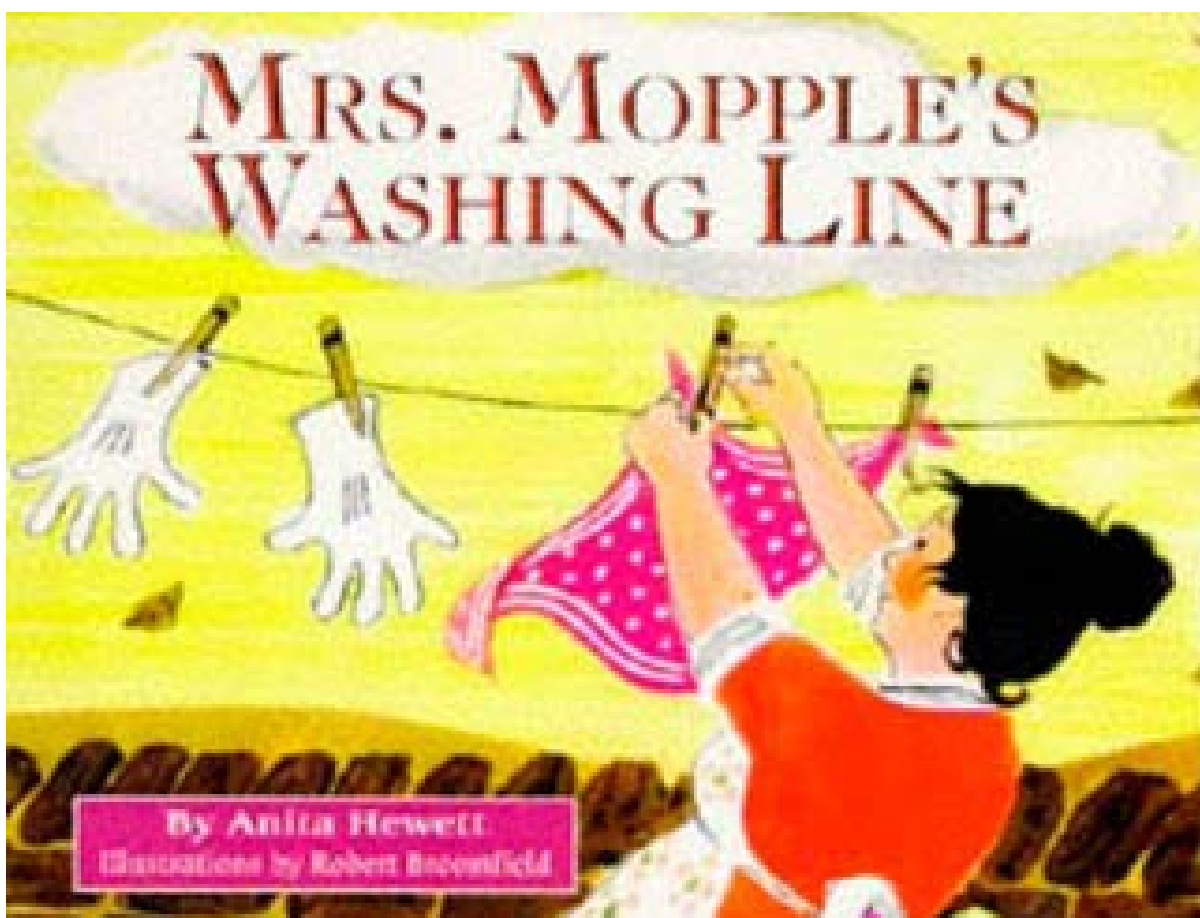


# Mrs Mopple Pairs



# Mrs Mopple Story Props

# Mrs Mopple Pairs and Story Props

Developed by Doreen Healey and Avril Searle at Five Springs Primary School in Luton in 1998. The book by Anita Hewitt was first published in 1966 and has been in and out of print ever since. It is easy to obtain second hand copies. It has all the characteristics of a core text, and is well suited to memory games. We have lots of pairs games in our archive. These activities were developed by teachers to share. We have kept this black and white version because they often used them for parent workshops. They were coloured in to make games for the children to play with their parents at home. This was very successful with parents who spoke no English. The school made sets for themselves and when books were sent home for reading the games often went with them.

Webaddress: [www.collaborativelearning.org/mrsmopple.pdf](http://www.collaborativelearning.org/mrsmopple.pdf)

Last updated 6th March 2016

Our 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.

## 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.

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

# Mrs Mopple Pairs

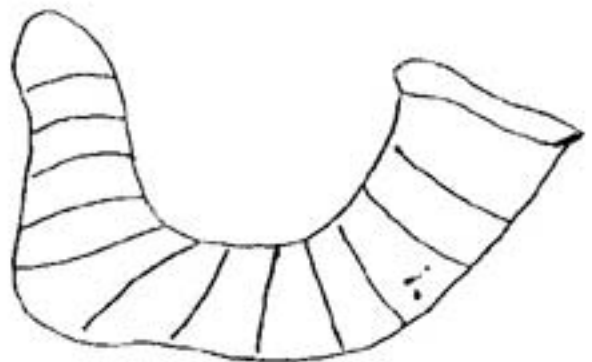
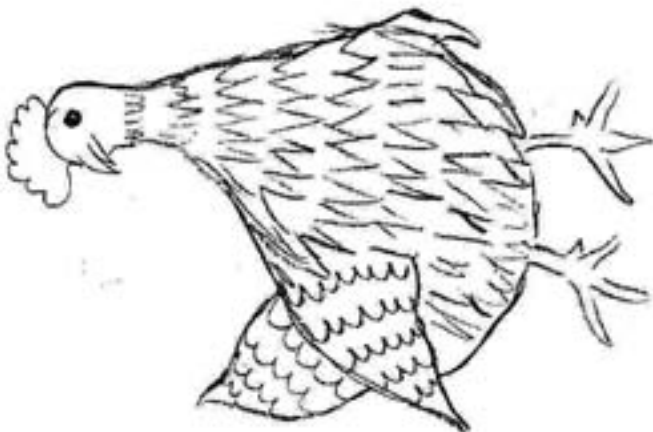
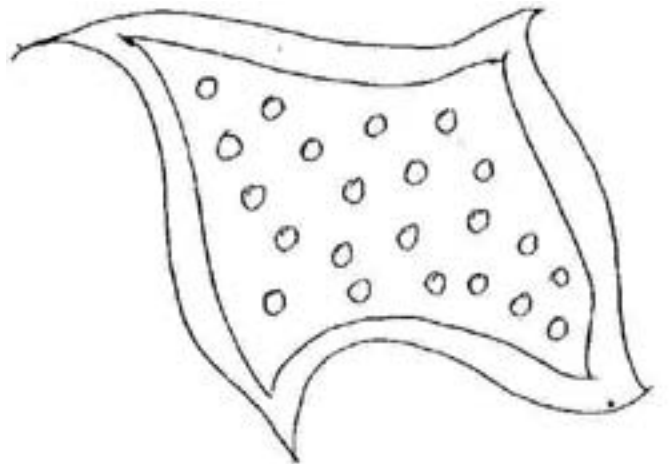
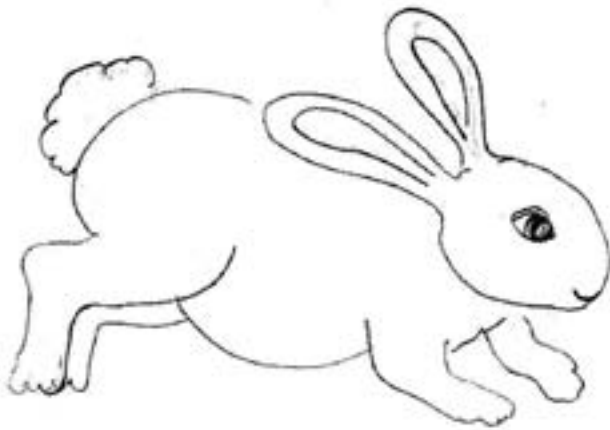
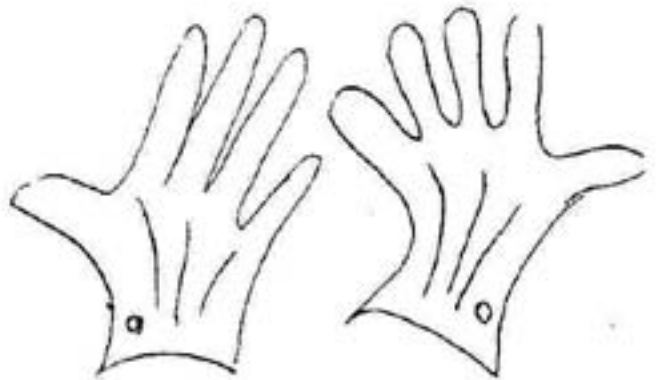
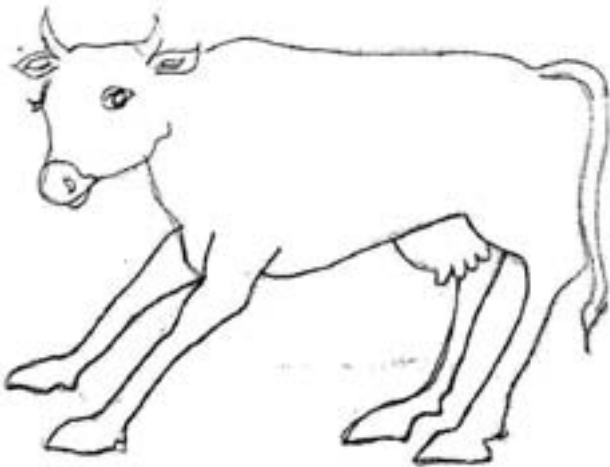
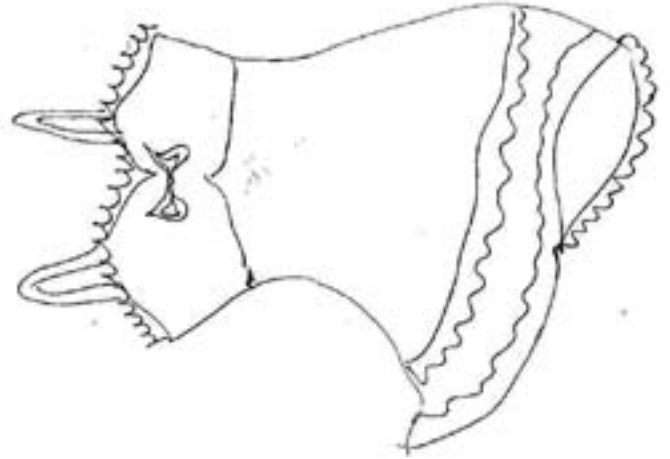
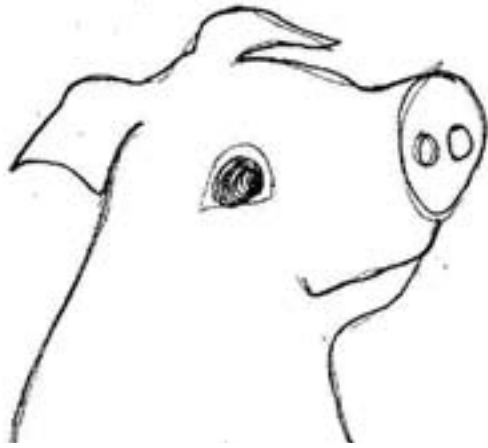
## Preparation

Print the pictures on card, colour in and possibly laminate. If they are printed on paper, it may be possible to see through the cards when they are face down.

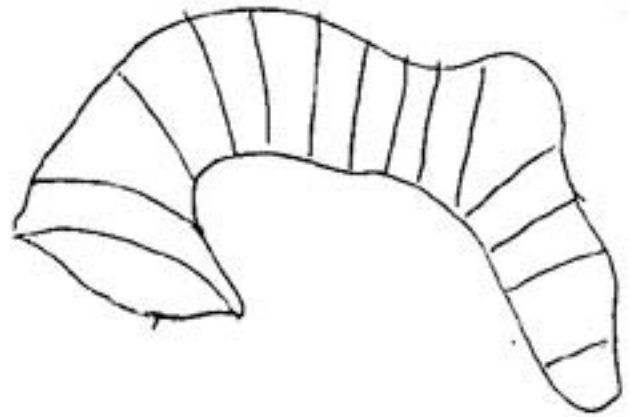
Cards are placed face down on the table.

1. Children can match animal to the article of clothing they "wore" in the story. e.g. pig - petticoat, rabbit - handkerchief.
2. Children can match identical objects.
- 3 Children can match words and objects. You can make this easier by printing the word cards on coloured card.

# Mrs Mopple Pairs



# Mrs Mopple Pairs



Petticoat

Handkerchief

Gloves

Sock

Sock

# Mrs Mopple Props

The props need to be coloured and laminated. If magnets are stuck on the back children can place them on a magnet board or radiator when they decide to tell the story to each other. We also put a ring of sellotape on the back of some props so they could perch on the end of fingers and become animated when children 'became' characters in the story. You can of course in this case provide pegs and a washing line for hanging the clothes.

