

Teacher input is the most important factor in having lots of children read the books.

Read the opening chapter of each book to the children in class so that each child gets a taste of the books and is encouraged to read on to find out more.

Teacher's enthusiasm is very important in generating excitement about reading the short-list.

Children make 'artefacts' relating to the books as they are read.

Launch the book award - hold an assembly/ gathering. One school used the children to choose and read extracts from each of the books. Another school held a 'Publishing Party'.

Short-listed books on different tables around the room, introduce the award, children get a piece of shortbread and a glass of juice, choose a table to visit where an adult is waiting to read an extract from the story.

IDEAS TO HELP MAKE THE BOOK AWARD A SUCCESS

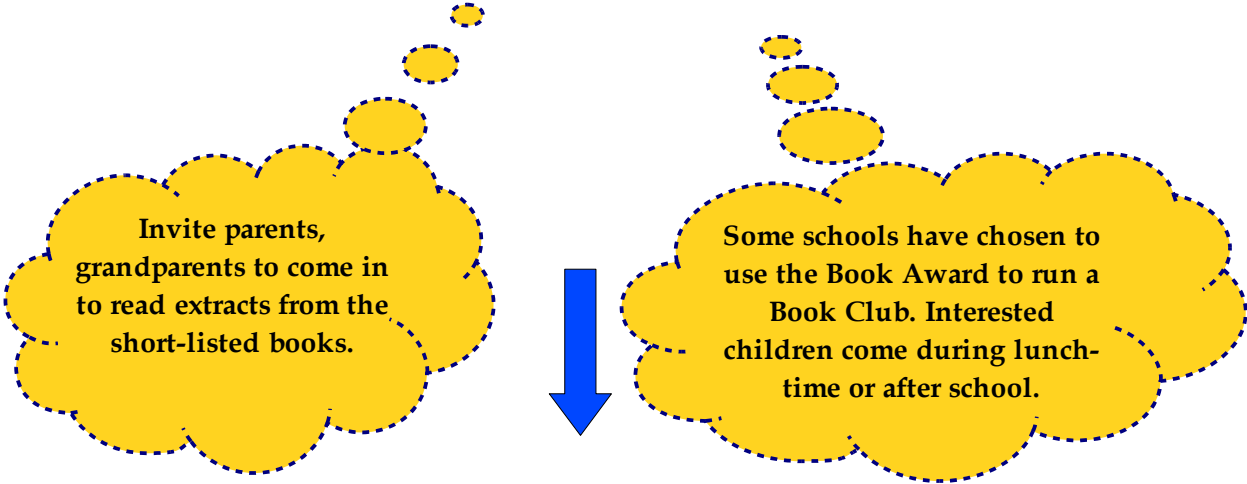
Pre-prepared sheet on which children can record their opinions and important facts about the plot and characters as they read.

Teacher reads one book as a class novel. In this way all children will experience at least one of the books on the short-list.

Interactive wall displays for each of the books and children add their comments, questions, pictures etc. as they finish each one.

Cliffhangers
Children choose a section to read to others in class but stop at an exciting part to encourage others to read on.

Regular short discussions of the books with the children - asking them to share bits they have really enjoyed and say why.



Invite parents, grandparents to come in to read extracts from the short-listed books.

Some schools have chosen to use the Book Award to run a Book Club. Interested children come during lunch-time or after school.

One teacher uses a controlled reading group.

Each child in the group must have a copy of the short-listed book and each child is given one of these specific roles:- Chairperson, Reporter, Vocabulary Expert, Artefact Maker and Character Analyser. These roles pass round the group so that each child is given the opportunity to try each job.

The reading group reads a selected section of the book at home and prepares for their role. Then in class they collect together.

The Chairperson keeps the group focussed. He/She holds control of the group and no-one is allowed to talk without the Chair's consent.

The Reporter gives a quick summary of the section read at home and sometimes predicts what might happen next.

The Vocabulary Expert searches the section to look for specific words which peers may not understand properly. The specific aim of the expert is to challenge the vocabulary knowledge and understanding of the others in the group.

The Artefact Maker produces a model, collage, something creative from the section read at home. This will be something they think will help bring this part of the story alive. A small display of the artefacts can be set up with the book at its centre.

The Character Analyser gives a summary of how the main character has been built up and how their impression of the character has changed or been reinforced. Also they can discuss the characters' thoughts, feelings and interaction with others in the story. If appropriate, comparisons can be made to the children's own lives.

***Since using this idea, the teacher reports that there has not been one day where the P7 group has not prepared their reading which is a mark of success on its own. Also it is important to note that the teacher adapts the roles according to the needs and abilities of the specific reading group and the individuals therein. ***