

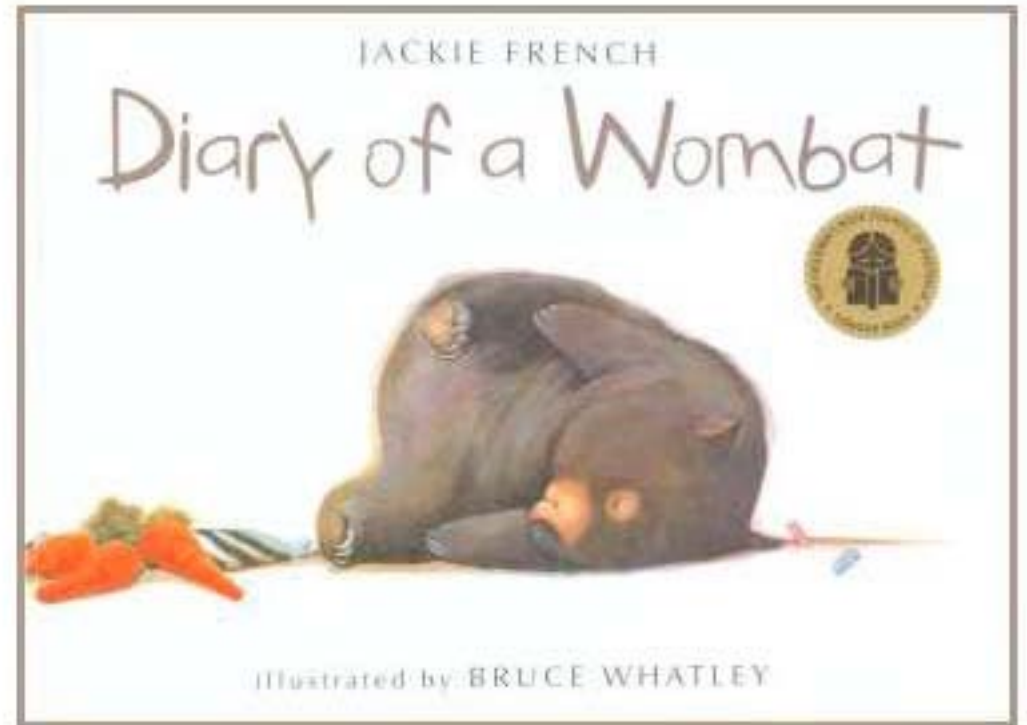
# Wombat Diaries

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

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 18th March 2015

Webaddress: [www.collaborativelearning.org/wombatdiaries.pdf](http://www.collaborativelearning.org/wombatdiaries.pdf)

## 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 and conferences worldwide but mainly in the UK. 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 speaking and listening. They provide teachers ideal opportunities for assessment of spoken language.

\*They provide scaffolding for 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 work effectively 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 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.

**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**

.....  
This diary belongs to

Tuesday

Monday

Wednesday

Thursday

Friday

stick Saturday/  
Sunday page here