

Climbing the "ing" Tree

First developed with Liz Taylor in Suffolk LA in 2000. The trees are best enlarged to A3 (we have provided a double A4 version of the ing tree in case this is tricky for some). We have also provided word cards with words taken from the NS spelling bank with space for you to add more.

The address for this activity is:
www.collaborativelearning.org/ingtree.pdf

Last updated 10th November 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.

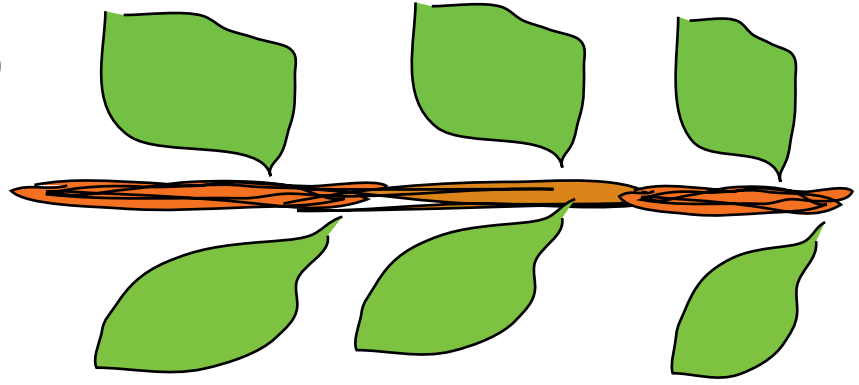
*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed,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

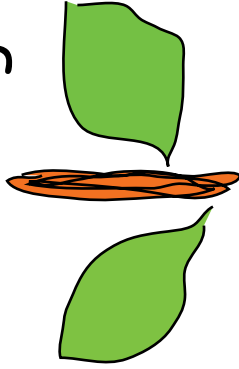
*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*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.

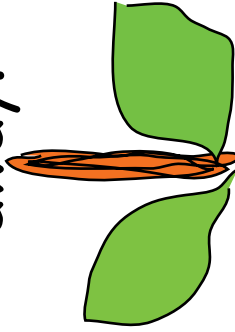
You don't need to change this word. Just add an "ing".



You can now add an "ing".



Take the "e" at the end away.

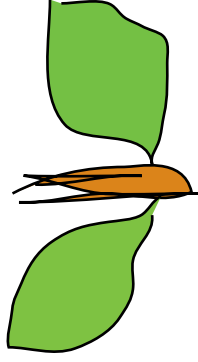


Yes!

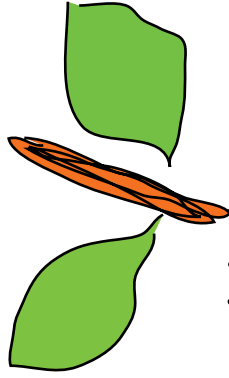


Is there an "e" at the end?

You can now add an "ing".



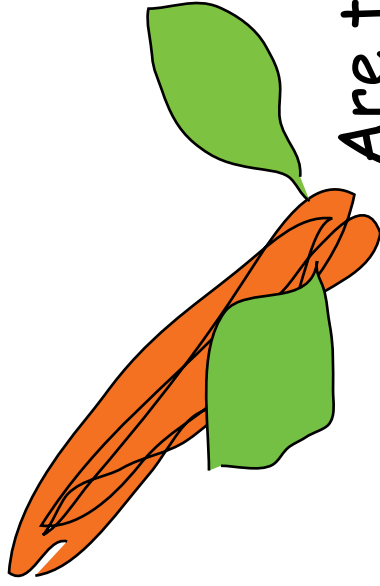
You must double the final consonant.



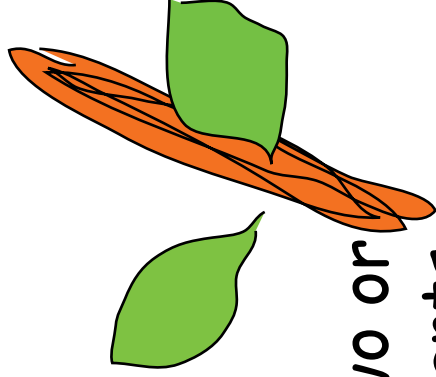
No!



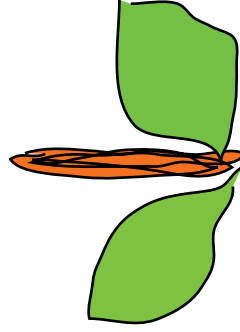
Yes!



No!



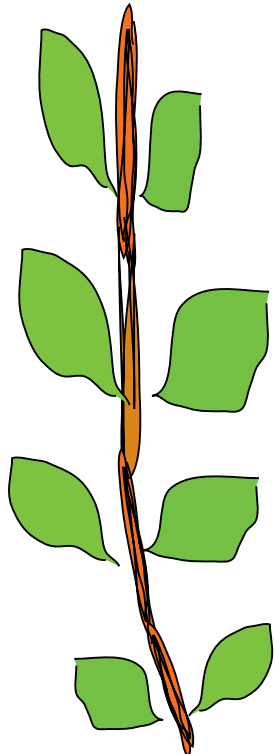
Are there two or more consonants at the end of the word?



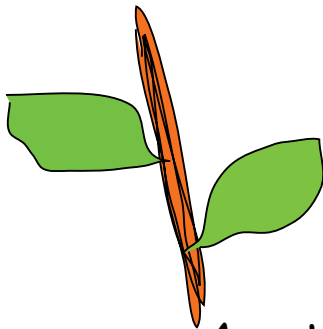
You should start here.

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

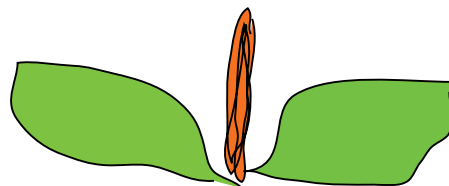
You don't need to change this word. Just add an "ing".



Yes!

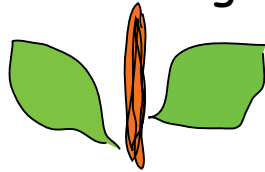


Are there two or more consonants at the end of the word?

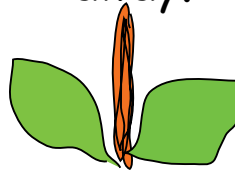


You should start here.

You can now add an "ing".



Take the "e" at the end away.

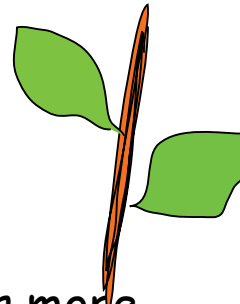


Yes!

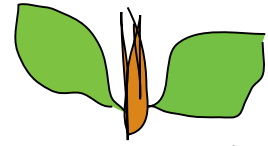


Is there an "e" at the end?

No!



You can now add an "ing".



You must double the final consonant.

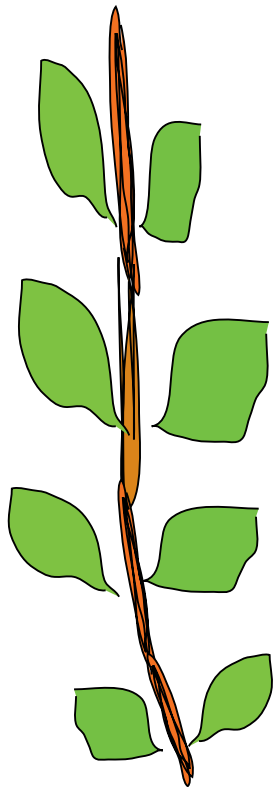


No!



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

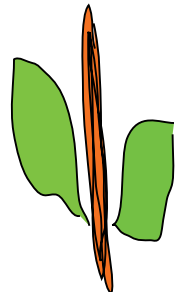
You don't need to change this word. Just add an "ed".



Yes!



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



Yes!



You can now add an "ed"



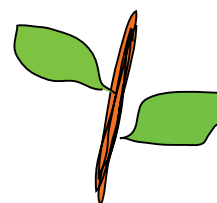
You must double the final consonant.



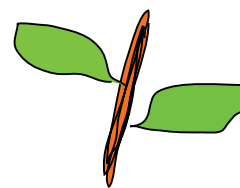
No!



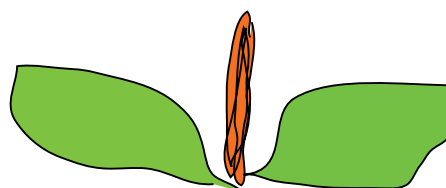
Is there an "e" at the end?



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" tree

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"
tree.

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