

Description of Reading Promotion Activity/ Action <b><u>READING AND REAL-WORLD IDEAS</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 checked="" 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 interact within reading communities, playing, communicating, and discussing book- and reading-related issues.</li> <li>• To engage boys and girls (especially reluctant readers) in reading.</li> </ul>
Age level (s)	6 – 12
Preferable number of participants	4 - 30
Duration	A series of sessions
Setting, materials, and preparation	Place: Classroom, library or elsewhere
Step -by-step description	<p>Students, and especially boys, respond well to real-world themes that offer them authentic reading and learning experiences. Exploring real-world themes involves a combination of resources and activities. The following is an example suggested by Cooper (1997) and cited by Ontario Education (2004):</p> <ul style="list-style-type: none"> <li>• Teacher takes students on a trip to a museum</li> <li>• S/he then asks them to read a guide book</li> <li>• After they have read the book, students write to sources listed in the guide for further information.</li> </ul>
Notes to reading promotion facilitator	<p>Cooper (1997) suggests that real-world themes have the following characteristics:</p> <ul style="list-style-type: none"> <li>• a clear focus on one or more meaningful, key concepts</li> </ul>



	<ul style="list-style-type: none"><li>• a balance of high-quality narrative and expository texts with themes that students would find authentic</li><li>• a variety of real-world resources and authentic learning experiences that involve both</li><li>• direct instruction and students' discovery of things on their own</li></ul>
Suggested follow-up actions/ activities	<ul style="list-style-type: none"><li>• Here is another authentic reading and learning activity suggested by Ontario Education (2004): "Ask a group of boys to find out all they can about cars. Have them begin by collecting pictures of cars from magazines, newspapers, and calendars and using these pictures to create a collage. Then have them explore books about car engines and create a similar display on this topic. Have them also survey their classmates to determine preferences within the class for certain types of vehicle, and report on their findings" (39).</li></ul>
Acknowledgements	From Ontario Education (2004).
Sources	Ontario Education (2004). <i>Me Read? No Way! A practical guide to improving boys' literacy skills</i> . Ontario: Queen's Printer for Ontario.