

Description of Reading Promotion Activity/ Action <b><u>HOW WAS THIS PICTURE MADE?</u></b>	
Reaches disadvantaged pupils / families	<input type="checkbox"/> yes <input type="checkbox"/> no <input checked="" type="checkbox"/> yes but not only
Multilingual activity	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Action especially for	<input type="checkbox"/> girls <input type="checkbox"/> boys <input checked="" type="checkbox"/> both
Involves parents	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Utilizes ICT	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Objective (s)	<ul style="list-style-type: none"> <li>• Children to appreciate the aesthetic value of picture books.</li> <li>• To improve their relationship with books through enjoyable activities with picture books.</li> <li>• To get to know and become able to identify various illustration techniques.</li> </ul>
Age level (s)	<ul style="list-style-type: none"> <li>• 6 - 12</li> </ul>
Preferable number of participants	<ul style="list-style-type: none"> <li>• 1 – 30</li> </ul>
Duration	<ul style="list-style-type: none"> <li>• 40'</li> </ul>
Setting, materials, and preparation	<ul style="list-style-type: none"> <li>• Venue: library classroom, bookstore, garden or elsewhere</li> <li>Materials: Picture books that feature different illustration techniques</li> </ul>
Step -by-step description	<ol style="list-style-type: none"> <li>1. Put several illustrated books on tables.</li> <li>2. We give children the following directive: "Sort the books in your opinion are illustrated with the same materials."</li> <li>3. Followed by a discussion on the different materials, techniques and style of illustrations that we find in books.</li> <li>4. Each group of children taking a class to study illustration and then presents the characteristics of the other children.</li> <li>5. Finally, the animator creates children with a list of</li> </ol>



	<p>folders, different types of illustration (using photocopies or through images the children copying from books).</p> <p>6. Children are asked to recognize a favorite species or favorite illustration illustrators and borrow books with this kind of illustration. Read them in school and / or at home.</p>
Notes to reading promotion facilitator	<p>Beyond picture books, we can search together with their children elsewhere to find pictures painted by the same technique / tool / material:</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"><li>• Pencil and watercolor: animation, comics</li><li>• Computer: designs we see in cereal boxes, internet pages, CD-ROM</li><li>• Painting with oil or acrylic color: see the tables in the museum</li></ul>
Suggested follow-up actions/ activities	<p>The above activities could be expanded as shown below:</p> <p><b>Combination of technical illustration</b></p> <ol style="list-style-type: none"><li>1. After studying with children of different illustration techniques, we choose a book with them their love.</li><li>2. Then let the children to browse and other picture books to see how they could illustrate with different hardware / tool / technique / style chose the story.</li><li>3. We choose together what technique would "redraw" the book you chose.</li><li>4. Divide pages to the children, which should illustrate (can work in pairs)</li><li>5. We emphasize that children should watch the uniformity of the whole: same shape paper heroes same look, same technique, same color gamut.</li><li>6. At this point it may be a <b>variation</b>: Every child draws again a page of the book with a different technique, depending on tastes. So the end result is less uniform, but every child can give his own, free interpretation.</li><li>7. At the end, we present the result of tying the pages in a real book.</li><li>8. Books can be presented in different ways and the other school children, parents, etc.</li></ol>
Acknowledgements	<p>The ideas listed above from the source below. In the same source and you can find other ideas for creative activities with picture books.</p>
Sources	<p>Μπρασέρ, Φ. (2005). <i>1001 δραστηριότητες για να αγαπήσω το βιβλίο: διηγούμαι, ανακαλύπτω, παίζω, δημιουργώ.</i></p>



	<p>Αθήνα: Μεταίχμιο. Brasseur, P. (2005). <i>1001 activités autour du livre: raconter, explorer, jouer, créer</i>. Paris: Casterman.</p>
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