

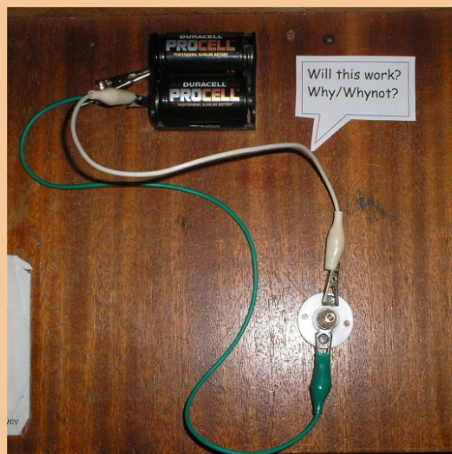
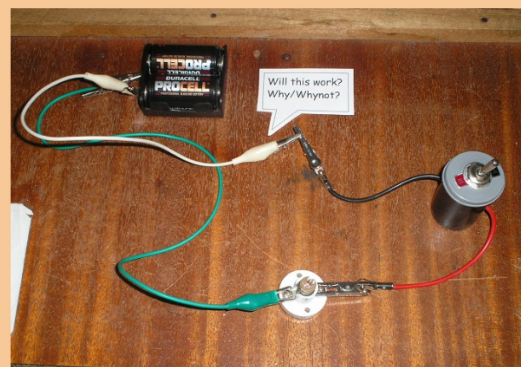
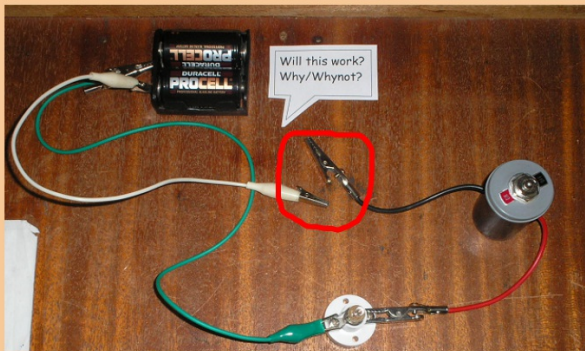
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Photo stimulus-

Pupils use the images to discuss key ideas and can annotate the slide to explain.

Example - Working circuits



Annotating a diagram-

Pupils discuss how to modify the diagram and use a coloured pen to annotate their ideas

Example: Pupils explain how we see

How We See

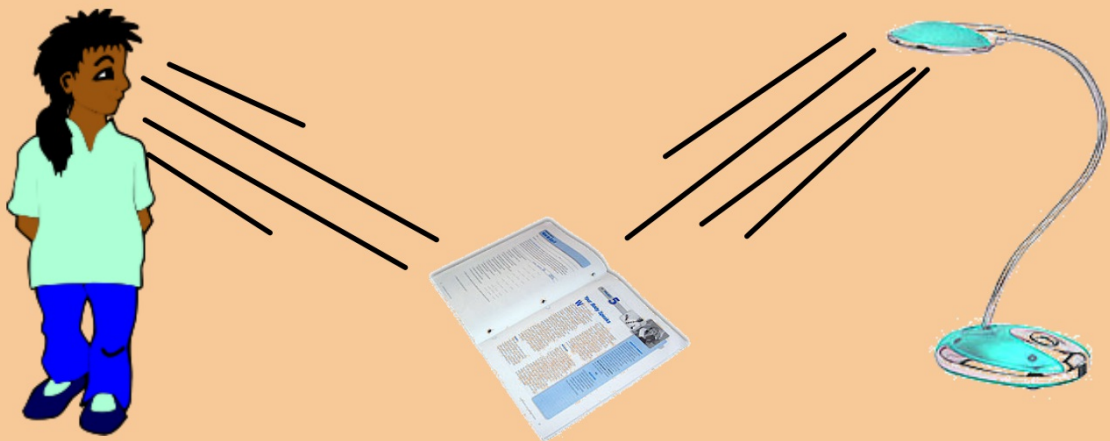
Susan and Steve made this drawing.

What do you think about their ideas?

You can change the drawing or the writing if you want to.

The light shines on the book.

I look at the book and see the book because the light is shining on it



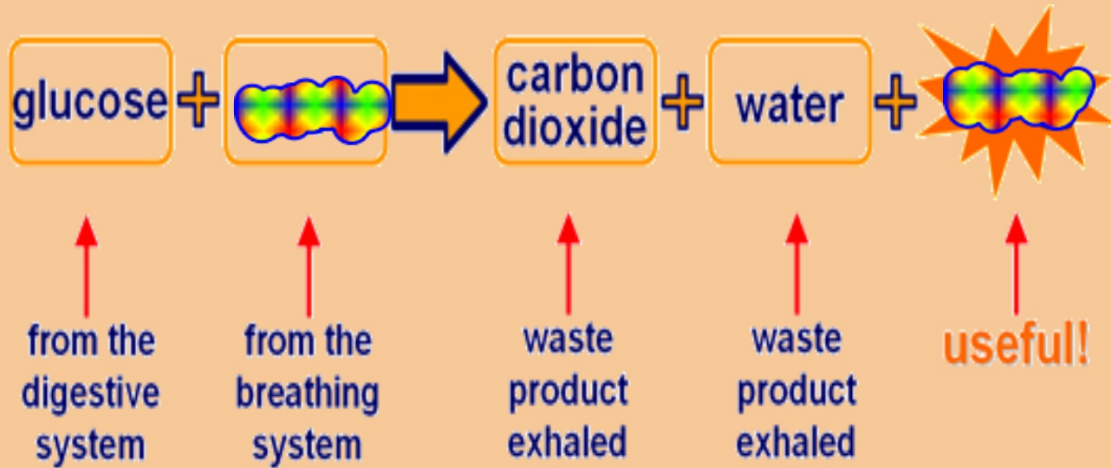


Rub away to reveal-

Pupils discuss possible missing answers and then rub away to reveal. Equally, pupils can create their own for other groups to solve.

Example: Rub to reveal elements of the equation

What are the missing elements in this equation for respiration?



Magic box / Square of Truth instructions: 3 simple steps!

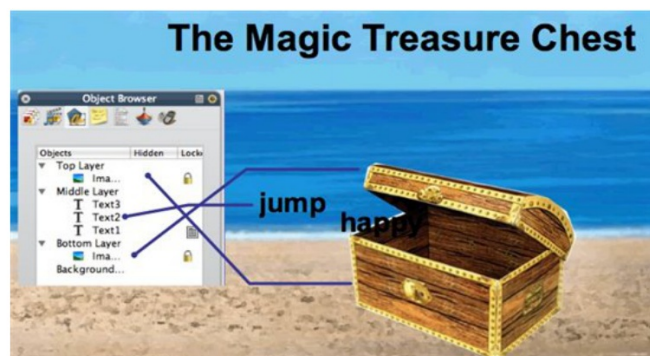
1. Create a central object or square (called Box below). Create the relevant text boxes for your activity (see following 2 slides).
2. Go to the Object Browser (3rd icon from left); this shows you all the objects you have on each layer. Objects or text can easily be dragged between layers. You want to put your Box on the middle layer, and toggle Locked to lock it in place (click on Locked Menu, toggle padlock on and off for each item). Keep text boxes unlocked.
3. Then drag to the Bottom Layer menu the objects or text boxes that you want to disappear when dragged over the Box (eg the False items). Put the ones that should remain visible (eg True items) on the top layer.

Another application of the layering feature is this treasure chest created by Lisa Dubernard, where students can pull words out to discuss or sort. The treasure chest is actually two pieces, a front piece (made with the camera tool) and the back piece (the original image.)

The treasure chest pieces are again locked so they cannot be moved. The words (text boxes) are in the middle layer.

The students use the Activpen to drag the text out. They could sort nouns and verbs, or vowel sounds, or sort alphabetically. It could be numbers or pictures, too! Or even pictures grouped with text! (If you have dual user functionality, more than one can work either from the same treasure chest or two different ones.)

<http://community.prometheanplanet.com/en/forums/products/f/27/p/1884/16044.aspx>



'Box of truth' Activity - In this example pupils might discuss what shape they think is behind the box based on whether the clues are shown to be true (when dragged are on top of the box) or false (when dragged are behind the box). The green box can then be moved to reveal the mystery shape.

What shape is behind the box?

it has 5 sides

it has 4 sides

it has no straight sides


it has 3 sides

it has right angles

all sides are equal

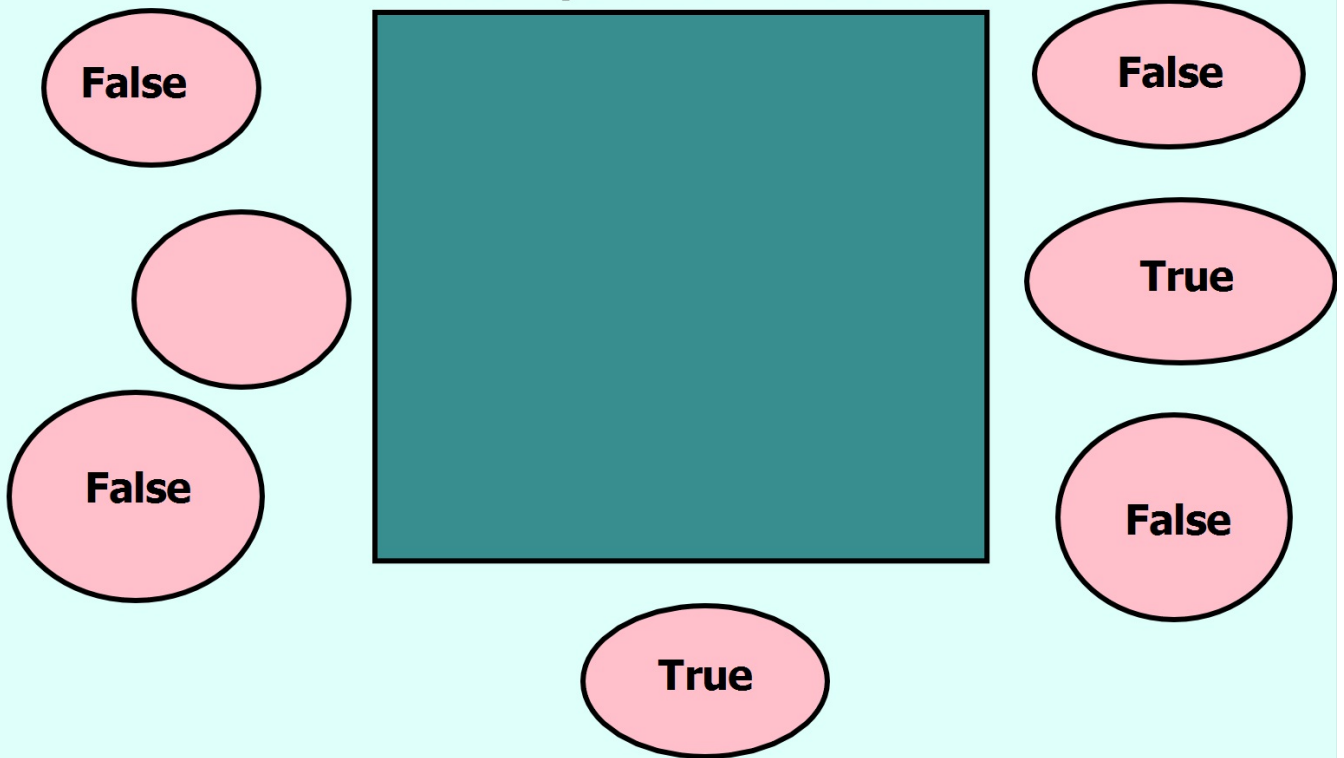
2 sides are equal



'Box of truth' Activity - Edit this activity by inserting a shape behind the box from the above shape menu and 'locking'  in place.

Write clues in the correct circle based on whether the clue is 'True' or 'False'. Double click to add text. Group the shape and text together by pressing **Ctrl** and clicking on each. **Ctrl g** will then group it together so it moves as one object.

What shape is behind the box?



False

False

False

True

False

True

The tortoise of truth -

In this example, the tortoise only speaks the truth so statements can be dragged over the speech bubble but will only show if they are true.

Example - Maths, Area ideas

Area is
measured in cm

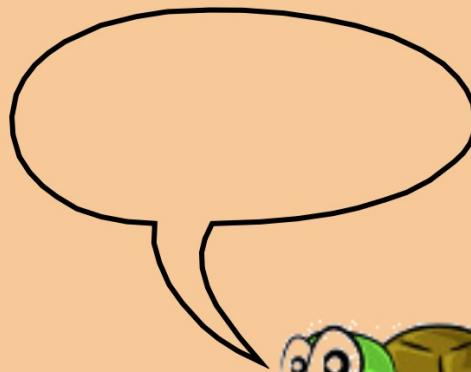
Area is calculated using
'Length x Width'

Area of the classroom
would be measured in
cm²

Area is the same as
length

Area of a rectangle can be
calculated by counting the
squares covered but there is an
easier method

Area of carpet
need for a room
would be
measured in m²



The tortoise of truth

Double click to
add a 'False'
statement

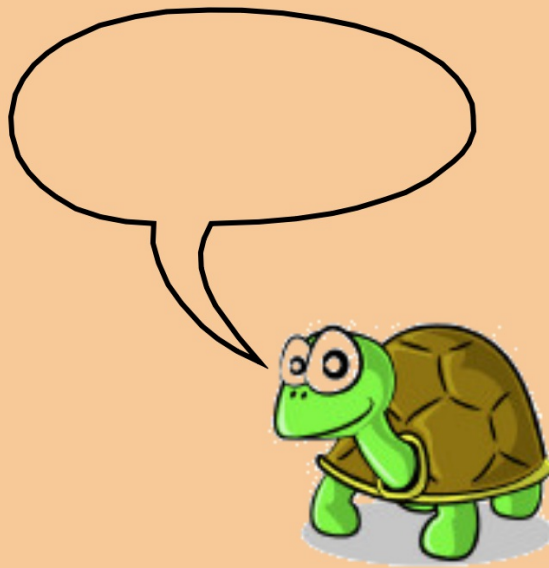
Double click to add a
'True' statement

Double click to add a
'False' statement

Double click to add :
'False' statement

Double click to add a 'True'
statement

Double click to
add a 'True'
statement



Scrolling banner -

This example shows how a tickertape can be used as a stimulus for a 'Talk task'.

Use the tickertape tool to enter your question, in this example 'How would you separate a jar of sand, straw and marbles?'. Then save it in a file. Go to 'Insert' and click on file. Choose the tickertape and click the option to store the file in the document.



Cartoon strip - Pupils work in teams to record in images what they have learnt.

Other pupils can add/amend/delete ideas as they develop the cartoon strip.

Draw a cartoon strip (3 boxes)
something that you learnt

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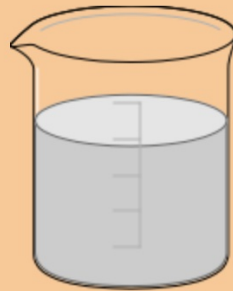
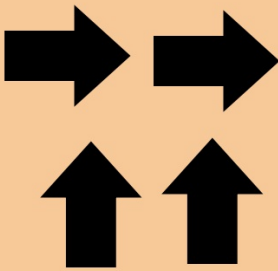
Draw a cartoon strip (3 boxes)
something that you learn

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Explanations -

Using the Gallery/Notebook page to support explanation, pupils drag arrows/key terms to support their explanation. Additional ideas can be freely scribed on the page.

Use the following to explain the process of 'Convection':



Key words to use:

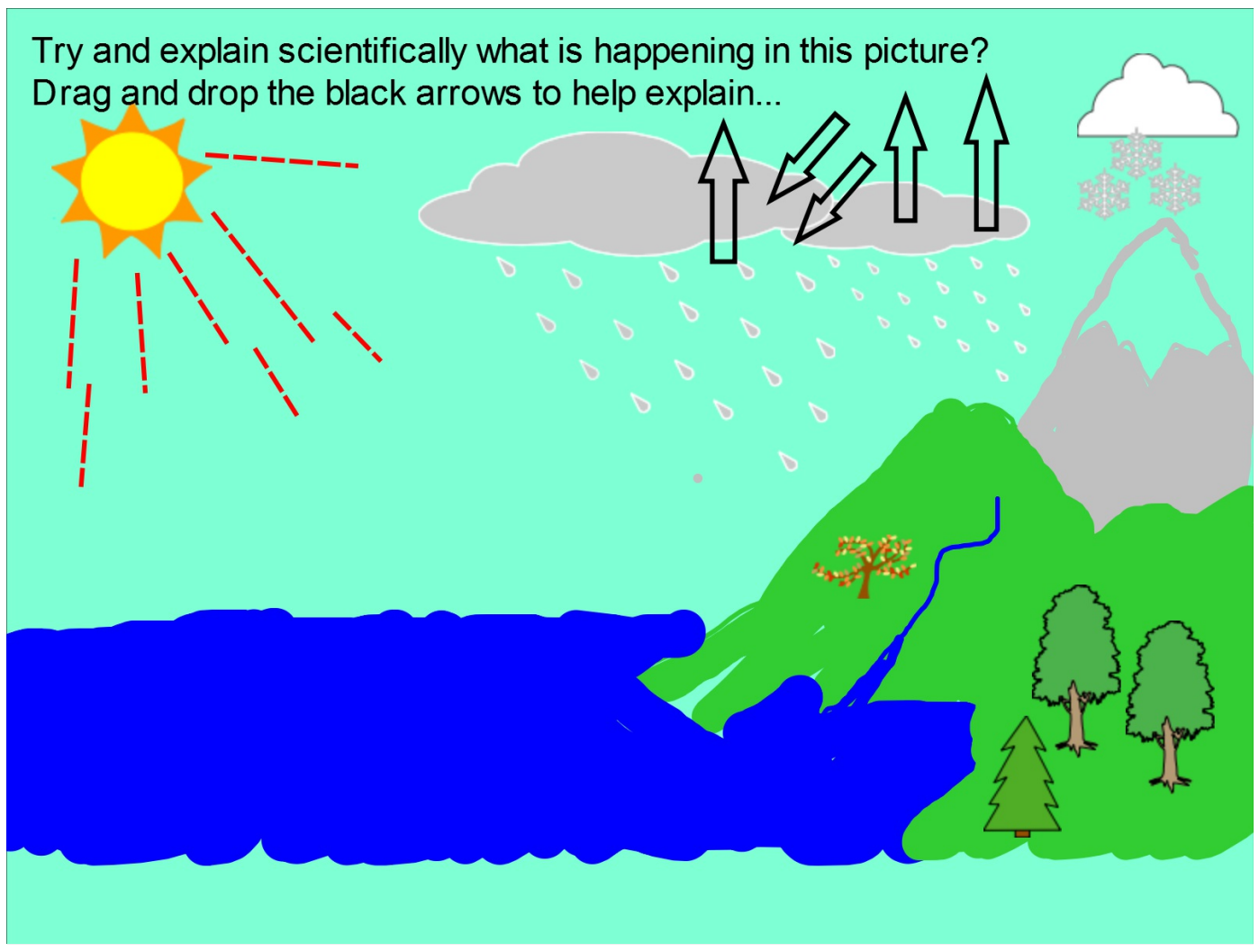
Expands

Heated

Current

Dense

Try and explain scientifically what is happening in this picture?
Drag and drop the black arrows to help explain...



Sorting objects -

Pupils discuss how to correctly sort the images and add their own to a prepared table.

Example: Pupils explain which are light sources/reflectors of light.

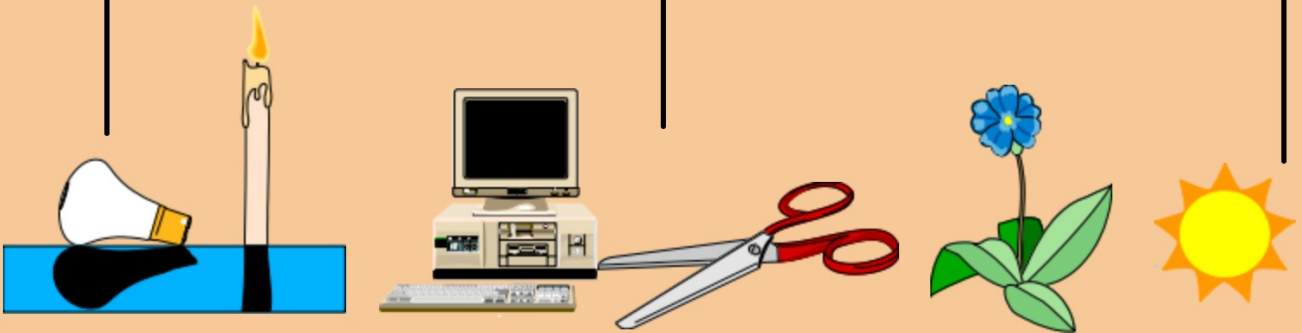
Let there be light!

Some objects give out light. These are light _____.

Which are light sources?

Sort the following pictures. Can you add your own examples?

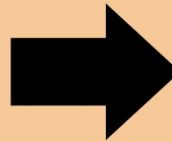
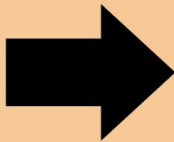
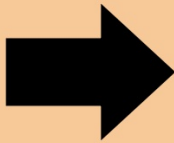
<i>Light Sources</i>	<i>Reflectors of Light</i>



Drag and drop activity -

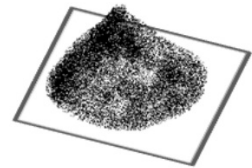
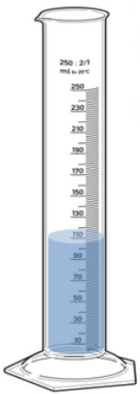
Use a series of images to stimulate discussion as pupils drag and drop images/stickers to place.

Example: Drag and drop the following to make a successful food chain.



Move & Explain

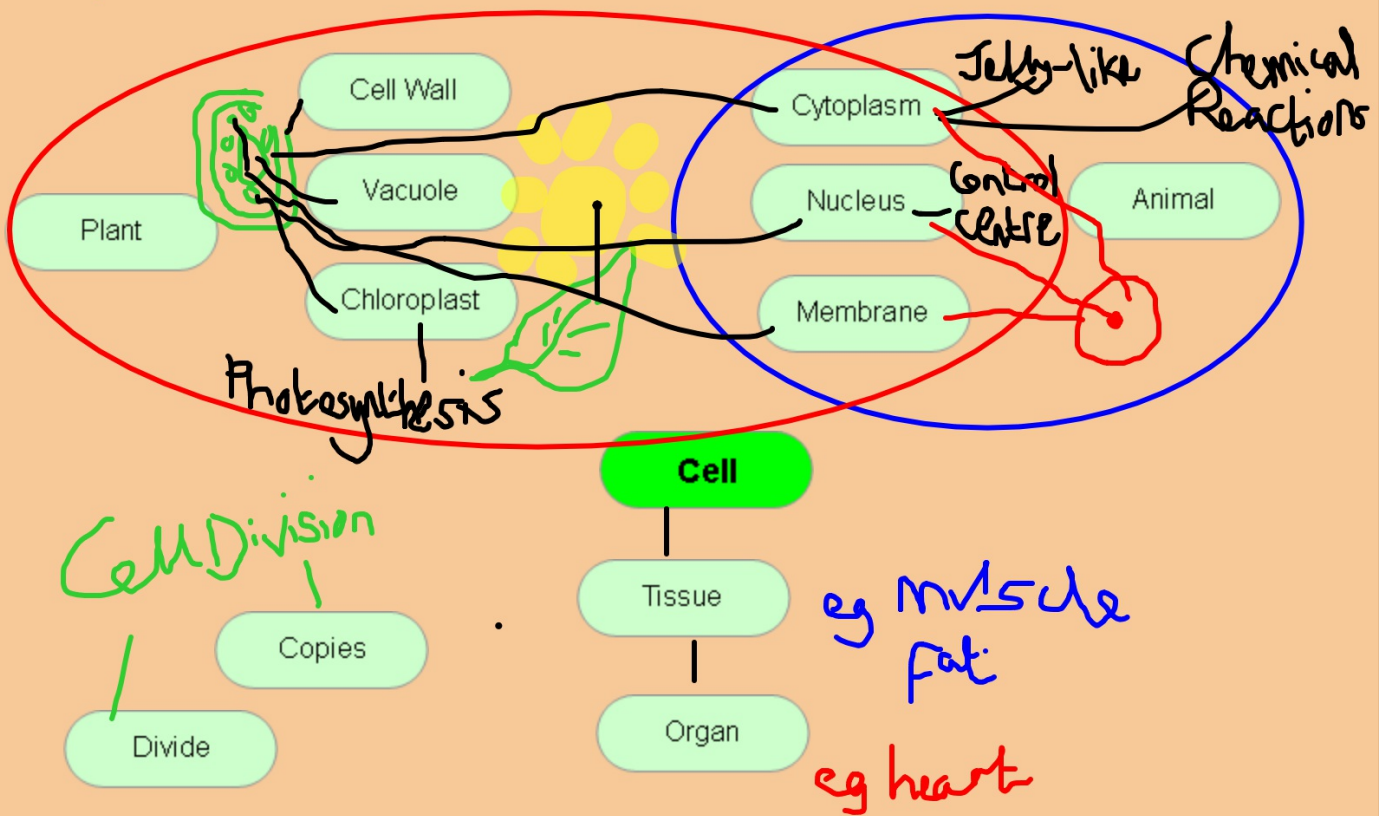
Students are asked to drag and drop different objects shown in the IWB to show a design of an experimental set-up that they were told to perform. Then, they are asked to argue their proposal and discuss it with the whole class.



Mind Mapping -

Pupils use the key terms and drag and drop words/draw arrows/add text to make connections and explain key ideas about a topic.

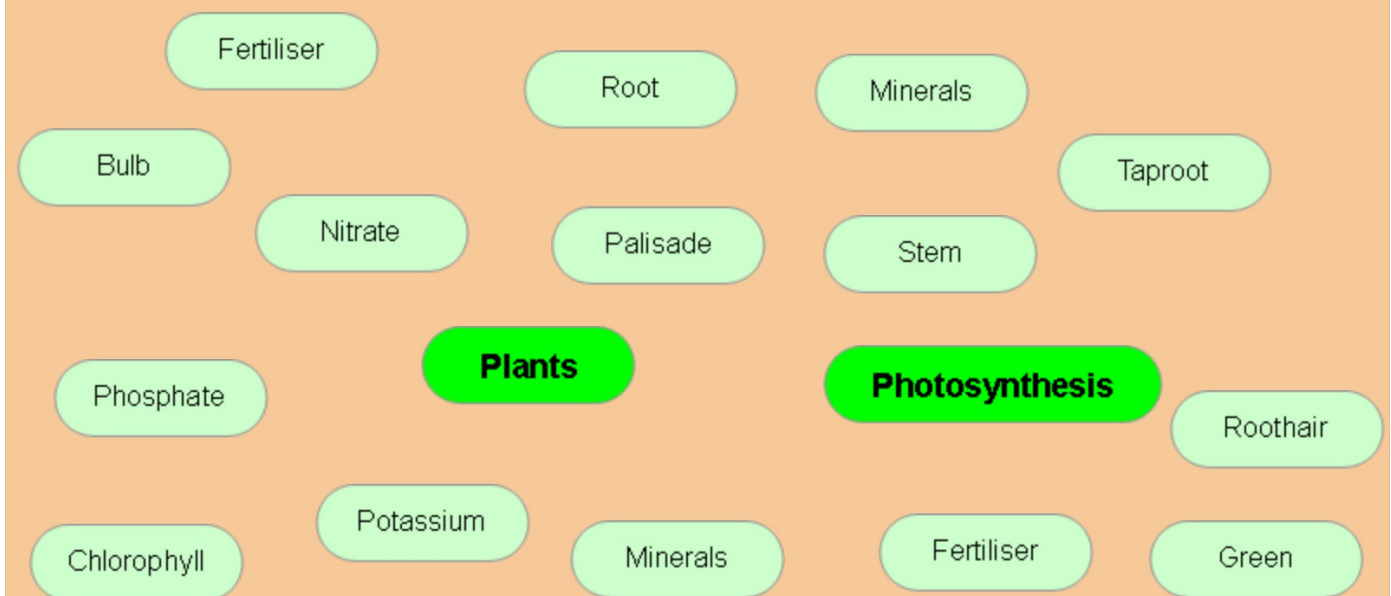
Example - Cells



Mind Mapping -

Pupils use the key terms and drag and drop words/draw arrows/add text to make connections and explain key ideas about a topic.

Example - Plants and Photosynthesis

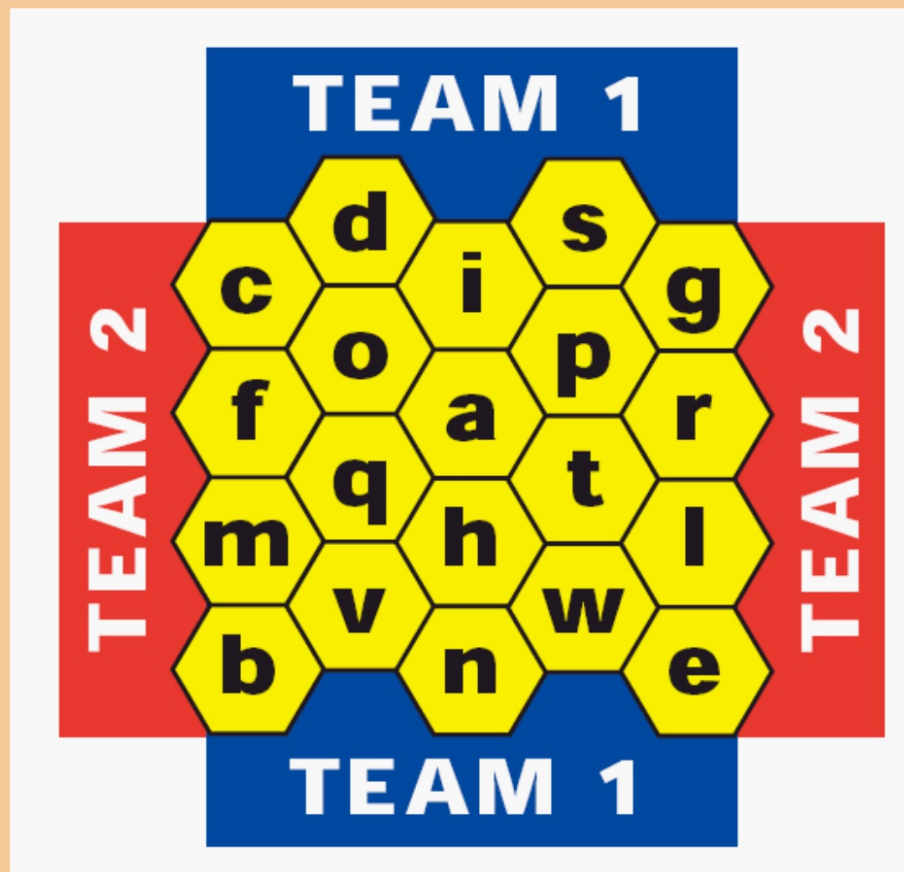
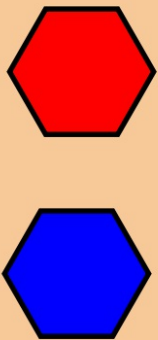


Blockbusters -

This example shows the template for a 'Blockbusters' games which could be used to stimulate

a 'Talk task' as teams create questions based on a particular topic/theme.

The blue team must make a vertical line and the red team a horizontal line. The counters can be dragged and dropped on the board.



'KWL' Grid -

Pupils discuss what they 'Know', 'Want to know' and return to the grid at the end of the topic/lesson and add what they 'Learned'.

What I

K_{now}

What I

W_{ant to know}

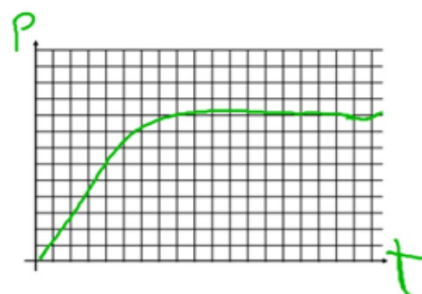
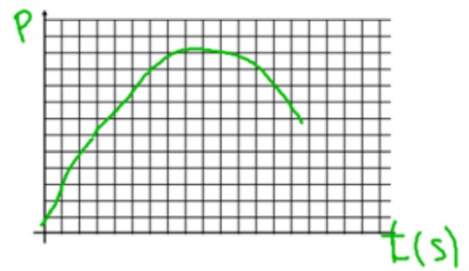
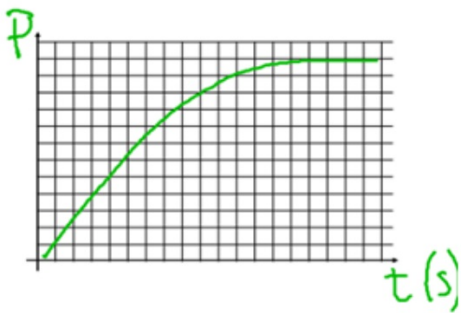
What I

L_{earned}

Discussing experimental predictions

Students are asked to draw on the IWB their predictions about an experiment before carrying it out.

For example: How will pressure vary with time?



Revisiting and comparing experimental predictions with real acquired data

After performing experimental work, students are asked to compare real acquired data with their previous predictions.

