

Description of Reading Promotion Activity/ Action <u>MEETING WITH AN AUTHOR</u>	
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"> • To engage children in reading through open and authentic activities. • Children to delve into a specific literary work and/or author. • Children to develop a reading culture and form reading communities. •
Age level (s)	<ul style="list-style-type: none"> • 6 – 12
Preferable number of participants	<ul style="list-style-type: none"> • 1 - 30
Duration	<ul style="list-style-type: none"> • 50'
Setting, materials, and preparation	<ul style="list-style-type: none"> • Place: Library, classroom, bookshop, playground, elsewhere • The setting should be arranged in a way that the author is near the children and on the same level with them.
Step -by-step description	<p>A meeting between an author and the children is an excellent idea. The following elements increase the effectiveness of such a meeting:</p> <ol style="list-style-type: none"> 1. Children know and like the author's work. 2. Children create something, inspired by one of the author's books: painting, theatre, pantomime, etc. 3. Children compose the invitation letter. 4. Children ask questions prepared by them (not questions provided by adults).



	<ol style="list-style-type: none">5. The author has the opportunity to talk to children face-to-face, in a cozy setting.6. The meeting extends beyond the process of questioning and answering. The author could be asked to write or draw something with the children, narrate one of her/his stories, create a new story with them, etc.7. In the end, children are encouraged to read more books by the same author or illustrator. The necessary books, time, and space should be provided to them.
Notes to reading promotion facilitator	<ul style="list-style-type: none">• Parents could also be invited to participate.• To come in touch with an author or illustrator, the school can contact organizations and associations that deal with children's books, such as authors' associations or national sections of IBBY (International Board on Books for Young People). Some authors also have their own websites and blogs. Alternatively, the school can contact the authors' publisher or manager.
Suggested follow-up actions/ activities	<p>FROM AUTHOR TO SHELF: Children could discover through play the process through which a book is created.</p> <ol style="list-style-type: none">1. Students have about two hours to co-author a story, building on the narrative elements of characters, setting, enemy, problem, conflict/plot, solution.2. It would be great if an author and/or illustrator could participate in this process. The author could interact with children, writing down their ideas and helping them build the story, while an illustrator could keep sketching these ideas on big pieces of paper until the desired outcome is produced.3. After completing the creation, the story is printed, binded, and distributed.
Acknowledgements	Adapted from Brasseur (2005) and Ίδρυμα Αικατερίνης Λασκαρίδη (2012).
Sources	Brasseur, P. (2005). <i>1001 activités autour du livre: raconter, explorer, jouer, créer</i> . Paris: Casterman. Μπρασέρ, Φ. (2005). <i>1001 δραστηριότητες για να αγαπήσω το βιβλίο: διηγούμαι, ανακαλύπτω, παίζω, δημιουργώ</i> . Αθήνα: Μεταίχμιο.



	<p>Ίδρυμα Αικατερίνης Λασκαρίδη (06/06/12). Εκπαιδευτικά Προγράμματα Πρωτοβάθμιας Εκπαίδευσης 2011 – 2012. Πρόσβαση στο διαδίκτυο: http://www.laskaridou.gr/uploads/articles/448PROTOBATHMIA.pdf</p>
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