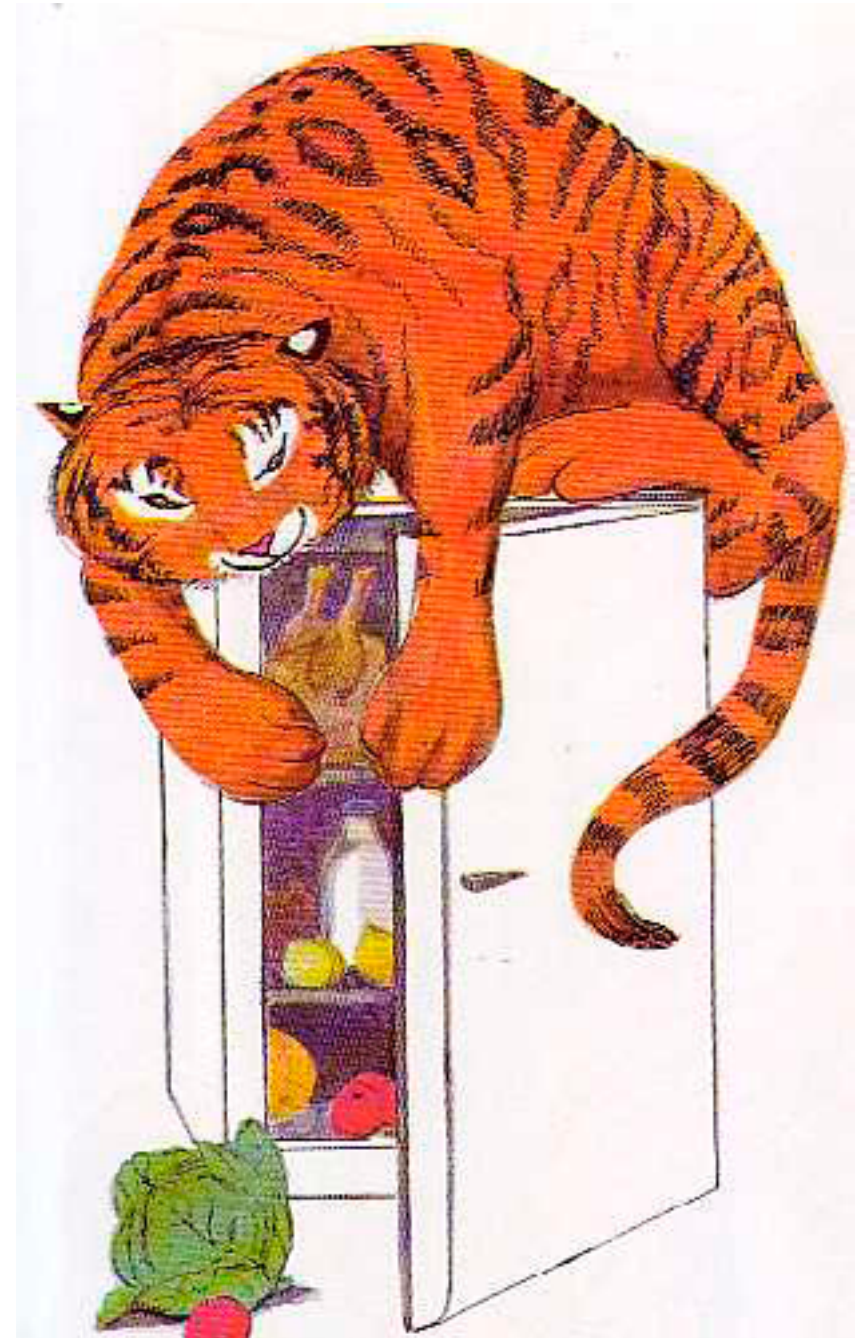


The Tiger who came to Tea

A kit for developing games
around the book starting
with bingo and pairs and
collecting.



The Tiger who came to Tea

One of the resources developed at our workshops in the East Midlands at the end of 2010.

Webaddress: <http://www.collaborativelearning.org/tigertotea.pdf>

Collaborative Learning = Oracy in Curriculum Context

makes challenging curriculum accessible.

improves social relations in the classroom.

provides scaffolding for exploratory talk.

If you can't talk it through with others, you won't be able to write it 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.

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.

The Tiger who came to Tea

Two activities here with potential for more which you can change to suit your setting.

1. Bingo boards with sequence of Tiger eating and drinking and a matching set of tiger cards. You can also use the cards (copied twice) for a pairs game.
2. Board with all the places where the Tiger found food and drink. A set of food cards for getting ready for the next Tiger visit by collecting (by throwing a die or going round a track) all the items and placing them on the board. You can of course make your own items.



The Tiger ate all the
food on the
table and drank all
the tea in the
teapot.

The Tiger ate all the
supper in the
saucepans on the
cooker.

The Tiger ate all the
food in the fridge.

The Tiger ate all the
packets and tins in
the cupboard.

The Tiger drank all
the milk, all the
orange juice, all the
beer and all the
water in the tap.

"Thank you for my
nice tea. I think I'd
better go now."

And he went.



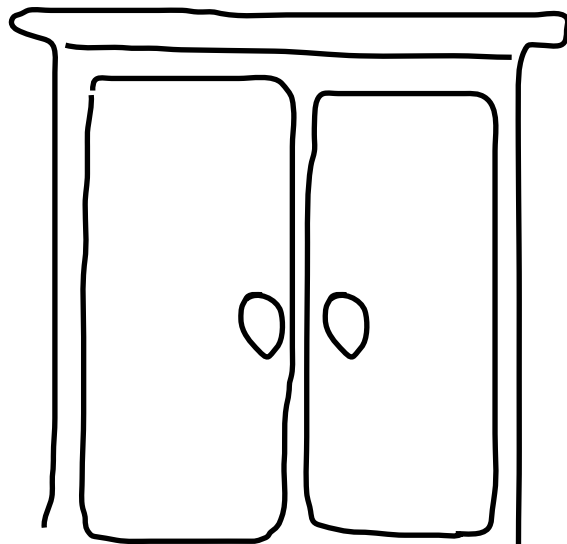
the table



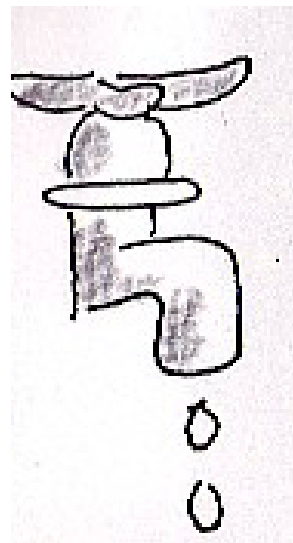
the saucepans on
the cooker



the fridge.



the cupboard



the tap



tiger food

Ready for next Tiger visit items

