

Going on a Bear Hunt Lotto/Track Game

Here are two picture lotto boards one in black and white and one in colour plus two sets of the words. There are two tracks one with about thirty spaces (for a three spot die) and another with about sixty (for a six spot die). The tracks and can be cut out to fit together on an A2 sheet. Of course if you want you can make up your own. There are also smaller versions of the pictures and words plus a house picture for the start of the game. The game can be made up in a variety of ways. Either track can be cut out and mounted on an A2 board. Either pictures can be stuck at different places on the board so that the words cards can be collected or vice versa. Players could also start with a full set of pictures or words and race back to the house. Like most of our foundation activities this one is designed more to inspire you to produce livelier versions than to be used as it is.

The webaddress for this activity is:

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

Activity last updated 25th April 2008

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.

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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.

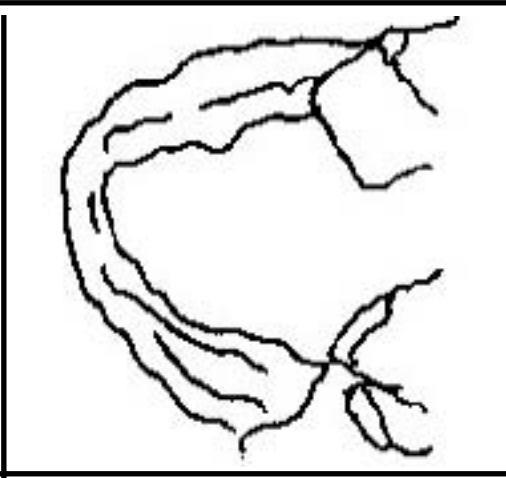
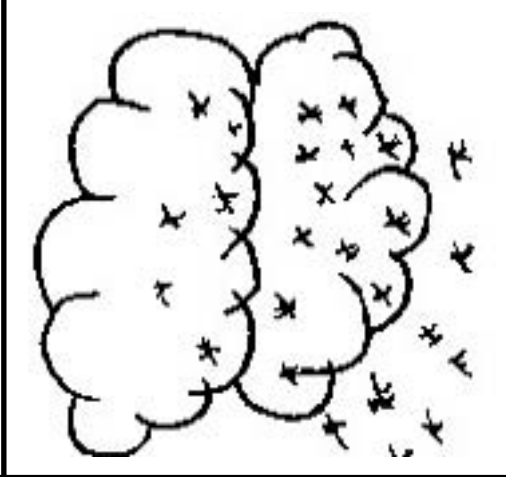
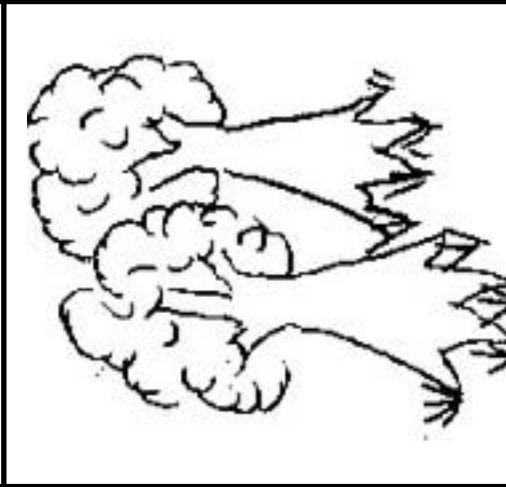
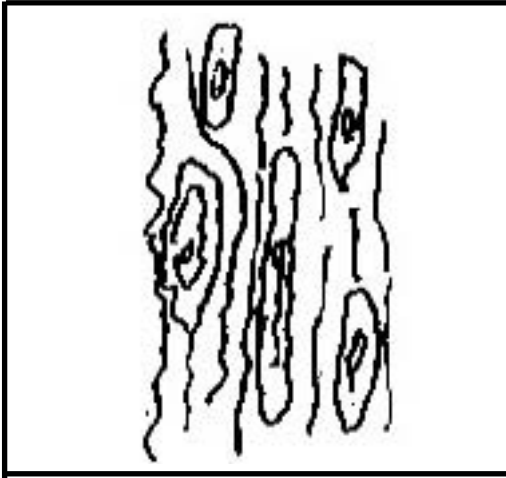
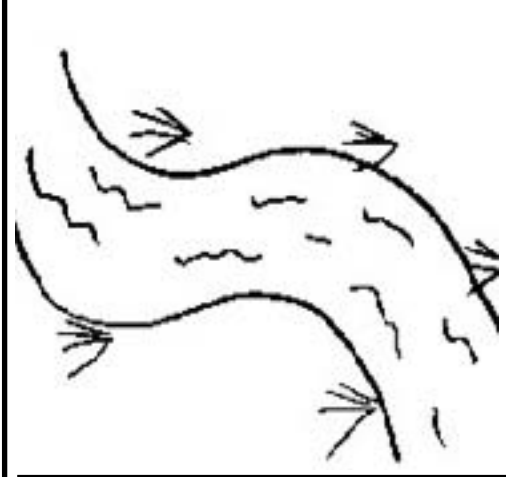
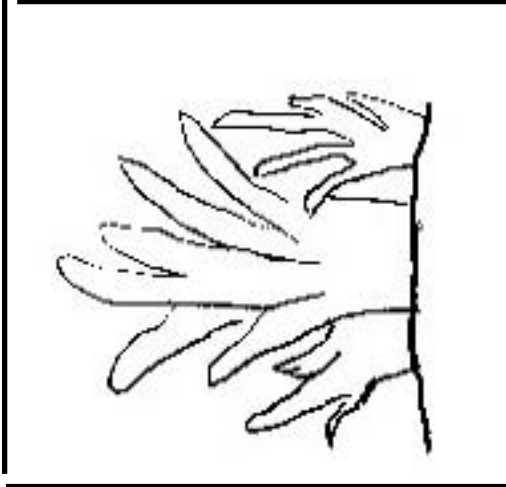
*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts,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



Swishy swashy!
 Swishy swashy!
Swishy swashy!

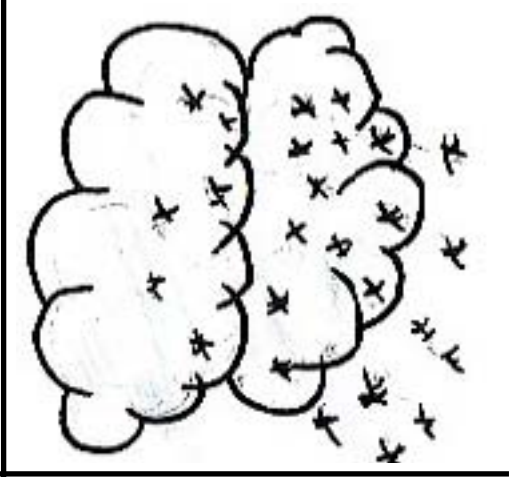
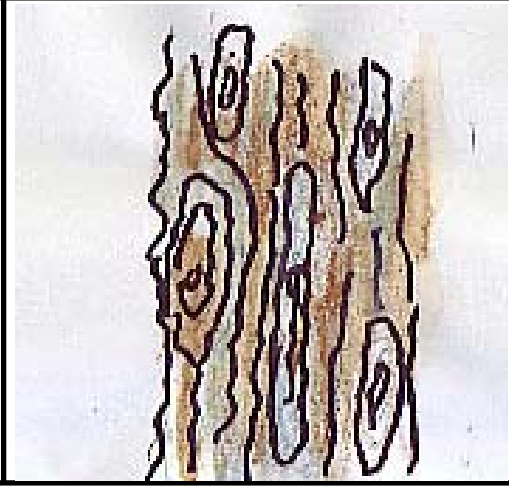
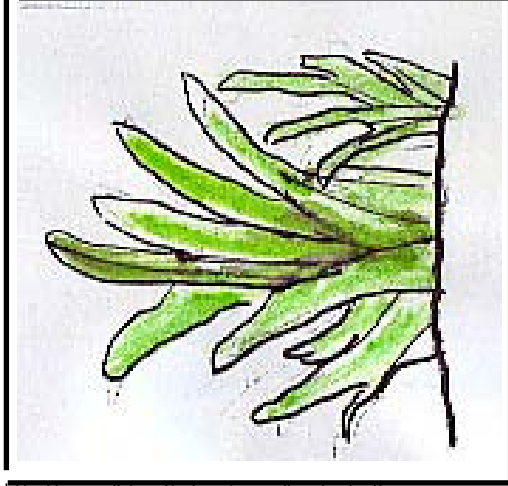
Splash splosh!
 Splash splosh !
Splash splosh!

Squelch squerch!
 Squelch squerch!
Squelch squerch!

Stumble trip!
 Stumble trip!
Stumble trip!

Hooo woood!
 Hooo woood!
Hooo woood!

Tiptoe!
 Tiptoe! Tiptoe!
WHAT'S THAT?



Swishy swashy!
Swishy swashy!
Swishy swashy!

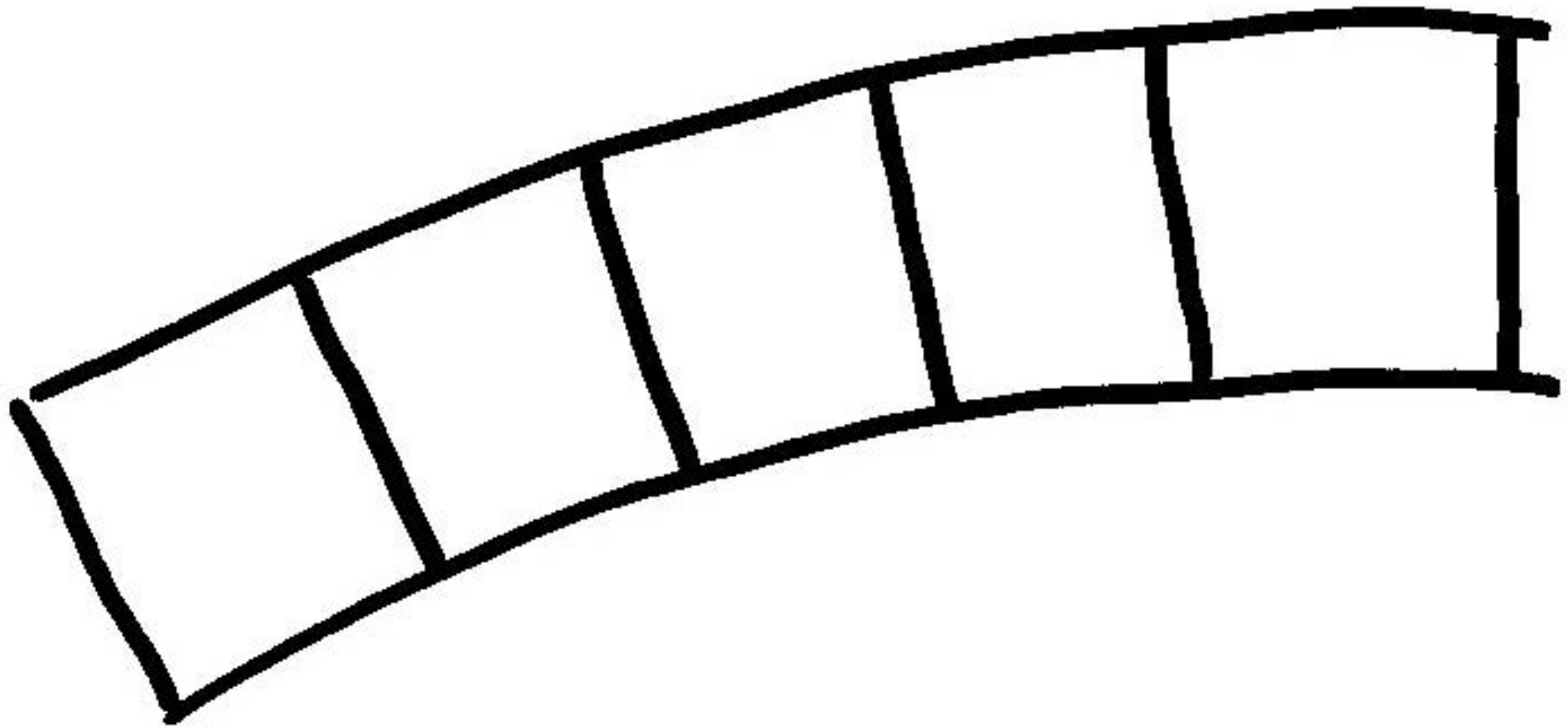
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Splash sploshi!

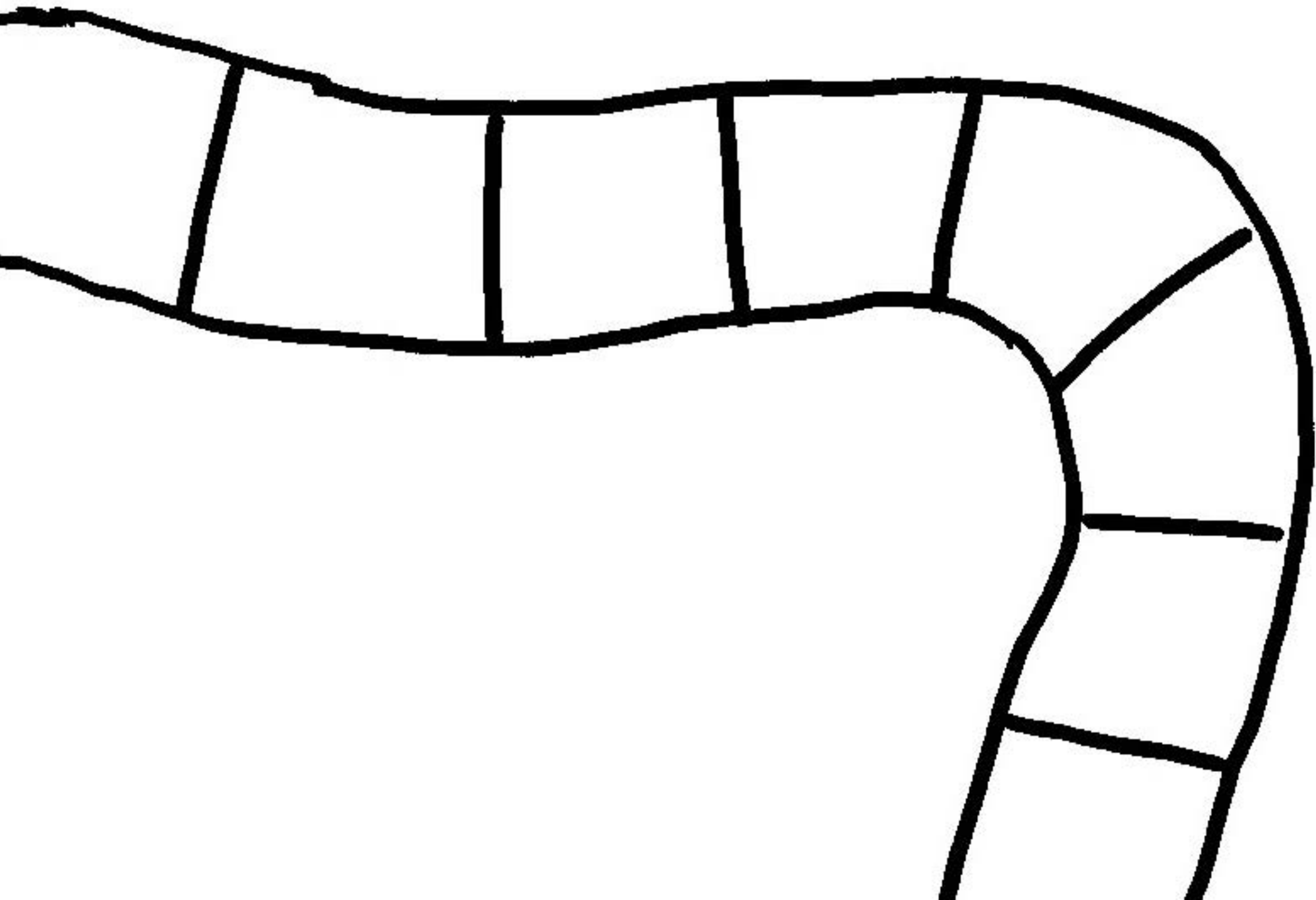
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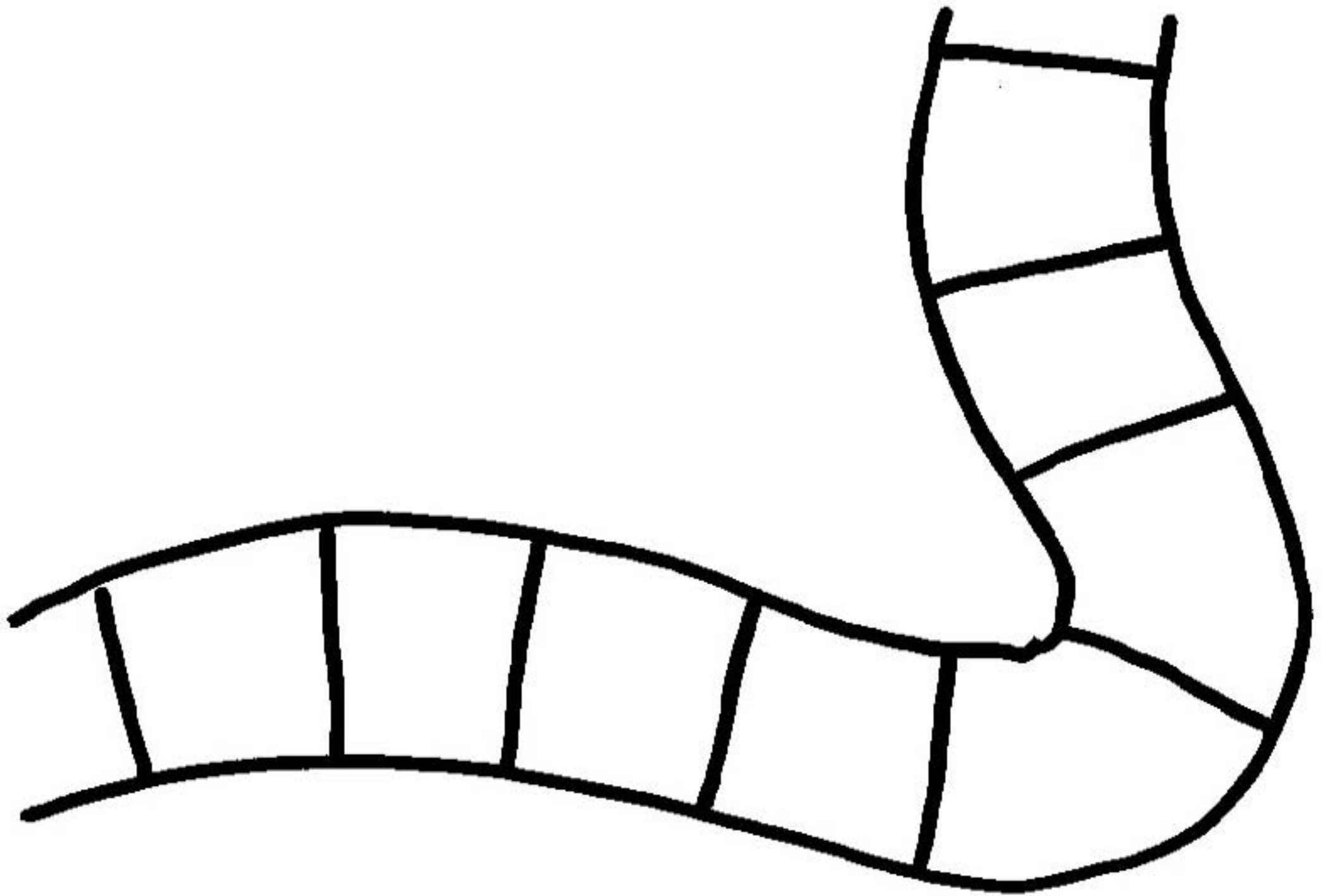
Stumble trip!
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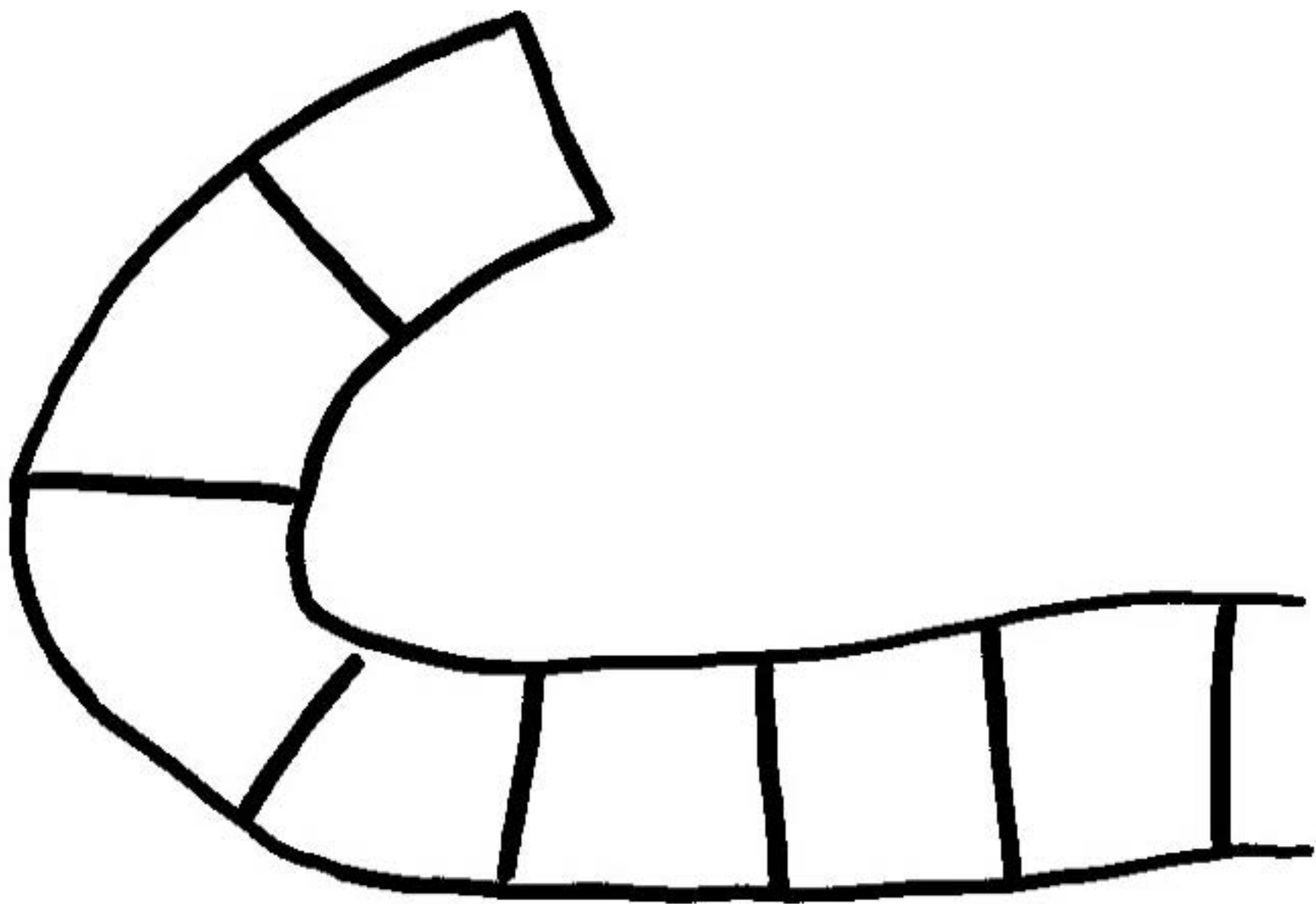
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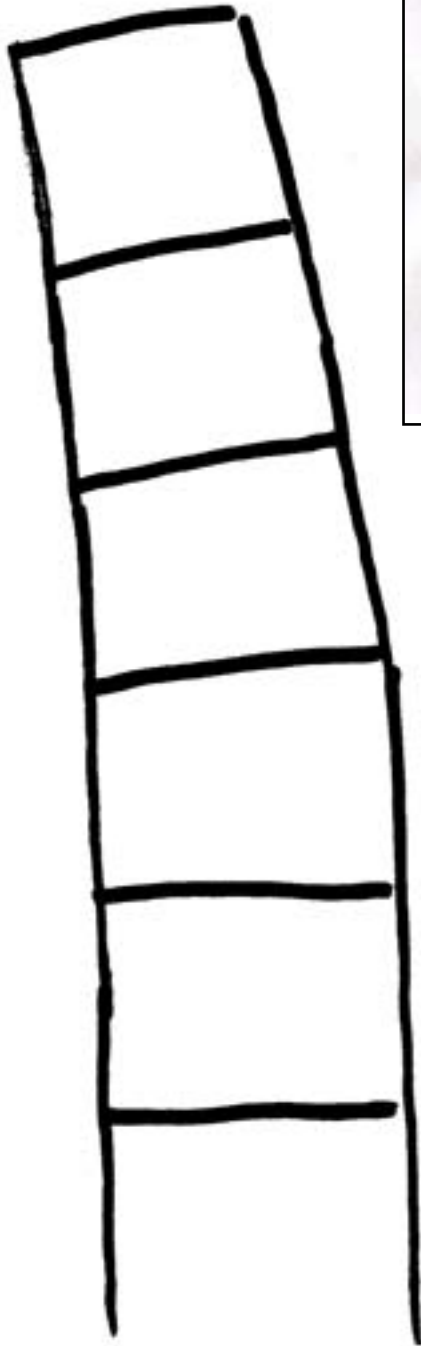
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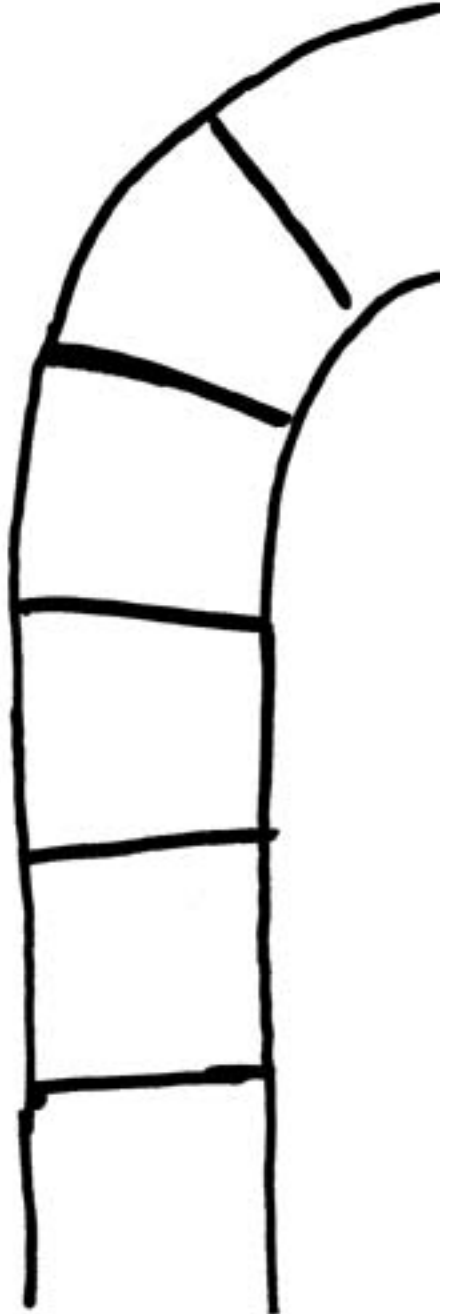


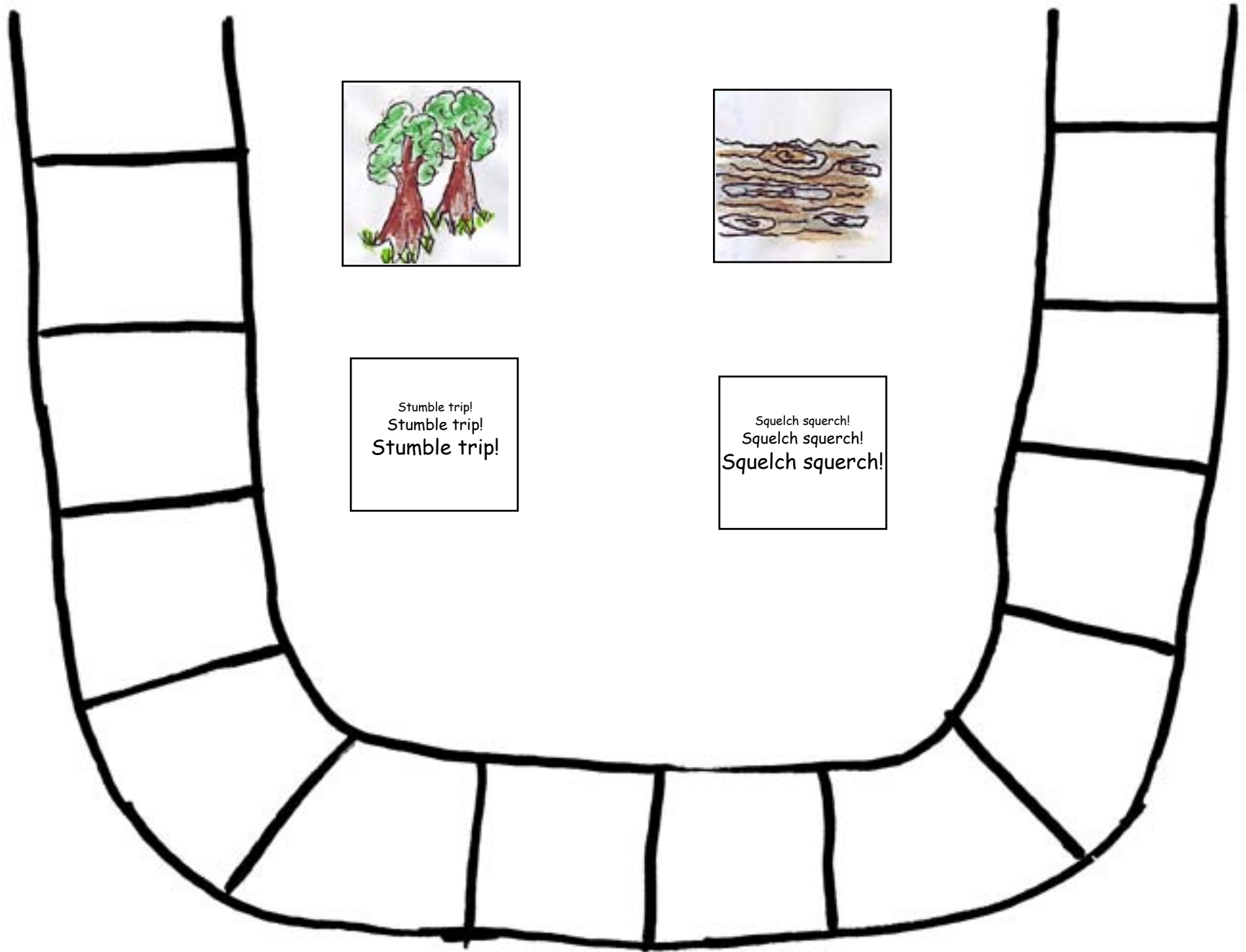


Swishy swashy!
Swishy swashy!
Swishy swashy!



Splash splosh!
Splash splosh !
Splash splosh!

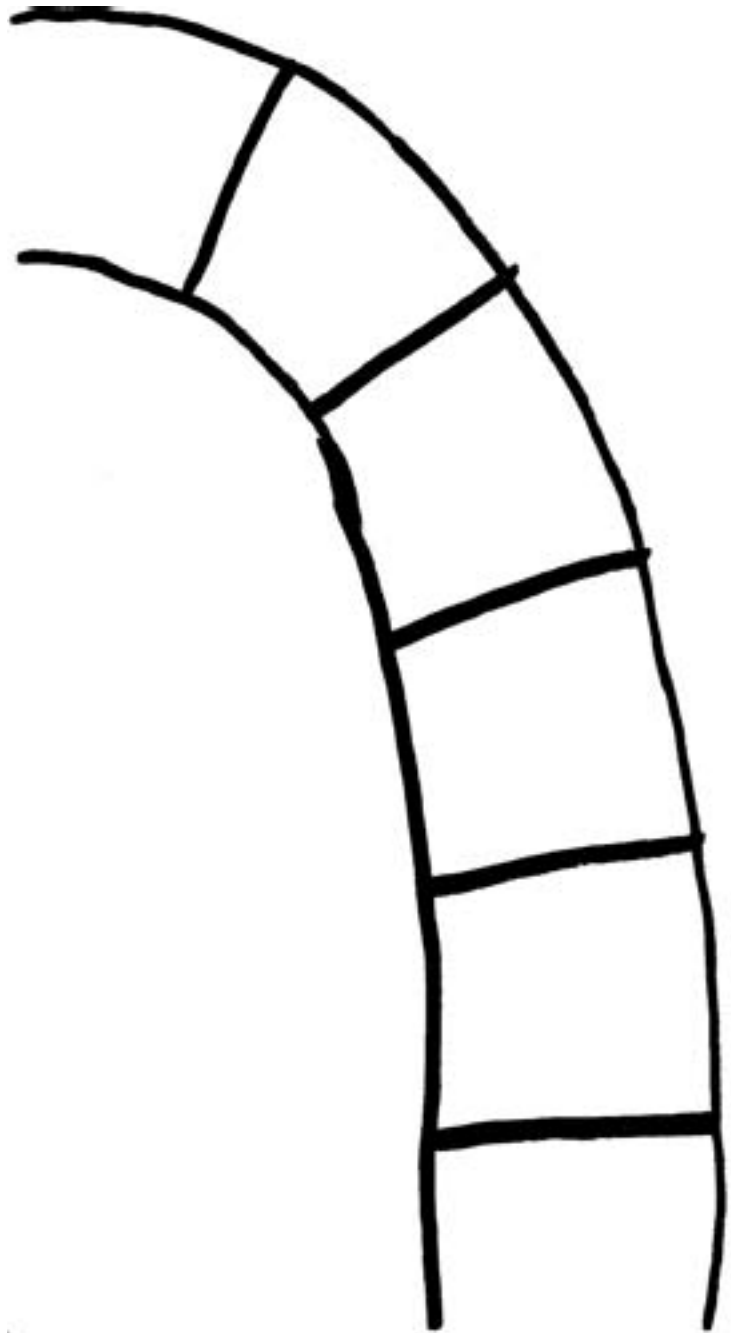




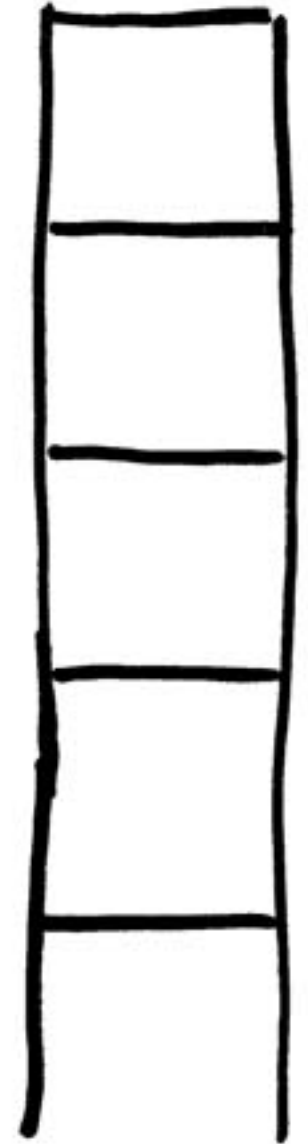
Stumble trip!
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Stumble trip!

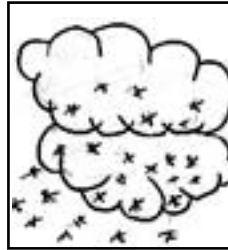
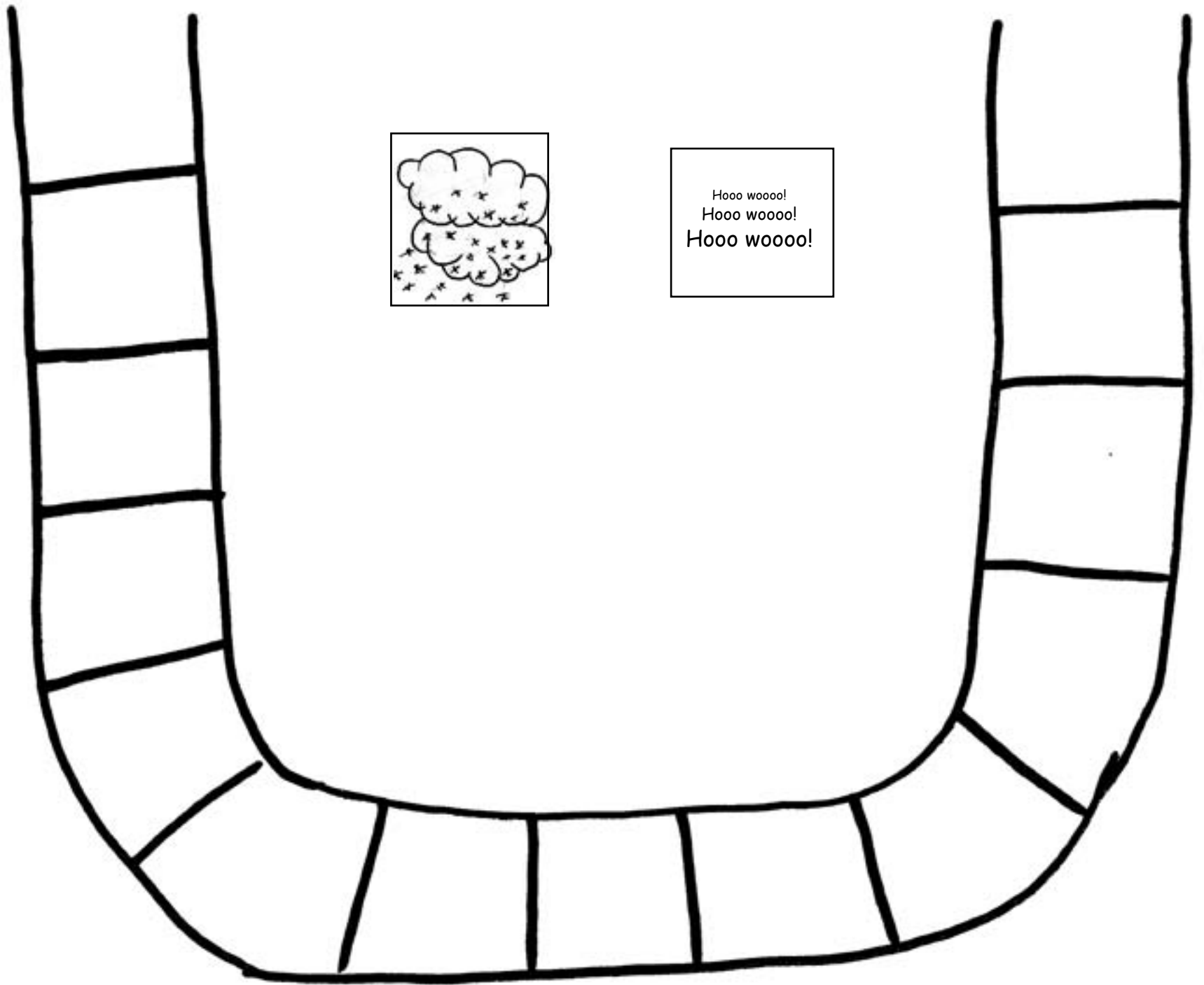


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