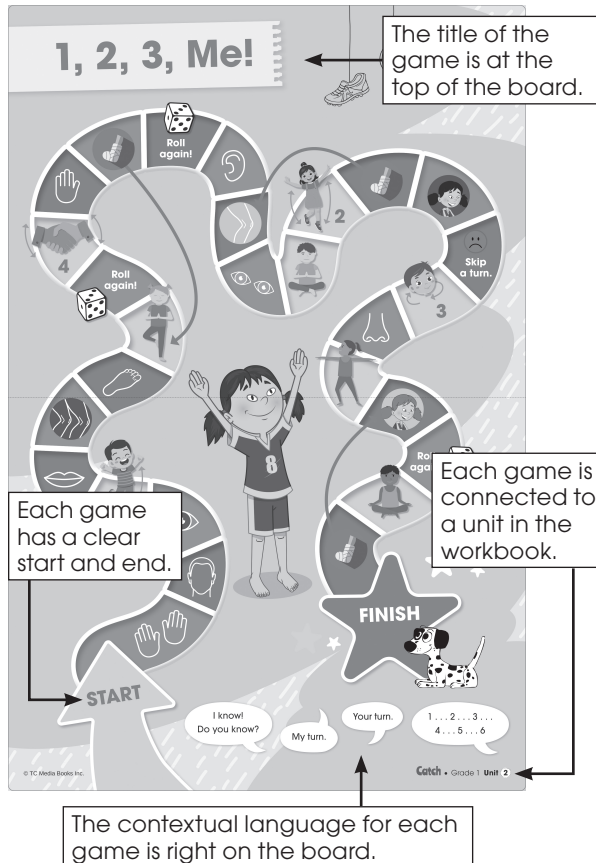


The **board games** review material covered in the workbook. They provide a playful opportunity for students to practise the vocabulary learned in a unit. These games are intended to be played in class at the end of a unit with one or more classmates.



## Material

- Most of the games require a token for each player and a die. Use materials like erasers or paperclips from around the classroom as tokens.
- In some games, a student handout is provided on the *i+ Interactif primaire* platform. Check the game instructions on the platform to know if a student handout is required to play.

## Preparation

- Read the game instructions with students on the *i+ Interactif primaire* platform before playing the game.
- Gather all necessary material.
- Review the unit vocabulary with the class.
- Go over the contextual language with the students. Read the language aloud to the class and model pronunciation and usage.
- Explain the game instructions to the students. Play a practice game, if needed.

Unit	Name	Goal
Unit 1 At School	Find the Pencil Case	Help Catch find the lost pencil case.
Unit 2 My Body	1, 2, 3, Me!	Say the different parts of the body.
Unit 3 Farm Animals	Barn Race	Bring the farm animals to the barn.
Unit 4 Around Town	Walk to School	Move around the board from home to school.
Unit 5 Let's Play	Top of the Blocks	Climb up the tower of blocks.
Unit 6 Good Food	Up the Anthill	Bring food up the anthill.
Unit 7 My Family	Share the Fish	Share a fish with Laivi's family.
Unit 8 The Four Seasons	Seasons Change	Play a game of season-themed checkers.

### 1, 2, 3, Me!

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Material: 1 token per player/team, 1 die

Players: Students may play in teams of two, three or four. Students may also play with more players in their team or with more teams.

#### Instructions

Goal: Players move through the board game and follow the prompts. The first player to reach the *FINISH* space on the board wins the game.

1. Players place their tokens on the *START* space. They roll the die to decide who starts first.
2. The first player rolls the die. They count out loud as they move forward the number of spaces on the die.
3. When they land on a space with one or more body parts, they must name what they see (colour, number and/or body part). Example: If they see two green eyes, they say, "two green eyes."
  - When they land on a yellow space, they perform the action shown in the space.
    - If it is a yoga pose, the player holds the position while a teammate counts to five.
    - If it is an action, the player repeats the action the number of times written on the space.
  - When they land on a broken leg space, they follow the arrow and go back to the indicated space.
4. If the player answers or does the action correctly, they stay where they are. If they cannot answer or do the action correctly, they go back to the previous space.
5. Players take turns moving through the board.
6. The first player to the *FINISH* space wins the game.

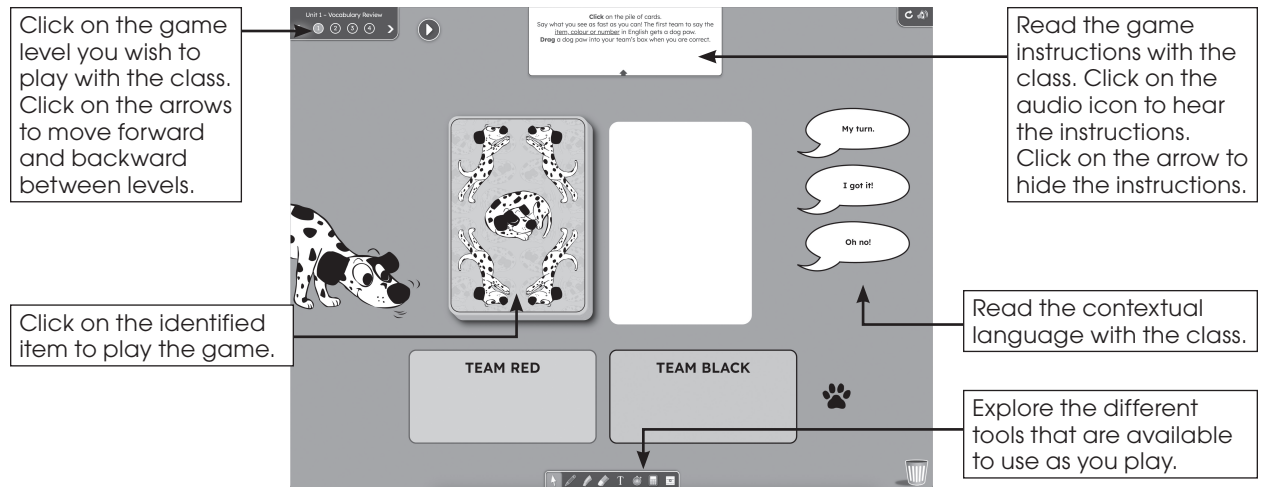
#### Differentiation

To make the game less challenging: Players can play without having to say the colour of the body part. Example: If they see two green eyes, they can say, "two eyes."

To make the game more challenging: Players can play by saying the action performed when they land on an action space. Example: If they see a figure jumping with the number 5, they can say, "I jump five times."

To make the game last longer: Players must roll the exact number to reach the *FINISH* space. The game ends only when all the players reach the *FINISH* space.

The interactive **online group games** review material covered in the workbook. They provide a playful opportunity for students to practise the vocabulary learned in a unit. These games are intended to be played in teams on an interactive whiteboard (IWB). Students can also play against each other on a tablet.



## Preparation

- Read the game instructions on the *i+ Interactif primaire* platform before playing with the class.
- Every game contains 3–4 levels that increase in difficulty: Beginner, Intermediate and Advanced. Read about what material is covered in each level in the Game Instructions handouts.
- Review the unit vocabulary with the class.
- Explain the game instructions to the students. Play a practice game, if needed.
- Before starting a new level with the students, go over the contextual language. Read the language aloud to the class and model pronunciation and usage.

Unit	Name	Goal
<b>Unit 1 At School</b>	Say It Fast!	Be the first to say what you see.
<b>Unit 2 My Body</b>	Guess the Monster	Guess which monster fits the description.
<b>Unit 3 Farm Animals</b>	Back to the Farm	Lead the animals to the farmer in the correct order.
<b>Unit 4 Around Town</b>	Lost Items	Bring lost items back to their places.
<b>Unit 5 Let's Play</b>	Clean Your Room	Put the toys away.
<b>Unit 6 Good Food</b>	Mystery Lunch Items	Discover the hidden image.
<b>Unit 7 My Family</b>	Family Race	Race around the track with family members.
<b>Unit 8 The Four Seasons</b>	Match What You See	Match items to their correct season.

### Say It Fast!

This game is intended to be played in two teams on an interactive whiteboard (IWB).

#### Instructions

Goal: Players quickly name the item they see to get a paw print. The team with the most paw prints at the end of the game wins.

1. A player from each team comes up to the IWB to play.
2. A player or the teacher clicks on the pile of cards to generate an image.
3. The first player to name what is on the card wins the round.
  - If neither of the players knows the answer, invite the next two players on each team or the class as a whole to answer.
4. Teams receive a paw print for each correct answer. Drag or have the winning player drag a paw print into the correct team's box.
5. The next pair of players comes up to the IWB to play.
6. The game ends when there are no more cards or when class time ends.
7. Count the paw prints at the end of the game with the class. The team with the most paw prints wins the game.

#### Options for classroom management

- Place all the students in two lines. The student at the front of each line plays. After their turn, they move to the back of the line and it's the next student's turn to play.
- Warn students that they must behave or "You're going to get pawed!" If students shout out answers when it isn't their turn, don't respond in English, or are being unruly, drag a paw print from their team's box into the garbage can.

#### Levels

##### Level 1, Beginner

- *Content:* covers Unit 1 vocabulary (school supplies, numbers and colours); 28 cards
- *Contextual Language:* "My turn." "I got it!" "Oh no!"

##### Level 2, Intermediate

- *Content:* covers Unit 1 vocabulary (school supplies and numbers combined with colours); 20 cards
- *Contextual Language:* "Your turn." "I know!" "That is a **yellow book**."

##### Level 3, Intermediate

- *Content:* covers classroom vocabulary (instruction words); 15 cards
- *Contextual Language:* "It's my turn." "**Circle**." "I got it!"

##### Level 4, Advanced

- *Content:* covers Unit 1 vocabulary (school supplies combined with numbers and colours); 35 cards
- *Contextual Language:* "It is **blue**." "**Three red books**." "Is that a **red eraser**?"