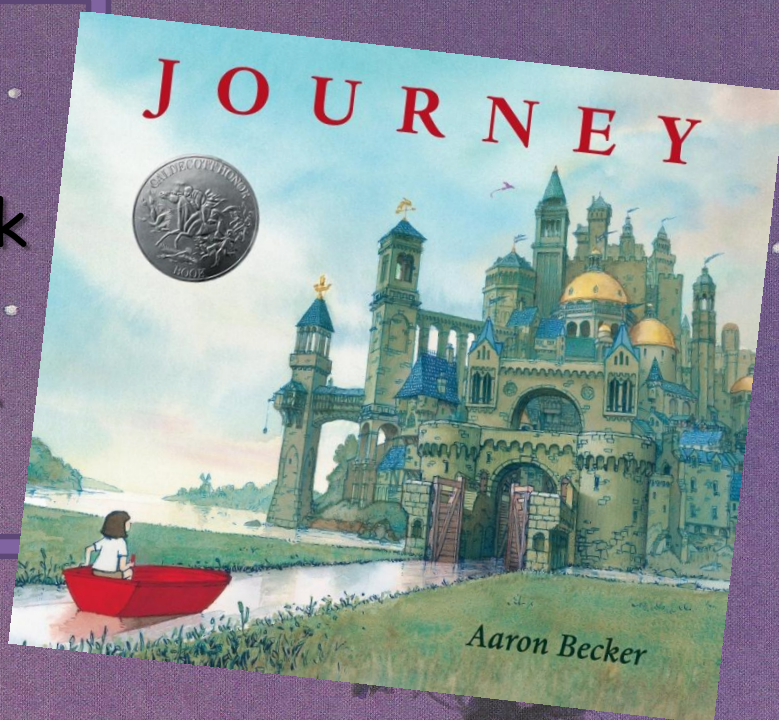


# Activity A12: Supporting language through illustrated books.

Picture books as initiative for different language tasks (dramatization, role plays) and active learning using multiple senses.

We used the  
illustrated book  
"Journey" by  
Aaron Becker





First, we introduced the activity to the students. We told them they will be working in groups and they will be given a part of a book with no text.



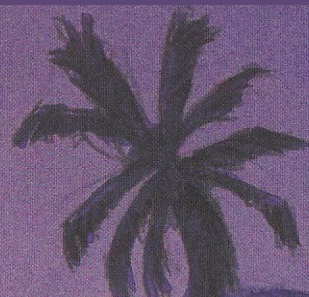
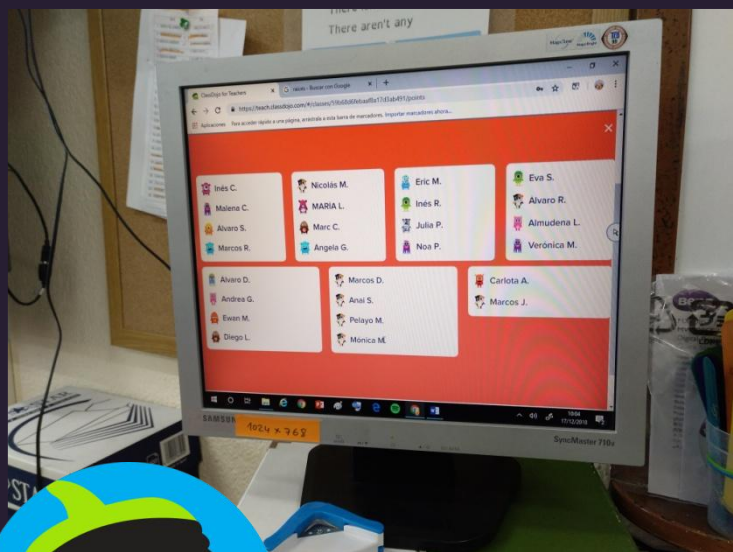


The students decided that they will mime the scene and together agreed on the rules: words were not aloud but sounds and onomatopoeias were accepted.



6 scenes were chosen so students were divided into 6 groups (4 kids each).

We used a group generator provided by the application [CLASSDOJO](https://classdojo.com/) for classroom management that also allows you to “not pair together” certain students so it is a fantastic tool.





Working in groups: decide on which objects or characters will be represented and by whom, was quite a challenge. Some students were amazed when they found out they could act out an object.





## Working in groups....

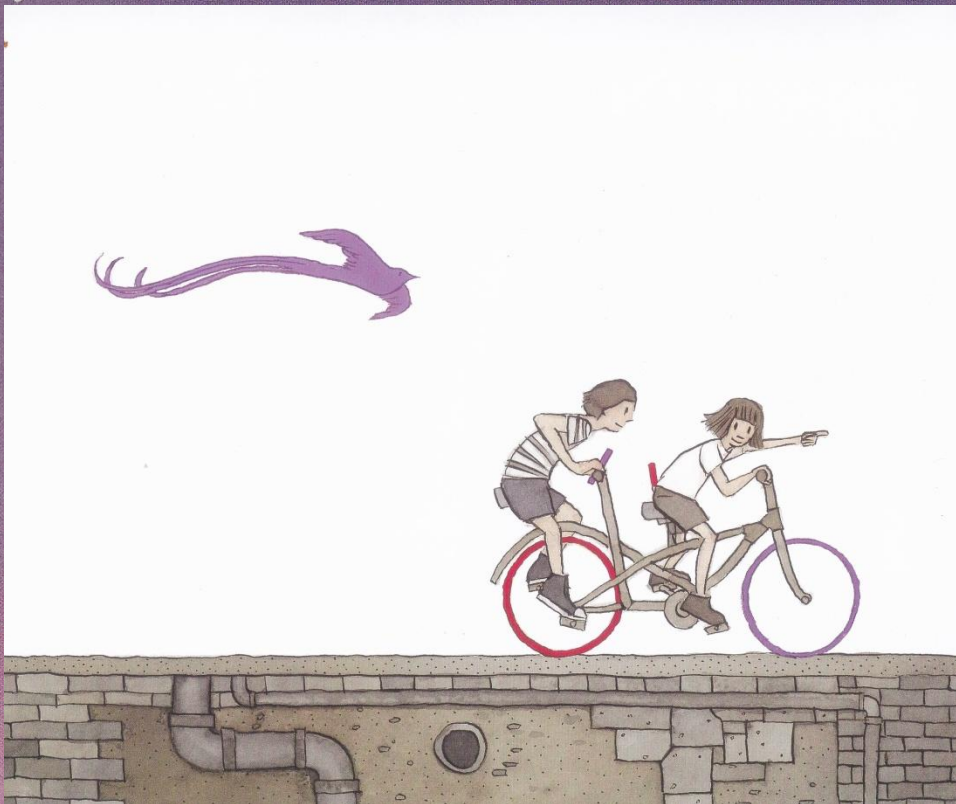




Then, we placed all the scenes in front of the class and, without telling anybody what part they were representing, each group acted out its illustration.

















They really enjoyed acting out and finding out which scene each group was representing.





Afterwards, copies of the 6 scenes were given to each group. They had to work together and try to order the scenes by thinking; What the story is about? Who is the main character and what is happening in each scene? What has happened before and what will happen afterwards?

Some groups worked really well but others had some problems agreeing on the sequence.





They left their sequences at their tables and sat on the mats. We showed the whole book using the digital blackboard and playing some music at the same time. The students were engaged and interested the whole time. You could not hear anything but the music because they liked it so much they were totally quiet.



Before sitting to "read" the story.





Once they were asked about the book they all agreed that it was a beautiful and magical story that they all liked.

Then, when it was time to talk about the sequence and I asked them if they were right something very nice happened. No one could figure out the exact sequence as in the book. However, we initiated an interesting debate on whether they were right or wrong when they decided on the order. Some students pointed out that there was no "right" or "wrong" because in their imagination, their sequence made sense so their "own story" was as acceptable as the author's story. Within this interesting discussion, when asked if these different ways of understanding or imagining something happened in other situations in life, some students pointed at music (when the same song can make someone feel happy or sad) and art (when different paintings can mean different things for the diversity of human beings). I was a very beautiful experience because it led to talking about diversity and different perspective and, therefore, respecting others' ideas and opinions.