

Augustus and his Smile

This title is available from Mantra Books. We worked with nursery school colleagues to draft activities. First we thought of a set of four identical lotto boards arranged by the rules of writing showing the sequence of the story: see below! Boards can be kept complete as well as cut up into six cards. Blank boards (or boards with a snippet of text) divided into six can also be used as base boards. The teacher can read the story and children can pick the appropriate card and place it in the correct section on their board.



And here is an idea for using the Talking Pen - only one pen needed and passed around. Using the lotto cards/boards and the track board (a more interesting track could be made in class with the tiger's tail!) with smiles (and sound enabled dots) spread round. Throw dice to go around the board and and if you land on a smile you touch it with the pen. The sound enabled smiling tiger "tells" you which card to put on their board. Teachers can change sound bites or we can put sounds on the board, although I am not sure what a beetle sound is - click click??

I also have included a tails pairs game. Other possibilities are six tigers with different stripes to play stripes pairs.

The webaddress for this activity is:

<http://www.collaborativelearning.org/augustusmile.pdf>

Last updated 4th March 2016

Our activities are designed to:

...build on prior knowledge.

...move thinking from concrete to abstract.

...ensure everyone works with everyone else.

...extend social language into curriculum language.

...provide motivating ways to go over the same topic more than once.

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals to develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

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BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops and conferences worldwide but mainly in the UK. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers ideal opportunities for assessment of spoken language.

*They provide scaffolding for differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills. We strongly endorse the principles of the Learning Without Limits group to which we belong.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally work effectively over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

beetle under the bushes

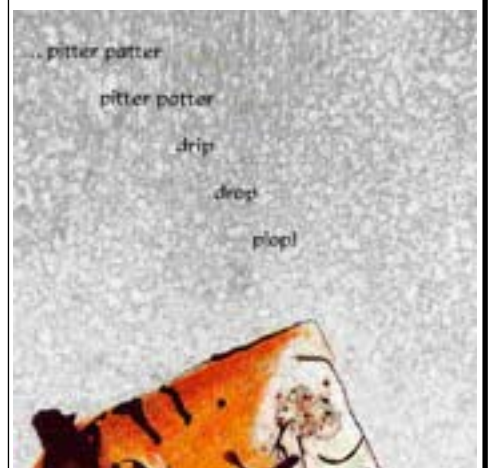
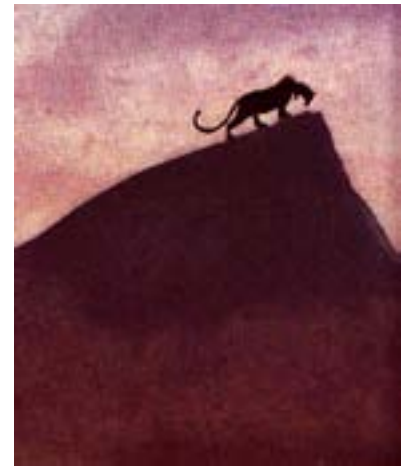
birds in the tops of trees

snow and wind on crest of highest mountain

tiny, shiny fish at bottom of deepest oceans

shadow shapes in the largest desert

pitter patter of rain



Augustus and his Smile
Track Game

