

Description of Reading Promotion Activity/ Action <u>INTERACTIVE STORIES ON INTERACTIVE WHITEBOARDS</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 checked="" 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"> • Children to play with books, utilizing ICT tools. • Children to interact within reading communities, playing, communicating, and discussing book- and reading-related issues. • To engage children in reading for pleasure and enhance their reading habits.
Age level (s)	6 – 12
Preferable number of participants	15 - 30
Duration	15' - 20'
Setting, materials, and preparation	Place: Classroom, library or computer lab
Step -by-step description	<ol style="list-style-type: none"> 1. The teacher shares stories with the students via an Interactive Whiteboard (IWB). 2. Stories specially written for IWB are non-linear fiction and non-fiction, which encourage group involvement with the text through decision-making and problem-solving (similar to the Choose-Your-Own Adventure books). 3. The key to the success of these digital texts is their <i>interactivity</i>: pupils doing things rather than listening to the teacher read them. Children come up to the screen and manipulate text, images, animations, music and sounds.



Notes to reading promotion facilitator	<p>Lockwood (2008: 114) lists several features that can make IWB storytelling effective; such an activity is more probable to succeed when:</p> <ul style="list-style-type: none">• It is a collaborative activity involving the whole class and/or small groups, which promotes dialogue between students• It encourages student autonomy in decision-making• It is presented in achievable chunks• It is clearly structured• It contains elements of challenge• It encourages creative thinking• It provides opportunities for the use of different learning styles• It gets off to a brisk start and develops momentum
Suggested follow-up actions/ activities	<ul style="list-style-type: none">• Sharing stories with the whole class via an Interactive Whiteboard can be motivating for all students, but often seems to stimulate boys' interest in reading in particular. So, a teacher might also work on an IWB with smaller groups of boys, using "boy-oriented" stories.
Acknowledgements	Idea adapted from Lockwood (2008).
Sources	Lockwood, M. (2008). <i>Promoting Reading for Pleasure in the Primary School</i> . London: Sage.