

# Rafa's First Day



**Pairs, Pelmanism, Track  
Game, Sequencing,  
Structured Questions  
and more...**

# Rafa's First Day

Here is a brilliant creative and empowering combination from Rochdale's EAL team and Mantra Lingua. Mantra have created a book designed around welcoming and understanding the needs of new arrivals. This book is available in a wide variety of languages. Mantra are very happy to allow us to use their text and illustrations to make the book more accessible, but, if you produce new materials, please let them (and us!) know that you are doing this. Erica Field and her team have produced a set of resources that hit the spot in scaffolding predictable language and providing a fertile environment for acquiring unexpected language. We have just produced a webinar with NATE which explores the difference between learning language and acquiring it and how collaborative learning creates the best environment for making both happen almost simultaneously. It has been recorded and we will let you know when it is available.

Developed by Fiona Fogarty, Claire Taylor and Erica Field.

Link to Mantra's introductions, with video guide to their Pen Pal:

<https://uk.mantralingua.com/products/rafas-first-day>

[https://www.youtube.com/watch?v=Lqkk\\_MFJiSo](https://www.youtube.com/watch?v=Lqkk_MFJiSo)

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

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**Oracy in practice!**

**Oracy in context!**

**Basic principles behind our talk for learning activities:**

**Oracy in curriculum contexts!**

Build on children's own prior knowledge.

Move from concrete to abstract.

Ensure everyone works with everyone else.

Extend social language towards curriculum language.

Provide motivating ways to go over the same knowledge more than once.

**Collaborative Learning = Oracy in Curriculum Context**

**makes challenging curriculum accessible.**

**improves social relations in the classroom.**

**provides scaffolding for predictable talk and opportunities for exploratory talk.**

**If you can't talk it through with others, you won't be able to write about it independently and confidently!**

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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## **Rafa's First Day** These activities are designed to work with **Rafa's First Day**, by David Mills and Lizzie Finlay and published by Mantra Lingua.

This is a lovely book for familiarising young children with school experiences: talking about what they have done in school themselves, making links between home and school and, very importantly, that it is okay to be yourself and to take your time settling in.

### **Using the illustrations from the story to create games and activities.**

Adults can enhance the value of the activities listed below through their interactions with the children. Adults will need to use their knowledge of the child to gauge the appropriate level of interaction and the expected engagement of the child. This could range from the child simply pointing out the appropriate picture to describing it in detail.

Activities can be used with individuals and small groups.

The activities provide opportunities to:

- Make links between Rafa's experiences in the book and the child's real experiences in school. Validating feelings.
- Extend the child's awareness of other children in school and what they might be doing. Supporting emergent relationships.
- Make links between home and school. Endorsing and reinforcing this relationship.
- Work collaboratively, turn take and use social language.
- Introduce and embed vocabulary e.g. useful verbs and school related nouns.
- Listen attentively, show understanding, talk, describe and explain.

The activities particularly support the Communication and Language and the PSED educational programmes from the EYFS Statutory Guidance 2021.

Use the photographs and captions provided to create and adapt these activities, as appropriate:

1. Snap.
2. Pelmanism (memory matching pairs).
3. Matching game- pictures to sentences (read out for the child).
4. Six picture dice game. Children take turns to throw the dice, collecting numbered cards 1-6 and placing them on their board.
5. Levelled\* questions. Use the book illustrations e.g. 'The whole class' picture provided here to ask appropriate questions at different levels.
6. Track game - to identify activities and reinforce the sequence of the school day.
7. Now, next, then or first, second, third - Child selects three activity cards and places them on the board in chosen order. Activity to reinforce making choices and discussing favourite activities, describing activities, explaining choices, sequencing language and visual timetables. Activity cards not chosen can also be discussed to discover less favourite activities.

\*based on Blank, Rose and Berlin levels which help adults understand language types but please remember children may operate at all levels at the same time and not necessarily in number order!

<https://thepyjamafoundation.com/wp-content/uploads/2020/01/Blanks-4-Levels-of-Questions-copy.pdf>

Space here for  
more pictures and  
captions.



Rafa is playing  
with a ball.  
Rafa is throwing  
the ball.



Rafa is playing  
with a doll



Rafa is playing  
with bubbles.  
Rafa is popping  
bubbles.



Rafa is playing  
with the blocks.  
Rafa is building  
with the blocks.



Rafa is reading a  
book.





Rafa is writing.



Rafa is sitting.



Rafa is talking.



Rafa is waving.

1.

2.

3.

4.

5.

6.

1



2



3



4



5



6





Start

1

2

3



4

5

6



7



8

9

10



11

12



13

14



15

16

17



18

Finish

22

21



20

19

# The Whole Class



**Planning predictable talk and making space for exploratory language using Blank, Rose and Berlin's progressive questioning levels.**

<b>Levels</b>	<b>Functions</b>	<b>Examples from the picture of 'the whole class'</b>
<b>Level 1</b>	<b>Naming, pointing and matching.</b>	Point to Rafa. This friend has yellow hair e.g. find another friend with yellow hair. What is this? Point to boy, pants, a colour etc.
<b>Level 2</b>	<b>Describing things and answering who? What? Where?</b> language, understanding concepts (e.g. size, colour, shape, number, and texture), understanding and describing object functions and understanding and answering some simple "wh" questions.	Function e.g. Find something that you like to wear. Finish the sentence e.g. You wear shoes and ... You cross your arms and ...-Categorisation/grouping together e.g. Which friends are girls? Which friends have curly hair? Concepts e.g. Find a red T shirt. Show me a friend with long/short hair. Ask Who? Where? What? e.g.? Where are the children sitting? Give information and ask; Who? Where? What? E.g. The children are sitting, what is Rafa doing in this picture?
<b>Level 3</b>	<b>Re-telling /Narrative: talking about stories and events</b>	Prediction e.g. What will happen next? Give another example with an extra condition e.g. Find shoes that are not white. Find a friend that has not got their arms crossed. How do you think Rafa feels? What might the children/teacher
<b>Level 4</b>	<b>Justifying and Problem Solving: making predictions, giving solutions and explanations.</b>	How can you tell how the children are feeling? Why do you think Rafa doesn't want to talk? What could the children do to be kind to Rafa/each other?

**Now**

**Next**

**Then**