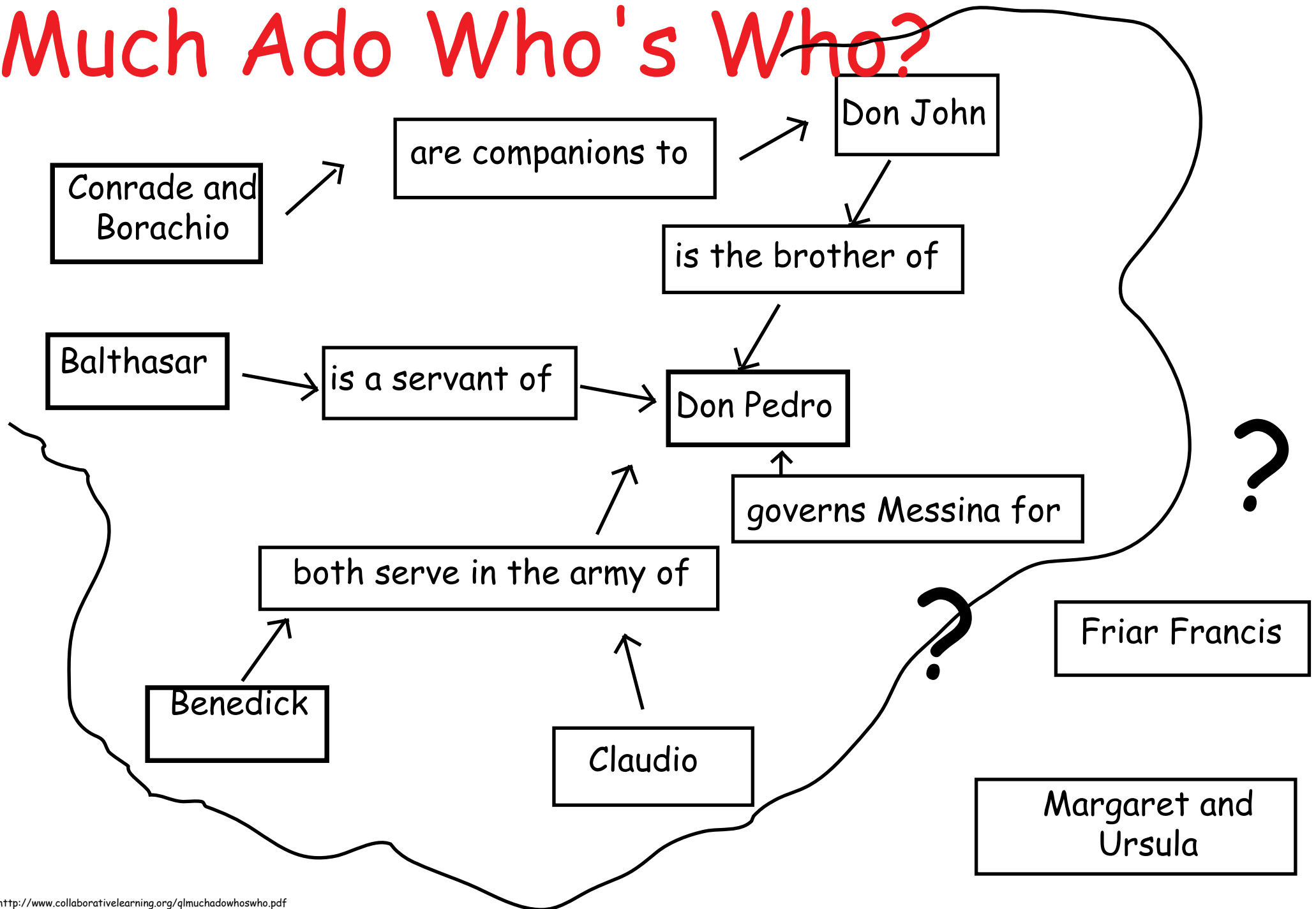


Much Ado Who's Who?



Much Ado Who's Who?

This activity is planned for the beginning of studying the play as a kind of active reminder of how all the characters relate. There are two versions: one for the relationships to be placed on the networks sheet and one for the characters. It might be a good idea for different groups to work on different sheets. You will need to enlarge the network sheets up to A3, but leave the character/relationship names small so that everything will fit on more tidily. I aim to produce more elegant arrows!

I haven't produced any instructions for pupils at this stage since you may want to use them in different ways. It is probably worth using this template to produce a version for revision where the relationships can be more developed.

Webaddress: www.collaborativelearning.org/muchadowhoswho.pdf

Last updated: 9th April 2016

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.

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.

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 across all phases and subjects. We hope they will inspire you to develop and 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 on the 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 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.

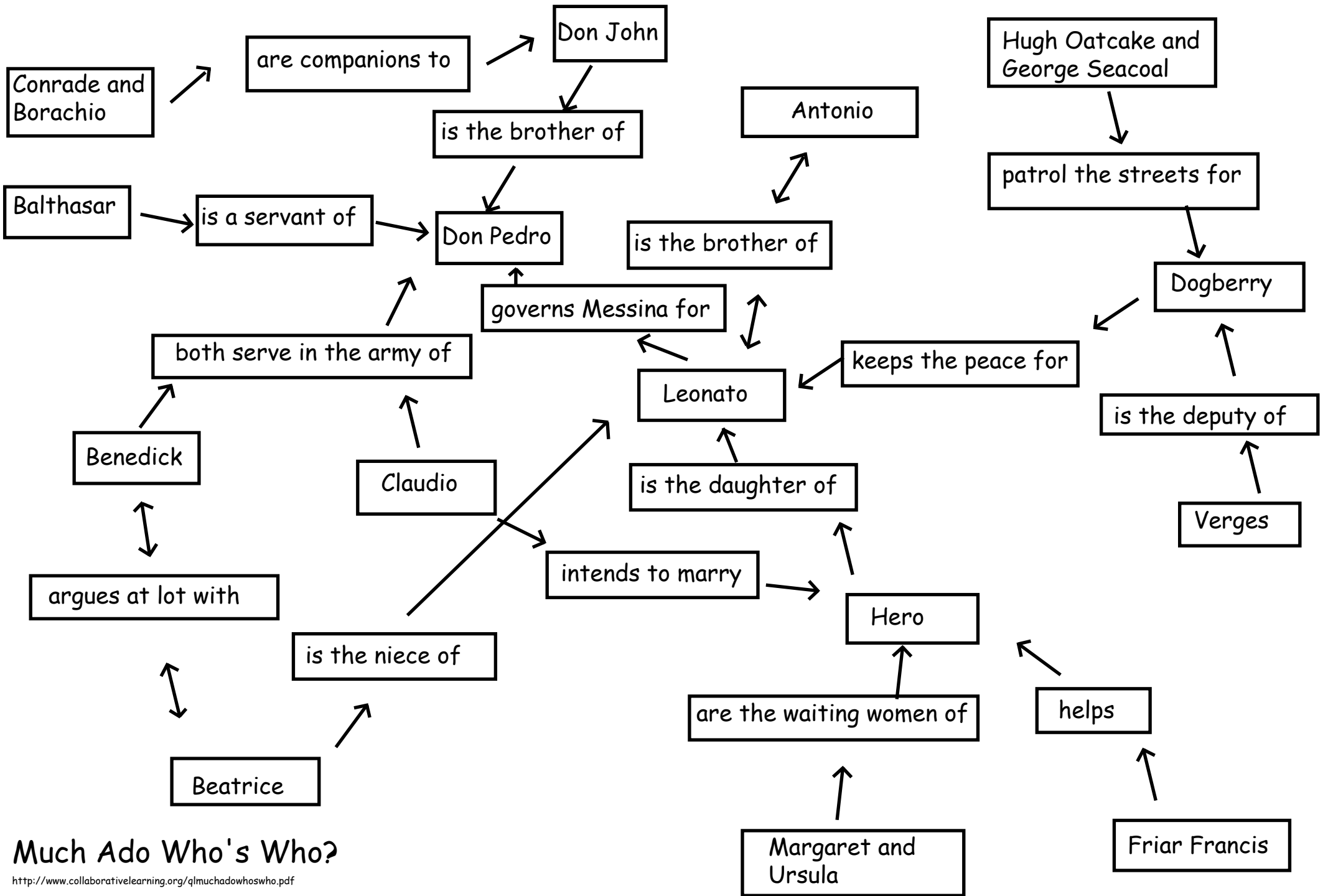
*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that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

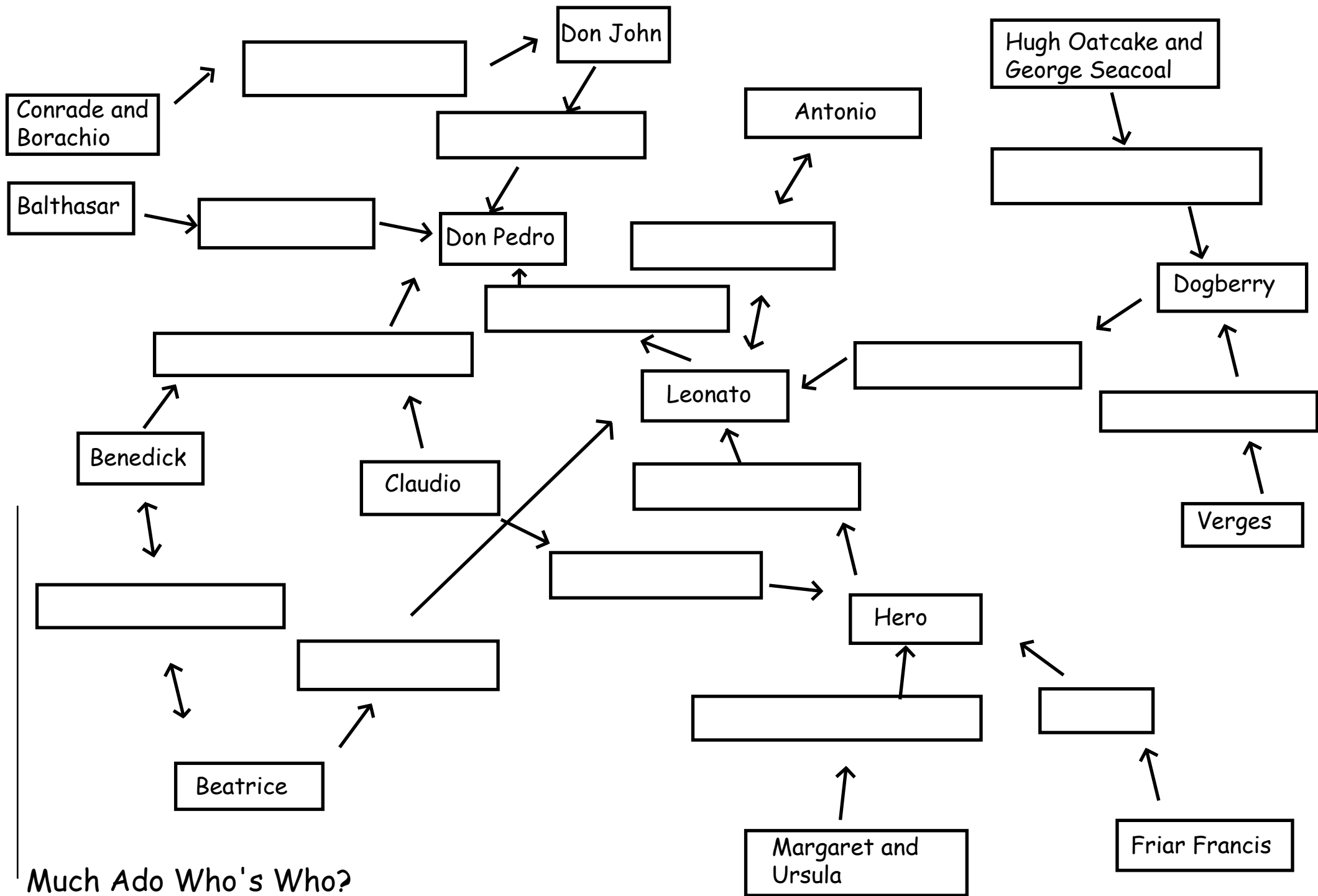
*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*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.

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



Much Ado Who's Who?



Much Ado Who's Who?

Much Ado Who's Who?

helps	intends to marry	governs Messina for	Hero	Benedick
is the deputy of	is the brother of	both serve in the army of	Claudio	
are companions to	argues a lot with	patrol the streets for	Beatrice	Verges
is the brother of	keeps the peace for	are the waiting women of	Dogberry	Don John
is the niece of	are companions to		Leonato	Friar Francis
is a servant of	is the daughter of		Don Pedro	Antonio
			Balthasar	Conrade and Borachio
			Margaret and Ursula	Hugh Oatcake and George Seacoal