

Access and Engagement

Making our own resources

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natemulticultural.html](http://www.collaborativelearning.org/natemulticultural.html)**

We believe that teachers are more creative and develop more engaging and exciting resources when they plan and work collaboratively inside and outside the classroom.

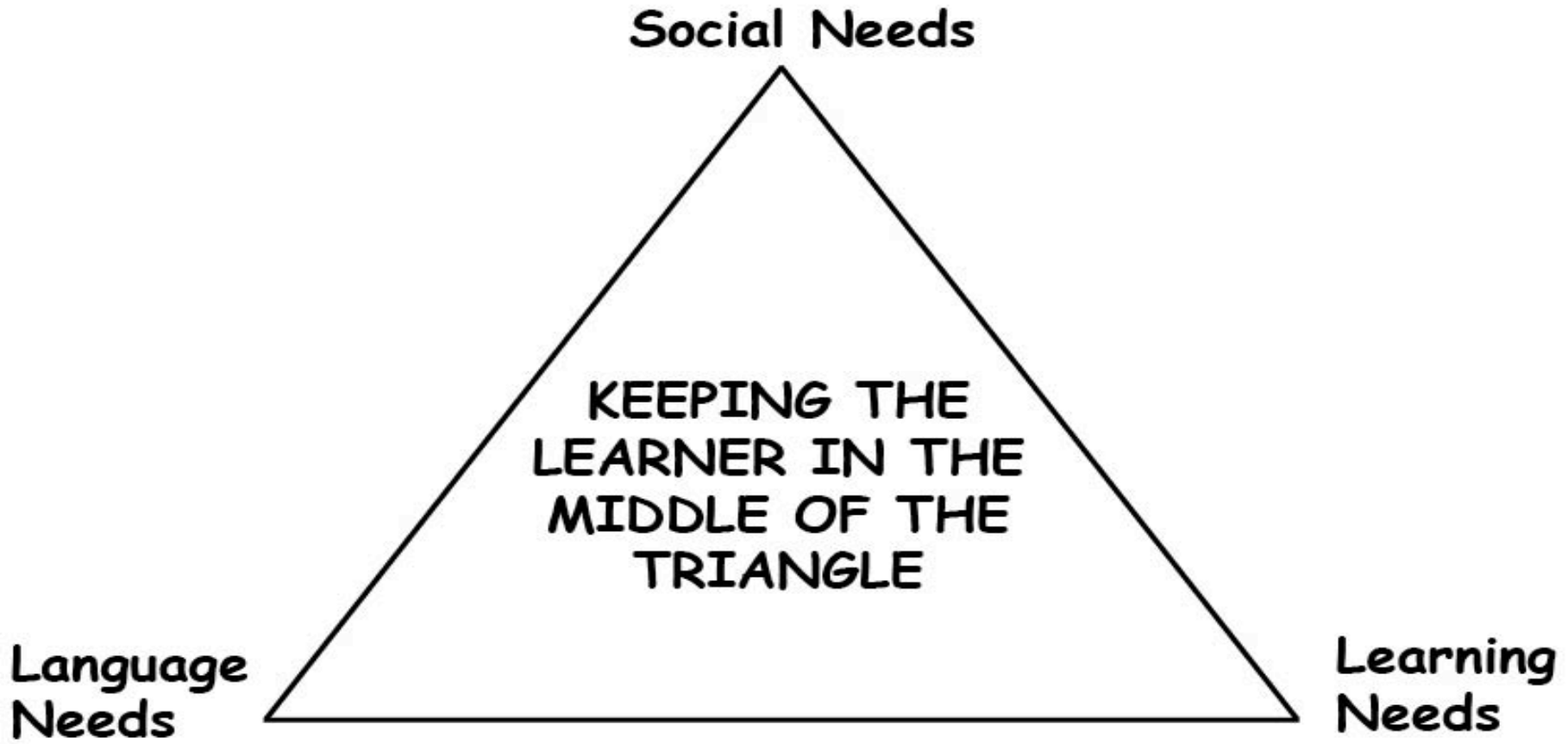
Collaborative Learning has
supported a teacher owned
resources development
network since 1983

“Two teachers planning together are more than twice as good!”

There is strong reliable research over a long period that language conscious teaching is good for all pupils.

Everything we do to improve learning for EAL pupils will improve learning for every other pupil in the school.

Balancing the needs of EAL and other vulnerable learners



What constitutes an EAL Friendly, Language conscious, Talk rich classroom?

- Social Relations - empowerment
- Language – exploratory talk
- Learning – curriculum access

Lev Vygotsky



The joint construction of new knowledge is a social process.

The Cummins Quadrant

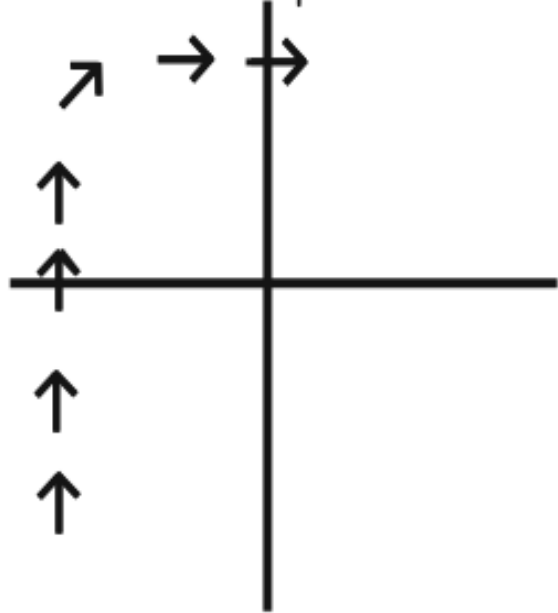
Concrete, contextualised activities.

Cognitively demanding work.
Stretchy activities that make you think hard and deep.

Abstract. Not relating to anything learners know about nor can easily relate to.

Undemanding work that can be undertaken without much thought.

Every teaching activity can be plotted on this quadrant. EAL (and all other learners) need work that follows the arrows: always concrete and growing more demanding on thinking until they can make their own leap into the abstract.



Basic principles

- Build on prior knowledge
- Move from concrete to abstract
- Ensure everyone works with everyone else
- Extend social language into curriculum language
- Provide motivating ways to go over the same thing more than once

Let Me Introduce

How does it work?

1. Pupils find one person with the same colour card

2. Each one reads out their card which begins “I am..”

3. The pair finds another pair – now they introduce their partner so it is no longer “I am” and has become “This is they....” in students own words.

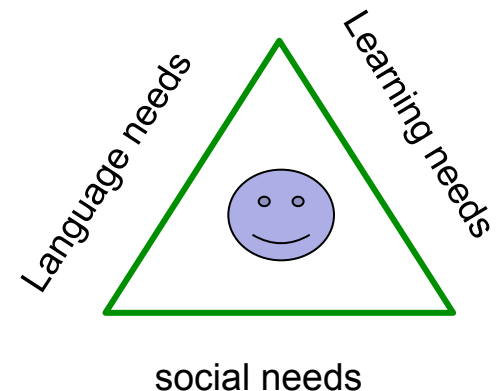
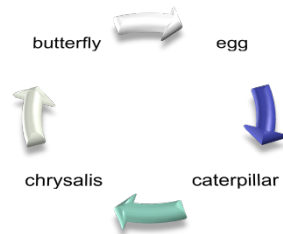
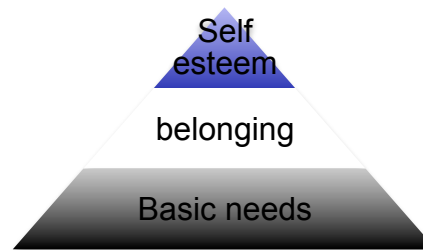
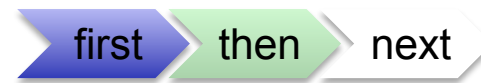
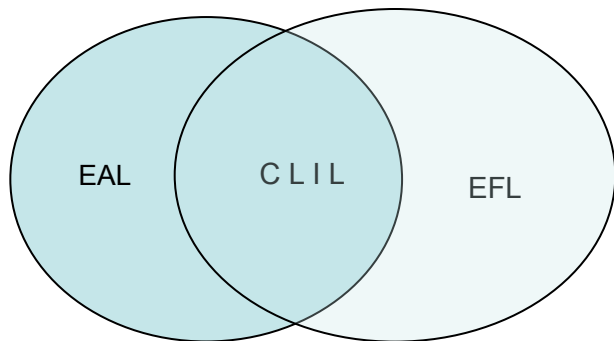
Let Me Introduce

Why does it work?

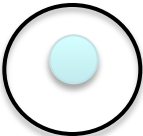
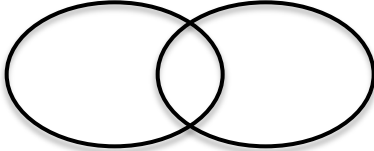
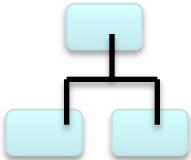

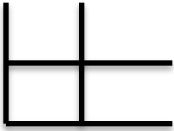
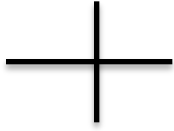
- Opportunities to deliver curriculum content
- Practice in reading > reading aloud.
- Process of listen>understand/think> construct speech in own words.
- Communication and interaction is integral.
- Students work with many others.
- Possible application across many topics/ subjects.

What is a **Visual Organiser**

- A visual organiser or key visual is a diagrammatic way of organising and presenting an idea.
- It is not a photograph or illustration.
- Examples



Visual organisers for classifying

Venn Diagrams(i)		To show a whole set and a subset
Venn Diagrams (ii)		To show concepts and connection where items are - a - b - both -neither
Tree Diagram		Classify words and show relationships
Key		To divide information using yes/no answers
Carroll diagram		To classify information using two sets of criteria
Quadrant		To show connections between two sets of concepts

Sorting cards onto a visual organiser.

Why it works

- Opportunities to explore vocabulary
- Practice in explaining concepts
- Opportunities to expand mental models
- Visual organisers structure thinking
- You can reinforce the organisers with games.

Barrier games

- Barrier games are games where one person (or pair) has half the information and the other person (or pair) has the other half.
- Complete information sets can be obtained by asking questions or by passing on information.

*Familiar informal examples would be battleships.
The deduction game “20 questions” is also related.*

Barrier Games

Why do they work?

- Opportunities to deliver curriculum content
- Practice in reading or interpreting data.
- Practice in questioning
- Communication and interaction is integral.
- All students must participate
- Possible application across many topics/ subjects.

Clue cards to make experts

- In this variation pupils work as a group. Each person has some information which is essential.
- The group then work together to complete a joint task.

Examples *“Indus Valley“* *”The Wilsons”* *“What Can You Grow?”*

Information gaps / Expert groups

Pupils work in a group to understand some information. They are then regrouped to work with pupils who have learnt something else. Each new group should have a complete set of information by the end.

Jigsawing

a term used to describe the grouping and regrouping.

Information gaps / Expert groups / Jigsawing

Why do they work?

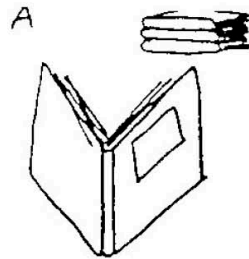
- Opportunities to read/ listen/ talk
- All pupils must participate
- Learning is carried and recalled to support embedding
- Opportunities to differentiate
- Easy to organise
- All pupils have their own set of complete information to support subject knowledge tasks.

How are activities planned?

- What do we want the children to know?
- What kinds of thinking do we hope they will practice?
- What kinds of language do they need? Necessary language and potential language?
- What key visuals best produce the thinking and the language?
- Can we make our activity sociable?

A Martian Sends a Postcard Home

Craig Raine

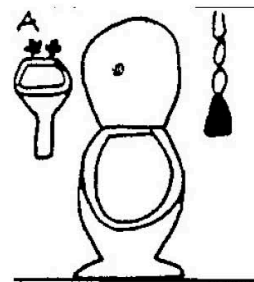


Caxtons are mechanical birds with many wings and some are treasured for their markings..

Only the young are allowed to suffer openly. Adults go to a punishment room

with water, but nothing to eat. They lock the door and suffer the noises

alone. No one is exempt and everyone's pain has a different smell.





A Martian Sends a Postcard Home

Read and listen to the poem 'A Martian Sends a Postcard Home'

The Martian has never seen things on Earth before. It uses lots of different words to describe common everyday objects.

Match the pictures of the objects (the A Cards) to the correct number of verse or verses.

You can do it like this:



5. But time is tied to the wrist
or kept in a box ticking with impatience.



What is it?? Imagine you are a Martian!

You need the B cards for this activity. Work in pairs. One of you pick up a card - you are the only one knows what it is. Describe the object, but you must not say its name.



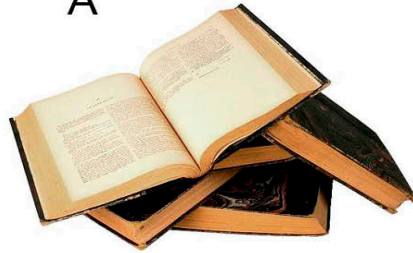
A key!!!!



It's a small object
of metal often used by
people....



A



A



A



A



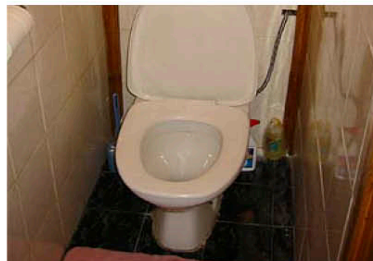
A



A



A



A





B



B



B



B



B



B



B



B

AN ASTROLOGER'S DAY

by R K Narayan

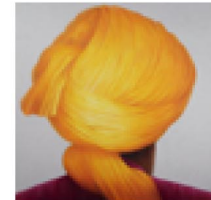
PUNCTUALLY at midday he opened his bag and spread out his professional equipment, which consisted of a dozen cowrie shells, a square piece of cloth with obscure mystic charts on it, a notebook, and a bundle of palmyra writing. His forehead was resplendent with sacred ash and vermillion, and his eyes sparkled with a sharp abnormal gleam which was really an outcome of a continual searching look for customers, but which his simple clients took to be a prophetic light and felt comforted. The power of his eyes was considerably enhanced by their position placed as they were between the painted forehead and the dark whiskers which streamed down his cheeks. Even a half-wit's eyes would sparkle in such a setting. To crown the effect he wound a saffron-coloured turban around his head. This colour scheme never failed. People were attracted to him as bees are attracted to cosmos or dahlia stalks.



mystic chart



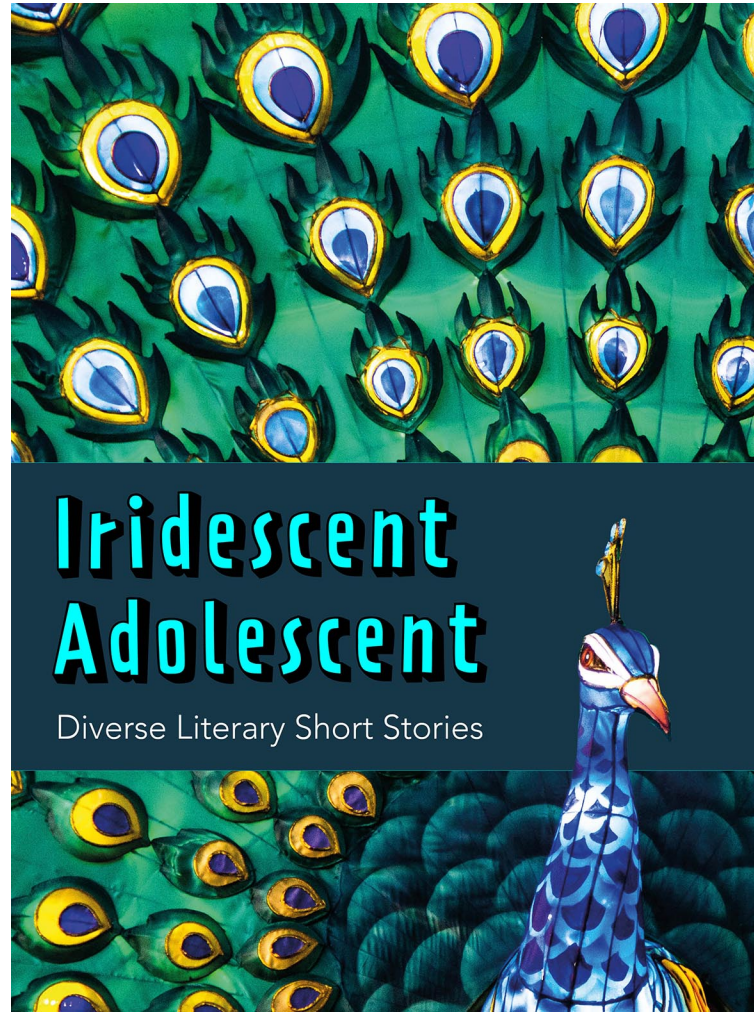
cowrie shells



saffron: yellow



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