



Description of Reading Promotion Activity/ Action <u>VISITING A LIBRARY 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"> • Children to delve into a specific literary work and/or author • Children to develop positive stances and habits in relation to libraries. • To become familiar with library spaces and their usage. • 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"> • 15 - 30
Duration	<ul style="list-style-type: none"> • 80'
Setting, materials, and preparation	<ul style="list-style-type: none"> • Place: School or Community library
Step -by-step description	<ol style="list-style-type: none"> 1. Children visit the library with an author, in search of her/his books. 2. Students form groups and browse the books they have spotted. 3. The author moves from group to group, answering the questions that come up. 4. Children then ask the author to read aloud parts of books that capture their interest. 5. Finally, children read silently and check books out of the library.



Notes to reading promotion facilitator	<ul style="list-style-type: none">• It would be useful if students familiarized to some extent with the author and her/his work before the meeting.
Suggested follow-up actions/ activities	<ul style="list-style-type: none">• Children's discussion with the author could also cover other areas, such as genres or themes s/he is working with. Children and author could then find and compare books under the same categories from various authors.
Acknowledgements	Adapted from Παπαδάτος (2009).
Sources	Παπαδάτος, Γ.Σ. (2009). <i>Παιδικό βιβλίο και φιλιαναγνωσία: Θεωρητικές αναφορές λαο προσεγγίσεις - Δραστηριότητες</i> . Αθήνα: Πατάκη.