

## CHAPTER 21 – Planning and managing literacy learning

### Classroom Activity: Interactive literacy centre

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In an interactive literacy centre, the children interact to practise reading and writing and to respond to texts. There are multiple copies of books for pairs or small groups to read aloud. Sometimes the interactive session involves paired reading, where children of the same reading interests and skills read together. Buddy reading occurs when older children read with younger children to share stories. Sometimes a paired tutoring occurs, where children are engaged in coaching each other with reading.

There may be dramatic retellings or re-enactments of the books read. The materials encourage dramatic responses to texts. Puppets and storybook characters made from felt for felt board stories are made available.

There may be audiobooks and DVDs or iPads with multimedia presentation of a text. Children can record music or other sound effects to use in the dramatic retelling of the text they have read. Some classrooms have tablets that are used to record children's performances of readers theatre. Some classes use video to create responses to the texts read.

Readers theatre activities can be developed where a book can be read aloud by a group of readers. The readers theatre may be performed for other children in the class. Groups of children can draw story maps and create group responses in murals, models and other forms of artwork.

### Chalk talk

A marker, pen, pencil or chalk can be used in a chalk talk. An individual child or small group chooses a topic to make into a story. They may write their own story to be made into a chalk talk or choose a book, television show or movie as a starting point. In a chalk talk, only one or two parts of the book are told as the child does a drawing to illustrate the ideas. If a small group is doing a chalk talk they may take turns in drawing and telling the story. It is a good idea to make sure that everyone has a job, such as the planner, illustrator, storyteller and materials maker.

It is necessary to prepare the chalk talk by deciding on which parts of the story to tell, and it is important not to tell too much—just one event or two that are particularly interesting. The chalk talk can be told to another small group or the whole class. It may be easiest to work on whiteboards.

- 1 Write the story if it is your own or choose a book/TV show/movie to use in the chalk talk.
- 2 Decide what parts of the story will be shown in the chalk talk.
- 3 Get the things you will need, such as pen, pencil, marker or chalk, paper, other drawing materials.
- 4 Everyone has a job, such as the planner, storyteller, illustrator, materials gatherer.
- 5 Practise drawing the pictures that you will need.
- 6 Make any other materials that you may need.
- 7 Practise telling the story while the illustrator does the drawing.
- 8 Tell the chalk talk to a small group or the whole class.
- 9 Talk about how well your chalk talk was done and what you may do next time.

See Chapter 8 (pages 180–2) for ideas on readers theatre.

## Puppets

There are many different kinds of puppets—shadow puppets, glove puppets, finger puppets, stick puppets and marionettes. Shadow puppet plays can be performed behind a screen. Puppet theatres can be made from cardboard boxes or from tables turned on their side.

## Felt stories

Felt stories are created with characters and props made with pieces of coloured felt cut out and glued together. The characters and props are stuck onto a felt board and removed when the character is no longer playing an active role in the story.