How Do I Put It On?

A set of storyprops for each stage of the bears dressing and a dressing game using dice developed by Mary Hart at Margaret McMillan Nursery School in the London Borough of Islington.

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

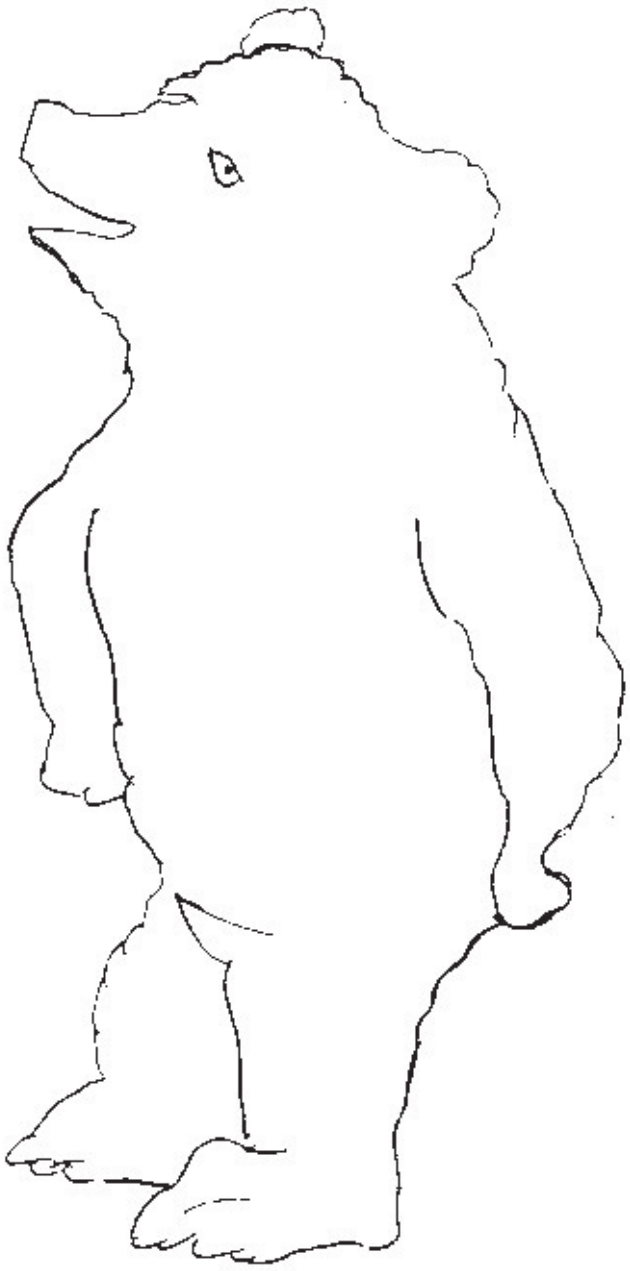
*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, 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.

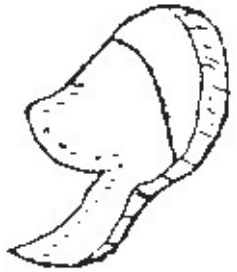
*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

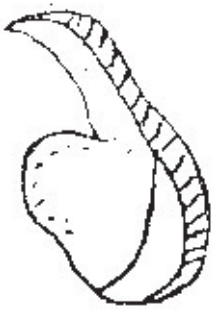
*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work more effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers 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.

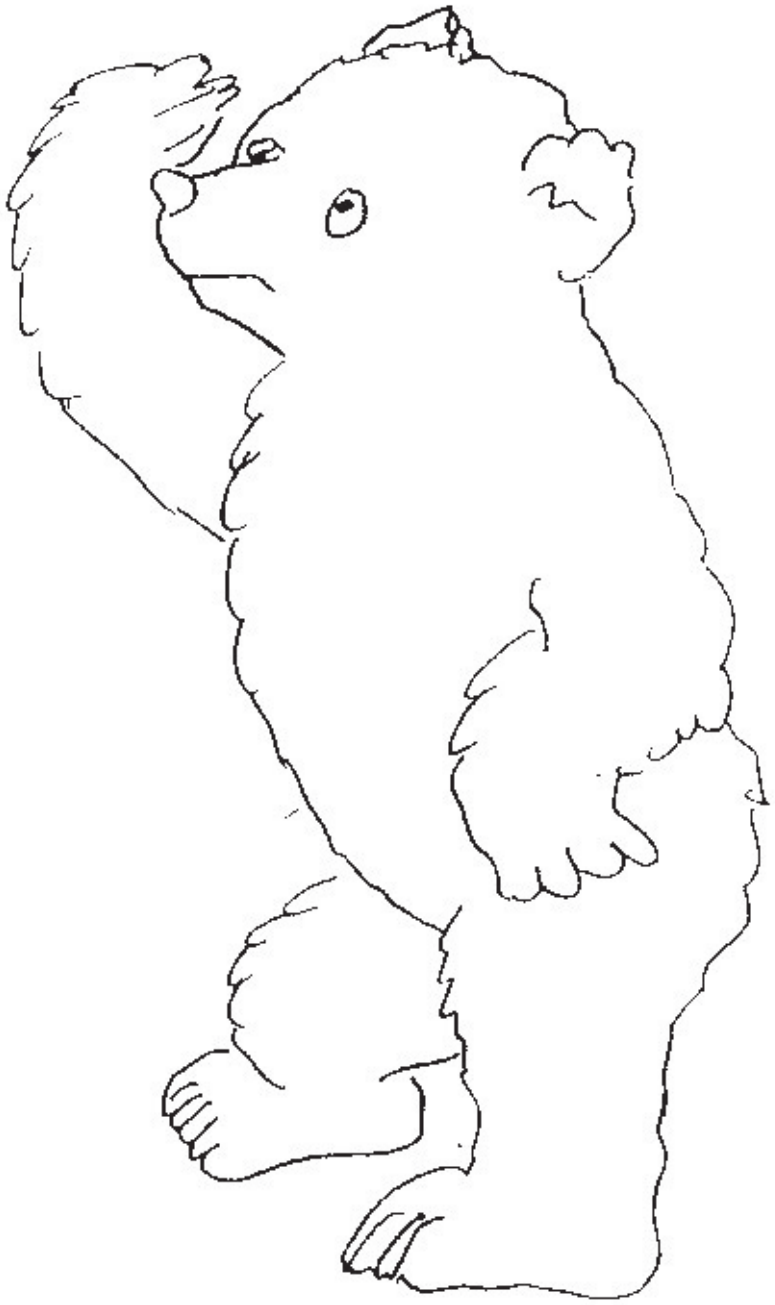
How Do I Put It On?
Storyprops -Sweater



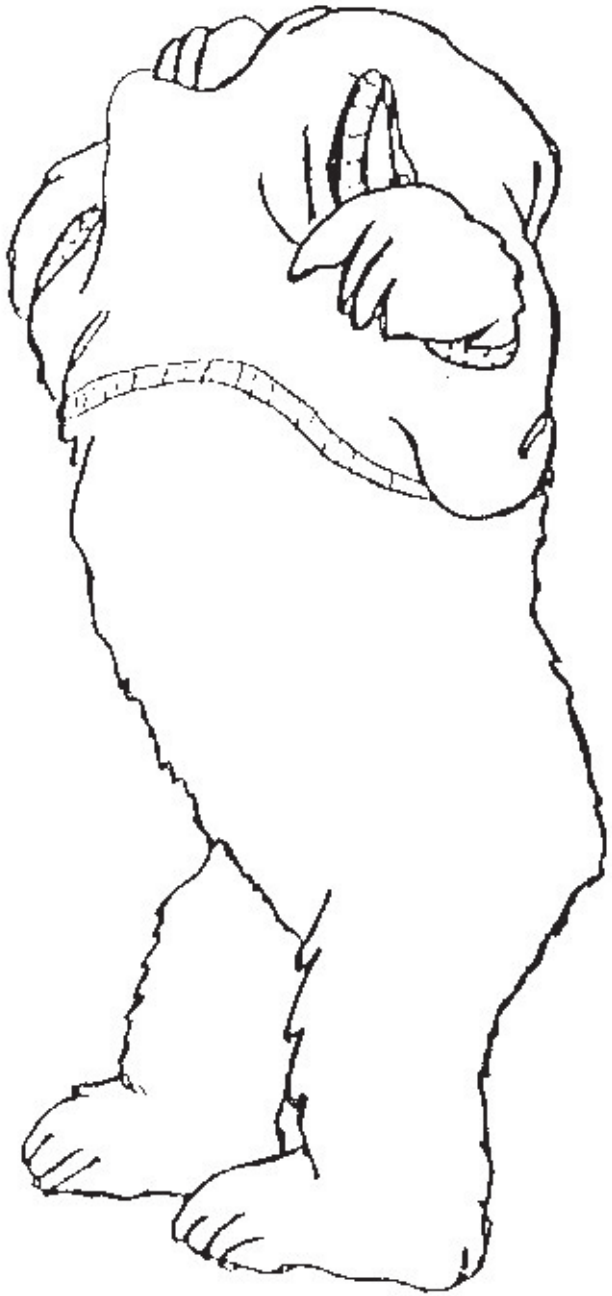
How Do I Put It On?
Storyprops - Shoes

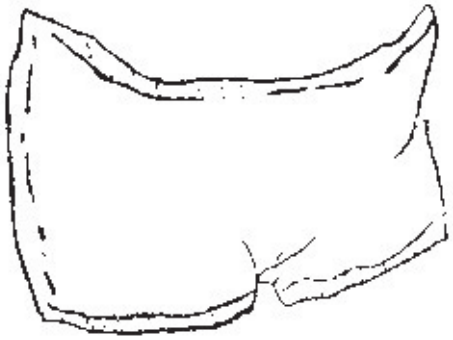




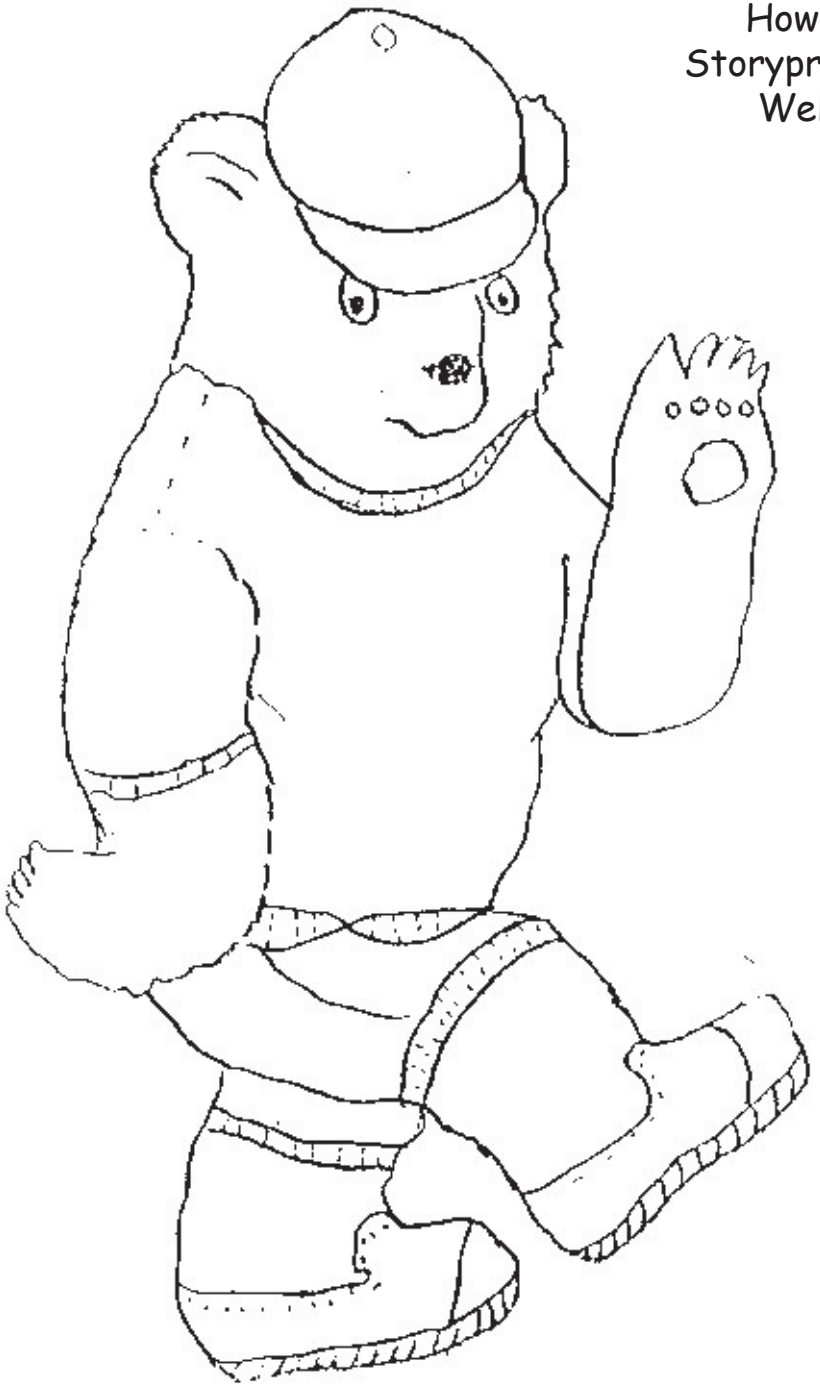


How Do I Put It On?
Storyprops - Shorts





How Do I Put It On?
Storyprops Naked Bear and
Well Dressed Bear.



How Do I Put It On? Dressing Game

Print up to 6 sets of Bear and Clothes. Mount the bears on different coloured backgrounds. Either colour the clothes or mount them to match the colours of the bears. Stick the small pictures on a blank die or a spinner - you may want to put a smiley face on the other two blank faces meaning free choice. Prepare another blank die with colour blobs on faces

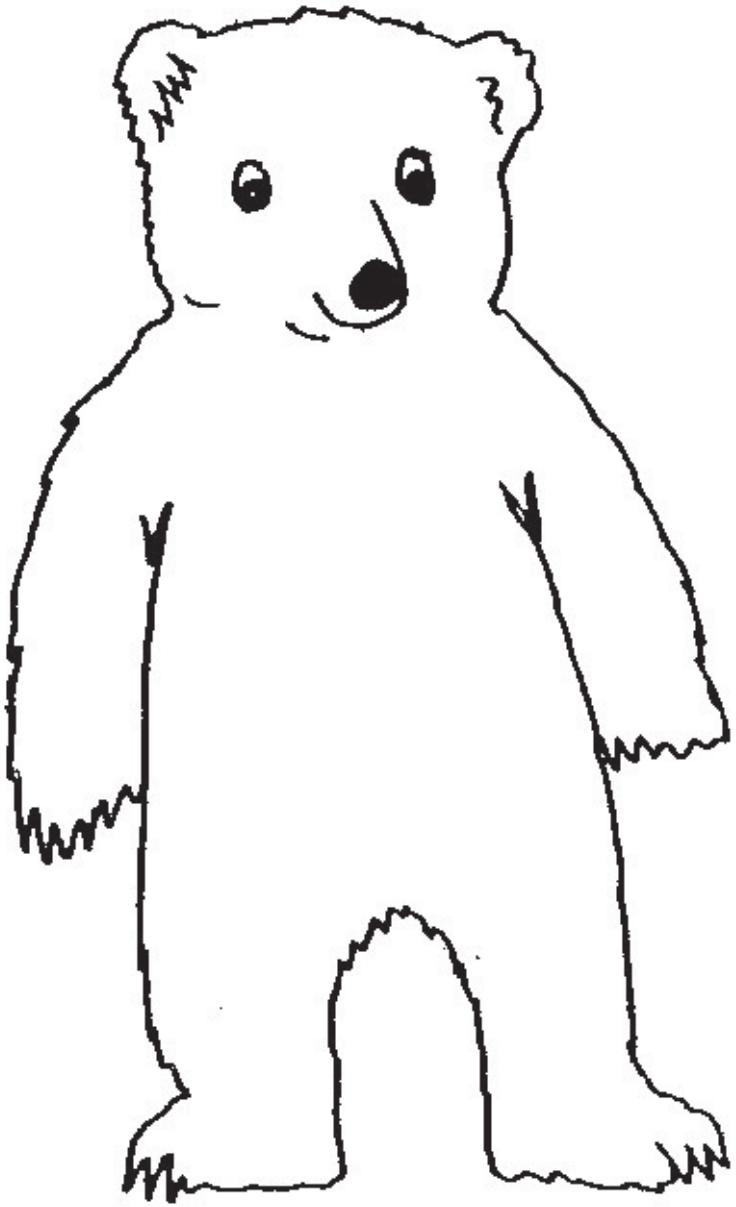
Ways to Play (only suggestions - you and the children will come up with their own games and rules.) This is a non competetive game!

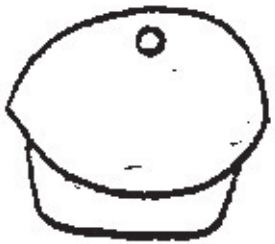
1. Place clothes cards facing upwards. Children take turns to throw clothes die and a colour die to decide which article of clothing goes on which colour bear. No child has a bear to his or her self - so one child might find something for the red bear to wear and later for the green one.

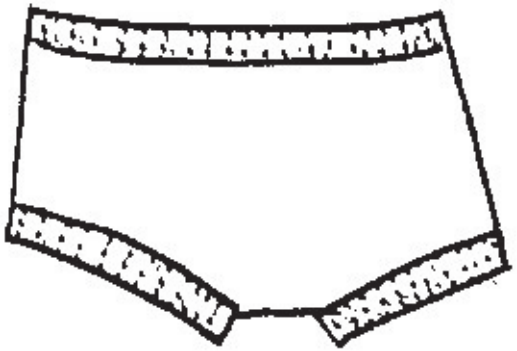
2.as for 1. but the clothes must be put on in the order of the story or a sequence decided on by the children in advance.

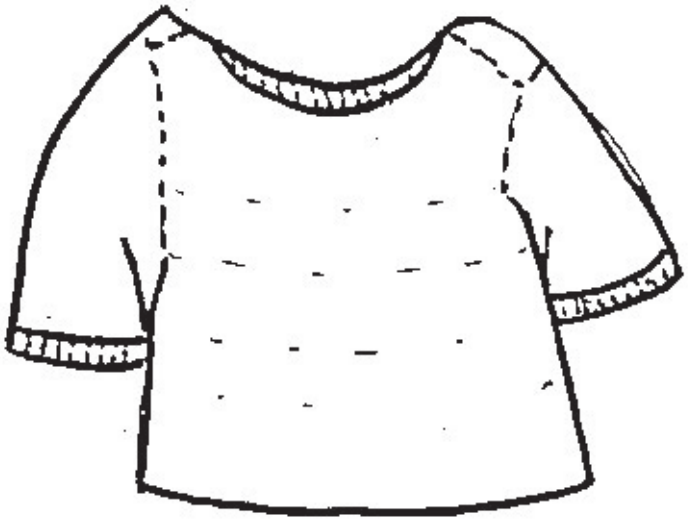
3. as for 1 but the clothes are placed face down so the colour does not show, but the shape of the garment does.

4. as for 2 but the clothes are placed face down so the colour does not show, but the shape of the garment does.









How Do I Put It On?
Bits for Games