

Description of Reading Promotion Activity / Action READING STORIES WITH HISTORICAL SETTINGS	
Reaches disadvantaged pupils / families	<input type="checkbox"/> yes <input type="checkbox"/> no <input checked="" type="checkbox"/> yes but not only
Multilingual activity	<input checked="" type="checkbox"/> yes <input 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 checked="" type="checkbox"/> yes <input type="checkbox"/> no
Objective (s)	<ul style="list-style-type: none"> • To engage children in reading through open and authentic activities. • Children to experience the need to read specific books they have encountered during LiRe activities. • Children to develop positive stances and habits in relation to libraries.
Age level (s)	8 - 16
Preferable number of participants	20 - 25
Duration	2 - 3 hours
Setting, materials, and preparation	<p>Setting: Library</p> <p>Materials needed: Stories which are set in historical places and times, computers with Internet access</p>
Step-by-step description	<ol style="list-style-type: none"> 1. Students get into groups of 2-3. 2. The librarian/ teacher assigns one story to each group. 3. The librarian/ teacher presents the task. The participants are expected to read the story and find as much information as possible about the historical setting (from books, websites, etc.) where the action of the story takes place. They prepare a PowerPoint presentation using this information. 4. The librarian/ teacher moves from group to group, encouraging them and giving feedback or help if needed.



	<p>5. Then the librarian asks the participants to share with the class the results of their work. Every group presents the story and the information about the historical place, connected to their story.</p> <p>6. Children are encouraged to check out the books and read these historically set stories.</p>
Notes to reading promotion facilitator	<ul style="list-style-type: none">• It is important that the librarian/ teacher first looks through the information about the historical places and chooses books with settings for which information is available.
Suggested follow-up actions/ activities	<ul style="list-style-type: none">• The participants can create Power-Point presentation about their own city. They can then create a story which takes place in their city.
Acknowledgements	Adapted from an activity developed at the Public Library in Ursus.
Sources	Public Library in Ursus http://bpursus.waw.pl