

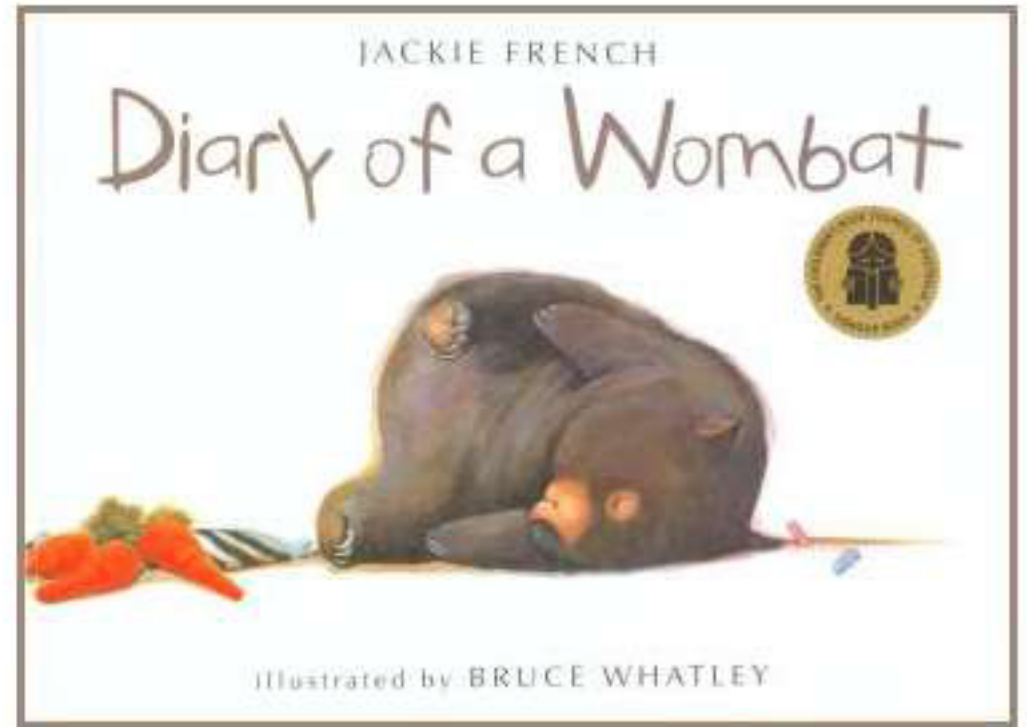
Wombat Diaries

Platypus



Friday

I laid an egg.



Practising diary entry
speaking and listening, with
big and little voices, as a
prequel to animal diary
writing.

Wombat Diaries

Originally designed for Year 2 at St Francis Catholic Primary School in Newham, host city for the last Olympics. We printed one set of the diary entries on card and cut them up. Each child received a card with pages from animal diaries and then moved into animal groups. The class had been working on diary writing based on the "Diary of a Wombat". They rehearsed reading out their cards in day order and then presented in turn to the rest of the class. We encouraged them to present without looking at their cards. We encouraged small voices for group and big voices for presenting. There are five animals plus a set of wombat cards for a select group to help the animal groups. This means we can involve between 26 and 30 children.

We demonstrated the mini diary booklets (template at the end of this activity which were very kindly constructed for us by Year 5) and then distributed them for children to write a diary entry for an animal, a famous character from a book or any other character they wished. We gave them a chance to present their diaries to the rest of the class. The last page in the mini diary is for sticking in a folded sheet of A4 which could contain a longer entry for weekend activities.

PS All the animal activities are accurate. Last updated 26th June 2023

Webaddress: www.collaborativelearning.org/wombatdiaries.pdf

You might also want to look at our guide to minibooks:

www.collaborativelearning.org/minibooks.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 persuade students to do something simple and playful together they will later be prepared to jointly attempt something more difficult and challenging.

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>

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.

Quiet respectful exploratory conversations = Oracy in practice!

Emu



Monday

I ran very fast.

Emu



Tuesday

I ate some insects.

Emu



Wednesday

I met a kangaroo.

Emu



Thursday

I bathed in a pond.

Emu



Friday

I laid an egg.



Wombat

Platypus



Monday

I swam in a river.

Platypus



Tuesday

I ate some shrimps.

Platypus



Wednesday

I met a kookaburra.

Platypus



Thursday

I slept in my burrow.

Platypus



Friday

I laid an egg.



Wombat

Kookaburra



Monday

I ate a snake.

Kookaburra



Tuesday

I laughed all day.

Kookaburra



Wednesday

I sat in a tree.

Kookaburra



Thursday

I met a joey.

Kookaburra



Friday

I laid an egg.



Wombat

Joey



Monday

I hopped very fast.

Joey



Tuesday

I ate some grass.

Joey



Wednesday

**I sat in my mother's
pouch.**

Joey



Thursday

I met a wombat.

Joey



Friday

I swam in a pond.



Wombat

Koala



Monday

I climbed a tree.

Koala



Tuesday

I ate some leaves.

Koala



Wednesday

I slept all day.

Koala



Thursday

I met an emu.

Koala



Friday

**I walked to another
tree.**



Wombat

Monday

Tuesday

Wednesday

Thursday

Friday

This diary belongs to

.....

stick Saturday/
Sunday page here