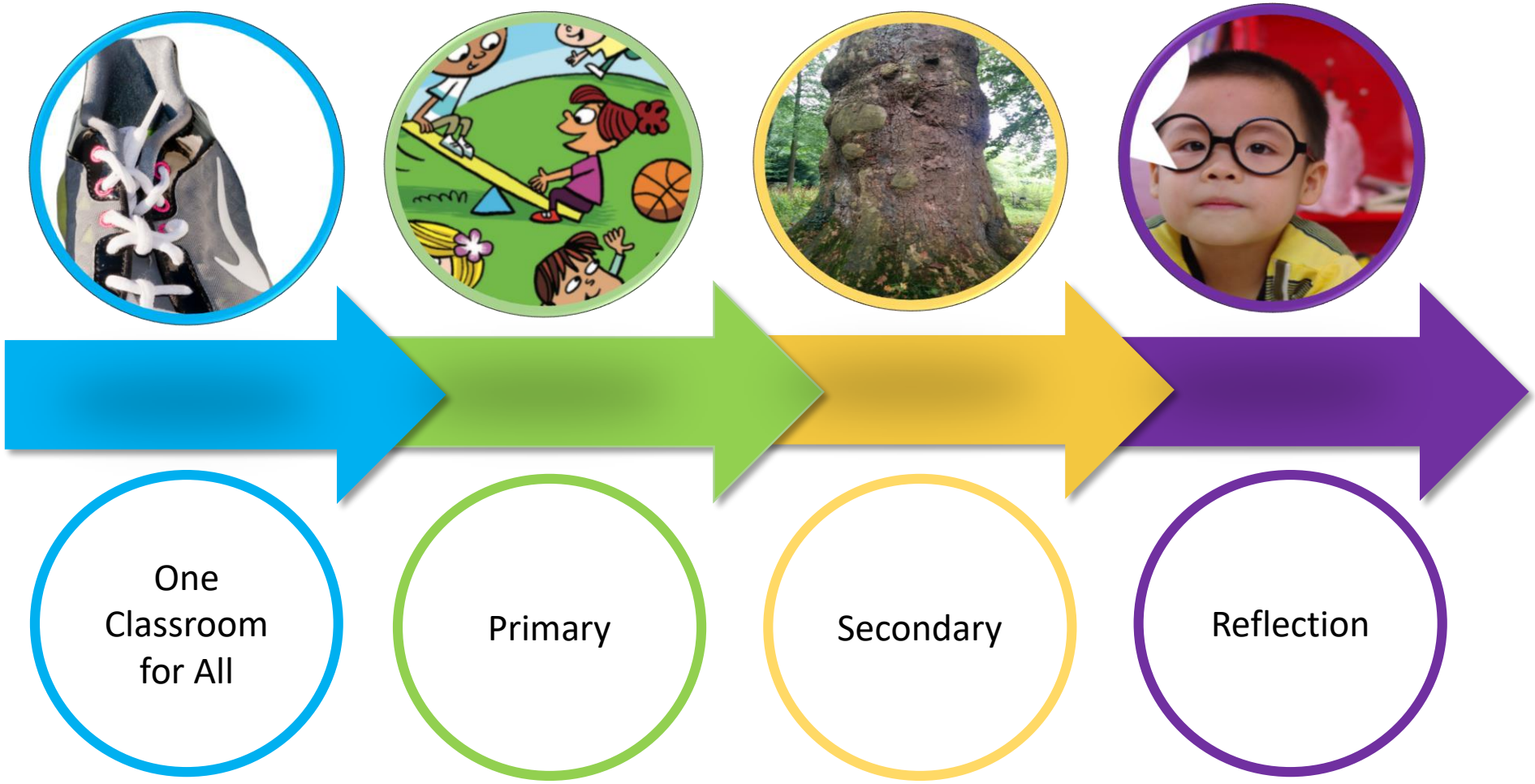
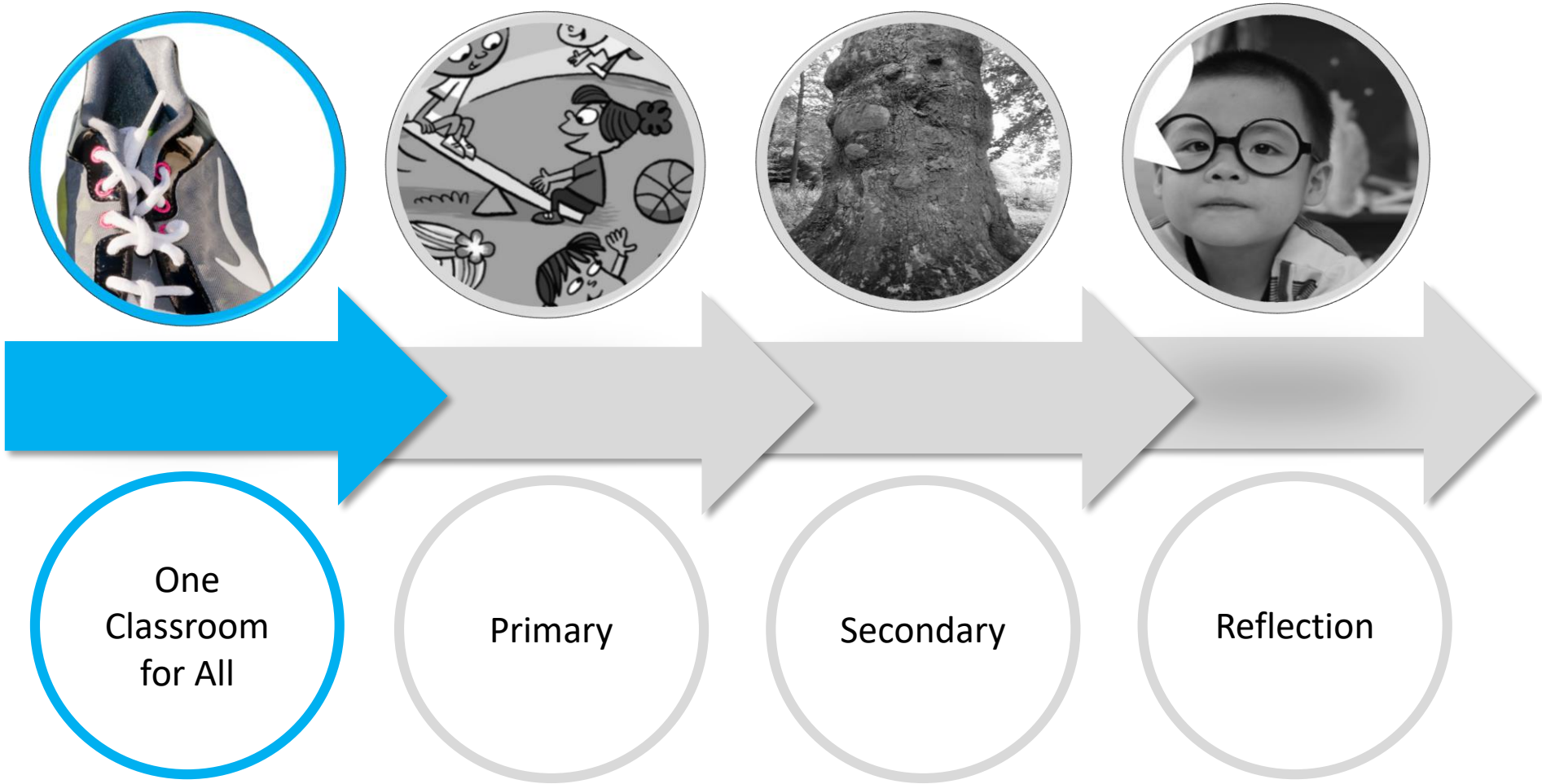
CAMBRIDGE

The Cambridge Experience

# Support, challenge, choice

#CambridgeExp19


One Classroom for All
Primary
Secondary
Reflection


One Classroom for All
Primary
Secondary
Reflection

# Getting to know you

- Introduce yourself to the people next to you.
- Share a challenge you have recently faced.
- How did you overcome it?

# One Classroom for All

If you have a positive attitude and constantly strive to give your best effort, eventually you will overcome your immediate problems and find you are ready for greater challenges.

Pat Riley

- Can you remember learning to tie your shoelaces?
- Who taught you to tie your shoelaces?
- Were they patient?
- Did you get it right the first time?

# Challenge

- Are these laces tied in the normal way?
- If I asked you to tie your laces like this, do you think you could do it?

# Youtube videos

15 CREATIVE WAYS TO TIE YOUR SHOES - YouTube

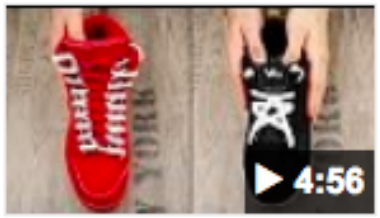
https://www.youtube.com/watch?v=UPjlV7pHJOQ

14 May 2018 - Uploaded by 5-Minute Crafts GIRLY

You just have to check these insanely creative **ways to tie your shoes**! :) I've prepared some incredibly easy ...

11 Cool Ways To Tie Shoelaces - YouTube

https://www.youtube.com/watch?v=otTKpQn9Rpw




27 Feb 2017 - Uploaded by MadeMyDay

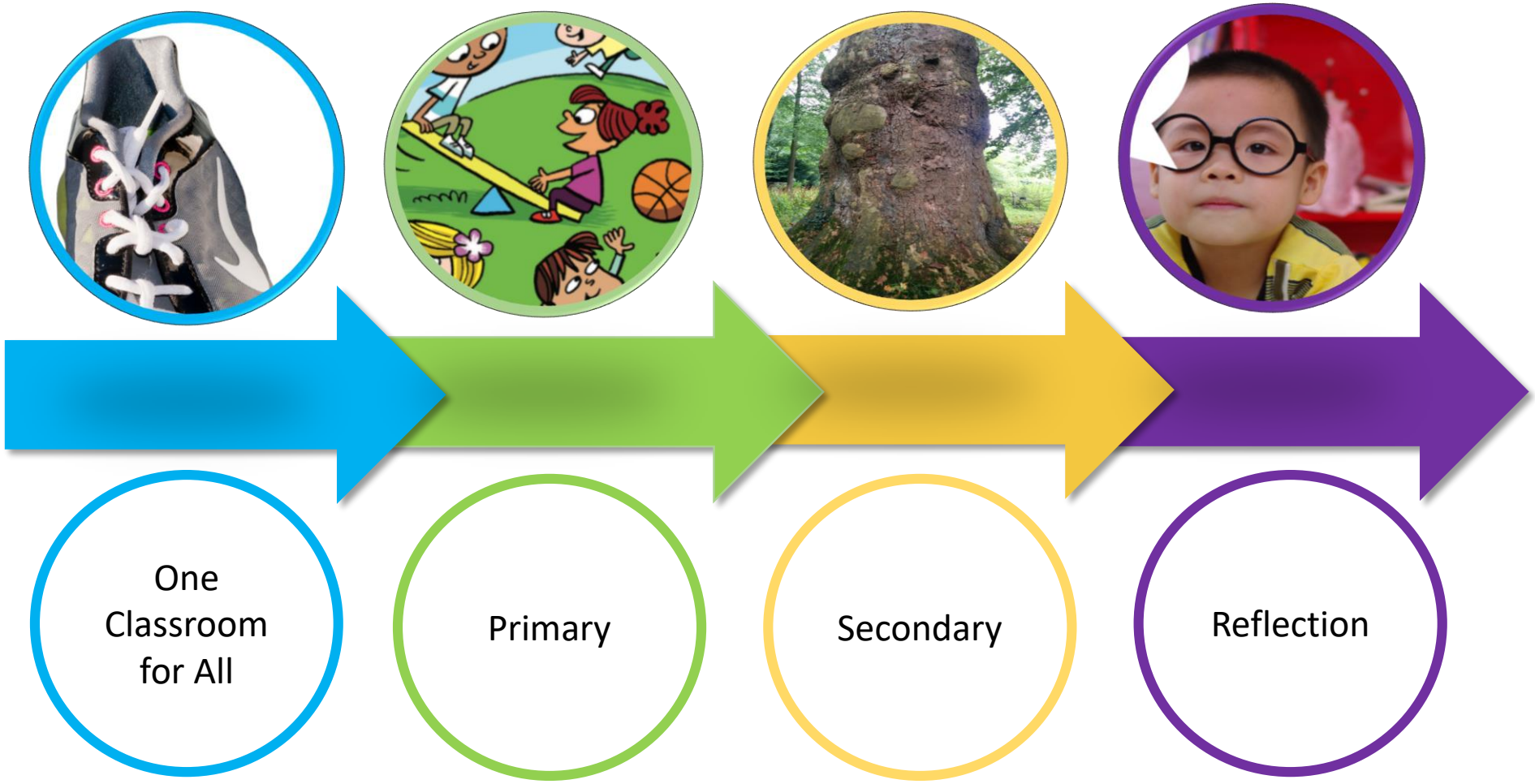
Subscribe: http://mmd.to/Subscribe.

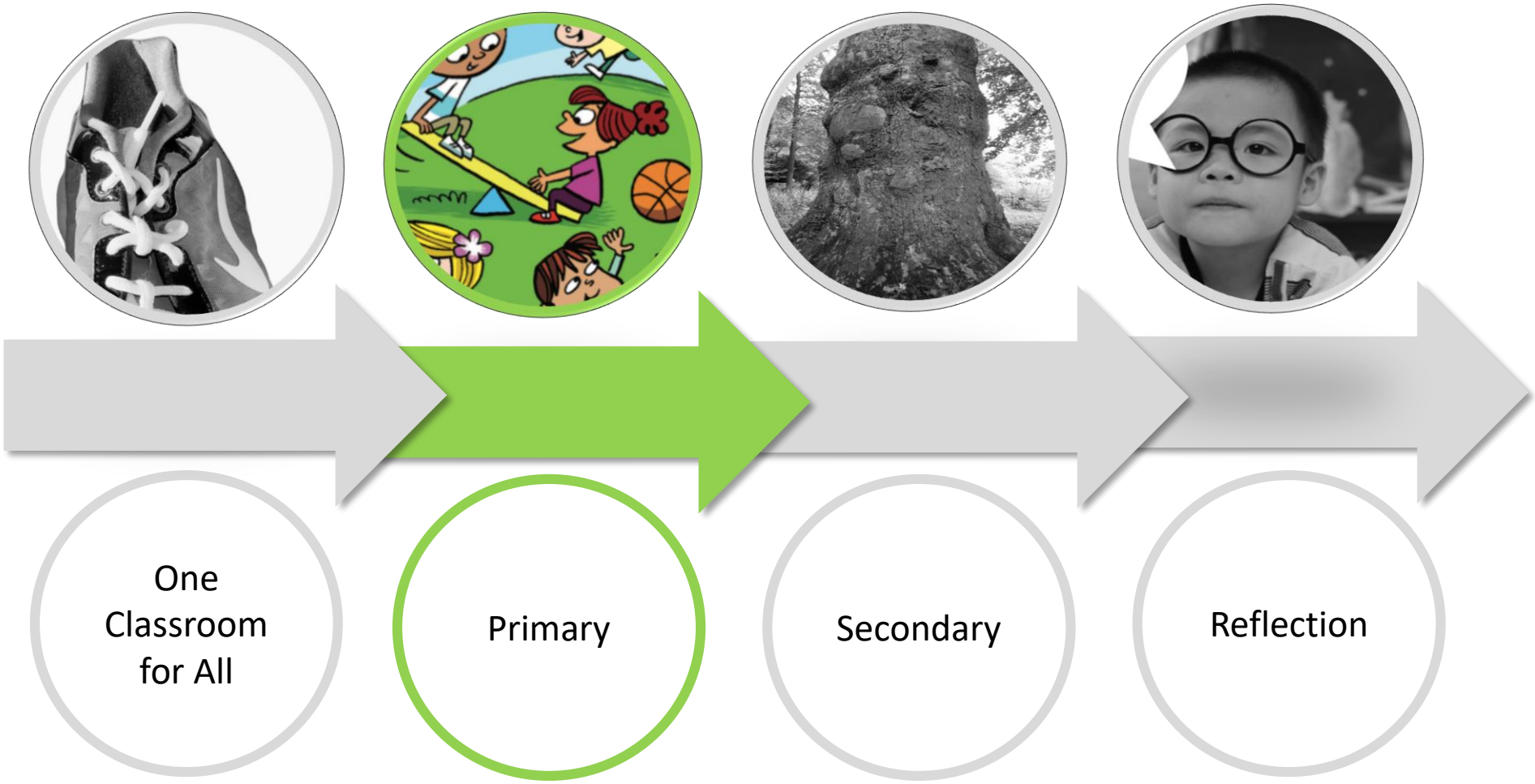
# Choice

- Are these shoes tied with laces?

# Why shoelaces?

- We were **supported** to learn when we were little.
- We probably felt **challenged** to learn.
- Now we can **choose** how we tie our shoelaces.


One Classroom for All
Primary
Secondary
Reflection


One Classroom for All
Primary
Secondary
Reflection

# Imagine you are in the park…

# Imagine you are in the park…

1 *How many*

2 *How many*

3 *Is it*

4 *Who*

5 *What*

6 *Which*

7 *What*

# Park questions

1 *How many people are in the park?*
2 *How many trees can you see?*
3 *Is it morning, afternoon or evening?*
4 *Who are you with?*
5 *What are you doing?*
6 *Which animals can you see?*
7 *What are you wearing?*

Which level?

***Pre-A1***
***Starters***

Idea!

# You are an 8 year old student…

Listen carefully to **how** I want you to give your answers.

*1.Do you like going to the park?*

*2. What do you do in the park?*

*3. Who do you go to the park with?*

# Why did I ask you to answer in different ways?

1. We don´t always have to speak! We can say yes or no with our bodies.
2. You had time to rehearse your answer.
3. You all shouted out your answers together!

These are all ways we can **support** learners.

- 4 groups
- Each group has a line

1 Hi! Our park is great!

2 I can run, jump and play with my friends.

3 Hooray! Let’s go to the park!

4 Let’s go today!

# Providing choice

- Each learner in your class could choose sentence 1,2 3, or 4.

- Each learner chooses one word they want to say.

# Challenges and choices

# Label the picture with sticky notes

Idea!

# Add speech bubbles with things the children are saying.

Idea!

# Make signs for the park.

Idea!

# Add three things.

I'd like some **swings**,
a **climbing frame**
and a **trampoline**.

# Make word pictures.

## Verbicons

# Another park

Hi! Our park is great!

I can run, jump, ……, ……,

……, ……, ……, ……, ……, and play with my friends.

Idea!

# Another place

# Add exclamations

**Our park is great!**

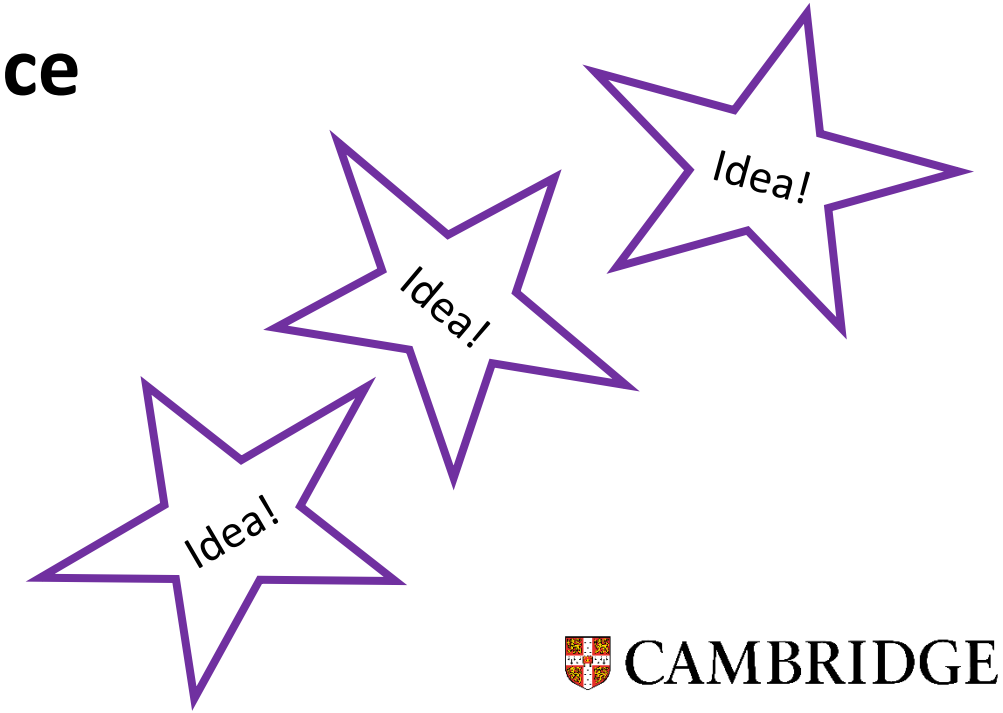
**I can run, jump and play with my friends.**

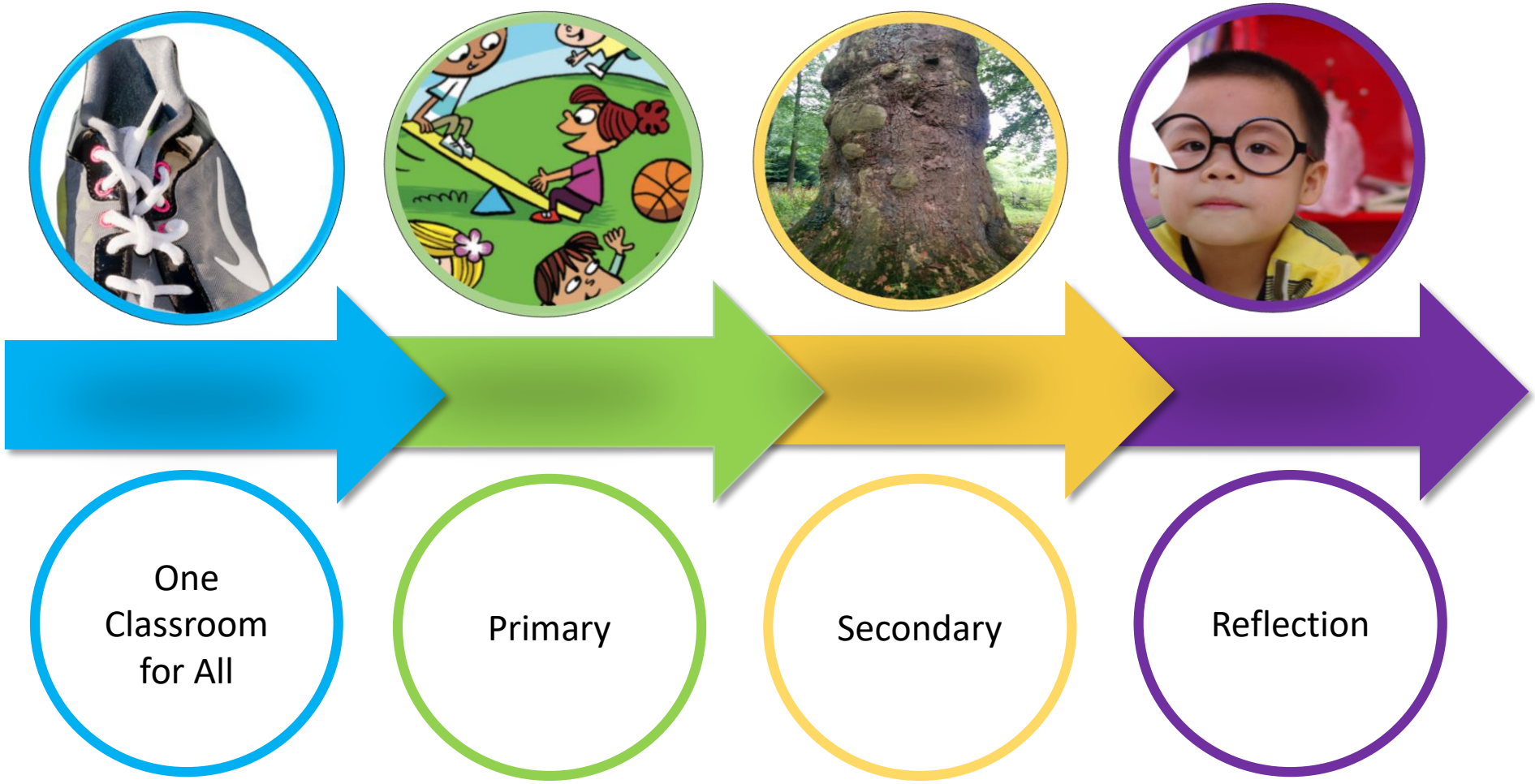
**Hooray! Let's go to the park!**

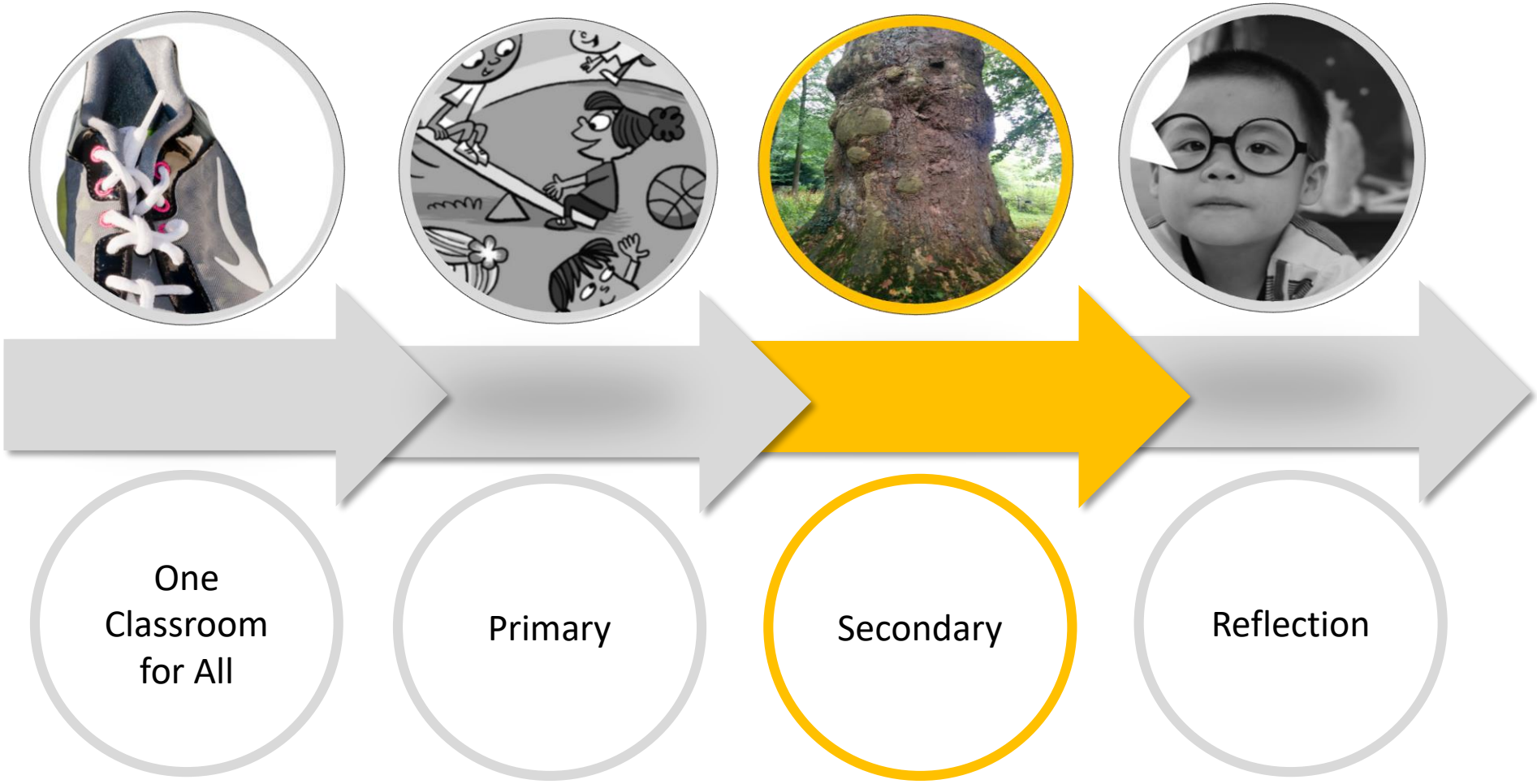
**Let's go today!**

# You have 15 activity ideas on your handout

- **Challenge** your students with different activities
- But also consider **giving them a choice**




One Classroom for All
Primary
Secondary
Reflection


One Classroom for All
Primary
Secondary
Reflection

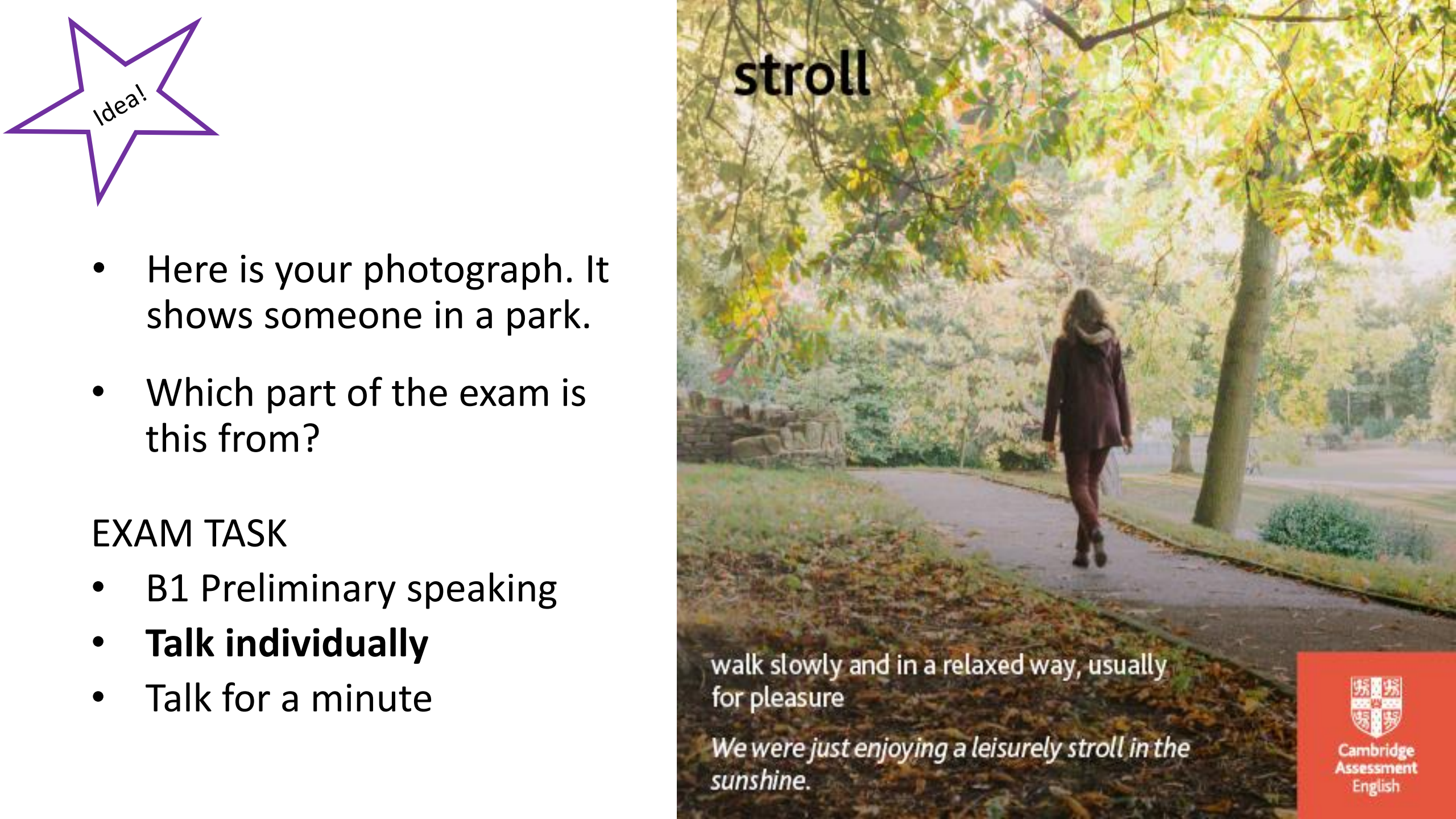
# Support

- We are going to look at a reading text.
- Write **at least** 3 ways we can support learners when using a reading text in class.

# Trees

- What questions might you ask learners before giving them the text?

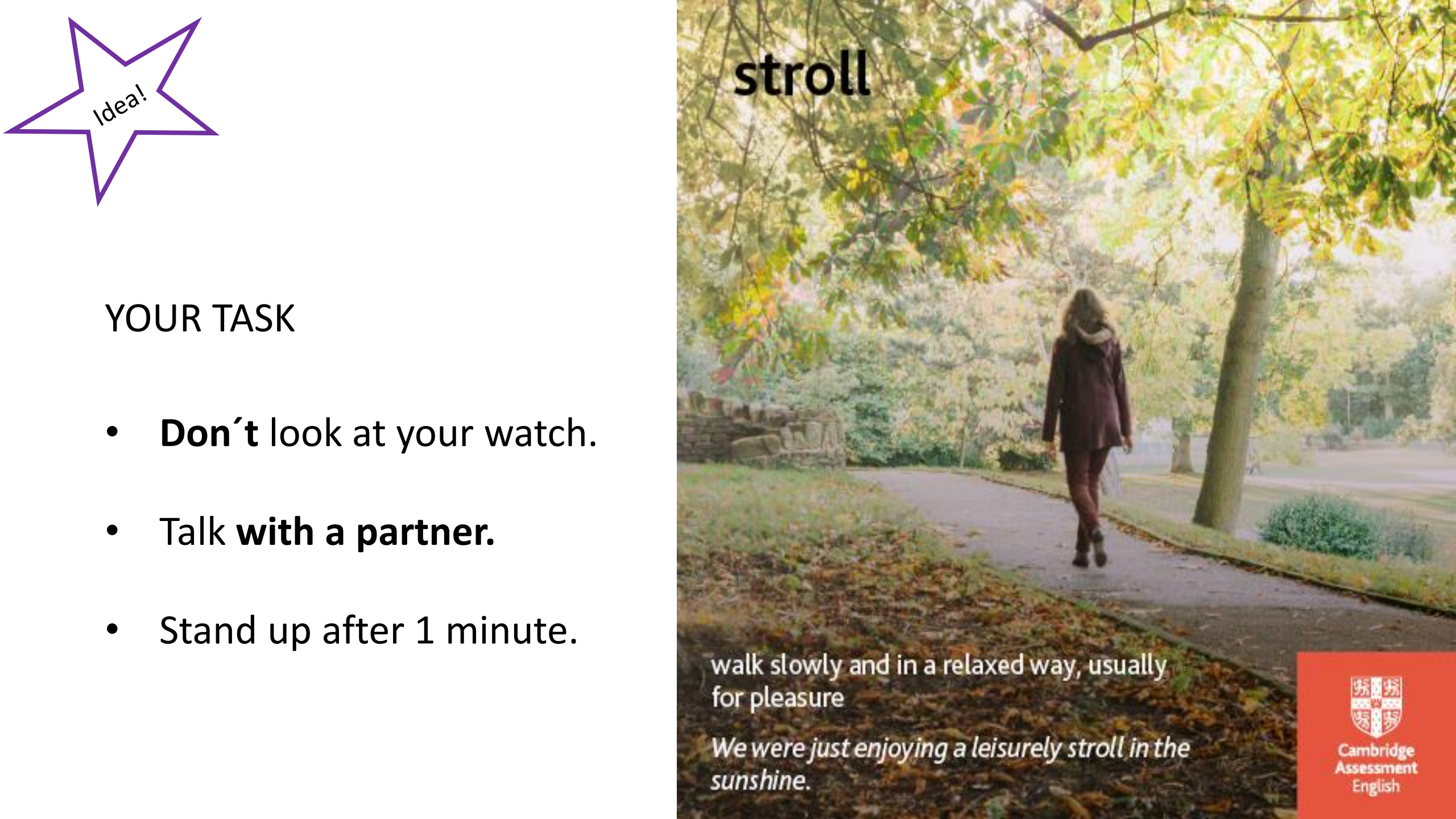
  - Where do you think this tree is?
  - Who do you think planted this tree?
  - How long ago did they plant it?




- Here is your photograph. It shows someone in a park.
- Which part of the exam is this from?

EXAM TASK

- B1 Preliminary speaking
- **Talk individually**
- Talk for a minute




YOUR TASK

- **Don´t** look at your watch.
- Talk **with a partner.**
- Stand up after 1 minute.

# Wait time

- How long do you give your students before expecting an answer?

# Which questions require more wait time?

**1.** What other things could you use a tree for?

6. What is the function of each part of a tree?

5. What do we use it for?

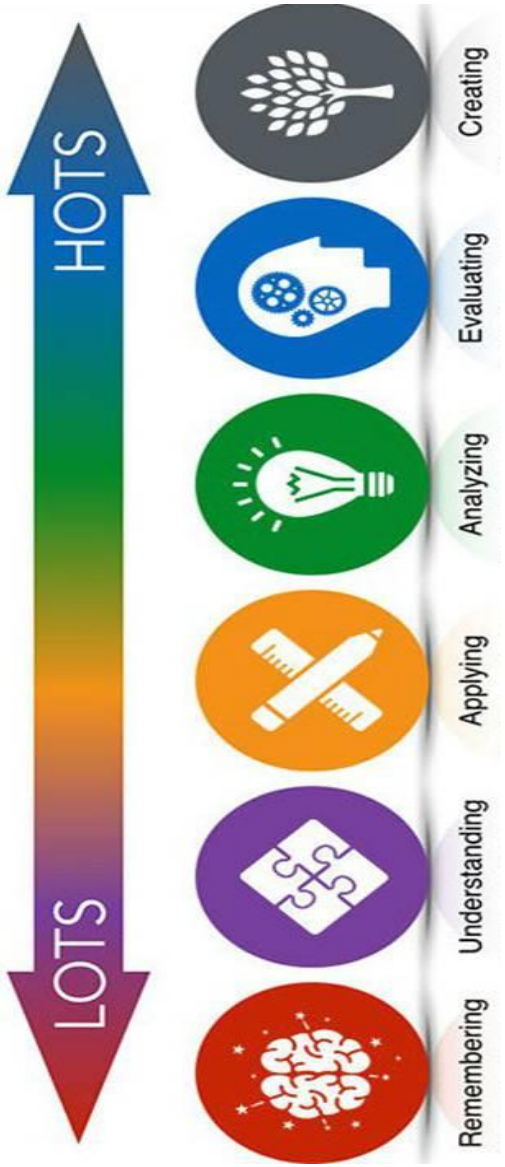
3. Is a tree the best thing to use for what we use it for?

4. How do you use it?

2. What is this?

Idea!

# Which questions require more wait time?




**1.** What other things could you use a tree for?

**3.** Is a tree the best thing to use for what we use it for?

**6.** What is the function of each part of a tree?

**4.** How do you use it?

**5.** What do we use it for?

**2.** What is this?

The Cambridge Experience

# Wait time

**= the time teachers take before they expect a response from learners.**

**In a non-native language, most learners will need even longer to think and respond.**

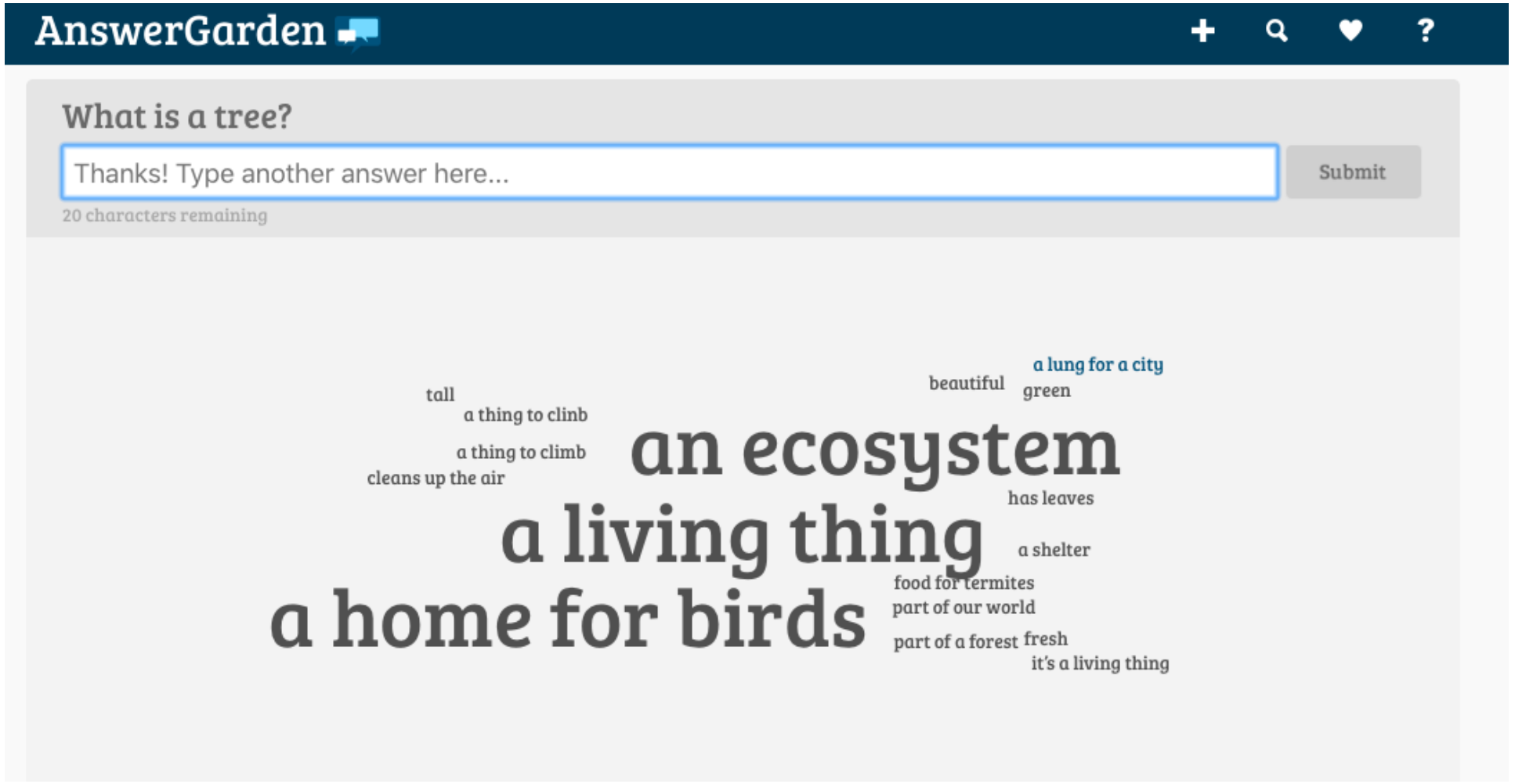
HOTS:

Questions which explore understanding and require deeper thinking will clearly need an even longer wait time.

By increasing wait time:

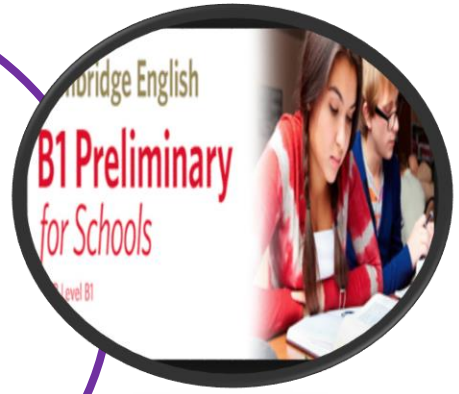
- ✓ learners give longer answers
- ✓ more learners become involved
- ✓ learners improve or add to what other learners say
- ✓ more alternative explanations are given
- ✓ there is less chance of no response

# What is a tree?



Which level?

***2020 B1 Preliminary for Schools***




- You have two minutes.
- Read at least the first paragraph.

**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. *But we soon found that choosing trees is quite complicated.* 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. *That way, the trees would be used to local conditions.* 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. *So we tried to avoid areas where students were very active.* 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. *This could mean the tree had a disease.* 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. *We knew they'd get as much pleasure from them as we had.* And that thought really cheered us up!

Which parts of the text are **facts**?

Which parts of the text contain *opinions*?

**Source: B1 Preliminary for Schools 2020 Sample Tests Reading**

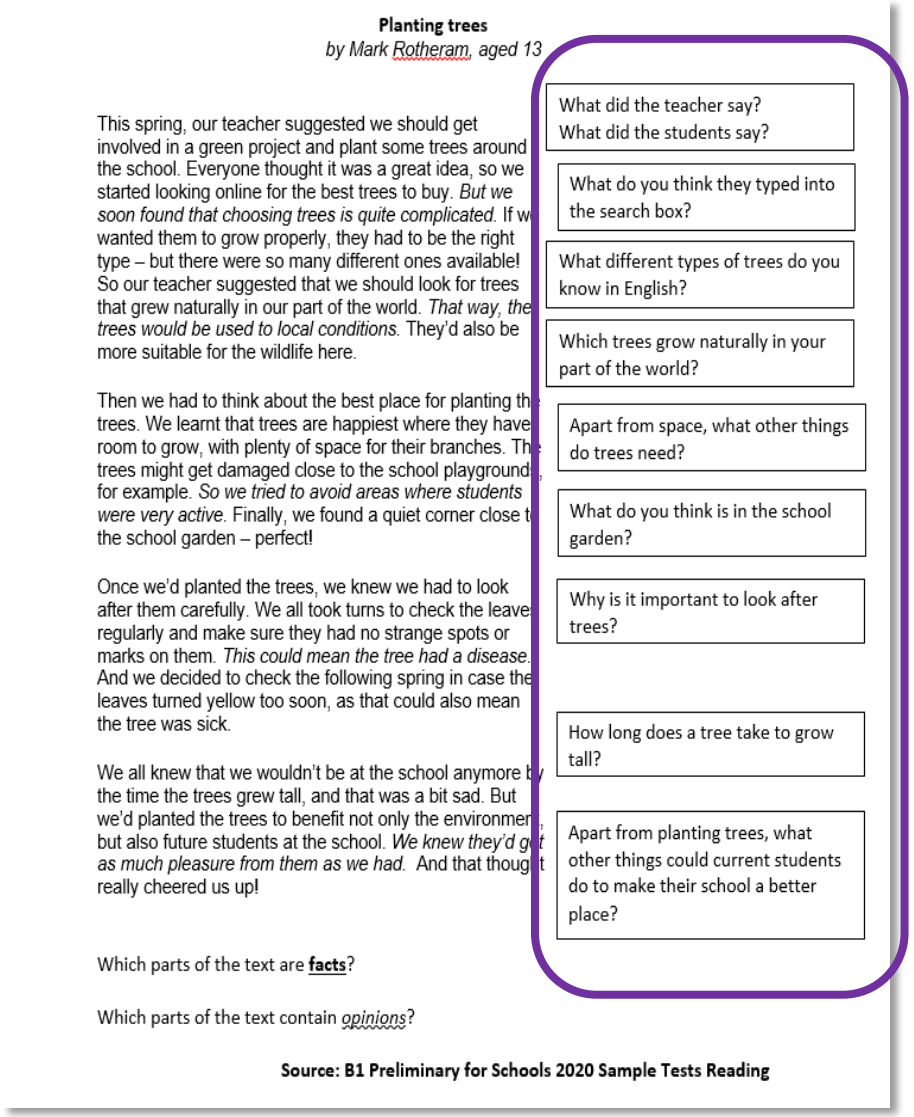
The Cambridge Experience

**#CambridgeExp19**

# Complete the sentences about the text

- *I already knew…*
- *I learned …*
- *I will try and remember ….*
- *I want to find out more about …*

# Are these typical reading comprehension questions?



**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. *But we soon found that choosing trees is quite complicated.* If w 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. *That way, the trees would be used to local conditions.* They'd also be more suitable for the wildlife here.

Then we had to think about the best place for planting th trees. We learnt that trees are happiest where they have room to grow, with plenty of space for their branches. Th trees might get damaged close to the school playground for example. *So we tried to avoid areas where students were very active.* Finally, we found a quiet corner close t 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 leave regularly and make sure they had no strange spots or marks on them. *This could mean the tree had a disease.* 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 b the time the trees grew tall, and that was a bit sad. But we'd planted the trees to benefit not only the environmer but also future students at the school. *We knew they'd g as much pleasure from them as we had.* And that thoug really cheered us up!

Which parts of the text are **facts**?

Which parts of the text contain *opinions*?

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?

**Source: B1 Preliminary for Schools 2020 Sample Tests Reading**

- Questions to the side, not below the text – helps **all** students answer.
- We are giving a **choice** of what they´d like to learn about.
- They are setting themselves a **challenge.**
- Maybe they can use the **support** of the internet to find the answers!

# Facts or opinions

Ask students to look at the first three sentences of the text and say which parts are **facts** and which are **opinions.**

# Facts or opinions

**Facts**

- This spring, our teacher suggested we should get involved in…
- …we started looking online…

**Opinions**

- Everyone thought that it was a great idea.
- But we soon found that choosing trees is quite complicated.

# Which order?

a. Everyone thought it was a great idea.
b. We planted the trees close to the school garden.
c. We looked online for the best trees to buy.
d. We looked for trees for our part of the world.
e. But we knew that future students would get as much pleasure from them as we had.
f. We thought about the best place for the trees.
g. We looked after them carefully.
h. We all knew that we wouldn’t be at the school when the trees grew tall.
i. Our teacher suggested a green project and planting some trees.

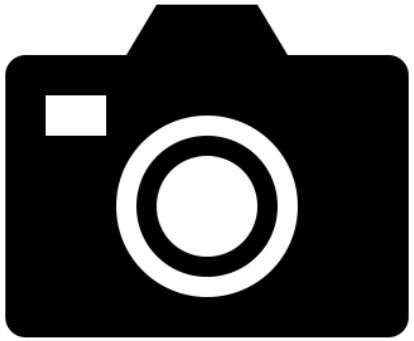
# Which order?

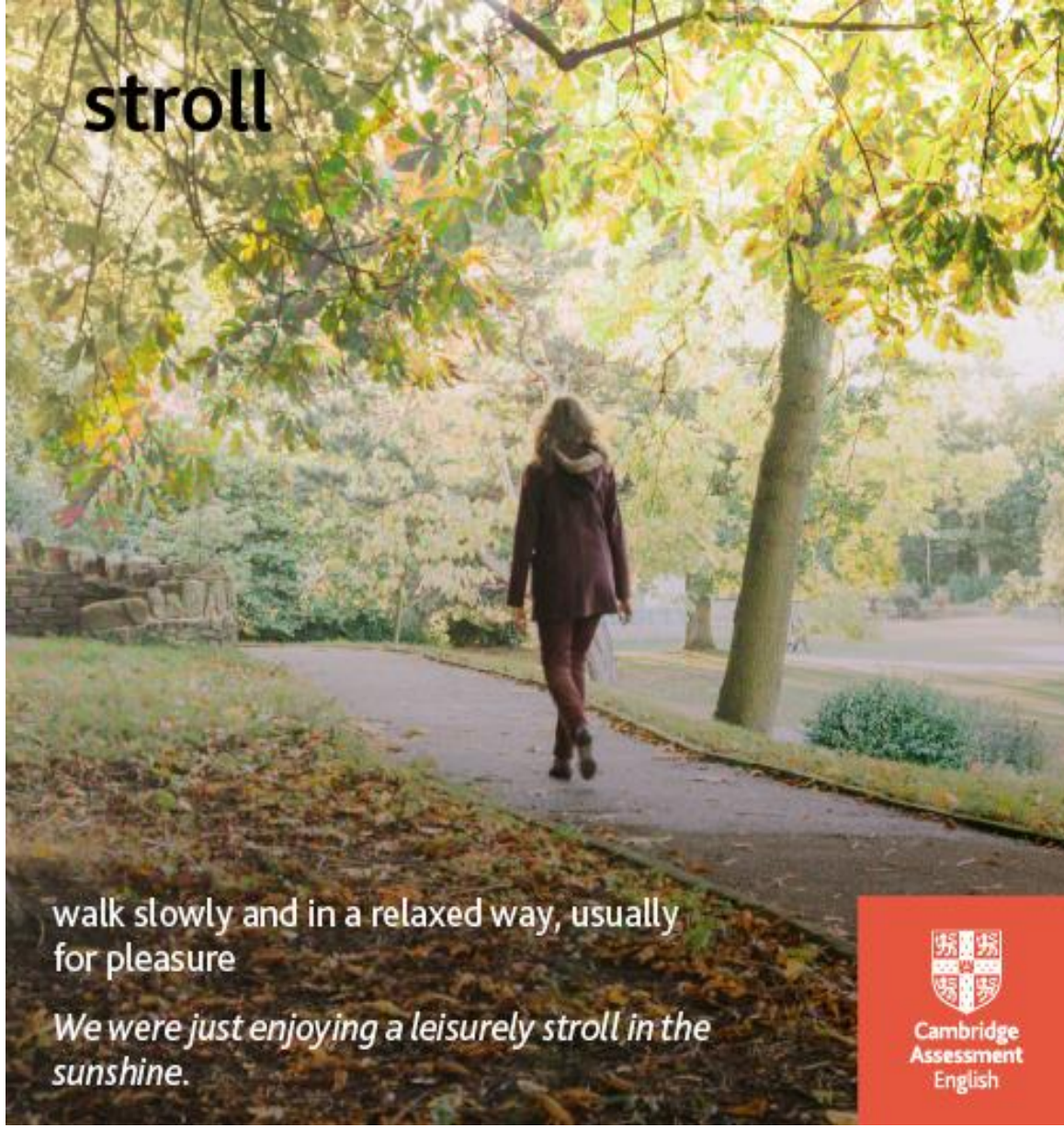
**Planting trees**

1. Our teacher suggested a green project and planting some trees.
2. Everyone thought it was a great idea.
3. We looked online for the best trees to buy.
4. We looked for trees for our part of the world.
5. We thought about the best place for the trees.
6. We planted the trees close to the school garden.
7. We looked after them carefully.
8. We all knew that we wouldn’t be at the school when the trees grew tall.
9. But we knew that future students would get as much pleasure from them as we had.

# Images

What would be a good photo to appear with this text?





# Wordclouds

- Wordle
- Wordart
- Tagcrowd
- Wordcloud

# Investigate

Idea!

- Which trees grow naturally in Madrid?

Arbutus

The Cambridge Experience

# Quiz

**Trees quiz**

1. How many different parts of a tree can you name?

2. How many different trees do you know the names for in English?

3. Can you name 4 animals that live in trees?

4. Which of these fruits <u>don't</u> grow on a tree?

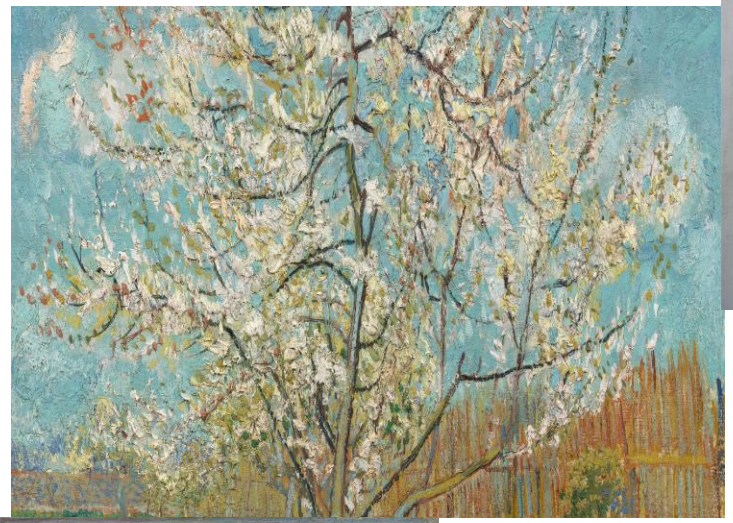
apples bananas coconuts grapes kiwis lemons limes mangoes oranges pears pineapples strawberries watermelons

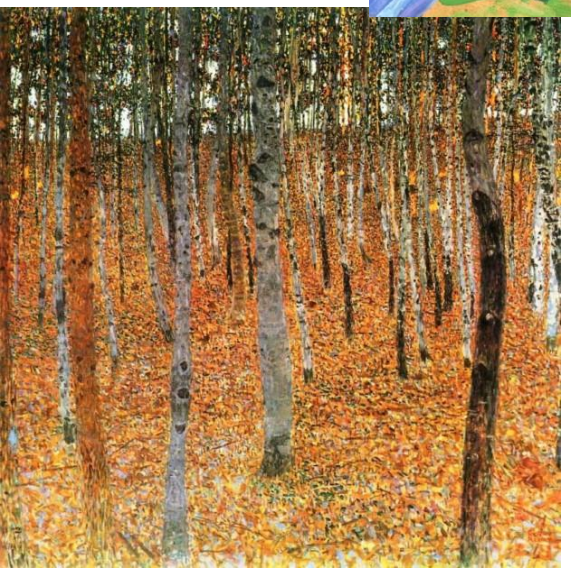
Idea!

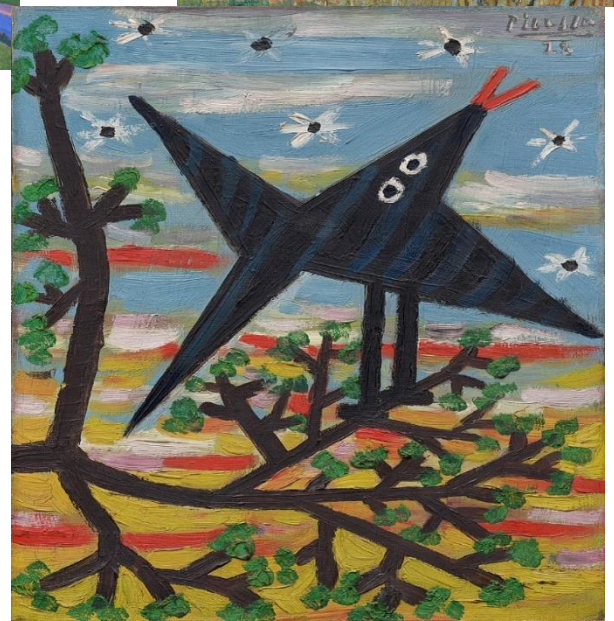
# What do you think happens on Tree Appreciation Day?

The Cambridge Experience

# Art







# Analysing an activity:

- How will my students feel about it?
- Will everyone be able to do it?
- Will there be a challenge for everyone?
- Which questions will I allow more wait time for?
- Can I give them the chance to rehearse before I ask them to share their answers/work?
- Can I include a choice?

# Choice boards

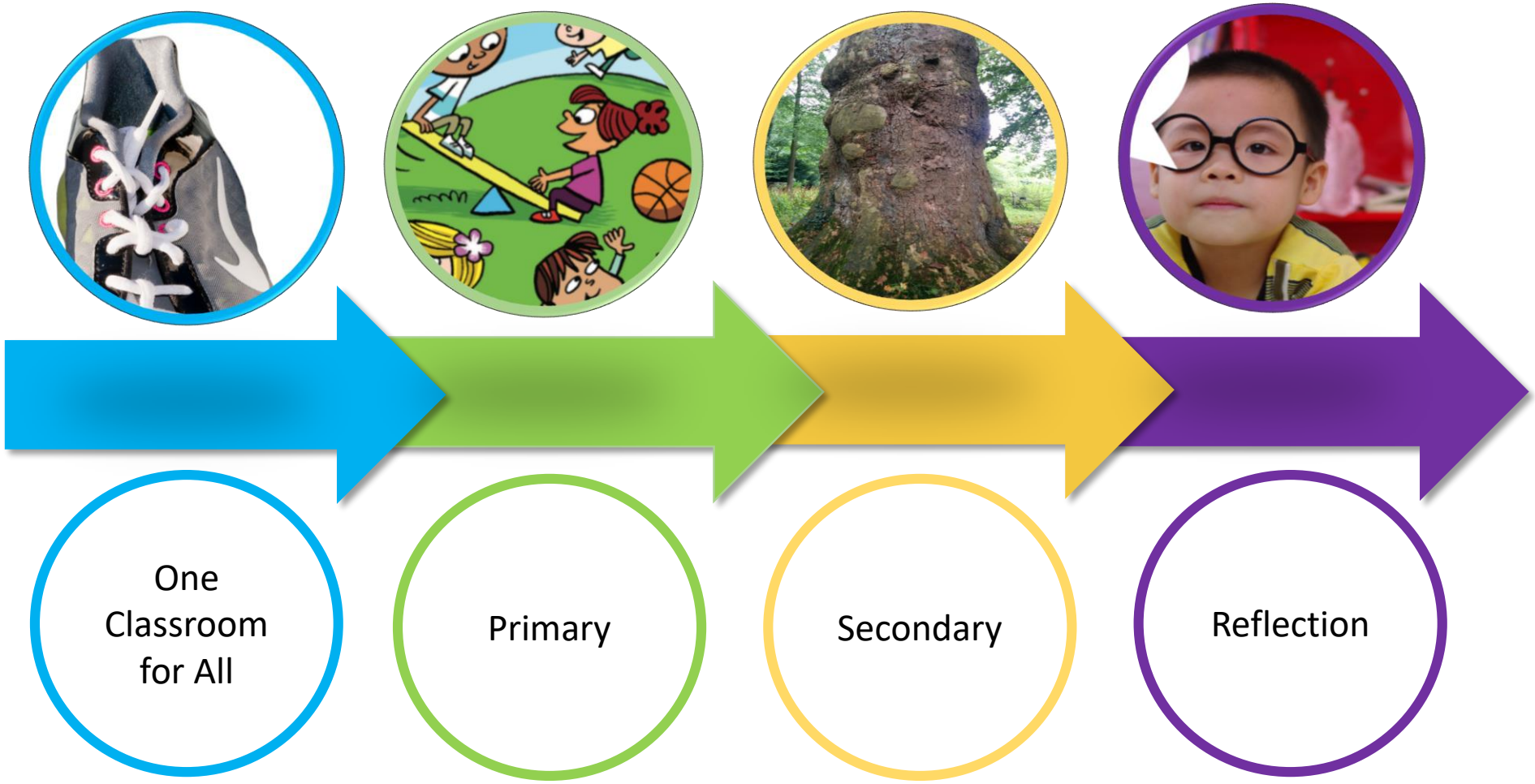
- Choose two or three activities you would like to do.

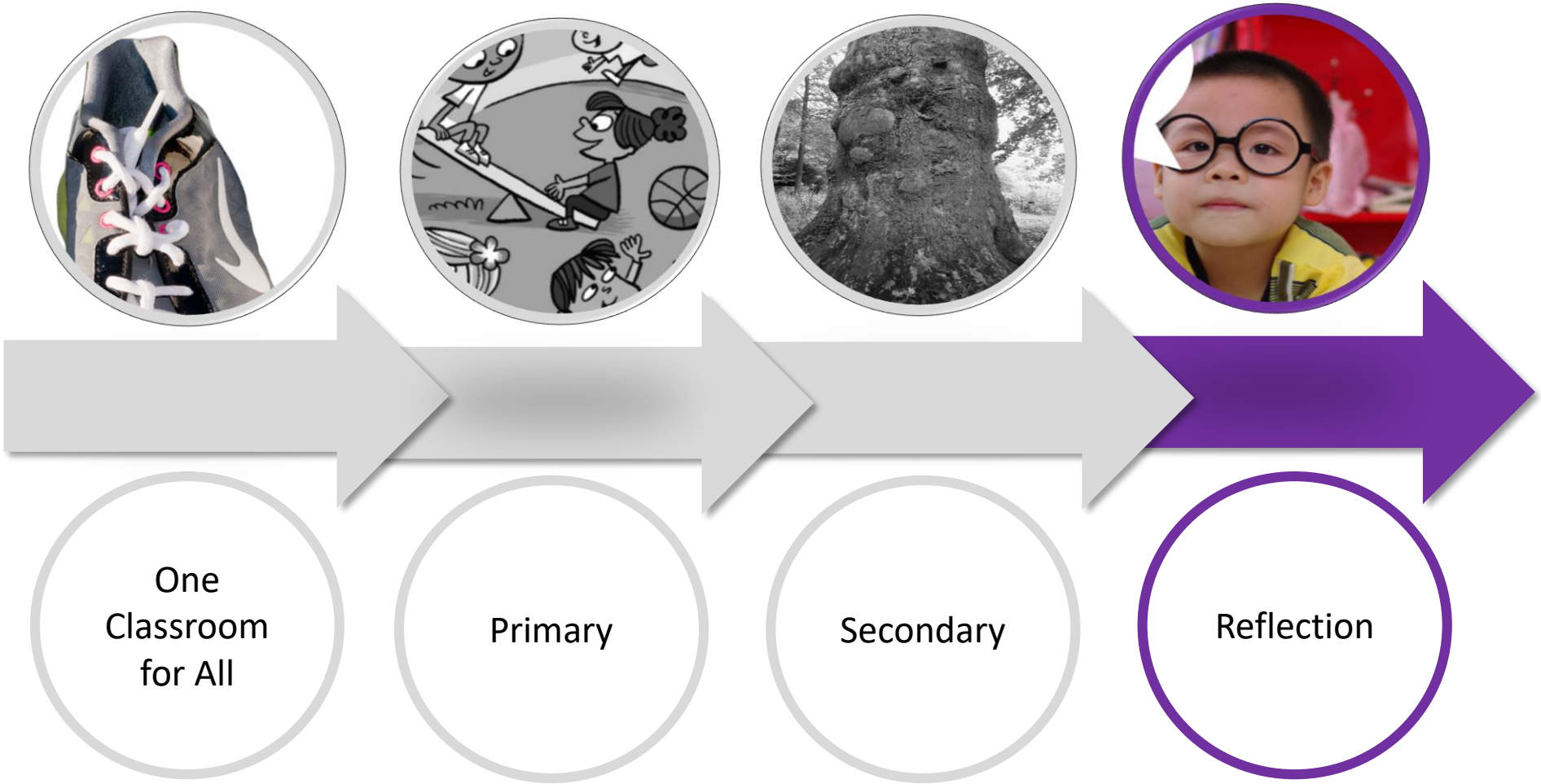
| **Choice board for Planting trees** | Find out information online about different things in the text and insert hyperlinks into it so that others can discover more. | Which adjectives might best describe how the students felt at the different stages in the story? | Find 4 famous paintings which show trees and talk about them. |
|---|---|---|---|
| Find a photo to illustrate the text and explain why you chose it. Listen to other students talking about their photo. Compare your photos. | Type 'planting trees' into a search engine. What results do you get? Which news do you get? Which images do you get? | Find five songs that have 'trees' in their title. Listen to them and choose your favourite. . | 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. |
| Find out which trees grow naturally in your part of the world. | Make a tree poster for 'Tree Appreciation Day'. | Turn the text into bullet points. | Paste the text into a word cloud generator. |
| Find out the words for the different parts of a tree and label a picture of a tree. | Make a timeline of the events in a tree's life. | Find out facts about trees then make a quiz for your classmates. . | Write a story about a tree. |
| With other students, take a photo of all the different trees you see today. Look at the collection. Discuss the differences. | Turn the text into a slide presentation. | Read a tree poem and then write a tree poem. | In groups, talk about other ways to improve your area. |

# Quotes

Someone is sitting in the shade today because someone planted a tree a long time ago.

Warren Buffett


One Classroom for All
Primary
Secondary
Reflection


One Classroom for All
Primary
Secondary
Reflection

The most interesting thing I learned today was ...

Cambridge Assessment English

Cambridge Assessment English

choice

Cambridge
Assessment
English

support
Cambridge
Assessment
English