

# Transformation Stories

We were working with 7 year olds on interesting them in recognising, adapting and producing narratives orally and in writing where transformations occurred ie characters got transported to other places. The children were also working on describing different weather and/or climates. We started off with the magic key books from Oxford Reading Tree: The Storm, The Magic Key, and Village in the Snow which most colleagues will find banded in their book collections. The idea here is to work with a group to bring the elements of a transformation story together. This activity would be best modelled first by adults who can embellish the bare bones of the story. Children are chosen at random. One way to do this is use the big spinner that Galt produce, spin it and the child is one that the pointer points at. A small spinner could be used or a dice if children are assigned numbers. Once they are chosen they are given a magic key (cardboard wrapped in tinfoil) and choose a character. They can decide on their own character or use the pictures on cards to pull out of a pot of characters . We have cards of traditional story characters so that children can tell the traditional story and decide when the transformation will happen. The spinner could be used again to select another child to pick a situation card and continue the story in the new environment. This could of course run and run with different children selecting different situations.

website address for this activity is <http://www.collaborativelearning.org/transformation.pdf>  
This activity was last updated 1st December 2004

## 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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## 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.

# Transformation Character Cards



A little brown mouse.



A penguin



A boy.



A girl.

## Transformation Character Cards



A bear.



A rabbit.



An elephant called Elmer.

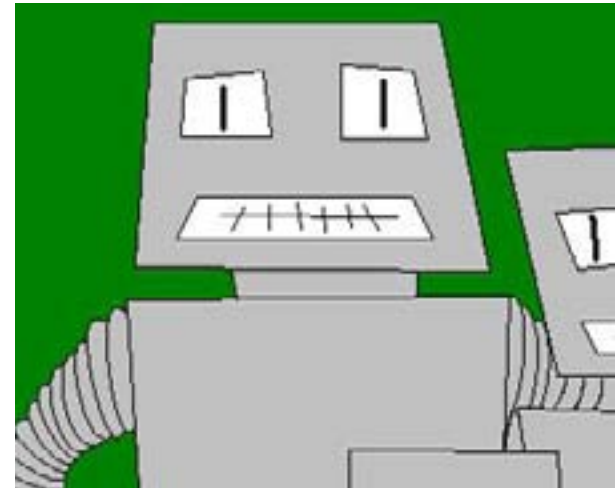


Cinderella.

## Transformation Character Cards



A skeleton from Funnybones.



A robot.



A fairy.



Red Riding Hood

# Transformation Character Cards



Three Billy Goats Gruff



Jack up the Beanstalk



Gingerbread Man



Goldilocks

# Transformation Character and Situation Cards



Three Little Pigs



a shopping mall



under the sea



on a cloud

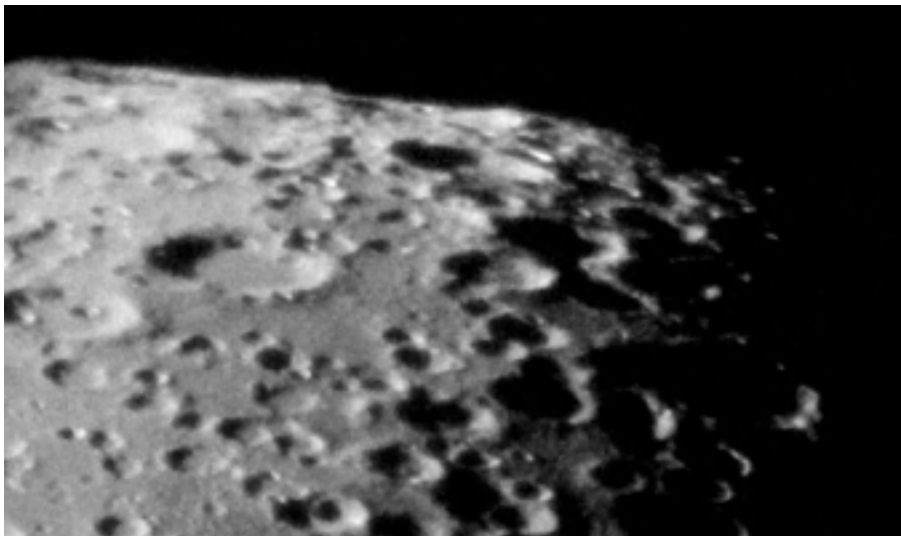
## Transformation Situation Cards



at the South Pole



on a beach on a tropical island



on the moon



in a big library

# Transformation Situation Cards



in a big forest



in a lighthouse



on a ship



in a desert



# Transformation Situation Cards

in a balloon



in a jungle



at the top of a high mountain