

Three Way Snap

This activity was shared by Sandy Wadsworth from the North London NALDIC regional group.

Webaddress: <http://www.collaborativelearning.org/threewaysnap.pdf>

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COLLABORATIVE LEARNING PROJECT

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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 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.

*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.

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Three Way Snap

This is a game for practising the language associated with calculations.

There are three sets of cards, red, blue and green.

Each red card contains a calculation.

The green cards contain the same calculations, but they are expressed in different ways.

The blue cards contain the answers.

We know two ways to play, but you and your students will probably think of others:

Simplest:

- 1.Red player has a pile of cards face down. Blue and green players both have their cards spread out face up.
- 2.Red player turns up a card and places it in the middle for all to see. Blue and green players race to place a matching card first in order to win the trick.
- 3.Whoever has most tricks wins the round.
- 4.Players swap decks for each round, and play as many rounds as appropriate.

More challenging:

- 1.Red and green players have their cards face up, blue player has a pile of cards face down.
- 2.Blue player turns up a card at random, red and green race to match it.

You and your students can put new calculations and solutions on the cards and print them off again to refresh the game or change the level of difficulty and the target language. You can also differentiate the game by making one set easier to read or to understand.

How many fours in twenty?	Eighty-nine minus fifty-four.	The sum of twelve and thirteen.	Nine times three.
Three add four.	Four lots of nine.	Thirty plus fifty-one.	Take seventeen from sixty-one.
Thirteen and sixteen.	Nine divided by three.	Thirteen and sixty-five together.	Seven multiplied by twelve.

5

35

25

27

7

36

81

44

29

3

78

84

Twenty
divided by
four.

Subtract
fifty-four
from eighty-
nine.

The sum of
twelve and
thirteen.

Three nines

Four plus
three.

Four lots of
nine.

Fifty-one
add thirty.

Take
seventeen
from sixty-
one.

Twenty, add
fifteen, take
away six

How many
times does
three go into
nine?

Thirteen and
sixty-five
together.

Twelve times
seven.