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# Panoramic Talking Book

The panoramic talking book is a student made book that is built up on the walls of the classroom. Using student artistic creations based on a currently studied theme, students create *bubbles* to share what the characters on the wall are saying. The purpose of the book is to provide a successful reading experience with the student's own words in their environment. The process is excellent for building understanding of quotation marks, punctuation, and language patterns. The process of creating the panoramic talking book includes:

### Oral Language

Discussion is generated about the topic that will develop the talking book. Examples include:

- Call and response of greetings between characters &/or students.
- Predictable language patterns that link to a studied theme.
- Question and answer patterns about the students, characters, or a theme.

### Building the Written Language

Students regularly learn to manipulate and play with language. Examples include:

- Word banks on the subject are built by the students.
- Use of Pair/Share to build vocabulary.
- Use of Thinking Maps to develop vocabulary and understanding.
- Students are modeled and participate with working the language in pocket charts.
- Students build writing capacity with regular writing in their daily writing books.
- Use of varied presentation and recording methods including charts, Idea Books, chalkboard, overhead transparencies, and group books.

### The Picture

Students create art work to represent the characters.

Examples include:

- Drawing each other's face. They are modeled how to observe and draw three distinguishing characteristics.
- Characters – draw, paint or collage the characters.
- Bubbles – just like comics, students will paste or write their words in bubbles.
- The Words – the students will regularly chant their story to build confidence.

### Extensions

The panoramic talking book can be scaled down to publish in an 8 1/2 x 11 regular book version. Copies can be made for the students, classroom library, school library, and public library. The students can share their books in the library.



# Greetings

The *Greetings* example of a Panoramic Talking Book uses vocabulary for greeting each other and the student's names. Both these elements are of high interest because of prior knowledge and ownership. To develop vocabulary the lesson is introduced by saying a greeting to a student, to which they reply with a different greeting. An example is the teacher says *hello* and the student responds *what's up*. This is continued throughout the classroom. The student words can be collected on word cards during this initial greetings sequence, through follow-up work with sentence transformation, or students in small groups with them writing the words.

## Usage

After developing and writing the words on word cards, the students can alphabetize them as a group. To support vocabulary development, the initial greetings sequence is repeated several days in a row. Any new words will be added to the list of greetings on word cards. Another vocabulary builder is pair/share of greetings. A second set of the greeting words is created to use with the pocket chart.

## Student Names

Each student will need their name on word cards that are the same height as the greeting word cards. These will be used with the greeting words in the pocket chart. In K-2 the students can research their fellow student's names. They will go around the classroom and collect the different names from all the students in their Idea Books. They will collect them from the students and the student's name cards. This will assist correct spelling of their peer's names while learning to do research.

## Pocket Chart

The initial work in the pocket chart will look as follows:

*"Hello," said Student Name.*

- the students will initially change just the name.
- the students will change just the greetings.
- the students will change the greetings and the names.
- the students will write different ways to say hello in their daily writing books.

## Sentence Transformation

Use of sentence transformation provides vocabulary development as well as fluency through chanting the different sentences.

*"Hello," said Maira .*

*yelled*

*whispered*

*answered*

## The Panoramic Talking Book

The students will draw faces of themselves or draw a partner's face. Combined with a talking bubble, they will now display their faces and greetings. To build ownership and interest, the students will post their own faces and bubbles.