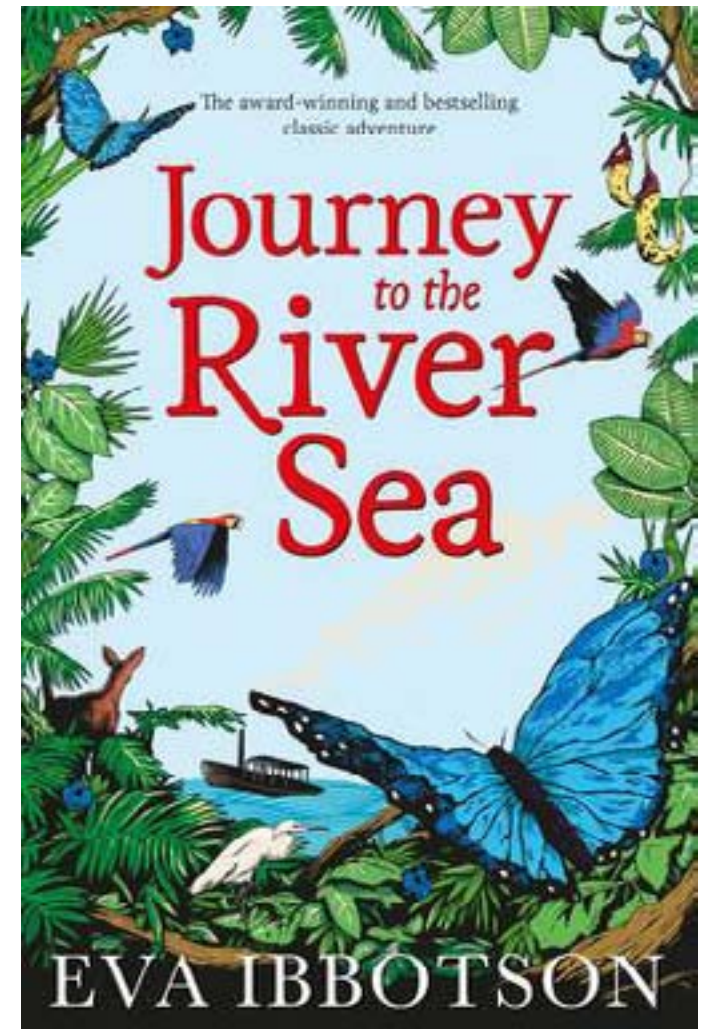


# Journey to the River Sea Characters Connect Four Game



Picture of Finn's lagoon presented to the Imagination Project by Serena in Hertfordshire



How well do  
you know  
this story?

# Journey to the River Sea Characters Connect Four Game

Developed by Judith Evans for Year 6 at Camelot School in Southwark in 2014. Revised as a contribution to the activities for books on the NATE Global Learning book list: World Book Day March 2016.

Last updated 21st February 2016.

Webaddress: <http://www.journeytoriverseac4.pdf>

## Collaborative Learning:

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

## Our activities are designed to:

- ...build on prior knowledge.
- ...move from concrete to abstract thinking.
- ...ensure everyone works with everyone else.
- ...extend social language into curriculum language.
- ...provide motivating ways to go over the same topic more than once.

### COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals to develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

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Website: <http://www.collaborativelearning.org>

### 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 and conferences worldwide but mainly in the UK. 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 ideal opportunities for assessment of spoken language.

\*They provide scaffolding for 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. We strongly endorse the principles of the Learning Without Limits group to which we belong.

\*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 work effectively 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 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.

# Journey to the River Sea Characters Connect Four Game

## A game for two teams of two

Aim of the game - to get 4 cards in a row (vertically, horizontally, diagonally)

You need one baseboard and two sets of cards in two different colours.

How to play:

Each team shuffles their cards and puts them face down in a pile in front of them.

Team A turns over the top card. They must decide where on the board it can go and put it down. Talk to your team.

Team B does the same.

Keep on taking turns. Try to choose the best space for your card to get your row and to block the other team.

If you think a card is wrong you can challenge it - they must explain their reasons for their choice.

The winning team is the first to get a row.

Mrs Carter	Bernard Taverner	Finn	Professor Glastonberry	Clovis
Maia	Miss Minton	Mrs Carter	Beatrice and Gwendolyn	Mr Carter

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.

Finn	Beatrice and Gwendolyn	Maia	Clovis	Finn
Clovis	Maia	Finn	Miss Minton	Maia
Bernard Taverner	Professor Glastonberry	Bernard Taverner	Mr Carter	Mrs Carter
Mrs Carter	Miss Minton	Clovis	Beatrice and Gwendolyn	Finn

Cards - make two sets in two different colours

greedy	selfish	collects things	loves nature	loves music
loves money	tell lies to get what they want	very clever	loves books and reading	is an expert in something
is good at pretending	likes dressing up	likes learning	does not enjoy learning	wants other people to love the jungle
is an orphan	never wants to live in England	tell lies to get what they want	disobedient	wishes they lived in England
grew up without a mother	studied natural history	had a job helping people	unselfish	does what they want