

RESOURCEFULNESS:

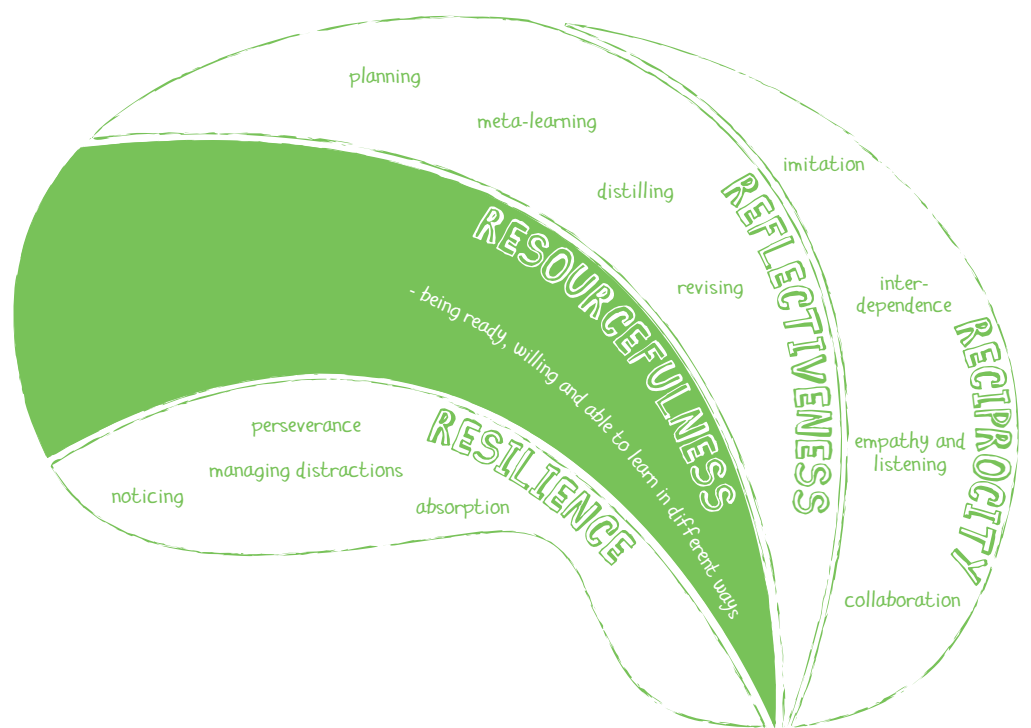
The cognitive aspects of learning; 'thinking'

The capacities that make up this disposition are:

Questioning Making Links Imagining Reasoning Capitalising

Making Links

Seeing connections between disparate events and experiences — building patterns — weaving a web of understanding.



How to make the most of the story;

CONKER TIME

It's summer time and Jay and his friends are disappointed that they can't find any conkers under the trees on the school field. Mr Taylor realises that they need to think a bit about the seasons.

In this story Mr Taylor, Jay's teacher, helps the class to learn more about the seasons by linking it to things they already know or have experienced. We are also reminded how stories and pictures in books can jog our memories and link us back to things we have done before. This story provides an ideal opportunity for introducing some of the objects which the children in the story linked to the seasons. You could then extend this, with your class, to talk about how collections of objects can be linked by a common idea.



After the story

Connecting questions

- What was it that made Jay remember about playing conkers with his dad?
- What did Jay want to do because of this? What happened?
- What was it that Jay didn't know about conkers? What did Mr Taylor tell him?
- Mr Taylor asked the class if they could remember the names of the seasons. What helped them to remember?
- What did Mr Taylor ask them to do for homework (home learning?)
- Why do you think he told them not to bring anything too precious?
- Can you remember any of the things that the children brought and why they chose those things?

Transferring questions

- When Jay was looking at the picture in the book it reminded him of when he had played conkers with his dad. Do you sometimes remember things because you see a picture or hear a story or see something on television?
- When you remember things you have already done or have already learned, this sometimes helps you to learn new things. Can you think of any time when this helped you with something new?
- Did you know the names of the seasons?
- Jay's class thought of all kinds of different things that are linked to each of the seasons. Can you think of any other things?
- When we sort a collection of things we are looking to see which ones link together. Can you think of different ways we could sort all the people in the class?
- Can you think of some of the times when you need to be able to sort things out and see how they link together?

CONKER TIME

A story to introduce: Making Links

Jay had been looking at a book in the book corner when Mr Taylor told them it was nearly playtime and they would need to start tidying up. Jay had been enjoying the book. It was about games and he was just looking at a picture of some children playing conkers. He remembered how his dad had shown him what you had to do with the conker before you could play with it. He'd put a hole right through the conker and then threaded a piece of string through. He remembered that you had to put a knot at the bottom or the conker would fall right off the string. Jay and his dad had had conker fights and he remembered what fun they'd had trying to hit each other's conkers. He also remembered how it hurt if the conker hit your hand instead of your conker, but it didn't hurt for long and what he remembered most was how much he and dad had laughed when they had their conker fights.

At playtime Jay decided he would try to find some conkers on the school field. He got his friends David and Will to help him look. They walked all round the edge of the field where the trees grew but they couldn't find even one conker. Jay was a bit disappointed and when they went back into the classroom he told Mr Taylor about it.

"We wanted to find some conkers so that we could have a conker fight but we couldn't find any at all."

"Well, " said Mr Taylor, "I'm not surprised. It is summer now."

"I know it's summer," said Jay, "but we still want to play conkers."

"But you won't find conkers in the summer," said Mr Taylor, "You find conkers in the autumn. That's when they are ready to fall off the horse chestnut trees. In the autumn you would find loads of conkers around the field, but not now; not in the summer."

Jay had to think about that. He hadn't realised that you could only find conkers in the autumn. Later on Mr Taylor talked to everyone about the seasons. He asked them if they could remember the names of the seasons. David remembered winter,

"because that's when it's Christmas," he said.

Lots of people knew summer,

"because it's summer now and I'm going on holiday soon," said Will.

Candy remembered spring because she knew that her birthday was in the spring and Jay said,

"autumn, because that's when you



can find conkers under the trees."

Mr Taylor was very pleased that they could remember the names of all the seasons and he said he had a good idea for something they could do at home at the week-end. He asked them to look for anything they could find that was linked to the different seasons – it could be a picture or an object, a story or a poem. They could bring the things to school on Monday and they would try to sort them all out into the four seasons. Everyone started to call out all sorts of ideas and Mr Taylor had to ask them all to be quiet. He also realised that they might have so many things that the classroom would be full so he said it would be best if nobody brought more than four things – one for each season. He also reminded people that it wasn't a good idea to bring anything too precious.

On Monday morning people arrived in the classroom clutching small bags, large bags, small boxes and large boxes. Mr Taylor had cleared four tables and he had made a label for each table saying Spring, Summer, Autumn, Winter. Everyone sat on the carpet with their bags and boxes and people began to show what they had brought and talk about where each thing would go. Several people brought Christmas cards with pictures of Father Christmas and snowmen and Christmas trees. Mr Taylor asked where they would go. Candy had one of her birthday cards with a picture of a daffodil and a little lamb.

"That's a spring picture, because my birthday is in the spring."

Joe and David both brought a bucket and spade,

"because we take them to the seaside in the summer."

Mr Taylor asked them if they only went to the seaside in the summer. David said that they sometimes went at other times but it was usually the summer when they could play on the beach and he even had a photograph of himself and his brother using the bucket and spade to build a castle.

So their displays grew with pictures of flowers and trees, sunshine and snow. There were even clothes –

scarves and hats, shorts and swimsuits and David even brought a small chocolate Easter egg, still in its box that, his mum hadn't eaten yet!

And what did Jay take? Well Jay had quite a large box. In it he had a little glass dome that had inside it a tiny snowman. When you shook the dome, pretend snow fluttered all around the little snowman. And then there was a little, fluffy rabbit and a very large, blow up beach ball – that was why he had needed such a large box. And last of all, his autumn object was the very conker that his dad had put onto the string for him last year. Mr Taylor said that it wouldn't be long before it would be autumn again, then there would be plenty more conkers to collect.