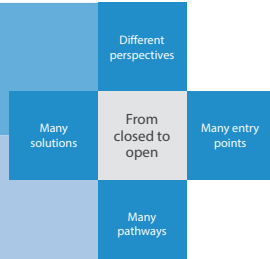


GOAL – Getting the students doing the thinking in English

Transforming tasks strategy: From closed to open



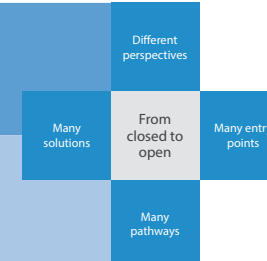
Technique	Before	After	Reflection: Why and how?
<p>Different perspectives Our thinking can change beyond one point of view.</p>	<p>1. Read a selection of Aesop’s Fables which deal with relationships between individuals or groups of unequal power. For example:</p> <ul style="list-style-type: none"> • The Lion and the Mouse • The Wolf and the Lamb. <p>2. Choose one fable and consider:</p> <ul style="list-style-type: none"> • Why they think Aesop chose these two characters for this story. • Who has more power? Why? 	<p>1. Read a selection of Aesop’s Fables which deal with relationships between individuals or groups of unequal power.</p> <p>2. Discuss in pairs:</p> <ul style="list-style-type: none"> • Whose point of view is represented in these stories? Do they represent the point of view of the powerful or the powerless? • In the world depicted in these fables what strategies are the powerless able to use in order to keep themselves from being harmed? What strategies don’t work? 	<p>WHY would you... have students explore different points of view in Aesop’s Fables?</p> <p>To develop skills in analysing information, justifying judgements and reflecting on multiple perspectives when reading texts.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to develop empathy and think deeply.</p>
<p>Many entry points Thinking does not have to be linear. Have students work backwards by providing the outcome first.</p>	<p>Write a narrative about a day at the beach.</p>	<p>Write a narrative that ends with the sentence “When we got home we were all still dripping wet, but we were very happy”.</p>	<p>WHY would you... have students work backwards from the previous statement in the story?</p> <p>To develop skills in making logical connections between consequences and causes when composing texts.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to work collaboratively and be adaptable, flexible meaning makers.</p>
<p>Many pathways There are many possible ways to complete a task.</p>	<p>Read part of an unfamiliar text and ask students to write the rest of the story, showing how the problem could be resolved.</p>	<p>Read part of an unfamiliar text.</p> <p>Write several alternative ways that the main character might solve the problem for a ‘choose your own adventure’ text.</p>	<p>WHY would you... have students write multiple pathways to the story ending?</p> <p>To develop skills in creativity through devising many possible ways a text could develop.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to be imaginative, adaptable and resourceful.</p>
<p>Many solutions Open ended solution, but thinking stretched by constraints.</p>	<p>Daily writing Topic: Football</p> <p>1. You have 10 minutes to write about this topic.</p> <p>2. It may be in any text type. For example, story, recount, report, list or poem.</p>	<p>Daily writing Add a constraint:</p> <ul style="list-style-type: none"> • Select a word by opening up a dictionary to any random page and pointing to a word without looking. • This word is linked to the topic of the day for the daily writing activity. • For example, if the topic is football and the word chosen at random is ‘abstract’, then the challenge will be to see how many times you can use the word ‘abstract’ in your daily writing and still maintain meaning. <p>Your writing may be in any text form. For example, story, recount, report, list or poem.</p>	<p>WHY would you... have students compose a text using two possibly unrelated words?</p> <p>To develop skills in creativity by adding a constraint while still constructing a logical text.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to be creative, flexible and innovative thinkers when they are challenged to explore many solutions.</p>








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Technique	Before	After	Reflection: Why and how?												
<p>Different perspectives Our thinking can change beyond one point of view.</p>	<p>Read this extract from The Diary of Anne Frank.</p> <p>How does Anne feel about Peter and Madame? What words or phrases reveal her feelings about them?</p>	<p>Read this extract from The Diary of Anne Frank.</p> <ul style="list-style-type: none"> Work in a small group to collaboratively analyse how each person, (Anne, Peter and Madame) would have felt about the situation. Use evidence from the passage to substantiate your ideas. Write a diary entry from the perspective of either Madame or Peter that shows why they have a different point of view from Anne. 	<p>WHY would you... have students explore different points of view in The Diary of Anne Frank? To develop skills in analysing information, justifying judgements and reflecting on multiple perspectives when reading texts.</p> <p>HOW does this develop powerful/expert learners? Students learn to consider and value others' viewpoints as a source for their learning.</p>												
<p>Many entry points Thinking does not have to be linear. Have students work backwards by providing the outcome first.</p>	<p>Read the story Sadako and the Thousand Paper Cranes by Eleanor Coerr.</p> <ul style="list-style-type: none"> Describe the main ideas in each chapter in one or two sentences. Why do you think the book was written? Do you think the author wants an apology for what happened? Identify and create a glossary for new words that you have come across in the text. Find out how to fold a paper crane and make some of your own. 	<p>Look at this statue from the Hiroshima Peace Memorial Museum. Under the statue are the words: "This is our cry, this is our prayer: for building peace in the world".</p> <ul style="list-style-type: none"> What might be the cause/causes for this statue and message? <p>Read the story Sadako and the Thousand Paper Cranes by Eleanor Coerr. Explain your thoughts now.</p> <ul style="list-style-type: none"> In 2007, a Japanese man (Masahiro Sasaki) presented a gift of an origami paper crane to the World Trade Visitor Centre in New York City. Why might this be significant? Discuss. 	 <p>WHY would you... have students work backwards by beginning with the words on the statue? To develop skills in critically analysing and making logical connections between consequences and causes in texts.</p> <p>HOW does this develop powerful/expert learners? Students learn to be collaborative and inquisitive when many entry points are invited.</p>												
<p>Many pathways There are many possible ways to complete a task.</p>	<p>Match the words to the meanings.</p> <table border="1"> <tr> <td>Imagery</td> <td>repetition of initial constant sounds</td> </tr> <tr> <td>Metaphor</td> <td>comparison using 'like' or 'as'</td> </tr> <tr> <td>Alliteration</td> <td>descriptive words used to create pictures</td> </tr> <tr> <td>Personification</td> <td>one thing spoken about as if it were something else</td> </tr> <tr> <td>Onomatopoeia</td> <td>words or phrases that sound like the things to which they refer</td> </tr> <tr> <td>Simile</td> <td>a figure of speech in which something is given human qualities</td> </tr> </table> <p>Find examples of metaphor in the Alfred Noyes poem, 'The Highwayman'.</p>	Imagery	repetition of initial constant sounds	Metaphor	comparison using 'like' or 'as'	Alliteration	descriptive words used to create pictures	Personification	one thing spoken about as if it were something else	Onomatopoeia	words or phrases that sound like the things to which they refer	Simile	a figure of speech in which something is given human qualities	<p>Read the following poem and identify the metaphors.</p> <p>The wind was a torrent of darkness among the gusty trees, The moon was a ghostly galleon tossed upon cloudy seas, The road was a ribbon of moonlight over the purple moor, And the highwayman came riding— Riding—riding— The highwayman came riding, up to the old inn-door. Alfred Noyes</p> <ul style="list-style-type: none"> What feeling does the poem create? How? Change the metaphors to rewrite the poem in several different ways, each one evoking a different mood. 	<p>WHY would you... have students identify the metaphors in the poem? To develop skills in manipulating language to evoke different responses from the audience.</p> <p>HOW does this develop powerful/expert learners? Students learn to be imaginative and logical as they explore many pathways to a problem.</p>
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<p>Many solutions Open ended solution, but thinking stretched by constraints.</p>	<p>Write a short description for each photograph.</p> 	<p>Write a 'one word essay' which best captures the concept of each photograph.</p> 	<p>WHY would you... write a one word essay for each photo? To develop skills in critically analysing a text and making a judgement about the key idea.</p> <p>HOW does this develop powerful/expert learners? Students learn to be creative, flexible and innovative thinkers when they are challenged to explore many solutions.</p>												