

Description of Reading Promotion Activity/ Action <u>IMAGINARY PORTRAITS</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 delve into a specific book and identify with its characters and author. • 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"> • 4 - 30
Duration	<ul style="list-style-type: none"> • 80'
Setting, materials, and preparation	<ul style="list-style-type: none"> • Place: Classroom, library, art room, elsewhere • Materials: large (1X2 m) paper, A3 size drawing paper, crayons, markers, and other drawing materials
Step -by-step description	<ol style="list-style-type: none"> 1. The coordinator reads to children a short story, avoiding showing them any pictures (including the cover) or any photos of the author and illustrator. 2. Children express their initial responses. 3. They then work in groups: 1st GROUP <u>IMAGINARY PORTRAIT OF THE AUTHOR</u> The first group works individually at the beginning. Children ponder on such questions such as: "What do you imagine the author to be like? Is s/he a woman or a man? Young or old? Bold or with long hair? What colour are her/his eyes? Does he have a beard? What is s/he wearing?" Then each child uses crayons to draw the author's portrait on an A3 size paper. Finally



	<p>they share their portraits, discussing and explaining why they chose to draw them the way they did.</p> <p>2nd GROUP</p> <p><u>REAL-SIZE DRAWING OF THE HERO</u></p> <p>Children work in groups. They discuss and write down the hero's main physical features. They also choose the materials they will use to draw her/him. A child then lies on the large piece of paper (1X2m) taking a position that looks like the character's body. They draw a line around the lying child and then draw on top and inside the figure to make it look like the hero.</p> <p>In the end, all groups present their imaginary portraits.</p>
Notes to reading promotion facilitator	<ul style="list-style-type: none">• Groups can then rotate so that they can do both kinds of imaginary portraits.
Suggested follow-up actions/ activities	<ul style="list-style-type: none">• Comparison of the imaginary portraits with actual illustrations and photos could then follow.• Children could also engage in a project to learn more about the author and invite her/him to visit their school.
Acknowledgements	Adapted from Αρτζανίδου et al (2011).
Sources	Αρτζανίδου, Ε., Γουλής, Δ., Γρόσδος, Σ. & Καρακίτσιος Α. (2011). <i>Παιχνίδια Φιλαναγνωσίας και Αναγνωστικές Εμπυχώσεις</i> . Αθήνα: Gutenberg.