

Description of Reading Promotion Activity/ Action <u>THE TORN PAGE</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"> • Children to interact within reading communities, playing, communicating, and discussing book- and reading-related issues. • Children to delve into a specific literary work and/or author and present them to others. • Children to develop their storytelling and book-talking skills.
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: classroom, library, bookstore, or elsewhere Materials: Torn photocopy (colour if possible) of a page or double spread from a picture book the children have not read yet
Step -by-step description	<ol style="list-style-type: none"> 1. Children can work individually or in small groups. 2. Children observe a torn copy of a page or double spread from a picture. 3. They are told that “Half of this page has been torn out. Can you complete the missing parts of the image and the text?” 4. After completing the missing part, each child or group presents their page. 5. Children discuss and compare. 6. They are encouraged to borrow and read the book (ideally, multiple copies are made available).



Notes to reading promotion facilitator	<ul style="list-style-type: none">• In the end, children are likely to ask to see the complete original page. The teacher shows it, but avoids communicating to children that “this is the only correct answer.” Children’s ideas are equally “correct” and interesting.
Suggested follow-up actions/ activities	<ul style="list-style-type: none">• Another interesting activity is to copy an entire picture book, leaving out a page from the beginning, middle, or end of the book. More pages may be left out, when working with older children. Children create the missing page/ pages.
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.