

Description of Reading Promotion Activity/ Action <b><u>BOOK DETECTIVES</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>• To explore the characteristics of books with all their senses.</li> <li>• To discover the variety of books available to them</li> <li>• Children to come in touch with a big volume of texts.</li> <li>• To experience the need to read specific books they have encountered during LiRe activities.</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>• 1 - 30</li> </ul>
Duration	<ul style="list-style-type: none"> <li>• 10' to guess each book</li> </ul>
Setting, materials, and preparation	<ul style="list-style-type: none"> <li>• Place: Library, classroom, bookshop, or elsewhere</li> </ul>
Step -by-step description	<p>The activity can take place with individual students or in groups. The idea is for children to play as “Book Detectives” who try to solve the mystery of the “lost book.”</p> <ol style="list-style-type: none"> <li>1. 10 to 20 books are placed on a table with their covers facing up.</li> <li>2. Children or groups are provided with cards which give them clues about the lost book.</li> </ol> <p>Examples of cards/ clues:</p> <ul style="list-style-type: none"> <li>- A copy of the title or a detail from the book cover (for children between the ages of 6-7).</li> <li>- An excerpt with no illustrations/ The author’s or illustrator’s name/ A page from the beginning of the book/ Ένα απόσπασμα του κειμένου χωρίς την εικονογράφηση/ A riddle, the answer to which is the</li> </ul>



	<p>book's title, author etc. (for children aged 8+).</p> <ol style="list-style-type: none"><li>3. Each student or group picks a card and strives to find the lost book.</li><li>4. When they spot the book, they have a few minutes to browse its pages and present it to the rest of the students.</li><li>5. Children comment on the presented books.</li><li>6. In the end, children are encouraged to borrow and read the books.</li></ol>
Notes to reading promotion facilitator	<ul style="list-style-type: none"><li>• If the activity is taking place in a library, then the lost books may remain on the library shelves instead of being placed on tables. In this way, children explore the library and become familiar with it. Αν η δραστηριότητα συμβαίνει σε βιβλιοθήκη, τα βιβλία μπορεί να παραμείνουν στα ράφια τους, αντί να τοποθετηθούν σε τραπέζια.</li></ul>
Suggested follow-up actions/ activities	<p><u>GUESS WHICH BOOK I LIKE:</u></p> <ul style="list-style-type: none"><li>• A student picks a book s/he likes, in secret.</li><li>• The rest of the students ask questions, trying to find out the book s/he has chosen.</li><li>• The student that chose the book answers with a simple "Yes" or "No."</li><li>• The purpose of the game is to guess the book by asking the fewest questions possible.</li></ul> <p><u>STOLEN TITLES:</u></p> <ul style="list-style-type: none"><li>• The titles on several book covers are covered and copied on separate cards.</li><li>• Each student takes one such card and tries to match it to the correct book.</li></ul> <p><u>GIVE A NEW TITLE</u></p> <ul style="list-style-type: none"><li>• The titles are again hidden.</li><li>• Children invent their own titles, based on the cover images, the book summary, or the entire story which they read or is read to them.</li><li>• They then read the original title and discuss. Which title do they prefer? Why?</li></ul> <p><u>A VERY SPECIAL BOOK</u></p> <ul style="list-style-type: none"><li>• Each student brings to school a book that "no one else has at their home." Such books could be: very old books, artistic books, family relics, books in different</li></ul>



	languages, etc.
Acknowledgements	Adapted from Brasseur (2005).
Sources	Brasseur, P. (2005). <i>1001 activités autour du livre: raconter, explorer, jouer, créer</i> . Paris: Casterman. Μπρασέρ, Φ. (2005). <i>1001 δραστηριότητες για να αγαπήσω το βιβλίο: διηγούμαι, ανακαλύπτω, παίζω, δημιουργώ</i> . Αθήνα: Μεταίχμιο.