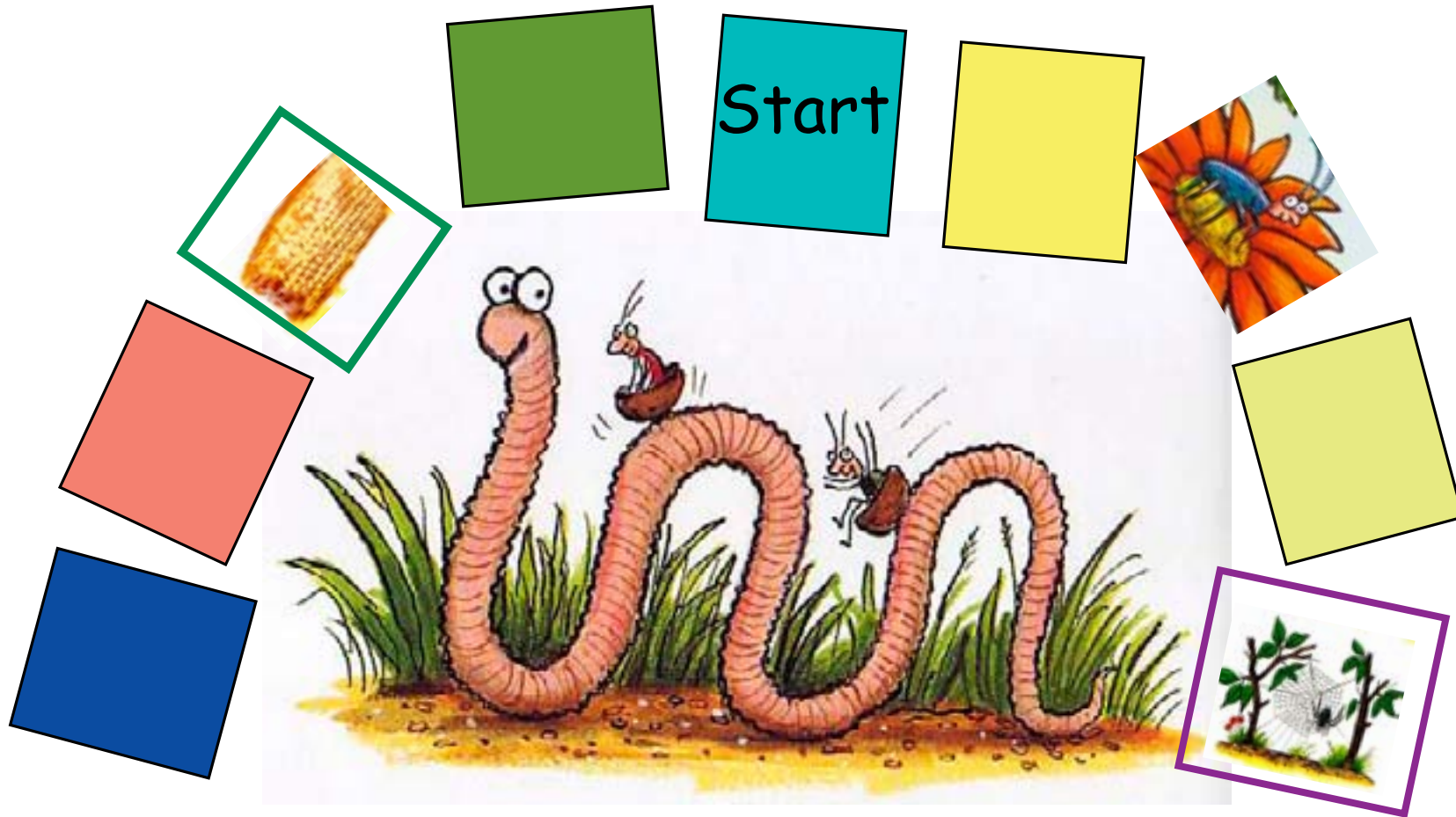


# Superworm!

Track Game

Pairs Games

Connect Three Game



# Superworm

This activity is being updated. There are two Pairs Game and a Track Game completed so far and now a Connect Three is half done. Please make suggestions.

**Pairs Games:** You will need to print two copies of the Superworm portraits. It is quite remarkable that a worm can have so many expressions! That will give you 12 cards to place face down for pairs. You can either add the second sheet of beetles, toads etc. to make a 24 card pairs game or keep them separate for another game.

**Track Game:** We enlarged the game board to A3. As is usually the case, you could make a far more interesting board with the help of your children. You need to print as many collecting boards as there are players. To play, you take turns to throw a die or two dice, travel round the board (children decide whether one direction or two directions is allowed and of course new rule making and following is to be encouraged). When you land on a item you can place a counter on the picture of the item on the collecting board. If you land on the magic flower you miss a turn. First player to fill the board with all the items to save Superworm is the winner. Alternatively you can cut the collecting boards up to make cards and when you land on the items you can collect the cards. There are of course lots of other variations and the cards can be used for remembering events in the story.

The Connect Three game is played by enlarging the board to A3 and cutting up two set of the statements cards and printing them in two colours. Teams of two place their cards in a pile or spread out face down. Teams take turns to pick a card and place it on the board. Everyone must agree this is correct. First team to get three in a row, horizontally, vertically or diagonally, is the winner.

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

Last updated 10th March 2018

## 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, 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.

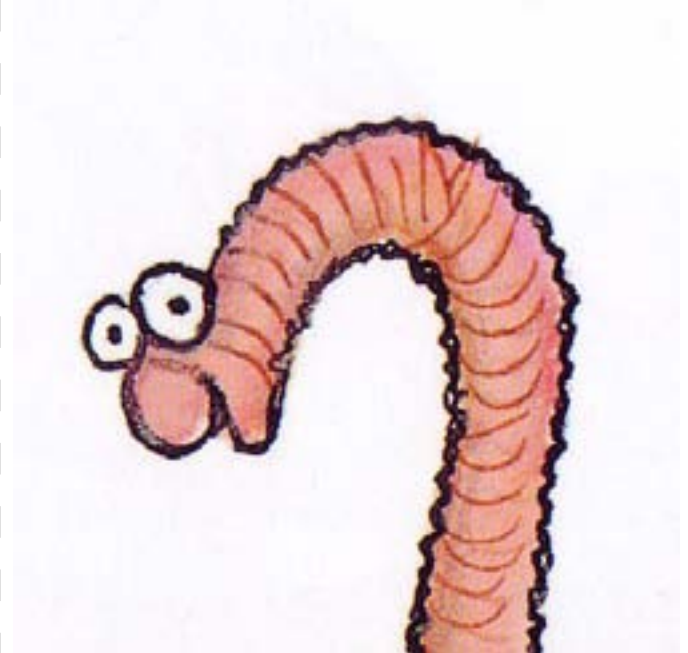
\*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

\*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.

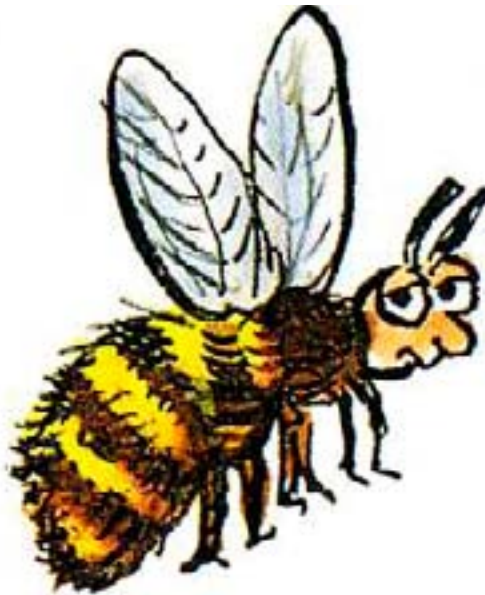
\*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work more effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers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

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

# Superworm Pairs



# Superworm Pairs



# Superworm Track Game Collecting Board







bee



earwig



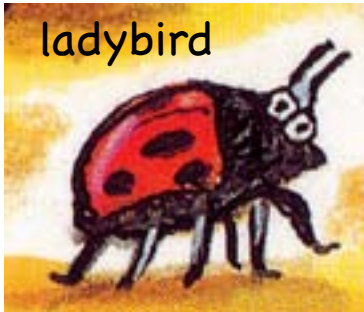
caterpillar



crow



glowworm



ladybird



snail



spider



toad



beetle



dragonfly



centipede



rabbit



slug



frog



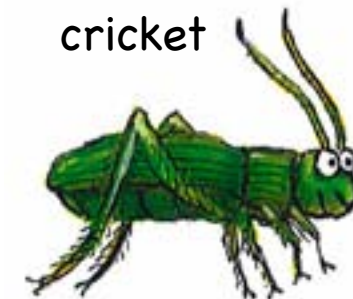
ant



butterfly



mole



cricket



superworm

|                  |                 |                  |                  |                  |
|------------------|-----------------|------------------|------------------|------------------|
| I have wings.    | I have a tail.  | I have stripes.  | I have 6 legs.   | I have 2 legs.   |
| I have a shell.  | I have no legs. | I have antennae. | I have whiskers. | I dig holes.     |
| I have 4 legs.   | I have 8 legs.  | I make honey.    | I cannot fly.    | I can fly.       |
| I help everyone. | I am colourful. | I have scales.   | I have feathers. | I like the dark. |