

PLAYGROUND GAMES

<http://www.pmfl.eu/english-games>

<http://www.woodlands-junior.kent.sch.uk/studentssite/playgroundgames.htm>

CO= Compréhension Orale

POC= Production Orale en Continu

POI= Production Orale en Interaction

Grandmother's footsteps (Variante de 1, 2, 3 soleil)

Time: 15'

Age: 6-11 years /C2, début C3

Number of players: 6

ANGLAIS: Référence Palier 2, niveau A1

Compétences travaillées (skills):

CO : *Items* Suivre des instructions courtes et simples

Comprendre des expressions très courantes

POC: *Item* Utiliser des expressions et des phrases proches des modèles rencontrés

How to play (rules)

Players stand at a "home base" in a line

Grandmother stands with her back to them about 10 meters away.

The players creep forward, but whenever grandmother whirls round they must stop moving forward and "freeze"

If she sees any of them moving, she sends them back to the starting line, saying "Go back"

The child who is the first to touch grandmother becomes the next grandmother.

Variations

Before Grandmother can turn around, she can count to six or say "L-O-N-D-O-N". She can say this quietly, under her breath, so the other players can't hear and don't know when Grandmother is about to turn round.



Fish in the sea

Time: 15'

Age: 7-10 years/ C3

Number of players: 8 à 12

Equipment needed: none

ANGLAIS: Référence Palier 2, niveau A1

Compétences travaillées (skills):

CO : *Items* Suivre des instructions courtes et simples

Comprendre des expressions très courantes

POC: *Items* Utiliser des expressions et des phrases proches des modèles rencontrés

Reproduire un modèle oral

How to play (rules)

The players stand in a circle. They are alternately named Cod, Haddock, Sardines, Sharks and Salmon. One player is chosen to be the Fisherman. This person is the caller and stands in the middle of the circle. When a fish name is called, all the players in that category move around the outside of the circle in a clockwise direction until they reach their places again. They are instructed on how to move with various instructions. The last person back to his place becomes the Fisherman.

For example:

Cod - Run

Sharks – Walk on tiptoe

Sardines–Walk sideways

Haddock-Take giant steps

Salmon-Step back

Variations:

Use other action verbs

Duck, Duck, goose
(Variante du jeu du mouchoir)

Time: 15'

Age: 6 -10 years/ C2, C3

Number of players: 10

Equipment needed: none

ANGLAIS: Référence Palier 2, niveau A1

Compétence travaillée (skill):

CO : *Item* Comprendre des mots courants

How to play (rules)

The players sit in a large circle facing inwards. One player is chosen to be the 'tapper' and walks around the outside of the circle. As he walks around, he touches each child gently on the head whilst saying, 'Duck, duck, duck.' At some stage he will tap a child and say, 'Goose,' instead. The goose then jumps up and chases the tapper around the circle. The tapper in turn tries to get all the way back to the goose's spot, 'home', without getting caught. If the tapper gets home safely, the goose becomes the new tapper and the game starts again. If the goose catches the tapper, the game starts again with the same tapper.

Variations

- 1) When the player "goose" gets caught by the tapper, he then becomes a duckling and has to squat down in the centre of the inner circle and make duck-like noises and gestures with his arms. This player then remains in the centre of the circle until another goose is caught.

Comments

If the person who has been picked as the goose manages to get back to the space first he can then fold his arms so he is not chosen again.

- 2) When the goose jumps up and chases the tapper around the circle, the goose can run to the opposite way of the tapper.



Mother, may I? **(Variante de Jacques a dit)**

Time: 15'

Age: 10-11 years/ fin cycle 3

Number of players: 6+

Equipment needed: none

ANGLAIS: Référence Palier 2, niveau A1

Compétences travaillées (skills):

CO : *Items* Suivre des instructions courtes et simples

Comprendre des expressions très courantes

POC: *Items* Utiliser des expressions et des phrases proches des modèles rencontrés

Reproduire un modèle oral

POI : *Items* Communiquer au besoin avec des pauses pour chercher ses mots

Répondre à des questions

How to Play

One player is 'Mother'.

The other players line up and face Mother about ten meters away. Mother selects one of the players and says something like, '... (name of player), you may take five giant steps.' That player then responds with, 'Mother, may I?' Mother replies, 'Yes, you may.' Mother then addresses another player and the game continues until one of the children reaches Mother. Whoever makes it to Mother first becomes Mother for the next round.

Does this sound simple? It is! Except that in the excitement of the game, someone is bound to take their steps without asking, 'Mother, may I?' When that happens, Mother reminds the player of her manners and the player is sent back to the beginning of the line.

Variations

Here are some ideas for the different ways children can move.

Step forwards

Step backwards

Edge along

Small steps

Giant strides /giant steps.

The player "Mother" says: "Mother says edge along" If Mother doesn't say "Mother says" the other players don't have to move. (cf. Simon says)

What else you need to know: The mother/father can reduce the number of steps being asked to take or even tell the player to take that number of steps backward instead.

What's the time, Mr. Wolf?

<http://www.videojug.com/film/how-to-play-whats-the-time-mr-wolf>

Time: 15'

Age: 8-11 years/ C3

Number of players: 6+

Equipment needed: none

ANGLAIS: Référence Palier 2, niveau A1

Compétences travaillées (skills):

CO : *Items* Suivre des instructions courtes et simples

Comprendre des expressions très courantes

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Reproduire un modèle oral

How to Play

1. : For this game you will need

A Wall

People to Play

2. : Choose Mr. Wolf

One person is chosen to play the Wolf. He can be chosen by a quick game of 'Ip Dip'. Alternatively you can just nominate someone to play Mr. Wolf. Mr. Wolf stands facing a wall, with his back to the rest of the players.

3. : Ask the time

Everyone stands at a "home base" in the playground, just at the opposite end of Mr. Wolf's home base. They all ask loudly, "What's the time, Mr. Wolf? »

4. : Call the time

Mr. Wolf calls out a time .For example, "It's 5 o' clock! » The players advance the same number of steps (5 steps)

5. Repeat

They ask the wolf the same question again and the Wolf answers with a different time like 3 o' clock. The rest of the players step forward again according to the time called out.

5. : Dinner time!

Repeating this a few times allows the players to get very close to the Wolf. The closer they get the more exciting it gets, because at his discretion, the Wolf can shout "Dinner time!" which is the signal for the Wolf to chase the players and try to tag them. The person the Wolf catches becomes the next Mr. Wolf.

If a player reaches Mr. Wolf before "dinner time", he taps Mr. Wolf on the shoulder and runs for home. If the player gets home then he is safe. If he is caught, he becomes the wolf

Variation:

When Mr. Wolf catches a player, he has to return "home"

Lucy Locket (variante du du jeu du facteur)

Time: 15'

Age: 7-9 years/ C2

Number of players: 12

Equipment need: a handkerchief

How to Play

The players sit in a big circle. One player is Lucy Locket. Lucy Locket stands outside the circle. She has a handkerchief. Lucy Locket walks slowly around the circle. The players sing:

"Lucy Locket lost her pocket, where did she drop it? Drop it. Drop it...."

Lucy Locket drops the handkerchief and starts to run. The players stop singing.

The player nearest to the handkerchief picks it up quickly. He runs around the circle in the opposite of Lucy Locket. The first player to run around the circle and sit down is the winner. The loser becomes Lucy Locket.



Ce jeu peut permettre de travailler 2 compétences écrites en classe à savoir la compréhension et la production écrites (CE et PE)

- 1) En donnant 2 mots de vocabulaire aux élèves (handkerchief et drop) les élèves peuvent remettre dans l'ordre les phrases du texte ci-dessous :

The players sit in a big circle. One player is Lucy Locket. Lucy Locket is outside the circle. She has a handkerchief. Lucy Locket turns around the circle. The players sing. Lucy Locket drops the handkerchief. She runs. The players stop singing. The player with the handkerchief runs around the circle. The first player who sits down is the winner. The loser is Lucy Locket.

Variante: Remettre dans l'ordre les photos des différentes étapes du jeu. Y associer les phrases du texte correspondantes

- 2) Associer le vocabulaire du jeu à l'image correspondante (circle, run, sit, sing, the winner, the loser)

Queenie

Time: 15'

Age: 5-11 years

Number of players: 6+

Equipment needed: a ball

ANGLAIS: Référence Palier 2, niveau A1

Compétences travaillées (skills):

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Reproduire un modèle oral

POI : *Items* Communiquer au besoin avec des pauses pour chercher ses mots

Répondre à des questions

How to Play

A person is chosen, by a quick game "Ip, dip" to be the "queenie" and that person turns her back to everyone else. The "queenie" then throws the ball over her shoulders and one of the other players needs to catch it or pick it up. Everyone, except the "queenie", puts their hands behind their backs so that the "queenie" doesn't know who has the ball. The "queenie" then turns around and everyone shouts:

"Queenie, Queenie who's got the ball?"

Are they short, or are they tall?

Are they hairy, or are they bald?

You don't know because you don't have the ball!"

The "queenie" has to guess who has the ball through a process of elimination "Is ***it you? Have you got the ball?***". The player has to answer : " Yes it's me. I've got it (the ball) or No, it's not me, I haven't got it (the ball)". If the person with the ball is the last one to be picked, that person becomes the new "queenie."

Variations

To make it more difficult for Queenie to guess who has the ball, all the children keep their left hand behind their back and show their right hand, then put their right hand behind and show their left hand as they chant. They keep on swapping hands.

The person with the ball has to keep swapping the ball behind their back from left to right hands and has to make sure he doesn't drop it!

Ce jeu peut permettre de travailler 1 compétence écrite en classe à savoir la production d'écrit (PE)

- 1) Les élèves peuvent reprendre la chanson de Queenie et adapter les paroles au vocabulaire appris en classe.

Other games: <http://www.woodlands-junior.kent.sch.uk/studentssite/playgroundgames.htm#10>

Bulldog (Variante de l'épervier)

Time: 15'

Age: 5-11 years

Number of players: 6+

Equipment needed: none

E.P.S

Compétences (skills): React to a signal

Run fast

Elaborate a strategy



How to Play

The players stand next to one wall.

One player is the bulldog. The bulldog stands in the middle. The bulldog says "go". The players run to the other wall. If he touches someone, he is the new bulldog. Then the players run back to the first wall. Play the game until all the players have been the bulldog.

Ce jeu permet de travailler une compétence de l'écrit en classe à savoir la compréhension écrite (CE)

A partir du texte ci-dessous, les élèves peuvent soit

- Compléter un texte à trous (*replacer les mots player, middle, touch, the new bulldog, run back, again*)
- Remettre dans l'ordre les différentes étapes du jeu

The players stand next to a wall.

One player is the bulldog. The bulldog stands in the middle. The bulldog says "go". The players run to the other wall. If he touches someone, he is the new bulldog. The players run back to their base. Play the game again.

Game of the « Beret »

Time: 15'

Age: 5-11 years

Number of players: 6+

Equipment needed: a bean bag or a scarf, a hoop, cones

E.P.S

Compétences (skills): React to a signal

Run fast

Elaborate a strategy

ANGLAIS: Référence Palier 2, niveau A1

Compétences travaillées (skills):

CO : *Items* Suivre des instructions courtes et simples

Comprendre des expressions très courantes

POC: *Items* Utiliser des expressions et des phrases proches des modèles rencontrés

Reproduire un modèle oral

How to play

The two teams are in front of each other. The bean bag is in the middle of the area between the two teams (in a hoop). Each player in each team chooses a number. The leader says a number. Each of the two called players tries to catch the beanbag and to bring it back to its home base without being touched by the opponent.

Instructions:

- Get into two teams.
- Make a line in front of the other team. Choose a number
- In the middle of the area, there is a bean bag. Where you hear your number, you have to run to be the first to take the bean bag.
- The player who has got the bean bag has to bring it to his team.
- If you want to get 1 point, you must not be touched by the player of the other team.
- If you don't manage to get the bean bag, touch the player of the other team to get 1 point.

Variations:

- Say several numbers at the same time
- Choose a subject (food, body, colours...)

Mr. Crocodile

Time: 15'

Age: 8-11 years/C3

Number of players: 6+

Equipment needed: none

ANGLAIS: Référence Palier 2, niveau A1

Compétences travaillées (skills):

CO : *Items* Suivre des instructions courtes et simples

Comprendre des expressions très courantes

POC : *Items* Utiliser des expressions et des phrases proches des modèles rencontrés

Reproduire un modèle oral

POI : *Items* Communiquer au besoin avec des pauses pour chercher ses mots

Répondre à des questions

How to Play

The players stand behind a line. One player is Mr. Crocodile. Mr. Crocodile stands in the middle. He is in the river. The players shout:

"Please Mr. Crocodile, can we cross your river?"

Mr. Crocodile answers:

"No, you can't. Unless you're wearing" (He picks a colour....red...)

The players wearing....red... walk across the river safely.

The other players have to dodge and run while Mr. Crocodile tries to catch them

Mr. Crocodile tries to touch them. If Mr. Crocodile touches someone, he becomes the crocodile.

Play the game until all the players have been the crocodile (or the last player is the winner).

Variation

If Mr. Crocodile catches you, you're out. The last person to survive will be the next crocodile.

Tableau récapitulatif des compétences et items en anglais abordés pour chaque jeu

<u>Compréhension orale</u> <u>CO</u> L'élève comprend les consignes et expressions	<u>Production orale en continu</u> <u>POC</u> L'élève est capable, seul, de donner des consignes	<u>Production Orale en Interaction</u> <u>POI</u> L'élève peut poser des questions, répondre à des questions	<u>Compréhension Ecrite</u> <u>CE</u> L'élève peut lire un petit texte, des mots, des expressions	<u>Production Ecrite</u> <u>PE</u> L'élève peut remettre des phrases dans l'ordre, associer un mot avec l'image correspondante, compléter un texte à trous...
<u>JEUX</u>				
-Grandmother's footsteps -Fish in the sea -Duck duck goose -Mother May I? - What's the time Mr.Wolf? - Queenie -Game of the beret -Mr.Crocodile	Grandmother's footsteps -Fish in the sea - Mother May I? - What's the time Mr.Wolf? - Queenie -Game of the beret -Mr.Crocodile	-Mother May I? - Queenie -Mr.Crocodile	- Lucy Locket -Bulldog	-Lucy Locket - Queenie -Bulldog
<u>ITEMS en lien avec les compétences</u>				
-Suivre des instructions courtes et simples -Comprendre des expressions très courantes	-Utiliser des expressions et des phrases proches des modèles rencontrés - Reproduire un modèle oral	-Communiquer au besoin avec des pauses pour chercher ses mots -Répondre à des questions	- Comprendre des textes courts et simples en s'appuyant sur des éléments connus -Se faire une idée du contenu d'un texte informatif simple accompagné éventuellement d'un document visuel	- Produite de manière autonome quelques phrases - Copier des mots isolés et des textes courts

Valence d'Agen le 9 mars 2012