

# Adverbs and Adverbials Connect Four Game

**where?**



Late one night  
the pirate dug  
a hole  
on the island.

**how?**

The iron  
monster fell off  
the cliff.



**why?**

Penguins walk  
across  
the snow to find  
food.



# Adverbs and Adverbials Connect Four Game

Developed by Judith Evans when at Camelot Primary School. This is one of the activities we developed to support work on grammar and language use. We have our doubts whether grammar study improves writing, but we are certain that talk around language does.

The webaddress for this activity is:

<<http://collaborativelearning.com/adverbsconnectfour.pdf>>

This activity was last updated 17th July 2017

## Collaborative Learning: Oracy in Context

- makes challenging curriculum accessible.
- improves social relations in the classroom.
- provides scaffolding for exploratory talk.

Good for all pupils!  
Vital for EAL pupils!

### COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

Supporting a cooperative network of teaching professionals throughout the European Union to develop and disseminate accessible teaching materials in all subject areas and for all ages.

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### BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies across all phases and subjects. We hope they will inspire you to use similar strategies in other topics and curriculum areas. We run teacher workshops, swapshops and conferences throughout the European Union. The project publishes a catalogue of activities plus lists in selected subject areas, and a newsletter available by post or internet: "PAPERCLIP".

\*These activities were influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in mixed classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for assessment of speaking and listening and other formative assessment.

\*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

\*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

\*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

\*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

\*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

# Adverbs Connect Four Game

## Notes for teachers

We would like to encourage you and your children to make your own sentenceboards. It's a good idea to choose a theme or three. If everyone in the class produces one sentence then you have a boardful. The cards can always be the same. You can select pictures to put on it either manually or digitally. Do please send us versions you are proud of for us to post on the website or provide a link to. We have added a blank template, but generally homemade gameboards are more appealing.

This game is best played one pair against another or at a pinch one against one. . You need two different colour sets of the cards which survive longer if laminated. Shuffle the cards and place in piles. Pairs take turns to pick a card for their colour and place it on the board. The pair with the first four cards in a line vertically, diagonally or horizontally win.

# Adverbs and Adverbials Connect Four Game Board

## How to Play

This game is best played one pair against another, but one against one works too. You need two different colour sets of the adverb function cards. Shuffle the cards and place in two piles face down. Pairs take turns to pick a card for their colour, and place it on the board. Everyone has to agree that the function on the card fits the sentence. The pair with the first four cards in a line vertically, diagonally or horizontally wins. Keep an eye open for sentences with more than one adverbial which means more than one card can fit on the board!

<b>The wolf crept silently.</b>	<b>The children ran through the woods.</b>	<b>The pirates climbed up the gangplank.</b>	<b>The children ran to school every morning.</b>	<b>The wolf crept silently so no-one would hear.</b>
<b>The Emperor waited while his servants slept.</b>	<b>The wolf crept after his prey.</b>	<b>The children ran slowly.</b>	<b>The pirate dug a hole under the trees on the island.</b>	<b>The iron monster fell off the cliff.</b>

This is the top half of the connect four board which you need to glue to the bottom half using this as the flap.

This is the bottom half of the connect four board which you need to glue to the top half after you have cut this bit off.

<p>Late one night the pirate dug a hole on the island.</p>	<p>After they hatch, chicks are very small.</p>	<p>The wolf crept up behind Little Red Riding Hood.</p>	<p>The dogs slid across the ice.</p>	<p>Penguins huddle together to keep warm.</p>
<p>The monster roared ferociously.</p>	<p>The wolf crept silently so no-one would hear.</p>	<p>The aliens searched everywhere.</p>	<p>The monster slithered under the walls.</p>	<p>As the moon was fading the alien spaceship landed.</p>
<p>Penguins walk across the snow to find food.</p>	<p>Sloths hang from the rainforest trees.</p>	<p>The children ran because they were late.</p>	<p>Penguins huddle together to keep warm.</p>	<p>The pirate dug a hole to bury his treasure.</p>
<p>The wolf crept silently through the forest.</p>	<p>The children ran in a straight line.</p>	<p>The children ran every morning.</p>	<p>The aliens searched the planet for their spaceship.</p>	<p>After the rain the frogs come out.</p>

# Adverbs Connect Four Game Cards

where?	where?	where?	where?	where?
when?	when?	when?	when?	when?
why?	why?	why?	why?	why?
how?	how?	how?	how?	how?
how?	why?	when?	where?	how?
how?	why?	when?	where?	why?

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