

3MR methodology-read-aloud activity for children with different abilities

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Three different studies with the participation of Tallinn University students.

Students from various fields: special education, teacher training, primary school education, vocational pedagogy, ICT, art and literacy.

Co-operation: Estonian Children`s Literature Center, Estonian Academy of Arts, Tallinn Youth Support Center, **pre-schools and schools**



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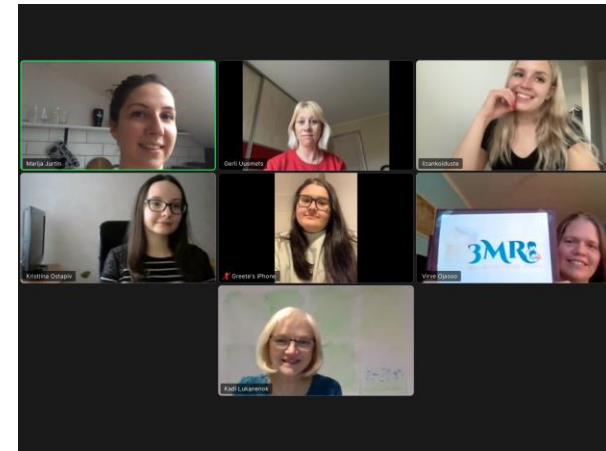
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Students from various fields: special education, teacher training, primary school education, vocational pedagogy, ICT, art and literacy

- **1st research:** 3MR methodology for children with severe intellectual problems, ASH; students: Marija Jurtin, Gerli Uusmets, Virve Ojasoo, Kristiina Ostapiv, Lisann Koiduste, Greete Soha
- **2nd research:** 3MR methodology for multilingual students in Grade 6; students: Ene Keis, Tiiu Lootus, Nelli Kaasikmäe, Cristopher Orukask
- **3rd research:** 3MR methodology for young adults with intellectual problems; student: Dea Mürk



What was the subject?

- 3MR - Making the Most of the Magic of Reading
- Erasmus+ project, EstRA project partner on 2019-2021
- Picture book and story book read-aloud methodology

Why read-aloud and 3MR?

- Early, relevant, age and level appropriate and joyful contact with reading activities and books support the development of pre-reading skills and reading skills.
- Early support can prevent or reduce the risk for reading and learning difficulties.
- Teachers need fresh and/or renewed methodology and tools in their everyday



Some principal points about 3MR read-aloud methodology

- Early start, since very first days if possible
- Child led activities:
 - child as an actor, adult as the supporter, mediator between the child and book
 - child is allowed to interrupt the reading activity in any point of the process, turn pages, leave and enter the process, move around
 - child is allowed to transform the story, elaborate different aspects of the text
 - child is accepted to lead the discussion.



Side-activities:

1. Getting acquainted with the methodology
2. Visit to Estonian Children's Literature Centre
3. Meeting with Anne Pikkov, awarded book illustrator, vice-rector and professor of EKKA
4. Making and illustrating the books
5. Completing the list of proposed books by students
6. Making the book (content and design) considering options to adaptations



RESEARCH ACTIVITIES

- Read-aloud activities for children and young adults with different special needs in kindergarten and in youth center, basic school Grade 6,
- Individual and group reading
- All activities recorded for further analyses
- All records analyzed
- Accommodations based on results of analyses
- Re-reading and next analyses
- Conclusions and suggestions



RESULTS



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Rising awareness and interest in reading in all groups (1)

Kindergarten, children with intellectual problems

- Longer period of expressed interest, decreasing number of stopping or leaving out, shortening absence time
- New pictogram expressing the reading time in kindergarten timetable
- Children expressed interest and choose the books for reading during free time period
- Children speech and language skills developed

Grade 6th, multilingual students

- Students concentrated on longer period on reading in official learning language
- Students started to ask questions to detail special aspects of text
- Students` questions transformed: vocabulary and words meaning → text meaning and



Rising awareness and interest in reading in all groups (2)

Young adults

- Meaningful reading and shared time together, emotionally and socially relevant activities
- Expressed interest in reading books
- Enlarged cognitive skills and intellectual experiences



Final words

We all are born readers, and we become readers when we frequently meet books and book readers who take the time to read. Dominique Rateau

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Comments, questions?

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Thank you!

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