



Description of Reading Promotion Activity/ Action <u>BOOK TALKS</u>	
Reaches disadvantaged pupils / families	<input checked="" 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 attend to boys' and girls' reading interests. • To engage boys and girls (especially reluctant readers) in reading.
Age level (s)	6-12
Preferable number of participants	4 - 30
Duration	5 - 7 minutes per book
Setting, materials, and preparation	<ol style="list-style-type: none"> 1. Setting: School library, classroom 2. Materials: proposed book/s
Step -by-step description	<p>"A book talk is a short, exciting glimpse of a book or other text delivered with enthusiasm, expressive excerpting, and a conclusion that keeps listeners guessing" (Zambo & Brozo, 2008: 110).</p> <ul style="list-style-type: none"> • <u>The librarian/ teacher reads the book and prepares a book talk based on the following features:</u> <ul style="list-style-type: none"> - An attention-grabbing introduction - Broad-stroke information about the book - Contextual information about a scene to be extracted - An exciting excerpt read aloud - A conclusion that leaves listeners eager to learn more • <u>The librarian/ teacher:</u> <ul style="list-style-type: none"> - Rehearses, practicing to keep the talk within a timeframe of 5-7 minutes - Shows enthusiasm



	<ul style="list-style-type: none"> - Uses an effective oral reading voice - Uses appropriate simple gestures and props - Makes frequent eye contact with all students - Shares the book's photos and illustrations • <u>The librarian/ teacher:</u> <ul style="list-style-type: none"> - <u>Does not</u> say too much about the book - <u>Does not</u> give away the end - <u>Does not</u> use notes or scripts, as the book talk should simulate natural and spontaneous conversation • After the book talk, the presented book is made available and accessible in the classroom or library for recreational reading
Notes to reading promotion facilitator	<ul style="list-style-type: none"> • A good idea is to book talk several titles together, in relationship to one another. Nancie Atwell (2007: 69 - 70) has developed distinct categories of book talks: <ul style="list-style-type: none"> - new titles I loved - new titles I haven't read yet - a worthy genre (memoirs, free-verse novels and memoirs, dystopian sci-fi, humour and parody, antiwar novels, psychological mysteries, graphic journalism, and classics) - a worthy author - a worthy series - oldies but goodies - titles related by topic or theme - top peeks for the weekend - fast reads • Book talks can follow such activities such as "My Bag" or "My Favourite Things Inventory," in order to attend to the students' (boys, or both boys and girls) identified reading interests. • Book talks could be addressed to boys, in order to attend to the special interests to this group of students (who usually tends to include the highest percentage of reluctant students).
Suggested follow-up actions/ activities	<ul style="list-style-type: none"> • Students should also be encouraged to give book talks. Students let the teacher/librarian know a day or so before they want to talk about a book, or they are given a day's notice when asked if they would be willing to book talk a title. Book talks are short, direct, and mostly enthusiastic • A special section of the class and school library could



	be devoted to good reads for boys or more generally to books that have been highlighted via “Book Talks.”
Acknowledgements	Ideas adapted from Zambo & Brozo (2008) and Atwell (2007).
Sources	Zambo, D. & Brozo, W. G. (2008). <i>Bright Beginnings for Boys: Engaging young boys in active literacy</i> . Newark: International Reading Association. Atwell, N. (2007). <i>The Reading Zone: How to help kids become skilled, passionate, habitual, critical readers</i> . New York: Scholastic.