

Description of Reading Promotion Activity/ Action <b><u>READ AROUNDS</u></b>	
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"> <li>• Children to come in touch with a considerable number of texts.</li> <li>• Children to experience the need to read specific books they have encountered during LiRe activities.</li> <li>• Children to view themselves as readers.</li> <li>• To develop a reading culture, both on a personal and communal level.</li> </ul>
Age level (s)	<ul style="list-style-type: none"> <li>• 6 – 12</li> </ul>
Preferable number of participants	<ul style="list-style-type: none"> <li>• 15 - 30</li> </ul>
Duration	<ul style="list-style-type: none"> <li>• 30' sessions, throughout the school-year</li> </ul>
Setting, materials, and preparation	<ul style="list-style-type: none"> <li>• Place: Classroom or library</li> <li>• Materials: Hardcover books</li> </ul>
Step -by-step description	<ol style="list-style-type: none"> <li>1. Teacher or librarian places a hardcover book in front of each student. This may be done before students come to class, in order to save instructional time.</li> <li>2. S/he has a discussion with students about how to best preview a book and decide if they are interested in it.</li> <li>3. Teacher/ Librarian tells students that they will be given approximately one minute and thirty seconds to preview the book on their desks.</li> <li>4. When the teacher/ librarian says “pass,” everyone who <i>wants to</i> passes the book to the next person.</li> <li>5. Students may choose to keep the book they have at their desk and pass it the next time; they may choose to “hold” up to three times before <i>must</i> pass the book</li> </ol>



	<p>on to the next room.</p> <p>6. When student “B” decides to hold onto his book, then student “A” skips “B” and passes her book to student “C.”</p> <p>7. At the conclusion of the Read Around, students have the time to walk around the room and check out or record on their “Someday Book List” titles they might be interested in reading.</p>
Notes to reading promotion facilitator	<ul style="list-style-type: none"><li>• In order for the activity to work, students need first to practice on passing books to one another.</li><li>• The whole process becomes easier if students are seated in a circle.</li><li>• It is explained to students that if they end up with a book they have already read, it’s OK to spend 90 more seconds with it; they may discover something new in it or decide to re-read the whole book.</li><li>• Teacher/ librarian should also have a few more books on stand-by, as they may need to insert them into the Read Around circle.</li></ul>
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.