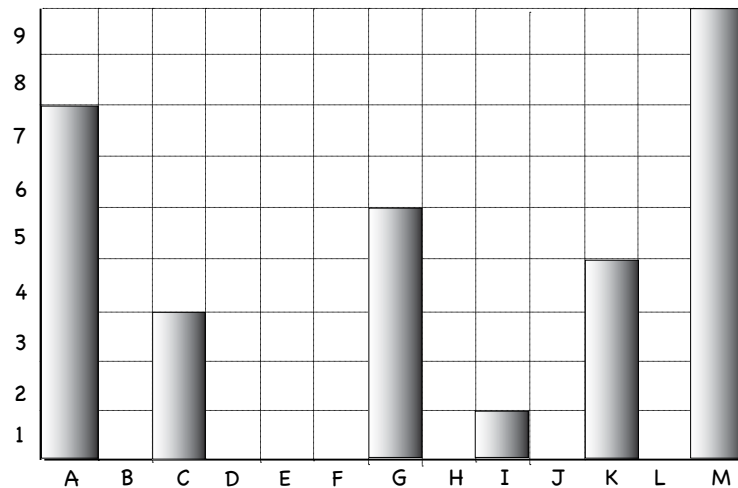


Bar Graphs of Family Names

Half the children have half the information and have to work together with the other half to complete the bar graphs/charts

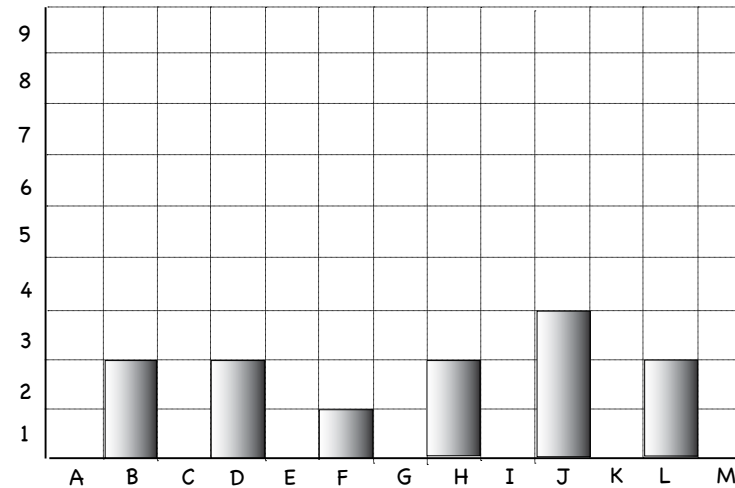
Bar Graph showing first letters of family names from A to M in Grey and Violet Classes

A



Bar Graph showing first letters of family names from A to M in Grey and Violet Classes

B



Bar Graphs of Family Names

Teacher notes:

I have split the alphabet into two since 26 letters on the bottom of the graph would be rather a lot to handle. I laid a light grid on the graph to help looking across and up.

Half the class are given versions A and B. The other half have C and D. When pairs have exchanged information and each individual has their own graph, they can then work in fours to work on the true false statements and the questions. In case they find working in fours tricky at this stage, I have provided complete versions (E and F) of each half for pairs to add to the half they have constructed.

I have provided blank template to make a new graph.

Webaddress;www.collaborativelearning.org/namesbargraph.pdf

Last updated 30th June 2017

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 worldwide. The project posts online many activities in all subject areas. Our 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 speaking and listening . They provide teachers opportunities for assessment of speaking and listening.

*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.

Collaborative Learning - Oracy in context - Knowledge in Action

Basic principles:

1. Build on children's prior knowledge.
2. Move from concrete to abstract.
3. Ensure everyone works with everyone else.
4. Extend social language into curriculum language.
5. Provide motivating ways to go over the same knowledge more than once.

Bar Graphs of Family Names

Instructions - Read these instructions carefully and check with your partner that you have understood them and know what to do.

You are working in pairs

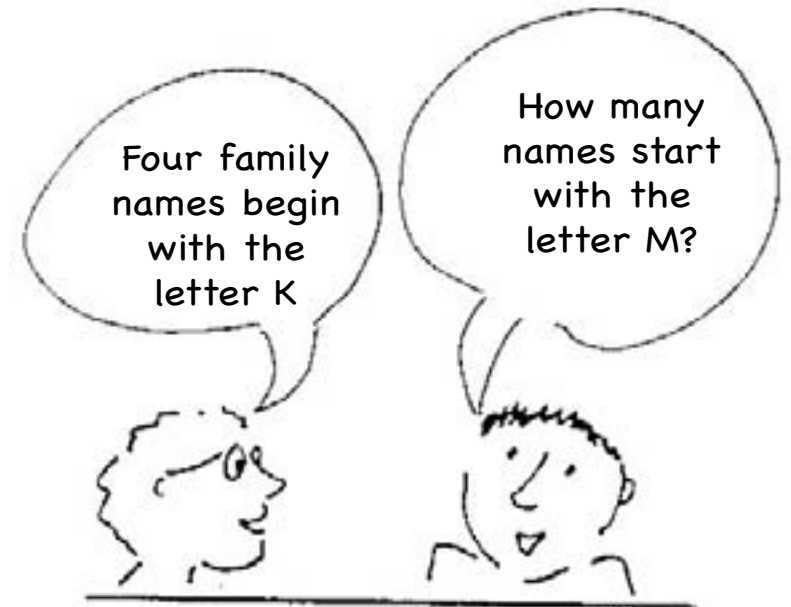
You each have a version of a bar graph.

Both versions are not complete.

You have information your partner does not have.

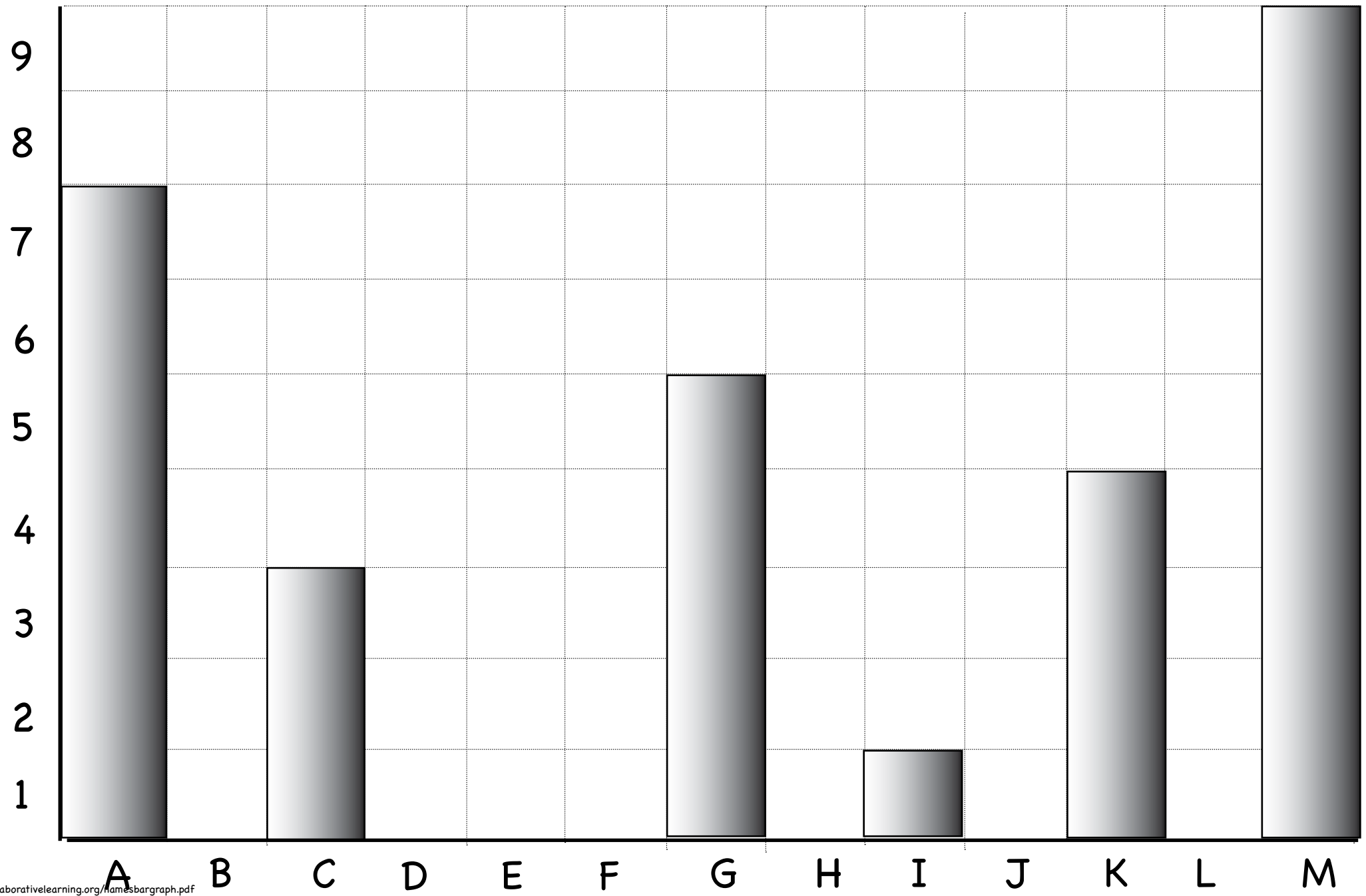
Your partner has information you do not have.

Work together, exchange information to complete your bar graph.



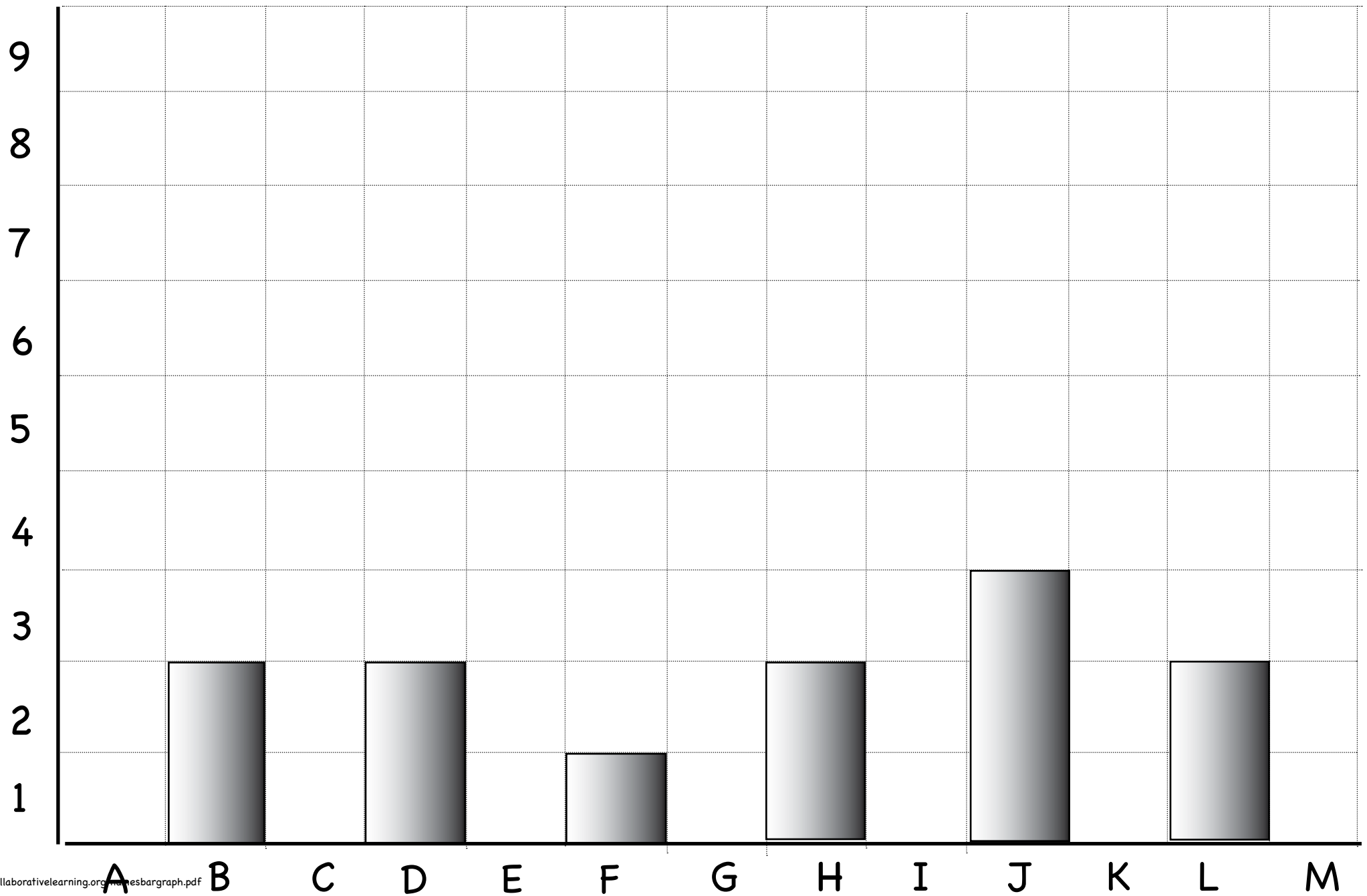
Bar Graph showing first letters of family names from A to M in Grey and Violet Classes

A



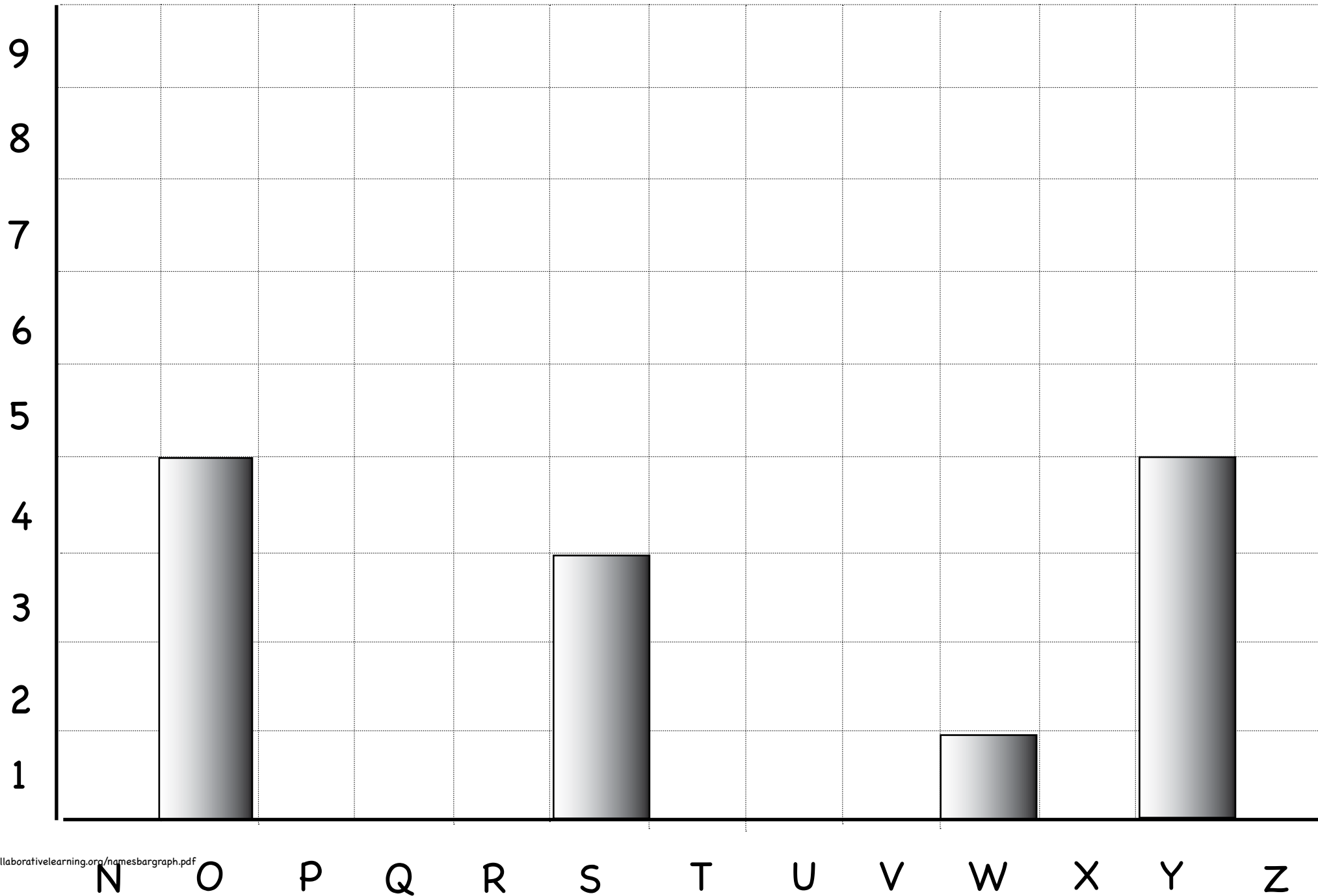
Bar Graph showing first letters of family names from A to M in Grey and Violet Classes

B



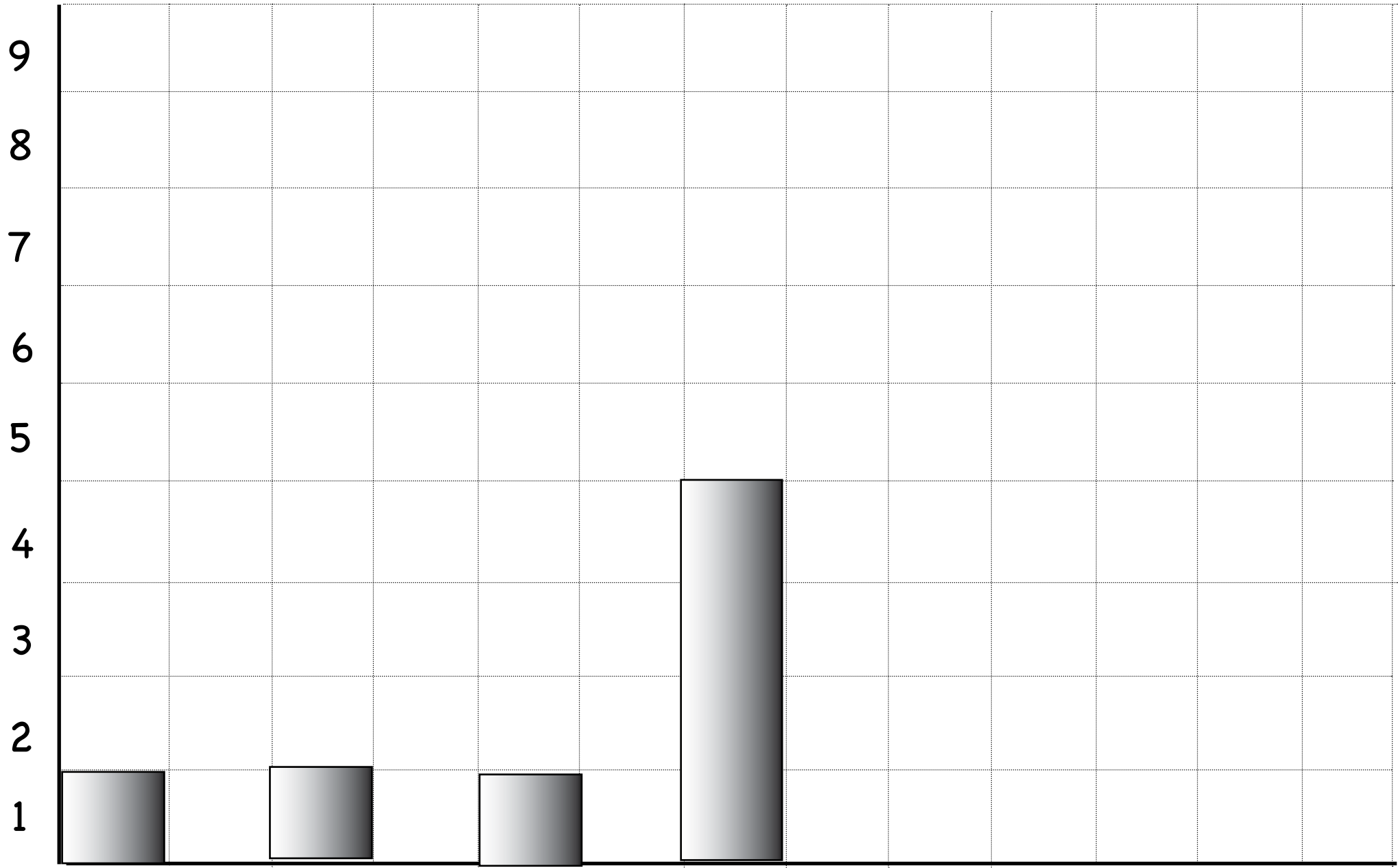
Bar Graph showing first letters of family names from N to Z in Grey and Violet Classes

C



Bar graph showing first letters of family names from N to Z in Grey and Violet Classes

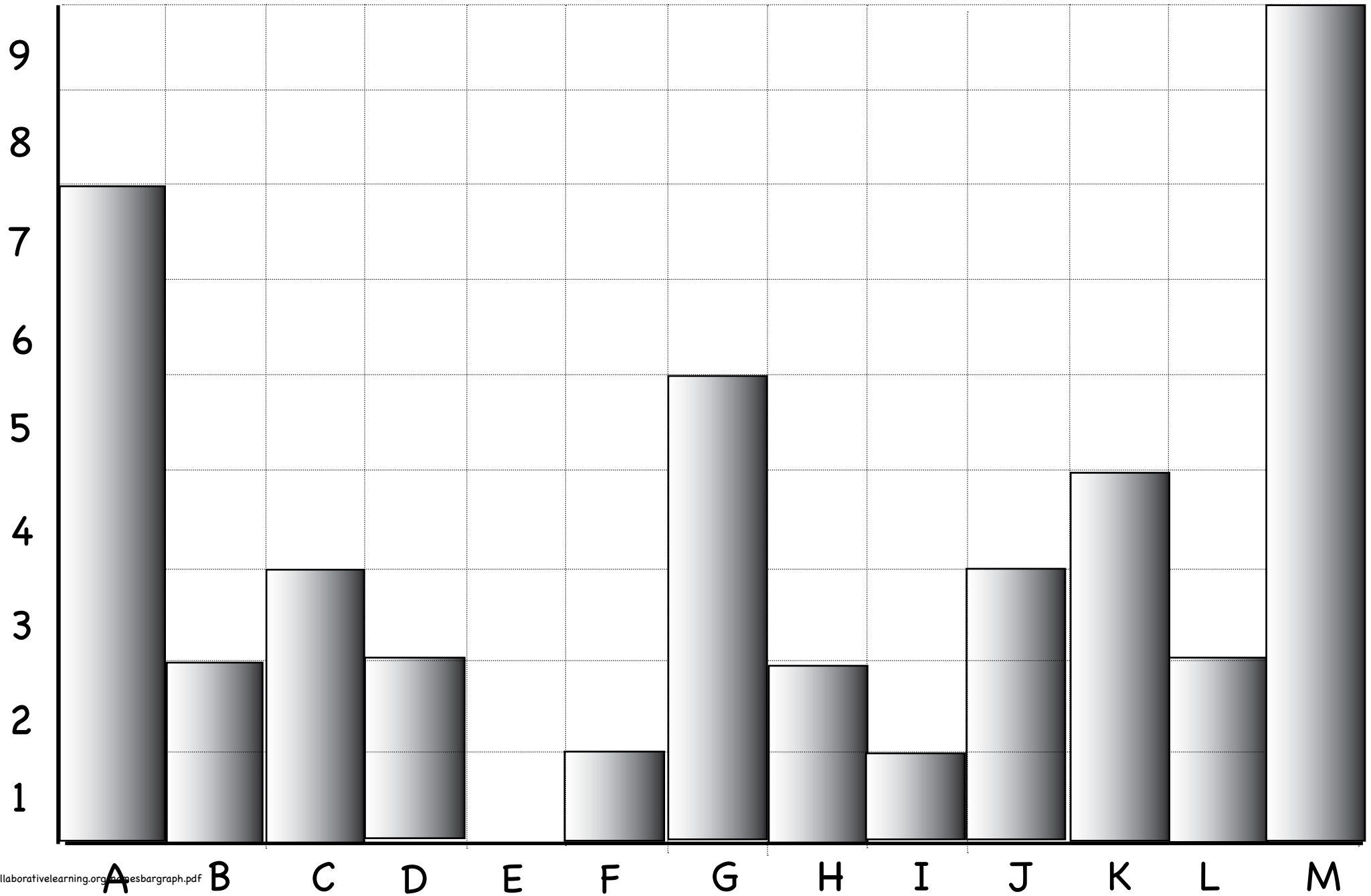
D



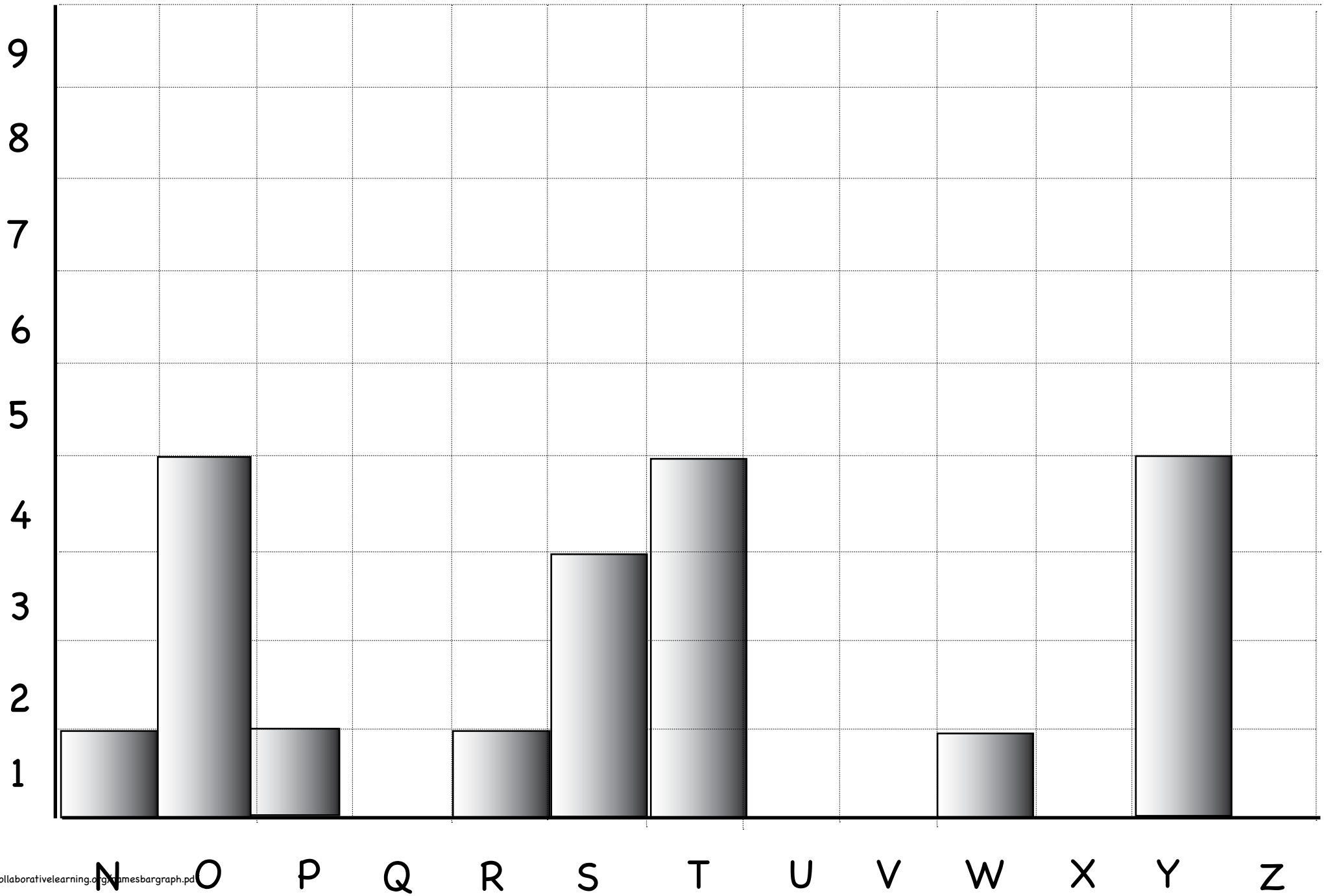
N O P Q R S T U V W X Y Z

Bar Graph showing first letters of family names from A to M in Grey and Violet Classes

E



Bar Graph showing first letters of family names from N to Z in Grey and Violet Classes



Bar graph showing first letters of family names in Grey and Violet Classes

Work together on these true or false statements

1. The letter A is the most frequent first letter.
2. Only one name starts with an L.
3. Only a few names start with B or D.
4. Y has one fewer name than G.
5. C and S have four names each.
6. More families have names beginning with M than any other letter.
7. More families have names from the first half of the alphabet than the second half.
8. There are nineteen names in the group of letters from A to G.
9. The letter Y has more names than the letter G.
10. Our classes have more names starting with A than with O.
11. There are fewer names starting with S than with J.
12. Three letters have no names at all.
13. The letter A has two more names than the letter K.

Can you work out the answers to these tricky questions together by looking at the bar graph?

14. Letter B has two names. How many more letters have just two names and no more?
15. How many letters have five or more names?
16. How many letters have no names at all?
17. How many letters have an even number of names?
18. Which letters have the same number of names as the letter C.
19. How many names do the letters V to Z have altogether.

Study the graphs together and try to make up three true and three false statements. You can test them on another group. Then try to make up two questions about your graphs.

Bar graph showing



