

# **LIGHT READING**

Bryce Hedstrom

NTPRS 2012, Las Vegas, NV

[Brycehedstrom.com](http://Brycehedstrom.com)

## *Good Reading Quote:*

“Compulsory physical exercise does no harm to the body, but compulsory learning never sticks in the mind.”

—Plato

## *Good Reading Quote:*

**“Perhaps the most powerful way of encouraging children to read is to expose them to light reading, a kind of reading that schools pretend does not exist, a kind of reading that many children, for economic or ideological reasons, are deprived of. I suspect that light reading is the way nearly all of us learned to read.”**

Stephen Krashen, *The Power of Reading*, p. 92.

# Two Kinds of Reading

(From *Readicide: How Schools Are Killing Reading and what You Can Do About It*)

- Academic Reading
- Light Reading



# Types of Comprehension Checking

*Free Voluntary Reading*, Stephen Krashen

- 1. Nothing required**
- 2. Required writing**
- 3. Summary writing**
- 4. High level comprehension questions**
- 5. Low level comprehension questions**

# Types of Comprehension Checking

*Free Voluntary Reading*, Stephen Krashen

## **1. Nothing required:**

**discussion and writing about what is read is optional.**

# Types of Comprehension Checking

*Free Voluntary Reading*, Stephen Krashen

## **2. Required writing:**

**Explain how the reading is relevant to the reader**



# Types of Comprehension Checking

*Free Voluntary Reading*, Stephen Krashen

## **3. Summary writing**

**(Self-explanatory)**

# Types of Comprehension Checking

*Free Voluntary Reading*, Stephen Krashen

## **4. High level comprehension questions:**

**Give the gist**

# Types of Comprehension Checking

*Free Voluntary Reading*, Stephen Krashen

## **5. Low level comprehension questions:**

**Give details**

# Types of Comprehension Checking

*Which ones tend to interfere the most with flow and comprehension?*

*Which ones tend to turn play into work?*

- 1. Nothing required**
- 2. Required writing**
- 3. Summary writing**
- 4. High level comprehension questions**
- 5. Low level comprehension questions**

# The Program

Students read one novel in Spanish outside of class each month.

Requirements:

Assessment:

# The Program

Students read one novel in Spanish outside of class each month.

Requirements: Comprehensible & Interesting

Assessment: Light Reading Book Report

# **Why Read Like This?**

## **(Self-Selected Reading)**

**“Language development happens in small steps beneath the level of awareness and occurs when the reader’s attention is directed not at the language but at a message that the reader thinks is very interesting.”**

*Free Voluntary Reading*, Stephen Krashen, p. 85

# Hey, that book is too easy!

A student self-selects a book for free reading that seems to be below their course level. If our teaching is based on the comprehension hypothesis, how might we react?



# Hey, that book is too easy!

Possible reactions based on the comprehension hypothesis:

- 1) **None of us reads at “our level” all of the time** when we read for pleasure.
- 2) **They can get something out of it** no matter how “easy” the level.
- 3) **It is SUPPOSED to be easy!**

# Why Novels?

**Readers learn more vocabulary from novels.**

**Reading novels is easier and more fun for most students.**

**The life lessons in novels are easier to see than those in non-fiction texts.**

**Students can develop more empathy with novels.**

**Reading fiction makes you smarter.** “Those who read more fiction know more about a variety of subjects.”

( <http://www.schoolsmatter.info/2012/05/those-who-read-more-fiction-know-more.html> )

**So what do they choose,  
when given free reign?**

# **LIGHT READING NOVEL CHOICES, SPANISH 3, SPRING 2012**

Vida o muerte en la marasalvatruchas	Julie B Jones es una peluquera
Las tres de la madrugada	Julie B Jones y su gran bocata
Piratas	Julie B Jones y el negocio del mono
Rebeldes de Tejas	Julie B Jones jefa de cocina
La ciudad de los dioses	Noches misteriosas en Granada
Me llamo María Isabel	¿Dónde está Eduardo?
Esperanza	Mi propio auto
El nuevo Houdini	Viva el toro
Problemas en paraíso	Harry Potter y la piedra filosofal
Horas de Sol	Harry Potter y la cámara de los secretos
Sueños de la isla	Hoyos
¿Quién se ha llevado mi queso?	Marcelino Pan y Vino
Los Baker van a Perú	La chica del tren
La verdad	Pobre Ana bailó tango
Viajes Fantásticos	A toda velocidad
Escalofríos: Bienvenidos a la casa de la muerte	

# **LIGHT READING NOVEL CHOICES, SPANISH 3, SPRING 2012**

Vida o muerte en la marasalvatruchas

Las tres de la madrugada

Piratas

Rebeldes de Tejas

La ciudad de los dioses

Me llamo María Isabel

Esperanza

El nuevo Houdini

Problemas en paraíso

Horas de Sol

Sueños de la isla

¿Quién se ha llevado mi queso?

Los Baker van a Perú

La verdad

Viajes Fantásticos

Escalofríos: Bienvenidos a la casa de la muerte

Julie B Jones es una peluquera

Julie B Jones y su gran bocata

Julie B Jones y el negocio del mono

Julie B Jones jefa de cocina

Noches misteriosas en Granada

¿Dónde está Eduardo?

Mi propio auto

Viva el toro

Harry Potter y la piedra filosofal

Harry Potter y la cámara de los secretos

Hoyos

Marcelino Pan y Vino

La chica del tren

Pobre Ana bailó tango

A toda velocidad

# The Backlash:

## Objections to Free Reading

- *“I need to have things spelled out like teacher X does, not just read.”*
- *“I learn better with conjugation charts and vocabulary lists that I can just memorize.”*
- *“I can’t understand anything that I read in Spanish on my own.”*
- *“I don’t like ANY of the books you have in your classroom, señor.”*

**OBJECTION #1: “I need to have things spelled out like teacher X does, not just read all the time.”**

“We aren’t only reading in this class, and you know that. Yes, this Light Reading assignment is a part of the class, but you know that we do a lot of talking and listening in here too. And when we do Academic Reading we take our time; we help you, we talk about it and we relate it to both our lives and the world at large. You are doing easy reading for the enjoyment of a good story for this assignment.”

## *Good Reading Quote:*

**“The only significant predictor of the ability to use the subjunctive was the amount of free voluntary reading done in Spanish; the amount of formal study of Spanish, the amount of formal study specifically aimed at the subjunctive, and how long subjects had lived in a Spanish-speaking country were not significant predictors of subjunctive competence.”**

—Stephen Krashen, *The Power of Reading*



**OBJECTION #2: “I learn better with conjugation charts and vocabulary lists that I can just memorize.”**

“We don’t do that here because those things mainly just help students to pass grammar and vocabulary tests. Our goal is a bit different. We want you to be able to speak and understand the language and that happens by listening and reading in Spanish”

## *Good Reading Quote:*

**“Less frequent words... may best be learned by reading extensively, because there is just not enough time to learn them all through conscious study.”**

—Norbert Schmitt, *Vocabulary in Language Teaching*

## *Good Reading Quote:*

**“Picking up word meanings by reading is 10 times faster than intensive vocabulary instruction.”**

—Stephen Krashen

**OBJECTION #3: *"I can't understand anything that I read in Spanish on my own."***

"I bet you are choosing materials that are above your light reading level right now.

This is Light Reading. It is reading that you can do on your own and feel good about. It is not reading for content or memorization. It is reading for pleasure, and that kind of reading is different. You have to pick something that you can read and that you like. Don't sweat the level because you can pick up language from almost any level of material as long as you actually read it with the intent to understand.

Let me help you find a book that will work for you."

## *Good Reading Quote:*

**“The best way to improve in a foreign language is to do a great deal of comprehensible, interesting reading. The case for self-selected reading for pleasure is overwhelming. “**

—Beniko Mason, *Extensive Reading in English as a Foreign Language*



**OBJECTION #4: “I don’t like ANY of the books you have in your classroom, señor.”**

”You are not limited to the books in our classroom. As I have pointed out often, the school library, our public library and the libraries in larger nearby towns are also good options. If you like, you can also borrow a book from a friend or buy a book at the big chain book store in the nearby shopping center. You can also buy used books online cheap at places like *amazon.com*.”

# Light Reading Book Reports

Short (one page) & focused (answer one):

- **Explain how a character in the novel changes.**
- **Describe how a relatively minor character has a big impact.**
- **Describe at least one *external* conflict and one *internal* conflict.**
- **Explain at least one important life lesson**
- **Explain the reasons you have for rating the novel**
- **Explain why you think the ending of the novel was or was not effective.**
- **Explain what might have happened if the story had continued for one more chapter.**