<table>
<thead>
<tr>
<th>Name of resource:</th>
<th>World War II word mats activities</th>
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<tr>
<th>Age group(s)</th>
<th>Subject(s)</th>
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<tbody>
<tr>
<td>8 to 11</td>
<td>History</td>
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<tr>
<th>Topic</th>
<th>Language Level</th>
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<tbody>
<tr>
<td>World War II</td>
<td>Beginner/Intermediate</td>
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**Description of resource**

- word mat
- word mat grid
- word and picture match cards
- lotto boards and cards
- substitution table
- cloze (gap-filling) activity and full text
- writing frame and full text

**Preparation needed**

**You will need:**

- coloured copies of word mat for each group
- copies of word mat grids and cards as required
- copies of lotto baseboards and cards
- copies of substitution table, cloze activity, writing frame and full texts required.

**You will need to:**

- laminate word mats and lotto baseboards, and cut up copies of the baseboard to make cards
- copy, laminate and cut up other cards as required.

**Curriculum objectives**

- To learn key vocabulary related to World War II
- To understand about life during World War II

**Language/Literacy objectives**

<table>
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<tr>
<th>Functions</th>
<th>Structures</th>
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| Identifying | • This is a …  
• These are … |
This resource could be used:
- with the whole class
- as differentiation within the class for a learner/group of learners to support simple writing tasks, speaking and listening or as a pre-teaching tool.

Ideas for using the resource

What to do
- Either as a whole class or in small groups elicit what the learners already know about the topic. Learners could record information on a simple table under the headings ‘What we know’ and ‘What we want to find out’. Highlight any nouns suggested by the learners specific to World War II to make the link with the word mat. Collect relevant nouns together (not included on the word mat). You could ask learners to find suitable pictures to illustrate these using the computer. Construct a simple grid template for learners to add pictures to chosen from the
internet. Learners type in nouns under each picture to produce their own word mat.

♦ **Games using word mats**
  - **Guess what** – Learners work with a partner or in a group of four divided into pairs. Sit opposite each other with a copy of the word mat. Take turns to describe a noun shown on the word mat without naming it, e.g. ‘I’m thinking of something made of …’. The other person/pair guess which noun is being described.
  - **Draw the item** – Learners work with a partner. One person describes to the other what to draw, e.g. to describe the ration book on the word mat possible instructions could be ‘Draw a rectangle with writing …’

♦ **Matching games using word mat grids**
  - **Labelled picture cards game.** Learners work in pairs/groups to:
    - play pairs using two sets of labelled pictures or word and picture cards
    - classify labelled pictures into groups. Language to encourage: These are both/all … whereas these are …
  - **Word cards and picture cards game**
    Learners work with a partner/as part of a small group to match up the pictures with the words. Language to encourage: This is a …; These are …; It’s a …
  - **Lotto**
    Play lotto using the lotto baseboards which show a selection of nouns. Each player/team has a baseboard. Cards are shuffled, put into a pile and matched to the baseboards. Learners take turns to choose the card from the top of the pile. They say aloud what is written on the card and either match it to their baseboard, if they have it, or place it on a pile of discarded cards. The winner is the first person to cover the whole of their baseboard with correctly matching cards.

♦ **Substitution table**
Learners create sentences by choosing from each section of the substitution table.
Learners could work in pairs/groups to make sentences, choose what order to put them in and join some sentences together. Learners could then write the sentences they have made. You could cover the right-hand side of the substitution table so only the first words are revealed as prompts. Learners could then check their own or each other’s work.
Cloze activity and writing frame
- Learners complete the text using the words provided at the end of the text. Learners could then be prompted to highlight the text, e.g. to highlight the verbs.
- Learners take turns to ask each other questions.
- Learners use the writing frame to recreate the full text.

Other ideas for making the best use of this resource
- Use of learners’ first language abilities
  - Identify nouns on the word mat in the learners’ first language, if the vocabulary item is known to the learner.
  - Produce a word mat in first language using the images shown on the word mat grid. Learners record nouns in first language under each labelled picture.
  - Learners construct simple sentences using the nouns identified in first language.
  - Learners play lotto using first language.

Possible extension activities
- Role play – Learners take on the role of a character shown on the word mat, e.g. Winston Churchill, evacuees.
  - Learners create a tableau using several characters.
  - Bring the tableau to life by:
    - the characters speaking in role
    - learners miming how the character would behave in the situation.