

RECOMMENDING BOOKS IN FAMILY LEARNING

FAMILY LEARNING
EARLY YEARS MUSIC MAKERS COURSE

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CARNIVAL OF THE ANIMALS

I work for Inspire Learning and am a full-time tutor.

As part of the Family Learning: Early Years Music Makers Course (for Families with children aged 0 -5) called **Carnival of the Animals**, I allocated a section of our timetable for children to share their favourite books and to recommend books.



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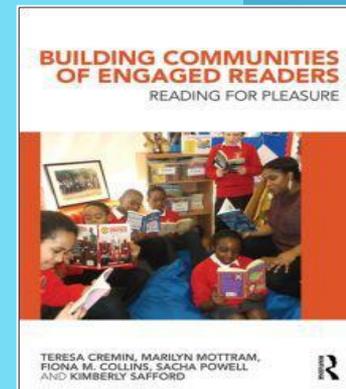
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OU RESEARCH INSPIRATION AND RATIONALE

I was inspired by all the findings but particularly by 3 and felt that I could incorporate this into my practice.

TaRs found that in order to foster RfP effectively, teachers need to develop:

1. Considerable knowledge of children's literature and other texts
2. Knowledge of children's reading practices
3. **A reading for pleasure pedagogy which includes:**
 - ▶ Social reading environments
 - ▶ Reading aloud
 - ▶ Independent reading
 - ▶ **Informal book talk, inside-text talk and recommendations**
4. As Reading Teachers: teachers who read and readers who teach
5. Reading communities that are reciprocal and interactive. (Cremin et al., 2014)





The main aims were to encourage reading for pleasure, using the library, to link with the Summer Reading Challenge and for the families to share their favourite books with the whole group.

I focussed on children sharing their recommendations to the rest of the group (including grown ups and myself as the teacher) and they had free choice.

The aims were linked to TaRs 3 and in particular making book recommendations.

AIMS

OUTLINE



- ▶ As part of the Carnival of the Animals' theme I invited children to recommend books to one another. The majority of books were animal themed.
- ▶ I made a special '**Book Bear**' (actually a pyjama case to hold a bedtime book) with a book that I had selected to share.
- ▶ Sometimes, it was a book that a child had recommended the week before and that I had read. This increased the child's confidence, clearly communicated the importance of a **child's choice of books** and valued their input.

OUTLINE

- ▶ Our special 'Book Bear' appeared on screen and held a book to share.
- ▶ My '**Take it Home**' sheet (see left) highlighted the benefits of using the library, the Summer Reading Challenge and a brief list of books on our theme as a starting point.

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two pegs for the legs. If you have wooden pegs you could colour in the hooves.



Explore where the pegs need to go for the camel to stand up.
Can you make the camel sit down?
What do camels store in their humps?
Can you make other animals?

Your Local Library
Most Nottinghamshire Libraries are open and have so much to offer. Explore animals, habitats and music books. You can also search for books, CDs, DVDs online.

Bookstart! - Ask at your local library



Inspire loves **Bookstart!**

Bookstart is a national programme that encourages all parents and carers to enjoy books with their children from as early an age as possible.

The Bookstart Baby Pack is for babies aged 0 to 12 months.
The Bookstart Treasure Gift is for children aged 3 years.

Summer Reading Challenge - Wild World Heroes

The Summer Reading Challenge is produced by The Reading Agency and runs in libraries all over the country. The challenge, aimed at children aged 4 to 11 years, is to read six or more library books over the summer. There are stickers and other rewards for every book read. Children who complete the challenge receive a medal and a certificate.

Ask at your local library.

Some Ideas for Books for our Theme

1, 2, 3 to the Zoo by Eric Carle
Dear Zoo by Rod Campbell
Little Tigers by Jo Weaver
Why do tigers have stripes? by Katie Daynes
A Herd of Elephants by Amy Korkuam

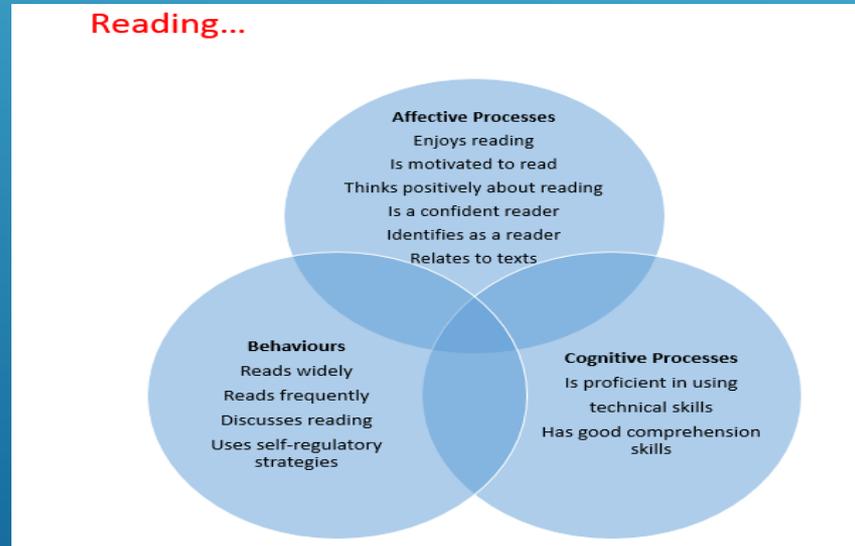
I have tried to select books from the library catalogue where we have a number of copies. You can always order them in to arrive at your local library.

Have you got favourite books on our theme?
Why not share them at our 'Show and Tell' time.



IMPACT

- ▶ As the weeks progressed, children were becoming much more excited about sharing a favourite book recommendation. I believe that this was part of the 'affective process' where children were identifying themselves as a reader.
- ▶ For myself as the teacher it gave me a wider repertoire of books to recommend, and it helped me understand what children read and why.





It has enabled children to take the lead in sharing books recommendations with others and to feel pride in themselves as readers.



For the future:
To integrate a book recommendation section into my Family Learning Courses.



To continue to build on our links with our libraries.

REFLECTIONS ON IMPACT THE TARS RESEARCH HAD ON PRACTICE



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