<table>
<thead>
<tr>
<th>Name of resource:</th>
<th>Handa's Surprise board game and matching activities</th>
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<tr>
<th>Age group(s)</th>
<th>Subject(s)</th>
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<tbody>
<tr>
<td>0 to 4, 5 to 7</td>
<td>English, Literacy</td>
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<tr>
<th>Topic</th>
<th>Language Level</th>
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<tr>
<td>Speaking and listening skills, Reading, vocabulary building</td>
<td>Beginner</td>
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**Description of resource**

- Animal matching game: Word and PowerPoint versions
- Fruit matching game: Word and PowerPoint versions
- A word mat containing vocabulary from the story ‘Handa’s Surprise’
- A printable worksheet connected to the game
- A ‘Handa’s Surprise’ board game

**Preparation needed**

**You will need:**
- A word mat per learner
- Animal or fruit matching game per group (between 2–4 learners)
- A worksheet per learner
- A copy of the board game along with baskets/fruits per group (2–4 learners)

**You will need to:**
- Print, laminate and cut out matching game cards. If printing from PowerPoint, print as handouts to get required size of cards.
- Print and laminate the board game. There are also counters and a dice which can be laminated and printed.
- Photocopy one ‘Match the animal to the fruit’ worksheet per child, and copies of word mat as required.

**Curriculum objectives**

- To build key vocabulary from a story
- To recognise and use animal and fruit vocabulary
- To work collaboratively in a small group or pairs

**Language/Literacy objectives**
This project and its actions were made possible due to co-financing by the European Fund for the Integration of Third-Country Nationals

<table>
<thead>
<tr>
<th>Functions</th>
<th>Structures</th>
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<tbody>
<tr>
<td>♦ Observing</td>
<td>♦ I can see ...</td>
</tr>
<tr>
<td>♦ Naming</td>
<td>♦ It is a … /I have a …</td>
</tr>
<tr>
<td>♦ Recounting</td>
<td>♦ The zebra took the …</td>
</tr>
<tr>
<td>♦ Discussing</td>
<td>♦ What fruits do you have? I have …</td>
</tr>
<tr>
<td></td>
<td>♦ I need a … /I need … more</td>
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**Vocabulary**

♦ Animals: elephant, ostrich, zebra, goat, antelope, monkey, parrot, giraffe  
♦ Fruit: banana, passion fruit, orange, tangerine, avocado pear, mango, guava, pineapple  
♦ Turn-taking vocabulary: you’re next, it’s your turn, etc.

**This resource could be used:**

♦ whole class  
♦ as differentiation within class  
♦ one to one or small group

**Ideas for using the resource**

**What to do**

♦ Before reading the story, the word mat can be used to introduce new vocabulary. This will prepare the learners for the new words and visuals they will see in the story. The learners can then keep the word mat in front of them as an aid with the following activities.

♦ The matching games are useful visuals to help the learners become used to the vocabulary in the story. The games should be reproduced for small groups (2–4 learners). Allow time for exploratory talk when playing the games. The learners should be encouraged to use the names of the fruits/animals when turning the cards over. More able learners should match the pictures to the word cards.

♦ The board game is a collaborative activity which will allow the learners to use the language from the story within a group context. It will allow for discussion over what kind of fruit they have collected in their basket. Alongside this, the
learners will be able to practise turn-taking and basic counting skills using the dice.

- The matching the animal to the fruit activity should be carried out in pairs, again allowing for exploratory talk about which animal and fruit go together. The learners should have access to the story and their word mat to enable them to access the correct language. This could also be an opportunity for the learners to use their first language if there is an appropriate speaking partner for them.
- The learners can then complete the cloze sentences to exhibit their understanding of the vocabulary from the story. The word mat can be used as a support for this.

Other ideas for making the best use of this resource

- The fruit matching game or the animal matching game could be used in conjunction with survival language activities.
- The matching cards could also be used as flashcards.
- The matching cards could also be used for snap games.
- Opportunity could be given to learners to speak about the activities in first language. See Use of learners’ first language ability.

Possible extension activities

- An opportunity to hold and look at real items of fruit that appear in the story would help in enhancing learners’ understanding
- The learners could choose an animal to research further
- The learners could retell the story using different fruit and animals.
- Extend discussions about animal sounds, habitats, etc.