

Description of Reading Promotion Activity/ Action <u>PLAYING WITH AN IMAGE FROM A BOOK</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 checked="" 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 draw aesthetic pleasure from books. • To experience the need to read specific books they have encountered during LiRe activities. • Children to interact within reading communities, playing, communicating, and discussing book- and reading-related issues.
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"> • 80'
Setting, materials, and preparation	<ul style="list-style-type: none"> • Setting: library classroom, bookstore or other school area
Step -by-step description	<p><u>QUESTIONS, ANSWERS, AND STORIES INSPIRED BY ONE PICTURE:</u></p> <ol style="list-style-type: none"> 1. Children observe one intriguing image from a book and express the questions that come to mind. They will want to know what is left out of the picture, what happened before and what will happen next. All questions are written on the board, especially the unexpected ones. (e.g.: “Why is the girl going to the spring?” “Is this water?” “Who is this flying character?” etc.) 2. Next, children invent answers to these questions, proposing 2-5 imaginative, irrational, funny, or unexpected answers. 3. In the end, children choose the most interesting

	<p>answers and use them to compose a story.</p> <p><u>GUESS WHAT I SEE:</u> One student chooses an object from the image and describes it but does not reveal which object s/he is talking about. The rest of the class/ group observe the image and try to guess the object.</p> <p><u>PROJECTING MY SELF IN THE PICTURE:</u> Children are encouraged to project themselves in the picture, by making such statements such as “I would love to live in that house” or “I would like to be that character” etc.</p> <p><u>BRINGING THE PICTURE TO LIFE:</u> Each pair of students has one image from the book in front of them. When one student points to something in the picture, the other one has to mimic it or imagine what it could be saying. They then switch roles.</p> <p><u>BEYOND THE PICTURE:</u> On a blank piece of paper, the teacher copies and pastes a single character or object from the book. S/he encourages children to complete the picture, trying to stimulate their imagination. If the image shows, for instance, the hero making faces to something, then the direction could be: “To whom is s/he making faces? Complete the picture.” Other examples:</p> <ul style="list-style-type: none"> • a frightened face - “Who is scaring her/him?” • a fighting Knight - “Who is he fighting with?” • a very unusual chair - “Who is sitting on this chair?” • an alien - “How does the alien’s house look like?” • some ruins - “Why don’t you restore this building?” • a dragon sitting at the table - “What is he getting ready to eat?” • a cave - “Who’s hiding in this cave?” • an unusual house - “What is there around this house?”
Notes to reading promotion facilitator	<ul style="list-style-type: none"> • Children should then be given the chance to have a look at the complete book the image comes from and borrow it if they like.
Suggested follow-up actions/ activities	<ul style="list-style-type: none"> • One variation of the “BEYOND THE PICTURE” activity is a collaborative mural. All children work together on a large piece of paper or directly on a wall, to depict everything they imagine to exist around and beyond a



	specific image from the book (e.g. the giant's leg, a tree, or a group of people).
Acknowledgements	Adapted from Brasseur (2005).
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.