Work in Progress: New language activity now added!

Collect matching pairs!
Make the dragon disappear!

roomonthebroom

Room on the Broom - Work in Progress - Waiting for your input!

We have so far produced cards for the twelve items that feature in the story. This means there are already the possibilities of pairs games: matching witch with witch, matching witch with cat, matching cat with cone. There is the possibility of finding sets of three: bow, bird, twig etc. We are also thinking about a game where two sets of pairs (witch and cat, hat and dog etc) are placed face down and when you get a pair you can place a quarter of the monster (the monster picture is scored for dividing into four) on the dragon to make it 'disappear' and save the witch.

We have now added a draft version for trying out of a language activity for matching all the different ways in which the characters moved through the stary

The activity in our securish area because we use copyright material. You need to register with us to access it online or email us and ask us to send it to you either in pdf or, if you have the editing software Adobe Indesign (part of Adobe Creative Suite which is available for education purposes with a hefty discount), we'll send you the editable version but it is a big file.
Last updated 2nd November 2018

Collaborative Learning:

makes challenging curriculum accessible.
improves social relations in the classroom.
provides scaffolding for exploratory talk.

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.
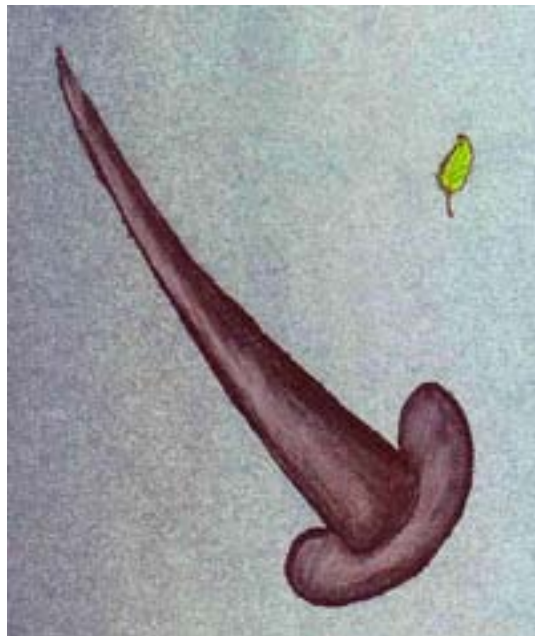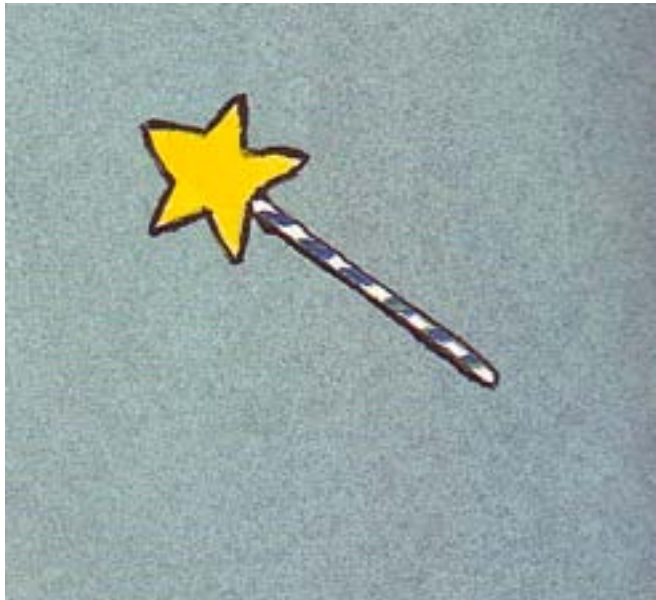
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Help! Save the Witch!

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Room on the Broom Sorting Activity

Instructions

This game is for four players.
Prepare the game by cutting the character boards into two and cutting out the language cards. These are best printed on card. The characters can be printed on paper and laminated if you want them to last.

Each player becomes a character.
Shuffle the language cards and lay them face down in the middle of the table.
Characters take turns to pick a language card. If the card is a good description of what their character did in the story then they can place the card on a space on their board. If it does not fit then they should replace the card face down on the table.

The first player to fill their board is the winner.
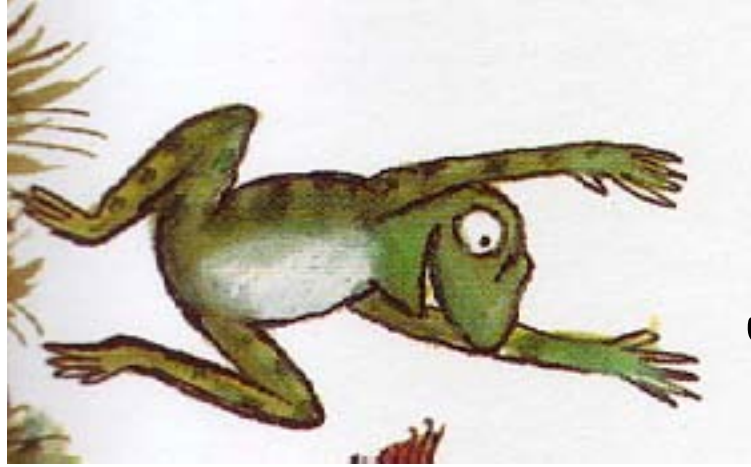
The Frog

The Dog

The Cat

The Bird

Room on the Broom language cards

flapped out from a tree	bounded out from the bushes	flew into a cloud
fluttered on	clambered on	drew nearer
Whoosh they were gone	flew over the fields and forests	jumped down
Whoosh they were gone	leapt out of a pond	flew down
shot through the sky	bounded on	climbed down
flew to the ground	jumped for joy	dripped and squelched
flew to the ground	tumbled down into a bog	