

Lesson plan

Title: Setting up and running The Reading Agency's Six Book Challenge

Topic: Six Book Challenge - Reading for pleasure

Level: E3 / Intermediate 1 / B1

Time: 90 minutes

Aims

- To develop learners' ability and motivation to read for pleasure
- To give practice of choosing and reviewing books
- To develop learners' vocabulary of books and book reviews

Introduction

This lesson is about the Six Book Challenge run by The Reading Agency, a charity whose mission is to give everyone an equal chance in life by helping people become confident and enthusiastic readers. This is an annual incentive scheme which invites people to pick six reads and record their reading in a diary in order to get a certificate. They can choose any kind of reading material such as poems, magazines, digital text and games as well as books. The main aim of the lesson is to provide learners with information about the Six Book Challenge and help them understand the benefits of reading for pleasure. Learners are encouraged to choose a book, review it and fill in their Six Book Challenge diaries. Information about the Six Book Challenge can be accessed from:

www.readingagency.org.uk/sixbookchallenge

Tip – this lesson plan has been divided into three sections:

1. Before the lesson: how to find out about and prepare for the Six Book Challenge
2. During the lesson: how to use the activities on the Learner's Worksheet
3. After the lesson: how to set up a reading club and keep momentum

Ideally, the lesson should be taught in a room where the learners have access to computers so they can access the Six Book Challenge website. However, it can also be taught without computers. In this case, you would need to make photocopies of Resource A for learners.

Before the lesson:

1. Learn about the Six Book Challenge:

You will need to familiarise yourself with the Six Book Challenge. The websites below give you information on how to set up and run the Six Book Challenge successfully. If your institution, college or local library does not already take part in the challenge, you could show them these links to encourage them to get involved.

<http://readingagency.org.uk/adults/practitioners-guides/six-book-challenge.html>

The website the learners will use during the Six Book Challenge:

www.readingagency.org.uk/sixbookchallenge

Optional extra information:

- If you or your organisation purchases materials for the Six Book Challenge, you will receive regular email updates about the scheme from The Reading Agency. Here is a link to the Six Book Challenge shop:
www.readingagency.org.uk/shop
- Tips for colleges that run the Six Book Challenge:
<http://readingagency.org.uk/adults/tips/top-tips-for-colleges-running-the-six-book-challenge.html>
- You can encourage your learners to complete the pre-Challenge and post-Challenge surveys at:
<http://readingagency.org.uk/adults/impact/research/six-book-challenge-evaluation.html>

2. Prepare for the lesson

- Make sure you have reading diaries and blank registration forms for all learners to complete. Here, you can access information on obtaining diaries and other print materials and on how to keep records for the Six Book Challenge. The registration forms are available in the Resources Section:
<http://readingagency.org.uk/adults/practitioners-guides/six-book-challenge.html>
- Gather together a selection of books to take into class for your learners to choose from to read. If possible, include books from the Quick Reads series as you will need these for Task 2. Ensure that they are of appropriate levels and topics for your groups.
- Familiarise yourself with making word clouds: www.wordle.net. Watch this video by Russell Stannard if you would like to know more:
<http://teachertrainingvideos.com/wordle/index.html>
- Print and prepare the following documents:
 - **Learner's Worksheets** - one copy for each learner.
 - **Resource A** - one copy for each learner. Use this if you don't have computers in the room for learners to use. Alternatively, make copies of the resource for learners who would prefer not to use computers during Task 1.
 - **Resource B** - one copy for each pair of learners. Cut up the two activities on this resource (Part A and Part B) and ensure that you keep them separate.

N.B. All answers to tasks are in the Answer section at the end of these teacher's notes.

During the Lesson Procedure

Warmer (10 mins)

- Begin by eliciting different reasons for reading. Make sure you elicit *study, work, read for pleasure, look for information*. Write the learners' ideas on the board.
- Put learners in pairs and tell them to write down different types of texts that they can read for each reason. See suggested answers at the end of this document.
- Elicit group feedback and write the different texts on the board next to the reasons.
- Tell learners to work in pairs again and discuss which of the text types they read each day and what languages they read in.
- Do whole class feedback of what the learners read. Encourage learners to talk about whether they read for pleasure and to explain why or why not.
- Explain they are going to discuss reading for pleasure in more detail.
- Give out one copy of the **Learner Worksheets** to each learner.
- Tell them to look at the word cloud on page 1 and discuss how the words and phrases are related to reading for pleasure.
- Monitor and provide content-based feedback and prompts if learners require it.
- Elicit content feedback and promote group debate about the benefits of reading for pleasure.

Task 1 – introduction to the Six Book Challenge (20 mins)

- Show learners a Six Book Challenge poster and ask learners what they think it is.
- Ask if any learners have heard of or participated in the Six Book Challenge before. Explain that they are now going to take part in the challenge but before they do, they will learn more about it.
- Tell learners to look at **Task 1** (page 2 of the Learner's Worksheets).
- If you have enough computers for learners to use in class, ask them to open the Six Book Challenge website, using the link on their handout:
<http://www.readingagency.org.uk/sixbookchallenge>
- Tell them to complete Task 1 by working in pairs to find the appropriate sections of the website and answer the questions on the Learner's Worksheets.
- If you **don't** have enough computers for learners to use, give out the handout **Resource A** and tell learners to read it and answer the questions on Task 1.
- Monitor and provide support and feedback as required. If your learners are competitive, you could turn this into a competition with the winners being the pair who finish quickest.
- Check answers as a whole class.

Differentiation

- If learners have different levels of computer literacy, ensure that you pair learners with lower levels of computer literacy with learners who are more confident using computers and the internet.
- You could give out Resource A to any other learner who prefers to use a paper-based version of the information.

Task 2 – types of books (10 mins)

- Introduce learners to the Quick Reads series of books. If you have brought any to class, show them to the learners. Explain that learners may like to read some of these books for the Six Book Challenge.
- Tell learners to go to **Task 2** on page 3 of the Learner Worksheets.
- Ask them to work in pairs to look at the Quick Reads book covers and discuss the questions in part A. Ensure that learners understand the word 'genre' in question 1.
- Conduct brief whole class feedback.
- Tell learners to match the book covers with the genres in part B.
- When they have finished, tell them to write two more genres.
- Show the learners the selection of books you have brought to class. Ask them to choose one to read for the Six Book Challenge. Encourage them to choose a book which is of interest to them and at an appropriate level.

Differentiation:

- Stronger learners can write more than two genres.
- If learners are struggling to think of more genres, you could show them the books you brought to class and ask them what kind of books they are.

Task 3 – reading: a book review (15 mins)

- Tell learners they are going to read a book review for one of the Quick Reads books they've just looked at - 'Blackout' by Emily Barr.
- Check that all learners know what a book review is. Conduct a brief discussion of what information can be found in a book review.
- Explain that unfortunately the review isn't finished and needs to be put into the correct order. Give out the cut up book review (**Resource B Part A**) and tell learners to work in pairs and reorder it. Make sure that, at this stage, you don't also give out the cut-up topics for Part B.
- Learners can check their reviews are correct by looking at the complete review on page 4 of the Learner Worksheet. Then they should answer the three questions at the bottom of the page.
- Ask learners to check their answers in pairs before you elicit group feedback.
- Now they should discuss the structure of the review. Elicit what the first section of the review is about (information about the book and writer). Tell learners to work together to discuss the rest of the review.
- Discuss ideas as a whole class and ask for suggestions about how to label the different sections of the review, in preparation for the second part of the activity.
- Give out the cut-up topics in **Resource B Part B** and encourage learners to work in pairs and match the topics to the correct parts of the review.
- Check answers as a group.

Task 4 – language of book reviews (15 mins)

Tip:

There are a variety of activities here to practise language related to book reviews. You don't need to do all of these activities with your learners – choose the ones you feel are most appropriate for your learners and their level.

Task 4A: match words and meanings

- Learners work in pairs to match the words and definitions in Task 4A.
- Check answers and drill the words if necessary.

Differentiation:

If learners finish this activity quickly, they can work in pairs to test each other on the definitions and spellings of the words.

Task 4B: adjectives and synonyms

- This activity includes some of the words from Task 4A.
- Tell learners to replace the underlined words and phrases with a word from the box.
- Monitor and provide content-based feedback if learners require it.
- Tell the learners to work individually before checking their answers in pairs and then as a whole class.

Differentiation:

Stronger or higher level learners can also provide alternatives to the words: *really* and *very*. For example: *absolutely*.

Task 4C: phrases to review books

- This activity may be more appropriate for higher-level learners.
- Tell them to work in pairs look at the sentences from the review and complete them with a phrase from the box.
- Monitor and provide content-based feedback if learners require it.
- Tell them to look back at the review in Task 3 to check their answers.

Differentiation:

Stronger or higher level learners can look at the Useful Language box (page 7 of the Learner Worksheets) to see if there are any other phrases that could be used in each sentence. Alternatively, they could rewrite 1 or 2 of the sentences using other phrases from the Useful Language box.

Task 5: the Six Book Challenge diary (10 mins)

- Give out the Six Book Challenge diaries and ask those who are going to take part in the Six Book Challenge to fill in a Registration Form for you to keep for your records. You could also invite those who have access to computers to complete the pre-Challenge survey available at <http://readingagency.org.uk/adults/impact/research/six-book-challenge-evaluation.html>
- Ask learners to look at **Task 5** (page 8 of the Learner Worksheet) and answer the questions in pairs.
- Check the answers as a whole group.

Task 6: the Six Book Challenge website (20 mins)
Tip:

This task can be done for homework if you don't have enough computers in class for learners to use, or if you feel this would be more appropriate for your learners.

- Explain to learners that they are going to create a profile on the Six Book Challenge website
- Conduct a brief whole class discussion of the benefits of creating a profile on the website. Refer learners back to their answers in Task 1 to help them with ideas: add suggested books, write reviews and chat.
- If learners are creating their profiles **in class**, tell them to look at **Task 6** (page 8 of the Learner Worksheet) and click on the link to the Six Book Challenge website. Monitor and support them as required. <http://www.readingagency.org.uk/sixbookchallenge>
- If learners are creating their profiles **at home**, demonstrate and discuss how to create a profile and answer any questions they have.

Differentiation:

Stronger or higher-level learners can do the extra activity on page 8 where they practise writing and posting a review. Tell them to work in pairs to follow the instructions and try writing a short review of something they have read recently. This could be something that they have recently read in class. Don't force learners to post their reviews to the website if they are unwilling to do so.

Cooler (15 mins)

- Refer learners back to the word cloud on page 1 of the learner worksheets. Ask them to work in pairs or small groups to make their own word cloud with some of the words and ideas from the lesson.
- If you have computers in class, tell them to go to the Wordle website to make their word clouds. www.wordle.net
- If you don't have computers in class, learners could make their word clouds on A3 paper, using coloured pens if possible.
- Encourage learners to share their word clouds with other groups and explain the significance of the words and phrases in them.

Extension activities / Homework

- Learners will start reading their books for homework in preparation for discussing them in class and writing their first review in their diaries and/or on the Six Book Challenge website.
- Work with the class to negotiate a date by which they will have read and reviewed their books and are ready to share their thoughts about the books with their classmates.
- Ensure that all learners take home their reading books and their Six Book Challenge diaries.

Differentiation:

If some learners are not be able to finish their books by the deadline, negotiate with them how much of the book they will have read by that time (e.g. 4 chapters; half the book)

After the lesson:

- It can be difficult to keep momentum going with on-going reading activities like this but it should help if learners feel they are part of a scheme such as the Six Book Challenge that is run by hundreds of colleges and learning centres and that there are prizes on offer at a local and national level.
- Ensure that you are regularly monitoring what learners are reading and how much progress they have made on the Six Book Challenge. To do this, you can use the Participation Record template provided by The Reading Agency: <http://readingagency.org.uk/adults/practitioners-guides/six-book-challenge.html>
- Check their diaries to ensure they are being filled in. Check and comment on or correct their reviews to give them a reason for writing them.
- You could create a noticeboard for the Six Book Challenge with recommendations for books and pictures of book covers. Reviews from their diaries could be photocopied and put on the noticeboard for other learners to read.
- Continue to build the Six Book Challenge into subsequent lessons, either by doing language work or by organising activities where learners can share what they have read and recommend books to each other.
- Section 5 of this link gives advice on how to keep up the momentum: <http://readingagency.org.uk/adults/tips/top-tips-for-colleges-running-the-six-book-challenge.html>
- Plan an event to give Six Book Challenge certificates to those who complete their six reading choices. There are also downloadable participation certificates available from The Reading Agency for those who have achieved a lot by completing less than six. Finally, make sure that your organisation sends data to The Reading Agency using the appropriate survey form at <http://readingagency.org.uk/adults/impact/research/six-book-challenge-evaluation.html>
- You might want to collect your own impact data from learners' reading diaries but you could also encourage those who have access to computers to complete the post-Challenge survey available at <http://readingagency.org.uk/adults/impact/research/six-book-challenge-evaluation.html>

Answer key**Warmer:** Suggested answers

Study: coursebooks, dictionaries, workbooks, reference books, websites

Work: articles, reviews, instructions, letters, emails, reference books

Pleasure: books, magazines, newspapers, websites (e.g. social networking, news & gossip sites)

Information: timetables, brochures, leaflets, signs, emails & letters

Task 1:

- A.
1. Newspapers, poems, plays, websites, books and more
 2. 6
 3. Your local library, college or workplace
 4. Share reviews and find new things to read
- B.
1. 344 (this may change)
 2. Any three of the following: true lives; history; fiction; factual; health, family & lifestyle; sport & leisure; crime & thriller; graphic novels; horror; humour; poetry & plays; romance; sci fi; short stories.
 3. Any three of the following: I'm starting out; I want something very short; I need lots of practice; I'm getting more confident; I'll give anything a try.
- C.
1. All answers are possible, depending on which comments learners read.

Task 2:

Answer key for part A:

1-b; 2-a; 3-d; 4-f; 5-c; 6-e

Suggested answers for part B:

Comics, historical, adventure, children's books, travel guides, fairy stories

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Task 3:

2. Positive

3. The novel has an unexpected ending/ I liked the book because it was very exciting and it had a shocking ending / I couldn't stop reading it. / The book is very well written and uses a lot of dramatic language to interest the reader. / I would recommend this book to anybody.

Answers to Resource B:

A: learners check answers with the review on page 4.

B: c, e, d, g, a, b, f

Task 4:
Answers to part A:

1-e; 2-d; 3-b; 4-a; 5-c

Answers to part B:

1. fascinating

2. hilarious

3. dull

4. moving

5. thrilling

6. terrifying

7. fantastic

Answers to part C:

1. It is written by Emily Barr.

2. The story takes place in London and Paris in two different time periods – the present and one year ago.

3. The main characters are a young woman called Sophie, her partner Rob and their baby son.

4. The novel has an unexpected ending when Sophie learns the truth about her trip to Paris and her relationship with Rob.

5. I liked the book because it was very exciting and it had a shocking ending.

6. I would recommend this book to anybody who enjoys reading thrillers and mystery stories.

Task 5:

1. a certificate

2. 5 – excellent

3. Write longer reviews, to record new vocabulary, to write new books to read

Task 6:

Suggested answers: they can add suggested books, write reviews and chat