

# Plant or Animal Connect Four

Developed by June Agar at Rushey Mead Primary School in Leicester and used with years 3 and 4. It would make an excellent consolidation activity for older children and the cards could be made more ambiguous. You might also swap gameboard and cards because the other way round demands more skimming and scanning. Please send any adaptations you make back to the project so that we can share them on this site. The original version has pictures and you might like to add these to support children new to English. We have provided you with a version with spaces above or below the text for you to do this. We have added a version in French temporarily minus accents at the moment.

Each team (twos or threes) has a set of cards in a different colour.

The cards are placed face downwards and each team takes it in turn to take one of their own cards.

After taking a card they must place it on an appropriate square. Some cards will go on either a plant or animal square. Most of them describe characteristics shared by either some plants (not all) or some animals. Human characteristics are included to emphasise that humans are animals.

The winners are the team with four cards in a row vertically, horizontally or diagonally.

The webaddress for this activity is <<http://www.collaborativelearning.org/plantoranimal.pdf>> Last updated 26th April 2002.

COLLABORATIVE LEARNING PROJECT 17 BARFORD STREET LONDON N1 0QB

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 spoken language and other 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 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.

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# PLANT OR ANIMAL CONNECT FOUR GAME BOARD

PLANT	ANIMAL	PLANT	ANIMAL	PLANT	ANIMAL
PLANT	ANIMAL	PLANT	ANIMAL	PLANT	PLANT
PLANT	PLANT	ANIMAL	PLANT	PLANT	PLANT
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# PLANT OR ANIMAL CONNECT FOUR CARDS

This version has spaces for you to draw your own picture. You may want to enlarge this to A3. and then cut out the cards.

I have roots.	I can see the TV.	I can hear music	I can have babies.	I can move.	I can taste ice cream
I can make seeds.	I have leaves.	I can talk.	I need light to grow.	I can smell flowers.	I have a stem.
I need food.	I can grow.	I need water.	I can grow.	I can eat an apple.	I need water.
I need oxygen.	I need carbon dioxide	I can make oxygen.	I need sunlight to grow	I will die.	I can hunt for food.
Many of us are green.	I produce waste.	I make eggs.	I am fixed in one place.	I have a stalk.	I can have bright colours
I need insects.	I can read.	I can live underground.	I can fly.	I can swim.	I will grow 30 metres tall.

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J'ai des racines	Je peux voir la télé.	Je peux entendre la musique.	Je peux avoir des bébés	Je peux bouger.	Je peux goûter de la glace.
Je peux faire des graines.	J'ai des feuilles.	Je peux parler.	Il me faut de la lumière pour pousser.	Je peux sentir les fleurs.	J'ai une tige.
Il me faut de la nourriture.	Je peux pousser.	Il me faut de l'eau.	Je peux pousser.	Je peux manger une pomme.	Il me faut de l'eau.
Je peux faire de l'oxygène.	Il me faut du gaz carbonique.	Je peux faire de l'oxygène.	Il me faut du soleil pour pousser.	Je mourrai.	Je peux faire la chasse à la nourriture.
Le plupart de nous sont verts.	Je produis des déchets.	Je fais des oeufs.	Je suis fixé dans un endroit.	J'ai une tige.	Je peux avoir des couleurs vives.
Il me faut des insectes.	Je peux lire.	Je peux vivre sous terre.	Je peux voler.	Je peux nager.	Je pousserai jusqu'à 30 mètres de haut.

# PLANT OR ANIMAL CONNECT FOUR

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