Living Things Connect Four Game

<table>
<thead>
<tr>
<th>organisms</th>
<th>microorganisms</th>
</tr>
</thead>
<tbody>
<tr>
<td>vertebrates</td>
<td>invertebrates</td>
</tr>
</tbody>
</table>

Sample Cards

- vertebrates that feed their young on milk and whose babies grow inside the mother
- having features that mean an animal or plant is suited to their habitat
- invertebrate with lots of jointed legs
- one kind of microorganism

Consolidating Vocabulary at KS3 and KS4
Living Things Connect Four

Produced by Rose Elgar when at the Cambridgeshire Multicultural Education Service. One of a series of bingo, connect four and dominoes activities for consolidating the spelling and meanings of scientific vocabulary at KS3 and 4.

Last updated: 24th July 2017

The webaddress for these activities is http://www.collaborativelearning.org/livingthings.pdf

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!

Basic principles:
1. Build on prior knowledge.
2. Move from concrete to abstract.
3. Ensure everyone works with everyone else.
4. Extend social language into curriculum language.
5. Provide motivating ways to go over the same knowledge more than once.
## Living Things Connect Four Game Board

<table>
<thead>
<tr>
<th>organisms</th>
<th>microorganisms</th>
<th>bacteria</th>
<th>virus</th>
<th>classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>vertebrates</td>
<td>invertebrates</td>
<td>mammals</td>
<td>amphibians</td>
<td>arthropod</td>
</tr>
<tr>
<td>variation</td>
<td>discontinuous variation</td>
<td>continuous variation</td>
<td>adaption</td>
<td>habitat</td>
</tr>
<tr>
<td>camouflage</td>
<td>insulation</td>
<td>microorganisms</td>
<td>invertebrates</td>
<td>virus</td>
</tr>
<tr>
<td>bacteria</td>
<td>vertebrates</td>
<td>arthropod</td>
<td>organisms</td>
<td>habitat</td>
</tr>
</tbody>
</table>
HOW TO PLAY LIVING THINGS
CONNECT FOUR

You need 4 people, one gameboard and two sets of cards
(different colours.) Work with your partners to make
two teams of two. Each pair takes a set of cards. Teams
shuffle their cards and place them in a pile facing down.
Teams take it in turn to turn over their top card and
decide where to put it on the board. The winning team
gets four in row diagonally, vertically or horizontally.
**Living Things Connect Four Cards**

Print in two colours and cut up. It’s a good idea to have some keen students willing to do the preparation and keep things in order.

<table>
<thead>
<tr>
<th>living things</th>
<th>the smallest living things</th>
<th>one kind of micro organism</th>
<th>one kind of micro organism</th>
<th>putting living things that have similar features into the same group</th>
</tr>
</thead>
<tbody>
<tr>
<td>animals with backbones</td>
<td>animals without backbones</td>
<td>vertebrates that feed their young on milk and whose babies grow inside the mother</td>
<td>vertebrates with smooth moist skin and jelly like eggs laid in water</td>
<td>invertebrate with lots of jointed legs</td>
</tr>
<tr>
<td>differences between living things e.g. eye colour</td>
<td>discontinuous variation</td>
<td>where features vary gradually e.g. weight, height etc.</td>
<td>having features that mean an animal or plant is suited to their habitat</td>
<td>where a plant or animal lives</td>
</tr>
<tr>
<td>where an animal uses its colour to hide from predators</td>
<td>a layer of fur or fat that keeps an animal warm</td>
<td>the smallest living things</td>
<td>animals without backbones</td>
<td>one kind of micro organism</td>
</tr>
<tr>
<td>one kind of micro organism</td>
<td>animals with backbones</td>
<td>invertebrate with lots of jointed legs</td>
<td>living things</td>
<td>where a plant or animal lives</td>
</tr>
</tbody>
</table>

http://www.collaborativelearning.org/livingthingsc4