

Invent your own Romeo and Juliet Storyboard activity



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The webaddress for this activity is;

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

This activity was first developed in 1981 in Hackney when the project was supported by the Inner London Education Authority and last updated 11th April 2016 in time for the 400 years celebration.

Our collaborative talk for learning activities are designed to:

...build on prior knowledge.

...move from concrete to abstract thinking.

...ensure everyone works with everyone else.

...extend social language into curriculum language.

...provide motivating ways to go over the same topic more than once.

For more details go to: www.collaborativelearning.org

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

Supporting a cooperative network of teaching professionals throughout the European Union to develop and disseminate accessible teaching materials 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 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. A newsletter "PAPERCLIP" is also updated regularly.

*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 non selective 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 assessment of speaking and listening and other formative 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, 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 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.

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Invent your own Romeo and Juliet

Shakespeare's play is about love, grief, hate and death. Use the pictures to help you make up your own storyboard using the elements of the Romeo and Juliet story. Look carefully at the pictures and talk about them in your group. Decide together what sort of things will happen in your story and in what order. A fight? When? Why? A wedding? Where? With whom?

Make up your story.

Cut out the pictures and rearrange them to illustrate the story you have invented. Stick the pictures on an A3 sheet of paper, and write a caption/explanation under each picture to explain what happens. You do not have to use all the cards. You can also draw some extra pictures in the blank boxes if you wish. Now prepare to present your story to another group of to the rest of the class.

