

Climbing the "ing" stalk (and the "ed" stalk)

The address for this activity is:

<http://www.collaborativelearning.org/ingtree.pdf>

Last updated 5th March 2008

First developed with Liz Taylor in Suffolk in 2000. The activity is now complete with branches and leaves, but it looks more like a beanstalk, so it is now a stalk rather than a tree. Now easy to download and print from a computer or colour photocopier. We have provided word cards with words taken from the spelling bank with space for you to add more.

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 spoken language and other 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 and move them about physically they help to develop thinking skills.

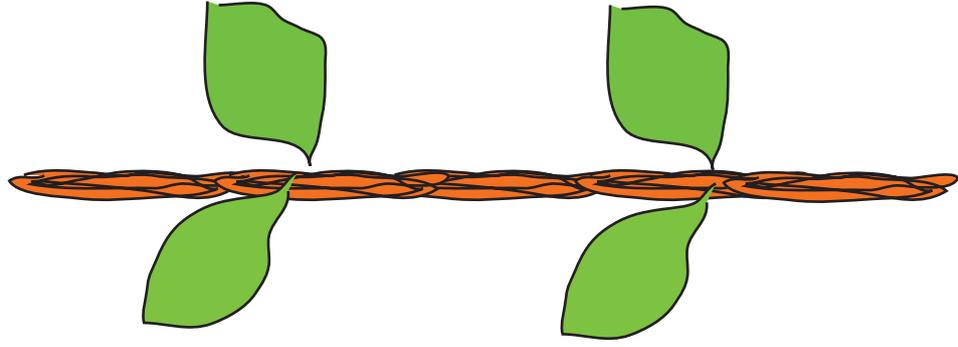
*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that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

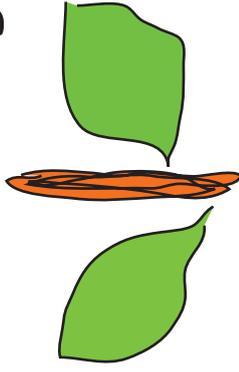
*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*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.

You don't need to
change this word.
Just add an "ing".

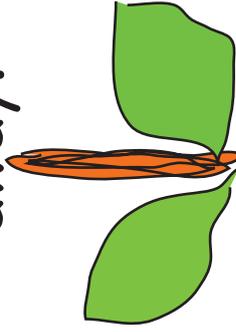


You can now
add an "ing".



Take the "e"
at the end

away.

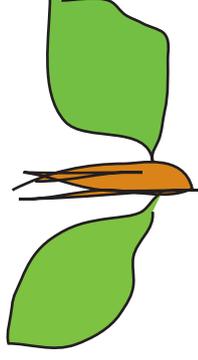


Yes!

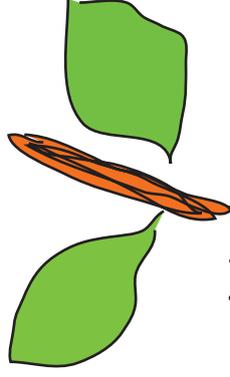
Is there an
"e" at the
end?



You can now
add an "ing".

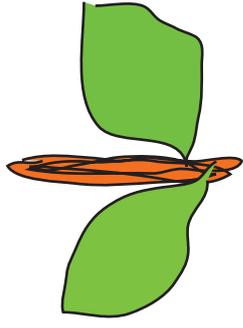


You must double
the final
consonant.

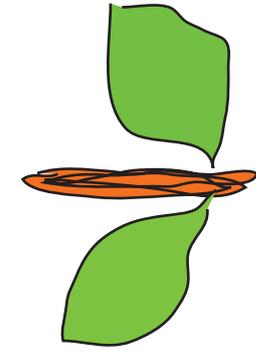


No!

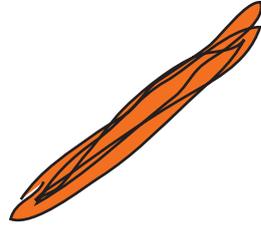




No!



Yes!



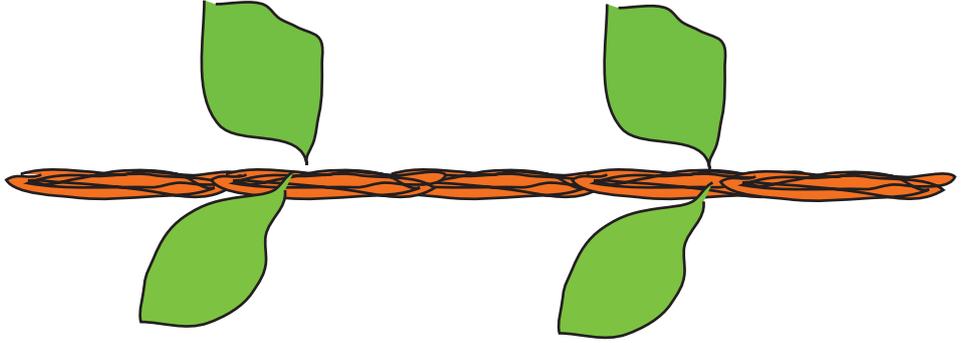
Are there two or more consonants at the end of the word?



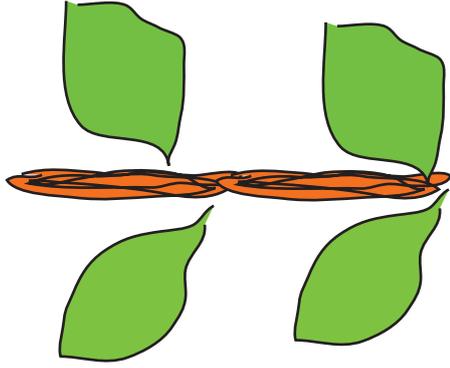
You should start here.

Pick a word and try to climb the "ing" stalk

You don't
need to
change this
word. Just
add an "ed".



You can now add a "d"
because the "e" is
there already

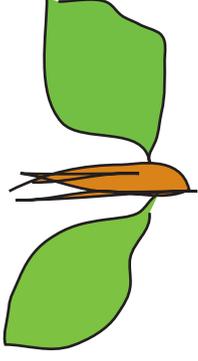


Yes!



Is there an
"e" at the
end?

You can now
add an "ed"

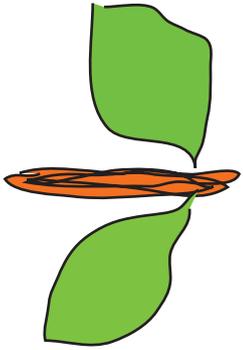


You must double
the final
consonant.

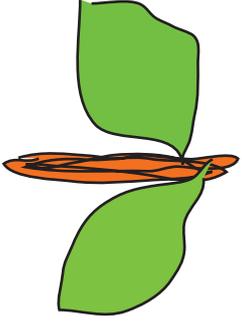


No!

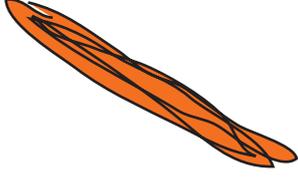
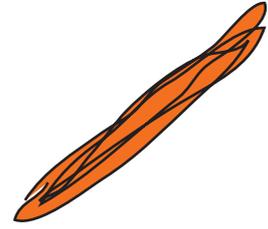




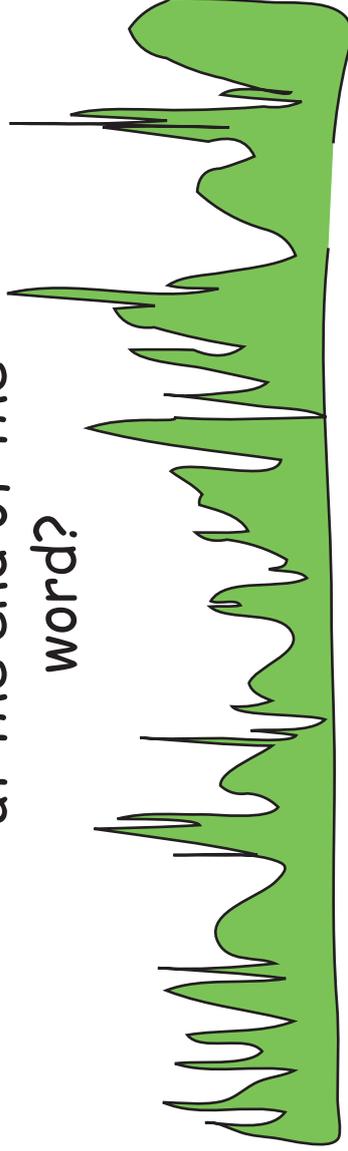
Yes!



No!



Are there two or more consonants at the end of the word?



You should start here.

Pick a word and try to climb the "ed" stalk

help	ask	see	do
spend	go	enjoy	lead
pull	look	jump	meet
say	try	walk	tick

hope	take	write	drive
decide	make	care	stare
hate	like	smile	come
ride	amaze	raise	

hop	run	shut	chat
clap	shop	plan	rub
slip	fit	tip	bet
win	sit	slip	

My name.....

My list of words that climbed the "ing" stalk

My list of words that climbed the "ed" stalk.