book;
3. Students' spontaneous desire to do some research about the plot of the short story/ novel;
4. Students' eagerness to visit local bookshops and libraries to borrow new books and their active participation in meeting contemporary writers or experts
5. Students' reasoning discussions, their interpretative hypotheses, the memorisation of data and events, the coherence and efficacy of their suggestions, the appropriate use of vocabulary.
6. Students' group work
7. Students' increased awareness of different expressive/ communicative languages

<p><b>X. GIMNAZIJA „IVAN SUPEK“</b>  <b>Agencija za odgoj i obrazovanje</b>  <b>Liceo Scientifico Statale</b>  <b>Seguenza</b>  <b>Gymnázium Pavla Jozefa</b>  <b>Šafárika</b>  <b>Střední škola Náhorní</b>  <b>Aquilonis d.o.o.</b></p> 	  
<p align="center"><b><i>Handbook for reluctant, struggling and poor readers</i></b>          (project no. - 2016-1-HR01-KA201-022159)  <b>Co-funded by the Erasmus+ Programme of the European Union</b></p>	

Throughout the several workshops, the feedback activities will contribute to showing the impact in students' reading engagement in a more specific way

Students will be able to:	Threshold level	Intermediate level	Advanced level
<p><b>COMPREHENSION</b>            Demonstrate a literal comprehension of readings, through identification and analysis of main ideas, supporting details and rhetorical patterns of organization and development.</p> <p>Apply vocabulary-building strategies to improve their analysis of readings</p>	<p>Fairly identify the main information and typical elements of a narrative text with the help of their teacher</p> <p>Make inferences and understand the author's purpose, only when guided by teacher</p>	<p>Autonomously identify the main information of the text</p> <p>Autonomously understand the key concepts</p>	<p>Identify the information quickly and correctly</p> <p>Understand the author's communicative purpose immediately and correctly</p>
<p><b>READING SKILLS</b>            Apply the different reading strategies</p> <p>Analysis:            Recognize (or Identify) the main idea of a novel or short story.            Recognize supporting details in texts            Understand organizational patterns and relationships of ideas            Vocabulary enrichment:            Apply word attack skills including            Apply vocabulary-building strategies to improve their analysis of readings</p>	<p>Read correctly despite superficial/essential intonation</p> <p>Partially analyse the content</p>	<p>Read clearly, correctly, using appropriate intonation</p> <p>Analyse the content thoroughly</p>	<p>Read quickly, using perfect intonation</p> <p>Analyse and understand the information in a very detailed way</p>

<p><b>X. GIMNAZIJA „IVAN SUPEK“</b>  <b>Agencija za odgoj i obrazovanje</b>  <b>Liceo Scientifico Statale</b>  <b>Seguenza</b>  <b>Gymnázium Pavla Jozefa</b>  <b>Šafárika</b>  <b>Střední škola Náhorní</b>  <b>Aquilonis d.o.o.</b></p> 	  
<p align="center"><b><i>Handbook for reluctant, struggling and poor readers</i></b>          (project no. - 2016-1-HR01-KA201-022159)  <b>Co-funded by the Erasmus+ Programme of the European Union</b></p>	

	<p>Widen vocabulary knowledge by using the dictionary</p>	<p>Widen vocabulary knowledge by using the dictionary</p>	<p>Widen vocabulary knowledge by using the dictionary and carrying out activities of oral communication, reading and writing.</p>
<p><b>INTERPRETATION</b>          Critically analyse and evaluate reading material; make inferences; determine a writer's purpose and tone</p> <p>Apply critical thinking skills including distinguishing fact from opinion or fiction, making inferences, and identifying author's purpose and tone in reading novels and short stories</p>	<p>Essentially interpret the text and show some originality in critical thinking</p> <p>Essentially/fundamentally reorders the content</p>	<p>Satisfactorily interpret the text and show self-confidence in critical thinking</p> <p>Communicate personal opinion in a coherent and balanced way, showing original ideas and interpretation</p>	<p>Thoroughly interpret the text and show great originality in critical and creative thinking</p> <p>Communicate personal opinion in an appropriate, coherent and balanced way, showing extremely original ideas and interpretation</p>
<p><b>VOCABULARY KNOWLEDGE</b>          Use their mother tongue appropriately.          Understand the different meanings of words and use them in different contexts</p> <p>use the formal and informal registers according to the communicative</p>	<p>Use simple vocabulary, but adequate to the communicative situation</p>	<p>Use appropriate vocabulary accurately</p>	<p>Use effective, original and appropriate vocabulary</p>

X. GIMNAZIJA „IVAN SUPEK“  
Agencija za odgoj i obrazovanje  
Liceo Scientifico Statale  
Seguenza  
Gymnázium Pavla Jozefa  
Šafárika  
Střední škola Náhorní  
Aquilonis d.o.o.



Erasmus+



AGENCY FOR  
MOBILITY AND  
EU PROGRAMMES



***Handbook for reluctant, struggling and poor readers***

(project no. - 2016-1-HR01-KA201-022159)

**Co-funded by the Erasmus+ Programme of the  
European Union**

situation and speakers			
------------------------	--	--	--