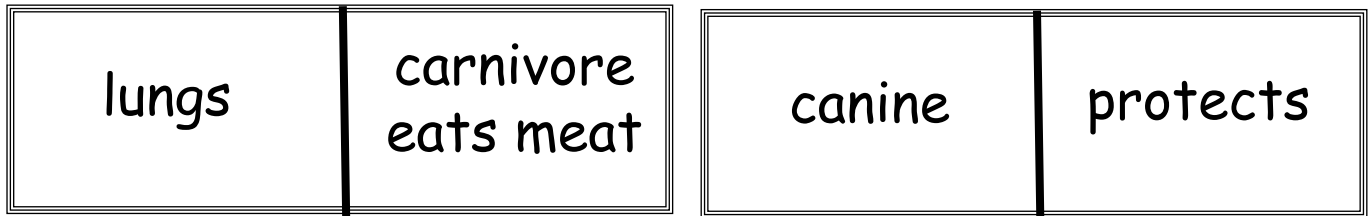
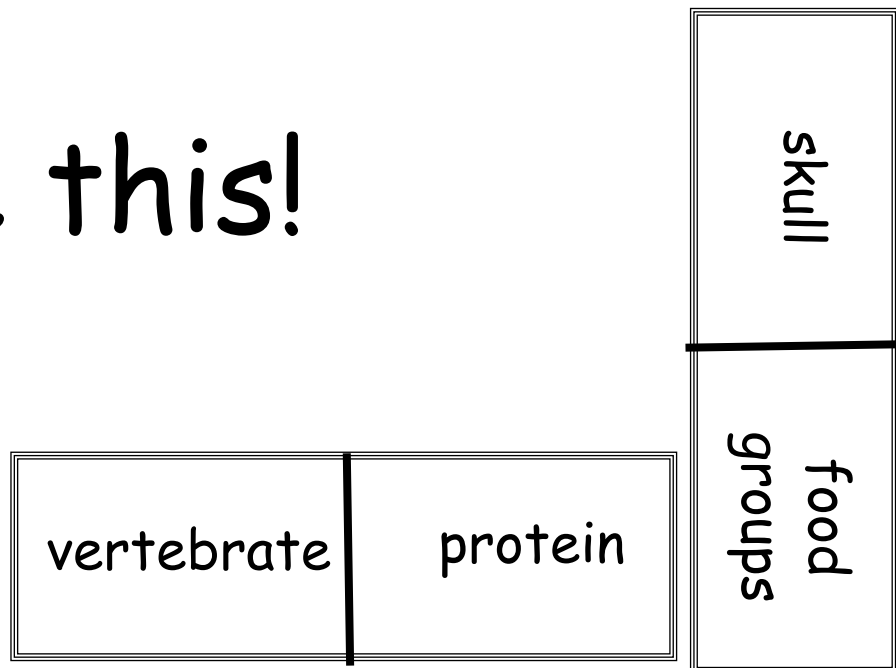


Animal Life Dominoes



...like this!



Cut out the dominoes. Try to match the Key Words to make the longest line of dominoes (e.g. "bacteria" can go with "digestive system"). There are lots of possibilities and patterns (e.g. "heart" goes with "muscle", "veins and arteries", "blood" etc. Players must agree on the links. Winner is the one to get rid of most of their dominoes!

Animal Life Dominoes

This form of "dominoes" was devised by Steve Cooke, and provides a structured way of discovering multiple links between names, functions and characteristics in this topic of animals, nutrition, bones, teeth and organs. We have provided some blank dominoes to add more characteristics etc. We also hope that you will use this activity as a template for developing similar activities around other topics. Pupils will enjoy making their own domino games to try out on each other. The dominoes can be illustrated (like the one below) if there are new to English learners in the class. Please send any illustrated versions back to the project so that other classes can use them.



The webaddress for this activity is:

<http://www.collaborativelearning.org/animallifedominoes.pdf>

Last updated 28th April 2016 and a big thank you to Linda Wicks in Syracuse NY for pointing out a mistake that has been lurking in the instructions for quite a few years!

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals throughout the European Union to promote inclusive education. We develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

17, Barford Street, Islington, London N1 0QB UK Phone: 0044 (0)20 7226 8885

Website: <http://www.collaborativelearning.org>

BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for assessment of speaking and listening.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work more effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

How to play Animal Life Dominoes

Work in groups of two or three. Cut out the dominoes and share them out. Take turns to try to match the Key Words to make the longest line of dominoes (e.g. "bacteria" can go with "digestive system"). There are lots of possibilities and patterns (e.g. "heart" goes with "muscle", "veins and arteries", "blood" etc.. When you place the domino you must justify its position and the others must agree on the links. Winner is the person who gets rid of all their dominoes first. You can also, if you want more of a challenge, add a few blank dominoes to the pack. You have to write one new key word on your blank domino to add it to the line. Other players have to write a new key word on the other blank space to join up one of their dominoes.

How to play Animal Life Dominoes

Work in groups of two or three. Cut out the dominoes and share them out. Take turns to try to match the Key Words to make the longest line of dominoes (e.g. "bacteria" can go with "digestive system"). There are lots of possibilities and patterns (e.g. "heart" goes with "muscle", "veins and arteries", "blood" etc.. When you place the domino you must justify its position and the others must agree on the links. Winner is the person who gets rid of all their dominoes first. You can also, if you want more of a challenge, add a few blank dominoes to the pack. You have to write one new key word on your blank domino to add it to the line. Other players have to write a new key word on the other blank space to join up one of their dominoes.

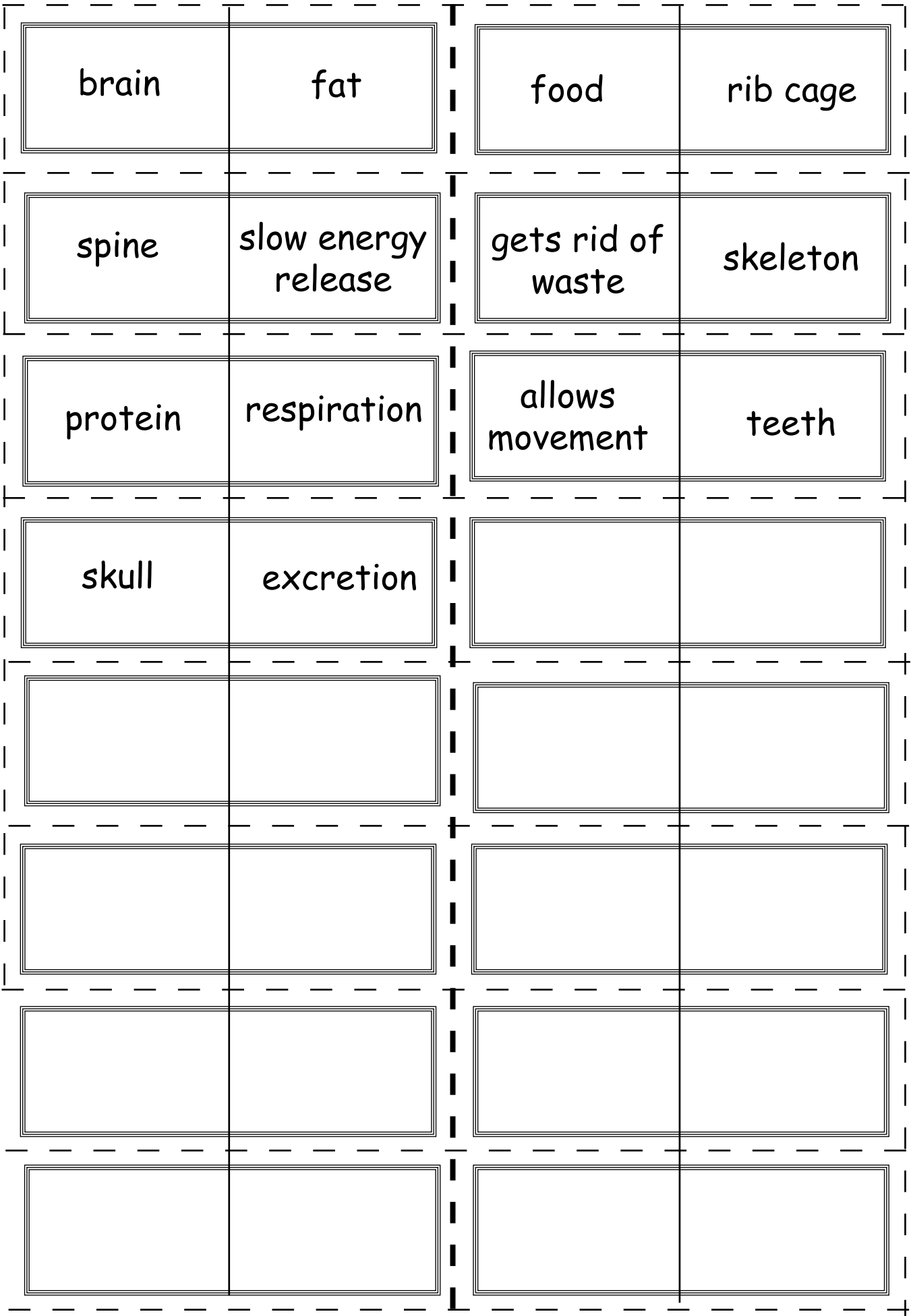
How to play Animal Life Dominoes

Work in groups of two or three. Cut out the dominoes and share them out. Take turns to try to match the Key Words to make the longest line of dominoes (e.g. "bacteria" can go with "digestive system"). There are lots of possibilities and patterns (e.g. "heart" goes with "muscle", "veins and arteries", "blood" etc.. When you place the domino you must justify its position and the others must agree on the links. Winner is the person who gets rid of all their dominoes first. You can also, if you want more of a challenge, add a few blank dominoes to the pack. You have to write one new key word on your blank domino to add it to the line. Other players have to write a new key word on the other blank space to join up one of their dominoes.

Animal life dominoes (23 dominoes plus 5 blanks for you to add extra dominoes)

lungs	carnivore eats meat	molar	carbon dioxide
heart	bacteria	food groups	herbivore eats plants
has no spine	quick energy burst	vertebrate	growth
protects	omnivore eats animals and plants	energy for work	muscle
plaque	kidney	digestive system	water
repair	incisor	joint	oxygen
canine	veins and arteries	builds up the body	invertebrate
balanced diet	blood	relax and contract	liver

Cut out dominoes along dotted lines



Cut out dominoes along dotted lines