
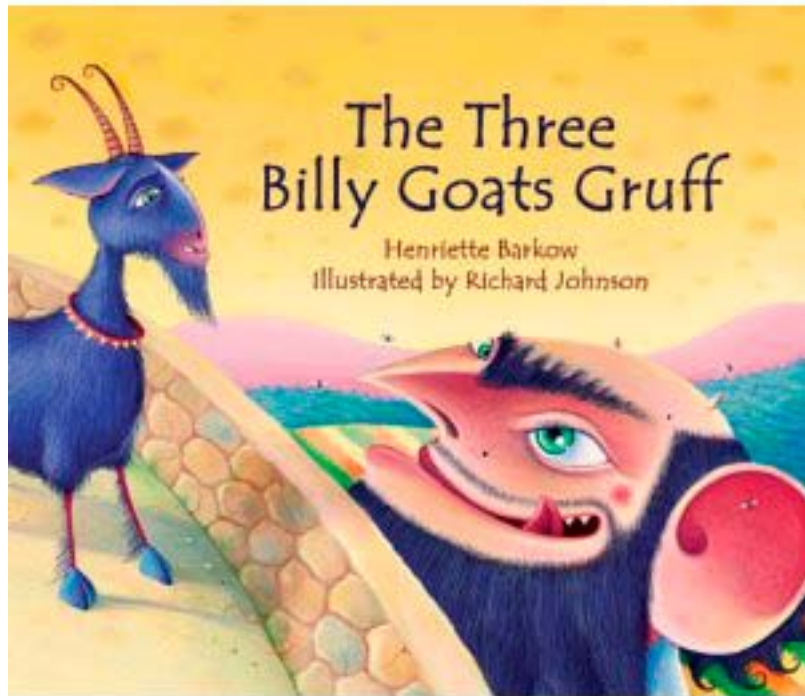


From A to B A  B

The Little Billy Goat Gruff marched?



tiptoed?

boldly?

carefully?

over the
bridge

Investigating verbs and adverbs of
movement!

From A to B

A



B

Has the use of VCOP led to overuse of misplaced adverbs? Are pupils, and EAL pupils in particular, for the sake of producing 'interesting' texts sprinkling adverbs in their writing regardless of context. The aim of this activity is to promote discussion about the best adverbs for the best contexts around the theme of movement: something often needed in narrative. At the same time it is designed to extend and consolidate knowledge of adverbs and verbs of movement.

Web address: <http://www.collaborativelearning.org/fromatob.pdf>

Last updated 1st October 2012

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, 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.

From A to B

A



B

Teacher Notes

There are four sets of cards: adverbs, adverbial phrases defining the adverbs (please correct, amend or add your own definitions, we have provided a blank card grid for your own additions), verbs of movement for two four or more legs, and a set of contexts.

The sets should be printed in different colours to make classroom organisation easier. The cards can be used in a variety of ways.

Pupils might, as a prequel to the main activity, match adverbs and adverbial phrases to help clarify the meanings of the adverbs. They then, working in groups of three or four, might deal out the context cards, place the verb cards face down in a pile and spread the adverb cards face up on the table. They then take turns to pick a verb card and choose an adverb to fit one of their context cards to produce a sentence that makes the best sense. Please send your suggestions for other ways of using the cards.

As a follow up children can write their own verb, adverb and context cards to add to the activity.

From A to B - Context cards

through the bushes	across the road	under the fence	down the corridor	along the footpath
round the park	over the hill	into the tunnel	down the stairs	across the room
over the bridge	across the river	round the corner	through the woods	over the ice
into the room	through the gates	up the stairs	around the lake	beyond the sign

From A to B movement verbs

creep

run

walk

stagger

lope

glide

skip

tiptoe

stumble

dash

limp

march

crawl

wander

amble

rush

strut

slide

skate

dance

From A to B adverbs

silently

noisily

skilfully

awkwardly

speedily

langourously

carefully

nonchalantly

eagerly

reluctantly

boisterously

tactfully

boldly

shyly

happily

tearfully

clumsily

deftly

shakily

smoothly

From A to B adverbial phrases

not making any noise; being really quiet	making a lot of noise; making sure everyone can hear	showing lots of practice; in a skilfull way; without making mistakes	without much skill; with an awkward manner
as fast as possible; at great speed	not in a hurry; taking lots of time; not rushing	thinking about others; looking ahead, avoiding mistakes	with no thought for anyone else; blind to other people's needs
looking very keen	not wanting to; looking unwilling; dragging their feet	bumping into things and people; in a loud manner	keeping an eye out for others, trying not to be noticed
full of confidence; not at all reluctant	in a timid way; lacking in boldness	with a happy smile; full of good cheer; not at all sad	with eyes full of tears; full of sadness; very glum
knocking things over; legs and arms flying everywhere	not damaging anything; avoiding bumping into things	with a lot of shaking; looking very unsteady	like a swan; in a very even manner, floating along

From A to B blank card grid

