

Vedlegg 1 med eksempler på undervisningsopplegg:

2.2.4 *Integrating Reading Education with Other Subjects*

Background knowledge is a crucial part of reading comprehension (see Chapter 1), so knowledge building is essential. The more knowledge students have about the world around them, the more they can rely on that while reading texts with new information. One way to build knowledge is to read all kinds of informative texts in other school subjects, such as geography, history, or (life) science. By reading texts from other school subjects, students not only acquire new knowledge, they also learn new subject-specific words. In addition, students learn to apply the reading skills they have learned before in new informative texts. Also, the integration of reading with other subjects often ensures that students become more engaged and motivated readers. In Textbox 2.4 the integration of reading education with other subjects is illustrated by an example lesson.

Textbox 2.4: An example of integrating reading comprehension and health science

Mrs. Smith's grade 6 students are learning about the circulatory system in health science. To arouse the curiosity of the children, Mrs. Smith brought a blood pressure monitor and measures her own blood pressure: 130 over 74. This immediately raises questions among the students: What does that mean? What is blood pressure anyway? A conversation about the blood in your body starts. The students speak all about their experiences with bloody wounds and what they know about blood. The teacher also talks about her experiences and explicitly addresses and explains a number of possibly unknown words (such as blood vessels) that also appear in the text they are about to read. The prior knowledge has been activated.

The students are motivated to learn more about the blood circulatory system. Mrs. Smith introduces the informative text from the health sciences textbook. The teacher and the students look at the headings and the pictures together and predict what the text will be about. The reading purpose is clear to all students;

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Textbox 2.4: An example of integrating reading comprehension and health science
(Contd.)

after reading the text, they know how blood travels through the body and what the functions of the heart and lungs are.

Students read the text aloud in pairs. One reads, the other asks a question about the part that is read. To help them with that, the teacher created cards with introductions, for example: What I'm wondering about this piece of text is? ... or how come? The two students answer the question, which creates interaction between the students on the content of the text. The questions they cannot answer are written down to discuss with the teacher and other classmates later on. Students are used to reading in pairs like this; it is the same as in the reading lessons.

Once all students have read the text, Mrs. Smith suggests they draw a picture of the circulatory system to make sure they remember the information. She draws a human body on a large sheet of paper, and together they read the text again. While reading and thinking aloud, the teacher writes down the correct information in the drawing. With arrows, she indicates the direction of the blood. She draws lungs and adds: "Oxygen is absorbed into the blood through the alveoli." During the lesson, she increasingly leaves it to the students as to which information should be added to a particular part of the drawing. The teacher checks whether everyone agrees. Is this information complete? How can we describe it better? What does the text say about that? When they are finished, the drawing will be hung up in the classroom. In the next health science lesson, the teacher first takes the drawing out to review this newly acquired knowledge.



Reading can also very naturally be integrated with writing. Instruction in reading comprehension can have a positive effect on the quality of students' writing. Instruction in writing also leads to better reading comprehension. Students draw on similar knowledge representations and cognitive processes when they read and write (Graham & Hebert, 2010; Graham et al., 2018). Activities that integrate the two language skills can be: writing about the continuation of the story by using your imagination, writing summaries, writing notes, and answering or generating questions about a text in writing.

Eksempler på visuelle modeller for organisering av informasjon:

SETTING	CHARACTERS	
In the woods and on the beach	Main character: Spider-Anansi	
	Other characters: The elephant and the whale	
BEGINNING	MIDDLE	END
Anansi challenges the elephant and whale to a tug of war	The tug of war starts, and the whale and elephant are pulling against each other and not against Anansi. The rope breaks and Anansi pretends to have won.	The elephant finds out that Anansi was not pulling the rope, but the whale. He gets very angry. Anansi flees and hides in people's houses.
Details	Details	Details
Anansi argues with the elephant and the whale	Anansi gives one end of the rope to the elephant in the forest and the other end to the whale in the sea.	A monkey has seen the tug of war from the treetops and tells the elephant what really happened.
The tug of war is tomorrow at 10am		

Fig. 2.5 An example of a story map

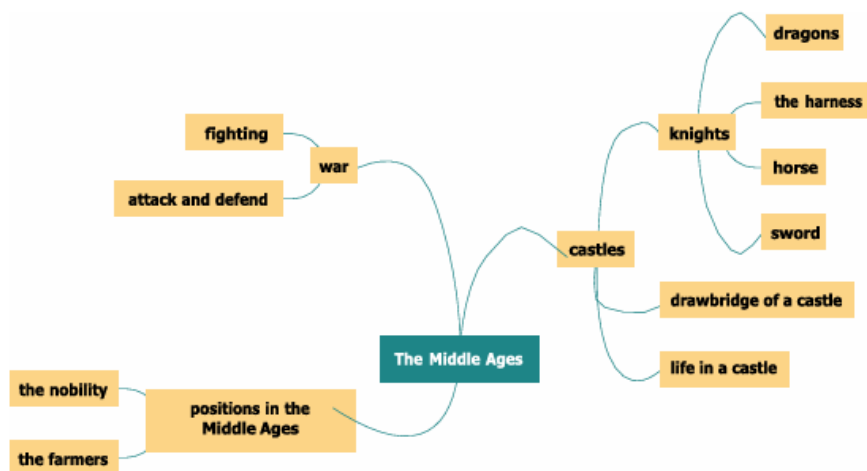


Fig. 2.1 An example of a mind map

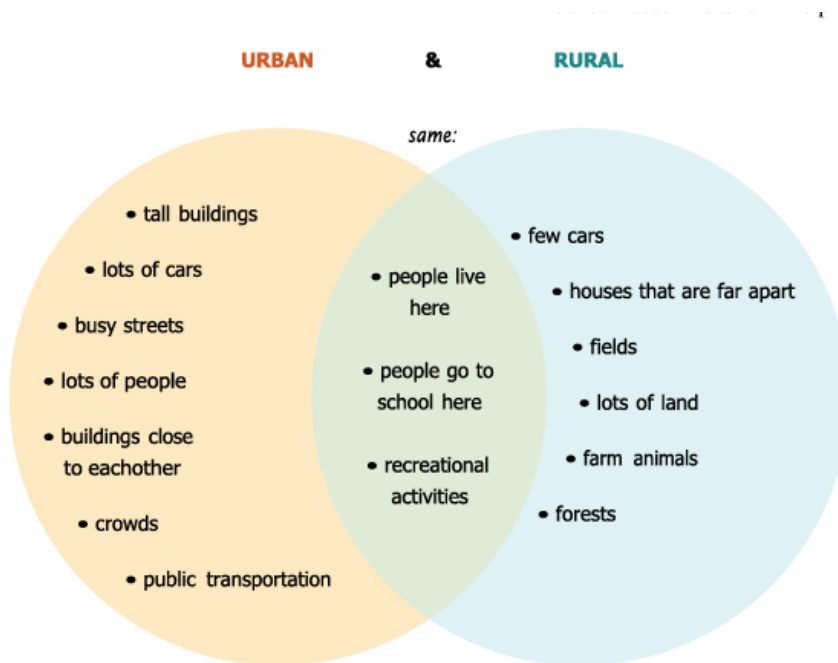


Fig. 2.3 An example of a Venn diagram (Note This is an adapted version of the figure presented in <https://nl.pinterest.com/pin/map-skills-location-social-studies-unit--431853051760868451/>)

	Is a pet	Can fly	Likes to swim	Has claws	Has hairs	Eats other animals
Lion				x	x	x
Cat	x			x	x	x
Goldfish	x		x			
Eagle		x		x		x

Fig. 2.2 An example of a table

Hentet fra: [Putting PIRLS to Use in Classrooms Across the Globe: Evidence-Based Contributions for Teaching Reading Comprehension in a Multilingual Context | Springer Nature Link](#)

Og noen norske nettsider med tips:

[To-kolonne-notat - Læringsstrategier](#)

[Læringsstrategier – Ein oversikt over nokre vanlege læringsstrategiar](#)

[tenkekart.pdf](#))

Eksempel på leseroller og samarbeidslæring hentet fra Bookbites:

[BM-leseroller-samlet.pdf](#)

Eksempel på samarbeidslæring og leseroller hentet fra Putting Pirls to use in classrooms:

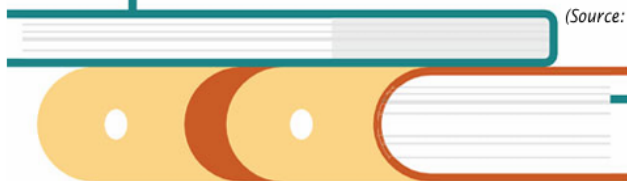
Textbox 2.2: A cooperative reading activity with role cards

Each group of students reads a text, and together they work on a reading task. Each group member has a specific role to clarify his or her responsibility in the group, for example:

- **Questioner** — asks questions about a part of the text a teammate has read
- **Illustrator** — draws images to represent the team's thinking about the text
- **Word builder** — ensures that all difficult words are understood and writes them down
- **Summarizer** — writes notes and summarizes the team's thinking about the text to the class

The teacher models each role and distributes role cards to each group, prior to the cooperative reading activity. Cards can be supplemented with conversation starters, tips, or graphic organizers. Teachers support students in their roles during the reading assignment.

(Source: Kagan & Kagan, 2009)



Modellering av lesestrategier med høyttenkning og lesestopp

Eksempel hvor lærer modellerer gjennom høytlesning hvordan han selv tenker når han leser. Lesestopp underveis og elevene tas med i prosessen.

[Rick's Reading Workshop Mini Lesson - Bing video](#)

Les mer:

Kunnskapsoppsummering om lesestrategier:

[2019-brevik-tengberg---ekstrom-\(2019\)-bs-0119.pdf](#)

[Putting PIRLS to Use in Classrooms Across the Globe: Evidence-Based Contributions for Teaching Reading Comprehension in a Multilingual Context | Springer Nature Link](#)

[\(PDF\) Leseopplæring i norskfagets begynneropplæring med fokus på fagspesifikk lesekompetanse](#)

Nysgjerrigper undervisningsopplegg: [Temasider](#)

Bøker:

- **Leseforståelse: lesing i kunnskapssamfunnet - teori og praksis** av Ivar Bråten
- **Leseforståelse i skolen** *Utfordringer og muligheter* av Vibeke Grøver og Ivar Bråten (red.), 2021
- **Gode lesestrategier** av Øistein Anmarkrud, Vigdis Refsahl, 2019