

## **ABSTRACT**

This diploma thesis deals with the Lapbook teaching method and its use to develop reading literacy for preschool-age children. The aim is to develop a deeper understanding of the text read by children and their creation of their own interactive book. The work presents an integrative project that is to stimulate children's interest in literature, understanding the story through appropriately selected activities and get acquainted with the entire process of making a Lapbook. The work is divided into theoretical and practical part.

The theoretical part characterizes in general reading literacy, reading pre-literacy and its anchoring in the Framework Educational Program for Preschool Education. Furthermore, the characteristics of the period in terms of the child's development and the development of reading skills, the factors influencing reading, such as the influence of family or kindergarten, and the prerequisites for the development of reading literacy. The topic is also the importance of the book for preschool children and reading strategies with a focus on the E - U - R model (evocation - awareness of meaning - reflection). Finally, it deals with the definition of the Lapbook teaching method and instructions for its production.

The practical part is based on action research, which was focused on the development and implementation of an integrative project, the product of which is a children's book Lapbook with activities to deepen the comprehension of the text. The aim of the diploma thesis is to present the possibility to deepen the interest in books among preschool children through work with Lapbook and its creation. Its results, sub-objectives, research questions and evaluation were verified on the basis of participatory observation, a questionnaire for parents and colleagues, guided interviews with children.

The results of research show that the use of Lapbook in kindergarten is suitable for the development of reading literacy. The benefits of this interactive book in the hands of preschool children include a deeper understanding of the proposed fairy tales, group collaboration, problem solving, creativity, listening, patience, memory and systematicity. The children showed joy in their own creative endeavours and naturally learned the reading strategies needed for their further lifelong learning.