

# CLASSROOM LIBRARY ACTIVITIES

(For classes 1-5)

S. No.	Activity	Description
1	<b>Mystery Bag</b>	Uses paper bags to conceal book covers. Students get a 'mystery' book that they can't look at before checking it out. After reading it they report back to the Teacher on how they liked the book. Kids will love the anticipation of getting something unknown to read.
2	<b>Alphabet World</b>	The children move their fingers across semolina/salt in a tray to trace the letters which helps them to understand the formation of the letters. The children may be encouraged to make the letters with the help of play dough.
3	<b>Whisper a story</b>	One student passes a very short story along by whispering it to the next person. The last person in line announces it, and everyone can realize how the story changes along the way.
4	<b>Magic Spells</b>	The teacher can set the scene by acting and dressing up like a magician. Ask the learners to construct some creative charms and how they would like to use them to do good deeds by writing it down and then reading it to the classmates.
5	<b>Family stories</b>	Help the child weave stories about family members. Let them put these stories in a book and add old family photographs. Let the child write and then read to the classmates stories about what happened on special days, such as holidays, birthdays, and family vacations.
6	<b>Popcorn Stories</b>	Popcorn stories are little stories that one tells using whatever pops into his/her mind. If the story stalls while you are playing, try transitions and connectors to keep it afloat (And so...,because..., next..., etc)
7	<b>Story weaving</b>	Weave a story. Thread of the story may be given or only the first line. Students in groups can complete the story. The completed story will be presented at the end.
8	<b>Fruits and Flowers</b>	Assign students the task to create list of the flowers or fruits Ask students to pick on flower/fruit from the list Students then read about the assigned flower/fruit and read it to the class next day The game 'name, animal, thing, flower, fruit' can be played, where the teams have to come out with these words that start with the given letter. Example – Mansi, Monkey, Machine, Marigold, Mango.
9	<b>Versioning a story</b>	Working on a story and changing its content, climax and create a new version.
10	<b>Poetry in motion</b>	Students are asked to read poems by poets of their own choice/ recommended by the teacher. As a follow up activity they can enact the poem with the help of teachers .
11	<b>Shared Reading</b>	Shared reading is important for early literacy and most effective for Grade 1 and Grade 2 children. Teachers have to read books to children while simultaneously bringing their attention to the text and pictures of a book, the children tend to match the spoken words with the written word and slowly try to read the book. Through this process children learn how teachers read the books from left to right with expressions.

12	<b>Draw a scene</b>	Think of an important scene and draw it the way you see it. Place the characters in the scene too and then figure out where you were in relation to the characters when you read the book.
13	<b>Read Aloud</b>	Let students read aloud a story or some paragraphs from a book when others listen. Ask simple but interesting questions based on the presentation.
14	<b>Retell the tale</b>	Summarizing the Story: Children are encouraged to read and then summarize the story in about 5 sentences. Such an activity helps them to think about the story from its beginning to its end. It also helps them in understanding and differentiating between the important and not-so-important elements of the story.
15	<b>Reading story in own language (Kahani Padho Apni Bhasa Main)</b>	Every year 21st February is celebrated as International Mother Tongue Day. The teacher will select any book in any language (including regional/mother tongue) and then ask the students to write a book review.
16	<b>Favourite Book Vote</b>	Students vote for their favourite book.
17	<b>Present a Book Review</b>	Students will present their short book reviews from their library notebooks/ reading journal. Let others ask questions based on it.
18	<b>Inspirations from our Leaders</b>	Assign students to search for a book or an essay on Mahatma Gandhi, Sardar Vallabhai Patel, Subhash Chandra Bose, etc. As a follow up activity, ask students to do an act of kindness and make a note of this.
19	<b>Book Talk</b>	Start a discussion on a book / series of books with a group of students. Exchange views and comments. The talk will be about, (i) The title of the book (part/series) (ii) author (other books) (iii) illustrator (iv) kind of book/story (adventure, mystery, fantasy, etc) (v) a brief outline of the story (not a narration) (vi) style of writing (descriptive, conversational, first person, etc)(vii) main characters, if any (viii)reading out one or two excerpts (ix) suggested readership level and interest (x) personal response and why (xi) what made them borrow the book. Did anyone suggest it?, (xii) any other interesting features they noticed.
20	<b>Vote your Favourite character</b>	Have a vote for your favourite character. Give small pieces of papers to all and tell them to write the name of their favourite character. Declare the winner.
21	<b>Book talk videos</b>	Screening of book talk videos in the classroom. YouTube is a good source.
22	<b>Title Tree</b>	Children can be encouraged to think of alternate titles of any particular story, after reading the plot and characters. This can be done through discussion while the teacher draws the title tree on the board.
23	<b>Circle Time</b>	The students sit in a circle and the teacher initiates the story by giving them the opening sentence and setting the scene. Each student takes the story further by adding a sentence and speaks to whole class.
24	<b>Story Time (Story telling &amp; Story reading)</b>	Story time isn't just for little kids, although it's an excellent way to engage young students and introduce them to the pleasures of reading. For older students who can already read, consider making story time an "open mic" event. Have story hour once a month and have students sign up for five- or 10-minute slots in which they can tell or read an original story to younger students. For older students, read out a continuing story or a novel each week.

25	<b>Spooky Story time</b>	Halloween themed/scary/ghost stories, songs, dancing and a craft. Be sure to wear a costume!
26	<b>Who am I?</b>	Character Mapping: Children can be encouraged to identify the main characters of the story and their attributes and read it to the whole class.
27	<b>Book Auction</b>	One set of children extols the virtues of the book they have read and enjoyed, to a younger group or to a set of their own class. They do this in the style of an auctioneer. No money transaction involved.
28	<b>Dress &amp; Tell</b>	The students dress up as their favourite writer/ poet and read a story/poem of that character to the class. This will encourage others to read about the same.
29	<b>Book Bag</b>	Two or three books in a bag are sent to home for reading weekly/monthly. A letter that goes out with the first book bag that explains why the teacher is sending home the bags and how the parents can send their comments.
30	<b>Storytime with Grandma and Grandpa</b>	Invite grandparents to the class and let the children listen to them telling stories or experiences.
31	<b>Nani Dadi ki Kahaniyaan</b>	Nothing feels better than a tale told by our grandparents. The teacher asks the learners to narrate/ write a tale told to them by their grandparents and what they learnt from it. Each student then read it to the class.
32	<b>Letter to your favourite author</b>	Let students write short letters to their favourite authors. Best letters may be selected and sent to the author if appropriate. Many authors like to reply to children.
33	<b>Judge a Book by its Cover</b>	As a part of the Book Week or Literary Day celebration, the teacher can ask the learners to design a book cover for their favourite book. Students have to read the book first to design the cover relevant to the content.
34	<b>Illustrations from story books</b>	Students will make illustrations for a selected story.
35	<b>Reading story in own language</b>	Every year 21st February is celebrated as International Mother Tongue Day. The teacher will select any book in any language (including regional/mother tongue) and then ask the students to write a book review.
36	<b>If I Were</b>	The teacher asks the students to select a profession from the given array (sailor/ soldier/ scientist, etc). They are then asked to read a story about a prominent personality from that profession and talk about it in class as to how they made the world a better place.
37	<b>Words are my claim to fame</b>	Creating a newspaper of the week - Children can write about the stories they have read in the last week or month, in a way that it becomes a class newspaper.
38	<b>Reading Passport</b>	Record the details of books read and those were published from different countries (translations/folk tales, etc) in a small notepad.
39	<b>Fairy-Tale Hours</b>	Teachers or senior students will read fairy tales to children.
40	<b>Paint a story</b>	Read and paint a story using imagination.
41	<b>Quiz Time</b>	Questions may be prepared on books, authors, events, etc. Oral, written or visual rounds may be conducted.
42	<b>Book talks by other pupils</b>	Senior students are invited to the class to give book talks.

43	<b>News and Views</b>	This activity helps students to understand and analyse a news story from different viewpoints. Same news item covered by different newspapers will be read aloud and discussed.
44	<b>Let's cook up something</b>	The teacher/parent can conduct some simple cooking without fire activities in class and ask the learners to create a recipe book for their respective classes. Students can read their recipe book to the class on the following day.
45	<b>Headline Grabber</b>	Headlines from the newspaper will be collected and studied for their grammar, presentation and viewpoints.
46	<b>Read with friends, read for fun</b>	Each student is asked to pick any short story that he has already read earlier and likes a lot. He/ she is asked to read this story to another student from a junior class/ younger sibling. This can be done under supervision of teachers or parents. The senior student who is the reader is asked to modulate his voice and read with expression to make the story interesting.
47	<b>Words of the Day</b>	Students will find difficult/new words from the newspaper. The meaning of the words will be written from the dictionary/thesaurus.
48	<b>Characters check</b>	The class is assigned the same short story to read This is followed by a mock press interview where students take the role of the key characters and the others are assigned the role of the press. The press can ask questions to the characters. This interaction needs to be moderated by the teacher.
49	<b>Read and write</b>	Through this activity, students learn to read and also create stories on a given topic. The teacher may assign all students a story that is to be read. The teacher picks up any 5-8 objects from the story (for example- the story has reference of items like bicycle, rose, tress, leaves, animals etc. these may be picked) Students are asked to create a new story using the objects that the teacher has assigned The stories of students are heard in class as a follow up
50	<b>Word Jar</b>	Students write words from the book in a paper strip and placed in a jar. Then pull out a word and talk about it. Let them guess the meaning. Use a dictionary to verify.
51	<b>Journal Talk</b>	Like book talk, a journal/periodical in the library can be read and reviewed. Tell the students to collect information from 5-10 journals (name, publisher, place, theme, cost, frequency, language, style of writing, readership) and present it.
52	<b>Find the Meaning</b>	Pocket dictionaries to find the meaning of given words quickly.
52	<b>Hunting the papers</b>	Assign students the task to locate/ hunt a list of items in the newspaper This can be a common word that is a part of the headline or a comic strip or even the name of the city/ town The students can save this newspaper article and write a brief summary of this.
53	<b>Go places</b>	Groups of students are given with atlases. Ask them to select any place in the world they have heard about and would like to visit. They can be taught to go to the index, locate page number and coordinates. Let them use their left hand for 'latitude' and right hand for 'longitude' and make the fingers meet when they find the place. Supplement the activity with wall maps and globes.
54	<b>Library Book Parade</b>	Good books from a classroom library are displayed for some days outside the classroom to be seen and read by other students.

55	<b>A Train journey in the school library</b>	Students are asked to make a train with one behind the other, the librarian/teacher becomes the engine. The train stops at all major landmarks within the library. Various sections inside the library like Newspaper, Magazine, Biographies, Fiction, Non Fiction, Encyclopedia, General Books, Reference books, This way the students get an idea what is in store for them.
56	<b>Design a Book Jacket</b>	Competition to design a jacket/dust cover for a selected book is conducted.
57	<b>Design a Bookmark</b>	Competition to design bookmarks based on a selected theme is conducted. Best bookmarks shall be awarded.
58	<b>Surprise/On-the-Road Quiz</b>	Surprise quiz questions will appear any time on the notice board during celebrations and the students who could answer the questions will be rewarded with library points and/or books.
59	<b>Design a Poster</b>	Poster designing based on themes/topics selected from books
60	<b>Interview a Reader</b>	A good reader will be on the 'hot seat'. Let others ask questions on anything related to his/her reading.
61	<b>Sight word Games</b>	Sight words are high-frequency words common in most text, words like the, and, they, or she. Knowing these words at a glance makes reading easier. Easy games may be devised.
62	<b>Photo stories</b>	Collect and arrange photos in a sequence to create a story.
63	<b>Book Title Challenge</b>	Book Title Challenge makes use of rebus puzzles which depict the title of popular books. The challenges help the students not only to "think-out-of-the-box" but also make them aware of the most popular books and their writers. The challenge also creates interest among the students to read the books that appear in the challenges.
64	<b>Digistories</b>	A digistory is a short video that is composed of photographs, text, music, sound and possibly some video clips. Topic varies like Biography, video diary, fact, fiction, advert, educational video, holiday presentation etc. Can be used in almost all subjects and made using a tablet/mobile.
65	<b>Book Tasting</b>	The covers of the books have been masked so that pupils do not know which book they will be tasting. The selected books are examined in groups of 4–5 pupils. Each group has the same books. The idea is that pupils read each book for two minutes and give a short presentation at the end.
66	<b>Word cards</b>	Look through your book. Choose four words that you do not know. Write one word on each card. Write a sentence using each word. Cut out the cards. Write your name on the back of the cards. Share your words with a partner.
67	<b>Picture Mural</b>	In the middle of the Picture Mural sheet, write the topic of your book. Look through magazines for pictures that relate to the topic of your book. Cut out four pictures that relate to the topic. (If you can't find pictures in a magazine, draw four pictures instead.) Glue one picture in each box. On the line, write a label for each picture.
68	<b>Create a New Page</b>	Think of an idea for a new page that you could add to your book. Draw a picture of the new page. Write a few sentences about what is happening in the picture. Try to write in the style of the author.
69	<b>Story Sequence</b>	On one index card, write the title and author. Choose four key events from your book. On each of the remaining index cards, draw a picture of

		one event. Write a label for each picture. Arrange the cards in the order the events happened. (Put the title card at the top and the first event card directly below it). Glue or tape the index cards onto the paper strip. Use the story sequence cards to help retell the story to another student.
70	<b>Opposites</b>	Look in your book for four words that are opposites (Examples: up and down, large and small). Write each word in a box. Draw a picture to show what each word means. Share your opposites with another student.
71	<b>Likes/Dislikes</b>	Write two things about (in)the book that you like. Draw a picture of each. Write two things in your book that you dislike. Draw a picture of each. Share your sheet with another student.
72	<b>Advertise-a-Book Poster</b>	Think about what pictures and words you could put on a poster to advertise your book. Draw a sketch of your poster on scrap paper. (Make sure not to tell the ending of the book.) Include the following on your poster: book title, author, a sentence or two that would make others want to read the Book, three pictures that show interesting parts of the book. Draw your poster on construction paper. Share your poster with another student. Ask the student what parts of the poster make the book seem interesting.
73	<b>Book Trailers</b>	Screening/making of book trailers (like film trailers). Book trailers made by publishers, libraries and pupils are available on the web for many books.
74	<b>G. K. Hunt</b>	Students will find prospective General Knowledge bits from the newspaper of the day. They shall be divided into groups and each group will scan one newspaper.
75	<b>Reader Badges</b>	Big Reader, Master Reader, Super Reader, Mega Reader, Hyper Reader, Top Reader (based on the number of books read)
76	<b>Cell Phone for your Book Character</b>	Create a cell phone for that person (character) with information about their contacts, text message conversations, missed calls, and applications.
77	<b>Story Questions</b>	Think of three questions about your book. Write one question on each of the index cards. On the other side of the index cards, write the answers. Write your initials in the corner of each card. Share your questions with another student who has read the same book. Ask the student to answer the questions.
78	<b>Bend The End</b>	The teacher reads a story selected according to the theme of the month (it needs to have a moral or ethical significance) and asks the learners to change the ending. As the leading protagonist, how would they have acted in the given situation.
79	<b>New Ending</b>	Think of a different ending for your book and write it down. Draw a picture to illustrate your ending. Share your ending with another student who has read the same book.
80	<b>Scrapbook</b>	Think about all the kinds of mementos you would put in a scrapbook if you had one. Then create a scrapbook for your character, cutting out pictures from magazines or drawing the mementos he or she would have in a scrapbook.
81	<b>Set The Scene</b>	The teacher divides the class into groups of 4 or 5. He/ she presents them with a setting (describes any setting, for example: old fort/ desert/ playground) and describes characters from the setting such as king/

		queen/ dragon/ farmer/ camel/ magician/ children. Then the teacher asks them to construct a short story which can be read aloud by one of the group members.
82	<b>Create a childhood for a character</b>	If your main character is an adult, try to figure out what he or she would have been like as a child. Write the story of his or her childhood in such a way that shows why he or she is the way he or she is in the novel.
83	<b>E-mail directory</b>	Create the e-mail directory of all the people you can imagine your character keeping in touch with on e-mail. Explain why you selected the people you did and what it shows about your character. Then construct several exchanges between your character and some of the people in your character's directory.
84	<b>Word collage</b>	Write the title of the book in the centre of a sheet of paper. Then look through magazines for words, phrases, and sentences that illustrate or tell something about your book. As you look, think in terms of the theme, setting, plot line, as well as characters. Work to get fifty such words, phrases, or sentences so the whole sheet of paper will be covered. The visual impact of the collage should tell a potential reader a lot about the book.
84	<b>Event Timeline</b>	Think about the important events that take place in your book. Write these events in the order they happen. Start at the top of the page. Along the left side of the page, write when these events happened. For example, what time of day or season was it? If you are not sure, label the left side beginning, middle, and ending. If you have space, add some small pictures to illustrate the events on the timeline.
86	<b>Book News</b>	Imagine that you are a news reporter. Write a short article about the exciting part of your book. In your article, answer these questions: Who? What? Where? When? & Why? Give your article a title.
87	<b>Folklore Fun</b>	The teacher can select an interesting folk tale from the rich heritage of the partner state under the 'Ek Bharat Shresht Bharat' program and read it in class and ask some students to enact it.
88	<b>Inspirations from our Leaders</b>	Assign students to search for a book or an essay on Mahatma Gandhi. As a follow up activity, ask students to do an act of kindness and make a note of this. Encourage the students to share this in the following week.
89	<b>Glad Book Sad Book</b>	Glad Book Sad Book teaches children how to treat library materials and reinforces how to properly care for books and how to behave in a library. Tape happy and sad faces to a cube the children will roll. Have the children take turns rolling the cube. If a student rolls a happy face, she should provide one example of a way to care for a library book or one way that a person should behave in the library. If the student rolls a sad face, he should give an example of a way to mistreat a library book or a way a person might behave poorly in a library. Create a game board with a finish line and advance each team's token with every example of happy or sad books they provide, or just play until the time allowed has elapsed or students are out of examples.
90	<b>Readers' Theatre</b>	This activity can help students become more excited about material in classic works of literature that are found in the library. Select several groups of students in a class to put on a presentation of a scene or two from a work of fiction. The presentation can be funny, serious or a mix of both. Try to encourage students who would not normally participate by

		making it a competition of some kind with a big prize. The students do not have to memorize lines, they simply can sit in their chairs and read the book, but they can use their voices to make the material fun and interesting. This can encourage those watching the presentation to read more after seeing the words come to life. Either way, more students read as a result of the activity.
91	<b>Literary Calendar</b>	The students can prepare a literary calendar by marking the birth dates of various writers/ poets and enlisting their works. From this list they can choose a book/ poem to read.
92	<b>Speak Up</b>	This activity needs to be conducted in pairs. One student is the author/ writer and the other is the fictional character created by the author. Both students in one pair need to read a book of character-author pairs. They ask each other 5 questions. For e.g. about Ruskin Bond, Swamy and RK Narayan etc. Local stories written by writers and their famous characters.
93	<b>Meri Kahani, Meri Zubani</b>	Each student takes up the role/ identity of a thing such as river, tree, wheat plant, etc. and creates its journey of life. The journey of life created by different students are heard in class as a follow up.
94	<b>Prop Up</b>	The teacher prepares a bag full of props (like crown, sword, pot, gloves, ring, wand, etc.) or a list of props for students at home. The children pick out (or in case of students from home, teachers randomly assign) a prop and students write how they would use the prop to do a good deed. Then each student reads their creation to the whole class.
95	<b>Book Buffet</b>	The activity gives students an opportunity to read genres that they never would have picked up by themselves. Place a different book on each desk in a classroom. Tell students that they will be reading the book for 5 to 8 minutes and then you will tell them to switch with someone else. These books should be of a great variety with many different types represented. At the end of the class, students should have switched 5 to 10 times. Ask them if there are any books they started that they would continue to read if they had the chance. If so, make sure those students get a copy of the books they enjoyed.
96	<b>Create a Bibliography</b>	Give a topic and let them search the library database and shelves.
97	<b>Preparing Article Index</b>	Tell them first how to index an article. Periodicals/journals/newspapers are given to students to find articles and index them.
98	<b>Reading to teddy (stuffed animals)</b>	When parents read to their children, it is a passive form of reading for the child. But when children read to their stuffed animals, it is a more spontaneous, self-directed form of reading, helping them develop into more active readers.
99	<b>Reader of the Week</b>	A student is selected as the Reader of the Week. His/Her photograph will be displayed on the Bulletin Board.
100	<b>Turn book reviews into videos</b>	Texts are written based on a familiar book and turned into a script. They are edited to make them suitable for recording. Tablets can be used to record and edit the videos.
101	<b>Publishing stories/poems/articles/ paintings in the local newspaper/magazine</b>	Selected creations by students may be sent to local newspapers and magazines for publishing.



102	<b>Non-fiction Book Projects</b>	Pupils create a nonfiction book that discusses the topics taught during the School year. Primary children can perform this activity if information cards are used.
103	<b>Virtual Author visits</b>	Pupils interview authors during a remote question hour or via Skype.
104	<b>Media Talks</b>	Pupils present interesting media content to other pupils and critically evaluate it. Some of the presentations are video recorded.
105	<b>Photo report/essay</b>	Photos on a topic are collected and pasted.
106	<b>Game to Story</b>	Games can be used to softly encourage children to illustrate, read, write and express themselves orally. Tell them to write a mini story using the game characters.
107	<b>Reading in pairs</b>	Reading with peers encourages and supports reluctant readers to become good readers.
108	<b>Photos or magazine pictures</b>	Find two or three photos or magazine pictures that would have special significance to your character. Mount them on a sheet of paper and write an explanation of why they would be important to your character.
109	<b>Wall Magazine</b>	Anything related to children's creativity can be displayed. Poems, stories, articles, reviews, illustrations, etc.
110	<b>Book Board</b>	Maintained by the children, with their own book reviews, illustrations of characters, suggestions, comments, quotes from the book, clippings from newspaper, magazines, etc.
111	<b>Book Award</b>	Think about what kind of award you want to give your book. Here are some examples: <ul style="list-style-type: none"> <li>• best characters</li> <li>• best story</li> <li>• best illustrations</li> <li>• best ending</li> <li>• best descriptions</li> </ul> At the top, write the kind of award you are giving the book. Write why the book deserves the award and draw a picture.
112	<b>Assembly programmes</b>	Book reviews, one-act plays, skit, quiz, mime, enacting scenes from a book, etc., presented in the morning assembly.
113	<b>Classroom Library Report</b>	A monthly/quarterly report on the functioning of the Classroom Library is prepared and presented in the assembly. Details of activities conducted, new books added, competitions, best readers, etc. are included in the report.

## Collaborative Activities (with main library/departments)

S. No.	Activity	Description
1.	<b>Meeting of Classroom Library in-charges &amp; Leaders</b>	Monthly/Quarterly meetings of the Classroom Library Committee shall be convened to plan, execute, report and evaluate the activities.
2.	<b>Visit to the School Library</b>	Take children to the main school library. Let them know about the resources and services.
3.	<b>Local Library visit</b>	Visit to the local public/academic library. Ask students to write a report about the visit.

4.	<b>Open Library Day</b>	Organize an Open Day for all classroom libraries and invite parents and other members of the local community. Have students showcase their library in many ways. Invite suggestions from the visitors.
5.	<b>Book Donation Drive</b>	Announce a book donation drive for the library. Let parents come forward.
6.	<b>'Caught Reading'</b>	Candid photographs of children reading books in the classroom and from around the school are taken and displayed.
7.	<b>Author visit</b>	Invite children's authors/illustrators to the school. Let them interact with students.
8.	<b>Story Tellers</b>	Invite professional storytellers. Class-wise sessions can be planned.
9.	<b>Readers' Club</b>	Form a club of readers by selecting representatives from each class. Elect President and Secretary and plan activities. Children like to become office bearers.
10.	<b>Exhibitions/Displays</b>	On special days/events/themes by selecting related books from classroom libraries. (Gandhi Jayanti, Independence Day, Environment Day, Women's Day, etc.)
11.	<b>Book Fair</b>	Invite publishers/book sellers to organize a 2/3 Day book fair. Books for the library can also be selected from the Fair. Some competitions can also be conducted in connection with the event.
12.	<b>Classroom Library Blog</b>	A blog with pages of each classroom library. Details of books available, new additions, activities, reports and creative contributions by students and teachers may be published. Will act as a classroom library e-magazine also.
13.	<b>Best Classroom Library of the Year Award</b>	A committee evaluates the functioning of all class room libraries and the best library is awarded.
14.	<b>Reading Workshop</b>	Students who need help mastering reading- or writing-related skills could find a workshop helpful. Workshop will be on skills such as creative writing, reading comprehension, standardized test-taking or speed-reading. For younger students, offer help with writing in cursive, forming letters or reading aloud. Ask older, high-achieving students to lead the workshops. Provide the workshops free of charge and serve light refreshments.
15.	<b>National Reading Day / Reading Month (June 19)</b>	Administering Reading day pledge in the assembly. Remembering Shri P. N. Panicker and Library movement. Month-long activities.
16.	<b>National Library Week (Nov. 14-21)</b>	A weeklong celebration of books & reading. A number of inter-classroom library competitions and activities can be conducted. Inaugural and valedictory programmes will be colourful events.
17.	<b>World Book Day (April 23)</b>	Shakespeare's birthday. Programmes that showcase world literature can be organized.
18.	<b>Visit a writer at his/her home</b>	Take students to an author's residence. Know about his/her contributions. Interact. Acquire prior appointments.
19.	<b>Reading Nooks</b>	Keep used children's magazines and copies of newspapers at different corners of the school where children gather during recess/free time (park, lobby, play-ground).

20.	<b>Drop Everything And Read (D.E.A.R.)</b>	A whole school mass reading campaign when everyone in the campus read together during a pre announced period/hour, leaving everything aside. Curriculum based books are excluded.
21.	<b>Theme Weeks</b>	To encourage students to read books on all different subjects, feature a different theme each week or month. Base activities for that month on the theme you select. Set up a story time to read your favourite children's book on that subject aloud to help interest even the youngest library patrons.
22.	<b>Screen a Film of the book</b>	A film version of the book can be screened on a day or in installments (Harry Potter, Matilda, Jungle Book, Malgudi Days, etc). Class-wise selection and screening.
23.	<b>Visit to BookStores and Book Fairs</b>	To understand the book selection process. Group of 25-30 students. Allow to browse for 45 minutes. Make them calculate the cost of books. The experience can be shared as an assembly presentation.
24.	<b>Student/book Exchange programmes between classroom libraries</b>	Interested students may be allowed to visit other classroom libraries. Books can be shared/exchanged among the libraries.
25.	<b>Reading Challenges (Summer/winter)</b>	Reading challenge programmes with many components may be planned (Example: Face a Book Challenge)

**Remarks:**

Activities are compiled from various online/offline sources, including the following documents.

- Training Manual on Planning, Organisation and Effective Use of Classroom Library RIE, Mysuru, 2018
- Kendriya Vidyalaya Sangathan (KVS) Guidelines for School Library and Procedure Manual, 2014
- Guidelines on Reading Campaign, Department of School Education and Literacy, Ministry of Education, Govt of India, New Delhi, 2021

**For more resources on School Libraries, visit**

<https://indianschoollibraryassociationonline.wordpress.com/resources/>