



**Adventist**  
Virtual Library

# **BiVA** *Reading*

DIGITAL READING PROGRAMME



"To deal with minds is the greatest work  
ever committed to men."

MCP T1 page 21



**Adventist  
Education**  
INTER-AMERICAN DIVISION

*“If the Bible were studied  
as it should be,  
men would become  
strong in intellect”.*

CG p. 507.1

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Adventist Virtual Library  
Inter-American Division

**Dear Union, Conference and Mission Education Department Directors:**

We are excited to announce an incredible opportunity: the Digital Reading programme within our BiVA **ADVENTIST VIRTUAL LIBRARY**. As leaders committed to educational excellence and the holistic development of our students, we firmly believe in the transformative power of reading. In today's technological age, we are eager to promote the habit of reading in a digital format.

The **ADVENTIST VIRTUAL LIBRARY** is an invaluable source of knowledge and intellectual enrichment that, when actively integrated into our educational process can significantly enhance its impact. We invite you to participate in this initiative and encourage school leaders to engage teachers and students in this dynamic opportunity.

By intentionally incorporating spiritual resources into our curriculum, we can have a profound impact. Not only will we nurture a love of reading among our students, but we will also provide access to a wealth of information, enriching their learning experiences and broadening their intellectual horizons.

To further our journey toward educational excellence, we propose organizing a reading comprehension contest in each of our unions. This contest will not only motivate our students but also allow us to assess and celebrate the results of our dedication to reading and learning.

Together, we can inspire future generations to discover the joy of reading, develop critical thinking skills, and cultivate a love of knowledge that will last a lifetime. It's time to become agents of change in our educational communities!

We look forward to your participation and collaboration in this exciting programme. Together we can make a significant difference in the education and overall development of our students.

Ellen G. White says:

*"Pure healthful reading will be to the mind what healthful food is to the body. You will thus become stronger to resist temptation, to form right habits, and to act upon right principles."*  
*Sons and Daughters of God, 180.4*

Let's move forward with determination and commitment!

Always at your service,

**The BiVA**

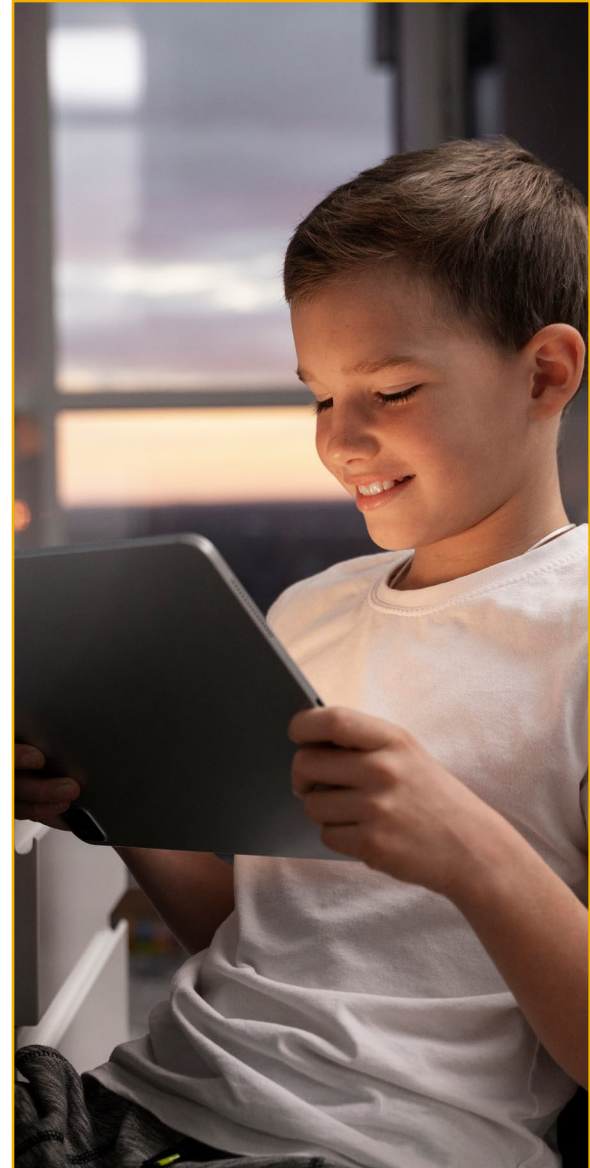


## JUSTIFICATION OF THE BiVA'S DIGITAL READING PROGRAMME

Reading is a fundamental skill and an indispensable tool for learning, which will foster the spiritual and intellectual development of every reader. We know how important it is to promote a love for reading among our Adventist school students in the Inter-American region, and we're excited to propose the implementation of a digital reading programme through BiVA (Adventist Virtual Library).

The following factors are highlighted:

- **Promotion of reading:** to promote and encourage reading as a fundamental activity for students' academic, personal and spiritual growth. Reading not only enhances knowledge, but also stimulates the imagination, strengthens comprehension and improves language skills.
- **Access to diverse resources:** BiVA offers a wide range of literary resources including digital books, magazines, scientific articles and religious materials. This diverse access gives students the opportunity to explore different genres and topics, allowing them to pursue their interests and meet their needs.
- **Integrating principles and values:** The project ensures the integration of principles and moral values into the content available to students through the careful selection of reading materials. In this way, reading becomes not only an intellectual activity, but also an opportunity to reinforce the spiritual principles and moral values that define the Adventist community.
- **Development of transversal skills:** Reading not only contributes to the development of language skills, but also develops key skills such as critical thinking, empathy and problem solving, which are essential for success in any field. By exposing students to a variety of perspectives and scenarios through biblical study, we enable holistic growth that goes beyond the confines of the classroom and the institution.
- **Encouraging collaboration and sharing:** Implementing this project in all Adventist schools of the Inter-American Division will foster the creation of a unified community of readers connected through BiVA. This will enable for sharing reading suggestions, discussing ideas, and collaborating on projects related to literature.



In conclusion, the Inter-American Division's BiVA reading programme for Adventist schools is a valuable initiative that fosters an active and meaningful reading culture among students, thereby enriching their educational experience and contributing to the holistic development of the individual.





## OBJECTIVES OF THE BiVA'S DIGITAL READING PROGRAMME

### GENERAL OBJECTIVES:

1. To promote digital access to the Bible and the Spirit of Prophecy to all students and parents which will facilitate further understanding of the teachings of Jesus.
2. To encourage and develop the habit of reading among students at Adventist institutions in the Inter-American Division, promoting access to and the active use of BiVA (Adventist Virtual Library) as a primary resource during their formative years at the various academic levels of their study programmes.
3. To promote the creation of a large community of readers in each institution, where they can share experiences, opinions and, most importantly, build relationships through the act of reading itself.
4. To cultivate digital literacy in each student using electronic devices, which is currently a key trend in education.

### SPECIFIC OBJECTIVES:

1. Integrate digital reading into the core curriculum. This will be achieved by incorporating digital reading into interdisciplinary activities and research projects, allowing students to apply the knowledge gained from their reading in a variety of contexts and subject areas.
2. Reading and literature will be shown to be enjoyable activities with many benefits. These include entertainment, improved writing skills, cognitive development, creativity, comprehension, and imagination, which are shared by all readers. In addition, digital reading offers benefits such as accessibility, interactive learning, and personalised reading experiences.
3. Establish a system for monitoring and evaluating pupils' reading progress including time spent reading and the number of books read to encourage greater participation and commitment.
4. Provide training and workshops for teachers on promoting digital reading and effectively utilising BiVA resources, strengthening their role as facilitators in the student's reading education.
5. Measure and continuously improve participation and impact of student reading activities.
6. Promote family reading, achieving 50% active parental participation to strengthen family ties.





## **BiVA READING! DIGITAL READING PROGRAMME**

### **Dear Principals of Adventist schools in the Inter-American Division:**

We write to you with enthusiasm and hope, believing that together we can significantly impact the education and development of our students. As leaders committed to academic excellence and the holistic development of our young people, we invite you to partner with us in an innovative programme that has the potential to transform the educational experience in our Adventist schools.

The **BiVA ADVENTIST VIRTUAL LIBRARY** has launched an ambitious reading programme designed specifically for our schools in the Inter-American Division area. The primary goal of this project is to cultivate a love of reading and improve reading comprehension among our students from primary to secondary school. We aim to provide them with the tools to develop critical, analytical, and creative thinking enabling them to face the challenges of the modern world with confidence and clarity.

We have carefully selected a wide range of books to entertain and engage our students and challenging them to explore new ideas, broaden their horizons, and strengthen their relationship with God. From inspirational stories to classic works of literature, from scientific texts to theological resources, BiVA offers a variety of contents to meet the interests and needs of each of our students.

To complement this initiative, we encourage each school to organise a contest at the end of each term. These activities promote student participation in reading and recognise their achievements in developing critical and creative thinking. Each school is free to choose the educators who will oversee these activities at each level, ensuring that they meet the specific needs and preferences of the local educational community.

By working together to implement this reading project and literacy activities, we can enhance our student's educational experience and fulfill our mission to develop individuals of integrity who are prepared to positively impact the world around them. We invite you to join us on this exciting journey of learning and discovery. By working together, we can provide our students with access to a world of possibilities and equip them with the tools they need to reach their full potential.

Thank you for your attention and for your continued commitment to Adventist education.

I am with you, **BiVA**.



## **BiVA READING!** **DIGITAL READING PROGRAMME FOR PRIMARY LEVEL**

### **Dear Primary Teachers:**

One of the fundamental pillars of the teaching profession is the privilege of fostering a love for reading in our students. This responsibility goes beyond merely transmitting knowledge; it involves instilling a child's capacity for discovery, imagination, and personal growth.

As educators, we have the unique opportunity to guide young children. Since habits are easily formed at this age, we should take full advantage of this opportunity. There is no better habit to instill than a love for reading. Developing this habit in our students largely depends on our guidance and influence.

We must recognise the transformative power of reading in our student's lives. Reading is not just the decoding of words on a page but the gateway to an infinite realm of possibilities, knowledge, and creativity. Each book opens doors to new realities, alternative perspectives, and a broader range of ideas.

Educators must recognise that encouraging students to read provides entertainment and knowledge and develops essential cognitive skills vital for academic and personal success. Every page read enhances analytical skills, reading comprehension, and imagination. Furthermore, these skills are beneficial in the literary domain and directly impact performance in other areas, such as mathematics.

Teachers play a crucial role in fostering motivation to read. We are privileged to serve as role models for our students, inspiring them to embrace the joy of reading. Our commitment to this task is essential, as we can influence children's attitudes towards reading. In today's digital age, it is also necessary to highlight the growing significance of digital books. These tools provide broader access to reading materials and create new avenues for interactivity that can engage modern young readers.

Encouraging our students to read is not just a task but a privilege and responsibility. It gives them the tools to explore the world, expand their minds, and reach their full potential. It is important to remember that every page a child reads is another step towards a bright future full of possibilities.

We are pleased to announce the launch of the Inter-American Division's **[ADVENTIST VIRTUAL LIBRARY](#)** digital reading programme, which offers a curated collection of books for our students. This programme provides a unique opportunity to promote reading in a structured and meaningful way throughout the academic year.

We have also prepared a series of activities that you can use to assess your understanding of the books and

activities we have selected. As educators, you are free to use alternative reading comprehension resources.

Let us continue to motivate our students to recognise the transformative potential of reading.

As always, we remain at your service.

**BiVA**







## CREATIVE ACTIVITIES WHICH MOTIVATE READING IN BiVA

Teachers will use various strategies to enhance reading engagement in their classrooms. One effective method is creating a reading train, where each wagon represents a specific number of pages. When a student finishes reading, their name is added to the corresponding wagon. It is helpful to include a brief comment about the reading material before adding the student's name.

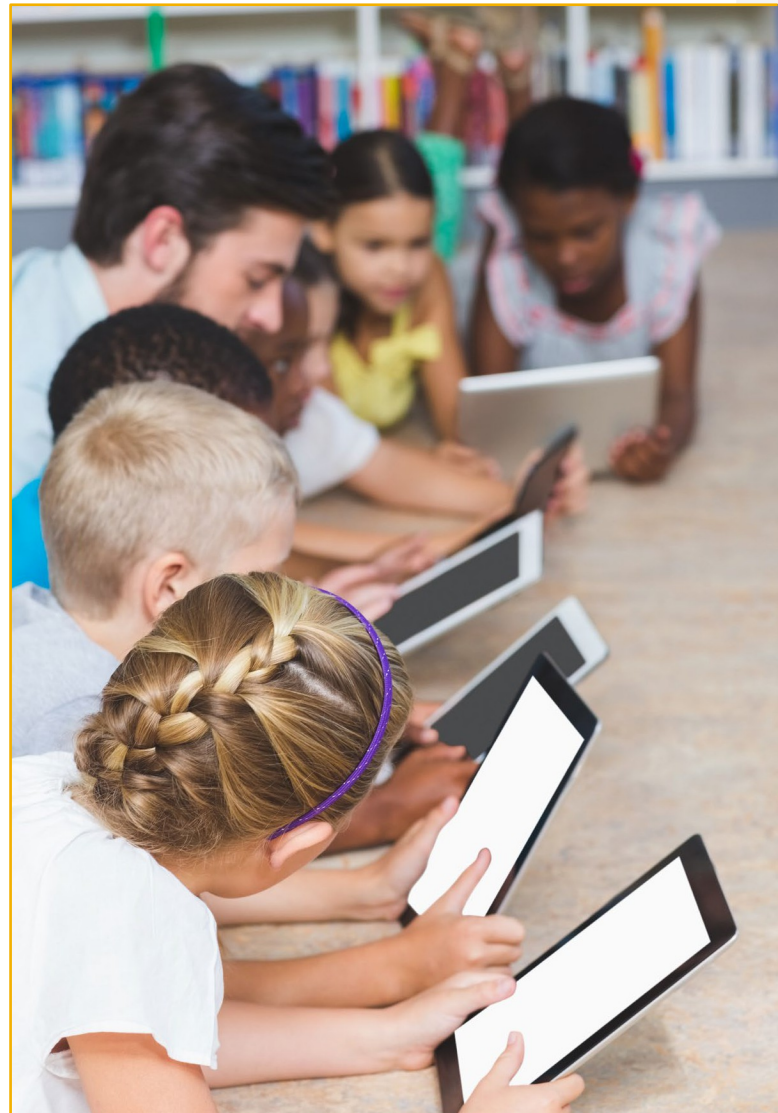
Additionally, a trolley can be designed featuring the name of the BiVA reading programme or a BiVA reading house. The materials should be brightly colored to encourage children to progress to the next level.

We recommend that each school organise special activities to celebrate World Book Day on April 23 (every year). These activities should be dynamic, well-prepared in advance, and focus on books, particularly digital books.

### Suggested activities:

- 1. Elaboration of book trailers:** Students will be divided into groups and tasked with creating a one or two-minute video to promote a selected BiVA book. Each group will choose a specific BiVA title and produce a video that incorporates scenes from that book. These videos will be showcased in a special programme for the "Book Day" celebration. There will be an elimination round at each level and the winning videos will be posted on the school's social media channels to promote reading.
- 2. Create digital posters:** The class will choose a book from the BiVA and create a poster using Canva with a story from the book.
- 3. Digital reading:** On a monthly basis, both Junior and Youth Societies will focus on motivating digital reading.

**Please note** - teachers and schools are free to plan additional activities to keep their students motivated to read digitally.







## ACTIVITIES RECOMMENDED FOR EVALUATING READING COMPREHENSION AT THE PRIMARY LEVEL

- 1. IN SEARCH OF THE TREASURE:** The teacher will make assorted color cards to write questions about the week's reading. These cards will be hidden in the classroom or distributed throughout the institution. The teacher will decide whether the activity will be an individual or team effort to find the cards and answer the questions. The question and answer session begins when all the cards have been found. A token of appreciation, in the form of a reward, can be offered to those who give correct answers. This reward system will motivate students to participate actively. It is essential to encourage those who have not yet achieved the desired result.
- 2. TWO TRUTHS, ONE FALSEHOOD:** The teacher will present three statements related to the reading material. Two of the statements will be true, while one will be false. The children must identify which statement is false. The statements should be crafted to seem genuine.
- 3. PUPPET THEATRE:** The children will act out a scene from the reading using puppets they have created. They can use materials such as socks, cardboard, and popsicle sticks.
- 4. NARRATIVE ART:** The teacher can select a specific episode from the reading or allow the child to choose one. The child will then illustrate the chosen episode on a sheet of paper and provide a written description of the events in the scene.
- 5. TALES IN CHAIN:** The reading material is the foundation for narration in this activity. The teacher begins the story and then chooses a child to continue the tale. This process continues until the entire reading is completed. It is the teacher's responsibility to coordinate the activity, ensuring that all participants have an opportunity to contribute.
- 6. ROLE-PLAY:** The class will be divided into groups, with teachers assigning characters from the reading material. The children must act out the scene while portraying their assigned characters. Roles can be provided in advance so that the children can prepare their dialogue and costumes, or they can be assigned on the spot for improvisation.
- 7. CONSTRUCTION OF SCENARIOS:** Using scraps of paper or plasticine, the children will construct a scene based on the book they are reading and present it to their classmates.
- 8. RIDDLES OR QUESTIONS:** The children can work individually or in pairs on riddles or questions about events or characters from the reading material. They will then share their riddles or questions to solve the puzzles with their peers.
- 9. COLLAGE:** After reading selected chapters or stories, children cut out phrases related to the reading from magazines or newspapers and paste them on paper sheets. They can also include pictures to enhance the visual appeal.

- 10. ROULETTE:** This activity can be carried out by the teacher or by the students. A roulette wheel is constructed with questions related to the reading material. The wheel should be visually appealing and use a variety of colors. Each child then answers the question indicated by the arrow on the wheel, one at a time.
- 11. ENLARGE MY VOCABULARY:** Make a dictionary-type booklet with the new words you have learned each term. Form groups of students to share the words they have learned with their classmates. The teacher can create cards with words used in literature and facilitate a rotation in which students provide definitions.
- 12. ONE BIG FAMILY:** The teacher organises a reading week during which parents share stories with their children, aligning with the virtual reading scheduled for that day. Each parent receives a timetable indicating the date and time for their participation.
- 13. READ-ALONG:** The teacher encourages and facilitates student involvement in reading aloud through teacher-led sessions or by having students read to their peers.
- 14. RESEARCH PROJECT:** Students are tasked with researching a topic related to a book they have read and creatively presenting their findings using posters, presentations, essays, or other formats.



Please note that one or two weekly activities will be conducted in class to assess reading comprehension. Teachers are encouraged to utilize virtual activities that students can complete from home, such as Kahoot, Quizizz, and similar platforms.

These activities aim to maintain student interest and participation in the reading project while fostering a reading culture within the school environment.

Keep in mind that these activities are merely suggestions. Teachers are free to select alternative activities that best meet their students' needs.



## BIVA READING! DIGITAL READING PROGRAMME FOR FIRST THROUGH THIRD GRADE

### SHARE WITH YOUR STUDENTS COME, I'LL TELL YOU...

Once upon a time, in a very special town, there were two friends named Richard and Jonathan. Richard was a curious and fun-loving kid who always had his tablet in his hands, exploring stories in the Virtual Library, while Jonathan was a video game fanatic, always with his console on and his eyes glued to the screen.

One day, as Richard was browsing the digital pages of a story about brave sailors, Jonathan approached him with curiosity. "What are you doing, Richard, why are you always surfing on your tablet instead of playing like all the other kids?" asked Jonathan in amazement.

Richard looked up from his screen and smiled, "Hi, Jonathan! I'm reading about intrepid sailors who sail the seas in search of exciting adventures. It's so exciting it feels like I'm sailing with them. Jonathan frowned. "That sounds great! But I prefer to go on my own adventures in my video games. What's so special about reading on a tablet?"

Richard stood up excitedly and showed him his tablet. "Come, I'll show you! In digital stories, you can be a hero, a scientist or even an explorer. Imagination has no limits!"

Jonathan accepted the tablet with some mistrust and began to explore. At first, it took some time getting used to it, but soon he was caught up in the story. He imagined himself as the captain leading his crew in search of lost treasure or the navigator discovering mysterious islands in the middle of the ocean.

After a while, Jonathan looked up with a beaming smile. "Wow, Richard! I never thought digital stories could be so exciting. I want to explore more!"

Richard smiled happily. "I knew it! Digital stories are like special doors that lead us to incredible worlds. And here in the **ADVENTIST VIRTUAL LIBRARY**, we can find millions of adventures waiting to be discovered!"

From that day on, Richard and Jonathan became great digital reading buddies, exploring fantastic worlds together and living exciting adventures among the digital pages of the stories in the **ADVENTIST VIRTUAL LIBRARY**. And although Jonathan still loved video games, he learned that digital reading could also be a fun and exciting experience.

Are you ready to discover a world of possibilities between the pages of a book? It's time to begin this exciting journey! Let's get started!

## OUTLINE OF THE DIGITAL BOOK OF MARK FOR FIRST TO THIRD GRADE

It is proposed that the Bible and the Book of Mark be read bimonthly for the school year 2024 -2025 or 2025, according to each country's school modality. The design of the contest should consider the level of reading comprehension to ensure that questions are posed at a level appropriate for students in this school year.

MONTH	LINK	TITLE	AUTHOR	CHECK IF READ
January / February	<a href="https://text-egwwritings-org.ezproxy.interamerica.org/read/1968.49882">https://text-egwwritings-org.ezproxy.interamerica.org/read/1968.49882</a>	The Bible - Book of Mark Chapters 1 through 7	King James Version (KJV) 1982	
- March / Abril	<a href="https://text-egwwritings-org.ezproxy.interamerica.org/read/1968.50459">https://text-egwwritings-org.ezproxy.interamerica.org/read/1968.50459</a>	The Bible - Book of Mark Chapters 8 through 15	King James Version (KJV) 1982	

We hope you have enjoyed your journey through the pages of this wonderful book of the Bible. Remember that the more you read, the more you will enrich your imagination, your vocabulary and your knowledge of God.







## **BiVA READING! DIGITAL READING PROGRAMME FOR FOURTH THROUGH SIXTH GRADE**

### **SHARE WITH YOUR STUDENTS**

#### **Hello reading adventurers!**

Welcome to the exciting adventure of exploring infinite worlds through reading in the **ADVENTIST VIRTUAL LIBRARY!** Are you ready to embark on a fascinating journey of discovery, excitement, and learning?

Imagine for a moment that you are intrepid explorers aboard a magnificent ship, navigating not through actual seas but through the pages of books. The stories you encounter will take you to places you could never have imagined.

This library holds numerous invaluable resources, each a potential treasure chest of knowledge, imagination, and adventure. Instead of jewels or gold coins, we will discover insights and experiences that will challenge, inspire, and broaden our horizons.

Have you ever considered exploring the depths of the ocean to uncover its most closely guarded secrets? We will join intrepid scientists and marine explorers on their expeditions, gain insight into the fascinating marine life and appreciate the grandeur and mystery of the oceans.

Our journey through the **ADVENTIST VIRTUAL LIBRARY** will also include accounts of remarkable individuals who have pushed the boundaries of science, technology and imagination. We will meet scientists, inventors and pioneers who have left an indelible mark on history, inspiring us to move forward and pursue our own dreams with passion and determination.

So, get ready explorers, because in this library we will find not just books but the beginning of our own adventures! Together we will discover new worlds, marvel at the wonders of knowledge, and be inspired to reach for the stars.

The adventure awaits!





## DIGITAL FORMAT OF THE BOOK OF MARK FOR FOURTH TO SIXTH GRADE

It is proposed that the Bible and the Book of Mark be read bimonthly for the school year 2024-2025 or 2025, according to each country's school modality. The design of the contest should consider the level of reading comprehension to ensure that questions are posed at a level appropriate for students in this school year.

MONTH	LINK	TITLE	AUTHOR	CHECK IF READ
- January / February	<a href="https://text-egw writings-org.ezproxy.interamerica.org/read/1968.49882">https://text-egw writings-org.ezproxy.interamerica.org/read/1968.49882</a>	The Bible - Book of Mark Chapters 1 through 7	King James KJV 1982	
- March / April	<a href="https://text-egw writings-org.ezproxy.interamerica.org/read/1968.50459">https://text-egw writings-org.ezproxy.interamerica.org/read/1968.50459</a>	The Bible - Book of Mark Chapters 8 through 15	King James KJV 1982	

We hope you have enjoyed your journey through this beautiful book of the Bible. Remember, the more you read, the more you enrich your imagination, vocabulary, and knowledge of God. The reading suggestions are organised bimonthly, in line with the school year.

Was the reading fascinating?





## **BIVA READING! DIGITAL READING PROGRAMME FOR SECONDARY LEVEL**

### **Dear Teachers:**

As educators, we have the privilege and responsibility not only to impart academic knowledge but also to holistically nurture the minds and hearts of our students. In this regard, one of the fundamental pillars for the development of students is the habit of reading.

Reading is both enjoyable and beneficial for our students' intellectual, emotional, and social development. Encouraging them to engage with books broadens their cultural understanding and strengthens essential cognitive skills. These skills include critical thinking, information analysis, and the enhancement of interpersonal relationships.

As educators, we have the privilege and responsibility not only to impart academic knowledge but also to nurture the minds and hearts of our students. In this regard, one of the fundamental pillars for the holistic development of students is the habit of reading.

Reading is not only a pleasurable activity but also a powerful vehicle for our student's intellectual, emotional, and social growth. Encouraging them to immerse themselves in the pages of books not only broadens their cultural horizons but also strengthens key cognitive skills such as the ability to think critically, analyze information, and enhance their spiritual relationships.

We are pleased to present the reading programme developed by BiVA [\*\*ADVENTIST VIRTUAL LIBRARY\*\*](#).

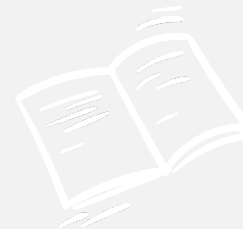
This programme offers a carefully selected range of books covering a variety of genres and subjects, designed to engage our students and encourage a love of reading throughout the school year.

We encourage each of you to take part in this innovative reading programme. Together, we can create a school community where reading is celebrated, every book is seen as a gateway to new experiences, and our students become enthusiastic readers who appreciate the power of words.

Thank you for your dedication and commitment to the education of our students! We are always here to help.

Yours sincerely,

**BiVA**





## SUGGESTED ACTIVITIES FOR READING COMPREHENSION ASSESSMENT AT THE SECONDARY LEVEL

1. **COMIC BOOK DESIGN:** The student will create a comic book based on the plot of the text he/she has read. The final product must meet the established standards for a comic book.
2. **WRITING A DIARY:** Each student will choose a character from the play and will write a diary during the term, assuming the identity of the character. The teacher will give the necessary parameters to follow.
3. **LITERARY DISCUSSION:** Students will discuss the plot, the attitudes of the characters, the author, etc., focusing on the positive and negative aspects.
4. **ROLE-PLAY:** Groups are formed based on the number of members needed for each role. Each student is assigned a character from the reading material and must act out a scene as that character. One option is to assign the roles in advance, allowing students to prepare their dialogues and costumes. Alternatively, the roles can be assigned on the day of the event, with participants improvising their responses.
5. **ALTERNATIVE ENDING:** Students will work out an alternative ending to the play they have read. Each presentation will be followed by a discussion in which both the teacher and the other students will give feedback. They will have to demonstrate creativity and critical thinking by developing an ending that is consistent with the text they have read.
6. **THE LOST TREASURE:** The teacher will create cards of various colors, each containing questions related to the week's reading. These cards will be hidden throughout the classroom or distributed around the school. The teacher will decide whether the activity will be an individual effort or a team-based challenge to find the cards and answer the questions. The question-and-answer session will begin once all the cards have been located. Offering a small incentive can be an effective motivational strategy for students who answer correctly. Young people love to be motivated even if it is a small token. Additionally, it is essential to encourage and support those who have yet to achieve the desire.
7. **TALES IN CHAIN:** In this activity, a narrative will be constructed based on a corresponding reading from the book and presented sequentially. The teacher will begin the narrative and designate a student to continue it. This process will proceed until the entire reading material has been covered. The teacher is responsible for coordinating the activity, ensuring that all participants have the opportunity to contribute.
8. **CHARACTER INTERVIEW:** This activity is conducted by teams. Some team members will play as journalists, while others will portray characters from the play. To facilitate the discussion, it would be helpful to ask questions such as, "Please describe the reasons for this character's actions and the factors that influenced their decision-making process."

- 9. COLLABORATIVE ART:** Pupils will act out the play they have read, representing different scenes in a chain. The activity should be carried out in a spacious area, such as a multi-purpose room or another suitable venue. It would be ideal if the students could wear costumes in tune to the scene they are acting out.
- 10. CREATING CROSSWORDS:** The creation of crosswords will be done either by the teacher or by the students themselves. These crosswords will include characteristics of the characters, cities and other relevant elements. Participants will then exchange the elements to solve the puzzles. It is important to provide some form of incentive, even if it is simple, to motivate the students.
- 11. READING MARATHON:** Organise an event where students commit to reading for an extended period, either individually or in groups. They can set reading goals and document their progress.
- 12. COLLABORATIVE STORY WRITING:** Divide students into small groups and assign them the task of writing a short story together based on the day's reading material. Each member of the group is encouraged to contribute a part of the story, thus encouraging collaboration and creativity.
- 13. LITERARY TALKS:** We encourage parents, families and community members to participate in informal book discussions. They can share their reading experiences and recommend books they have enjoyed.
- 14. RESEARCH PROJECTS:** Give students the opportunity to research a topic related to the book they are reading and present their findings in a creative way, such as through posters or presentations at an assembly.
- 15. READING CIRCLE:** In the computer lab, students engage with a specific theme from a digital book and share their opinions, reflections and questions about the plot, characters and theme of the book.

**Note:** Each week, one or two activities will be conducted in class to assess reading comprehension. If the teacher finds it suitable, virtual activities that students can complete at home such as Kahoot, Quizizz, and others may also be utilized.

Please note that these are suggested activities, and teachers are encouraged to select other activities based on their student's needs.







## **BiVA READING! READING PROJECT FOR SEVENTH THROUGH NINTH GRADES ADVENTIST VIRTUAL LIBRARY**

### **DID YOU KNOW...READING CAN CHANGE LIVES?**

Has it ever occurred to you that you have formed a friendship with someone and, without noticing, you have begun to share similar gestures, habits, and interests over time? This is because everything you are exposed to regularly impacts your life positively or negatively.

The choice of friends is a crucial one, as they can significantly shape your life. Seek out individuals with whom you can foster a positive relationship, as they can serve as catalysts for your personal growth and development. Friends are not just companions, they are a source of entertainment, understanding, unwavering support, and guidance. Their multifaceted support can enrich your life in numerous ways.

A good book is a valuable resource that can help with personal development. Books are a constant source of support, entertainment, and guidance. They are also a source of laughter, inspiration, advice, and a wealth of knowledge. A good book is an asset that can provide insight and guidance, much like a trusted friend.

Who said reading was boring? At the **ADVENTIST VIRTUAL LIBRARY**, books are like friends waiting to tell you their most fascinating secrets, providing insight and information in a convenient and accessible format.

In the **ADVENTIST VIRTUAL LIBRARY** books are much more than just pages of words, they are your friends who will make you laugh and have a good time as you read their fascinating stories. Don't wait any longer to embark on this journey of adventure, fun and knowledge.





## DIGITAL BOOK OUTLINE FROM SEVENTH TO NINTH GRADE

It is proposed to read the Bible in digital format using the Book of Judges and two chapters of the Book of Patriarchs and Prophets bimonthly for the school year 2024-2025 or 2025, according to each country's school-year modality. The reading comprehension level should be considered when developing the questions for this level of study.

MONTH	LINK	TITLE	AUTHOR	CHECK IF READ
- January / February	<a href="https://text-egwwritings-org.ezproxy.interamerica.org/read/1965.13240">https://text-egwwritings-org.ezproxy.interamerica.org/read/1965.13240</a>	The Bible Book of Judges Chapter 1 to 10	Ellen G. White	
	<a href="https://text-egwwritings-org.ezproxy.interamerica.org/read/84.2538">https://text-egwwritings-org.ezproxy.interamerica.org/read/84.2538</a>	Patriarchs and Prophets Chapter 53 The First Judges		
- March / April	<a href="https://text-egwwritings-org.ezproxy.interamerica.org/read/1965.13890">https://text-egwwritings-org.ezproxy.interamerica.org/read/1965.13890</a>	The Bible Book of Judges Chapter 11 to 21	Ellen G. White	
	<a href="https://text-egwwritings-org.ezproxy.interamerica.org/read/84.2620">https://text-egwwritings-org.ezproxy.interamerica.org/read/84.2620</a>	Patriarchs and Prophets Chapter 54 The First Judges		

Wasn't that fun? Well, here is another book that will make you enjoy reading even more in your spare time. [Our Father Cares | EGW Writings \(interamerica.org\)](https://www.egwwritings.org/Our-Father-Cares) Title: Our Father Cares.

BiVA boasts an incredible collection of thousands of books waiting for you to explore! With the insights you have gained from this virtual reading adventure, consider expanding your journey by connecting with more friends, creating meaningful discussions along the way. Happy exploring!





## **BiVA READING! DIGITAL READING PROGRAMME FROM TENTH TO ELEVENTH GRADE**

Are you interested in developing an athletic physique, identifying as a male or female with muscular strength and achieving your fitness goals? I can assure you that it is possible to become the person you want to be. The question is how. To achieve this, it is essential to follow a diet that provides the necessary nutrients and engage in a regular exercise routine that includes weight training to increase muscle mass.

Many people want a shapely body, but only some act on it. A weak, flabby body results from an inadequate diet and lack of exercise, while a strong body results from a balanced diet and exercise.

Many people are unaware that our brains need to exercise as much as our bodies. Reading stimulates cognitive development. As the saying goes, "Reading is to the mind what exercise is to the body." Reading allows our minds to expand and develop.

We must exercise our brains by reading material that stimulates neural activity and strengthens cognitive abilities. Just as choosing the nutrients that benefit our body is significant, it is also essential to carefully select the type and quality of reading material to stimulate our neurons.

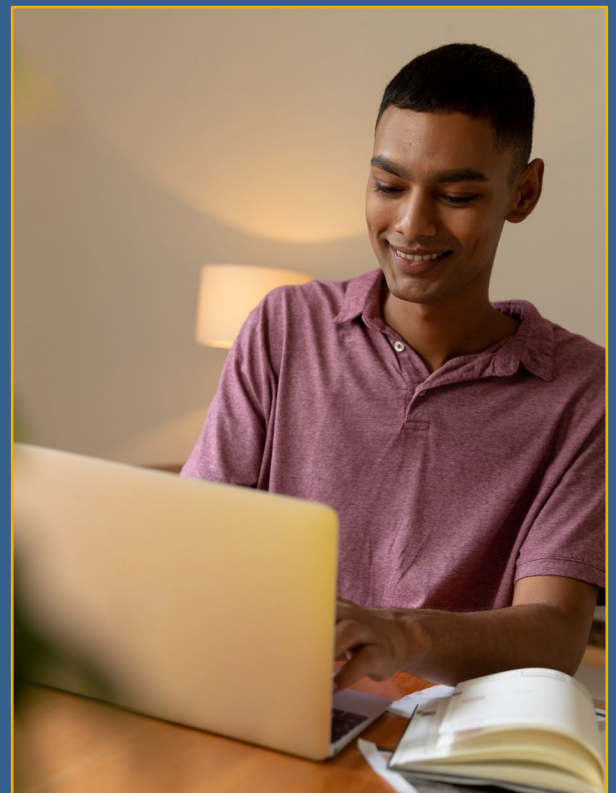
A wide range of books are available, some of which have a constructive effect on our learning, creativity, critical thinking, and imagination, while others have a less beneficial effect.

In this virtual reading programme of the **ADVENTIST VIRTUAL LIBRARY** we selected several books to enhance your self-esteem, positive imagination, and analytical skills.

As you develop your reading skills, you will find that your comprehension in other areas, such as mathematics, will also improve significantly. This is due to the close relationship, which many people do not realize, between reading comprehension and the ability to read and understand mathematical problems.

We encourage you to enter the wonderful and empowering world of reading from now on!

The **BiVA**



## DIGITAL BOOK OUTLINE FOR TENTH TO ELEVENTH GRADE

It is proposed to read the Bible in digital format using the Book of Judges and two chapters of the Book of Patriarchs and Prophets bimonthly for the school year 2024 -2025 or 2025, according to each country's school-year modality. The reading comprehension level should be considered when developing the questions for this level of study.

MONTH	LINK	TITLE	AUTHOR	CHECK IF READ
January/February	<a href="https://text-egwwritings-org.ezproxy.interamerica.org/read/1965.13240">https://text-egwwritings-org.ezproxy.interamerica.org/read/1965.13240</a>	The Bible Book of Judges Chapter 1 to 10	Ellen G. White	
	<a href="https://text-egwwritings-org.ezproxy.interamerica.org/read/84.2538">https://text-egwwritings-org.ezproxy.interamerica.org/read/84.2538</a>	Patriarchs and Prophets Chapter 53 The First Judges		
March /April	<a href="https://text-egwwritings-org.ezproxy.interamerica.org/read/1965.13890">https://text-egwwritings-org.ezproxy.interamerica.org/read/1965.13890</a>	The Bible Book of Judges Chapter 11 to 21	Ellen G. White	
	<a href="https://text-egwwritings-org.ezproxy.interamerica.org/read/84.2620">https://text-egwwritings-org.ezproxy.interamerica.org/read/84.2620</a>	Patriarchs and Prophets Chapter 54 The First Judges		

We really think you will enjoy these readings! They are great for strengthening your brain, your imagination, and helping you set more and better goals for your life. And here is another link for you to keep building on your great reading habits!

**[Lift Him Up | EGW Writings \(interamerica.org\)](#)** Title: Lift Him Up.

Don't forget that in our **[ADVENTIST VIRTUAL LIBRARY](#)** you will find thousands of books that will help you to continue strengthening your neurons and your good reading habits.



## **BIVA READING!** **ACTIVITIES TO BE CARRIED OUT WITH** **THE DIGITAL READING PROGRAMME**

### **In the classroom:**

- At the beginning of each term, the teacher will give each student a reading list that includes a link to each book.
- Reading progress will be reviewed weekly. Classroom activities will be completed according to this document or as the teacher determines.
- At the end of each trimester, the teacher will summarize the students' achievements and select one who demonstrated exemplary reading comprehension skills. The pupil chosen will take part in an internal school event focusing on positive skills to stimulate interest in reading.

### **At the schools:**

General Contest Guidelines:

- The school's Principal and Academic Dean will select teachers to form a Reading Committee. The committee will be responsible for planning the student selection process from each educational level representing the institution at the event. The selection process should be completed a few weeks before the significant event at the Union level and the Secondary level at the Division level. This event is promoted and sponsored by the Missions or Conferences of the various local areas.

The responsibilities of the Committee include:

- Determining the criteria for evaluating the reading comprehension of students. The parameters may include, but are not limited to, analytical skills, text interpretation, fluency and other relevant aspects.
- Ensuring the selection process is clearly and transparently communicated to the entire educational community.
- Once the activities have been completed, the results should be analyzed to select the students representing the school in the "BiVA READING" contest at the Union level. At the Division level, only the most outstanding students will be selected to represent the Union, ensuring that they meet the established criteria.





## At the Local Fields:

### ORGANIZING COMMITTEE:

A committee will be appointed to oversee all aspects of the BiVA READING contest. The committee should consist of dedicated educators with experience in organizing educational events.

### THE COMMITTEE WILL BE RESPONSIBLE FOR:

- Determine suitable dates for the contest, taking into account the school calendar and other relevant events.
- Selecting the school to host the contest activities, ensuring that it has the necessary resources. It would be preferable if the venue could accommodate a podium or stage. Please note that the contest will be divided into two groups. The committee will be responsible for organizing the contest at the primary and secondary levels.
- Develop an effective publicity strategy to disseminate information about the contest to Adventist schools within each Mission or Conference.
- It is recommended that communication media such as social networks, emails and posters be used to maintain motivation among the school population.
- The registration process is opened to allow schools to register their participating students.
- It is important to clearly define the registration requirements and deadlines.
- Organise all logistical aspects of the event, including room reservations, availability of necessary materials and equipment, etc.
- Implement a fair and transparent evaluation system to determine the winners of the contest.
- Arrange for significant prizes to be awarded to participants in the various categories in recognition of their efforts and talent.
- Appoint a judging committee.





**At the Unions:****ORGANIZING COMMITTEE:**

The organizing committee will appoint an evaluation committee of impartial teachers (ideally from different schools) to design the dynamic and creative tests at the various levels.

Teachers from different levels will be appointed to ensure that the evaluation process is fair and that the workload is evenly distributed.

The evaluation process should be dynamic and creative rather than traditional. Giant colorful roulette wheels can be constructed, and various questions related to the readings done during the year are presented. The participating pupils then spin the wheel and answer orally. Each pupil must have the opportunity to spin and answer. Students who do not give an accurate answer will be disqualified at each turn.

Another method of assessment is to conduct a serial narration of the readings. A member of the examination board will start the narration, and the students will continue in the order they have been given. In addition, they can use the evaluation forms provided in the teacher's material or devise alternative forms of evaluation that are constantly evolving.

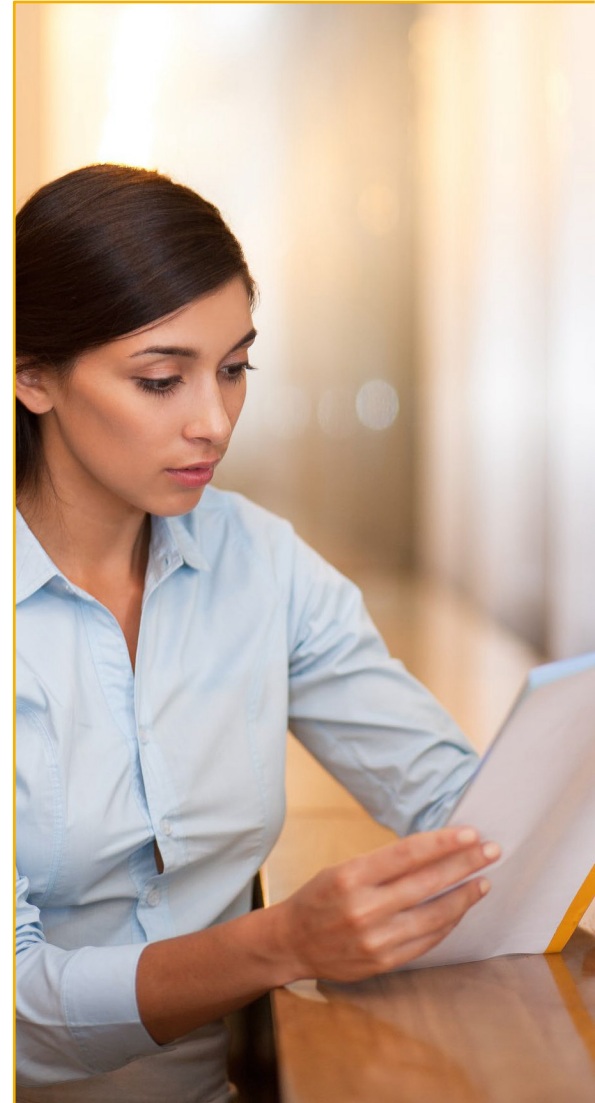
It is advisable to prepare several evaluation forms if a tiebreaker is required.

**At the Division:**

The Division level content is based on the Bible. Therefore, high school students must read the book of Judges of the Bible at the following link: <https://text-egwwritings-org.ezproxy.interamerica.org/read/1965.13240>

They must also read chapters 53 and 54 of the book Patriarchs and Prophets.

Only high school students will participate in the Division contest. The contest will be held on May 6, 2025.



## ORGANIZING COMMITTEE:

We will establish an organizing committee consisting of up to six members to plan the final event of the Inter-American Division for the BiVA Reading Contest finals. The committee will include teachers from the Inter-American region and the members will be nominated by the Education Directors of various Unions.

They will be responsible for preparing dynamic and creative tests for the contestants.

The evaluation should not be traditional but dynamic and creative. Different forms of assessment should be prepared in case a tiebreaker is needed. The time and the number of correct answers will be considered.

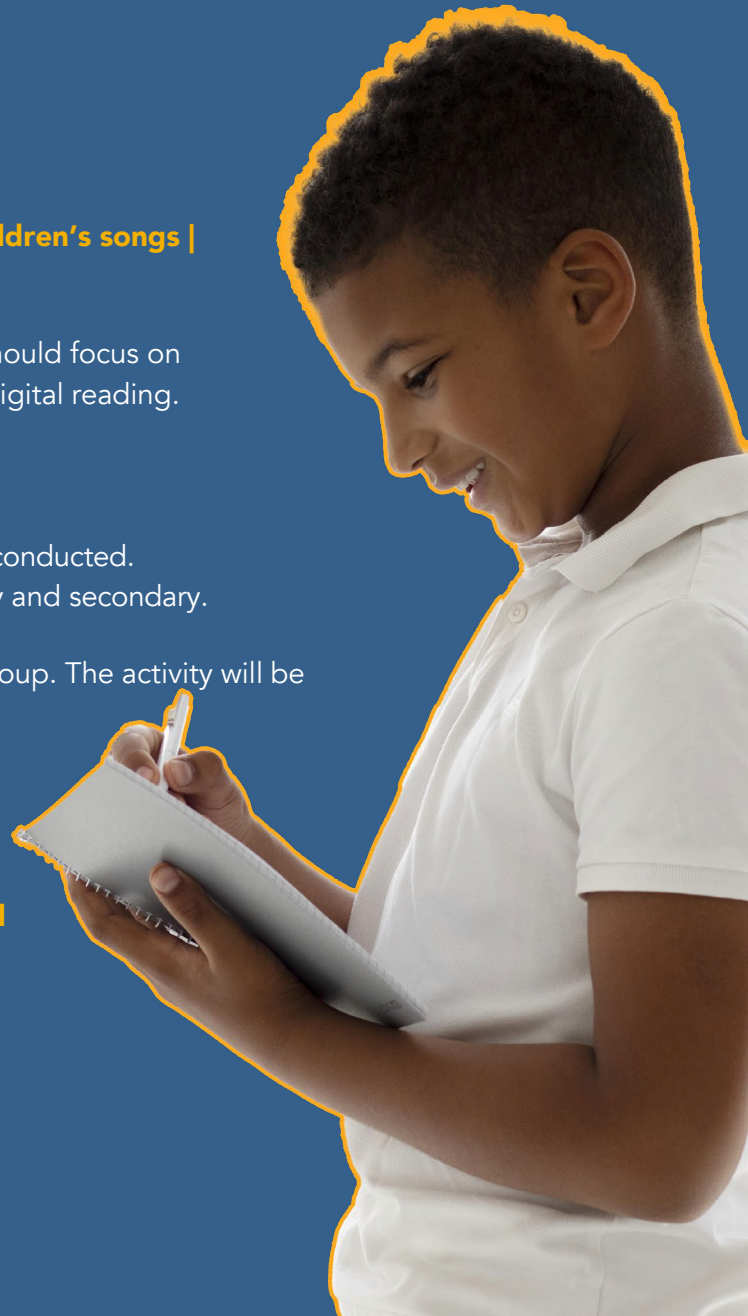
The contest will take place on May 6, 2025, in virtual mode. The student representing the Union will be a secondary school student only. The first three places will be awarded a full scholarship.

The scholarship will cover tuition and fees for the following school year. The BiVA Reading Contest will be held virtually.



## SUGGESTED PROGRAMME BiVA READING CONTEST DAY

1. The distinguished officials presiding over the event are welcome to take their seats.
2. Kindly enter the flag of Adventist Education and that of the country.
3. The next item on the agenda is the entry of the various Conferences or Missions with their respective participating schools. Each local field will select a creative format for the presentation, alluding to the type of contest.
4. Dramatized welcome.
5. Prayer.
6. Song about books **Song about books - Educational children's songs | Original song by LBB Junior (youtube.com)**
7. The presentation should be limited to 15 minutes and should focus on the importance of reading, with particular emphasis on digital reading.
8. The drama will focus on the topic of digital reading.
9. Please find below instructions on how the event will be conducted. The participants will be divided into two groups: primary and secondary.
10. The evaluation activities should be conducted in each group. The activity will be led by the teachers in charge of each respective group.
11. Awards for outstanding students will be presented at the general meeting.
12. Song about books **The song about books - Educational children's songs | Original song by LBB Junior (youtube.com)** A song will be sent for this event.
13. Prayer.
14. The attendees will then have lunch together.
15. Please return to your respective places of origin.







## ACTIVITY IMPLEMENTATION BOOK DAY:

Please note that International Book Day is celebrated annually on 23 April. In 1995, UNESCO chose this date to honor books and authors and promote reading access for all.

Kindly add the celebration of International Book Day to your calendar of activities. This will be a memorable day for the education community. Every year, this date should be programmed in the school calendar.

It is important to start preparations well in advance.

1. The external aspect of the facility should be visually motivating.  
Here are some examples: **The BiVA Reading Cart** and **The BiVA Reading Little House** locations are tastefully decorated and include posters or dividers with the QR codes for the reading books per bimester.





## BASIC REGISTRATION SCHEME

### Digital Reading programme Basic Registration Scheme (Students and Parents)

- 1. Username.**
- 2. Name of the book you read.**
  - Title
  - Author
  - BiVA Link
  - Cover page (optional)
- 3. Reading History:**
  - Record of books read by each student.
  - Start and end date of reading.
  - Number of pages read per week.
  - Reading progress rating (qualitative - optional): Fair, Good, Excellent
- 4. Advances in Reading:**
  - Progress markers for each book.
  - Page number or percentage completed.
- 5. Social Interactions in the classroom:**
  - Comments on books.
  - Share reading progress with other users.



## CONCLUSION

The BiVA (Adventist Virtual Library) digital reading programme will be used over six months and shall involve students from all Adventist Educational Institutions of the Inter - American Division. This initiative provides a valuable opportunity to cultivate a passion for reading, facilitate cultural exchange, and promote intellectual growth within our academic community.

We are confident that students will gain new perspectives, expand their knowledge base, and improve their reading comprehension skills through this exciting literary journey.

This programme has the dual purpose of promoting the importance of reading and strengthening the bonds of fellowship within our Adventist community, fostering cooperation and continuous learning.

We are delighted to announce the launch of this educational initiative. We anticipate that the results of this initiative will be evident in the growth of our students' reading habits.

Our writer Ellen G. White says:

*"Children need proper reading which will afford amusement and recreation and not demoralize the mind or weary the body... Most children and young people will have reading matter; and if it is not selected for them, they will select it for themselves. They can find a ruinous quality of reading anywhere, and they soon learn to love it; but if pure and good reading is furnished them, they will cultivate a taste for that." The Adventist Home 411.2*

It is our desire that all Adventist schools embrace this initiative and that we all participate together in this digital reading programme.

Remember: "The power of endurance, strength and activity of the brain can be reduced or increased according to the manner in which they are employed". Testimony Treasures Vol. 1: 570.2

God bless your educational ministry and let us continue to work together for the Lord.

**BiVA**

**BiVA**  
*Reading*

**REFERENCES:**

- White G., Ellen, (2007) Its Importance. Mind, Character and Personality T1, page 20.3 (ebooks)
- White G., Ellen, (1978) Ennobling Books. Sons and Daughters of God, page 180.4 (ebooks)
- White G., Ellen, (2007) Reading and its influence. The Adventist Home, page 411.2 (ebooks)
- White G., Ellen, (1971) Mental Dyspeptics. Testimony Treasures, Vol. 1: page 570.2 (ebooks)
- LBB Junior, Moonbug Kids in Spanish.(2017) The Song of the Books <https://www.youtube.com/watch?v=3Sc9cKGKzeU>

The logo consists of a white square containing a Wi-Fi symbol above a book icon.

# Adventist Virtual Library

