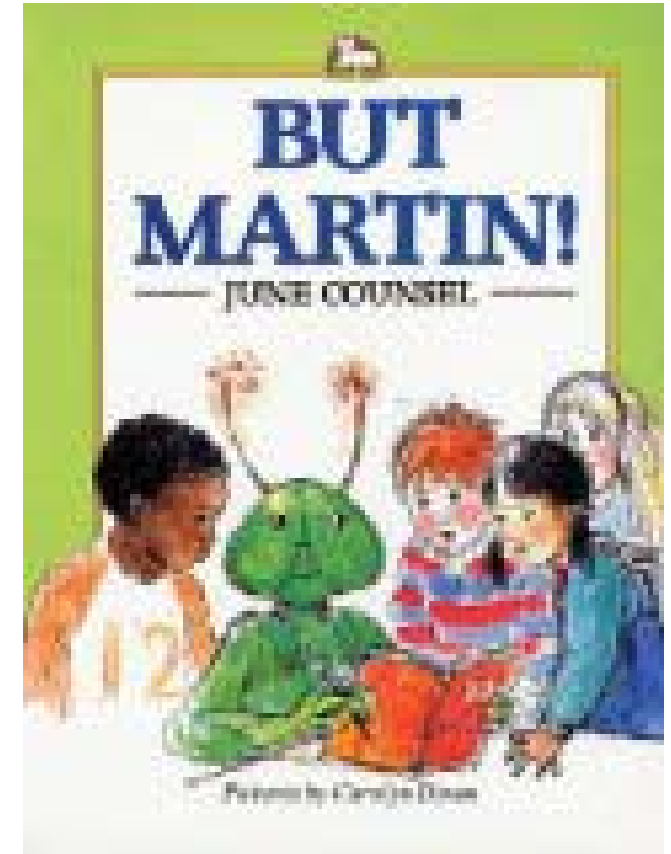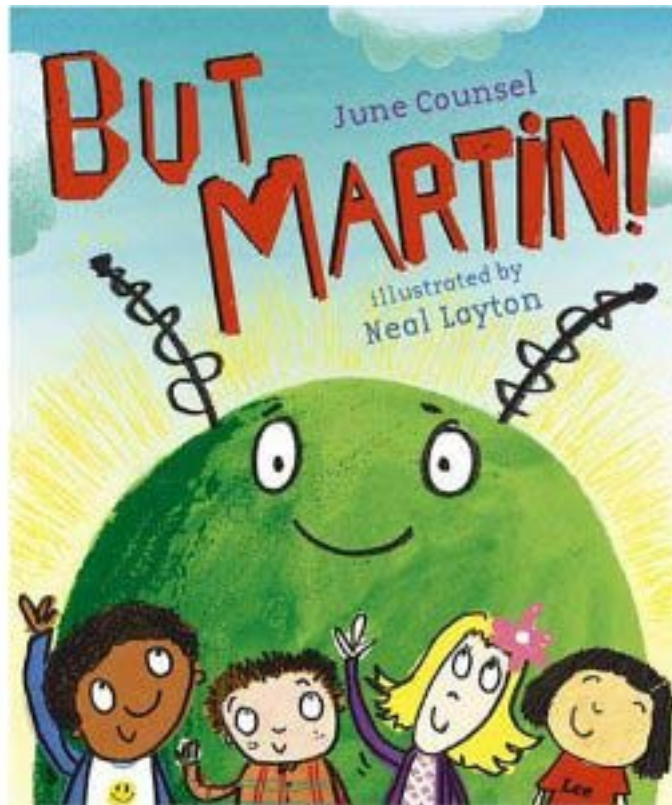# But Martin

Describe and label your character.

But Martin

Developed by Judith Evans for Years 1 or 2 when at Rushey Mead Primary School in Leicester in 1993.
Each child has a character card and has to obtain their descriptions from the small cards. If the character cards are enlarged the description cards will fit on the spaces. The activity can be adapted to describing and labelling other characters or the children themselves.

There is a new edition of the book with different illustrations. You might want to change the character cards if you have this edition.

Webaddress:
http://www.collaborativelearning.org/butmartin.pdf

Last updated: 29th May 2010

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.

But Martin
How to play

Children play in fives. They each have a character card with spaces for information about their character. The small cards are shuffled and placed upside down. They take it in turns to read a card, and the child whose character it applies to asks for for it. Martin is included as a character and Responses can depend on age/development of children. e.g. "That's mine." "I'm Lee" "My hair is black and silky"

face	hair	sound they made

Martin
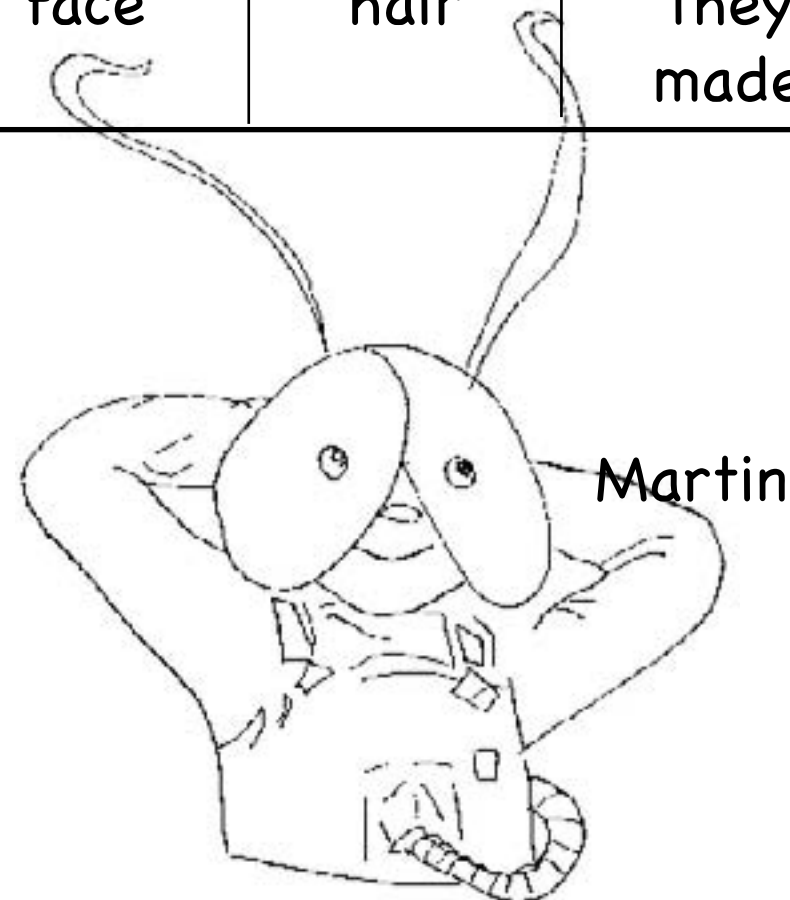
how they moved across the playground	how they went home

face	hair	sound they made

Billy

how they moved across the playground	how they went home

face	hair	sound they made

Angela

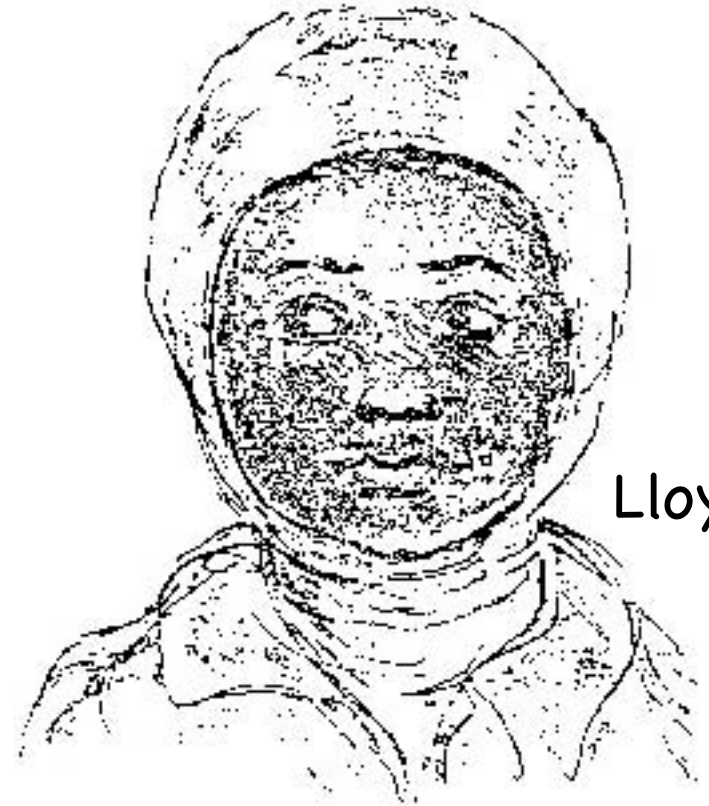| how they moved across the playground	how they went home

face	hair	sound they made

Lee

how they moved across the playground	how they went home

face	hair	sound they made

Lloyd

how they moved across the playground	how they went home

But Martin Cards

smooth and golden	round and brown	square and red	long and white	green
black and silky	black and bouncy	red and spiky	fair and floaty	wasn't there
giggled	shouted	whistled	gasped	bleeped
skipped	jumped	chased	cartwheeled	floated
new car	old bike	bus	walked	space ship

The children........

But Martin........