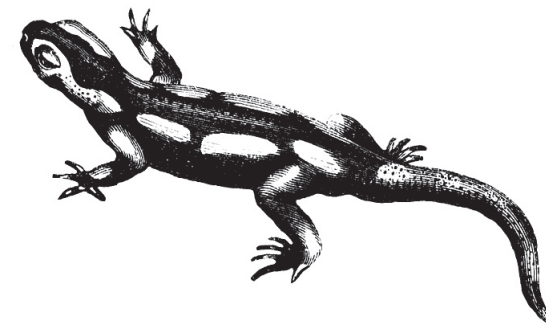


Vertebrate Connect Four

Originally developed by Steve Cooke. You will find it easy to change your game boards, and include the animals you want by going to the University of Florida's excellent black and white clipart collection at <http://etc.usf.edu/clipart/index.htm> where all these animals come from. We are going to try in the future until technology catches up to provide black and white versions since they can easily be printed on two sets of coloured cards for the game. We have given you two sets of cards so that players see a variety of animals but you may prefer to print one set in two colours. Please send us any new versions you develop. We use small amount of memory gifs, tifs or jpegs like this little salamander here. You need to enlarge the board to A3, but keep the cards small and photocopy them in two colours.



The webaddress for this activity is:

<http://www.collaborativelearning/vertebratec4.pdf>

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals throughout the European Union to promote inclusive education. We develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

17, Barford Street, Islington, London N1 0QB UK Phone: 0044 (0)20 7226 8885

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 speaking and listening. They provide teachers opportunities for assessment of speaking and listening.

*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/vertebratec4.pdf>

Vertebrate Connect Four Game Board

has a moist skin but no scales	lays eggs and has feathers	breathes in water	does not have feathers but is warm blooded	lays eggs on land and is cold blooded
feeds milk to its young	has gills	lays eggs in water and does not have scales	lays eggs	has scales and breathes in water
has scales but does not have gills	lays eggs in water but does not have scales	is warm blooded but does not have fur nor hair	can breathe in air or in water	gives birth to live young
lives in water and has scales	has fur or hair	lays eggs	is warm blooded	does not have gills but has scales
lays eggs and is warm blooded	lays eggs and is cold blooded	does not lay eggs and is warm blooded	has gills and scales	has feathers

Vertebrate Connect Four Cards



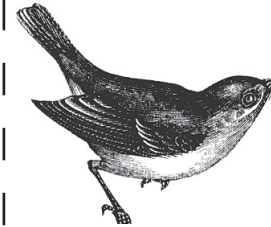
bat



mouse



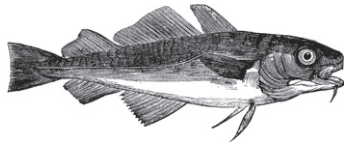
frog



robin



kingfisher



cod



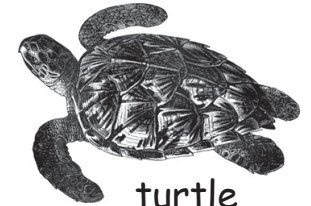
gull



swallow



pike



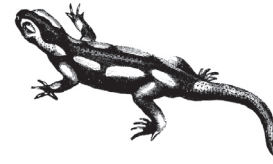
turtle



eagle



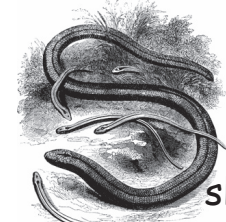
sea
horse



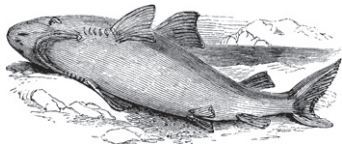
salamander



stickleback



slow worm



shark



dog



deer



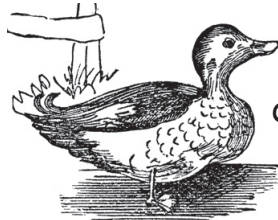
snake



seal



toad



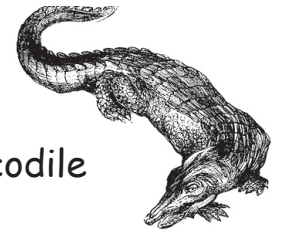
duck



squirrel

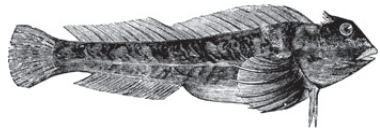


goby



crocodile

Vertebrate Connect Four Cards



blenny

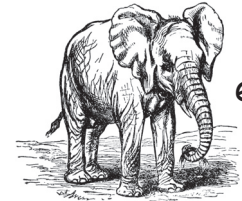


camel

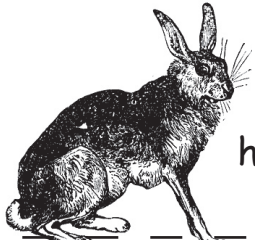
curlew



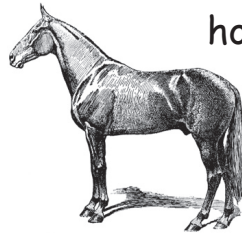
dolphin



elephant



hare



horse



newt



owl

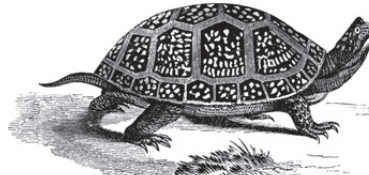


penguin



platypus

jay



tortoise

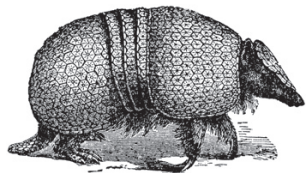


vulture



anteater

armadillo



buffalo



hummingbird



kangaroo



tree frog



ostrich



turbot



chameleon



wombat



cobra

