

## Support, Challenge and Choice

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The session focuses on the following considerations for our classrooms.

- How can we **support** our students better so that they achieve the tasks we set them?
- How can we **challenge** our students so they are working to their maximum potential?
- How can we give our students more **choice** so they feel they are in control of their learning?

### Primary Activities

#### 1. Let's go to the park – Move and Freeze

Children create a picture of the park using their bodies.

Teacher asks questions based on the picture they have created.

**Support** – *We provide support in this activity by appealing to all learning styles.*

#### 2. Answering questions in different ways

- Thumbs up, thumbs down
- Hand in front of your mouth
- Mime the answer
- Shout out together

**Support** – *By answering questions in different ways we give students time to think about and rehearse the answers.*

#### 3. Disappearing dialogues

Divide the class into groups of 4. Children learn the lines as the words gradually disappear from the screen. They practise the text saying the lines in different ways

**Challenge** – *By removing the words gradually we challenge the students to memorize the dialogue in a motivating way.*

#### 4. Shout outs

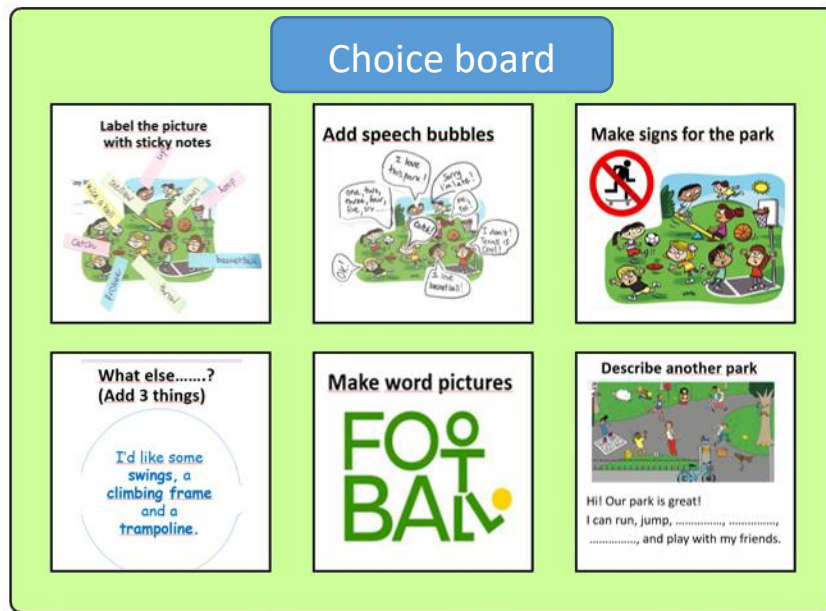
Provide children with real life exclamations and encourage them to 'shout out' or respond to a give dialogue.

**Challenge** – *Allowing children to create their own responses, challenges them to think about how to respond to natural conversations in real life.*



**Make a choice board for your classroom.**

- Make sure the instructions are really simple.
- Give a clear example of what is expected (with illustrations and written examples).
- Allow a certain amount of time to do the free choice activity.
- Encourage children to do more than one, if they finish ahead of time. Another challenge!
- Make sure the activity is easy (for you) to correct.
- The same activities on the choice board can be used again for different content.



**Secondary Activities**

**B1 Preliminary for Schools**

**1. Word association ball game**

Students throw and catch the ball as they brainstorm vocabulary. *Version 1:* Start and finish with the same word. *Version 2:* All the words have to be connected to the same theme.

**Support:** *Training the brain by making links and associations also reviews and recycles vocabulary.*

**2. Link the words and find your partner**

Find words in the text which have links or associations and ask students to explain why. Pairing up is a more motivating way to check if the students agree.

**Support:** *Help students to make connections by asking them why words are similar.*

**3. Complete the sentences**

Students reflect on their learning by completing the sentences

**Challenge:** *Regularly ask students what they have learned and why it might be interesting to find out more.*

**4. Find out more ....**

Students work in pairs to ask and answer questions which are not typical comprehension questions.

**Challenge:** *Students set themselves the challenge of seeing which questions they are able to answer.*



## Planting trees

by Mark Rotheram, aged 13

This spring, our teacher suggested we should get involved in a green project and plant some trees around the school. Everyone thought it was a great idea, so we started looking online for the best trees to buy.....

..... If we wanted them to grow properly, they had to be the right type – but there were so many different ones available! So, our teacher suggested that we should look for trees that grew naturally in our part of the world .....

.....They'd also be more suitable for the wildlife here.

Then we had to think about the best place for planting the trees. We learnt that trees are happiest where they have room to grow, with plenty of space for their branches. The trees might get damaged close to the school playgrounds, for example.....

.....Finally, we found a quiet corner close to the school garden – perfect!

Once we'd planted the trees, we knew we had to look after them carefully. We all took turns to check the leaves regularly and make sure they had no strange spots or marks on them.....

..... And we decided to check the following spring in case the leaves turned yellow too soon, as that could also mean the tree was sick.

We all knew that we wouldn't be at the school anymore by the time the trees grew tall, and that was a bit sad. But we'd planted the trees to benefit not only the environment, but also future students at the school.....

.....And that thought really cheered us up!

### **Put the sentences back in the text**

1. *So, we tried to avoid areas where students were very active.*
2. *But we soon found that choosing trees is quite complicated.*
3. *We knew we'd get as much pleasure from them as we had.*
4. *That way, the trees would be used to local conditions.*
5. *This could mean the tree had a disease.*

What did the teacher say?  
What did the students say?

What do you think they typed into the search box?

What different types of trees do you know in English?

Which trees grow naturally in your part of the world?

Apart from space, what other things do trees need?

What do you think is in the school garden?

Why is it important to look after trees?

How long does a tree take to grow tall?

Apart from planting trees, what other things could current students do to make their school a better place?

<p><b>Choice board for Planting trees</b></p>	<p>Find out information online about different things in the text and insert hyperlinks into it so that others can discover more.</p>	<p>Which adjectives might best describe how the students felt at the different stages in the story?</p>	<p>Find 4 famous paintings which show trees and talk about them.</p>
<p>Find a photo to illustrate the text and explain why you chose it. Listen to other students talking about their photo. Compare your photos.</p>	<p>Type 'planting trees' into a search engine. What results do you get? Which news do you get? Which images do you get?</p>	<p>Find five songs that have 'trees' in their title. Listen to them and choose your favourite.</p>	<p>With a partner, find 5 inspirational quotes containing the word 'tree' and choose the best one and one you don't like. Share your quotes with the class and explain your opinions.</p>
<p>Find out which trees grow naturally in your part of the world.</p>	<p>Make a tree poster for 'Tree Appreciation Day'.</p>	<p>Turn the text into bullet points.</p>	<p>Paste the text into a word cloud generator.</p>
<p>Find out the words for the different parts of a tree and label a picture of a tree.</p>	<p>Make a timeline of the events in a tree's life.</p>	<p>Find out facts about trees then make a quiz for your classmates.</p>	<p>Write a story about a tree.</p>
<p>With other students, take a photo of all the different trees you see today. Look at the collection. Discuss the differences.</p>	<p>Turn the text into a slide presentation.</p>	<p>Read a tree poem and then write a tree poem.</p>	<p>In groups, talk about other ways to improve your area.</p>