



Description of Reading Promotion Activity/ Action <u>BUZZ ABOUT BOOKS</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 view themselves as readers. • Children to interact within reading communities, playing, communicating, and discussing book- and reading-related issues. • To experience the need to read specific books they have encountered during LiRe activities.
Age level (s)	6 – 12
Preferable number of participants	15 - 30
Duration	15' for 2-3 times a week
Setting, materials, and preparation	Place: Classroom or Library
Step -by-step description	<ol style="list-style-type: none"> 1. Everyone in the class is reading something different; something they have selected independently. They read these texts independently (partly in class and partly at home). 2. Children are grouped into “Buzz About Books” groups of four, from the beginning of the year, so that they are motivated to keep reading their books. 3. Groups have about 15' (2-3 times a week) to talk about the books they are reading. 4. They can talk about anything they like, ask questions one another, etc., but having a focus topic with which to open the discussion helps everyone become actively involved from the start. 5. For younger readers, the teacher could assign such



	<p>focus discussion topics such as:</p> <ul style="list-style-type: none">a) Where and when does your story take place?b) Who are the main characters?c) What is one of the main characters like?d) Who is your favourite character and why?e) Which picture in the book do you like best?f) Which part of the book do you like best?g) How do you feel about the end of the story?h) Do you think other kids would like to read this book? Why or why not?i) Would you read another book by this author? Why or why not? <p>[...] (Layne, 2009: 88)</p> <p>6. For older readers, the teacher could assign such focus discussion topics such as:</p> <ul style="list-style-type: none">a) Discuss with your group the book jacket (front and back) of the book you are reading. What are people's opinions about how well the jacket "sells" the book? Can you suggest a better jacket idea?b) Identify something about the main character that's bothering you or something that you really like. Why do you feel the way you do?c) What is the major problem in this book so far, or what do you think it is going to be? How will it likely be solved?d) If you've read any other books by this author, talk about how this one rates in comparison with the others.e) Describe a character from your book using three descriptive adjectives. Then, compare the character to yourself or someone in your family. What are the similarities and/or differences?f) Select a minor character in this book and explain why you feel the character was created by the author. How would the story change if this character were removed?g) If your book were going to be made into a movie, which part would you want to play? Why? Which would be the most enjoyable scene in the movie? <p>[...] (Layne, 2009: 88)</p> <p>7. At the beginning of the year, teacher circulates</p>
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	<p>among groups to make sure they are off to a good start. After a couple of sessions, teacher joins a group for the entire duration and moves on to another group next time.</p>
Notes to reading promotion facilitator	<ul style="list-style-type: none">• These discussions should not be assessed by the teacher, but should rather take place in an informal manner.• Usually, children will have extra incentives to keep reading their books, when they know that 2-3 times a week they will be talking to their peers about it and that the teacher might randomly join their discussion group.• It is, of course, important to help children choose that are “just-right” for them; but if they find that their book is not as interesting as they had anticipated, they should be allowed to drop it and choose another one.
Acknowledgements	Idea adapted from Layne (2009).
Sources	Layne, S. L. (2009). <i>Igniting a Passion for Reading: Successful Strategies for Building Lifetime Readers</i> . Portland, Maine: Stenhouse Publishers.