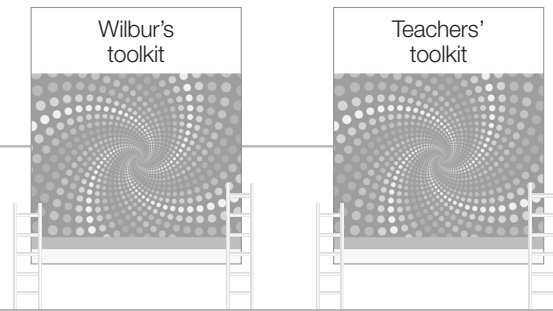


Part B is divided into three chapters, which are followed by Wilbur's toolkit.

Part C is followed by the Teachers' toolkit.

Before embarking on the activities in Chapter One, see page 36 for a detailed breakdown of how the activities in Part B are organised.



Chapter One Getting started

We insisted when we began *Teaching children how to learn* that a pre-requisite for successful teaching is a knowledge of oneself as a teacher, of one's class and of the resources available:

- The first activity in Part B is therefore dedicated to knowing your pupils.

We then demonstrate how the English Language Portfolio forms an integral part of the methodology, and the second activity is therefore dedicated to the introduction and creation of a portfolio for each child:

- The children will learn all about the purpose of using a portfolio and about the different samples of work they can organise in it.
- A Teacher Development activity, to help you negotiate criteria with your pupils for selecting samples of work for their portfolios, is provided in Part C on page 118.

In Chapter One we then introduce the friendly class mascot, Wilbur the Worm:

- A first activity provides earthworm facts, as presented by Wilbur. It is important not to underestimate the class: even young children will have some knowledge of earthworms, and will be curious to learn more.
- A second activity involves the children in making their own Wilbur sock puppet, which they can use when doing the other activities in Part B.

Although the children will have learnt (or will learn) that worms do not have eyes, Wilbur, as the class mascot, has been given eyes in *Teaching children how to learn* – as well as a friendly smile! – in order to personify him, and help the children relate to him.

Wilbur's toolkit. This is in the book at the end of Part B, starting on page 96, and as downloadable worksheets on the Delta Publishing website.

Go to: www.deltapublishing.co.uk/resources

Wilbur's toolkit includes the following:

Activity worksheets

These are aimed to facilitate your lesson preparation:

- They are presented in reduced format in the book.
- They are then reproduced as A4 downloadable worksheets on the website.

My Activity Record pages

These are for the children to complete for each activity:

- They are presented in reduced format in the book.
- They are then provided as A4 downloadable pages on the website.



Go to: www.deltapublishing.co.uk/resources

Click on the cover of the book.

Click on Wilbur's toolkit.

Teachers' toolkit. This is in the book at the end of Part C, starting on page 149, and includes all the Keys, Transcripts and Commentaries from Part C.

Teachers' toolkit on the website. This includes a number of A4 downloadable templates (see page 171 for a list of these):

Templates

- A speech bubble template for Wilbur's learning suggestions, to display supportive phrases around the classroom. See page 15 in Part A.
- Templates for building a class profile and for ongoing reflection on the benefits of really knowing your class. See page 37 in Part B.
- A selection of templates from Part C. See pages 171–174 for examples of these in reduced format.

Storybook recommendations

The Teachers' toolkit on the website also provides synopses of all the storybooks suggested by Wilbur in the activities in Part B.



Go to: www.deltapublishing.co.uk/resources

Click on the cover of the book.

Click on Teachers' toolkit.

The activities

The activities themselves are presented across two pages as follows:

- They incorporate the pedagogical principles outlined in Part A.
- They adhere to the 'plan do review' learning cycle.

The Review activities

The review activities on the second page take the children through a series of reflection questions:

- Different interaction modes are suggested. For example: whole-class, groups, pairs or individual work. As the children become more familiar with the review activities, you can choose which interaction mode best suits your class.

- Using the children's mother tongue or shared classroom language is often more efficient for reviewing, especially in the early stages of language learning, and valorises and empowers the children's voices. There will be no loss of the learning to learn benefits if the target language is not used.

Activity titles	These aim to do the following: First, provide appeal and meaning for the child, set the context and give a point of entry. For example: <i>Learning English feels like ...</i> , <i>A friend is someone who ...</i> . Second, state the type of activity. For example: <i>Writing a senses poem</i> , <i>Making a friendship tree</i> .
Age/level	The Common European Framework of Reference (CEFR) level descriptors and ages give approximate indications, to help select activities according to the range of factors influencing children's English language learning. Many activities can span the primary age range, depending on the amount of scaffolding provided. Activities focusing on the written mode are generally more suitable for older, literate children. For further information on age/level suitability, see pages 29 and 30.
Activity type	This states the type of activity, as related to the main mode of input, For example: Verbal input: <i>Listen and respond</i> . See Chapter Two. Non-verbal input: <i>Read and respond</i> . See Chapter Three.
Response type	Response to the activities takes various forms, and the main response types are listed for each activity. For example: physical, spoken, written, creative, analytical or personal, or a combination of these.
Learning aims	The learning aims for each activity are listed: These highlight the main focus of each activity in terms of the language and skills areas developed.
Learning strategies	The learning strategies to be developed through each activity are listed, to make these explicit: A typology of learning strategies developed throughout the book can be found on page 12.
Main outcome	The main outcome is stated: The teacher can inform the children at the beginning of an activity where their work is leading.
Curricular/ cultural links	Opportunities for linking the activity to other subject areas in the curriculum or to seasonal and cultural events are suggested: in this way, content and concepts that cross subject boundaries can be consolidated.
Values	Values that can be developed through each activity are suggested: this will enable teachers to model these and to raise the children's awareness.
Assumptions	These provide general information about what we expect the children will be able to do, and what we expect they may need additional help with. They also provide general information about an activity.
Materials	To facilitate preparation for each activity, the materials required are listed: where there are downloadable materials in Wilbur's toolkit, this is indicated.
Transfer	Suggestions are provided as to how the activity type, learning strategy or language can be transferred. For example: to other activities or subject areas across the primary curriculum.
Wilbur recommends	Storybooks are suggested, to allow the children to extend and consolidate language and themes beyond the activity. There is a short synopsis for each storybook on the website, and a Teacher Development activity on page 137 in Part C to further help you select storybooks for a specific class.



Knowing your class

Creating a class profile

Aim

To create a class profile, in order to make learning more inclusive, through a better understanding of:

- how a class is constituted;
- the advantages and limitations of the learning context.

To learn to make informed decisions about classroom procedures and materials selection.

Plan

‘Expert teachers are more context-dependent and have high situation cognition. When experts classify learning scenarios, the categories they create are more dependent on existing context, surrounding setting, or embedded in particular circumstances.’

John Hattie

Each teacher is different and each class is different, as all children are unique in what they bring to the classroom.

On page 21, we looked at some of the factors influencing children’s achievements in order to better understand the background and diversity of our learners and their learning context.

Think of a particular class:

- *How well do you know the children in your class?*
- *What do you consider to be the benefits of a better knowledge and understanding of how your class is constituted to your teaching and your pupils’ learning?*

Compare your thoughts with the ‘Knowing your class’ list of benefits in the Teachers’ toolkit on page 171 and on the website.

 See pages 149 and 171 for information on the Teachers’ toolkit.

Do

- Select a class you are currently teaching.
- Complete the profile opposite, to deepen your knowledge about your class and your teaching context:
 - You will find a downloadable profile that you can complete in the Teachers’ toolkit on the website.
- Compare with the completed ‘class storybook profile’ in the Teachers’ toolkit in Part C on page 167:
 - *What are the similarities? What are the differences?*

You will see that knowing your class also has an impact on any materials you choose to use at any particular moment.

Do more

Draw up profiles for each of the classes you teach.

Class profile	
Date	
School year	Class
Age of pupils	
Number of pupils	
Gender mix (boys/girls)	
Language(s) spoken at home	
Shared classroom language	
English language level	
Cognitive ability	
School setting (urban/suburban/rural)	
Children’s interests	
Classroom space/layout (fixed desks, rows, movable tables, etc)	
Resources/technology	
Other information:	

Review

As you use the activities in Part B, consider the impact this knowledge has on the following:

- The way you teach.
- The materials you select.
- The language(s) you use in the classroom.
- The routines and procedures you use.
- The children’s attitudes to their learning.
- The children’s self-concept.
- The children’s motivation.
- Your relationship with your class.

Share

Organise a ‘class profile’ resource file, to share with your colleagues.

Knowing your class 2

Class profile

School year Class

Age of pupils	
Number of pupils	
Gender mix (boys/girls)	
Language(s) spoken at home	
Shared classroom language	
English language level	
Cognitive ability	
School setting (urban/suburban/rural)	
Children's interests	
Classroom space/layout (fixed desks, rows, movable tables, etc)	
Resources/technology	
Other information:	





What's Fred wearing?

Doing a picture dictation



Wilbur's toolkit in the book starts on page 97.

For Wilbur's toolkit on the website, go to: www.deltapublishing.co.uk/resources

 Click on the cover of the book.
 Click on Wilbur's toolkit.

Age/level

7–9 years; A1

Activity type

Listen, draw and colour

Response type

Creative

Learning aims

To revise/learn adjectives for size and colour:

wide, long, baggy, big, black, brown, orange, blue

To revise/learn nouns for clothes:
cap, trousers, shirt, tie, shoes

Learning strategies

Listening for specific information
Concentrating and paying attention
Memorising

Main outcome

Completing a picture dictation
(see page 152)

Curricular/cultural links

Design and technology

Values

Tolerance: respect for different dress styles

Assumptions

Some of the vocabulary will already be known.

Materials

Picture dictation activity worksheet (see Wilbur's toolkit on page 100 and on the website)

Transfer

Picture dictation can be used to practise prepositions of place:
There's a pen on the table.

**I recommend ...**

*Froggy Gets Dressed;
Meg and Mog;
The Little Old Lady Who
Was Not Afraid of Anything*

Plan

Explain the learning aims of the activity:
'We're going to learn adjectives for colours and size and nouns for clothes, and how to listen carefully.'

Give or identify the following success criteria:

- Listen carefully to the adjectives for colours and size.
- Listen carefully to the nouns for clothes.
- Draw the descriptions correctly.
- Ask your teacher to repeat if necessary.

Introduce or revise vocabulary for clothes and adjectives, by referring to children in the class:

'Stand up if you are wearing a blue shirt / a red jumper / blue trousers / brown shoes ...'

Do

- Distribute the worksheet of Fred.
- Dictate the descriptions:
Fred's wearing a black cap.
Fred's wearing a brown shirt.
Fred's wearing a wide orange tie.
Fred's wearing long baggy blue trousers.
Fred's wearing big black shoes.
- Repeat the descriptions at least twice, depending on the children's needs.
- Give the children time to listen and show their understanding by drawing the clothes:
 - They don't colour the clothes yet.
- Dictate the descriptions again:
 - The children check and colour the clothes.
- The children show each other their picture dictations and compare:
 - You check by asking: 'What's Fred wearing?'
- Elicit the responses, and write them on the board:
 - The children copy the sentences and label their pictures.
- They put their picture dictation in their portfolio.

Do more

Write the following words on the board, for the children to make sentences by putting them in the correct order:

baggy	is	T-shirt	a
trainers	Fred	shorts	yellow
black	wearing	and	green

Review

Conduct the review activities opposite.

Review activities

What's Fred wearing?



What did you do?

Copy the following sentences onto the board – without the numbers. The children sequence the sentences in the order they did the activity.

- I drew Fred's clothes. (2)
- I labelled my picture of Fred. (5)
- I coloured Fred's clothes. (3)
- I listened to my teacher describe what Fred is wearing. (1)
- I organised my picture dictation in my portfolio. (6)
- I revised nouns for clothes, and adjectives for colours and size. (4)



What did you learn?

Elicit which words the children learnt or revised in the following categories, and write them on the board:

'What nouns for clothes did you learn?'

- cap, shirt, tie, trousers

'What adjectives for colour did you learn?'

- black, brown, orange, blue

'What adjectives for size did you learn?'

- long, wide, baggy, big

Ask the following questions:

'Where do adjectives go in English?'

- after the noun
- before the noun

'Where do adjectives of size go in English?'

- before the adjective of colour
- after the adjective of colour

'What about in your language?'

Is it the same as in English, or different?'



How did you learn?

Ask the children to reflect on the strategies they used, to learn the nouns and adjectives. For example:

- I listened to the teacher.
- I repeated the words.

- I stood up if I was wearing the clothes the teacher described.
- I listened and drew the clothes on Fred, to check I understood.



How well did you do?

Give the children the relevant My Activity Record page from Wilbur's toolkit on the website, and ask them to complete the *What have I learnt?* section.

Ask them to colour the number of caps, as their assessment of how well they did this activity.



3 caps = Excellent! I understood all the nouns and adjectives, and drew them correctly.

2 caps = Good. I understood most of the nouns and adjectives, and drew them correctly.

1 cap = OK. I need to revise.

Lead a discussion.



What do you need to do next?

Refer back to the success criteria and ask:

'What do you need to revise?'

The children fill in their My Activity Record page.



Share

The children do a picture dictation with their family.

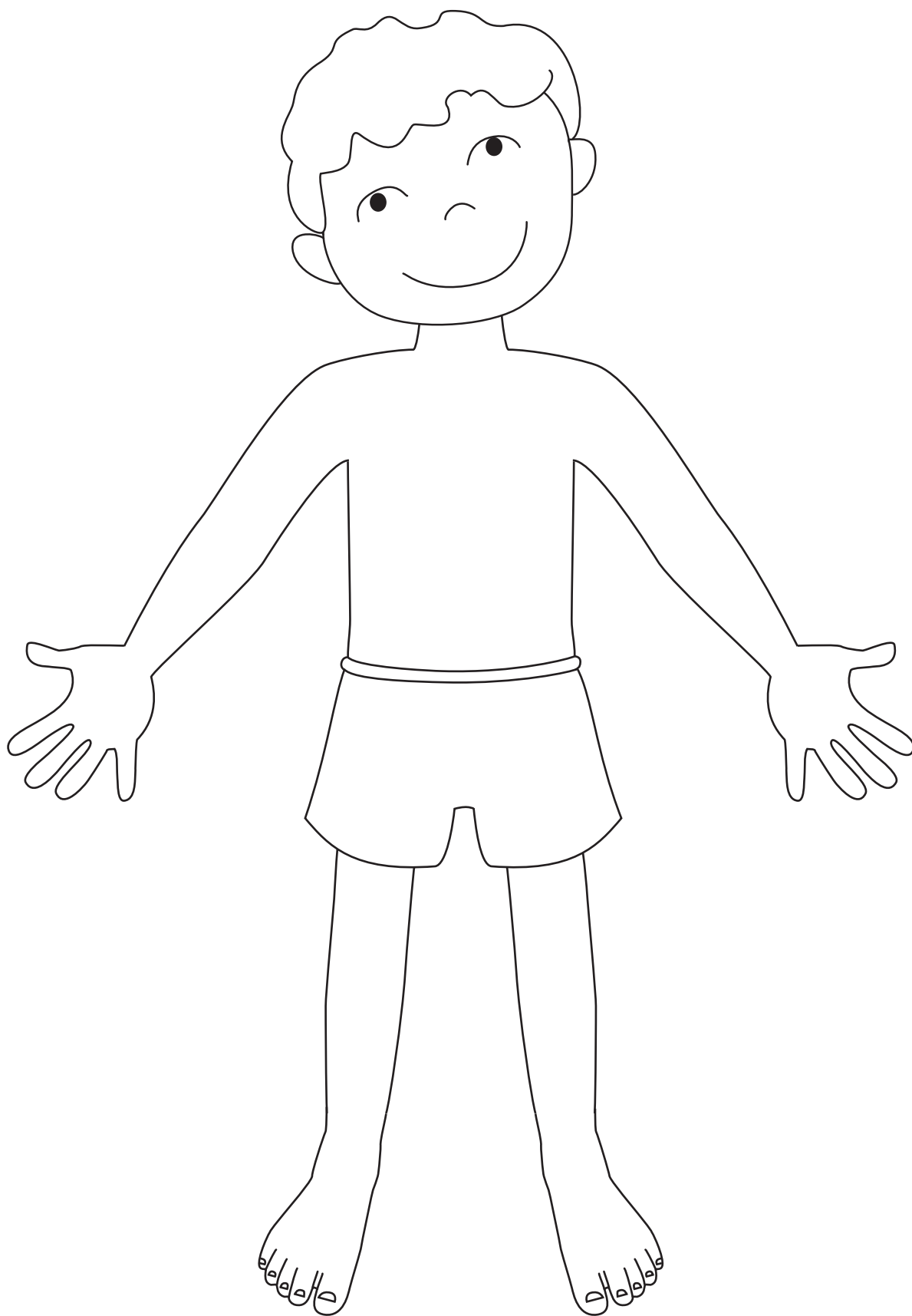
Give them the *What's Fred wearing?* picture dictation worksheet. They do the dictation at home with their family, or they can do another one of their own choice.

The family add their comments on the My Activity Record page:

- The children bring the Activity Record page to the next lesson.
- You read the family's comments.

The children add the completed activity record to their portfolio.

What's Fred wearing?



My Activity Record

Activity title: **What's Fred wearing?**

Date:

What have I learnt?

.....
.....

What samples of work have I selected for my portfolio? Why?

.....

Because

.....

How well did I do?

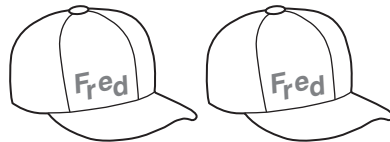


Colour the number of caps, to assess how well you did this activity.

Ask yourself why, and discuss with your teacher and your classmates.



Excellent! I understood all the nouns and adjectives, and drew them correctly.



Good. I understood most of the nouns and adjectives, and drew them correctly.



OK. I must try harder.

What do I need to do next?

.....
.....

Sharing with my family.



Prepare to do the *What's Fred wearing?* picture dictation (or another one).

Do the dictation with your family.

My family's comments:

.....

Don't be a bully!

Making an anti-bullying poster

Age/level

8+ years; A1/A2

Activity type

Read and categorise

Response type

Written, personal and creative

Learning aims

To develop awareness of bullying and the behaviour of a bully

To use the imperative with *Don't*

To learn vocabulary related to bullying:
hit, pinch, exclude, call names, steal, make fun of, spread rumours, frighten

Learning strategies

Categorising

Reading for specific information

Main outcome

Making an anti-bullying poster

Curricular/cultural links

Citizenship; History; Anti-Bullying Week; Children's Day, Child Protection Day;

Values

Accountability and caring: understanding the behaviour of a bully, valuing friendship, similarities and differences

Assumptions

The language for friendship will be known, if the children did the activity *A friend is someone who ...* on page 56

Materials

Action cards about bullies and friends, one set per pair (see Wilbur's toolkit); Anti-bullying images (see the toolkit); A3 paper or card for the poster

Transfer

The children can use phrases with *Don't* in other contexts – for example, classroom behaviour:

Don't shout; Don't talk while the teacher is talking; Don't disturb your classmates.

Plan

Explain the learning aims of the activity:

'We're going to learn about bullying, and make an anti-bullying poster.'

Give or identify the following success criteria:

- *Think of actions that friends and bullies do.*
- *Categorise the actions into positive (friends) and negative (bullies).*
- *Write imperatives with 'Don't'.*
- *Use the examples to create an anti-bullying poster.*

Write the words 'friends' and 'bullies' on the board.

Elicit what they mean: *What type of actions do friends and bullies do?*

Give out the action cards – the children work in pairs to categorise them:

- Actions that *friends* do.
- Actions that *bullies* do.

See the Key opposite on page 85.

Ask the children what they would say, to tell someone to stop being a bully, eg: *Don't hit me.*

Ask what form of the verb follows *Don't* (+ infinitive).

Refer the children to the action cards, and ask them to practise saying the expressions with *Don't*.

Do

- Show the children the different anti-bullying images in Wilbur's toolkit:
 - You discuss what message they are conveying.
- Tell the children to work in pairs and create their own anti-bullying poster together:
 - They use illustrations and sentences with *Don't*.
 - You monitor and help, as required.
- Display the posters on the classroom wall.

Do more

The children read each other's posters:

- You lead a discussion on who children should speak to – if they see bullying, or are a victim of bullying.

They copy the sentences into their portfolio.

Review

Conduct the review activities opposite.



I recommend ...

Is It Because?

Willy and Hugh

Review activities

Don't be a bully!



What did you do?

Write the following sentences on the board, and ask the children to categorise them into reading and writing activities.

- We read the action cards about friends and bullies.
- We categorised the cards into actions that friends do, and actions that bullies do.
- We used the imperative 'Don't' to tell someone to stop being a bully.
- We made an anti-bullying poster.



What did you learn?

Ask the children to write down three things they learned about bullying, and to share their ideas.

Lead a class discussion.



How did you learn?

Ask the children to make a poster, using visual images to show how they learnt. For example:

A pen = writing.

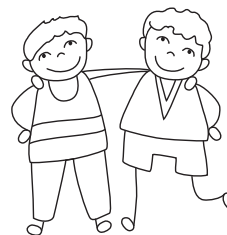
Two children together = working in pairs and discussing.



How well did you do?

Give the children the relevant My Activity Record page from Wilbur's toolkit on the website, and ask them to complete the *What have I learnt?* section.

The children ask a *friend* and their *teacher* to colour the expressions, to assess how well they did this activity, and then they assess *themselves*.



My friend says ...

Fantastic! Good effort. OK.
Try harder next time.

My teacher says ...

Fantastic! Good effort. OK.
Try harder next time.

I say ...

Fantastic! Good effort. OK.
Try harder next time.

Lead a discussion.



What do you need to do next?

Refer back to the success criteria and ask the children:

'What do you need to revise?'

The children fill in their My Activity Record page.



Share

The children show their anti-bullying poster to their family, and tell them in English or the home language what they have learnt about bullying.

Key

Friends ...	Bullies ...
make me feel happy.	frighten me.
help me.	hit me.
say nice things about me.	spread rumours about me.
share their things.	steal my things.
like to play with me.	exclude me from games.
respect me.	call me names.
care about me.	make fun of me.

The family add their comments on the My Activity Record page:

- The children bring the Activity Record page to the next lesson.
- You check the family's comments.

The children add the completed activity record to their portfolio.

Don't be a bully!



Friends ...



make me feel happy.



Bullies ...

respect me.

steal my things.

hit me.

say nice things about me.

spread rumours about me.

make fun of me.

help me.

like to play with me.

exclude me from games.

frighten me.

care about me.

call me names.

share their things.

My Activity Record

Activity title: **Don't be a bully!**

Date:

What have I learnt?

.....
.....

What samples of work have I selected for my portfolio? Why?

.....

Because

.....

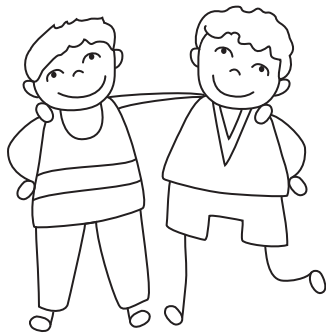
How well did I do?



Ask a friend and your teacher to colour the expression that best assesses how well you did this activity.

Then assess yourself, and discuss with your teacher and your classmates.

Colour the friends.



My friend says ...

Fantastic!

Good effort.

OK.

Try harder next time.

My teacher says ...

Fantastic!

Good effort.

OK.

Try harder next time.

I say ...

Fantastic!

Good effort.

OK.

Try harder next time.

What do I need to do next?

.....
.....

Sharing with my family.



Show your portfolio and anti-bullying poster to your family.

Tell them what you have learnt about bullying.

My family's comments:

.....