Chatterboxes

Learning Experience 1

Foundation/Prep – suggestions for teachers:

Children make and play with folded-paper chatterboxes, practising whispering, speaking and shouting the phrases they will meet in the book.

Before you begin

- Before you read 'I wish I'd met you earlier, Nannie' aloud to the child or group, make up some chatterboxes — shapes made from folded paper.
- Ask a Grade 5 or 6 class in your school to make the chatterboxes alongside the Prep/Foundation children. Observe while the older children help the younger ones fold the shapes.
- Or make them up beforehand.

How to make a chatterbox
https://youtu.be/33dNfGqh9L8

scan to open

Write these inside the chatterbox, one in each section

"I dig you."
"You're groovy."
"It's a gas!"
"Twist"

Children whisper the first line and build up to shouting loudly — "It's a gas!"

Running the activity

1. **Model it**
   Play through the chatterbox with one or two children so the group can see how it works.
2. **Play in pairs**
   Let the children play together in pairs, moving from a whisper to a shout.
3. **Read the book aloud**
   Gather the group on the mat and read aloud. When you reach the page with those lines, the children already know when to whisper, when to say and when to shout — together.
4. **Observe**
   As you read aloud, watch listening behaviours and encourage active listening.

What 'at standard' looks like

- **Speech clarity** — Speaks clearly and loudly and uses words accurately.
- **Interacting with others** — Takes turns, asks and answers simple questions.
- **Operating and motor skills** — Plays with paper toy, opening and closing with rhythm – counting.
- **Early Literacy and comprehension** — Recognises and says numbers or cues under flap.

Assessment rubric for this activity: nannie-le01-chatterboxes-assessment.pdf