

Interactive Bookmark

Devised by Diane Leedham from Camden School for Girls, this bookmark helps the reader respond to text as and when it arrives. It follows the reader through the book and while doing its familiar job of reminding them where they are, it offers a range of thought provoking questions about voice, structure, characterisation etc. It encourages personal response to text as and when it is needed. It can be accompanied by little tags (with !'s ?'s x's etc samples provided but can easily be made using scrap paper) which the reader can insert, and that remind them whether it provoked questions or was simply boring at that point. Then if a demanding or persuasive teacher needs a written (or even better a group oral) response, the reader will know where to go in the text to find the right bit they need quickly.

Two versions provided in two sizes; A5 best for the bookmark itself: decorated and decorate it yourself. Construction instructions: print on paper or card, decorate and/or personalise, fold lengthways and stick together. Laminate so it lasts more than a few days in challenging classrooms. Suitable for Year 6 up.

Webaddress:

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

Last update: 10th May 2010

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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Website: <http://www.collaborativelearning.org>

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, swapshops and conferences throughout the European Union. 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 oracy. They provide teachers opportunities for assessment of talk.

*They support 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.

*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 adaptable 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 more effectively 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.

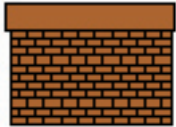
How is the story told?



Narrative Voice(s)



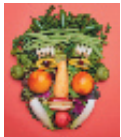
who is telling the story?
1st person/3rd person?
how many speakers?
addressing you directly?
located in the story/ an external narrator?
what tone?



Plot and Structure



use of chapters/sections?
plot/sub plot(s)?
time scale of story?
chronology of story?
use of flashback/hindsight?
creation of tension and excitement?



Characterisation



major/minor characters?
involved in which bit of the story?
development/change?
how/when?
what are they like?
how do you know?



Setting(s)



significant/important places?
many or few?
how described/presented?
any symbolic value?



Themes/Ideas



thought provoking moments?
points the author makes directly?
the purpose of the book?

My Personal Response

!

wow

?

what's going on here
why am I told this
what will happen next



this bit is good

x

this bit is rubbish



this reminds me of

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↑

↑

✓

✓

✓

✓

✓

x

x

i

i

i

i

i