

Animal game

by Jackie Holderness & Annie Hughes

Level 1 • Starter / Beginner +

Age: Primary (6–11)

Language aim: To practise numbers 1–6; to introduce animal vocabulary

Time: 30 minutes

Student grouping: Individuals, pairs, whole class

Materials: One copy of the worksheet per student; pictures of animals (optional: see Preparation); one dice per pair; one counter per student; colouring pens or pencils

Language focus: Numbers 1–6; *throw again, dice; ladybird, shark, monkey, spider, crocodile, zebra, octopus, cat, bird, butterfly, cow, rabbit, mouse, elephant, bee, kangaroo, frog, fish, lion, snake, horse, dog*

Preparation

Prepare one set of pictures of any animals from the Language focus above that your students won't know. The pictures should be large. Alternatively, you can draw pictures of the animals on the board.

If there are too many items of vocabulary for your class, white out some of the animals on the worksheet and replace them with extra bees.

Playing the game

Step 1

Pre-teach the new animal names (see Language focus above) using mime or sound effects. Practise them with the whole class using the pictures you prepared or by drawing pictures of the animals on the board.

Step 2

Put the children into pairs. Hand out one copy of the worksheet and a counter to each child and one dice per pair. Make sure all children have access to colouring pens or pencils.

Step 3

Each child throws the dice but can only move along a path if the number of the path matches the number on the dice. If it does, they move one space. If it doesn't, the child is stuck. If they land on a bee, they have an extra throw.

They can only move if they know the name of the animal they are about to land on. If they don't know it,

they stay where they were and miss a turn. If they do know the animal name, they move to that animal and throw again. If the second number they throw doesn't match the paths available, they are stuck until their next turn. The first player to land on FINISH wins.

The players try to move from the top of the page (START) to the bottom (FINISH), moving from animal to animal as the numbers allow. They should colour the path they travel as they go.

Step 4

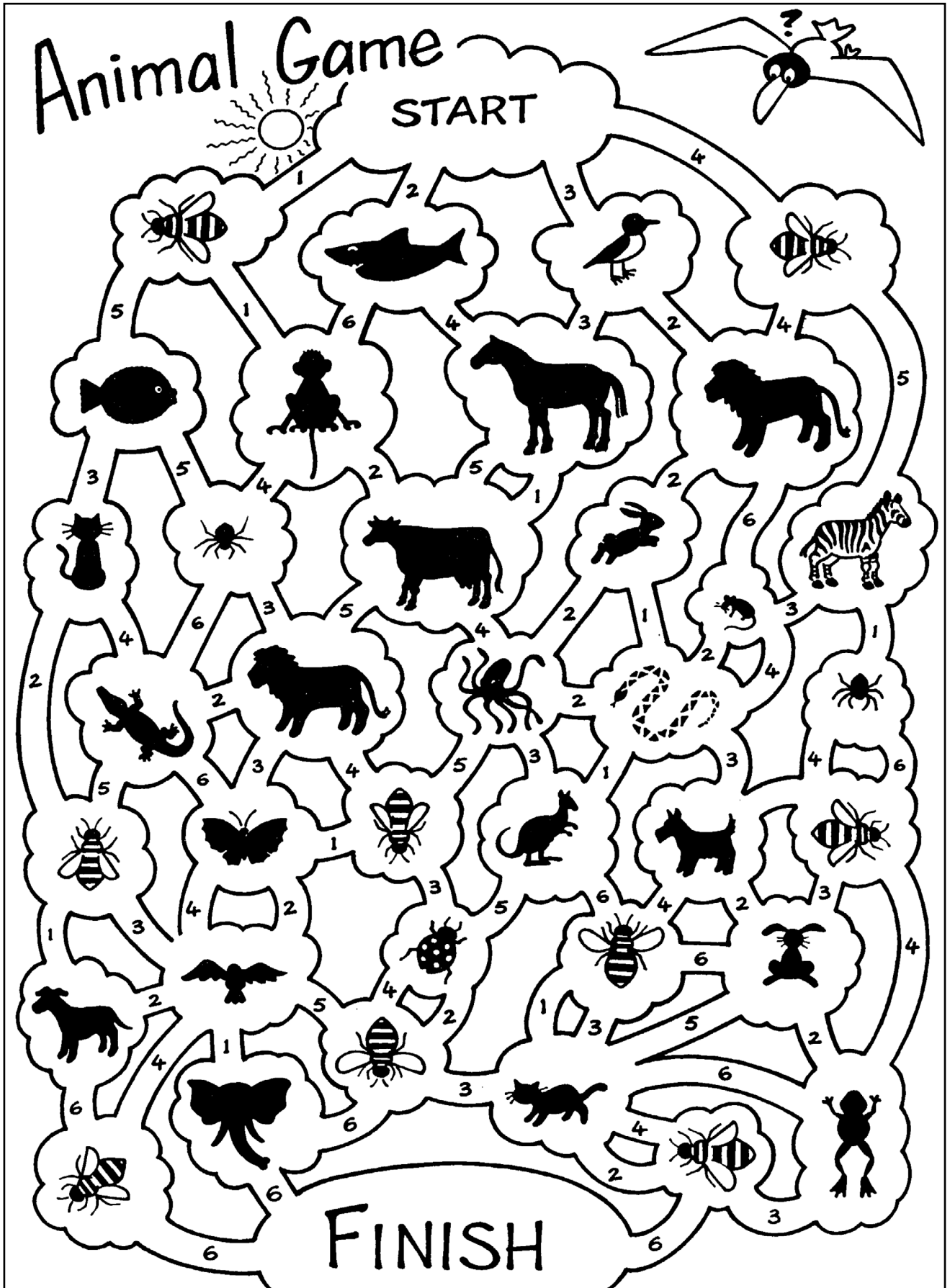
Ask a few students to tell you which animals they landed on by reading aloud their trail from start to finish.

Follow-up activity

In pairs, the children play a guessing game. Child A starts to draw one of the animals and child B has to guess which one it is. They then swap turns.

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WORKSHEET