

Description of Reading Promotion Activity/ Action <u>CHILDREN SET UP A BOOKSTORE</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 explore the characteristics of books with all their senses. To interact within reading communities, 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"> 4 – 30
Duration	<ul style="list-style-type: none"> 30' - 50'
Setting, materials, and preparation	<ul style="list-style-type: none"> Venue: library classroom, bookstore, garden or elsewhere Materials: Various books (novels, books of knowledge, for adults or children, etc.), images from nice and well-organized bookshops
Step -by-step description	<p>The activity can be done with one or more groups of 4-6 children.</p> <ol style="list-style-type: none"> The facilitator leaves the books on the floor or on big tables for a period of 15 to 50 minutes (depending on age of children). The facilitator shows children images from well-organized bookshops and discuss. S/he gives children the following instructions: <i>"Imagine that you are about to open a bookstore and you must present the books on the tables in such a way as to invite your customers to buy and read them. How will you categorize and display them?"</i>

	<p><i>Come up with many possible solutions and choose the most suitable ones."</i></p> <p>Some examples of classifications:</p> <ul style="list-style-type: none"> • Age of the reader • Subject and content • Thickness or other quality of paper • Number of pages • The shape (tall, square, rectangular) • Length of text or quantity of images • Black-and-white or color printing • Hard or soft cover • Authors in alphabetical order • Price • Date of publication • Publisher or series • Illustration style and technique (photographs, watercolors, pencil, etc.) <p>4. Students explain how and why they decided to display the books as they have.</p> <p>5. The rest of the children visit the "bookstore", talk to booksellers, and choose ("buy") books to read in class or at home.</p>
Notes to reading promotion facilitator	<ul style="list-style-type: none"> • After this activity, a visit to a library or bookstore could follow, so that children can see how books are grouped together and presented there.
Suggested follow-up actions/ activities	<ul style="list-style-type: none"> • Older children could organize a small book exhibition. • Additionally, students could organize a "Book Bazaar" with books they bring or gather in other ways. Students can set up several booths and take on the role of booksellers; the money collected is used to purchase new books for the school library. The whole effort could also involve parents.
Acknowledgements	<p>In the book listed below, the author discusses both this and other related actions, which we can turn books from learning resources into sources 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</p>



	διάβασμα. Αθήνα: Καστανιώτη.
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