Animals

★ ACTIVITY 3A: ANIMAL TRAIL GAME

AIMS: To practise numbers 1-6
• To introduce animal vocabulary
LANGUAGE: 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*
TIMING: 20 mins
GROUP SIZE: Class/Pairs
WHAT YOU NEED:
Photocopy 3 per child. A dice per pair. Pictures of any new vocabulary.

WHAT TO DO:
1 Preteach the new animal names using mime or sound effects. Practise them with the whole class using the pictures. (If there are too many items of vocabulary for your class, white out some of the animals and replace them with extra bees.)
2 Give out photocopy 3.
3 Once the animal names are known, the children can play the game in pairs. 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 not, the child is stuck. If they land on a bee, they have an extra throw.
4 The players try to move from the top of the page to the bottom, moving from animal to

animal as the dice numbers allow. They should colour the paths they travel as they go.
5 They can only move if they know the name of the animal they are on. If they don't, they miss a turn. If they do, they throw again. If the second number doesn't match the paths available, they are stuck until their next turn. The first player to the end wins.
6 Ask a few individuals 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 they swap turns.

★ ★ ACTIVITY 3B: ANIMAL GAME

AIMS: To practise numbers 1-10
• To introduce animal vocabulary
LANGUAGE: As Activity 3A
TIMING: 30 mins
GROUP SIZE: Class/Pairs
WHAT YOU NEED:
Photocopy 3 per child. A dice per pair. Pictures of new animals.

WHAT TO DO:
1 Preteach the new animal names and practise them through whole class games, e.g. by guessing the animal being drawn on the blackboard and through pictures. See Activity 3A Steps **2-6**.
7 The children should note down which number they use each turn and add them up as they go along. If you land on a bee it means double the total so far. This is good because the player with the highest total is the winner.

FOLLOW-UP ACTIVITY:
Each child should choose one of the animals and give a short description of it, e.g. *I've got 4 legs, I'm brown, I live in a tree.* They should then say this aloud to the class or a small group so that the others can guess the animal, e.g. *An elephant? No. A monkey? Yes.* etc.

★ ★ ★ ACTIVITY 3C: GAME/CLASS MATRIX

AIMS: To use animal vocabulary
• To classify animals using *which*
LANGUAGE: Numbers
• *Throw again, I'm/You're stuck*
• *Ladybird, shark, monkey, spider, crocodile, zebra, octopus, cat, bird, butterfly, cow, rabbit, mouse, elephant, bee, kangaroo, frog, fish, lion, snake, horse, dog*
• *Live, fly* • *In/on, farm, Africa, Australia* • *Legs*
TIMING: 35 mins
GROUP SIZE: Pairs/Class
WHAT YOU NEED:
Photocopy 3 per child. Dice. Colours. Paper. Pictures of animals.

WHAT TO DO:
See Activity 3A Step **1**.
2 Give out photocopy 3.
3 Once the animal names are known, the children can play the game in pairs. 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 not, the child is stuck. Teach *You're stuck/I'm stuck.*
See Activity 3A Steps **4-6**.
7 Now play the game again, but this time the children should note down which number they use each turn and add them up as they go along. Landing on a bee means double the total so far. The player with the highest total is the winner.
8 Finally draw a class matrix on the board. Write the following categories down the left hand side: *animals which live in water/animals which fly/animals which live in Africa/animals which live on a farm/animals which live in Australia.* Write *0 legs/2 legs/4 legs/6 legs* along the top.

9 The children should help you fill in the matrix (some animals may appear twice) on the board.
10 In pairs, they can then play a guessing game, using the matrix on the board as a prompt, e.g. *A: I live in Africa. I've got no legs. B: You're a snake. A: Yes.*

FOLLOW-UP ACTIVITY:
Let the children work out which route to the bottom would carry the most points!