

## BookKards

KnjigoKarte

Kirjavalintakortit (KiVA Cards)

CarteLibro

### A HANDFUL OF ACTIVITIES

**Version 3.0 (English)**



1 November 2025

**BookKards** are cards that encourage and support conversations about books and reading.

The cards are a side result of a joint Erasmus+ project, ***Setting up a Reading Motivator in the Digital Age: Introducing New Approaches of Reading for Pleasure Pedagogy in Primary Schools***, led by University of Ljubljana (SI) in collaboration with University of Turku (FI), Italian Literacy Association (IT), Ljubljana City Library (SI) and Turku City Library (FI).

### Concept

Veronika Rot Gabrovec  
Ana Vogrinčič Čepič  
Juli-Anna Aerila  
Tiziana Mascia

### Illustrators

Mojca Berkopec  
Santana Bojić  
Špela Gabrovec  
Heidi Janež  
Liu Kontrec  
Maša Križ  
Neža Šega  
Nika Vadnjal

The activities we suggest are various. Most of them are directly linked to reading, however, some activities are simply fun activities.

While talking about reading and interesting books (or indeed the boring ones), students gather and organize information (c.f. the *cognitive pillar*), they form & express their own opinion and react to the information received (c.f. the *emotional pillar*), they actively interact with their peers and/or teachers/librarians/parents (c.f. the *social pillar*), and become aware of their own reading habits and the habits of the others (c.f. the *behavioural pillar*).

The deck currently consists of five subsets (with ten cards each), a set of *jokers* and four additional cards expressing the reader's attitudes to reading and/or a text. Having piloted the sets, we came to the conclusion that the cards in the Reader Response section might prove a tad difficult to interpret for some of the youngest readers. Now, four cards are at hand which are clear and easy to understand. We suggest the teacher or the promoter always chooses three of them in order to create a meaningful and valid scale.

In future, additional cards might be added.

The subsets:

- Genres
- Reader response
- Literary elements
- Activities & Reading places
- Various
- seven *joker* cards
- additional Reader Response cards (the weather).

The list of activities is incomplete and ever-growing.

## Genre

-

## Žanr

### 1. Poetry / Poezija

Author/Avtorica: Liu Kontrec



### 2. Non-fiction / Poučne knjige

Author/Avtorica: Liu Kontrec



### 3. Adventure stories / Pustolovščine

Author/Avtorica: Liu Kontrec



### 4. Detective/crime stories / Kriminalke

Author/Avtorica: Liu Kontrec



### 5. Romance / Ljubezenske zgodbe

Author/Avtorica: Liu Kontrec



### 6. Biography / Življenjepisi

Author/Avtorica: Neža Šega



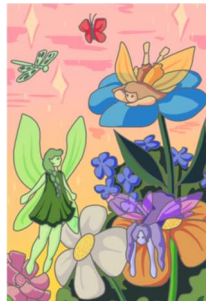
7. Fantasy / *Fantastika*

Author/Avtorica: Liu Kontrec



8. Fairy tales / *Pravljice*

Author/Avtorica: Liu Kontrec



9. Picture books & comic books &  
manga

*Slikanice, stripi, manga*

Author/Avtorica: Nika Vadnjal



10. Thrillers/horror stories

*Grozljivke*

Author/Avtorica: Nika Vadnjal



## Reader Response -

## Odziv bralcev

1. I like / Všeč mi je

Author/Avtorica: Heidi Janež



2. I love / Strašno mi je všeč

Author/Avtorica: Heidi Janež



3. I laugh / Smešno

Author/Avtorica: Heidi Janež



4. I cry / Žalostno

Author/Avtorica: Špela Gabrovec



5. I yawn (I am bored) / Dolgočasno

Author/Avtorica: Špela Gabrovec



6. I am interested / Zanimivo

Author/Avtorica: Heidi Janež



7. I am frightened / *Strašljivo*  
Author/Avtorica: Špela Gabrovec



8. I am intrigued  
Fasciniran\_a sem, hočem vedeti več  
Author/Avtorica: Heidi Janež



9. I dislike / *Ni mi všeč*  
Author/Avtorica: Špela Gabrovec



10. Whatever – not interested  
*K'r neki – me ne zanima*  
Author/Avtorica: Špela Gabrovec



### Additional cards

Author/Avtorica: Špela Gabrovec

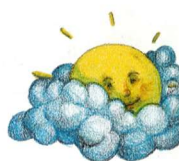
I really don't like it / It makes me angry  
Res mi ni všeč



I don't like it very much / Ni mi preveč všeč



I rather like it /  
Všeč mi je



I really like it/Zelo mi je všeč





## Activities & Reading Places - Aktivnosti & Bralna okolja

1. A lone reader

*Berem sam.*

*Author/Avtorica: Neža Šega*



2. A classroom discussion

*Pogovor v razredu.*

*Author/Avtorica: Nika Vadjal*



3. A reading circle

*Bralni krožek*

*Author/Avtorica: Nika Vadjal*



4. Talking to a friend

*Pogovor s prijateljem, prijateljico*

*Author/Avtorica: Nika Vadjal*



5. Reading in bed

*Berem v postelji*

*Author/Avtorica: Neža Šega*



6. Writing about one's reading experience

*Pišem o bralnih doživetjih*

*Author/Avtorica: Nika Vadjal*



7. Reading outdoors

*Berem v naravi*

*Author/Avtorica: Neža Šega*



8. Reading on a bus/in a car/on train

*Berem med vožnjo*

*Author/Avtorica: Neža Šega*



9. An adult reading to a child

*Odrasla oseba bere otroku*

*Author/Avtorica: Nika Vadjal*



10. Reading on the beach

*Berem na plaži*

*Author/Avtorica: Neža Šega*





## Literary Elements

## - Elementi zgodbe

1. Characters: children / Osebe: otroci  
Author/Avtorica: Santana Bojić



2. Characters: adults / Osebe: odrasli  
Author/Avtorica: Santana Bojić



3. Characters: animals / Osebe: živali  
Author/Avtorica: Santana Bojić



4. Characters: robots/astronauts/aliens  
Oseba: roboti / vesoljci/nezemljani  
Author/Avtorica: Santana Bojić



5. Setting: nature, suburbia  
Kraj dogajanja: narava, podeželje  
Author/Avtorica: Maša Križ



6. Setting: a city  
Kraj dogajanja: mesto  
Author/Avtorica: Maša Križ



7. Setting: a castle

*Kraj dogajanja: grad*

*Author/Avtorica: Maša Križ*



8. Atmosphere (stormy sky)

*Atmosfera (nevihta)*

*Author/Avtorica: Maša Križ*



9. Atmosphere (sunny)

*Atmosfera (sončno)*

*Author/Avtorica: Maša Križ*



10. Atmosphere (Sunset at the seaside)

*Atmosfera (Sončni zahod na obali)*

*Author/Avtorica: Santana Bojić*



## Various – Razno

1. A present (e.g. a book as a present)  
*Darilo (npr. knjiga kot darilo)*  
Author/Avtorica: Mojca Berkopec



2. Bookshelves (e.g. books at home)  
*Knjižne police (Domače knjige)*  
Author/Avtorica: Mojca Berkopec



3. A library  
*Knjižnica*  
Author/Avtorica: Špela Gabrovec



4. Mobile phone (digital media)  
*Mobilni telefon (nosilci digitalnih vsebin)*  
Author/Avtorica: Mojca Berkopec



5. Sports (+ reading campaigns)  
*Šport (+ branje)*  
Author/Avtorica: Špela Gabrovec



6. Films (e.g. books adapted as films) /  
*Filmi (npr. filmi, prirejeni po knjižni predlogi)*  
Author/Avtorica: Mojca Berkopec



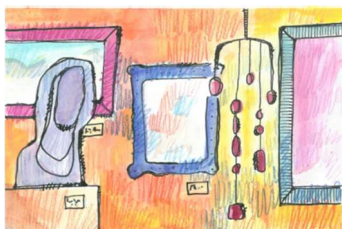
7. Music (e.g. as background,  
audiobooks)  
*Glasba (npr. kot ozadje, zvočne  
knjige)*  
*Author/Avtorica: Mojca Berkopec*



8. Food / Hrana  
*Author/Avtorica: Mojca Berkopec*



9. Arts (a gallery)  
*Umetnost (galerija)*  
*Author/Avtorica: Mojca Berkopec*



10. Reading to/with pets.  
*Berem domači živali oz. skupaj z njo.*  
*Author/Avtorica: Heidi Janež*





## THE JOKER FAMILY

*Author/Avtorica:*  
*Maša Križ*



*Author/Avtorica:*  
*Heidi Janež*



*Author/Avtorica:*  
*Maša Križ*



*Author/Avtorica:*  
*Heidi Janež*



*Author/Avtorica:*  
*Liu Kontrec*



*Author/Avtorica:*  
*Santana Bojić*



*Author/Avtorica:*  
*Santana Bojić*



### Activity 1: Compare and Contrast

(To be used with the Reader Response set.)

This activity helps the students develop their ability to interpret illustrations, to read and understand body language and facial expressions. When they compare and contrast the cards, they notice other elements that support (and intensify) the response displayed by the two children as well: the weather, the time (parts of the day) etc.

### Activity 2: 'I need help (when choosing a book)'

Choose the cards that seem to represent a book you would like to read, and explain your reading preferences. (Possible to choose a single card or a set of more.) Ask your mates to help you find a suitable book title.

### Activity 3: What Kind of Reader am I?

(Talking about your perception of yourself as a reader. Alternatively, a Guessing Game)

Choose three cards that represent the books ...

- you would only flick through;
- you would read cover to cover;
- you would never touch.

Show the cards to a mate (to the librarian), and explain your reading preferences.

#### Activity 3a (Alternative)

Choose the cards and show them to your partner. Your partner has to guess which card represents which option (i. e. the possibly interesting/well-liked/disliked book).

### Activity 4: Guess the title.

(Guessing Game)

Bring a book, preferably wrapped up or in a bag (so that no one can see its covers). Next to it place a few cards that describe it. Looking at the cards, the other students try to guess which book this is.

### Activity 5: Which card am I holding?

(Guessing Game)

Student A picks up a card (from sets *Genre*, *Element*, perhaps also *Various*). Not having looked at it, they hold it in front of themselves (face outwards). Student B names titles of various books, characters, places, ... which could all be associated with the card, and Student A has to guess which card they are holding.

### Activity 6: Talking about books I have read

(a Post-Reading activity)

Choose up to five cards that remind you of a book you have recently read and liked. Share with your mates what you liked/disliked about the book(s).



### Activity 7: Talking about books you have read

Pick a card and, based on what it shows, ask your friends about the books they have read/they are reading.

*Examples:* Which of the books you have read is the saddest? Have you read any books about sports recently? Name your favourite movie that was based on a book.

### Activity 7a (Alternative): Find someone who ...

Students mingle. Each person has a card, they have to find as many people as possible who can relate to the card (who like the genre that is depicted, or like reading and discussing books in class etc).

### Activity 8 (a, b, c): Story-Telling

Place the deck on the desk (face down).

Each player gets four cards, they place them face down on the desk. One by one, they turn them around, and using the illustrations as cues, build up a story.

*or*

The player turns all the cards face up, and creates a story.

*or*

Three or more people in the group, taking turn: each of the players gets a card to continue the story.

*Note:* You can place down any four cards or make sure you have 4 cards, each from a set (but perhaps not Reader Response cards?).

### Activity 9: Collecting 'Reading Badges'

*(Game for two players or more)*

The deck is placed face down in the middle. The cards are turned up one by one. If you can think of a book the card reminds you of, and you can name the author or the title and/or say a sentence or two about it, you can keep the card. Whoever has most cards at the end, wins.

### Activity 10: Two truths and a lie (adapted as a card game)

Two players (or more)

Choose two cards that represent (two) facts about either a book you really like or a book you have read recently, and a card that is not related to the book. With the help of the cards, make two true statements and one which is a lie. Your partner needs to discover the lie.

### Activity 11: Use a Digital Hook & Fish for a Book

From the stack, take three cards. Use an online catalogue or an *online Bibliographic search engine* to find a book that the chosen cards depict. (For example, *fantasy*, *beach*, *classroom* might take you to an Earthsea novel by Ursula LeGuin.)

### Activity 12: Go Read (based on *Go Fish*)

- One of the players is assigned the job of dealer.
- One to four players: each gets seven cards. More than four players: each gets five cards. The remaining deck is placed face down in the middle of the circle to form the “library”.
- The player to the left of the dealer (Player A) asks another player (Player B) if they have a certain card in their hand (e.g. “Do you have a fantasy novel?”). If Player B does have the card asked for, they must hand over the card. If Player B does not have the card asked for, they say “Go read” and Player A picks up the top card from the “library”. The gameplay then moves to the left and the next person searches for cards.
- A player can create a “reading log” when they have 4 cards of different colours (from different sets) that they can combine to create a description of a book they have read. When such a “reading log” is made, the player places the 4 cards face up in front of them, and tells the other players which book his cards represent. The game ends when all cards are used. The player with the most books wins.
- If a player runs out of cards during the game, they may select one from the “library” when it is their turn. If there are no more cards in the “library”, they are out of the game and the number of books they have is final.

### Activity 13: Stop (a much slower, less dynamic adaptation of *Snap*)

Two or three players. Probably best played with **Genre, Elements, Various**.

- Shuffle each category of the cards, deal them out to the players (each player gets a category).
- The players put them down in a face-down pile.
- One at a time, the players turn over the top card of their pile, and put it face-up in the middle, one next to another.
- If a player sees a connection between the two or three cards (e.g. a genre card and a setting card that remind them of a book), s/he calls ‘Stop!’ and shares their idea. If approved, the player can take all the cards from the middle pile. The cards that belong to ‘his/her opponent’s’ category are placed separately, the ones that belong to ‘his/her’ category are placed face-down to the bottom of her/his pile.
- Any player that collects the opponent’s cards can after a round swap them with the opponent if the latter has cards that used to belong to the first player. (Card for card)
- Any player that runs out of cards is out of the game.
- The last player left in the game (the player who has collected all the cards) is the winner.

### Activity 14: Test your Memory

Take any card you like, place it on the desk (face up). Name a book the card reminds you of. The next player has to repeat all the titles of the books named previously, and only then add their own card to the line up created on the desk.

### Activity 15: Reenact the Illustration (*Tableau Vivant*) & Take a Photo (The activity is adapted from an activity I learned from my colleague Mojca Belak.)

Students reenact the scene that is depicted in the card; somebody takes a photo of the scene. They show the photo to the other group(s), they guess which cards/genres the photos refer to; they might even suggest a book that includes such a scene.

### Activity 16: Charades

(a gesture and acting game)

A student gets a card and then uses gestures only (!) to indicate to their teammates what the card is about (what it depicts).

### Activity 17: Swap

*If possible, two sets of cards are used for this activity – but one set will do just nicely, too.*

Each student gets a card (perhaps a few). They mingle and exchange their cards to get the cards that describe the books they like reading. (Students can name a 'price' for the cards that are in demand.

😊 Jokers are a valid currency here.)

### Activity 18: Talking about Your Preferences/Reading Habits

Create lines of cards. In the first row, place cards that depict ways & places of reading (school/classroom, means of transport, bed, reading with pets, audiobooks etc).

In the second row, place the genres. For example, if you like reading detective/crime novels before going to sleep, place the relevant genre card under 'Reading in bed'. If you sometimes read fairy tales to your cat, show that by placing the cards accordingly.

Explain your reading habits to your mates. After you have finished, they can swap the cards/place the cards differently – to show & tell you how similar and different their reading habits are.

### Activity 19: Field Research (or Finding out what the adults read/have read)

(for Homework or PostReading)

The student pulls a card (more cards?) from the stack. They have to ask an older person (a parent, grandparent/librarian/their teacher) if they remember a book or a story that can be related to the card and that they read when they were children. Did the student's grandparents ever read horror books when they were children? Does the librarian like love stories at all? etc.