Using

CONCEPT™ Kids

in class

Are you a core subject or foreign language teacher looking for a new tool that will let your students work on communication, verbal expression, teamwork, all through a fun animal theme? The board game ***CONCEPT Kids: Animals*** is made for you!

This packet was made by Frédéric Cogghe (Ludismart)in conjunction with Repos Production

Forward

You may have heard of the game *CONCEPT*, so let us introduce its little sibling *CONCEPT KIDS: ANIMALS*!

CONCEPT KIDS: ANIMALS is a game that lets children discover the animal kingdom through play and teamwork. Everyone can enjoy the gameplay, even adults.

In this game, cooperation is key, but cooperating together is a teachable skill! Learning how to play as a team is not easy to start, and this game is the best way to introduce your students to these new skills.

During the game, your students will develop skills while having fun. It's every teacher's dream! After this, they'll know every animal. They will learn how to juggle specific vocabulary, form hypotheses, create connections, make choices as a team, deduce answers from clues, and experience success or failure together.

Even though the game is designed for younger players (in nursery school), you'll still find plenty of activities that are still interesting for elementary school students, as well as ESL or special needs classes. This game will be an invaluable asset to accompany your lessons.

We have designed this pedagogical packet for using this game. You can also find a selection of supplemental worksheets and adaptations that you can use in class.

Of course, this is not an exhaustive list. You are welcome to come up with other ideas to engage your students.

Happy reading!

Playfully yours, Repos Production.

A huge thanks to all the teachers who participated, near and far, to the making of this pedagogical packet. Thanks to everyone who shared their experiences with this game and those who created their own activities: Anne-Claire Bévillard, Amandine Lucas, Laurence Meeus, Mélanie Sanchez Solis, Patricia Blampain, Frédérique Van Winghe, and Elody Chonquerez. Thanks a million to the students of the Sainte-Marie La Fraternité school in Schaerbeek for letting us record their voices for an activity they created with their teachers.

Quick Rules

1

All students try to make YOU guess an animal. Take the top card of the deck, without looking at it, and place it on the stand so that the students can see it.

2

Taking turns, each student places a ring on an icon on the board to try to make you guess this animal.

3

You can make as many guesses as you want.

Educational Opportunities

Through following rules and respecting other players, board games lead to the progressive development of common areas involving knowledge, skills, and culture.

In an academic setting, using games as an education tool is an efficient pedagogical strategy to help shape your students into successful members of society while encouraging learning language for thinking and communicating.

In the classroom, games could be the trigger for capturing students' attention and increasing their motivation, sometimes throughout the whole activity. They can also activate previously taught or recently learned knowledge.

CONCEPT KIDS: ANIMALS, a game of developing subject-specific skills[1]

In English:

- Identify and verbally state explicit and implicit information
- Verify hypotheses proposed by a group or individual
- Identify and reproduce the dominant structure of an explanatory text
- Enrich vocabulary knowledge
- Create lexical fields
- Understand by hypothesizing the meaning of a word, then discovering the meaning of a word from the context
- Use non-verbal elements to better understand written or spoken messages
- Alter speaking and listening according to the communication situation:
    - By paying attention to speakers, tone, and constraints of the situation;
    - By using linguistic processes that support relationships (common courtesy, taking turns, speaking time, etc);
    - By practicing active listening (asking questions, rephrasing, etc).
- Summarizing: restating ideas in a condensed manner
- Understand and develop a written or oral message
- Change the volume of your voice depending on the communication situation
- Learn words specific to a discipline or common to several fields:
    - To elaborate the meaning of a message;
    - To form a message.

[1] From "Les Socles de compétences" (for primary school students) and "Référentiel des compétences initiales" (for nursery school students) edited by the Fédération Wallonie-Bruxelles.

In Science:

- Listen to and receive brief oral communication and identify relevant information from context clues
- Identify, for animals taught in school, physical characteristics named by the teacher, including: head, mouth, eyes, legs, fins, wings, feathers, fur, scales, beak, antennae, tail, etc.
- Name a mode of movement exhibited by different animals: walking, running, jumping, swimming, flying, etc.
- Establish links between animal characteristics and their living environments
- Analyze, interpret, and organize information collected through research
- Compare and sort elements, then classify them scientifically
- Gather information in a table and analyze it
- Confirm or refute reasoning with verified arguments

In Math :

- Estimate the weight, speed, and size of an animal
- State observable characteristics of animals
- Identify how data is structured on the game board
- Read data on the game board

CONCEPT KIDS ANIMAUX, un jeu pour développer ses compétences transversales

- Respect instructions and rules
- Facilitate verbal expression and vocabulary
- Encourage struggling students
- Collect and sort information
- Develop the ability to summarize
- Summarize an idea in a succinct way
- Reason with logic
- Form a hypothesis
- Practice deduction
- Memorize and solidify present and long term knowledge
- Develop active listening skills
- Facilitate communication within a group
- Make decisions
- Increase thinking speed
- Demonstrate an interest in culture
- Put oneself in another's shoes
- Practice collaboration
- Work in a team
- Self reflect and, if needed, self correct

Playing in a group also facilitates:

- Help others to succeed together, by respecting everyone
- Improve positive communication with others
- Highlight students' qualities
- Encourage a group dynamic
- Better understand and accept rules by winning or losing together
- Consider other players as allies, not opponents
- Accept each person's development
- Strengthen relationships between players

Playing in a group of different needs assists:

- Differentiate between learning styles
- Develop confidence in oneself and the teacher
- Target specific learning styles
- Create connections between students

Groups of different needs allows the teacher to group students according to their specific educational needs, and not by their level.

How to use *CONCEPT KIDS: ANIMALS* in the classroom?

In nursery school

CONCEPT KIDS: ANIMALS is an adaption of the game *CONCEPT* that is designed for younger players – from the end of Pre-K. The illustrations have been simplified and follow a single theme: animals, taking into account their specific characteristics.

Mastering the prerequisites (knowledge of the different characteristics of the animals in the game) is vital. Otherwise you will need to work on them in your class before playing. The game can also serve as an evaluation tool so you can determine your students' prerequisite levels.

Before you begin, we suggest forming small groups during workshops (from 4 to 6 students). For the first game, play with the blue cards (easy). Once the students are comfortable, you can begin including red cards (hard).

From then on, feel free to ask a student, once they feel ready, to lead a round and make the other students guess an animal.

For a successful first game, we suggest introducing the game step by step to your students:

1. Discover animal cards
Show them a card with an animal. Ask them if they know the name of this animal. Do this with all the blue animal cards.

2. Observe items

Focus on different images on the game board. Ask them these questions:

- "What do you see on the game board?"
- "What do the drawings represent?"
- "What do you think you need to do?"

3. Check understanding of items

Test the game with an animal (dog or cat), by verbalizing each time you place a frame. You can repeat this activity regularly to enrich your students' vocabulary.

4° Démarrage du jeu
Once the group understands the basic rules, you can begin the game (with the blue cards).

For your first game, you'll accompany the students in the game. Your role will be the guide - the person giving clues about the words. For the next games, once your students feel comfortable with the language, they can play as the guide themselves (from kindergarten age and older)

When to use ***CONCEPT KIDS: ANIMALS***?

- During a workshop (group of 4 to 6 students)
- Between two separate activities
- When you sense that your students are tired
- At the end of the day, to end on a fun note
- When you want to enrich their verbal vocabulary
- As a language-based activity
- To introduce a lesson about an animal or characteristic belonging to several animals (to touch on species, animals with feathers, animals that slither, etc)
- To check their knowledge acquisition in a fun and formative way

Suggestion: You can intentionally choose the images and number of cards to guess, so that they align with the lessons taught in class

In primary school

Even though the game is designed for "ages 4 and up," that doesn't mean that it is any less interesting for older students. Quite the contrary! The game lets you reinforce your students' language and science knowledge, or even tackle lessons about the animal kingdom in a fun way.

When to use ***CONCEPT KIDS: ANIMALS***?

- Between two separate activities
- When you sense that your students are tired
- At the end of the day, to end on a fun note
- During free time
- When you're on a field trip with your friends

Why use ***CONCEPT KIDS: ANIMALS***?

- Create bonds between your students (and you)
- Enrich their vocabulary in a fun way
- Develop collaboration and cooperative within a group
- Identify different animal traits
- Develop deduction skills
- Tackle informative text
- Support struggles in the English language (vocabulary, inference, etc.)
- Develop verbal expression
- Give positive encouragement to struggling students

For foreign language teachers

If you are a nursery or primary foreign language teacher, this game can help you as a learning tool in your lessons, by using all the vocabulary tied to animals. ***CONCEPT KIDS: ANIMALS*** will amuse and encourage your students, while reinforcing their learned vocabulary, confidence in verbal expression, self-esteem with the language, etc.

The game will help them develop their skills in the target language:

- Ask/give information
- Describe or characterize
- Identify animals according to their characteristics

Present an animal

Each student draws a random animal card. Give them a deadline (one week, for example) to give an oral presentation where they describe that animal to the other students. They will need to research vocabulary, but also the syntactic and grammatical structure in the target language. Writing and speaking will be evaluated - in a formative or summative way.

For groups of struggling students

For some, academic settings can be a struggle and hindrance to their development. The game acts as an external motivator, letting them rediscover enjoyment in school.

How to use ***CONCEPT KIDS: ANIMALS***

The game rules are simple and adapted to children who do not know how to - or cannot - read. You can alter it depending on the abilities of your students:

- Play with the official rules of the game
- If their skill level isn't high enough, you can adapt the rules a bit:
    - Limit the number of players to 3 or 4
    - Be more flexible on the rules at first (play without thinking about winning)
    - The player who is giving clues can draw 3 animal cards and choose 1 of them

The positive relational aspect will also have a very beneficial impact on them. Take the time to play, laugh, form bonds with them. Focus on the positive by encouraging them.

For ELL[2] or ESL[3] classes

All these activities have also been tested with English language learners.

CONCEPT KIDS: ANIMALS has proven to be a huge support to students just starting to learn English. The game lets them enrich their vocabulary in a fun way and reinforce their grammatical syntax.

Even if knowing English language vocabulary is incidental in the game, you will need to work on the prerequisites of knowing animals and their characteristics with your students. It's certainly possible that certain students have never seen or described the characteristics of some of the animals in the game.

It's always difficult to know if an activity is feasible for ELL or ESL students, since everyone's levels will be different. We encourage you to adapt the rules, contents, or style to better suit your group's needs. To help with us, we offer variants or suggestions for each of the following activities.

2 ELL stands for English Language Learner and is primarily used for students who are 5 years or older, learning English as a second language

3 ESL stands for English as a Second Language and differs from ELL in that it is used for non-native English speakers being taught in English. The focus in these classes is on language competency, not specific content of lessons

EDUCATIONAL WORKSHEETS

For each activity, you'll find the context, required materials, goal, gameplay, possible variants, and required skills.To find an activity that works for your class, we made a color coding system to identify the target audience:

☺ This activity is suited for your students.
😐 This activity could be suited for your students, under certain conditions
☹ This activity is not suited for your students

This information is given for reference only. You can, of course, choose other activities which are not directly assigned, depending on your group (and their struggles or skills).

Here are the proposed activities:

Education worksheets :

1) *Tap It* 12
2) *The Perfect Pair* 13
3) *My Mystery Animal!* 14
4) *As Chance Would Have It* 15
5) *Imaginary Meets Reality* 16
6) *Speed Timeline* 17
7) *Skeleton Service!* 18
8) *My Favorite Animal* 19
9) *Find My Animal!!* 20
10) ***CONCEPT Kids Audio*** 21
11) *Animal Scanner* 25
12) *Print & Play* 28
13) *Wild Spelling* 36
14) *What is My Animal?* 38
15) *Animal ID Card* 41

This activity summarizes everything students have learned in a fun way – for each theme discussed in class.

Goal: Be the player who wins the most cards

Rules:

1. Place 30 random cards face up on the table.
2. Ask students to find an animal
    a. That starts with the sound "..."
    b. That starts with the letter "..."
    c. That includes the sound "..."
    d. That eats insects
    e. That is the color "..."
    f. …
3. The first student to find the right word quickly places their hand on the card. They take the card and keep it in front of them. The game continues until there are no more cards.

Notes:

- Depending on the questions asked, this activity can be played with any age group. However, the speed aspect can impede younger students. You can remove it if you want.
- In case of tie, nobody takes the card. The game continues with a new question.
- The younger your students, the smaller the groups you form can be.
- This activity can be done individually or in pairs during break or study time.

Adaptations:

- You can reduce the number of cards you start with, according to your students' skill.
- You can begin with 2 cards, then 4, etc., to progressively increase the difficulty.

Target Skills:

Reading: - Create meaning
- Identify interactions between verbal and non-verbal elements

Sciences: - Characterize a living creature

Speaking/listening:

: Practice speaking and listening during different situations

Create meaning

Guarantee a clear structure and coherence of the message

Nursery			Primary					
Daycare	Pre-K	Kinder	1st	2nd	3rd	4th	5th	6th
☹	😐	😐	☺	☺	☺	☺	☺	☺

This activity lets your students make connections between multiple cards (objects, characters, etc).

Contents:

- 30 cards from the game CONCEPT KIDS: ANIMALS

Goal: Be the team or player who wins the most pairs

Rules:

1. Place the cards on the table.
2. Taking turns clockwise, players must make a connection between 2 animals to form a pair. The first player proposes a pair and explains their reasoning: "I paired these 2 animals since they are/have…"
3. If the reasoning makes sense, you approve their choice. The player (or team) can take both cards. If the reasoning doesn't make sense, the next player explains their reasoning.

The game ends when there are no more cards on the table.

Suggestions:

- When you place the cards, you can either mix them up messily or lay them out in a grid (6 rows of 5 or 5 rows of 6).
- You do not have to play a game of CONCEPT KIDS: ANIMALS before beginning this activity, but it may help your students understand the animals and their characteristics through the supplemental clues.
- Verbalizing their reasoning will help your students consolidate their knowledge.
- With the same configuration, you can also play "Guess Who."
- For younger students (nursery school), reduce the number of cards on the table.

Target Skills:

Reading: - Create meaning
- Identify interactions between verbal and non-verbal elements

Sciences: - Characterize a living creature

Speaking/listening: Practice speaking and listening during different situations

Nursery			Primary					
Daycare	Pre-K	Kinder	1st	2nd	3rd	4th	5th	6th
☹	😐	😐	☺	☺	☺	☺	☺	☺

This activity lets your students improve their sense of deduction and how to ask good questions. It can be run in tandem with the game to enrich their vocabulary, verbal expression, and syntax.

Contents:

- Cards from the game CONCEPT KIDS: ANIMALS

Goal: Be the first to find the animal

Rules:

1. Draw a card from the deck.
2. Taking turns, students (or teams, if you decide to group them) ask a closed question, to which you can only answer with yes or no.
    a. If the answer is no, the students pass their turn.
    b. If the answer is yes, they guess an animal. If they find the mystery animal, they win. If they don't find the mystery animal, another student asks a different question, and so on until the mystery animal is revealed.

Correct responses are outlined with frames or written on the whiteboard. The winner(s) can draw a random card as the next mystery animal, and can ask the teacher for help answering questions.

<u>For younger players</u>

- You may have to intentionally choose the cards you play with, depending on your students' skill level
- Form small groups of 8 students maximum to begin

<u>For older players</u>

- End the activity by asking them to repeat all the questions that were asked before they found the answer
- Ask them: "Which questions helped you discover the mystery animal the most?"
- This activity can summarize everything they've learned in a fun way

Target Skills:

Reading: - Create meaning
- Identify interactions between verbal and non-verbal elements

Sciences: - Characterize a living creature

Speaking/listening: - Practice speaking and listening during different situations
- Create meaning
- Guarantee a clear structure and coherence of the message

Nursery			Primary					
Daycare	Pre-K	Kinder	1st	2nd	3rd	4th	5th	6th
☹	☹	😐	☺	☺	☺	☺	☺	☺

This activity allows your students to improve their deduction skills and how to ask good questions. It can be run in tandem with the game to enrich their vocabulary, verbal expression, and syntax.

Contents:

- A copy of **CONCEPT KIDS: ANIMALS**

Goal: Be the person - or team - with the most points at the end of the game
Rules:
You can form teams or, if you have a smaller group, each student can play individually.

Take 3 frames and place them randomly on the board.
Taking turns clockwise, players can propose an animal. If the answer is correct, the active player gains 1 point (incorrect responses gain no points). The next player to their left must give the name of a different animal to gain 1 point. The round ends once all players have proposed an animal.

For the second and all following rounds, place the frames in three different places. The player to the left of the previous round's first player begins. The rules are the same as the first round. The game ends once all players have been first player. If you play in teams, the game ends after 12 rounds.

<u>For younger players</u>

- You can use a single frame at the start
- Form small groups at the start (4 players)

<u>For older players</u>

- You can increase the number of frames to scale the difficulty level
- You can play with a timer: be the first team - or player - to give the correct answer

You can play popcorn style. As soon as a player or team gives an incorrect answer, they are eliminated and gain 1 point. The second player gains 2 points, and so on. The round ends once only one player is left; they gain as many points as there are players or teams.

Target Skills:

Reading: - Create meaning
- Identify interactions between verbal and non-verbal elements

Parler/écouter : - Characterize a living creature

Speaking/listening:

- Practice speaking and listening during different situations
- Create meaning
- Guarantee a clear structure and coherence of the message

Nursery			**Primary**					
Daycare	Pre-K	Kinder	1st	2nd	3rd	4th	5th	6th
☹	☹	😐	☺	☺	☺	☺	☺	☺

This artistic activity lets your students develop their creativity while having fun. The results will surprise you!

Contents:

- A copy of ***CONCEPT KIDS: ANIMALS***
- Drawing or painting supplies

Goal: Draw an imaginary animal

Rules:

Ask 5 students to place a frame on the game board. You will end up with 5 characteristics of an animal that doesn't exist.

Each student will draw this animal on an 8.5"x11" paper. They are free to use crayons, markers, or even paint.Ask them to give the animal a name: "You are the first person to encounter this animal. It doesn't have a name, so it's up to you to give it one."

<u>For younger players</u>

- You can run the activity in a large group
- You should say the animal's characteristics out loud

<u>For older players</u>

- You can increase the number of frames to add additional characteristics
- You can ask them to make an ID card for this animal
- You can ask them to write a descriptive and informative paragraph about their animal
- You can ask them to write an article about the discovery of their animal

Target Skills:

English: Practice speaking and listening during different situations
Science: Characterize a living creature
Art: Represent and transform animals and landscapes

Nursery			Primary					
Daycare	Pre-K	Kinder	1st	2nd	3rd	4th	5th	6th
☹	☹	😐	☺	☺	☺	☺	☺	☺

This activity is a variant of the base game, which lets your students develop their deduction skills – with a healthy dose of adrenaline.

Contents:

- A copy of ***CONCEPT KIDS: ANIMALS***
- A timer

Goal: Be the team with the most points at the end of the game

Rules:

Divide your students into 2, 3, or 4 teams.

Take 20 cards. Place them face down in front of the team to your right. One person will be chosen to make their teammates guess as many animals as possible in 2 minutes. To do this, they can use as many frames as they like. They can also pass and change cards, but cannot say anything out loud. Their teammates can guess as many animals as they want.

After 2 minutes, their turn ends. The team keeps the cards of animals they identified, then passes the rest of the deck to the team to their right. The next team will have 2 minutes to make their teammates guess as many animals as possible. The game ends once all animals have been identified. Each team counts the number of cards they :kept.

If you like, you can add a second round that has students guess animals through charades.

<u>For younger players</u>

- You give clues to the teams
- The simple act of adding a time limit can frustrate or overwhelm younger players. If you want to experiment with this activity, start with teams of 3 or 4 players.
- Begin with blue cards first. Then introduce red cards slowly.

<u>For older players</u>

- You can reduce the guessing time
- You can increase the number of cards to guess
- You can use more red cards than blue cards to increase the difficulty

Target Skills:

English: - Practice speaking and listening during different situations
- Create meaning
- Identify interactions between verbal and non-verbal elements

Sciences: -Characterize a living creature

Nursery			**Primary**					
Daycare	Pre-K	Kinder	1st	2nd	3rd	4th	5th	6th
☹	☹	😐	😐	😐	☺	☺	☺	☺

This activity lets your students improve their deduction skills. It can be run in tandem with the game to enrich their vocabulary, verbal expression, and syntax.

Contents:

- A copy of ***CONCEPT KIDS: ANIMALS***

Goal: Be the person - or team - with the most points at the end of the game

Rules:

You can form teams or, if you have a smaller group, each student can play individually. Draw a random card to guess. You place the first frame. Taking turns clockwise, players can guess an animal. If they say the correct answer, they gain 10 points. If they say the wrong answer, the person - or team on their left - can give their guess to gain 10 points.

If no player guesses correctly (which is normal with only one clue), you can add a second frame. From now on, correct guesses will earn 9 points. If no player guesses correctly with 2 clues, you can add a third frame. From now on, correct guesses will earn 8 points. Continue this way, reducing points for each frame added.You can have students guess between 5 and 8 animals during a game.

<u>For younger players</u>

- You can use 3 frames to start
- Make small groups to start (4 students)
- Use blue cards to star

<u>For older players</u>

- Feel free to implement a timer if the game stalls. Each team will have 3 seconds (or 5 or 10) to guess
- Dividing them into teams will let them defend their guesses, debate, and trust each other
- Maintain healthy competition, with mutual respect of everyone

Target Skills:

Reading: - Create meaning
- Identify interactions between verbal and non-verbal elements

Sciences: - Characterize a living creature

Speaking/listening: - Practice speaking and listening during different situations
- Create meaning
- Guarantee a clear structure and coherence of the message

Nursery			**Primary**					
Daycare	Pre-K	Kinder	1st	2nd	3rd	4th	5th	6th
☹	☹	😐	☺	☺	☺	☺	☺	☺

This activity lets students express emotions, step in each others' shoes, develop debating skills, create trust in each other, and develop active listening.

Contents:

- Cards from ***CONCEPT KIDS: ANIMALS***
- A table
- Chairs

Goal: Find an animal that represents me and explain why

Rules:

This activity requires a climate of kindness, which you will manage.For best effects, arrange students' chairs in a circle. Place the cards on the table. Let your students spend time looking at the cards.*"Among these animals, choose one that represents you. Once you find one, go back to your seat and leave the card on the table."*Once everyone is seated again, you can begin the discussion.

Here are some example questions:

- *"Which animal did you choose?"* If no one wants to begin, we suggest describing your own.
- *"Why did you choose this animal?"*
- *"How does this animal represent you?"*

<u>For younger players</u>

- They can take the card to show their animal
- You can sit on the rug (if you have one)
- You can use this animal on name tags (adding a drawing of the animal)
- It will be difficult for certain students to explain their choice

<u>For older players</u>

- So that students don't end up choosing the same animal as their best friend or neighbor, we suggest having them write the name of their animal on a piece of paper
- You can use Post-It notes. They write their name on the note, then place it on the animal they want
- You can ask them to write a paragraph to explain how their chosen animal resembles them
- You can ask them to create an ID card for this animal and present it to the other students

Target Skills:

Parler/écouter : - Practice speaking and listening during different situations
- Create meaning
- Guarantee a clear structure and coherence of the message

Nursery			Primary					
Daycare	Pre-K	Kinder	1st	2nd	3rd	4th	5th	6th
☹	☹	😐	😐	😐	☺	☺	☺	☺

This activity lets your students improve their deduction and listening skills. It can be run in tandem with the game to enrich their vocabulary, verbal expression, and syntax.

Contents:

- A copy of ***CONCEPT KIDS: ANIMALS***
- Items that will function as a buzzer (scarf, bell, etc)
-

Goal: Be the first team to guess 5 animals

Rules:

Hide the game board so that the players cannot see it. Split students into teams or, if you have a small group, have students play individually. Draw a random card that your students will guess. A member of the team to your left comes to the game board and places frames that match characteristics of this animal. All teams play, but can only answer a single time. The person who is giving clues cannot show the frames, but they can describe the characteristics out loud, in any order

Once any team has their guess, they sound their buzzer – exact item to be determined by you. If the guess is correct, the team gains 1 point. If it is incorrect, the team cannot guess again this round.

Once a team has correctly guessed an animal, the next team to the left gives clues, and so on clockwise.

<u>For younger players</u>

- You can reduce the number of animals to guess (3 instead)
- You do not have to count points
- Use blue cards to begin

<u>For older players</u>

- To spice up the games, you can forbid students from using certain words to describe animals
- You can write their answers on a paper instead of sounding a buzzer
- Maintain healthy competition, with mutual respect of everyone

Target Skills:

Reading: - Create meaning
- Identify interactions between verbal and non-verbal elements

Speaking/listening: - Practice speaking and listening during different situations
- Create meaning
- Guarantee a clear structure and coherence of the message

Science: - Characterize a living creature

Nursery			Primary					
Daycare	Pre-K	Kinder	1st	2nd	3rd	4th	5th	6th
☹	☹	😐	☺	☺	☺	☺	☺	☺

This activity lets your students improve their deduction and listening skills. It can be run in tandem with the game to enrich their vocabulary, verbal expression, and syntax. Furthermore, using digital technology can assist in the development of STEM skills. STEM stands for Science, Technology Engineering, and Mathematics skills, though it also encompasses a general push to incorporate more technology and digital aspects into all curriculum.

Contents:

- A copy of ***CONCEPT KIDS: ANIMALS***
- A smartphone, audio recorder, computer, or tablet
- Animal Bestiary (see next pages)

Goal: Be the first team to guess 5 animals

Rules:

Preparation phase:

A student comes to the game board and places frames to give clues about the animal they drew. Then, while you record them, they describe the clues for their animal out loud. Use your smartphone, audio record, or tablet if you have one. Name this audio file with the name of the animal. Repeat this process for each of your students. You should have as many audio recordings as you have students. Now you should have a bank of clues to work on listening skills with a group. Over the years, you will be able to grow your bank even larger with all the students who will play this activity.

Game phase:

Give each student or team a grid with different animal drawings (bestiary available on the next page or downloadable on the Repos Production website: Download the Bestiary)

Choose 5 animals that your students will guess (or more, depending on their age). They will listen to the 5 recordings and make their guesses. Each time they guess, they place 1 item on the grid.

Then, you can correct the answers together. You can also do this activity without the bestiary by having students simply write down the names of the animals.

For younger players

- You can reduce the number of animals they need to guess to win (3 instead)
- Use blue cards to begin

For older players

- Shuffle blue and red cards together to have a variety of animals to guess
- Students can prepare a presentation about their animal before recording, this activity being the purpose of a project about animals

Target Skills:

Reading: - Create meaning
- Identify interactions between verbal and non-verbal elements

Speaking/listening: - Practice speaking and listening during different situations
- Create meaning
- Guarantee a clear structure and coherence of the message

Science: - Characterize a living creature

Nursery			**Primary**					
Daycare	Pre-K	Kinder	1st	2nd	3rd	4th	5th	6th
☹	☹	😐	☺	☺	☺	☺	☺	☺

Dog

Cat

Donkey

Horse

Cow

Bull

Sheep

Goat

Pig

Rabbit

Mouse

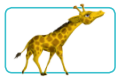
Hedgehog

Squirrel

Deer

Camel

Zebra

 Giraffe

Elephant

Rhinoceros

Hippopotamus

Gorilla

Panda

Bear

Polar bear

Fox

Wolf

Lion

Tiger

Chick

Chicken

Rooster

Duck

Eagle

Owl

Parrot

Penguin

Crocodile

Chameleon

Frog

Turtle

Snail

Earthworm

Mosquito

Fly

Bee

Spider

Ladybug

Ant

Butterfly

Caterpillar

Crab

Goldfish

Shark

Dolphin

Whale

Doe

Gazelle

Ram

Bison

Boar

Beaver

Ferret

Racoon

Lemurian

Sloth

Orangutan

Baboon

Chimpanzee

Koala

Kangaroo

Armadillo

Mole

Guinea pig

Rat

Hyena

Cheetah

Panther

Crow

Robin

Pigeon

Seagull

Swan

Stork

Pink Flamingo

Ostrich

Vulture

Toucan

Peacock

Bat

Dragonfly

Grasshopper

Scarab

Scorpion

Millipede

Cobra

Lizard

Salamander

Slug

Mussel

Platypus

Walrus

Sea lion

Narwhal

Orca

Piranha

Eel

Flying fish

Jellyfish

Octopus

Shrimp

GOODIES

Dragon

Griffin

Unicorn

Werewolf

Yeti

This activity was made possible by the students of the Sainte-marie La Fraternité school in Schaerbeek. It is a follow-up to activity 10 - **CONCEPT Kids Audio**. *It is designed for students who are comfortable with using computers. It does not necessarily require a lot of skill, but could slow down the least confident.*

Contents:

- A copy of ***CONCEPT KIDS: ANIMALS***
- A smartphone, audio recorder, computer, or tablet
- A QR code converter (free online tool)
- Animal Bestiary (see previous pages)

Goal: Find the name of the animals described in an audio file

Rules:

1. Record audio files on an online platform: Before you upload the audio files to an online platform (like SoundCloud or Mixcloud), make sure the name of the animals are not in the file names - use some other sort of organizational code.

2. Create QR codes : Now, you need to create QR codes for each file you uploaded (by copying the link to the platform). You can easily find various convertors online.

3. QR code mosaic: Create a document and paste all the QR codes in a grid. Assign each of them a number.

4. Play the game: Using a tablet (in camera mode or using a QR code reader) or a smartphone (same thing), your students can listen to the different audio files recorded by other students. They must associate the number of each QR code to an animal.

Answers: 1 - Hedgehog (F) / 2 - Ladybug (L) / 3 - Crab (K) / 4 - Rooster (B) / 5 - Butterfly (D) / 6 - Squirrel (A) / 7 - Cow (C) / 8 - Fox (J) / 9 - Hen (G) / 10 - Deer (H) / 11 - Frog (E) / 12 - Cat (I)

Target Skills:

Reading: - Create meaning
- Identify interactions between verbal and non-verbal elements

Speaking/listening: - Practice speaking and listening during different situations
- Create meaning
- Guarantee a clear structure and coherence of the message

Science: - Characterize a living creature

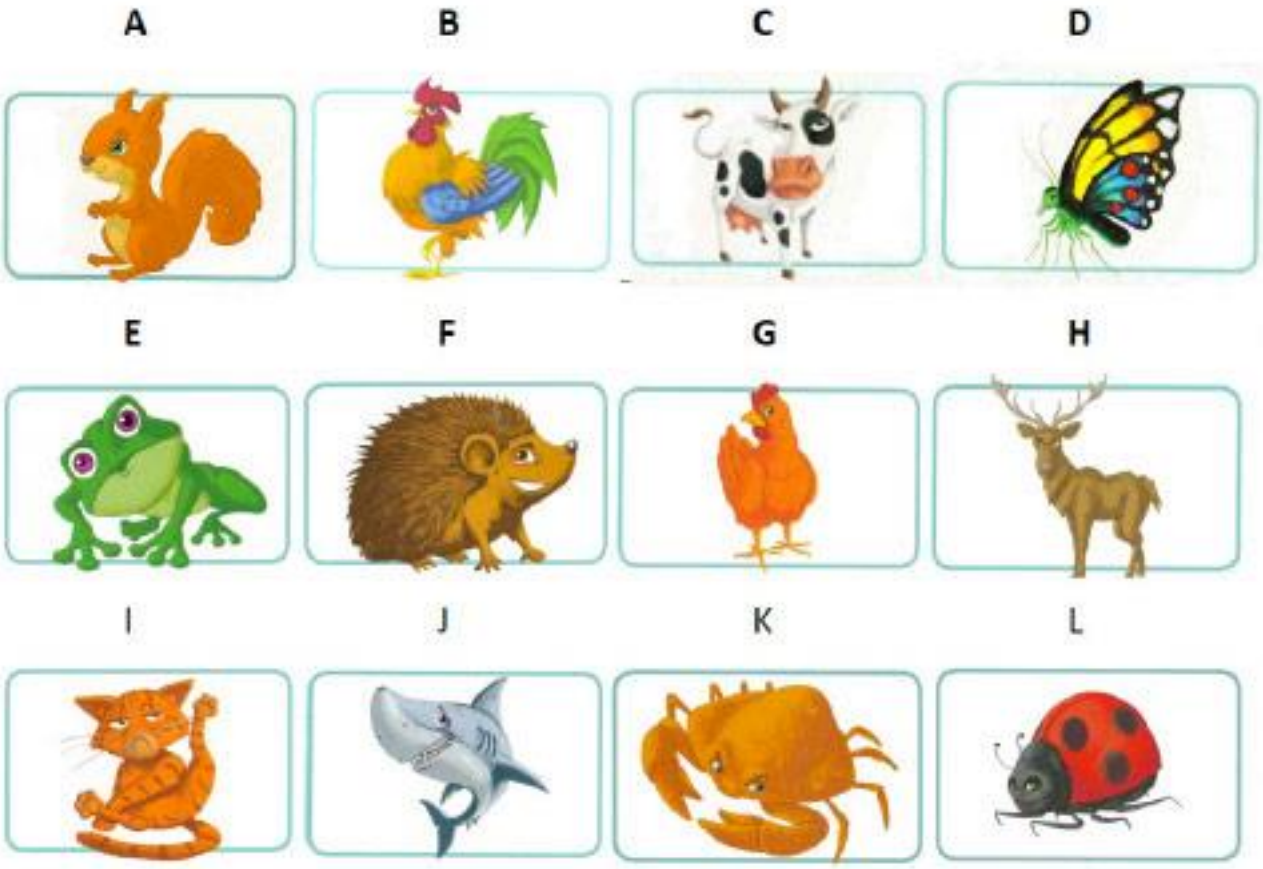
Nursery			Primary					
Daycare	Pre-K	Kinder	1st	2nd	3rd	4th	5th	6th
☹	☹	😐	☺	☺	☺	☺	☺	☺

11 Animal Scanner

Using a smartphone or tablet in camera mode, find these animals by listening to the descriptions other students recorded

1	2	3
4	**5**	**6**
7	**8**	**9**
10	**11**	**12**

This activity was made possible by the students of the Sainte-marie La Fraternité school in Schaerbeek.


A
B
C
D
E
F
G
H
I
J
K
L

*During quarantine, we made a print-and-play game. This version lets students play **CONCEPT Kids: Animals** in a simplified way at home, without necessarily using a board. This will help them articulate what they learned in class.*

Contents:

- **Print & Play** game (see next page and download it here)

Goal: Find 10 animals

Rules:

In teams:

Give students a small 7-page book with 22 cards. They will try to find the animal by looking at the drawings representing their characteristics.

At home or individually:

As homework or free time activity, so they can describe the game to their parents.

For younger players

- Students who can't write yet can give the answer out loud

For older players

- You can ask them to record their own audio file and upload it to SoundCloud (free audio sharing platform)

Target Skills:

Target Skills:

Reading: - Create meaning
- Identify interactions between verbal and non-verbal elements

Speaking/listening: - Practice speaking and listening during different situations
- Create meaning
- Guarantee a clear structure and coherence of the message

Science: - Characterize a living creature

Nursery			Primary					
Daycare	Pre-K	Kinder	1st	2nd	3rd	4th	5th	6th
☹	☹	😐	☺	☺	☺	☺	☺	☺

CONCEPT™ Kids Animals

PRINT & PLAY

Do you want to learn more about *Concept Kids* but you don't have the game at home?

You just need to have an adult **print out** the pages of this **Print & Play** in color and then **cut** them along the dotted lines. When done, you'll have **22 cards** from *Concept Kids Animals* for you to guess!

It's your turn to play!

Tutorial

No need to talk to communicate!

Concept Kids Animals is an adaptation of the game *Concept* into a cooperative version meant for kids aged 4 and up. The object of the game is to use the icons on the board to make the other players guess as many animals as possible and win together!

For example, here we're looking for an animal

Orange + Striped + that live in the Jungle + and which eats meat ?

a Tiger !

Tutorial

For this **Print & Play**, the rules are simplified and have been planned to serve as an activity you can do with your children.

You just have to place a card on the table and ask your children to look at the icons and guess which animal it is. You'll find the answers on page 7. If your children aren't finding the answer, you can read the legend for each icon and then give them more clues to help them.

The object of the game is to guess all of the cards. We suggest playing cooperatively, but you can also count the animals found by each child and pick a winner that way.

Have fun !

CONCEPT Kids Animals PRINT & PLAY

1

Small

Flying

Yellow

Striped

Black

2

Plain

4 legged

Hairy

Herbivore

Horns

Brown

Big

Strong

3

Water

Orange

Pincers

4

Farm

Gray

Sun

4 legged

Hooves

Hairy

Poilu

5

2 legged

Feathers

Flying

Green

Beak

Ponds

6

Forest

4 legged

Orange

Walks

Digs

7

Ponds

Geen

Leaps

4 legged

Swims

8

4 legged

Hairy

Small

Weak

House

White

Brown

Night

9

Small

Spiky

Brown

Plain

Walks

10

Small

Flying

More than 4 legs

Spots

Red

Black

11

Yellow

Spots

Brown

Savanah

12

Night

Flying

Forest

Feathers

Brown

Multicolor

Beak

Flying

Jungle

Nice

Farm

White

Leaps

Hairy

Ponds

Scales

Red

Sand

Black

Pincers

Mean

17

Sea

Teeth

Gray

Mean

18

Leaps

Hairy

Brown

Forest

Climbs

Small

19

Sea

Green

Swims

Walks

Carapace

20

4 legged

Clawed

Gray

Forest

Night

Carnivore

Sea

Scales

Swims

Flying

2 legged

Savanah

Feathers

Fast

Answers

CONCEPT Kids Animals

1	Bee	7	Frog	13	Parrot	19	Turtle
2	Bison	8	Hamster	14	Rabbit	20	Wolf
3	Crab	9	Hedgehog	15	Goldfish	21	Flying Fish
4	Donkey	10	Ladybug	16	Scorpion	22	Ostrich
5	Duck	11	Leopard	17	Shark		
6	Fox	12	Owl	18	Squirrel		

Discover Concept Kids Animals

www.concept-the-game.com

0-3

CE

© REPOS PRODUCTION 2020.
All rights reserved.

Rue des comédiens, 22 - 1000
Bruxelles - Belgique
+32/471 95 41 32 • www.rprod.com

Made in Belgium

REPOS PRODUCTION

*This version lets students play **CONCEPT Kids: Animals** in a simplified way at home, without necessarily using a board. This will help them articulate what they learned in class.*

Contents:

- Game board
- Something to write on, like a worksheet (see next page)

Goal: Write a description of an animal with as few mistakes as possible

Rules:

All students prepare their worksheet - or another tool depending on your classroom norms - and something to write with. Place the game in front of you. Randomly draw the animal to guess. Each time you place a new frame, describe your choice.
“My animal lives in… It eats… Its fur is the color… It has…”
Between each frame, leave time for your students to write the phrase. Feel free to repeat yourself multiple times.

Target Skills:

English:

- Create meaning
- Guarantee a clear structure and coherence of the message
- Use grammatical and lexical units
- Provide a clean presentation

Science: - Characterize a living creature

Nursery			**Primary**					
Daycare	Pre-K	Kinder	1st	2nd	3rd	4th	5th	6th
☹	☹	😐	☺	☺	☺	☺	☺	☺

13 Wild Spelling

Description n°… : **date :**

……
……
……
……
……

- **The animal is…….**

Description n°… : **date :**

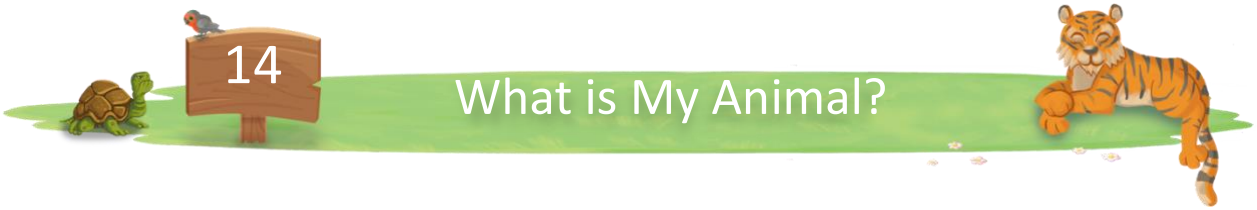
……
……
……
……
……

- **The animal is…….**

Description n°… : **date :**

……
……
……
……
……

- **The animal is…….**



This tool lets your students better structure their thoughts. It can be used as a way to summarize lessons.

Contents:

- A copy of the game ***CONCEPT KIDS: ANIMALS***
- The "My Animal Dictionary" worksheet (photocopy for your students; see next page)

Goal: Be the player with the most points after 5 rounds

Rules:

The game plays over 5 rounds in teams of two students. Each student receives a worksheet. Everyone thinks of an animal and fills in the column of the worksheet with its characteristics. As soon as the first column is complete, they pass their sheet to their partner. They must guess the animal as quickly as possible. The fastest pair gains 1 point. Then play the second round with the same rules, but in the second column. Repeat until you complete the 5th column.

Suggestions:

- Before your students play this activity on their own, you can pre-fill the table together. If so, all the students will be guessing the same animals.
- Try to check if the table has the correct characteristics.
- Before beginning, you can ask them to write the 5 animals to guess and describe all 5 before passing the sheet to their partner.
- This activity may be suited for non-native speakers. Since the illustrations are always used, spelling is not essential. Students can draw random animal cards.

Make sure they understand all the illustrations before beginning

Target Skills:

English - Create meaning
- Identify interactions between verbal and non-verbal elements

Science: - Characterize a living creature

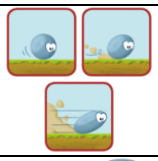
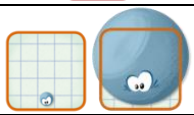
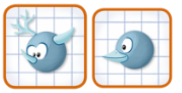
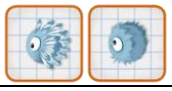
Nursery			Primary					
Daycare	Pre-K	Kinder	1st	2nd	3rd	4th	5th	6th
☹	☹	☹	☹	😐	☺	☺	☺	☺

Wild Spelling

Write the definitions of the 5 animals that you found during the game

#	Animal	My definitions
1		
2		
3		
4		
5		

Wild Spelling

					
					
					
					
Find the name of the animal ⇨					

This tool lets your students better structure their thoughts. It can be used as a way to summarize lessons. Two versions are provided: mind map or table (presented in 2 different ways).

Contents:

- A copy of the game **CONCEPT KIDS: ANIMALS**
- The "Animal ID Card" worksheets 1,2, or 3 (photocopy for your students)

Goal: Make an ID card from an animal from the game **CONCEPT KIDS: ANIMALS**

Rules:
After playing a game, ask your students to choose their favorite animal. Then they must make an ID card for this animal from 3 different options. You can choose the option that best suits your objective or their level.

1. "Animal ID card" 1 and 2 (2 different presentations)
They must complete a table with the animal's characteristics.

2. "Animal ID card" 3
They must complete a mind map with the animal's characteristics. They place the animal card in the middle (without gluing), then write down the information they learned during the game and any information they already knew about this animal.

Suggestions:

- This activity may be suited for non-native speakers. Since the illustrations are always used, spelling is not essential. Students can draw random animal cards.
- Make sure they understand all the illustrations before beginning.

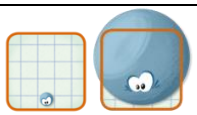
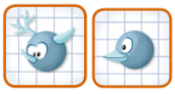
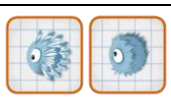
Target Skills:

English - Create meaning
- Identify interactions between verbal and non-verbal elements

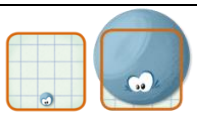
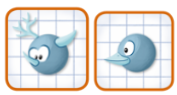
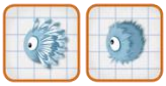
Science: - Characterize a living creature

Nursery			Primary					
Daycare	Pre-K	Kinder	1st	2nd	3rd	4th	5th	6th
☹	☹	☹	☹	😐	☺	☺	☺	☺

Animal ID Card 1

CHARACTERISTICS	Lion	Fox	Hen	Gold fish	Crab
					
					
					

Animal ID Card 2

CHARACTERISTICS					
					
					
					

Animal ID Card 3