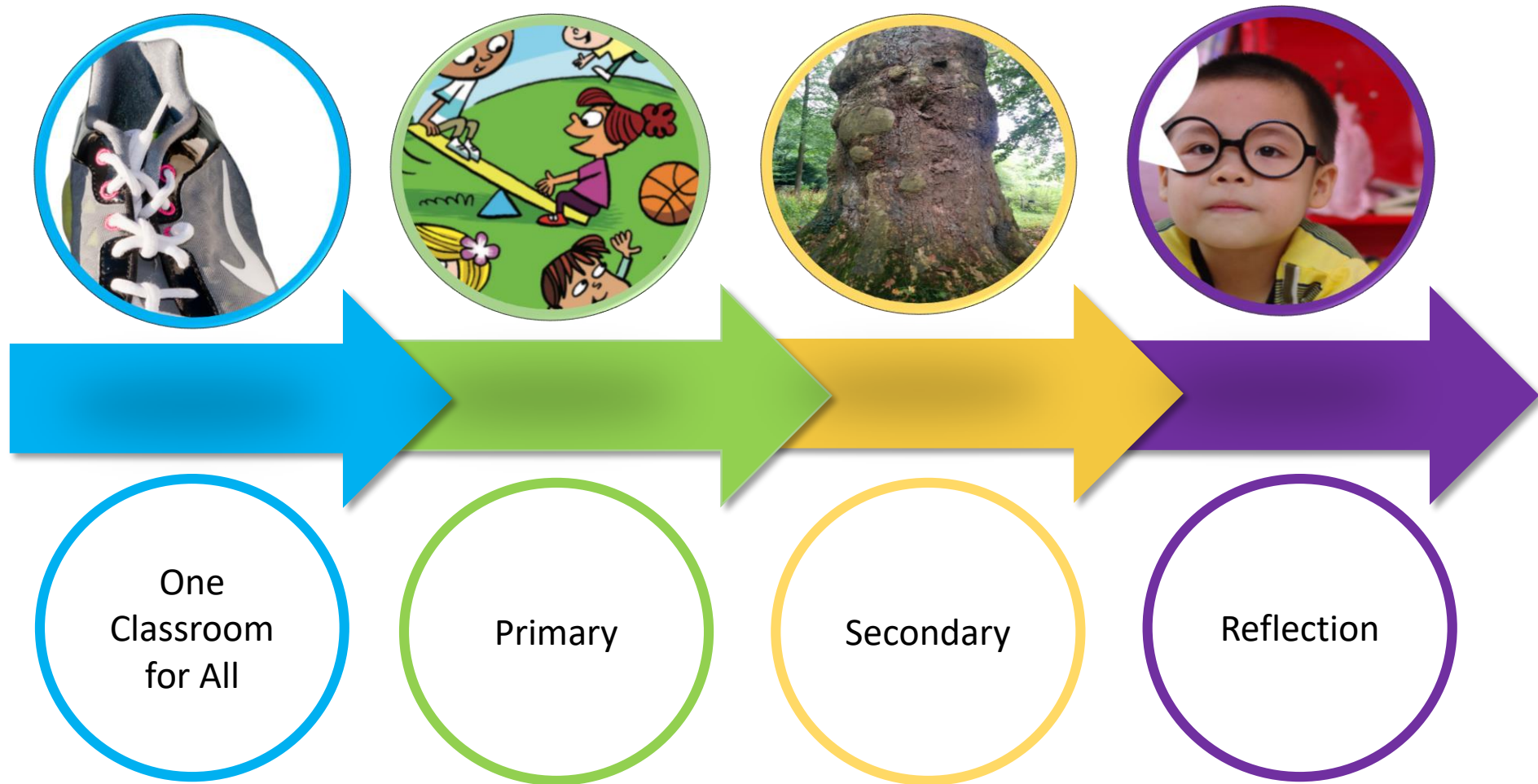


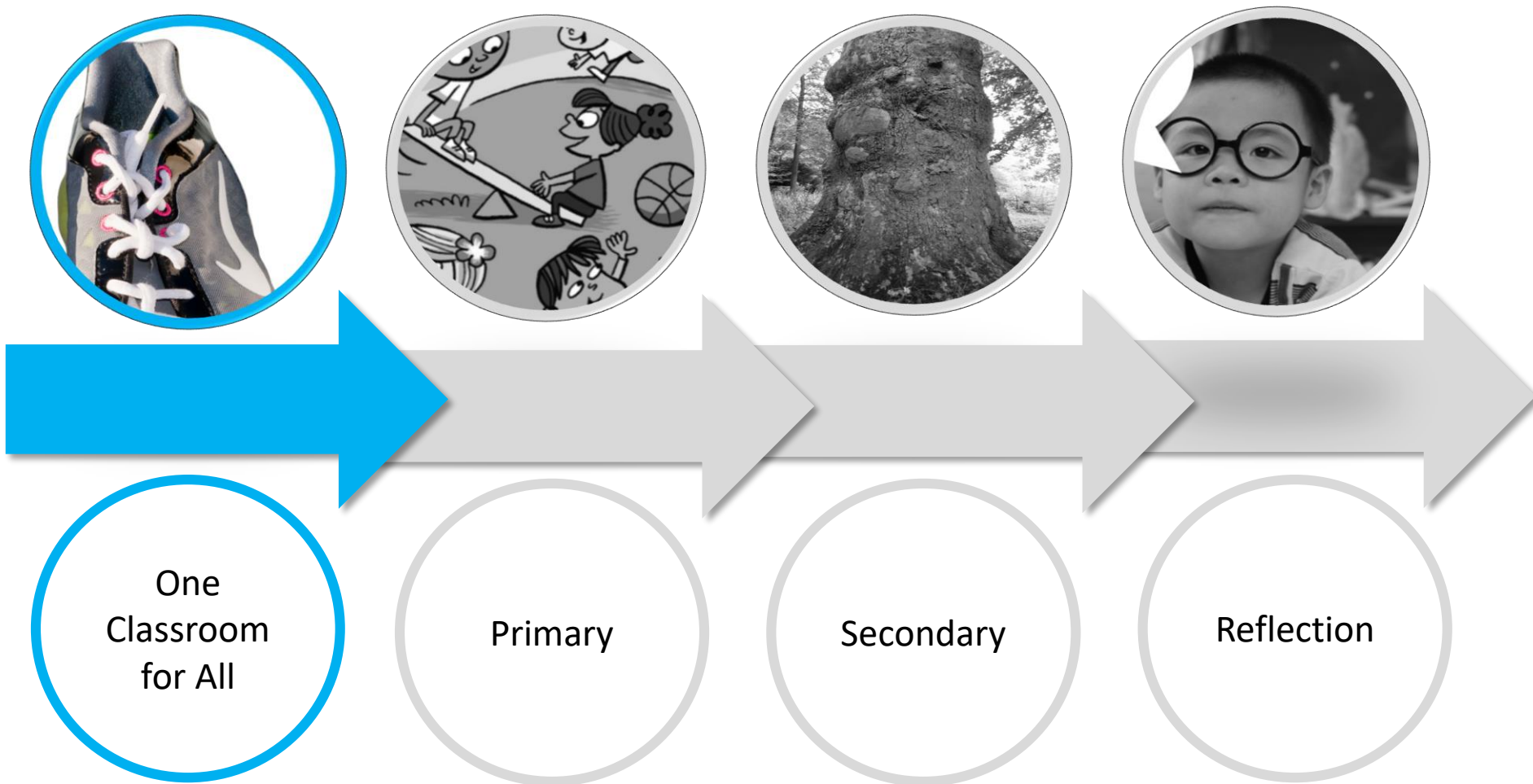


Support, challenge, choice

Harriet Thompson

#CambridgeExp19







Support



Challenge

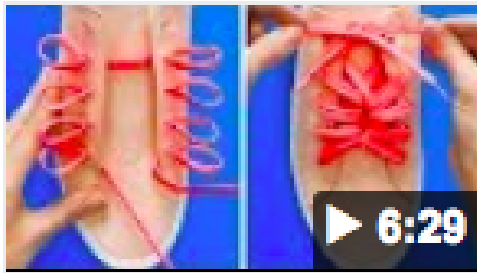
- Are these laces tied in the normal way?
- If I asked you to tie your laces like this, do you think you could do it?



Youtube videos

15 CREATIVE WAYS TO TIE YOUR SHOES - YouTube

<https://www.youtube.com/watch?v=UPjIV7pHJOQ>

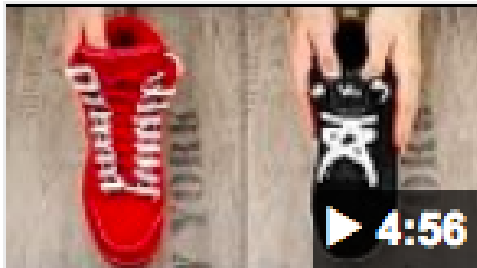


14 May 2018 - Uploaded by 5-Minute Crafts GIRLY

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.



In your classroom?

Support

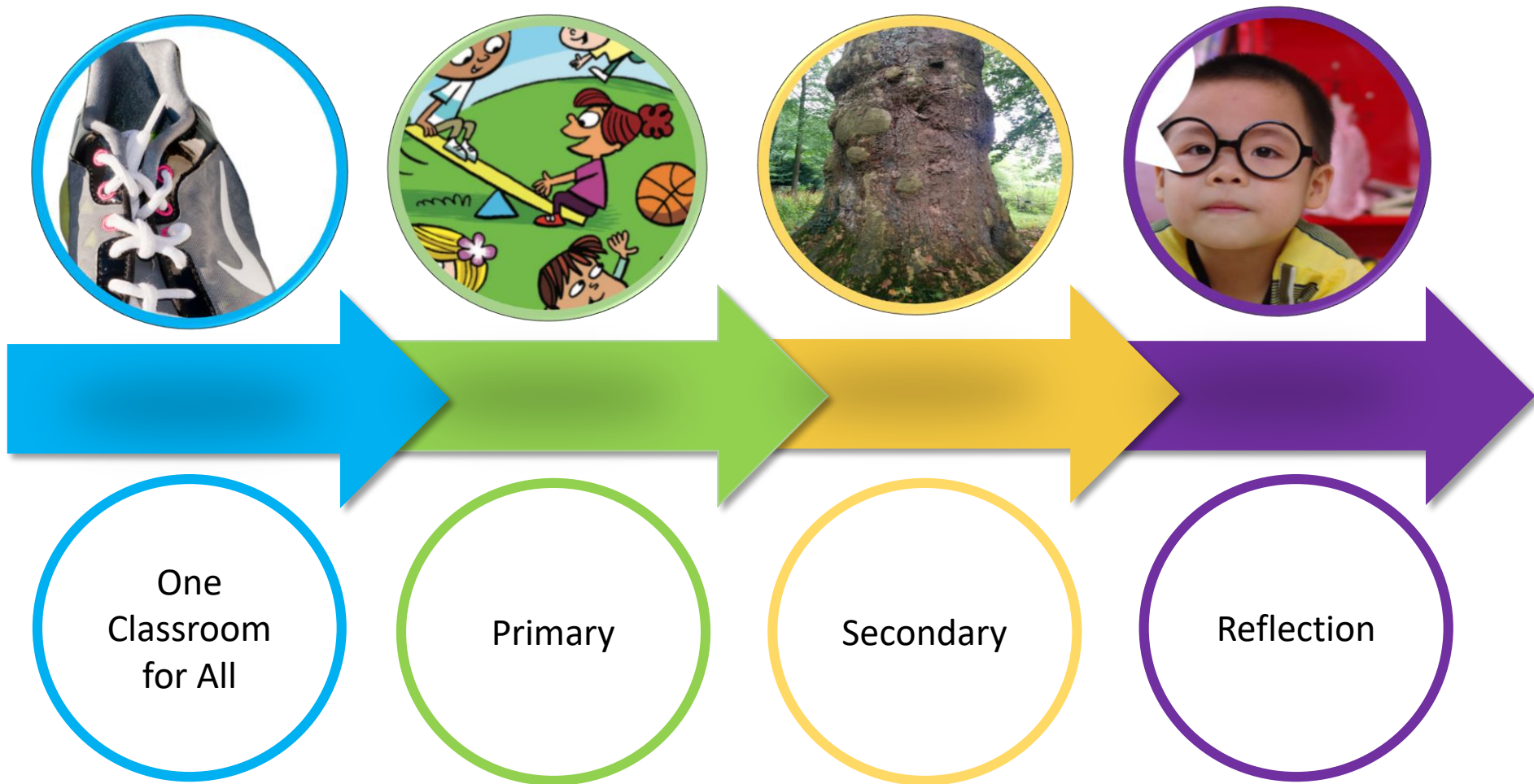
- How can we **support** our students better so that they achieve the tasks we set them?

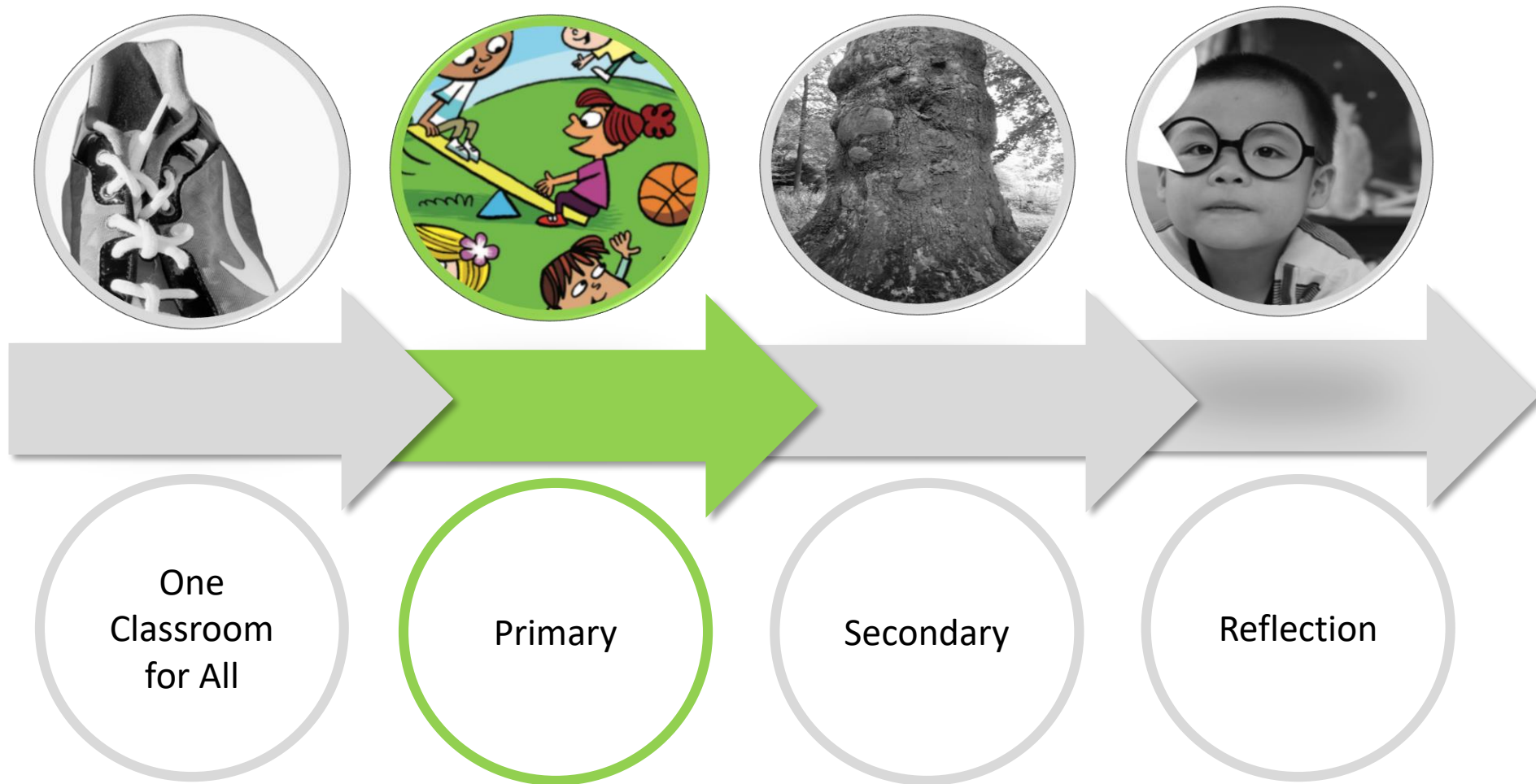
Challenge

- How can we **challenge** our students so they are working to their maximum potential?

Choice

- How can we give our students more **choice** so they feel they are in control of their learning?





Let's go to the park – Move and Freeze

Support

You are an 8 year old student!



Answer the questions

Support

- 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 *is she doing?*
- 6 Which *animals can you see?*
- 7 What *is he wearing?*



Which level?

***Pre-A1
Starters***

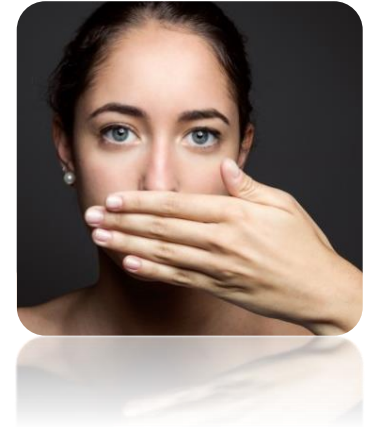
Answering questions in different ways

Support

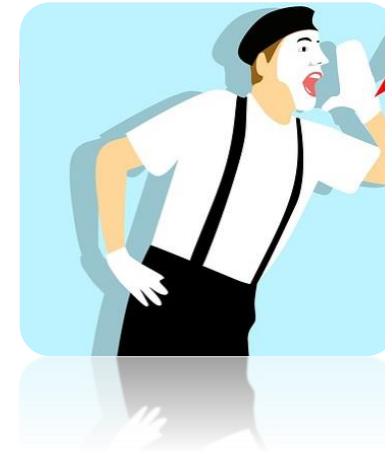
1. Do you like going to the park?



2. What do you do in the park?



3. Who do you go to the park with?



Which words can go here?

Challenge



Read it! Write! Say it!

Hi! Our park is great!

I can run, and play
with my

Hooray!

Let's go to the park!

Let's go today!



Disappearing dialogues

Challenge

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!



Disappearing dialogues

Challenge

1. Hi! Our is great!
2. I can run, jump and play with my
3. Hooray! Let's go to the!
4. Let's go!



Disappearing dialogues

Challenge

1. Hi! Our is
2. I can run, and play with my
3. Hooray! Let's to the
4. Let's !



Disappearing dialogues

Challenge

1.! Our is
2. I can run, and with my
3.! Let's to the
4.



Disappearing dialogues

Challenge

1.
2.
3.
4.



Shout outs

Challenge

Hi! Our park is great!

Fantastic!

I can run, jump and play with my friends.

What fun!

Hooray! Let's go to the park!

*Yes,
please!*

Let's go today!

*Why
not?*

What other activities could we do now?

Choice board

Label the picture
with sticky notes



Add speech bubbles



Make signs for the park



What else.....?
(Add 3 things)

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

Make word pictures

FOOT
BAL

Describe another park



Hi! Our park is great!
I can run, jump,,
....., and play with my friends.

Label the picture with sticky notes

Choice



Add speech bubbles with things the children are saying.

Choice



Make signs for the park

Choice



What else.....? (Add 3 things)

Choice

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



Make word pictures

Choice

basket ball



FOOT
BALL

slide

Choice



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

Refection

Support

- How can we **support** our students better so that they achieve the tasks we set them?
- Mime and frozen picture activities provide support for different **learning styles**
- **Visual learners** like to see the questions. Colours are helpful
- **Answering questions in different ways** gives students time to think about and rehearse the answers

Reflection

Challenge

- How can we **challenge** our students so they are working to their maximum potential?

Disappearing dialogues - By removing the words gradually we challenge students to memorize the dialogue in a motivating way.

Shout outs - Allowing children to create their own responses, challenges them to think about how to respond to natural conversations in real life.

Reflection

Choice





- How can we give our students more **choice** so they feel they are in control of their learning?

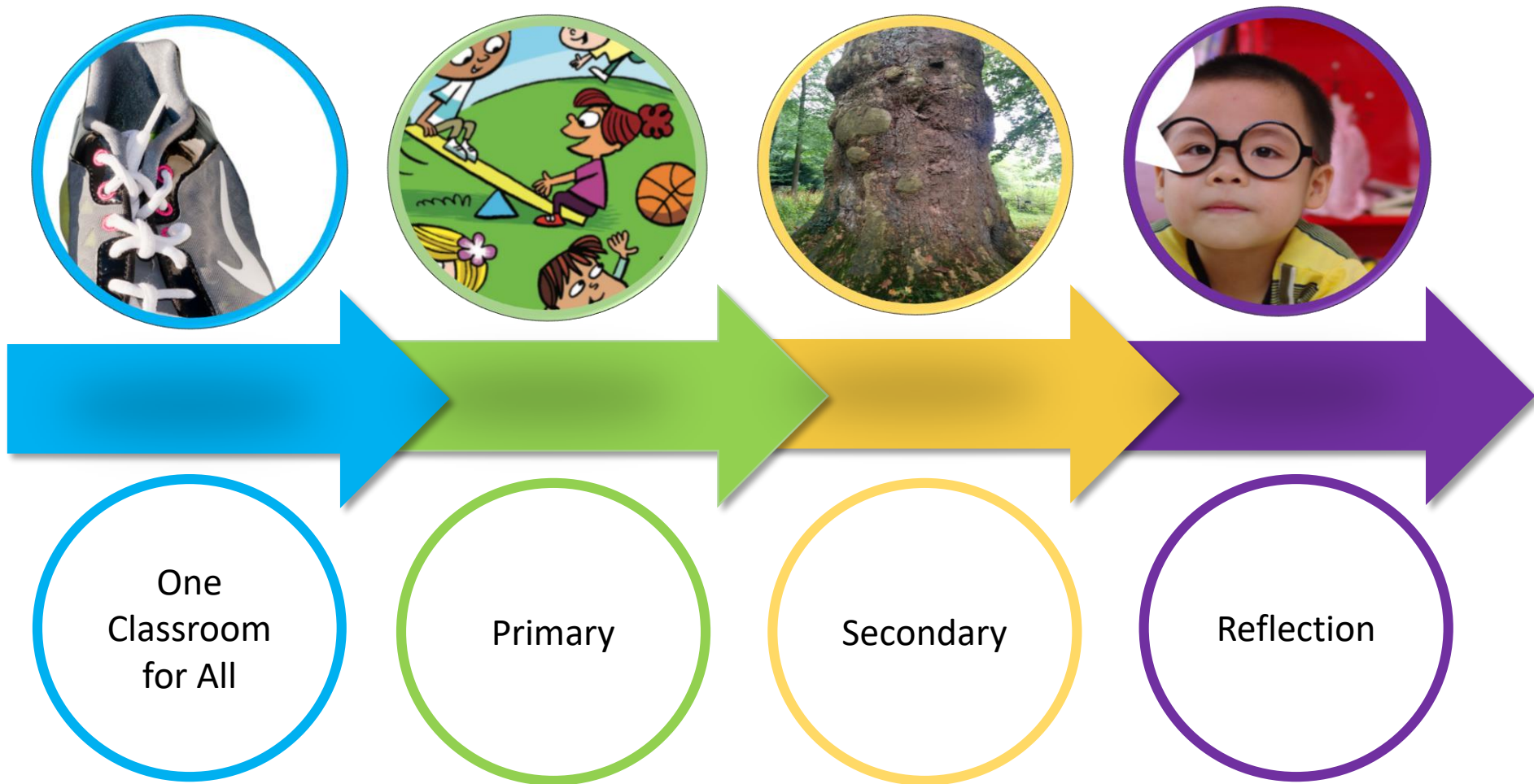
Simple
instructions

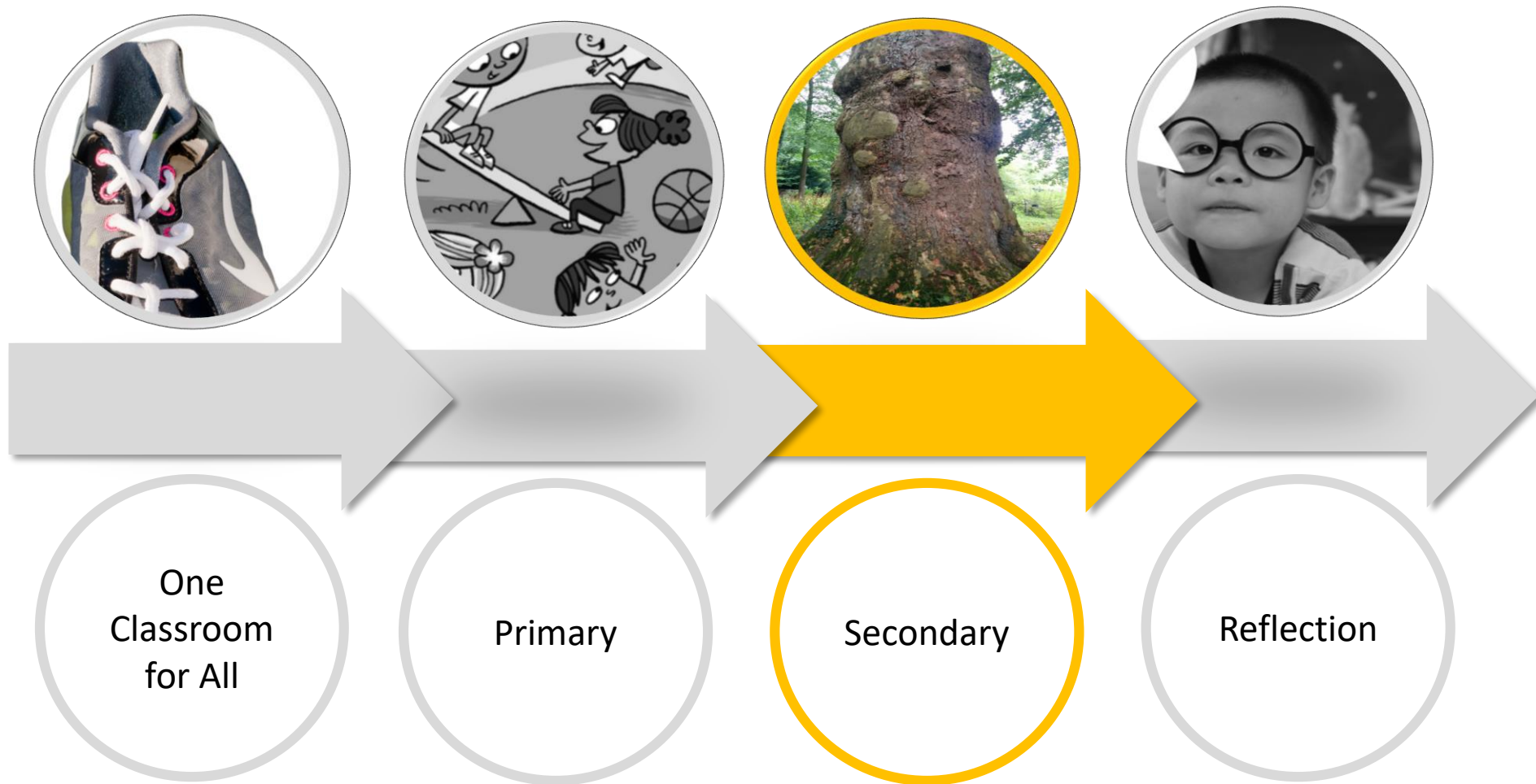
Clear examples

Time limit / not
limit amount

Choice Board

<p>Label the picture with sticky notes</p> 	<p>Add speech bubbles</p> 	<p>Make signs for the park</p> 
<p>What else.....? (Add 3 things)</p> <p>I'd like some swings, a climbing frame and a trampoline.</p>	<p>Make word pictures</p> <p>FOOTBALL</p>	<p>Describe another park</p>  <p>Hi! Our park is great! I can run, jump, and play with my friends.</p>







- Which park do you think this is?
- How old is the tree?

Reading tests

Support

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.

Source: B1 Preliminary for Schools 2020 Sample Tests Reading

In this reading test, students have to put the **sentences back** in the text.

How might you support them with this exercise?

Reading tests

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4. That way, the trees would be used to local conditions.
5. This could mean the tree had a disease.

Source: B1 Preliminary for Schools 2020 Sample Tests Reading

One of the skills needed to successfully understand a text is the ability to **link words**.
Vocabulary building is essential.

Word Association ball game

Support



- Round 1: Word link: start and end
- with the word **tree**
- Round 2: How many different words can you associate with **trees**?

Link the phrases: similar words & concepts

Support

Phrases from the text

looking online

our part of the world

get pleasure from

school playgrounds

strange spots

Phrases from the answers

local conditions

a disease

very active

choosing trees to plant

cheered us up

Take a phrase and find your partner

Support

looking online

local conditions

our part of the world

a disease

get pleasure from

very active

school playgrounds

choosing trees to plant

strange spots

cheered us up

Reading tests

Support

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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.

Now that we've now helped our students to **make the connections**, they can complete the reading the task.

2

4

1

5

3

Complete the sentences

Challenge

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

Which level?

**2020 B1
Preliminary
for Schools**



Find out more.....

Challenge

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by Mark Rotherham, aged 13

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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

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?

- Ask your partner **at least 3** questions about the text.

Choice boards

Choice

- Having read the text, what activities would you devise for your **choice board**?
- Think of **at least 2** ideas.

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.

Facts or opinions

Choice

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

Word clouds

Choice



Write about: What do you think happens on *Tree Appreciation Day*?

Choice



Find four famous paintings of trees

Choice

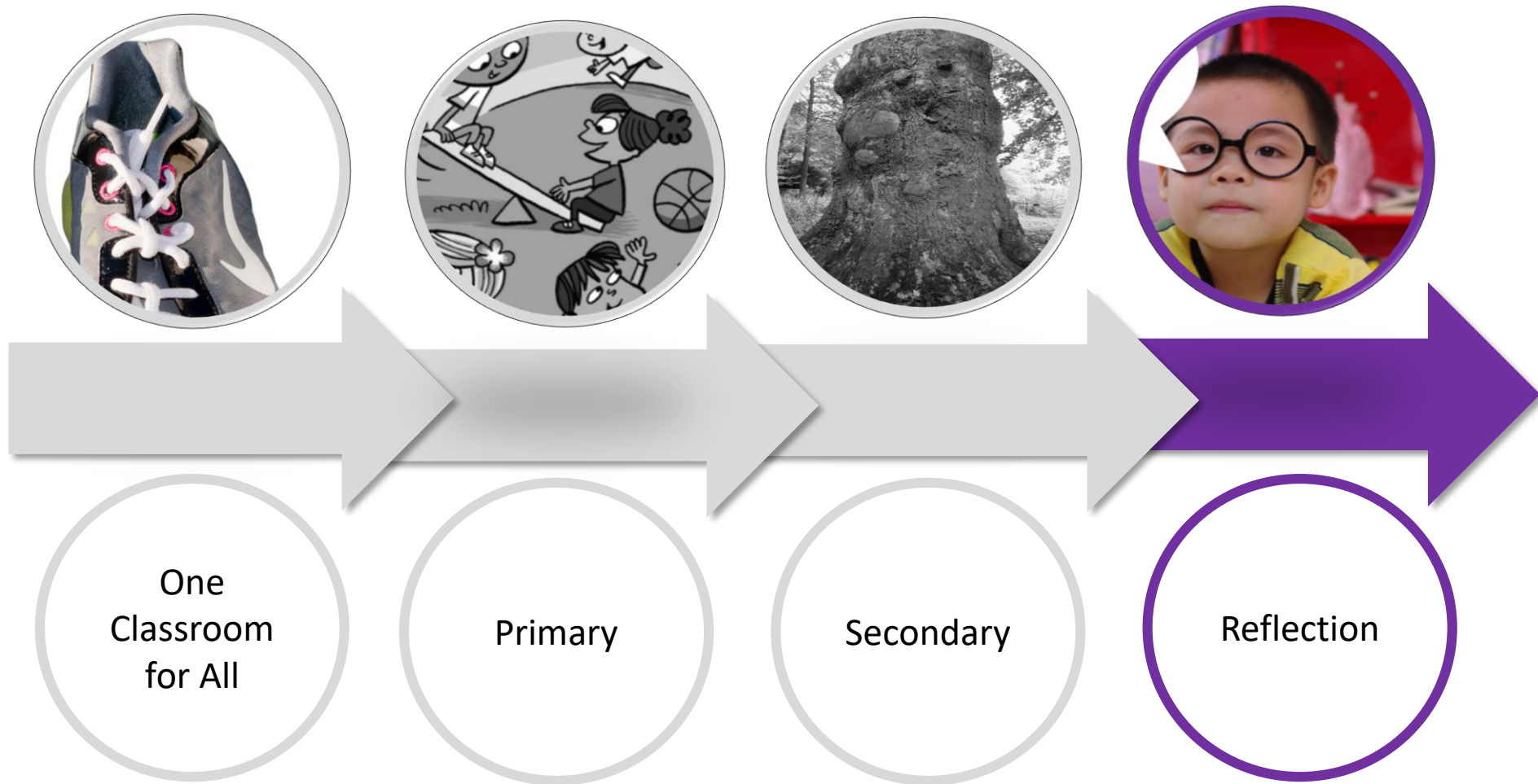


Make a music quiz with songs about trees

Choice



STOP!



Refection

Support

- How can we **support** our students better so that they achieve the tasks we set them?
- Build awareness of **finding links and connections** in a text.
- **Play word games** to increase and review vocabulary.
- Place questions **to the side, not below the text** – helps **all** students answer more easily
- Allow pupils to use the Internet to **research further information**

Reflection

Challenge

- How can we **challenge** our students so they are working to their maximum potential?

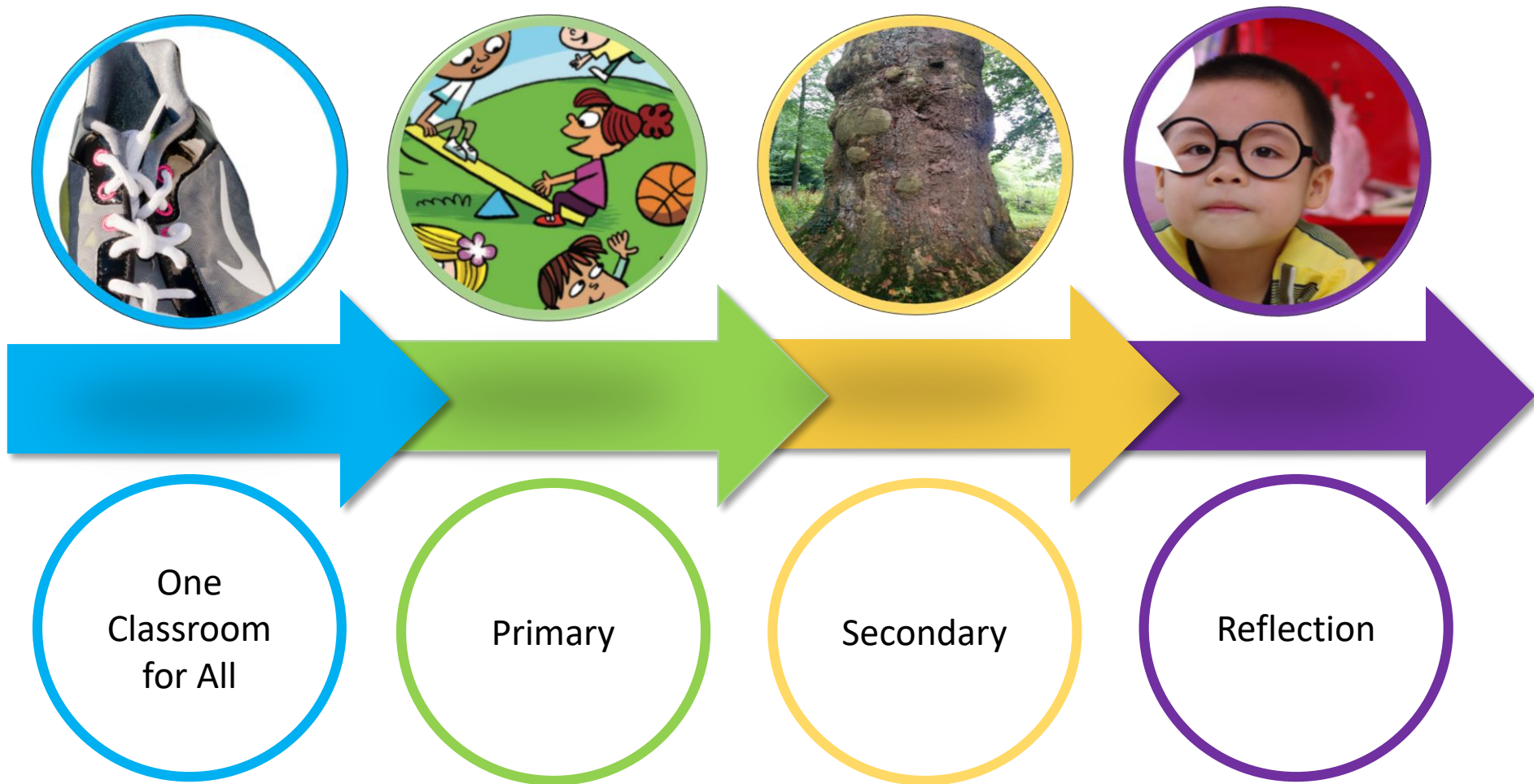
- Challenge students to **analyse their learning strategies**.
What do they already know? What have they learned?
How can they find out more?
- Use the term '**at least**' when setting an amount of questions to answer.
They will know what is required of them and hopefully want to answer more than the minimum!

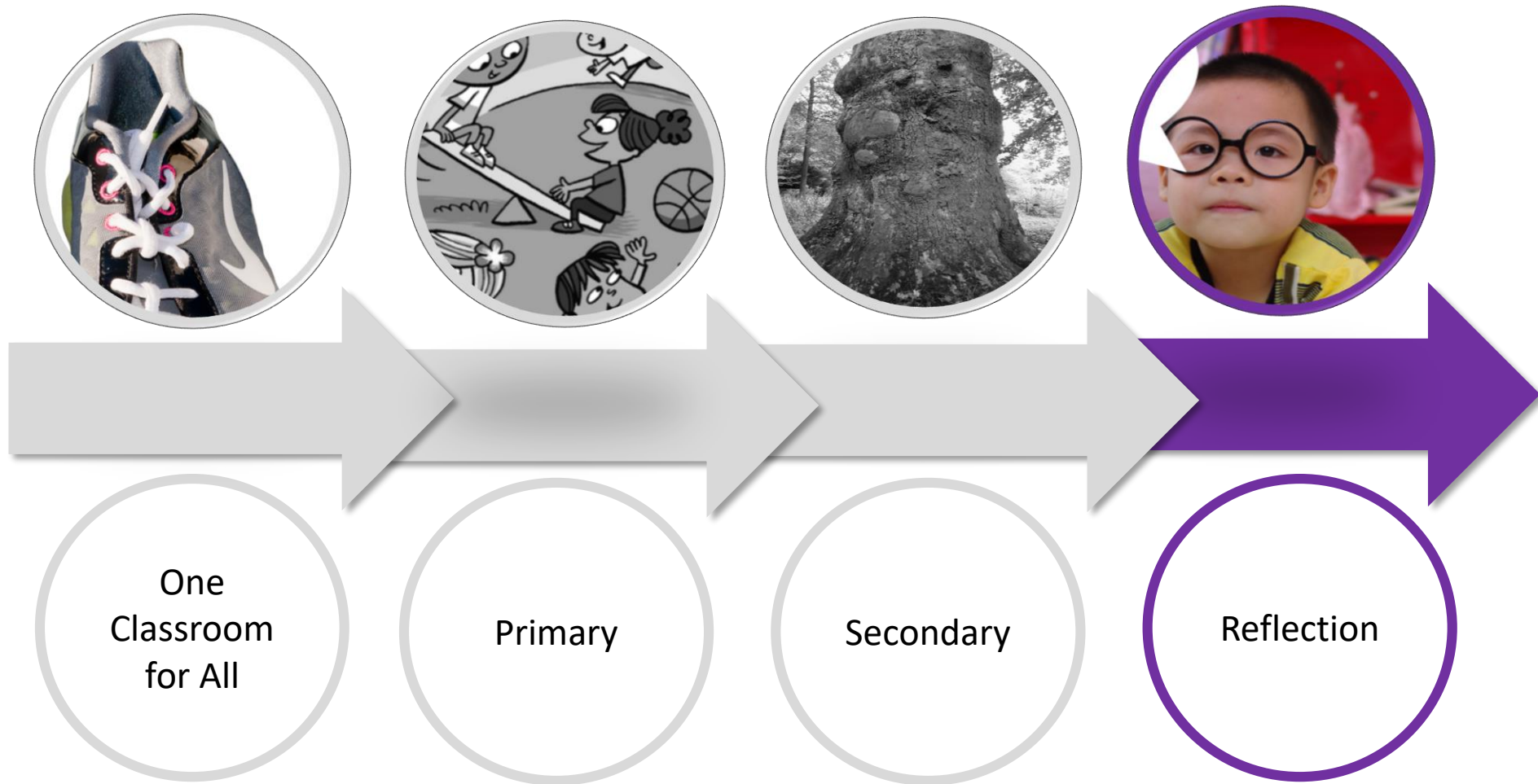
Refection

Choice

Secondary Ed. choice boards can include more choices!

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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.





The most interesting thing
I learned today was ...

I want to find out
about cool ways to
tie my shoe laces!



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English



