

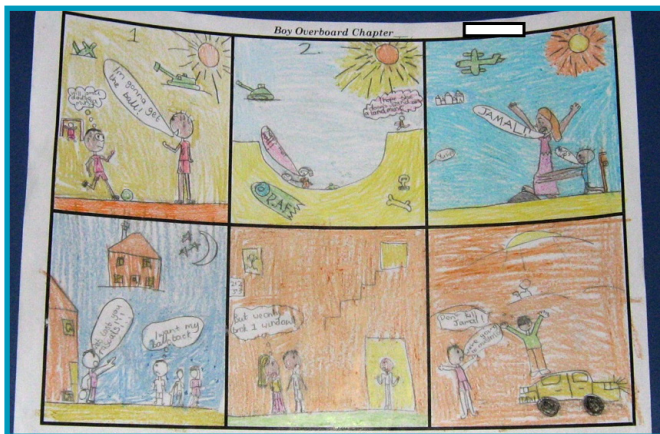


## RATIONALE

Children may lack the confidence to respond to a text orally or through annotating, so offering them the possibility of responding through illustrations provides another outlet to make meaning.

## ADVICE FROM MEDIATORS

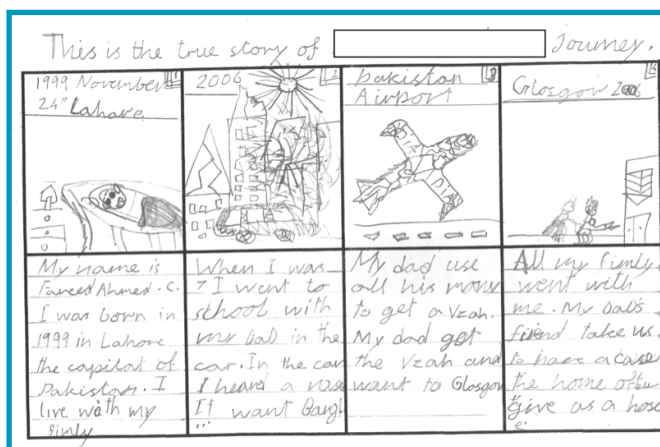
The first method used was in response to a book that had few pictures: the children noticed that as they were reading and listening to the story they were imagining the characters, actions and landscapes unfold within their imagination, based on the author's descriptions. They created graphic strips to accompany the story. They added speech and thought bubbles to provide additional dialogue for the characters. This example is taken from a child who wanted to illustrate some pages from Morris Gleitzman's book, *Boy Overboard*.



The second method is when children see aspects of a text that they would like to change or extend. One example is from a child who was reading *Amma Osha*. The child noticed that the fox was never mentioned and she wanted it to be included in the story. The second example is from a child who was reading *Taksheera* and felt the story progressed too fast. The child wanted to add some additional pages to the book and expanded the story with her illustrations. Some children like to adapt to the illustrator's style and some like to use their own.



The third method is where the children depart from the storyline and use the themes explored within the story to say more about similar themes in their lives. The example below is from a child who had been reading Gervellie's *Journey: A Refugee Diary*, which prompted the child to complete a graphic strip about a journey he had made.



## RESPONSES FROM MEDIATORS

According to one mediator, the illustration tasks were 'the ones that I found the kids were most engaged with and that you could really see the comprehension of the text through them and I'm still using them now for [another book].'

Another mediator noticed that one of the children *had to look very closely at the book again in order to do the illustration, that itself was an incentive for her...*

The mediators found that these methods allowed children a further means of expressing ideas and telling stories that they wished to share. Not all children had confidence in drawing, so it helped to show lots of books and examine the different styles of illustrators or provide blank templates that guided the children to use graphic strip formats.

## TAKING NOTES OF THE CHILDREN'S RESPONSES

When the children respond to the themes in the books with stories from their lives, these can be captured and shared or used to help select additional books that may be of interest to a child.