

Description of Reading Promotion Activity/ Action <u>BOOK DOMINOS</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 discover the variety of books available to them To explore the characteristics of books with all their senses.
Age level (s)	<ul style="list-style-type: none"> 6-12
Preferable number of participants	<ul style="list-style-type: none"> 4 – 30
Duration	<ul style="list-style-type: none"> 30'
Setting, materials, and preparation	<ul style="list-style-type: none"> Venue: library classroom, bookstore, garden or elsewhere Materials: Boxes with 15 to 40 books, each different but with some common elements
Step -by-step description	<ol style="list-style-type: none"> Place the books on the floor or on tables. Allow children to browse. Explain to children that the goal of the game is to make a big domino with books by putting books horizontally on the table, with their cover facing upwards, and connecting each time two books that have something in common. Children take turns, adding a book and explaining what "common point" it has with the previous one. Important rule: We cannot use the same common point in two consecutive turns. Examples of "common points": The basic color of the cover, elements depicted on the cover, size, thickness, shape of the book, the series, illustrator, writer, the style of the illustration, new or used book,



	<p>literary genre, etc.</p> <p>6. At the end of the activity, the facilitator encourages children to choose that might interest them and borrow them to read.</p>
Notes to reading promotion facilitator	<ul style="list-style-type: none">• With young children, the teacher initiates the activity so that children can better understand the game's rules and challenge ("common point").• With older children, the initiative could be passed on to students who are proficient in such activities.
Suggested follow-up actions/ activities	<ul style="list-style-type: none">• For younger children: Gather fewer books (5-10) that have a common point and help children guess.• For older children: Working in pairs, children explore stacks of books to identify two "opposite books."
Acknowledgements	<p>In the book listed below, the author discusses both this and other related actions with which books become a source of enjoyment.</p>
Sources	<p>Poslaniek, C. (1990). <i>Donner le goût de lire</i>. Paris : Editions du Sorbier.</p> <p>Ποσλανιέκ, Κ. (1991). Να δώσουμε στα παιδιά την όρεξη για διάβασμα. Αθήνα: Καστανιώτη.</p>