**Core Interactive Input – 10th February, 2009**

**Starters and Plenaries for Effective Behaviour Management**

Lesson Introduction:

Doing register – give naughty kids something to do, e.g. give me a past tense verb in the perfect, one kid has to see if anyone has repeated anything, another has to count how long it takes people to answer.

Starters:

Noughts and crosses using vocab recognition – noises for animals. Pupils work in groups to play (e.g. one half is noughts, one half is crosses and anyone can answer).

Numbers, Guiness Book of Records – numbers on board. Teacher gives fact, pupils have to give the right number as the answer.

English noughts and crosses with towns in Yorkshire. Teacher gives clue and pupils have to say which town it is.

Mission impossible countdown music.

Diamond 9 – used for putting things in order of preference. 30 second reflection time then presentation by nominated person. Countdown timer. Get a pupil to pick another team that is going to present to the class.

Mini whiteboards. Write a sentence with… As a group, pick the best responses to share with the class.

Pictures in IWB, pupils write on mini whiteboards what one person in picture is saying/thinking – link it to previous topic.

Listening - cut text up and get pupils to put it in order, lift up words when they’re said, stand up when they’re said. Differentiation.

Write as many words on a given topic as you can in 1 min 27 seconds. Then get pupils to read out their lists and then sing their lists to music (Blue Danube used).

Paragraph on floor at front of room. Each team nominates a walker to go and remember as much as possible. Tells rest of team how much they can remember, others write it down.

Plenary – write down as many things as you can as a group that we learned today in 30 seconds. Pass boards on, then next group adds to your list.

Horse race – Give me a word and if right, your horse jumps two (flash file).

Divide whiteboard into two thirds and one third. in one third section, make a list of all words you can think of to do with topic. In two thirds section, draw a circle with topic heading in middle. Then underline everything in list which is an adjective, wiggly underline everything which is a verb, put a box around everything which is a phrase… Then make a mind map using your categorisations.

5, 4, 3, 2, 1 – write them on paper, screw it up and throw it round room.

Teaching past tense – contextualise. Put it in a diary and the wackier the better! Grammar in context.