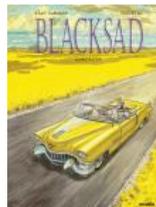
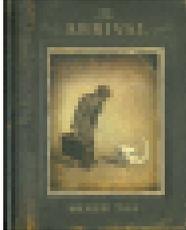
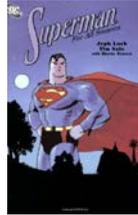
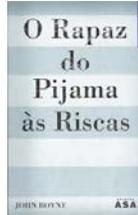


Classroom activities relevant to the reading needs and stimulation of reading of teenage boys

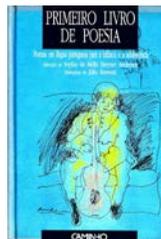
Partner code and country (IPCB - PT): Instituto Politécnico de Castelo Branco

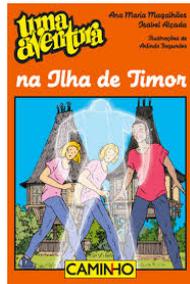
No.	Title of activity	300-word description of educational activity (duration, pupils' age, organization of the class of pupils – pairs, groups, individual, etc., pupils' tasks, support materials, evaluation and assessment method, effect of the activity on boys' reading or boys' motivation for reading)	Connection to curriculum (grade, related objectives, KSC* developed if the case)	Bibliographic reference to be used during the activity (book, story, magazine, review, periodical, journal, etc.): author(s), title, publishing house, ISBN, no. of pages, year of issue, small image of the cover	150-word summary of the bibliographic reference
1	I choose the comics I like	<p>Duration: 45 minutes Pupils' age: 13-14 Organization of the class of pupils: Grade 8: 20 pupils divided in groups of 4 Pupils' tasks: Look at a selection of pictures from 4 comics (with very different graphic styles) and choose the ones they'd like to read. State the reasons for their choice through: Convince your colleagues that this is the comic they should read. Support materials: a selection of pages of <i>Blacksad</i> <i>A espada ajuramentada</i> <i>The Arrival</i></p>	<p>Aesthetical enjoyment of the student while reading and writing.</p> <p>Describe feelings, ideas and points of view derived from reading</p> <p>Relate literature to other forms, such as comics</p> <p>Express critical opinions on characters' actions</p>	<p>Díaz Canales/ Guarnido (2013) <i>Blacksad Nº 5: Amarillo..</i>Arcádia.</p>  <p>George R. R. Martin (adaptação de Ben Avery; Arte: Mike S. Miller) (2013) <i>A Espada</i></p>	<p>The fifth volume of the Blacksad series has high quality graphic design; The characters are all different animals (lions, cats, parrots, elephants, koalas, etc.) but they dress in human clothes and display human behaviour; It portrays wild America, the circus, gangs on bikes, people living on the margins for several</p>

	<p><i>Superman</i> Guiding questions for analyzing the selection of pictures.</p> <p>Evaluation and assessment method Give the groups questions they need to consider to analyse comics (plot, characters, style, themes, etc.) Pupils will need to present 3 reasons that support their choice.</p> <p>Effect of the activity on boys' reading or boys' motivation for reading: The activity will reinforce the idea that readers are entitled to choose what they want to read; it will encourage the expression about reading materials; it will allow readers to learn how to express their preferences.</p>	<p>Reading for pleasure</p>	 <p><i>Ajuramentada.</i></p> <p><i>Histórias de Dunk & Egg.</i> ISBN: 9789896374976</p> <p>Shaun Tan (2007) <i>The Arrival</i>. Scholastic. ISBN 10: 0439895294 ISBN 13: 9780439895293</p>  <p>Jeph Loeb and Tim Sale, with Bjarne Hansen, (1999) <i>Superman for All Seasons</i>. New York: DC Comics. ISBN; 1-56389-528-5</p>	<p>reasons.</p> <p>Marvel version of George R. R. Martin's War of Thrones series with cartoons with speech balloons. It is based on historical Middle Ages and the cavalier code. Dunk has a young follower called Egg who is only 10 years old and is the son of the King travelling in disguise; Loyalty and treason are main themes. Dunk and Egg are lovable characters, Dunk is tall, beautiful and muscular, while Egg is intelligent and powerful because of being a prince; There is a lot of fighting with swords and other weapons used in the Middle Ages; Action-packed and very clearly</p>
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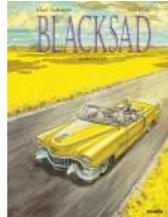
					<p>drawn. There is a film adaptation and TV series on <i>The War of Thrones</i>.</p> <p><i>Shaun Tan, The Arrival</i> Is a high quality graphic novel about migration, with no words.</p> <p>Superman for all Seasons is a DC comic, a compilation of the American hero.</p>
2	<p>Watching a film-reading a book</p>	<p>Duration: 4 hours Pupils' age: 13-15 Organization of the class of pupils: Individual observation of a film. Mainly individual work and teacher /student interaction... Pupils' tasks: 1st Step: two hours watching the film after an introduction by the teacher referring the topic. Students have to take some notes. 2nd step:Teacher asks the students to write a summary of the story they watched based on their notes. (note taking and writing skills)</p>	<p>Read different kinds of text.</p> <p>Understand different texts and with different levels.</p> <p>Identify main ideas and topics</p> <p>Identify different points of view according to own and</p>	<p>John Boyne (2008) <i>O rapaz do pijama as riscas</i>. Edições Asa ISBN : 9789724153575</p>  <p>Wikipedia</p>	<p>The protagonist is a 9 year old boy with a sister aged 12. Their father is a German soldier in Hitler`s army</p> <p>The story starts with the family moving from Berlin to Auschwitz to another house and place – adventure to a boy aged 9.</p>

		<p>3rd step: interaction teacher /students about what they wrote. (this activity is for another lesson because teacher needs some time to read their texts)</p> <p>4th step: Autonomous reading of the book at home (one week)</p> <p>5th step: After having feedback from the teacher about their texts and after reading the book students compare the original with what they wrote. (here the teacher may elicit different contents from vocabulary to word order for instance).</p> <p>NOTE: being a story about the second world war the teacher introduces some information about it and asks the students to research and ask the teacher of history about. This may be prepared in co team with him/her.</p> <p>Support materials: a selection of pages of Worksheet to guide observation of the film.</p> <p>Evaluation and assessment method</p> <p>Self-evaluation sheet about these lessons</p> <p>Effect of the activity on boys' reading or boys' motivation for reading:</p> <p>The fact of being a History topic and besides that a war topic is supposed to motivate reading. Also because boys like books related to films.</p>	<p>others references</p> <p>Use adequate procedures to organize information</p> <p>Take notes and write topics</p> <p>Identify key ideas</p> <p>Reading for pleasure</p> <p>Explain the global meaning of a text/book.</p>		<p>Some mysteries involved in adults' discussions.</p> <p>Once in the new house, Bruno, the boy, watches something he can't explain- he decides to explore and when doing so, he met a boy with his age, living inside a fence and always wearing a striped pyjamas. They suddenly became friends. One day, Schmuels' father disappeared and Bruno who was too curious about life beyond the fence, promised his friend to help him in the search ... it was kind of an exploration, adventure they started together. But reality was quite cruel and</p>
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					they both die at the end.
3	Exploring a poem – from poetry to history	<p>Duration: 1 hour Pupils' age: 13-15 Organization of the class of pupils: At first teacher shows a power point explaining what visual poetry is with some examples of short visual poems. Students are then listening to teacher sitting individually. After this teacher introduces the poem «the monster» and asks the students to listen to it on a cd. Pupils' tasks: SS listen and explore its meaning with the teacher's help. SS are organized in groups of boys and girls. Boys work on the picture of the monster and the one of the sailor while girls work on the environment and symbolism of the characters. SS are also invited to research about the history and geography related to the poem. Ss are then invited to draw a visual poem having in mind what the teacher presented in the beginning of the lesson and the meaning and symbolism of this poem. This activity may be accomplished with the help of the arts teacher. Other teachers, such</p>	<p>To understand literature integrated in cultural and historical context</p> <ol style="list-style-type: none"> 1. To recognize the relationship of these poems with the social and historical context 2. To look at these poems appreciating them from the symbolic point of view and relating them with the cultural and historical context they refer to. 	<p>Andresen, Sophia de Mello Breyner. (2008). <i>Primeiro livro de poesia – Poemas em lingua portuguesa para infância e a adolescência.</i>_Porto Editora ISBN : 9789722105972</p> 	<p>Pessoa (Portugal)</p> <p>The monster is a mystery- lit lives in the deep sea. Also a mystery in the number 3-special number with symbolism referred in the poem. The monster is aggressive and emotional. The monster is the symbol of difficulties the Portuguese people had to overcome when in the 16th century they discovered distant countries crossing the oceans. The poem refers to the fight the sailors had against the sea and the desire to discover the unknown. The monster was supposed to terrify them, but they sailed</p>

		<p>as the teacher of history and geography may be included in this planning.</p> <p>Finally SS present their visual poems to the other groups and explain their options.</p> <p>Support materials: CD, tape recorder, power point</p> <p>Evaluation and assessment method</p> <p>Self-evaluation sheet of the tasks</p> <p>Effect of the activity on boys' reading or boys' motivation for reading:</p> <p>Reading a poem which is about a monster, a brave Portuguese sailor and a dangerous situation is supposed to interest boys and motivate them to read « o Adamastor» for instance and parts of the Portuguese History.</p>			<p>ahead. Importance of these events in Portuguese history.</p>
4	<p>From the book and to the book</p>	<p>Duration: 2 hours</p> <p>Pupils' age: 11-12</p> <p>Organization of the class of pupils:</p> <p>Teacher shows a map of Timor and elicits/explores the geographical position of the country. Students are sat individually. Then teacher reads some parts of the book which are chosen to keep motivation. For example teacher explores the meeting with an old man in the mountains who tells his story about the independence war.</p> <p>Pupils' tasks:</p> <p>Students are then supposed to go to the</p>	<p>To understand the meaning of texts</p> <p>To pick up relevant information, facts or other type of information, taking notes</p> <p>To explain parts of a text on own words</p> <p>To relate the structure</p>	<p>Ana Maria Magalhães e Isabel Alçada (2011) Uma aventura na ilha de Timor. Caminho</p> <p>ISBN : 9789722124058</p> 	<p>Group of teenagers travelling to Timor as volunteers to work in a rock concert.</p> <p>One of the singers was running away from home/parents. This fact excites them a lot, opens possibilities of adventure! They decided to hide Mick (the singer running away from home) and</p>

	<p>computer room and in pairs to research about this war. Afterwards students exchange the information they gathered and, if necessary, teacher adds some details. Another episode of the book that may be explored is the music concert. Students are supposed to discuss in groups about the pros and cons of the singer`s and his friends` attitudes. Teacher monitors the discussion and summarizes their opinions on the bb. Then teacher presents the song Timor by Luís Represas and they all sing it. (From the book and to the book) After this lesson students will be avid to read the whole story and they are supposed to do so autonomously. Support materials: a selection of pages of Computers, cd with the song, lyrics of the song Evaluation and assessment method Self-evaluation sheet of the activities Effect of the activity on boys` reading or boys` motivation for reading: Selecting episodes from a book which meet boys` preferences is supposed to motivate them to read more.</p>	<p>and content of the text with its intention</p> <p>To explain the global meaning of the book</p> <p>To make summaries of different types of text</p> <p>To check if texts include the necessary parts if they are organized and if the information goes ahead.</p>	<p>Wikipedia</p>	<p>when his rich parents arrived to take him back home, one of the boys disguised as Mick, appeared. The parents immediately saw he was not their son and left.</p> <p>Meanwhile, there is a reference to war times in Timor, because they met an old man living in the mountains who told them about those difficult times and also about some popular beliefs.</p> <p>Mick and one of the boys were kidnapped by two men who knew that Mick`s parents were very rich and decided to ask for a great amount of money as a reward.</p> <p>The boy`s friends lived several adventures</p>
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					trying to find Mick and the other friend of theirs. The policemen were also involved in some adventures.
5	Graffiti	<p>Duration: 45 minutes Pupils' age: 13-14 Organization of the class of pupils: Grade 8: 20 pupils divided in groups of 4 Pupils' tasks: Analyze the cover, back-cover, endpapers of a comic book as well as specific pages to interpret facial expressions of characters (these materials are projected) Manipulate the book as a physical object and as a narrative. Search for pictures online from the same book series. Select a picture to transform into graffiti art. Support materials: a selection of pages of <i>Blacksad nr. 5: Amarillo</i>, pp. 13, 15, 21 and 34, cover, back cover and endpapers Sheets of paper Graffiti painting material Evaluation and assessment method Self-evaluation sheet of the activities Evaluation by peers of graffiti produced Effect of the activity on boys' reading or</p>	<p>Aesthetical enjoyment of the student while reading and writing.</p> <p>Describe feelings, ideas and points of view derived from reading</p> <p>Relate literature to other forms, such as comics</p> <p>Express critical opinions on characters' actions</p> <p>Reading for pleasure</p> <p>Link to arts curriculum</p>	<p>Díaz Canales/ Guarnido (2013) <i>Blacksad Nº 5: Amarillo..Arcadia</i>.</p> 	<p>The fifth volume of the Blacksad series has high quality graphic design; The characters are all different animals (lions, cats, parrots, elephants, koalas, etc.) but they dress in human clothes and display human behaviour; It portrays wild America, the circus, gangs on bikes, people living on the margins for several reasons.</p>

		<p>boys' motivation for reading: Concentration on visual features of this artistic comic will enable boys to read expressions from picture and print together. The violent expressions may stimulate them for reading.</p>			
6	<p>Topic: Web</p>	<p>Duration: 45 minutes Pupils' age: 11-12 Organization of the class of pupils: Prepare slips of paper with a picture of an animal/object from the story like a dragon and other weird creatures/object (there should be two of each animal). Divide the class into two groups and hand out the slips of paper. Tell the students not to let anyone know which animal they are. Ask students to work out which sounds go with which object/animal. Students join in when they identify their animal. Pupils' tasks: The teacher asks the children about their ideas and wonderings about the topic "Pirates". As the children "Brainstorm" or offer their ideas and suggestions. It may be: Appearance; Pets; Personality adjectives; - The pirates from the book are quite different from the ones we imagine, so in pairs go through the pages find out some</p>	<p>Reading workshop Motivation to read several text genres</p>	<p>Cressilda Cowell (2014) <i>Como seres um pirata</i> (série: Como treinares um dragão). Bertrand Editora ISBN 9789722528177</p>	<p>The second book in a series called 'How to train your dragon'. The protagonist is a young Viking called Hiccup: he is small, weak, fearful, freckled and not very popular among his peers. He has a dragon that is as helpless as he is when they have to fight; it has big eyes and is called (Toothless). Hiccup and the other 12 boys of the gang start training as pirates with the teacher, who speaks very loud and get involved in a pirate adventure. Very easy</p>

		<p>differences, like: they don't own a parrot but a dragon.</p> <p>- As a follow-up activity students in pairs make an "about pirate" poster using a draw or a download picture from internet and some personal trait sentences.</p> <p>Support materials: a selection of pages of</p> <p>A supported writing surface (whiteboard, easel with paper, etc.) large enough for all of the children to see when you add their contributions to the web.</p> <p>The map on pages 12/13, or other visual representation from the book to place in the center of the web.</p> <p>Evaluation and assessment method</p> <p>The teacher groups the ideas in some kind of order, and adds them to the web for all to see.</p> <p>Effect of the activity on boys' reading or boys' motivation for reading:</p> <p>Boys love pirates and this are the same age as students. Moreover they are unusual pirates and they are illustrated in such a funny way that involves boys in continuing reading.</p>			<p>to read, funny, well-written. The descriptions and dialogues are funny. It is a parody on school and teaching subjects, which are called Advanced Bad Behaviour (Má-Educação Avançada), Random Violence (Violência Gratuita) or Frightening Strangers (Assustar Forasteiros). Illustrations and captions are very suggestive and hilarious.</p>
7	Boys interacting socially	<p>Duration: 2 hours</p> <p>Pupils' age: 12-14</p> <p>Organization of the class of pupils:</p>	Describe feelings, ideas and points of view derived from reading	J.K. Rowlings (2001). <i>Harry Potter e o cálice de fogo</i> (vol.4)	Rewriting of school stories through the introduction of

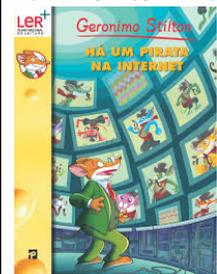
		<p>At least 2 classes take part in this activity. Students work in small groups.</p> <p>Pupils' tasks: Brainstorming on Harry Potter, the character, the series and the movie adaptation students may have watched. Groups (mixed groups of boys and girls) work together with multiple copies of chapter XX to read it and highlight points they think are worth discussing. Groups elect boy to share the groups' ideas through e-mail with another class.</p> <p>Support materials: An excerpt (chapter 20) from <i>Harry Potter and the Goblin of Fire</i> about the First Task during the Games. The adapted scene on film.</p> <p>Evaluation and assessment method The number of emails exchanged and the content analysis of emails.</p> <p>Effect of the activity on boys' reading or boys' motivation for reading: Some boys need to talk about their ideas before they understand what they have read. This activity creates a social interaction situation for boys to verbalize ideas and thus can help them become engaged readers.</p>	<p>Express critical opinions on characters' actions</p> <p>Identify different points of view according to own and others references</p> <p>Take notes and write topics</p> <p>Identify key ideas</p>	<p>Editorial Presença ISBN 8532512526</p> 	<p>fantastical elements</p> <p>The fight between good and evil</p> <p>Magical creatures and magical solutions to real problems</p> <p>Danger</p> <p>A fantastic rendering of international games around Quidditch</p> <p>The death of one of the hero characters at the end</p>
8	Individual	Duration: 1 week+4 hours	Read different kinds	Álvaro Magalhães (2015)	humour: amusing

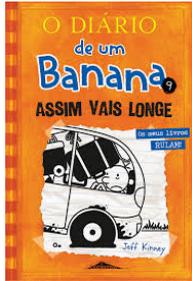
	<p>chapters</p>	<p>Pupils' age: 11-13 Organization of the class of pupils: whole class, individual and pairs Pupils' tasks: Step 1: Independent reading Step 2: Students present 2 chapters of the book individually or in pairs highlighting that which they were interested in and linking the chapters to other media. Step 3: Students build posters on several story events, such as the football players referred, sports people and they add facts they research: sates, championships, etc. Step 4: Students pick up funny expressions for a collective poster. Step 5: Students debate about the book, its plot, its graphic layout and what they were mostly impressed by. Step 6: Collective poster on 'Things I imagine but do not say' with words and images. Support materials: Book, paper, cardboard, pencils, glue and photos; computer and internet; printer. Evaluation and assessment method Through debate and posters produced Brief questionnaire Effect of the activity on boys' reading or boys' motivation for reading:</p>	<p>of text. Read narrative, description, portraits Identify main ideas and topics. Identify different points of view according to own and others references. Express critical opinions on characters' actions Describe feelings, ideas and points of view on what was read Write several text types independently and for enjoyment. Develop written communication projects Analyze re-creations of literary texts through other languages, such as</p>	<p><i>O Estranhão - Acordem-me quando isto acabar,</i> nr.2 Porto Editora ISBN 9789720727824</p> 	<p>situations, from the point of view of an 11-year-old boy - Contemporary and real everyday situations which are satirized. These situations are, for example, ways to get money, selling things using the internet, watching a football game with the family in the stadium and analyzing critically the uncontrolled behavior of the fans. - It's easy for an 11 or 12-year-old boy to identify with the main character, who writes about these and other experiences, like first love, to tell or not to tell the truth, etc.</p>
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		Students may feel motivated to read other books in the same series, because it is playful and funny. Since each chapter can be read independently, readers may select only those topics they are interested in, which is important for reluctant readers.	cinema and adaptations to television series. Reading for pleasure		- The text is written in different kinds of letter font, size and design, depending on if it's the real life of the narrator that is narrated or what he imagines. So, the graphic presentation helps to differentiate between "reality" and imagination.
9	Male Mentoring	<p>Duration: 1h and 30mn</p> <p>Pupils' age: Any age. Reading materials should be age appropriate.</p> <p>Organization of the class of pupils: For each class identify the male teachers involved and ask them to select books from a list (one each). Male teachers are invited to mentor groups of boys from that class (a same procedure may be put into place between female mentors and girls). There are 2-3 mentoring sessions with each teacher.</p> <p>Pupils' tasks: To attend sessions with their mentors.</p>	Read for pleasure and voluntarily, gradually upgrading the length and complexity of reading materials	List of selected texts	

		<p>Session 1: mentors debate with SS what they like to read, where, how, etc.</p> <p>Session 2: mentors present one of the selected books in the ways they think more engaging for boys. Boys take book home to read or selected parts</p> <p>Session 3: mentors and boys discuss what they read. Mentors discuss with boys strategies for further reading</p> <p>Support materials: List of selected readings: Broad guidelines for each mentoring session. The website set up by Jon Scieszka “Guys Read” (www.guysread.com) for ideas.</p> <p>Evaluation and assessment method Interview with boys and mentor</p> <p>Effect of the activity on boys’ reading or boys’ motivation for reading: Mentoring seems to be an effective strategy for improving boys’ performance.</p>			
10	Detective Club	<p>Duration: 6 hours</p> <p>Pupils’ age: 13-15</p> <p>Organization of the class of pupils: The whole class, individual, groups of 2 and groups of 4.</p> <p>Pupils’ tasks: <u>First step</u> (90 minutes): raise the curiosity of SS for the book topic (tsunami) through</p>	<p>Read different kinds of text</p> <p>Read narrative, description, portraits, encyclopaedia and dictionary entries (or internet research)</p>	<p>Robert Muchamore (2013) <i>Cherub – Tsunami</i> Porto Editora 9789720042576</p>	<p>-CHERUB is a secret organization that fights for justice. His agents are adolescents aged 11 to 17 who have no family. They have training in personal defense and physical</p>

	<p>research about natural disasters; individual silent sustained Reading: SS groups read one of the following chapters 9, 10 and 11 and retell it to the rest of the class. This is followed by a discussion on how the narrative relates to factual descriptions they researched; and how these chapters may relate to the rest of the narrative.</p> <p><u>Second Step</u> (1 week): individual Reading of the book at home.</p> <p><u>Third Step</u> (100 minutes): discussion on previous questions, on the protagonists, the secret organization, what the young people uncover, their struggles, their marginal status, their fight against ambition and evil. Students will do a cross-disciplinary activity (45 minutes) through building Secret Organization CHERUB identification badges.</p> <p><u>Fourth Step</u> (100 minutes): students participate in a treasure hunt which involves solving clues inside the school building in order to discover hidden secret weapons.</p> <p><u>Fifth Step</u>: as reporters, SS produce a piece of news on the contest they participated in. The teacher selects the 3 best.</p> <p><u>Sixth Step</u>: Students elaborate on which of the 3 news they consider best and why. There is a photo reporting of the session.</p>	<p>Identify main ideas and topics</p> <p>Identify different points of view according to own and others references</p> <p>Express critical opinions on characters' actions</p> <p>Develop written communication projects</p> <p>Reading for pleasure</p>		<p>attack, if necessary.</p> <p>There is a mix of loyalty, courage, generosity and aggressive attitudes from the part of the young “heroes”.</p> <p>One of the main characters was in Malaysia when the tsunami happened and discovered the ambition and inhumanity of one of the Malaysian rulers, who wants to destroy the villages in order to build luxury resorts, thereby forcing poor people to go away from their homes.</p> <p>That initiates a cruel adventure some years later in the United Kingdom with some of</p>
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		<p>Support materials: Copies of the book, paper, cardboard, self-adhesive transparent film, coloured pens, pins, glue, fake weapons, camera, objects for the competition.</p> <p>Evaluation and assessment method Through debate and students' writing, as well as a questionnaire.</p> <p>Effect of the activity on boys' reading or boys' motivation for reading: Information research on book topics and games may motivate reluctant readers because they will feel that activities with the book are closer to real life, dramatic and amusing.</p>			the CHERUB agents.
Reading Blog	<p>Duration: 45 minutes for each book Pupils' age: 12-13 Organization of the class of pupils: Pairs at a computer station Pupils' tasks: For Geronimo Stilton The front and back cover of the book are presented in the class Reading blog so that students can read the blurb. Once they have concluded it is a story about the internet and an identity theft through the internet students are asked to research the risks of</p>	<p>Reading workshop Use reading as a source of pleasure and knowledge To read different kind of text.</p> <p>Identify different points of view according to own and others references.</p>	<p>Geronimo Stilton, <i>Há um pirata na internet (Internet Pirate)</i> Editorial Presença ISBN 9789722354462</p>  <p>Jeff Kinney, <i>O Diário de</i></p>	<p>Gronimo Stilton books are detective stories of a rabbit detective. <i>Internet pirate</i> is graphic novel with pictures and words animal characters that may appeal to younger readers.</p> <p><i>Diary of a Wimpy Kid</i> is very funny because it is written from the</p>	

	<p>surfing the net as well as the procedures to search for information on line. This is written in the blog.</p> <p>Teacher presents page 58 (Portuguese edition) and invites students to discuss the concept of 'virtual reality'.</p> <p>Students are invited to visit the webpage: http://geronimostilton.com/, to get better acquainted with the book and the characters.</p> <p>For Diary of a Wimpy Kid</p> <p>Present pages 7,8,11 (on the blog) and ask the following questions: Where are they going? Who organized the trip? Is it going to be enjoyable? Who's going? Are they all thrilled with the trip? Is everything going to happen according to the plan? Students are led to reflect on these questions with a partner after reading the selected pages.</p> <p>Students organize an imaginary travel plan in pairs and the only thing they know is that there will be a lose pig and an attack by vicious seagulls.</p> <p>Students write the short travel plan on a word file and send it by mail to the teacher.</p> <p>Teacher corrects them and posts them on the blog.</p> <p>Students are invited to explore the website: http://www.diariodeumbanana.com.br/ in</p>		<p><i>um banana nr. 9 Assim vais longe</i> (Diary of a Wimpy Kid, nr. 9 The Long Haul)</p> <p>Booksmile ISBN 9789897072833</p> 	<p>perspective of a young boy, Greg, who has an older and a younger brother and who presents things from his own point of view, which is critical;</p> <p>It narrates present and past episodes about the idiosyncrasies of each member of the family (the father's boat; Roderick's shopping, mother's failed efforts to keep the family on an educational trip, etc.)</p> <p>mixes cartoon-like drawings with text;</p> <p>This book is about an outing the mother has programmed in detail and which goes all wrong;</p> <p>the father is unwilling to participate in the family outing and tags along;</p>
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		<p>order to get better acquainted with the series' characters.</p> <p>Support materials: Computers with internet connection Page 58 of the Geronimo Stilton book. Pages 7,8,11 of the Jeff Kinney book.</p> <p>Effect of the activity on boys' reading or boys' motivation for reading:</p> <p>For Geronimo Stilton Students are motivated to research on the web about the book topic, which they debate by giving own opinions.</p> <p>For Diary of a Wimpy Kid Students imagine and present their ideas about trips, how people feel and the adventures they may live from the excerpts presented.</p>			<p>very intimate conversational tone; inserts a couple of funny anecdotes about his parents and siblings; it attempts to be a very dispassionate rendering</p>
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*KSC = Knowledge, Skills, Competencies