

CLASSROOM CUBES

Teacher's Notes

Aim

Giving instructions and saying where things are in the classroom.

Materials

One copy of Worksheet 1 and Worksheet 2 per group of four children.

Duration

Playing the game: 25 minutes

Language focus

Put a book/pencil/ruler/pen/pencil sharpener/pencil case...in/on/under...a table/chair/bag/cupboard/the teacher/board.

Aim of the game

To create instructions by throwing two cubes and adding the correct preposition. The opposing team has to carry out the instruction correctly.

Suggestion

The children can make up the cubes for homework.

Introduction

Give the children a series of instructions and ask them to carry them out. Make sure you include practice of *in* and *on* so that the children understand the difference.

Preparation

Give out a copy of Worksheet 1 and Worksheet 2 to each group of four children. Show them how to make cubes.

Playing the game

- 1 Make sure each of the group of four children has both cubes. Divide the groups of four into two teams of two, Team A and Team B. Write up the following prepositions on the board for reference: *in, on, under*.
- 2 Team A in each group begins by throwing each cube once. They then say a sentence out loud, using the words they have thrown and adding a preposition (either *in, on* or *under*) to make a logical and correct instruction, e.g. *Put a pen in the cupboard* but not *Put a pen in the board*. If team B agrees that the instruction is correct, Team A scores a point. Team B then carries out the instruction. They too score a point if they carry out the instruction correctly.
- 3 Team B now throws the cubes and makes a correct sentence, and so on until you stop the game. The teams count up their points and those with the highest scores in each group are the winners.

Extra ideas

The text on the cubes can be changed to practice other areas. For example, Numbers 1–10 (Make two cubes both showing numbers between 1 and 10. Check that the pupils understand plus and minus. Team A throws the cubes and gives Team B a question, e.g. $3+4$ or $6-2$. Team B must then give the correct answer.) Actions in the past (Make two cubes, one showing times and the other showing days. Team A throws the cubes and gives one of the players in Team B a question, e.g. (Friday/9 o'clock.) Team A: *What were you doing on Friday at 9 o'clock?* Pupil in Team B: *I was watching TV.*)