

# Miss Brick's Knock Down, Build up Connect Four

This activity was developed at one of our storyprops and games workshops. We started running these in the eighties long before props, puppets and games got commercialised and sold "off the peg" by publishers and education companies. Our idea was to come up with activities based on popular stories, which could later be made up and coloured in by parents working together. The games could be then be played later at home and also be available in school to accompany core texts. Colouring in, like sewing or knitting story puppets/props, was an ideal time for parents to work together in a stress free environment and talk about other issues. Now we are again entering times when neither parents nor schools will be able to afford made up story puppets etc., we have made them available online. We would argue that in this case home made activities probably have more educational value and promote more effective collaboration with parents in supporting their children's learning.

Webaddress:

<http://www.collaborativelearning.org/missbrickc4.pdf>

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## 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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## 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 oracy. They provide teachers opportunities for assessment of talk.

\*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.

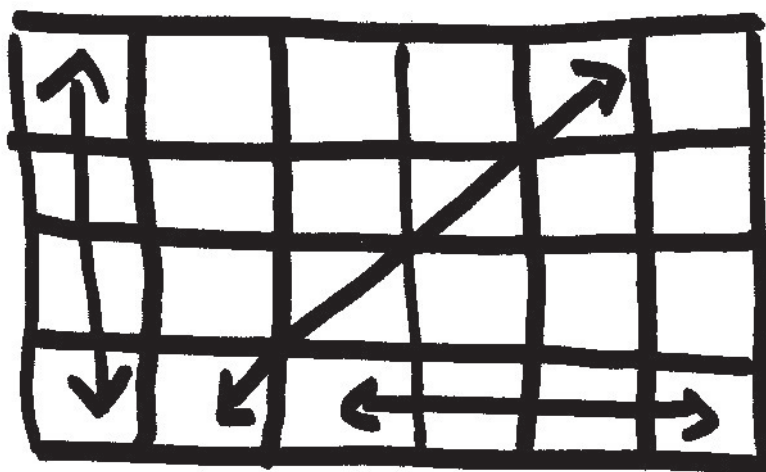
\*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work more effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers 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.

# Miss Brick's Knock Down, Build up Connect Four

## Instructions

To prepare the game you need to enlarge the game board and mount it on card. It could be laminated and decorated. You need to print the knock down cards in one colour, and the build up cards in another. Again they could be coloured in and laminated.

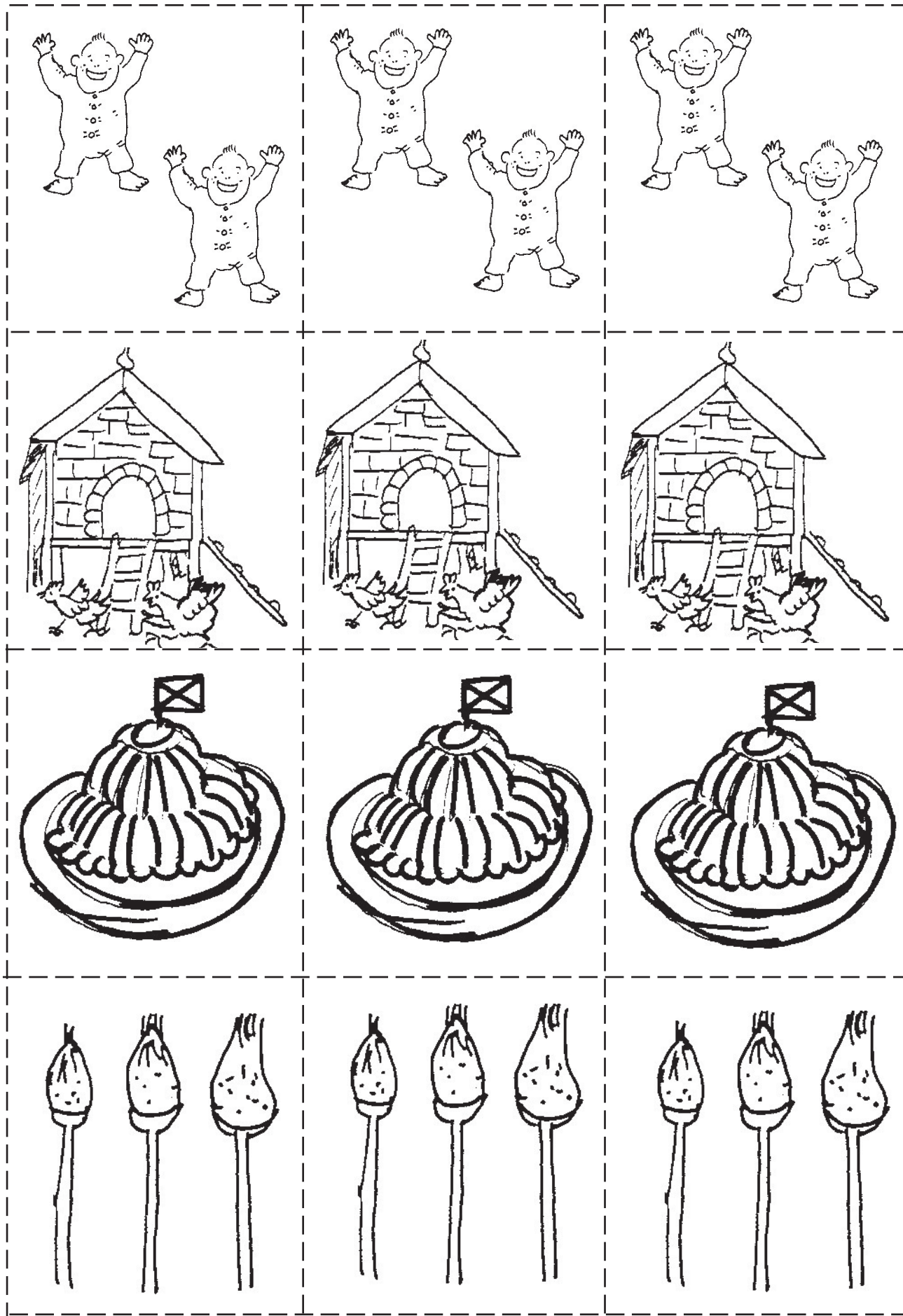
To play the game, children (two or more) with the Knock Down cards play the children with the Build Up cards. They shuffle their sets of cards and place them face down. Teams take turns to pick a card from the top and place it in a correct place on the board. E. g. you can place the built up tin cans or the knocked down tin cans on the words "tin cans". The aim of the game is to get a complete line of four similar cards vertically, horizontally or diagonally and try to stop the other team from getting four of their cards in a row. An easier version is to go for only three cards.



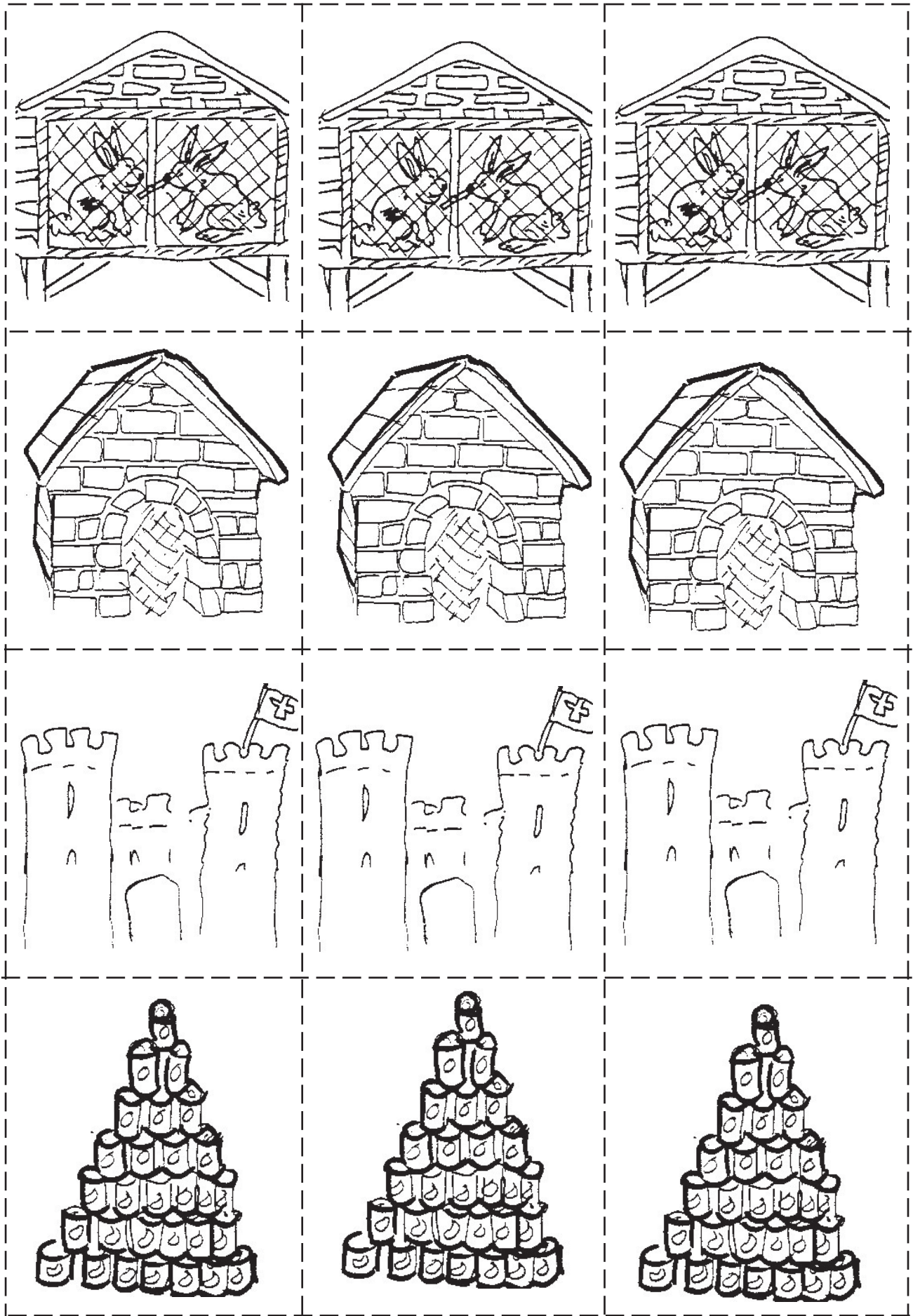
# Miss Brick's Knock Down, Build up Connect Four Board

Babies	Tin Cans	Dog Kennel	Rabbit Hutch	Dog Kennel	Chicken House
Jelly	Sandcastle	Coconuts	Chicken House	Tin Cans	Rabbit Hutch
Babies	Rabbit Hutch	Dog Kennel	Sandcastle	Babies	Jelly
Sandcastle	Coconuts	Chicken House	Tin Cans	Jelly	Coconuts

# Build up Cards

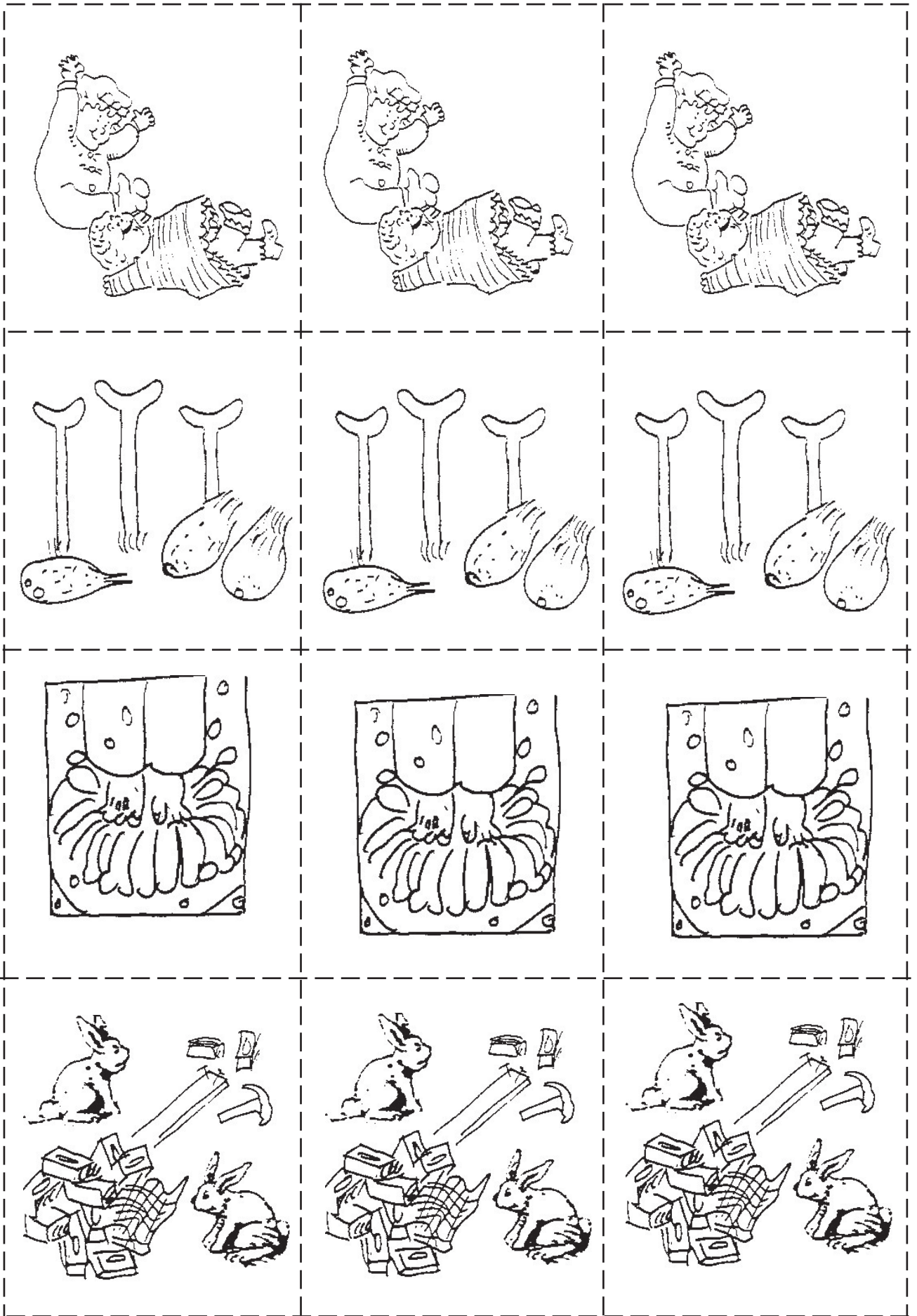


# Build up Cards





# Knock Down Cards



# Knock Down Cards

