

Description of Reading Promotion Activity/ Action <u>READING CHALLENGE</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 interact within reading communities, playing, communicating, and discussing book- and reading-related issues. • To delve into a specific literary work and/or author
Age level (s)	<ul style="list-style-type: none"> • 6 – 12
Preferable number of participants	<ul style="list-style-type: none"> • Two large groups of children (e.g. two fourth grades from the same or different schools)
Duration	<ul style="list-style-type: none"> • 2 X 40'
Setting, materials, and preparation	<ul style="list-style-type: none"> • Place: Library, classroom, bookshop, playground, or elsewhere • Materials: 1-10 books everyone has agreed to read
Step -by-step description	<ol style="list-style-type: none"> 1. All participants read the pre-agreed books (1 - 10 in number). 2. After reading a book, each group writes on cards a series of questions or challenges. The more diverse they are, the more interesting the game. Examples for Sylvia Plath's book, <i>Mrs Cherry's Kitchen</i> (2003): <ul style="list-style-type: none"> • <u>Memory Cards</u>: e.g. "How are the elves called?" • <u>"Why" Cards</u>: e.g. "Why are the kitchen appliances complaining?" • <u>Drawing Cards</u>: e.g. "Draw Mrs Cherry's sweets." • <u>Riddle Cards</u>: e.g. "What is square-shaped, has

	<p>eyes, and can be found in the kitchen?”</p> <ul style="list-style-type: none"> • <u>Theatre Cards</u>: e.g. “Mimic Mrs Cherry’s washing machine.” <p>3. The above process is followed with all books. When the cards are completed, the two groups are ready to face each other in a “Reading Challenge.”</p> <p>4. When a group’s turn comes, it chooses a card category and draws a card at random. If the children respond successfully to the card, their group receives a pre-agreed amount of points.</p> <p>5. The group that manages to get the most points wins the game.</p> <p>6. The prize could be one book for each group-member.</p>
Notes to reading promotion facilitator	<ul style="list-style-type: none"> • The activity should be adjusted in theme and difficulty level, according to the age of the participants.
Acknowledgements	<p>Παρόμοιες δραστηριότητες «αναγνωστικής πρόκλησης», και σε επίπεδο σχολείων, περιγράφει και ο Ποσλανιέκ στην πηγή που επίσης παρατίθεται πιο κάτω.</p> <p>Poslaniek (1990) also describes other variations of reading challenges.</p>
Sources	<p>Brasseur, P. (2005). <i>1001 activités autour du livre: raconter, explorer, jouer, créer</i>. Paris: Casterman.</p> <p>Μπρασέρ, Φ. (2005). <i>1001 δραστηριότητες για να αγαπήσω το βιβλίο: διηγούμαι, ανακαλύπτω, παίζω, δημιουργώ</i>. Αθήνα: Μεταίχμιο.</p> <p>Poslaniek, C. (1990). <i>Donner le goût de lire</i>. Paris : Editions du Sorbier.</p> <p>Ποσλανιέκ, Κ. (1991). <i>Να δώσουμε στα παιδιά την όρεξη για διάβασμα</i>. Αθήνα: Καστανιώτη.</p>