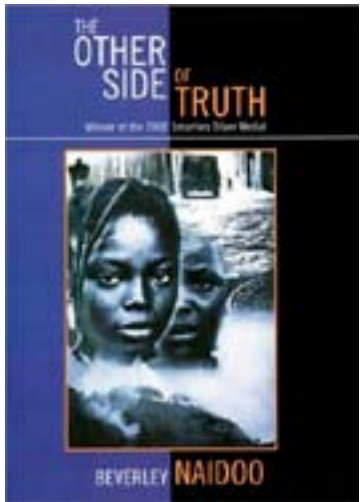


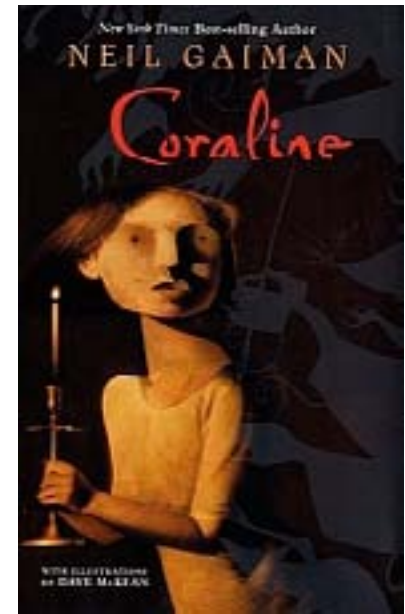
There are some really spooky characters.



It's a comforting story. It has a happy ending.

You want to read it fast and get to the end to find out what happens.

It is very fast paced.



It does not end properly. It leaves you dangling.

Story Sort

Scaffolding a presentation of a book you have read.

In Development! Waiting for your contribution!

Story Sort

An activity to help present orally and maybe later write a persuasive piece about a story. We have not finished this activity and invite your input. We'd like titles of stories you would like to include and suggestions for more cards on story descriptions.

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

Last updated 20th March 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 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/storysort.pdf>

Story Sort

How well can you remember a story you have read? How well can you explain about a story you have read to someone else? You might even want to persuade them to read it for themselves.

This is what you have to do. Work in groups of three or four. Take a look at the front covers of some stories. Sort them!

*Stories that
at least one
person in
the group
has read.*

*Stories that
nobody in
the group
has read.*

P.S. If you want to
add other novels to
your list you can do
so!

Now take the stories you have read. How well can you remember them? Take the story description cards and try to see which ones fit which novel. Place the cards on the covers. You have some blank cards to fill in if you need the description more than once or if you have your own descriptions.

Now choose the story (or two) you enjoyed best. You have to prepare a presentation to another group. You want to tell them why they should read it. You can use the story presentation framework to help you if you wish.

Story Description Cards

There are some really spooky characters.	There are characters you can identify with. They seem real!	There is a good main character	The main character tells the story. It's autobiographical.	It is a chatty story.
It is a frightening story.	Lots of supernatural things happen.	The story is full of surprises. You never know what is going to happen next.	It's a comforting story. It has a happy ending.	It does not end properly. It leaves you dangling.
It is very fast paced.	It's a leisurely read. You want to make it last.	You want to read it fast and get to the end to find out what happens.	Once you've read it, you want to read it again.	Once you've read it you want to read something else by the same author.

Story Description Cards

<p>You do not like all the characters.</p>	<p>It is a bit sentimental and romantic.</p>	<p>It makes you think of things that have happened to you.</p>	<p>It is a helpful story. It helps you to solve problems in your own life.</p>	<p>It contains some really good descriptions.</p>
<p>Some characters are very convincing.</p>	<p>The author understands how I think.</p>	<p>The book would make a good film. It is very visual.</p>	<p>The book has a very unusual point of view.</p>	<p>The story makes you think about your own life.</p>
<p>You get taken to some very exciting places.</p>	<p>You meet characters you would like to know.</p>	<p>You have to read it slowly. It is difficult to understand.</p>	<p>The book contains some very strange ideas.</p>	<p>The book gives you a good idea about what life was like in the past.</p>

Story Description Cards

Presenting a story framework

Introduction	If you have not read it yet, we want to persuade you to read the 'Suitcase Kid' by Jacqueline Wilson
First point	The main character tells the story. It's autobiographical.
Evidence	Andy tells the story. Her parents have separated and they have new partners, both with children. Andy lives out of a suitcase and is unhappy in both new homes. She doesn't like the new partners and she does not like their children.
Second point	It is a chatty story.
Evidence	You learn a lot about Andy's feelings. She tells you a lot about herself. You can understand why she does not want to go to school, why she gets ill and why she loves the wild garden with the lake and the mulberry tree.
Third point	It's a comforting story. It has a happy ending.
Evidence	Everything goes badly at first for Andy. But things slowly improve. She begins to get on with one of the other children. She loses her rabbit, Radish, and spends a night outdoors but then there is lovely surprise. I won't tell you about it. You will have to read the novel to find out.
Counter argument	Some people will say that the happy ending not very convincing
Rebuttal	However, if you have experienced as unhappy a time as Andy did, then the happy ending will cheer you up.
Conclusion	Once you've read it you want to read something else by the same author.

Presenting a story framework statements for cutting up.

Some people will say that the happy ending not very convincing

If you have not read it yet, we want to persuade you to read the 'Suitcase Kid' by Jacqueline Wilson

You learn a lot about Andy's feelings. She tells you a lot about herself. You can understand why she does not want to go to school, why she gets ill and why she loves the wild garden with the lake and the mulberry tree.

The main character tells the story. It's autobiographical.

Once you've read it you want to read something else by the same author.

It's a comforting story. It has a happy ending.

Everything goes badly at first for Andy. But things slowly improve. She begins to get on with one of the other children. She loses her rabbit, Radish, and spends a night outdoors but then there is lovely surprise. I won't tell you about it. You will have to read the novel to find out.

It is a chatty story.

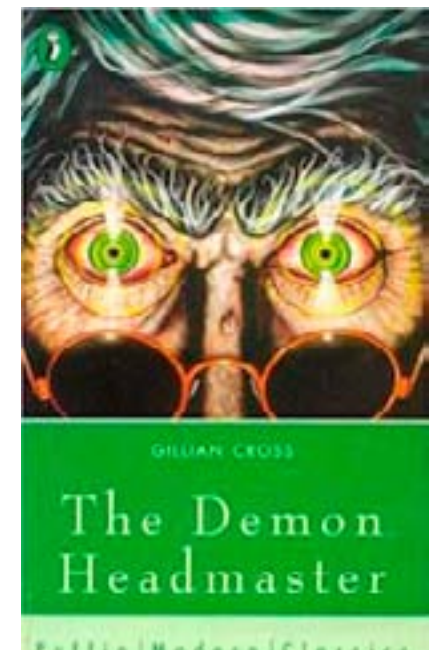
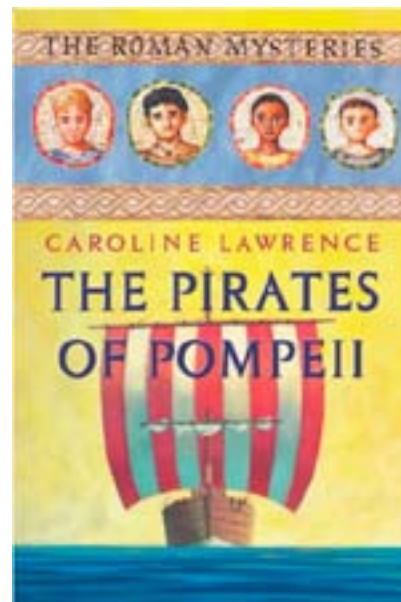
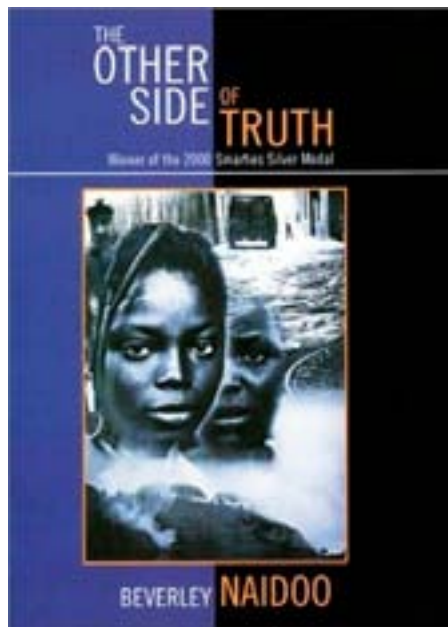
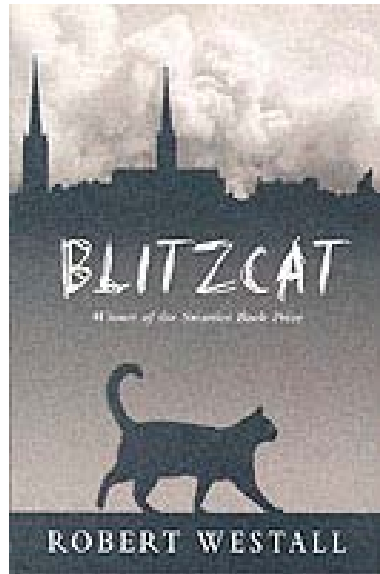
Andy tells the story. Her parents have separated and they have new partners, both with children. Andy lives out of a suitcase and is unhappy in both new homes. She doesn't like the new partners and she does not like their children.

However, if you have experienced as unhappy a time as Andy did, then the happy ending will cheer you up.

Presenting a story framework

Introduction	
First point	
Evidence	
Second point	
Evidence	
Third point	
Evidence	
Counter argument	
Rebuttal	
Conclusion	

Story Sort Front Covers



Story Sort Front Covers

