

LAPBOOKING

**a creative learning tool
in the inclusive classroom**



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THE YOUNG LEARNER CLASSROOM

mixed
abilities...

**DIFFERENT
NEEDS**

different speeds...

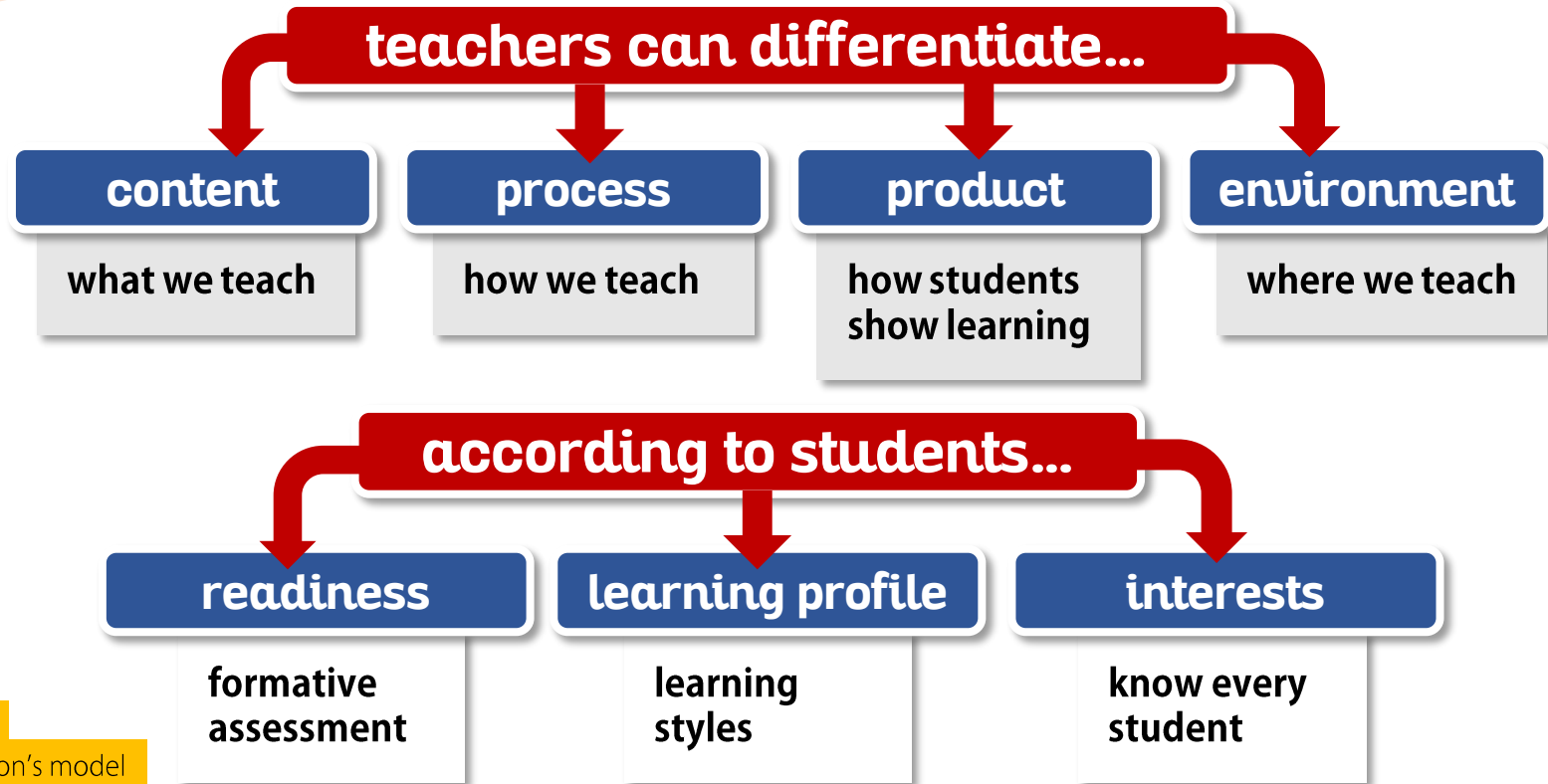
different learning styles...

mixed
levels...



Differentiation
is **NOT**
a black and white
worksheet!

DIFFERENTIATED INSTRUCTION



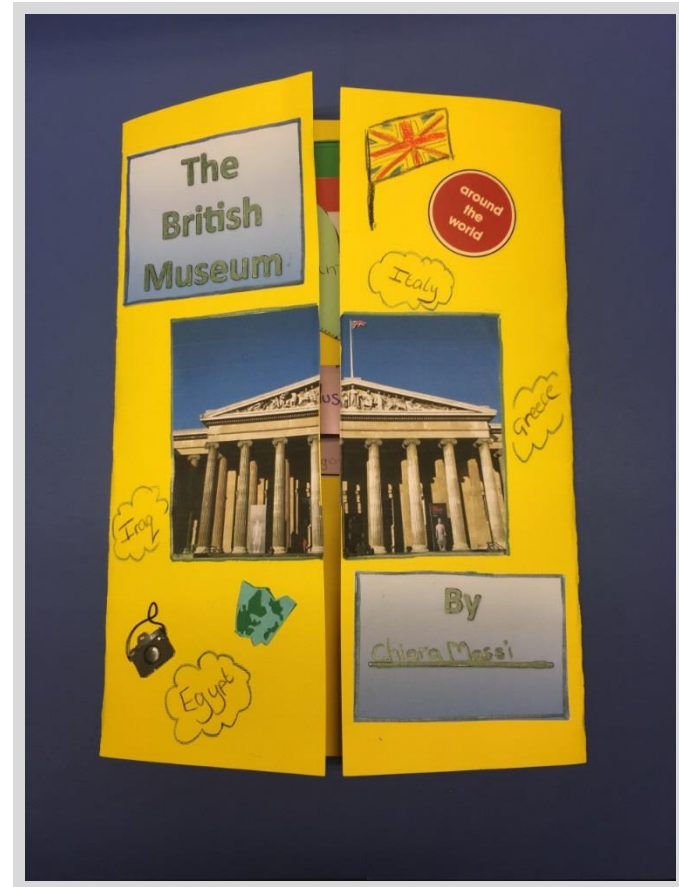
Based on
C. Tomlinson's model



**WHAT IS
A LAPBOOK?**

LAPBOOKS ARE...

- ★ Personalised 3d mind-maps
- ★ ***Learning by doing*** tools
- ★ All-in-one
 - ★ notebooks
 - ★ textbooks
 - ★ assessment tools



ANYTHING GOES... ...ANY SUBJECT

UNIT

WORDLESS

STORY
(episode or whole)

CLIL

CULTURE



USES

- ★ Developing **key competences** & **21st Century skills**
- ★ **Formative** assessment
- ★ **Summative** assessment
 - ★ Storing info
 - ★ Recalling
 - ★ Presenting



WHY USE LAPBOOKS?



INCLUSIVE!



**CONTENT
BECOMES
VISUAL**



A photograph of two young boys engaged in a craft project. The boy in the foreground, wearing a blue shirt with a green collar, is focused on cutting a large sheet of orange paper with yellow-handled scissors. Another boy, wearing a teal shirt, is standing behind him, also working on a similar task. The background is filled with various colorful papers, including yellow and blue, and a pink bottle of glue, suggesting a creative and busy environment. The text "HANDS ON..." is overlaid in the bottom left corner in a bold, white, sans-serif font.

**HANDS
ON...**



**DISCOVERY
BASED**



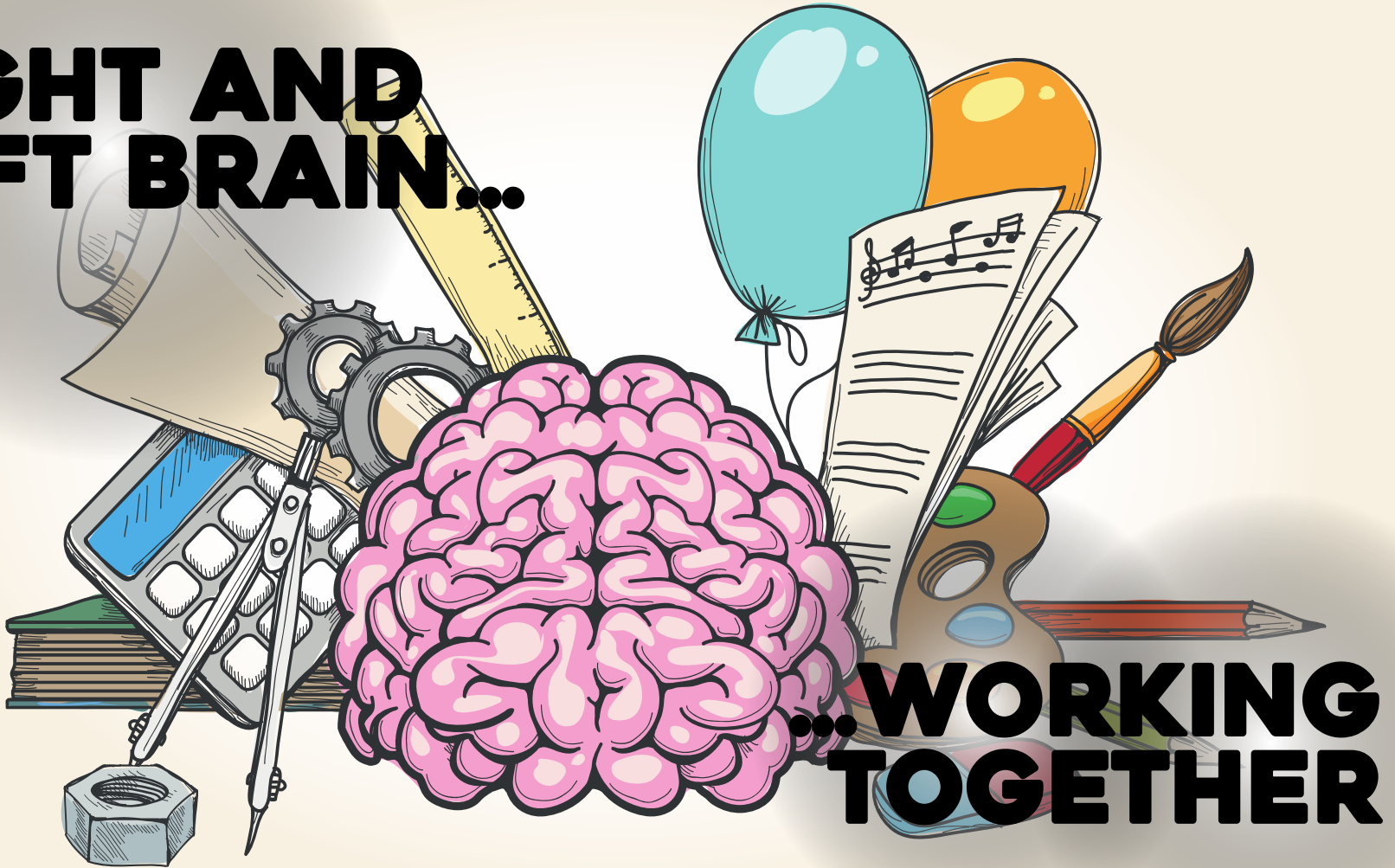


**PICTURE
RICH**

COLOURFUL



**RIGHT AND
LEFT BRAIN...**



**...WORKING
TOGETHER**

CHUNKS OF CONTENT



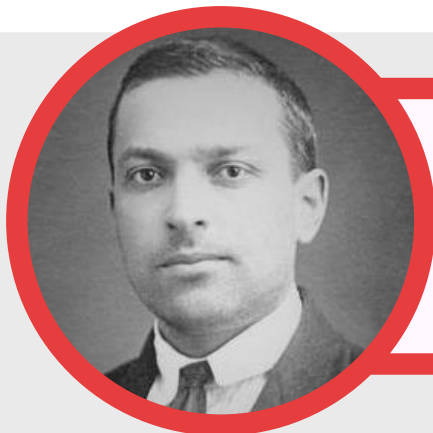
**HOW DO YOU
MAKE A LAPBOOK?**



PLANNING

A pre-prepared / structured
B pupils plan and choose

★ Personalization
in both options!



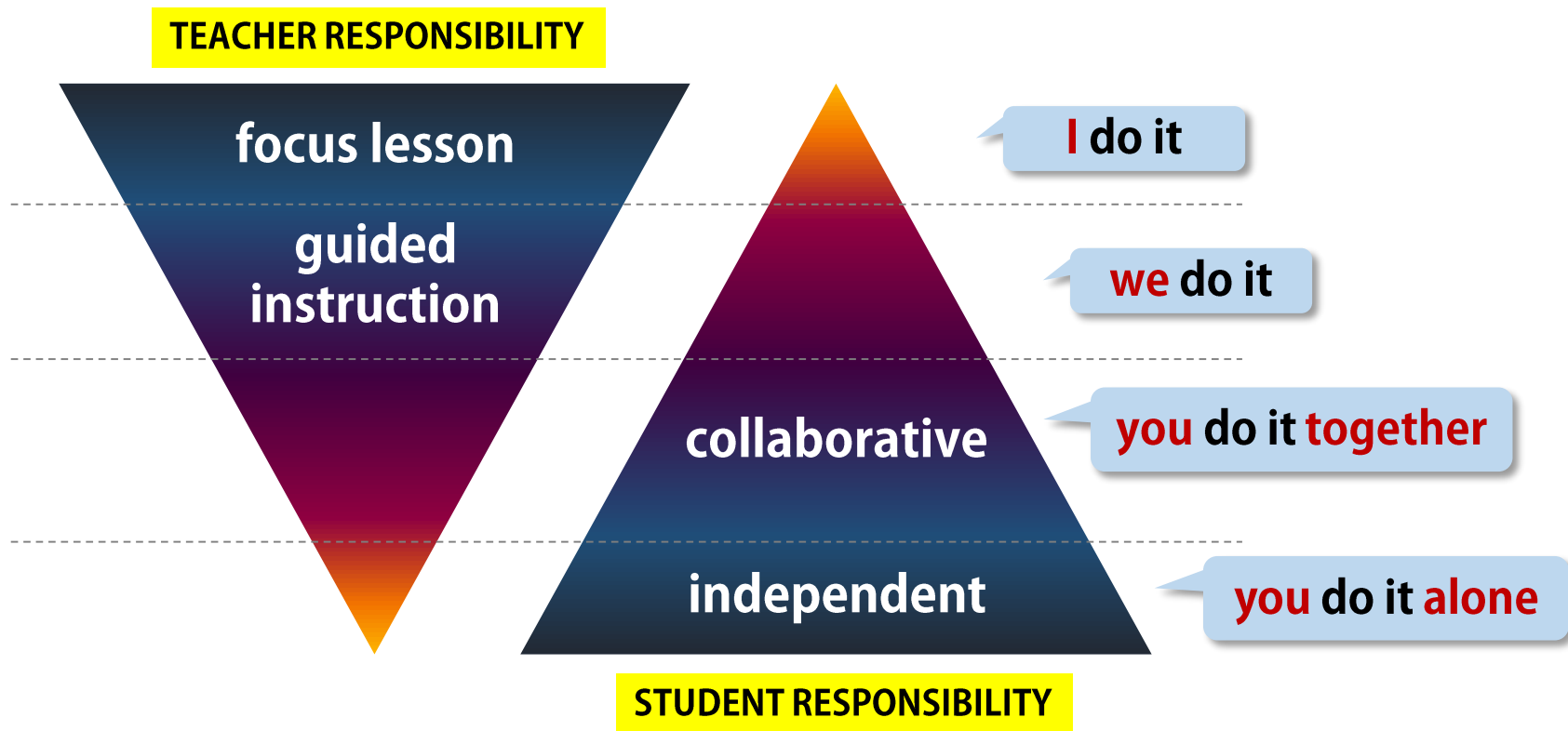
What a child can do today *with assistance*, she will be able to do *by herself* tomorrow.

Lev S. Vygotsky

SCAFFOLDING

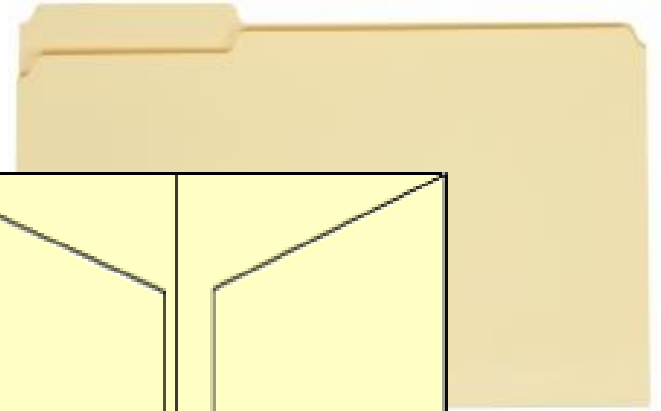
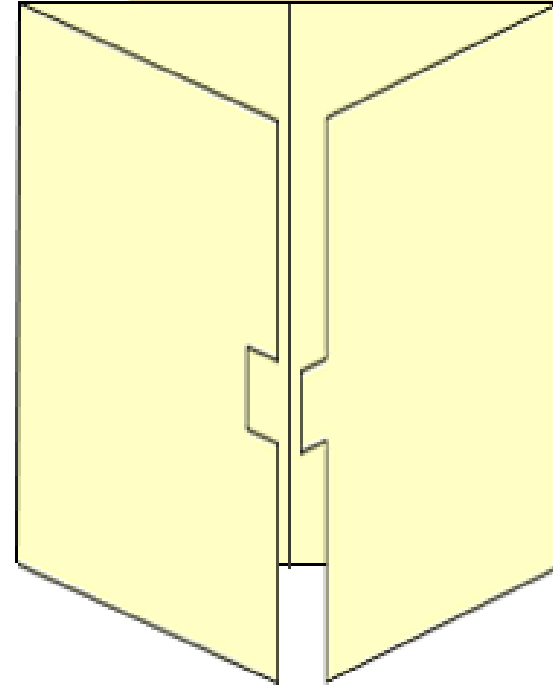
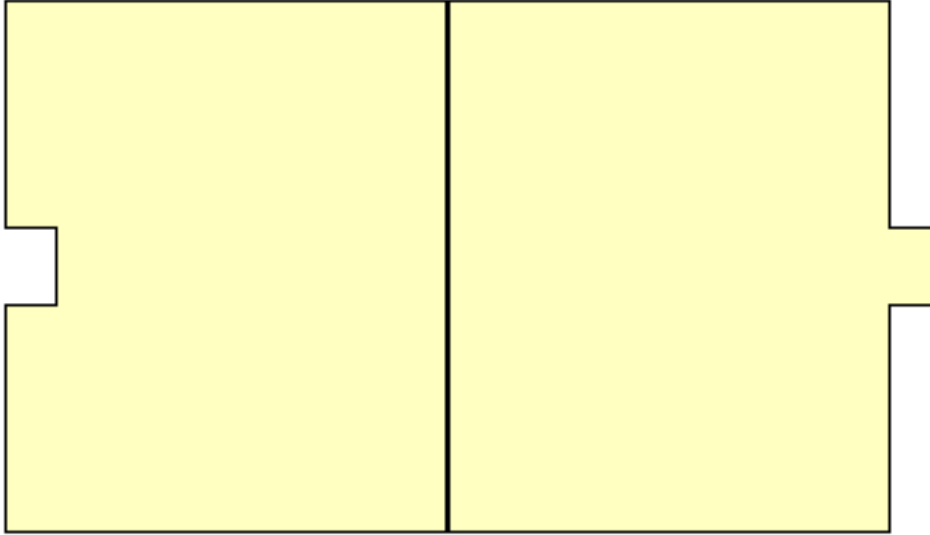


A STRUCTURE for instruction that works



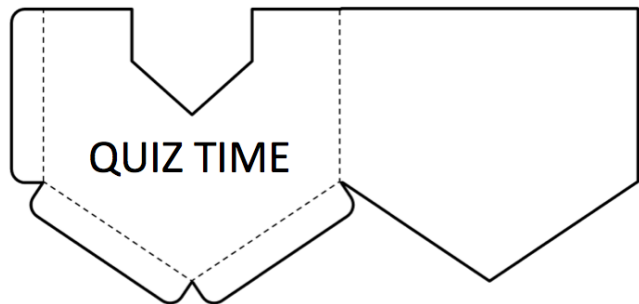
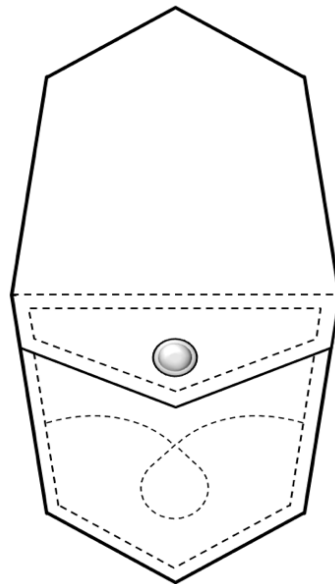
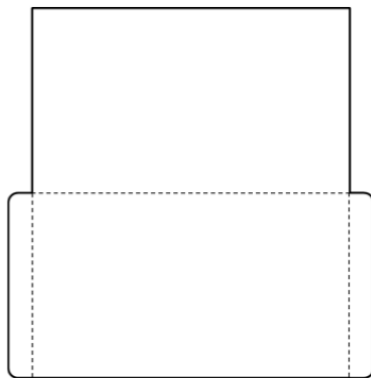
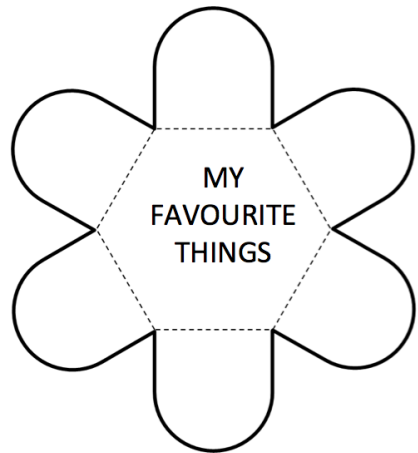
Better Learning Through Structured Teaching
D. Fisher, N. Frey, 2008, ASCD

FOLDERS



**Folders can vary
in size shape and form**

TEMPLATES



My
End of
Primary School
Lapbook

by

MATERIALS

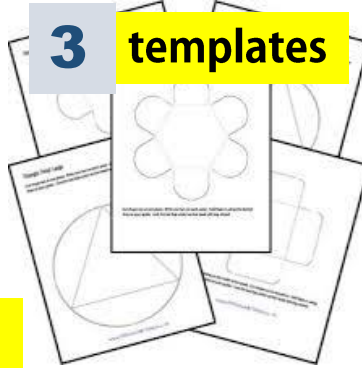
1 glue



2 coloured pencils



3 templates



4 stapler



5 scissors



10 stickers



6 split pins



7 card



8 colours



9 plastic freezer bags



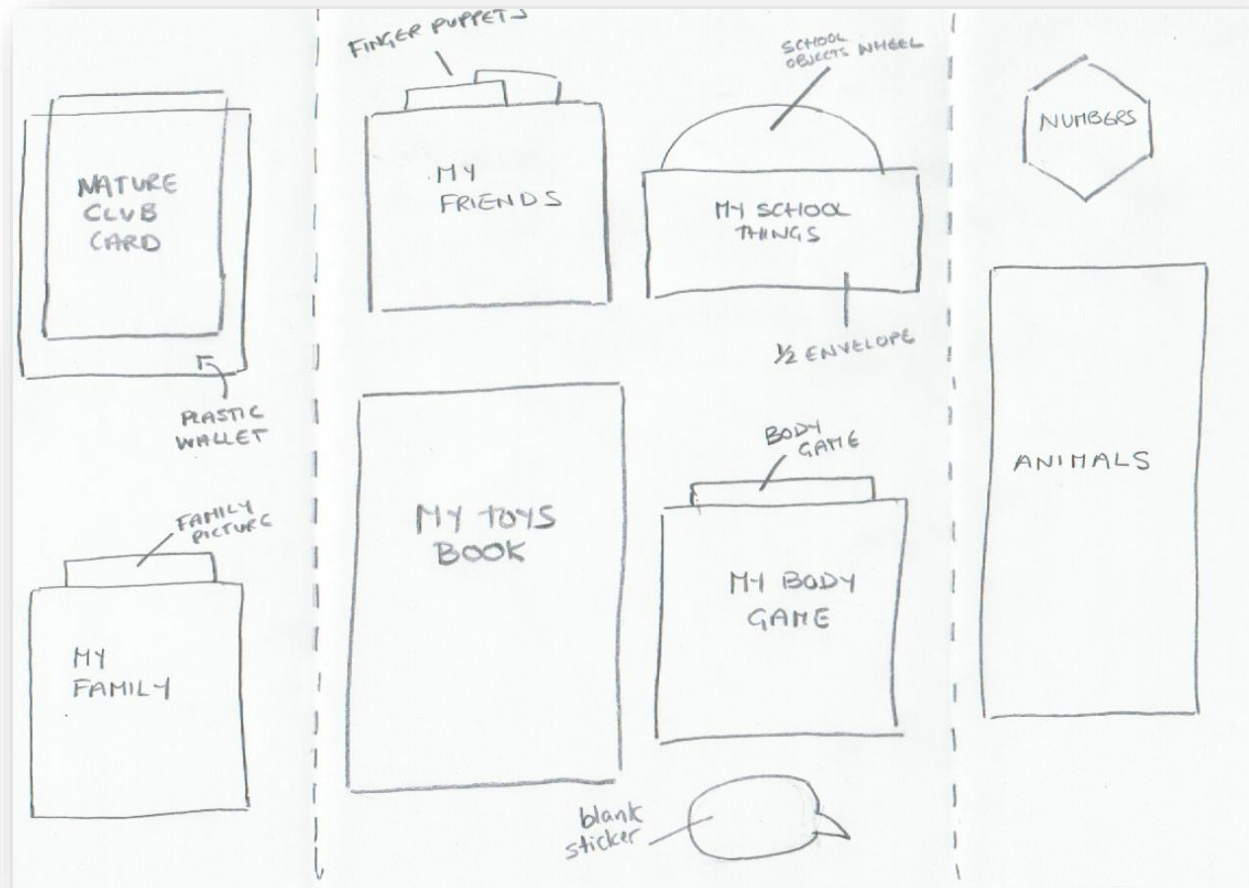
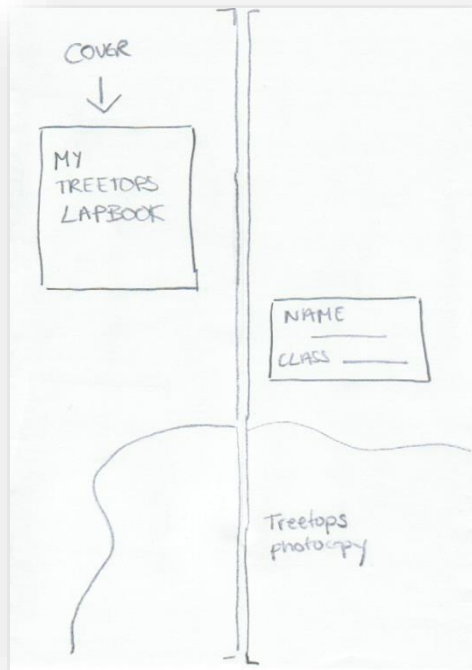
PLANNER

Lapbook Planner

Topic: _____ **My Treetops Lapbook** _____ **1a** _____

Sub-topic	Objective	Language (vocab, structures)	Reference materials (book, photocopy, website)	Template nr. / materials
Unit 1 Hello	- Ripassare Unit 1 - Realizzare una tessera d'iscrizione al Treetops Nature Club	- Characters names - What's your name? Hello, I'm ...	New Treetops Class Book 1, Unit 1	NTT CB p. 99
Units 3 Family	- Ripassare Unit 3 - Realizzare un quadretto della propria famiglia	- Family - This is my...	NTT CB 1 Unit 3	NTT CB p. 103
Unit 2 Colours Unit 5 School	TB p. 55	TB, U5 p4	NTT CB Unit 5	NTT CB p. 105

Layout visuals



Early learners **LAPBOOKS**

record of
learning lapbook

New Treetops 1a



**KEEP IT SIMPLE
TO START**

Early learners **LAPBOOKS**



New Treetops 1a

Early learners LAPBOOKS

- Membership card
- Family portrait
- Friends finger puppets
- Guessing wheel
- Counting book
- Body boardgame
- Number book
- Animal flip-flap

New Treetops 1a



Mini-lapbooks



New Treetops 4a

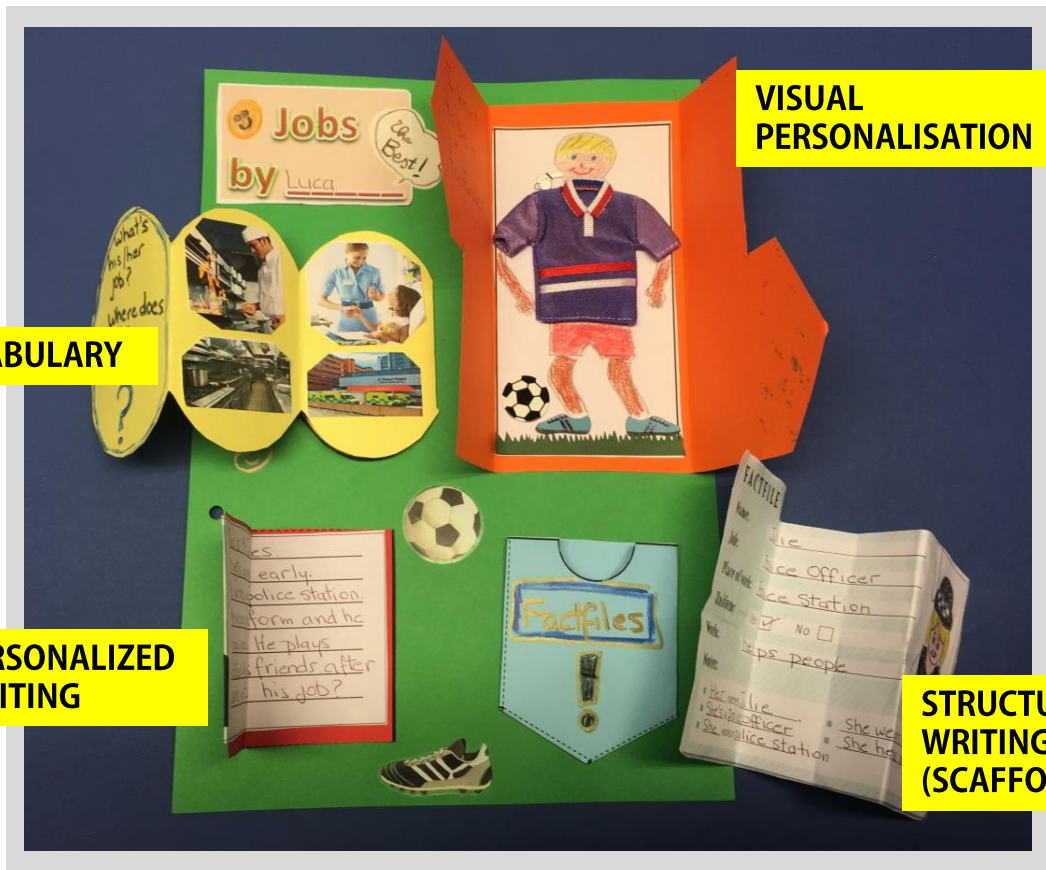
Unit lapbook

VOCABULARY

VISUAL
PERSONALISATION

PERSONALIZED
WRITING

STRUCTURED
WRITING
(SCAFFOLDING)



CLIL lapbooks

CLIL POSTER:
The British Museum,
New Treetops 4°

The British Museum



mask



mask of Huwawa
material: clay
date: around 1700 BC
place: Iraq

tablet



Rosetta Stone
material: stone
date: around 200 BC
place: Egypt

coin



Athens Owl Coin
material: silver
date: around 400 BC
place: Greece



statue

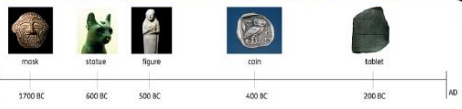


Bastet the Cat
material: bronze
date: around 600 BC
place: Egypt

figure



Phoenician tambourine player
material: terracotta
date: 500 BC
place: Italy



mask statue figure coin tablet

1700 BC 600 BC 500 BC 400 BC 200 BC AD

When is the tablet from? It's from around 200 BC. Where is it from? It's from Egypt. What is it made of? It's made of stone.

Globe Tutorials® © Oxford University Press

The British Museum

1 Listen and repeat. Look and write.

tablet statue coin figure mask


 1 mask


 2 _____


 3 _____


 4 _____


 5 _____

3 Listen and repeat. Look at the poster and complete the dates in the timeline.

500 BC 200 BC 1700 BC 600 BC 400 BC

 mask
 statue
 figure
 coin
 tablet

2 Look at the poster and complete the sentences.

silver clay stone terracotta bronze Iraq Egypt Greece Italy Egypt

1 The Rosetta Stone is made of stone. It's from Egypt.

2 Bastet the Cat is made of _____. It's from _____.

3 The Owl Coin is made of _____. It's from _____.

4 The mask of Huwawa is made of _____. It's from _____.

5 The Phoenician figure is made of _____. It's from _____.

4 Listen and repeat. Ask and answer about the objects.

Where is the tablet from? It's from Egypt.

When is it from? It's from around 200 BC.

What is it made of? It's made of stone.

5 Say the Museum rap.

The British Museum is a cool place to go,
You can find out a lot of things you don't know.
There are figures and statues,
The Rosetta stone,
But make sure you know
When it's time to go home.



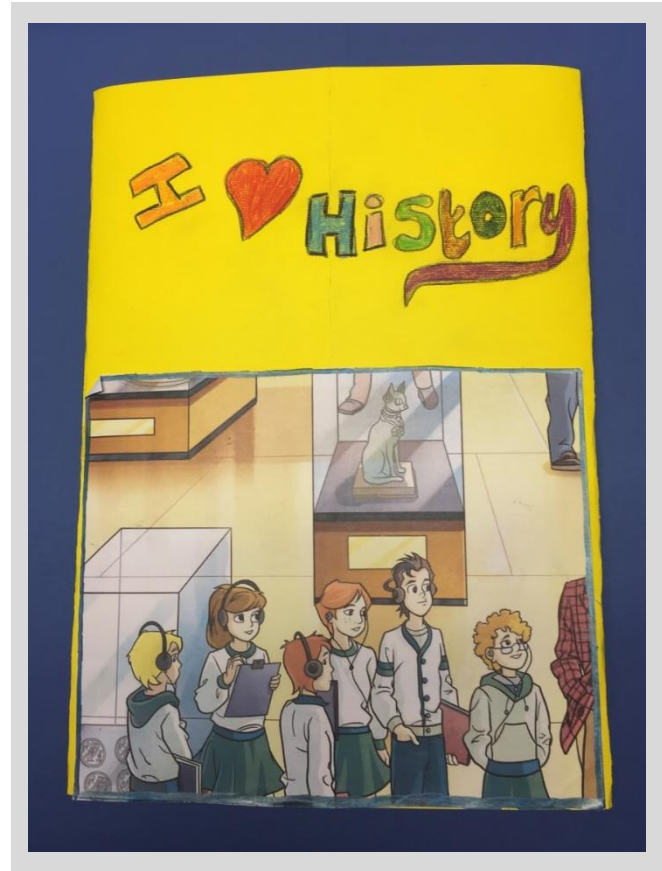
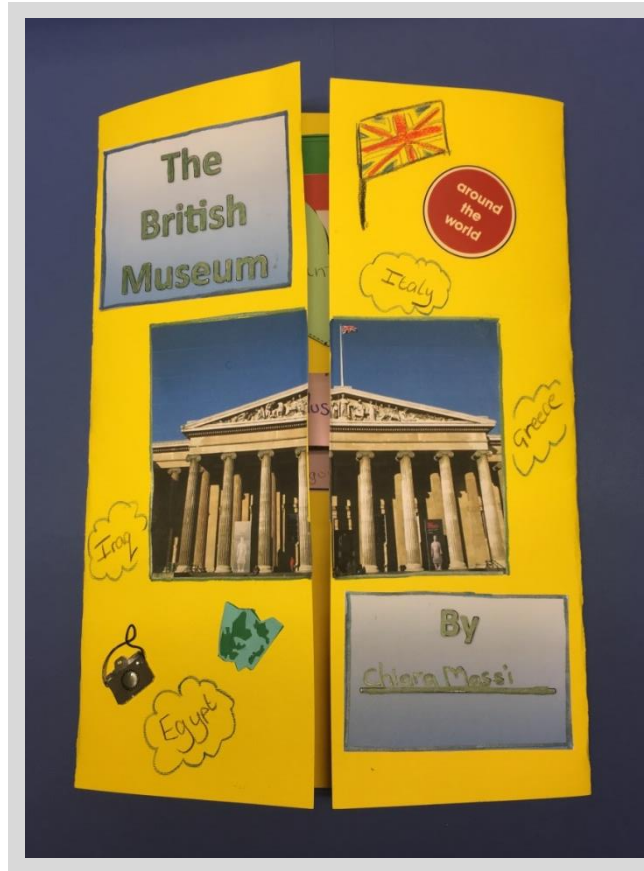
The museum after dark
Is a scary place to be.
Look out! What's that?
An Egyptian Mummy!

6 Project: Make a timeline with items from the British Museum. See Manuale.

The tablet is from around 200 BC. It's from Egypt. It's made of stone.

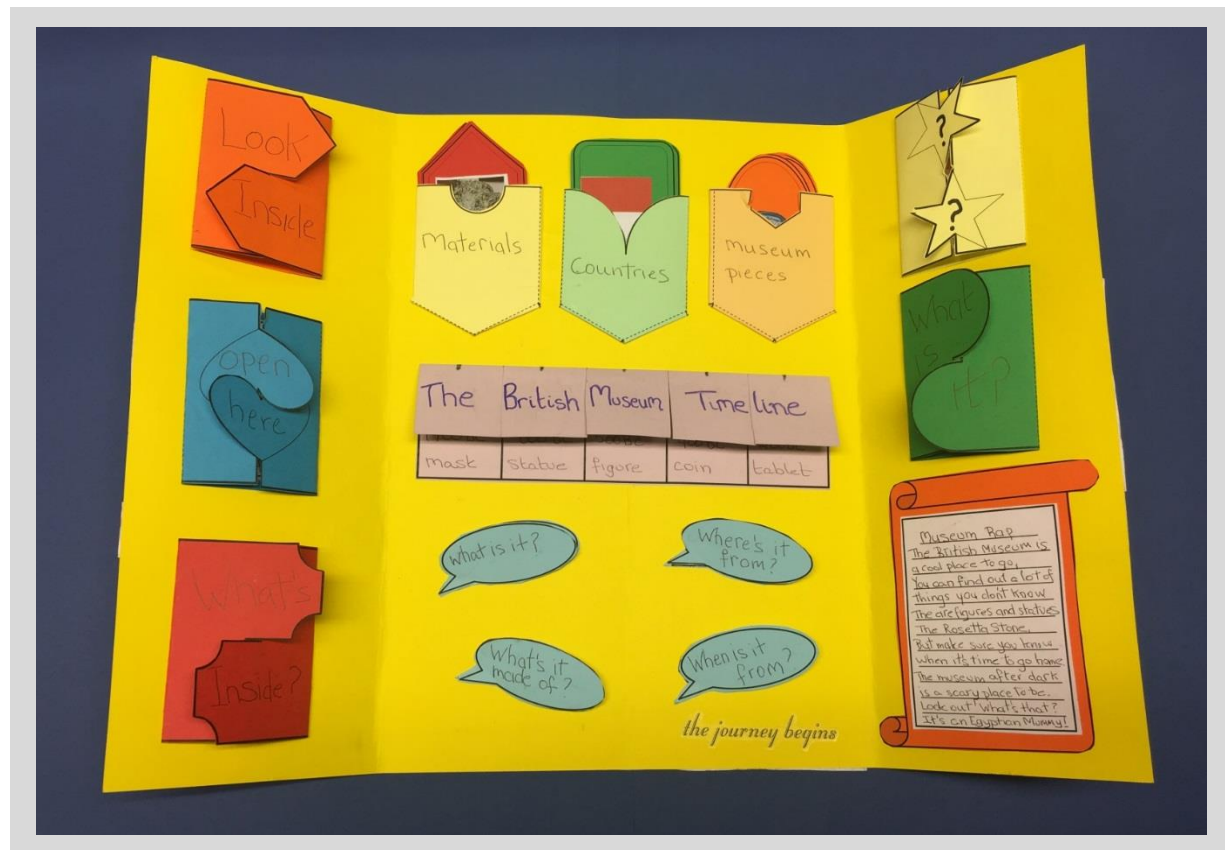
The British museum lapbook

New Treetops 4a



The British museum lapbook

discovering
content



The British museum lapbook

using
language

**INFORMATION
CARDS**

**VOCABULARY
MATCH GAME**

TIMELINE

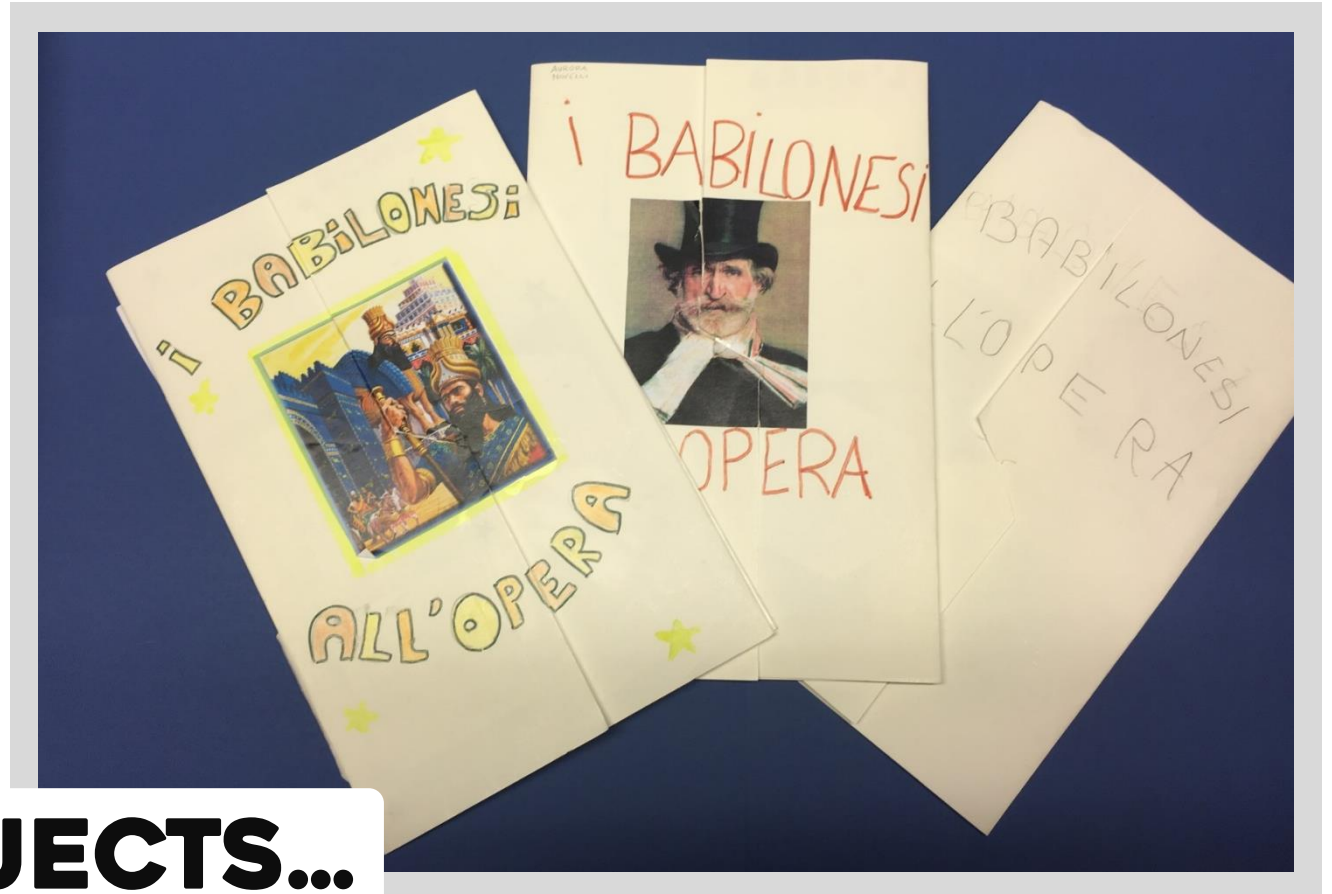
**QUESTIONS
&
ANSWERS**

**LANGUAGE
STRUCTURES**

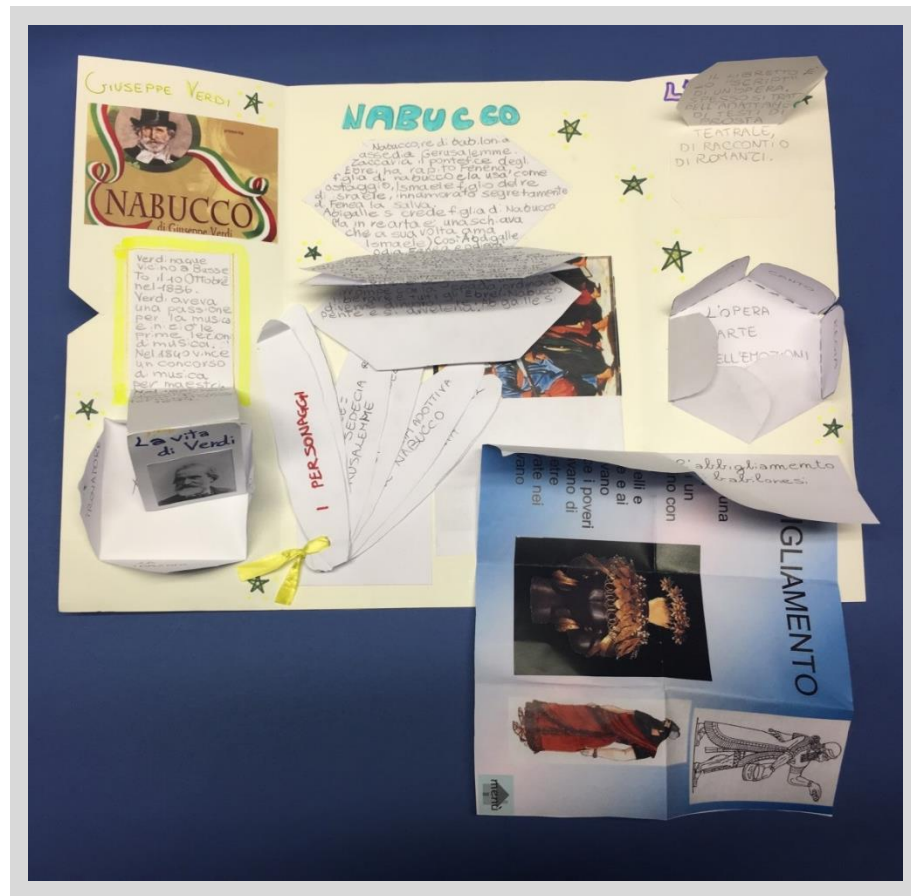
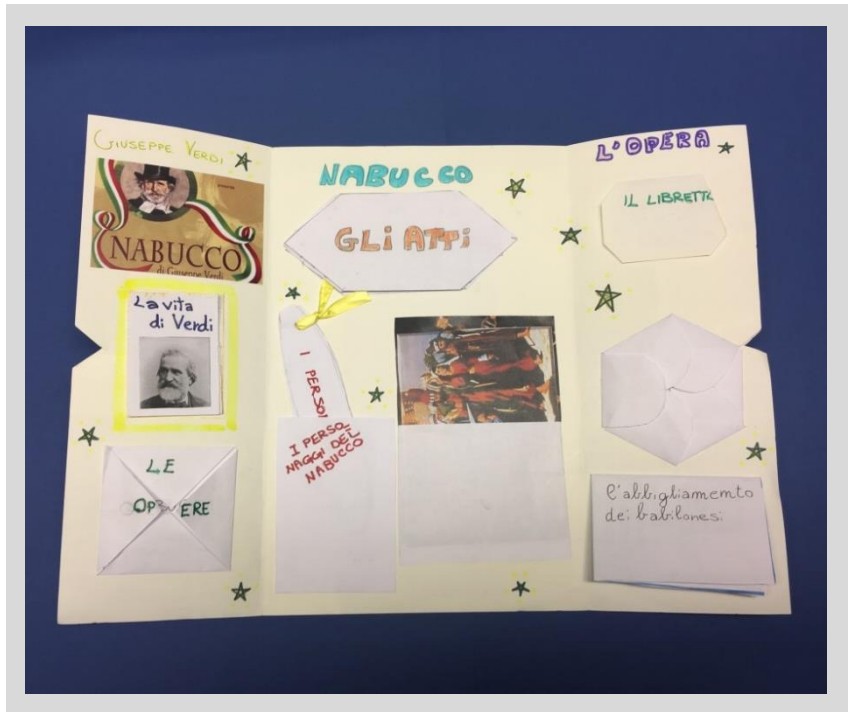


Possiamo fare
un lapbook?

ALL SUBJECTS...



GIUSEPPE VERDI'S NABUCCO



Competences



Evaluating not what students know but what students know how to do with what they know.

Grant Wiggins President of Authentic Education, New Jersey

WHICH COMPETENCES?

imparare ad imparare

students learn how to
organize their own work
and class reflects on the
tasks

progettare

children plan their work

comunicare

oral presentation of their
lapbook
and group / class discussion

collaborare e partecipare

students collaborate in pairs and
groups

End of school memories **LAPBOOK**

Key competences
in use

New Treetops 5a



FINAL QUIZ

DESCRIPTION
OF TEACHER

LETTER FROM
TEACHER

FAVOURITE THINGS

DAILY ROUTINE

KEY GRAMMAR
STRUCTURES

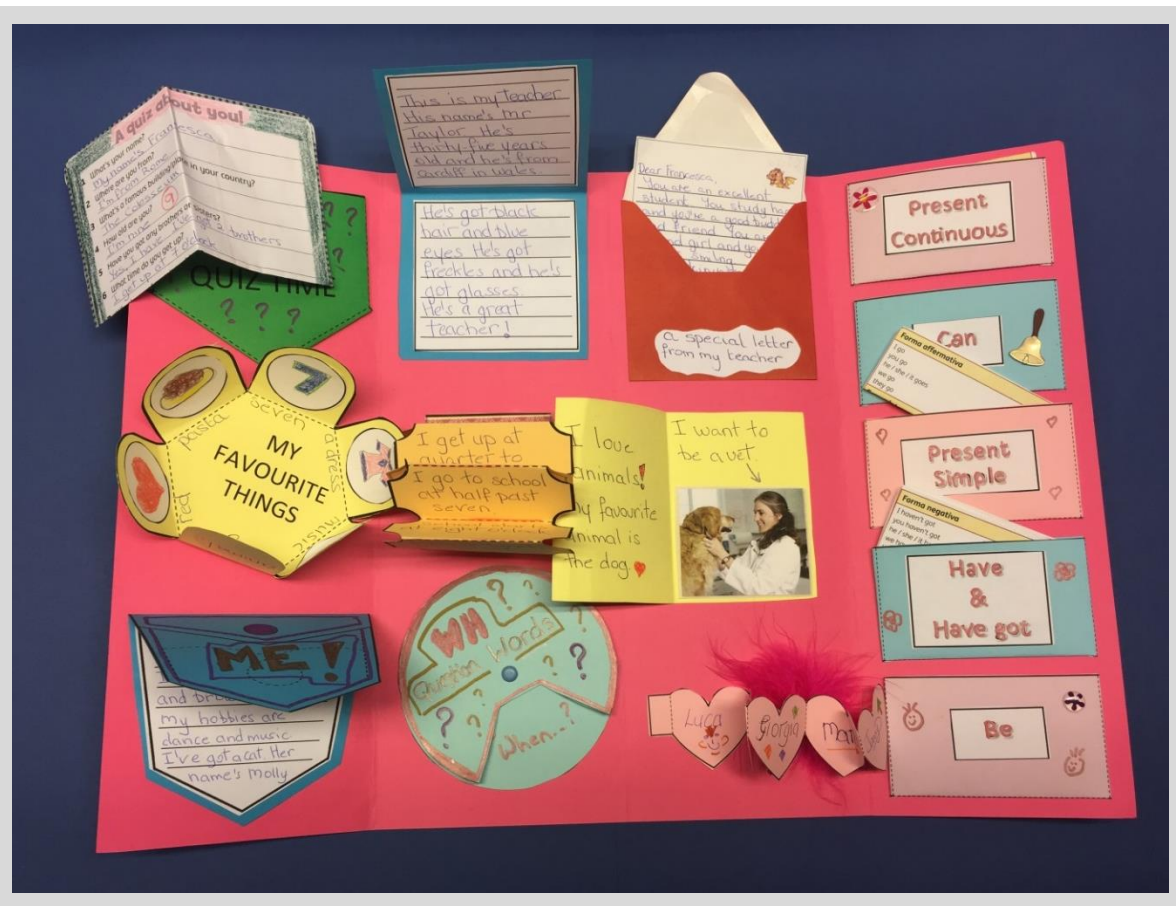
PERSONAL
PRESENTATION

DREAMS

BEST FRIENDS

WH-
QUESTION
WORDS



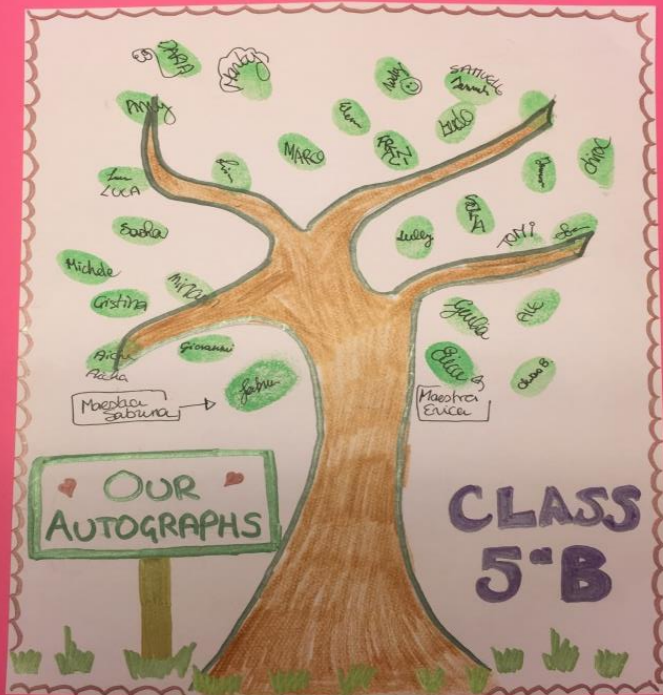


New Treetops 5a

“Please excuse the mess, the kids are **making memories**”



Fingerprint Tree



PRIMARIA

day

competenze inclusive

idee per costruire
e sperimentare
ogni giorno

FABBRI
EDITORI

Erickson

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UNIVERSITY PRESS

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EDUCATION