Factors Four in a Row

Developed by Steve Cooke

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Webaddress: http://www.collaborativelearning.org/factorsc4.pdf

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 that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

*These activities are 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 non selective 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.

*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 pupils' first languages 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 more 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.

Factors Four in a Row

7 is the highest common factor of	**4** is a common factor of	**5** is a common factor of	**4** is a common factor of
12 is a common factor of	**9** is the highest common factor of	**7** is a common factor of	**6** is a common factor of
3 is a common factor of	**4** is a common factor of	**8** is a common factor of	**11** is the highest common factor of
6 is a common factor of	**5** is a common factor of	**12** is the highest common factor of	**4** is a common factor of
4 is the highest common factor of	**3** is a common factor of	**9** is a common factor of	**8** is the highest common factor of

Factors Four in a Row Cards

32 and 64	28 and 56	121 and 66	132 and 48
12 and 48	27 and 54	16 and 20	144 and 84
72 and 54	36 and 81	42 and 84	64 and 16
28 and 36	35 and 70	55 and 120	18 and 54
40 and 52	32 and 72	44 and 128	60 and 80