



Description of Reading Promotion Activity/ Action <u>PLAYING WITH PARATEXTUAL ELEMENTS</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 formulate assumptions about books, using all available clues other than the actual narration. • To experience the need to read specific books they have encountered during LiRe activities. • Children to come in touch with a considerable number of texts. • Children to interact within reading communities, playing, communicating, and discussing book- and reading-related issues. • Children to develop book-selecting strategies; to be able to make and justify a selection.
Age level (s)	<ul style="list-style-type: none"> • 6 – 12
Preferable number of participants	<ul style="list-style-type: none"> • 4 - 24
Duration	<ul style="list-style-type: none"> • The time needed varies depending on activities
Setting, materials, and preparation	<ul style="list-style-type: none"> • Setting: Classroom, library, or elsewhere • Materials: books from home and from the library, copies of covers, content tables, etc., publishers' book catalogues
Step -by-step description	The general idea is for the children to ply with the paratextual elements of books (elements that are near but different from the narrative text); they will formulate assumptions and become curious to read



the actual stories.

CONTENT TABLES

1. The facilitator gives each group a copy of the entire or part of a book's table of contents (without the book's title).
2. Based on this information, each teach builds an oral story in half an hour, following the order of book's chapters.
3. Groups tell their stories and the rest of the children comment on them.
4. The facilitator stimulates the children's curiosity by implying how close their stories come to the actual stories in the books.
5. Children are given the actual books and are encouraged to read them.

FRONT, INSIDE, AND BACK COVERS

1. Each group gets copies of a book's front, back, and inside covers.
2. Children formulate assumptions about the genre, content, theme, and plot of the book.
3. A member of the team recapitulates the main points of the discussion.
4. The facilitator encourages children to read the books.

IMAGES

1. The children are given only the images of a picture book.
2. They try to identify the characters, setting, plot, and theme of the story. This is done orally, while the facilitator poses helpful questions.
3. Children try to narrate the story based on the images.
4. In the end, children are encouraged to read the book (multiple copies are made available).

TITLES

Each team picks a card. Each card features a title and the author's name. A similar process with the previous activity is followed.

EXCERPTS

Copies of characteristic excerpts and a table of contents are given to each group. Children need to



	<p>match each excerpt to the chapter it comes from.</p> <p><u>BOOK CATALOGUES</u> Children read titles and book summaries from publishers' catalogues. They spot interesting books and justify their choices. This is followed by a visit to a library, bookstore, or book exhibition.</p> <p><u>DIFFERENT EDITIONS OF THE SAME STORY</u> Children compare different editions of the same story (size, shape, illustration, material, audience, etc.) They choose their favourite version and support their choice. They are encouraged to check them out to read.</p>
Notes to reading promotion facilitator	<ul style="list-style-type: none">• These activities should have a playful feel, this is why we avoid writing activities the children might associate with a "lesson."
Suggested follow-up actions/ activities	<ul style="list-style-type: none">• Many more playful activities with paratextual elements could be designed.
Acknowledgements	Adapted from Poslaniek (1990).
Sources	Poslaniek, C. (1990). <i>Donner le goût de lire</i> . Paris : Editions du Sorbier. Ποσλανιέκ, Κ. (1991). Να δώσουμε στα παιδιά την όρεξη για διάβασμα. Αθήνα: Καστανιώτη.