

la Nota privind crearea rețelei de resurse educaționale deschise

### Fișa de identificare RED

**Nume/prenume autor:** PINTILIE Tünde

**Denumirea resursei educaționale propuse:**

*Joc – activitate*

**Tema/scurtă descriere:**

”Animal hunt” este un joc care se poate realiza pe parcursul orelor. Este parte dintr-un plan de lecție mai complex. Această activitate a fost concepută pentru a oferi eleviilor un mod mai plăcut, mai antrenant și distractiv de a recapitula și aprofunda cuvintele dobândite pe parcursul orelor de curs, având tema principală ”Animalele domestice și sălbatice”. Activitatea a fost gândită pentru elevii clasei a-I-a, dar este un joc care ar avea succes la orice nivel al ciclului primar.

**Scopul materialului propus:**

- didactic (de utilizat la clasă/cu elevii)
- pentru elev (de utilizat de către elevi)
- de documentare pentru cadre didactice
- altele .....

**Nivel de învățământ/clasa:** primar/ a-I- a

**Aria curriculară/disciplina:** Limbă și comunicare / Limba engleză

**Material extracurricular:**

**Competențe vizate:**

- fixarea și exersarea noțiunilor de vocabular
- aprofundarea cuvintelor de vocabular, cu tema animalele domestice și sălbatice
- dezvoltarea gândirii creative
- încurajarea elevilor de a lucra pe grupe

## **ANIMAL HUNT** – an activity for young learners

Each part of vocabulary is important in its way, teaching the vocabulary related to animals either wild or farm animals it is always a pleasure for the young ones, probably because children love animals and they always aspire to have a pet. Perhaps this is the reason why they relish this theme; they are always enthusiastic to talk about their favourite animals or their pets.

**Aim:** to practice/revise vocabulary, the animals

**Class:** 1<sup>st</sup> graders

**Level:** beginners to elementary

**Skills:** speaking

**Timing:** 15-20 minutes

**Type of intelligence involved:** verbal- linguistic, bodily- kinaesthetic, visual – spatial and interpersonal

**Interaction:** Group work

**Material:** two sets of toy animals (Fig. 3), pictures (Fig.4)

**Preparation:** prepare two pictures; one picture illustrated with a farm and another one illustrating the wildlife. Hide the animals before children arrive. Find two different locations for the two groups. In this way none of the group's path will cross the other ones.

**Procedure:**

**Step 1:**

1. If your school has a courtyard and the majority have one, and the weather allows you, take the children outside for this activity.
1. Tell the children that a few animals from the Zoo and a nearby farm have escaped and they have to find them.
2. Then split the class into two groups.
3. If the courtyard is too big limit the area and let the students know the exact part of the courtyard where to look for the animals.
4. You can also set a time limit or you can finish the activity when all the toy animals are found.



**Figure 1**



**Figure 2**

## Step 2:

1. After the children find all the animals align them in two rows, according to their groups.
2. Put the pictures illustrating the farm and the wildlife between the two rows.
3. Tell the students that in turns they have to choose an animal, show it to the other group, name it (Fig. 1) and put it on the right picture (Fig. 2)

4. If they name the animal correctly their group will get a point. If they do not name the animal properly, then the group loses a point and the point goes to the other team.



Figure 3

5. They continue the activity until each animal is appointed and placed on the correct picture.
6. The group which has the most points is the winner.

**Variation:** You can follow the same instructions until **Step 2:2**. What can be changed here is step 2:3, where a child from group A can call out a student from group B to name an animal. The student from group A points out an animal and the student from group B has to name it and put it on the right picture.



Figure 4

**Note:** When using an outdoor activity the teacher should pay attention to the risks that exist. When you choose the courtyard make sure that there are no dangers for the children. If it is possible, for this activity, take another teacher with you. For example, for the first part of this game I was helped by the class teacher. While the children were looking for the animals she supervised one of the groups, while I was supervising the other one.

Children adore being outside, especially when the weather is fine, so this is one advantage to use this activity with your children. Another advantage could be that each child from the class is involved in the activity. A drawback for this activity could be that if children do not pay enough attention, while looking for the animals (because they run) they could stumble, fall over and hurt themselves.

This is a perfect activity for the bodily – kinaesthetic type of intelligence since they like the freedom of movement. For the interpersonal and verbal - linguistic type is appropriate because they have to work in groups and in the same time they have to communicate, and for the visual – spatial one it is suitable because they are known for their good capacity of orientation.