

Zum Lesen Verfahren: Entwicklung Eines Konzepts Zur Leseförderung - Vera Pohlmann

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Warum sollen Kinder eigentlich Bücher lesen, obwohl es für sie doch viel bequemer wäre, Fernsehen zu schauen oder Computer zu spielen? Studien haben gezeigt, dass Bücher neben dem Bildungs- und Unterhaltungswert dazu beitragen, die emotionale Intelligenz der Leserinnen und Leser auszubilden und dazu anregen, die eigenen Gedanken zu spiegeln. Darüber hinaus fand man heraus, dass Kinder, die viel lesen, besser denken und urteilen können. Mit jedem gelesenen Buch erweitern die Schülerinnen und Schüler ihren Wortschatz, ihr Wissen und ihre Fähigkeit zur Kommunikation. Sie verbessern ihre Ausdrucksweise, ihre Rechtschreibung und vertiefen ihr grammatisches Verständnis. Lesen wirkt sich somit nicht nur positiv auf die Leistungen im Fach Deutsch aus, sondern generell können Verbesserungen in allen Fächern erzielt werden!

Ausgehend von grundsätzlichen Gedanken zur Leseförderung wird in diesem Buch ein Konzept zur Leseförderung der Erprobungsstufe an weiterführenden Schulen in Form einer Lese-AG entwickelt. Dem Motto "Lesen lernt man nur durch Lesen" folgend steht die Förderung der Lesemotivation in dieser Veranstaltung an erster Stelle. Neben der intensiven Lektüre eines selbst gewählten Buches in gemächlicher Atmosphäre führen die Kinder lesebegleitend eine Lesemappe, in der sie ihren Lesefortschritt dokumentieren, Gedanken zum Lesen notieren und handlungs- und produktionsorientierte Aufgaben zu ihrem Buch bearbeiten. In regelmäßigen Abständen tauschen sich die Schülerinnen und Schüler über ihre Bücher und die bereits bearbeiteten Aufgaben aus, zum Beispiel indem sie sich kleine Passagen aus dem Buch vorspielen. Zum Abschluss stellen alle Kinder sich ihre Bücher vor und betreiben in einer selbst organisierten Werbeveranstaltung Reklame für oder gegen das von ihnen gelesene Buch.

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