



Burglar Bill



Janet & Allan Ahlberg

Connect Three and
Put It All Back
Game

Burglar Bill

These two activities on a popular book by Janet and Allan Ahlberg (Little Mammoth - Heinemann ISBN 0-7497-0023-8) were available, before the internet, from our mail order catalogue for many years. We have put a version online, because they are easily adaptable to other books, and we hope you'll be inspired to adapt these strategies.. We were trying to come up with activities around popular books that children could play with each other, and then go home and play with their parents. We wanted activities that parents whose command of English was poor could play in their first language. Our activities are in black and white because we ran parents' workshops where they coloured them in! ----- Like this!

Many thanks to Caroline Brice (London Borough of Hillingdon) and Hannah Fitzgibbons (Margaret McMillan Nursery School, London Borough of Islington).

The webaddress for this activity is:
<http://www.collaborativelearning.org/burglarbill.pdf>
This activity was last updated 25th May 2016.

Felt tips or
aquarelles work
best!



COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

Supporting a cooperative network of teaching professionals throughout the European Union to develop and disseminate accessible teaching materials in all subject areas and for all ages.

17, Barford Street, Islington, London N1 0QB UK Phone: 0044 (0)20 7226 8885 Fax: 0044 (0)20 7704 1350

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 across all phases and subjects. We hope they will inspire you to use similar strategies in other topics and curriculum areas. We run teacher workshops, swapshops and conferences throughout the European Union. The project publishes a catalogue of activities plus lists in selected subject areas, and a newsletter available by post or internet: "PAPERCLIP".

*These activities were 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 mixed 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 opportunities for assessment of speaking and listening and other formative assessment.

*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 mother tongue 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 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.
<http://www.collaborativelearning.org/burglarbill.pdf>

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Teachers' notes

Connect Three Activity

This activity is designed to structure a question and answer session about the book. Even if children or their parents cannot read the book they can pose questions from the pictures eg "Name three things that Bill stole" (baked beans, toothbrush, policeman's helmet) or "When Bill took the baby out in the park what did he use?" (A wheelbarrow).

We produced a Game Board with Connect Three Grid (which is the same as a noughts and crosses grid) and provided spaces for Burglar Bill and Betty tokens (instead of the noughts and crosses) at the side.

We produced a set of Bill and Betty tokens and printed them in two different colours.

One team (usually of two) or a single player chooses Bill tokens and the other Betty tokens. The aim of the game is to get three of your tokens in a row (vertically, horizontally or diagonally). Teams/players take turns to ask the other a question about the book. This can be done with the book shut (just to be checked in case of a dispute), or players are allowed to skim through to look for the questions and answers. Depending on the children and/or the kind of book you are planning this activity around, you may want to produce a set of question cards. The game board is no more than a catalyst that enables children to ask each other questions in an orderly way.

Put it All Back Game - Matching Pairs

At the end of the story Bill and Betty decide to change their ways, and put everything they have stolen back where it came from. The book contains some pictures of an umbrella being returned to an umbrella stand, a piano wheeled back into a pub and a chamber pot returned to a sailor via the porthole of his cabin. We came up with a matching pairs game and produced picture cards of the stolen items and picture cards of the places they came from. If the places cards are kept together as a board the game will convert to lotto. As always there is a lot of opportunity here to involve children in producing their own version of this activity for other possible stolen items using the items from the pictures in the book or thinking up their own. We have not coloured the items or places so they can be coloured in - are you happy with that?

You can find a matrix game, like battleships, in a separate pdf.

www.collaborativelearning.org/burglarbillmatrixgame.pdf



Burglar Bill
Connect
Three
Gameboard







