

Description of Reading Promotion Activity/ Action <u>POETRY, COMICS AND MAGAZINE BREAKS</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 checked="" type="checkbox"/> yes <input type="checkbox"/> no
Utilizes ICT	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Objective (s)	<ul style="list-style-type: none"> • To encourage children to read more widely (across a spectrum of genres). • Children to view themselves as readers. • To develop a reading culture, both on a personal and communal level.
Age level (s)	<ul style="list-style-type: none"> • 6 – 12
Preferable number of participants	<ul style="list-style-type: none"> • 15 - 30
Duration	<ul style="list-style-type: none"> • 15' - 20'
Setting, materials, and preparation	<ul style="list-style-type: none"> • Place: Classroom • Materials: Poetry books, comic books and magazines
Step -by-step description	<ol style="list-style-type: none"> 1. The teacher schedules 15'-20' breaks in her/his instruction, which the students perceive as totally impromptu diversions from formal teaching. 2. At some point during the day (and not necessarily every day) the teacher announces "POETRY BREAK!" or "COMIC BOOK BREAK!" or "MAGAZINE BREAK!" 3. A variety of such texts are readily available in the classroom. 4. Students learn to scramble from their texts quickly and enjoy this spontaneous time of diversion with text. 5. During a poetry break, for example, students can go anywhere in the room to get comfortable and enjoy poetry. They can read silently or orally, in pairs or triads, they can even perform a piece they want to



	<p>perform for class.</p> <ol style="list-style-type: none">6. During these breaks, the teacher also reads texts of the same genre, alone, with a partner or in a group.7. Over time, different kinds of breaks may be combined (e.g. comic books and magazines), but at first it is best to avoid mixing the genres and encourage students to explore a specific category of texts.8. Parents should be informed about this activity and be encouraged to subscribe their child to a monthly magazine or check out and purchase comic and poetry books.
Notes to reading promotion facilitator	<ul style="list-style-type: none">• A break in routine is always welcomed by students.• These breaks allow children to explore a specific genre for a short amount of time.• Older students tend to have a bad relationship with poetry (once it is overanalyzed in school it loses its joy); these breaks, in combination with a good selection of fun and popular poetry collections, can alter the situation.• “Light reading” such as comic books and magazines (as well as romances for older girls) have proven quite effective in turning children into lifelong readers.
Suggested follow-up actions/ activities	<ul style="list-style-type: none">• Children might be encouraged to take such breaks individually as well, whenever they complete early a class assignment or when waiting for the next teacher to come, etc.
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.