

***Get your Game On!***  
***High School World Language Games***  
**&**  
**TECH TIPS TOO!**

by Diane Farrug & Catherine Fortin

***How To's:***

- Introduction
- The ACTFL (American Council for the Teaching of Foreign Language) Standards

***Categories of Games***

Say It! - Speaking

Play It! - Games for pairs, groups, or full class

Write It! - Simple Writing Task Games

Move It! - Physical Games

Show It!, - Presentational Activities

Hijinx High Tech - Technology for Teens & Language Learning

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# SAY IT!

## I. TICK TOCK DESCRIBE IT

**What's the point?** Players are to describe a visual prompt as much as possible in the target language (TL) under a short time limit.

**Standard:** 1.3

**Materials:** Clock with a second hand or a timer. Visual prompt: photo, illustration, real object, video short

**How-to:**

1. Put students into partners.
2. Show the visual prompt and set the timer for one minute.
3. One player describes the picture for the full minute as the other player listens. Switch roles and play again.
4. Variation A: Give each set of partners a different visual prompt and then trade them after each round
5. Variation B: challenge students to come up in front of the class to describe an item. Set the timer as students speak and stop it when there is a pause of 3 seconds. Who can speak the longest?

## 2. BEAT THE CLOCK

**What's the point?** Speak the TL speedily and to different people.

**Standard:** 1.1

**Materials:** A TL question and its answer(s), a clock or a timer, *at least 6 students*.

**How-to:**

1. Teach, practice, or review a TL question and answer or a TL prompt.
2. Give the entire class a short amount of time in seconds or minutes to ask as many classmates as possible a TL question; each and every student must receive and listen to an answer.
3. Teacher calls time at the end of the Beat the Clock contest. The student who performed with the most classmates wins.

### 3. TRUE FALSE OR CONSEQUENCES

**What's the point?** Player is to listen to a TL statement or description and say whether it is TRUE or FALSE in the TL. If the player's answer is incorrect, he or she faces a consequence.

**Standard:** 1.2. Depending on the content of your statements, you can also address the standards of Cultures and Connections.

**Materials:** True or False TL statements about content, readings, grammar. Age appropriate CONSEQUENCE CARDS written in the TL on notecards or paper-strips and mixed up in a bowl, basket, or container. TPR commands, jump, hop, walk backwards, sing, dance, etc.

**How-to:**

1. Divide the class into teams.
2. Choose one student to sit in the "Hot Seat."
3. Read a TL statement, or select another student to read a statement.
4. If the player responds correctly, the team receives a point. If incorrect, the player must select a consequence card and perform the silly command.

- *Variation A:* play in small groups for fun instead of points.
- *Variation B:* students create the T/F cards and the consequence cards for writing practice.

### 4. PARTNER PAIR-UPS

**What's the point?** Find your partner using the TL.

**Standard:** 1.1, and depending upon your content you can also address the standard of Cultures

**Materials:** A class set of cards of pictures, words, and TL that can be paired together. Examples: countries and their capitals, picture and TL description, vocabulary word and TL description (family members, fruit, vegetables, school supplies, clothing, etc.), verb conjugations and their pronouns, verb conjugations and their English meanings. *Exact number of pair up cards for students is necessary.*

**How-to:**

1. Students chose 1 card or teacher passes one out to each student.
2. Each student is to find the owner of the card that goes with his or her card. No English!
3. This is a great way to set up partners for activities.
4. Variation: Tape a card onto every student's back. This added challenge requires students to ask more questions.

## 5. WHAT IS IT? INFORMATION GAP ACTIVITIES

**What's the point? The GO TO student to student conversational activity!** Students are to ask other students the prescribed question(s), and they are to answer the questions when they are asked by other students as well. Students are to write or check off answers they receive in a table. Students can then report and describe answers in the TL.

**Standard:** 1.1

**Materials:** A prescribed question(s) from the teacher, handout or paper with a table for recording student names and answers.

**How-to:**

1. Play as a full class, or form groups or partners.
2. Students circulate or ask other students the prescribed question(s). Students may stay at their desks when working with only one partner.
3. Students write down student-answers or make note in a table on a piece of paper.

**EXTENSION ACTIVITIES:**

- Oral full class or group TL de-briefing on the responses
- Write sentences or a paragraph in the TL describing the information or trends given in the TL responses.

## 6. CIRCLE CHAT

**What's the point?** Conversation with a random twist for full class or half class.

**Standard:** 1.1

**Materials:** Index cards with TL questions

**How-to:**

1. Distribute one card to each person in the class.
2. Number off 1-2. The 1's will form a circle and then turn to face the outside of the circle. The 2's will stand across from a #1, thereby forming an outside circle.
3. The partners will ask each other the question on the card. When your teacher says to rotate, the 2's in the outside circle will move one person to the right. Continue until you return to your original partner.

**Variation A:** Teens love to walk or even dance the circle to current pop music from the target culture. When the music stops, students are to stop moving and talk to the person they are facing.

**Variation B:** Form two lines instead of circles. Students will be standing shoulder to shoulder in line, facing the opposite line. Lines of students work well in classrooms that lack the physical space necessary for two circles. When it's time to change partners, send one end student down the space between the two lines.

(Really fun to music!) That student goes to the end of the line and everyone shifts to talk to someone new.



## 7. TELEPHONE WITH A TWIST

**What's the point?** Using the TL in the current way-- on the phone.

**Standard:** 1.1 or 1.2, but with a little strategic planning this activity can also address the standards of Cultures or Connections . . . it all depends on the secret code!

**Materials:** A TL phrase, description, vocabulary word, question, or answer, and a secret code. The secret code needs to be all numbers to practice TL numbers. Important historical dates, holidays, or class birth dates can be used to develop more TL conversation.

### How-to:

1. Students sit in a circle.
2. A student chooses a notecard or paper-strip with TL content on it. Student then chooses a secret code notecard from a different pile.
3. This student whispers the TL content and the TL secret code to a student. That student whispers the message to the next student, and so on.
4. The last student says the message and secret code out loud. Does it match the original?

## PAPER CELL PHONES

**What's the point?** In the same way puppets help to lower the inhibitions of young children and get them talking, cell phones work magic for teens!

**Standard:** 1.1

**Materials:** Class set of paper phones w/authentic numbers written on them, handout or Power Point of realistic telephone conversation, and a basket to hold slips of paper with the different telephone numbers written on them.

### How-to:

1. Distribute paper phones.
2. Teach, model several times, and have students practice a conversation.
3. Put all of the phone numbers into a bowl, box, or a basket
4. Draw a number
5. Call out the number in the TL
6. The student with that number on his or her phone must answer in an authentic, everyday TL greeting
7. The teacher then begins a conversation based on what has been presented & practiced in class.
8. The teacher or the student continues by choosing a new number and calling a different student.

## 8. SWEET TALK: CANDY CONVERSATIONS

**What's the point?** How sweet it is! Use candy to encourage dialogue between partners.

**Standard:** 1.1

**Materials:** A small pack of colored candy for each student, such as Smarties, Sweet Tarts or Spree. Pre-portioned Fruit Loops work well, too! You will also need a color-code handout.

**How-to:**

1. Put students into pairs.
2. Distribute candy and a color-code handout to each student.
3. Students must perform a task for each color candy according to the code. *For example:*

*red = ask your partner a question*

*purple = give your partner a command*

*green = tell your partner about your favorite past-times*

*yellow = describe one person in your family*

*etc.*

- After performing a task, students may eat the corresponding piece of candy. Yum!

## 9. QUESTION & ANSWER CHAIN

**What's the point?** All students are to have a turn both ASKING and ANSWERING designated TL questions. Students who both ask and answer the questions consistently stay in the chain and win.

**Standard:** 1.1

**Materials:** Questions on note-cards, paper-strips, straight from a handout, workbook, or textbook.

**How-to:**

1. Students sit in a circle.
  2. Teacher holds the questions. When it is a student's turn, he or she receives the question-card from the teacher.
  3. The student asks the student next to him or her the designated question from a card, paper-strip, text, workbook, etc.
  4. The responder needs to answer the question correctly. If so, he or she then reads the next designated question to the person next to him or her. If the responder's answer is incorrect, he or she is "out" of the round.
- *Variation:* divide the class into two groups. The groups compete to see who has the longest chain at the end of the activity.

## 10. Q & A ON A STICK

**What's the point?** Students read, ask, and answer TL questions written on popsicle sticks for hands-on learning.

**Standard:** 1.1

**Materials:** Popsicle sticks or tongue depressors with a TL answer on one side, and an unrelated question on the other, a timer.

This activity works especially well with prefabricated language chunks such as *What's your name? How are you? How many people are in your family? What's the weather like today? Etc.* The answers can have a blank that students must fill in orally (*i.e. My name is \_\_\_\_\_*) or they can be any logical answer

### How-to:

1. Distribute one popsicle stick to each student. If necessary, some students can receive two so that all of the sticks are being used.
2. **The question that starts the game will have a star on the stick.** When the teacher starts the timer and says *Go!* the player with the starred question reads it out loud for the class.
3. The other students should be looking at the answer side of their sticks. **The student holding the logical answer to the question posed by the first student must read the answer, flip over the popsicle stick, and read the next question.**
4. Continue until every question/answer has been said and the first student is able to state the final answer.
5. Record the score.

Play again and again on subsequent days, trying to improve upon the time and/or beat another class. This is a great game to use as a warm-up.

## II. BUZZ

**What's the point?** Practice counting.

**Connections Standard** . . . this IS math, after all! But once your teens have the idea, change the multiples to something harder than five's. Make 'em think!

**Materials:** One soft ball (squishy or Koosh)

**How-to:**

1. The whole class stands.
1. Toss the ball to the first player and say the number "one."
2. This player will continue counting with "two" and toss the ball to the next person.
3. Tossing and counting continue around the room.
4. Whenever there is a multiple of 5 (or whatever multiple you choose at the start of the game) the player must say "Buzz" instead of the number.
5. Players must sit if they say an incorrect number, do not know the answer, forget to say Buzz, or drop the ball.
6. All players left standing at the end of the game are winners!
7. For an added challenge, you may continue with higher numbers, or begin counting backwards.

## 12. PASS IT!

**What's the point?** Quick recall and TL speaking: numbers, letters, colors, vocabulary domains, verb conjugations, conversational Q and A, countries and capitals, synonyms, antonyms, any TL content.

**Standard: 1.1**, but depending upon your choice of content, you can also address Cultures and Connections. Fantastic for a 5 minute activity, warm up, or ice breaker. We usually start class with it.

**Materials:** Soft ball or inflatable globe, conversational or content related questions (*mentally* prepared)

**How-to:**

- Version 1: Toss the ball to a student and ask a TL question. The student catcher must answer in the TL and toss the ball back to teacher.
- Version 2: Toss the ball to a student and ask a TL question. The student catcher must answer in the TL and then toss the ball to another student and ask a new question.
- Independent groups can stand in a circle and toss the ball back and forth asking a set of questions.
- For added challenge, have several balls in play at the same time.

### 13. BASKETBALL: QUESTION & ANSWER BALL

**What's the point?** Playing some ball with TL comprehension or conversational Questions and Answers. Cheering, encouraging, expressing disappointment and excitement . . . all in the TL.

**Standard:** 1.1, *possibly Connections and Cultures standards depending on the content of the questions. Our high school boys always LOVE this one!*

**Materials:** a soft ball, a basket, box, or even a trashcan; masking tape; a coin, preferably from the target culture; a board; and markers/chalk for scorekeeping.

#### How-to:

1. Physically divide the class into two teams. In the space between the teams, create your basketball court. Place the basket near the front of the room where everyone can see it, and place three lines of masking tape on the floor. The one-point line will be closest to the basket for the easiest shot, followed by the two-point line, and finally, the most distant three-point line.
2. The object of the game is to earn as many points as possible as a team by answering questions or identifying pictures in the target language and shooting baskets for additional points.
3. Ask the teams to come up with a team name using the target language.
4. Brainstorm a list of expressions that basketball fans would use at a real game. Consider words of encouragement like: *Great, Fantastic, Way to Go, Excellent, Good Luck, Nice Try, Too Bad.*
5. Flip a quarter (or euro or peso) to determine which team will go first. From this moment on, no language other than the target language is allowed.
6. Choose one player from the first team to answer a question or identify a picture. If the student does so correctly, award one point to the team. The student then throws the basketball from the one-, two-, or three-point line. If successful, add the appropriate number of points to the team's score.
7. *Another variation is to have one student from each team come up for a one-on-one challenge. Place the ball on a desk, and have the two players stand on either side of it with hands behind backs. Announce the question. The first player to snatch the ball may answer and shoot if correct. If incorrect, the other player has the opportunity to answer and shoot.*
8. Constantly encourage cheering, suggestions, and encouragement in the target language from the class as a whole. Any language other than the language of the game will result in one lost point. Ditto for poor sportsmanship.
9. Continue choosing students to give responses and shoot baskets. Play until a certain number of points are reached, or until your time is up. Count and total the points in the target language.

*Variation: Nice weather? Take your class outside to a real basketball court to play!*

## 14. OUTBURST

**What's the point?** Rapid recall and vocabulary building.

**Standard:** 1.1

**Materials:** Large index cards for a variety of topics. Write the topic on one side (for example, FAMILY) and vocabulary words on the other side (for example, *el padre, la madre, la hermana*, etc.)

**How-to:**

1. Divide the class into teams. One team plays at a time.
2. One player from the team draws a card, showing the topic to team members and looking at the vocabulary items on the back.
3. Each team will have 30 seconds to name as many items on the back of the card as possible. One point is awarded for each correct answer. Points are deducted for English.
4. Play several rounds. The team with the most points wins.

## 15. JEOPARDY

**What's the point?** Students will practice question-formulation, show off their unit and content knowledge, and hum the Jeopardy theme song.

**Standard** 1.1, *and topics can easily lend themselves to address Cultures and Connections standards.*

**Materials:** picture flashcards or questions on a variety of topics, Jeopardy board with topics and the amounts of points each question is worth, or *PowerPoint* or *SmartBoard Jeopardy* templates if you wish.

**How-to's:**

1. Allow time and effort to create unit based categories and questions and answers based on a unit's content. Teams can use hard-copies of the Answers or e-copies they can access on personal or class devices- tablets, laptops or smart phones.
2. Divide the class into three teams.
3. On a team's turn, one player will choose a category and amount. If correct, that team earns the designated number of pesos, euros, etc.
4. Continue with the next team, and the next, rotating through the categories until they have all been answered.
5. Complete the game with a final Jeopardy challenge. Each team secretly decides how much to wager and writes it down. The teacher reads the question and teams write their answers. Every team with the correct answer earns the amount wagered. (Or loses that amount if incorrect.)

The team with the most points overall wins. For more information visit [www.foreignlanguagehouse.com](http://www.foreignlanguagehouse.com) copyright 2015

## 16. TABOO

**What's the point?** Free association, TL recall, and rapid TL speaking.

**Standard:** 1.3

**Materials:** Several index cards with 5 unrelated vocabulary words. (For example: *el gato, el cantante, ocho horas, la profesora, el lápiz*)

**How-to:**

1. Divide the class into two teams.
2. On a team's turn, one player receives an index card. This player is given one minute to get team members to say as many words on the card as possible. The student's home language is "taboo" and disqualifies a round. Other TL words and gestures are allowed.
3. When the buzzer sounds, total and record the number of words elicited.
4. Teams continue to take turns until all of the cards have been played or the allotted time is up.

## 17. TIC TAC TOE & MORE

**\*\*USE A TIC TAC TOE BOARD IN SO MANY COMMUNICATIVE WAYS! DON'T MISS THE CONVERSATIONAL ACTIVITIES DONE WITH THE TIC TAC TOE BOARDS.**

**What's the point?** Three in a row, of course! Not to mention speaking skills -- **Standard 1.1.** Tic Tac Toe can also include address the *Cultures Standard* by using content such as flags, monuments or food from the target culture.

**Materials:** Tic tac toe boards for the class: empty, filled with visuals, words, questions, vocabulary, phrases, or conjugations. One, large posted or projected Tic Tac To board, pencils for writing X's and O's on the boards or markers like beans or buttons.

**How-tos:**

**Tic Tac Toe Full Class Method:**

1. Post or project a tic tac toe board that has visuals, words, questions, vocabulary, phrases, or conjugations.
2. Divide the class in to 2 teams & assign one to the X and one to the O
3. Ask or describe the TL content in one of the squares to Team A
4. If Team A's member says the TL answer correctly he or she can write an X or an O over the prompt's square
5. Proceed with Team B

## Partners Method:

Partners need to do one of a variety of communicative tasks. If a player communicates correctly the target language then he or she can mark an X or an O. Or markers like dried beans, buttons, or paper clips can be used.

1. Each pair uses one tic tac toe board
2. Player A is an X, and player B is an O
3. Player A is to choose a square and say the correct TL answer in order to write an X in pencil on the square.
4. Player B then tries to choose a square to block Player A and follows suit.
5. Each player's goal is to get tic tac toe, 3 in a row.

### Examples of TL Phrases for Playing Tic Tac Toe

1. *Identification* Players say and identify the picture. In Spanish: . *Es un/una . . . . .*
2. *Description.* Players describe each item in the target language. In Spanish: *Es . . . .son . . .*
3. *Categorizing. Is it a person? a place? an event?* Players ask and answer this questions about an image on the grid. In Spanish: *¿Es una persona, un lugar, o un evento?*

### **Circulating Q & A using the Tic Tac Toe Boards**

1. Each student takes his or her tic tac toe picture board to a different student for each square and asks **¿Qué es esto?** *Or, they can use a question from above, or any that you designate.*
2. The student responding has to identify, describe, or answer it in TL.
3. The responder then writes **his or her initials on the square.** Come up with other target language questions and answers for students to use next.



## CARD GAMES

### I. SMALL GROUP BINGO

**THE POINT:** Listening comprehension, memory, & recognition

**Standard:** 1.2

**Materials:** TL content or pictures or symbols or numbers, Bingo boards or tables: student created by folding up notebook paper, or teacher created on handouts, pencils with erasers to write check marks on squares, markers: beans, buttons, etc.

1. Each student has a bingo table or board that has the TL content in different squares.
2. Each student has a pencil or markers.
3. Teacher or leader calls out or describes TL content.
4. Students are to mark the appropriate square.
5. The first student with the designated amount in a consecutive row wins.
6. The winner must say the TL answers on each square correctly to receive points or a prize.

### 2. I HAVE IT!

**THE POINT:** Listening comprehension & practice saying I Have It in the TL

**Standard:** 1.2

**Materials:** identical set of flash-cards for each student. *Students can make their own.*

1. Students create, & then arrange their vocabulary picture cards, verb conjugation cards, etc. face up on their desks.
2. Teacher calls out vocabulary, conjugations, fill in the blank sentences or descriptions, and even questions or answers. Visuals can also be shown to class as prompts for answers.
3. The first student to hold up the correct card and call out *I have it* or *Yo lo tengo*, or *Je l'ai* wins a point individually, or for the team.

### 3. HIT IT!

**THE POINT:** TL recall, pronunciation, and speaking

**Standard:** 1.2

**Materials:** One set of picture flash cards for each group

1. Arrange students into small group circles on the floor.
2. Each group arranges their set of picture flash cards in the middle of the circle.
3. The teacher calls out a word, phrase, or description. The first student to tap or hit the correct card wins the point and takes the card.
4. The player with the most cards at the end of the game wins.  
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## 4. TOUCH, POINT, HIT

**THE POINT:** Listening Comprehension

**Standard:** 1.2

**Materials:** Identical picture visuals, flash cards, or student created TL flashcards for each player or group

1. Each student is to have or make a set of TL flashcards with either pictures, or the TL. (vocabulary, pronouns, articles, conjugations)
2. The teacher calls out in the TL: point to . . . . . for all cards, then touch . . . . for all cards, then hit . . . for all cards.
3. Mix up the commands for fast-paced listening comprehension fun.

### Partners or Groups:

1. Student partners or groups use only 1 set of cards.
2. Teacher then says 1, 2, 3, + point in the TL. The first person to point to the correct card wins the point, and takes up the card.
3. Teacher then goes through the same 1, 2, 3, process with Point and then Hit, or groups are allowed to do this independently
4. The player with the most cards wins.

## 5. CARD SHARKS—- *A loud favorite!*

**THE POINT:** vocabulary recall and pronunciation

**Standard:** 1.1 & 1.2

**Materials:** One regular deck of playing cards

1. Deal the entire deck of cards.
2. The object is to get rid of all of your cards. Hold your cards face down in a pile.
3. Choose a category such as *Colors, Animals, Furniture, or Fruit*.
4. Each person in the group chooses a vocabulary word within that topic and tells it to the other players. For example, if the topic is *Fruit*, one player might be an apple, another a banana, orange or melon.
5. Together, everyone says, « 1, 2, 3, Fruit ! » in the TL
6. On *fruit* everyone will turn over their first card. If there is a duplicate, be the first person to name the other person's fruit. If you are successful, the other person must take all of your cards that have been played. If not, you must take theirs.
7. Whenever you run out of cards, pick up the cards you already played, turn them over, and begin again. The first person to run out of all of their cards wins.
8. After the first game, change the categories

## 6. 1 \* 2 \* 3 — A LOUD FAVORITE!

**THE POINT:** vocabulary recall and pronunciation

**Standard:** 1.1 & 1.2

**Materials:** Each player has the same deck of cards: pictures, words, phrases, sentences or questions from a unit or a mixture of units for a review.

*Tip: We hand out a hard copy of the cards in a grid. The students then cut out their own "deck." It's a time-saver and great listening practice as you give the directions in the TL.*

1. Each student receives an identical set of cards, or he or she cuts a set out.
2. Each student: Write your initials on the back of each of your cards.
3. The object is to get rid of all of your cards.
4. Hold your cards face down in a pile you hold or one in front of you.
5. Together, everyone says in the TL, « 1, 2, 3, (TL vocabulary group) ! »
6. On 3 everyone will turn over their first card. If there is a duplicate, be the first person to name that card in the TL. If you are successful in being first, then put your card in to a group DISCARD PILE. If not, you must KEEP YOUR OWN CARD.
7. Keep playing rounds. The first person to run out of all of their cards wins.

## 7. GO FISH

**THE POINT:** Listening comprehension, conversational practice, game playing vocabulary

**Standards:** 1.2 & 1.3

**Materials:** A regular deck of playing cards (if practicing numbers) OR ---Teacher or student created decks. Use index cards to make 4 identical picture cards of 13 different thematic vocabulary words.

1. The dealer distributes 5 cards to each player and places the leftover cards face down in a pile in the middle.
2. The person to the left of the dealer (A) begins by asking one other player (B): "Do you have a . . ." (The player asking the question must already possess at least one of the cards that he is requesting.)
3. Player B hands over the requested card and all of its matches. If he does not have that card, he says, "Go Fish."
4. Player A must "fish" for the card he wants by taking a card off the top of the pile.
5. Continue taking turns asking for cards, handing them over, and/or going fish.
6. As soon as a player has 4-of-a-kind, he lays them face up in front of him.
7. The game continues until one person is out of cards.
8. The player with the greatest number of matches wins.

## 8. SPOONS

**THE POINT:** Recognizing picture-word definitions, or TL word and simple definitions, antonyms, synonyms, etc.

**Standards:** 1.2 & 1.3

**Materials:** Teacher or student created decks of cards with 26 vocabulary words, and 26 corresponding pictures, plastic Spoons

1. Give each group one deck of cards and some spoons—one less than the number of people in the group.
2. Spread the spoons out evenly in the middle of the circle of players. The dealer shuffles the cards and deals 4 to each player. Remaining cards are placed face down in a pile by the dealer.
3. **The object is to get 2 picture-word pairs.**
4. To begin the game, the dealer draws a card from the top of the pile, looks at it, and either swaps it with one of the cards in his hand or places it face down for the next player to pick up. The card (or its “swap”) travels around the circle. The last player places it face down in a discard pile.
5. The moment the dealer discards one card, he picks up another one, so that several cards are in play at the same time. This is a fast moving game!
6. When the dealer runs out of cards in the original pile, he begins to draw cards from the discard pile.
7. When someone has **two picture-word pairs**, he picks up a spoon. This can be a quick grab or a sneaky, subtle move. When the other players realize that a spoon is missing, they must try to get a spoon, too.
8. One player will be left without a spoon.

## 9. CONCENTRATION OR MEMORY

**THE POINT:** Vocabulary recognition & TL reading

**Standard:** 1.3

**Materials:** picture flash cards with matching TL word flash cards, or more difficult pairs of TL matching cards: word + definition, word + description, synonyms, antonyms, etc.

1. Place all of the cards face down, and take turns flipping over two cards at a time.
2. Orally identify every picture or word that is turned over.
3. If you find a match, you may take another turn.
4. If you do not find a match, continue with the next player.
5. When all of the matches have been found, the player with the most pairs wins.

## 10. CARD TRADERS

**THE POINT:** TL descriptions while conversing

**Standards:** 1.1 & 1.3

**MATERIALS:** Picture flash cards, one for each student. Duplicates are okay if the class is large.

1. Give every student a picture flash card.
2. Students circulate around the room, asking classmates to identify or describe their picture IN THE TL ONLY.
3. After each interaction, students exchange cards and move on to a new person.
4. Continue until time is called.

## 11. PATH OF PICTURES

**THE POINT:** Vocabulary recognition & speaking

**Standard:** 1.2

**MATERIALS:** A group or class set of visuals, A timer

1. A path of pictures is created with the visuals on the floor of the classroom.
2. ONE STUDENT AT A TIME walks the path of pictures. He or she must say the target language word or a description of each picture.
3. The player who completes the path with correct TL descriptions, or the one who goes the farthest wins.

# WRITE IT!—WRITING GAMES

## I. LISTEN, DRAW, & COLOR

**The point:** Listening comprehension

**Standards:** 1.2, 1.3

**Materials:** TL vocabulary, description, question, or a passage, teacher talk, TL song, CD, DVD or web site, paper and pencil, post it notes, or mini-white boards

For the whole class, partners, or small groups

1. Present TL content, question, visual, or audio-visual
2. Students race to draw and/or color the correct visual representation of TL descriptions, facts, details, or the answer to the question.
3. You determine who wins: quickest draw, most accurate, neatest, etc.

## 2. LISTEN & LIST

**THE POINT:** Listening comprehension

**Standards:** 1.2, 1.3

**Materials:** TL vocabulary, description, question, or a passage, teacher talk, TL song, CD, DVD or web site, paper and pencil, post it notes, or mini-white boards

For the whole class, partners, or small groups

1. Present TL content, question, visual, or audio-visual
2. Students race to list as many TL descriptions, facts, details, or the answer to the question.
3. The student with the longest, most accurate list win

## 3. Pictionary

**The point:** Vocabulary & verb recognition & some

**Standards:** 1.2, 1.3

**Materials:** TL word vocabulary cards (no pictures) placed in a pile.

The whole class is divided into teams .

1. The first team sends an artist to pick cards off the top of the pile one at a time, drawing as many as possible.
2. The team earns one point for every drawing correctly identified in one minute.
3. Points are deducted if the artist passes, or if a team member speaks English.
4. Take turns among the teams until the cards are gone or the allotted time has run out.
5. The team with the most points wins.

## 4. WRITE-IN BINGO

**The point:** TL writing & listening comprehension

**Materials:** A blank bingo template, bingo chips or just a pencil

1. Distribute bingo grids. Ask students to draw pictures of vocabulary items or write TL vocabulary words in each square.
2. Call off items. Players draw an X over the box or place a bingo chip over it.
3. The first player to complete a vertical or horizontal row is a winner. Kids also love variations such as four corners or black out (the entire card.)

## 5. WHITE & SHOW WHITE BOARDS

*White boards can be used in multiply ways to give students TL writing practice and for the teacher to be able to check comprehension and writing basics. Students love the novelty of white boards and markers and this makes writing more fun. Speed and accuracy contests add excitement to the mix.*

**The Point:** Writing practice & comprehension and writing check

**Standard:** 1.2, 1.3

**Materials:** A small dry-erase white board for each student, dry erase markers- one for each student, erasers: an old sock for each student, a piece of an old towel, etc.

1. Teacher or caller states a TL question, prompt, infinitive verb, etc.
2. Students are to write the appropriate TL answer on the white board and hold it up when finished.
3. Students can also write short descriptions or answers about pictures.

## 6. INTERVIEWS

**THE POINT:** Using the TL for exchanging information & conversational practice.

**Standards:** 1.1, 1.3

1. Create a list of interview questions based on content, vocabulary, or conversational questions and pass it out to students.
2. Pair students using a pair-up technique.
3. Give pairs a specific time limit.
4. Specify whether written answers are required or not.
5. Students go through the interview with partners.
6. Presentations: in front of the class or on video

## 7. CIRCULATING CONVERSATIONAL ACTIVITIES

**THE POINT: Lots of speaking practice!**

**Standards:** 1.1, 1.2

**Materials:**

A student handout that includes . . .

- TL questions and possible answers
  - A chart for students to check off other student's names or tally answers
  - Space for students to write TL sentences based on the information obtained from classmates during the activity
1. Teach, model, practice, and review practical conversational questions-answers.
  2. Distribute the handout or have students create one of their own with other students' names.
  3. Each student asks the question(s) to each student in the class.
  4. The student is to record their classmates' answers on their chart by writing in a short
  5. Answer or checking off an appropriate response column.
  6. Each student must answer the question fully and completely in the TL.
  7. When most students are done with the conversational part of the survey activity, they can formulate and write sentences using the information given to them by their classmates. This depends on age and language proficiency

## 8. SURVEY & GRAPH IT!

**THE POINT: Practice & repetition of TL questions & answers. Writing practice too.**

**Standards:** 1.2, 1.3

1. Assign prescribed TL question based on content, vocabulary, or a conversation question  
Pencil & paper, graph paper is optional.
2. Students copy the question or prompt at the top of a piece of paper.
3. Students then ask a prescribed number of classmates the question.
4. Students write down the information from their classmate's answers. A table or a list on a handout is a helpful graphic organizer.
5. Students tally the number of specific answers.
6. Students create bar graphs or line graphs illustrating the trends of student answers.
7. Students must be guided and shown models of graphs before working independently.
8. TL Class discussion based on the graph-data concludes the activities.



## 9. WRITING RELAYS

*You'll be pleasantly surprised about the smiles and laughs that will come from teens during relays.*

**THE POINT:** TL Writing practice & communication.

**Standards:** 1.1, 1.2, 1.3

**Materials:**

1. Space for students to run short, straight-line relays: outdoors or gym space is optimal.
2. Teacher created writing prompts, statements, or comprehension questions based on current unit content or review content.
3. Writing materials for each team: mini white boards and markers, post it notes and pencils, paper and markers or pencils.

**How To's:**

1. Give students a few to several days of notice before the relays so that they will have adequate and safe foot wear and clothing available.
2. Divide the class in to teams of 4-6 students.
3. Each team needs a set of writing materials that can be replenished with each relay-runner.
4. Post a writing prompt or call one out.
5. The first player on each team is to write the desired TL response or answer.
6. When finished the player runs, walks, jumps, skips, etc to a designated point up ahead of the starting point. He or she can stop, or run back.
7. The first line to finish wins

*There are many Variations on Relays! Use your imagination! There are so many ways to do relay races and changing it up makes them even more fun.*

*\*Add in a listening-speaking component: After player 1 writes the response he or she must read it out loud in the TL and pass it to the next person behind him or her. That player then has to read it out loud and pass it. And so on until the last person does so. Then, player 1 runs, or the last person in line does.*

## 10. SPEED INTERVIEWING

Who knew that Speed Interviewing would become a necessary 21st century professional skill? Most profession career placement processes include a type of speed-interviewing with several, a few, or one person.

**The Point:** Spontaneous conversational practice with some time pressure

**Standards:** 1.1, 1.2

### Materials

1. Interview questions or prompts. These can be posted or printed on handouts.
2. Rotating Group System: jigsaw groups or other rotational techniques
3. Timer
4. Writing mechanism for the Interviewers to write the answers from their Interviewees: laptop, tablet, smart phone notes, handout, check list.

*Optional: Include an evaluation form for the Interviewers to use on the Interviewees. This is a real-world touch and a great mode of student to student feedback.*

## 11. WRITE ON! IN GROUPS

Virtually any writing task or presentational project can be done in groups, and they can also be *gamified* into *competitions* and *contests* among the groups.

1. A maximum of 4 members is best; 2 is better for classes with behavioral challenges
2. Groups need to present designated parts of the writing project to the class for votes or points.
3. There need to be set time-limits for completing each task.
4. Groups can display finished products in a gallery stroll for the class; add a voting jury for more competition.
5. Give a medal or a class-incentive for the winning group.

You don't need to pick up, correct, give feedback and grade every single writing selection. Pick only one student per group for each grading stage; then rotate to the next students. Don't let on whom you will pick at any time. The unknown outcome keeps students on their toes.

## DICE GAMES FOR WORLD LANGUAGE ACTIVITIES

There seem to be infinite games and activities that can be used and developed with regular dice. Develop your own off of a couple of base-dice games that you have or that you learn. If you teach a modern, romance language then you're in luck; the six numbers on a die correspond perfectly to the six subject pronouns and six verb conjugations. *Singe die games are perfect for reviewing vocabulary, categories, characters, story elements, 5 W's for articles, and more.*

### I. NUMBERS- DICE MATH

**The point:** Comprehension & review of numbers. Practicing basic mental math in the TL to help with real life situations: shopping & buying, purchasing, eating in restaurants.

**Materials:** a class set of regular or large dice- one set for each student or partners, teacher TL script of directions for using basic math functions with two numbers, teacher created dice number games in the TL

**Standards:** 1.1, 1.2, 1.3

**Games:** addition, multiplication, subtraction, division, counting by 10s and 100s, Who has number \_\_\_\_\_? elimination games, come up with more!

### 2. SUBJECT PRONOUNS

**The point:** practicing and using subject pronouns

**Materials:** a class set of regular or large dice- one set for each student or partners, dice number to word conversion charts

**Standards:** 1.2, 1.3

**Two Dice Game:** Post number-

to-pronoun and number-to-verb conversion charts:

Die #1	Die #2
1 = I	1 = verb #1
2 = you, singular	2 = Verb #2
3 = he or she	3 = verb #3
4 = we	4 = verb #4
5 = you (all) plural	5 = verb #5
6 = they	6 = verb #6

You can assign fewer pronouns or verbs to the dice numbers for more repetitive practice; remember you will have duplicates on the same die and that works well too.

1. Students roll their dice.
2. They then develop the correct verb conjugation of the verb on Dice #2 that goes with the subject pronoun of Dice #1.

### 3. One Die Game: Post an infinitive, pronoun, etc.

The single die can be subject pronouns or verb conjugations.

1. Students roll their single die.
2. They have to develop the verb conjugation of the *infinitive posted* according to the die-number-subject pronoun rolled.
3. They have to name the subject pronoun that corresponds to the *posted verb conjugation*

## PARTS OF SPEECH

**The point:** Comprehension activity, grammar practice, and writing sentences and phrases for **Intermediate Level to Advanced Proficiency students**

**Materials:** one or two die and chart with dice numbers corresponding to parts of speech

**Standards:** 1.2, 1.3

1. Post the dice number to parts of speech conversion chart.
2. Give students a unit theme, a TL text: reading or listening selection, story, chapter, poem, article
3. Students roll either one or two dice.
4. They write a TL sentence or phrase based on the unit context or text using the parts of speech designated by the dice numbers. *THEY MAY INCLUDE MORE THAN THOSE PARTS OF SPEECH.*

## 4. TRANSITION WORDS

**The point:** Writing sentences and phrases using designated transition phrases and practicing the grammar determined by transition phrases- i. e. use of the subjunctive or the past tenses.

**Materials:** **ONE die** and chart with dice numbers corresponding to six different transition words.

**Standards:** 1.2, 1.3

1. Post the dice number to TRANSITION WORDS conversion chart.
2. Give students a unit theme, a TL text: reading or listening selection, story, chapter, poem, article
3. Students roll either one or two dice.
4. Students write their context-based sentence using the transition word that they have rolled.

*\*\*partners and groups can play and keep a running list of their sentences.*

*\*\*contests and races are fun here; the first student who finishes a correct sentence on a mini white board wins*

## 5. Conversational Warm Up

**The point:** Conversational Practice

**Materials:** one or two die and chart with dice numbers corresponding to a current or review conversational question— not new material.

**Standards:** 1.1, 1.2

1. Post the dice number to conversational question chart.
2. Students roll either one or two dice.
3. Each set of desk partners is to ask and answer the one or two questions that correspond to their dice numbers.

\*\*Great for a full class opener for one to a few students and the teacher. Choose in a random or rotating order 1-3 students. They have to either answer the question indicated by their die number or they have to ask you or another student the question.

\*\*\*Play in JEOPARDY FORMAT. Post the answers to questions and students have to formulate and ask the correct corresponding question.

## 6. 5 W'S. WHO? WHAT? WHEN? WHERE? WHY? HOW?

**The point:** Post reading or listening comprehension activity and writing practice

**Materials:** **ONE die** and chart with dice numbers corresponding to six different questions driven by the question words. *Best as a comprehension activity after a listening or reading assignment.*

**Standards:** 1.2, 1.3

1. Post the dice number to TL 5 W question chart.
2. Students roll ONE DIE.

### Options:

1. Individual students volunteer their answers out loud.
2. Individual students write their TL answers to the question.
3. Each set of desk partners is to ask and answer the one or two questions that correspond to their dice numbers about the TL text.
4. Formal Assessment: Do as few or as many of the 5W questions and collect all of the written answers for a grade.
5. Partners or Groups answer the questions orally as a warm up.
6. Partners or Groups answer the questions in TL writing for reinforcement, review, or as classwork.

# MOVE IT!

## I. CHILLIN' WITH CHARADES

**THE POINT:** review, recognizing TL content, speaking for the whole class divided into teams, or small groups.

**Standard:** 1.1, 1.2

**Materials:** Slips of paper with TL vocabulary words or phrases, a timer

1. Divide the class into teams. One team plays at a time.
2. One player from the team comes to the front of the class. As soon as the teacher starts the timer, he or she reads the word(s) on a slip of paper and performs gestures until a team member correctly states the answer. Continue with as many slips of paper as possible in 30-60 seconds. A “pass” results in a deduction of a point.
3. When time is called, tally the number of points and continue with the next team. The team with the most points wins.

## 2. SIMON SAYS 2.0

**THE POINT:** Listening comprehension

**Standard:** 1.2

Teacher can give as much vocabulary and as many verb phrases to the students beforehand as desired, orally, on the board, or on a handout.

1. One student is designated as Simon. Simon gives the rest of the class or group TL commands.
2. Students can only follow the command if the caller says “Simon says” in the TL. If a player follows a command that doesn’t begin with “Simon Says,” that person is out.
3. Callers can make Simon Says more challenging by speaking rapidly, or interspersing TL sentences with the TL commands.

## 3. FOUR CORNERS

**THE POINT:** Numbers practice and some vocabulary recognition

**Standard:** 1.2

**Materials:** Blindfold (or a trustworthy student!), signs for each corner of the room

1. Label each corner of the room with a sign. It could be a number, color, or any vocabulary word.
2. Choose a player to be “It.” This person will sit in the middle of the room with eyes closed.
3. “It” counts to ten as the rest of the class quietly sneaks to one of the corners. Any player not in a corner in time is automatically out.
4. “It” chooses a corner. All of the players at that corner are out and must sit down and help count for the next round. For some students, it’s a good idea to continue counting 11-20, 21-30, 31-40, etc for each round instead of starting over at one.
5. Continue play until only one person remains.

## 4. AROUND THE WORLD

**The Point:** vocabulary recall, pronunciation, or conversational practices with questions and answer flashcards. Pictures can be prompts for content description or historical dates can be used too.

**Materials:** Picture flash cards or comprehension questions

**Standard:** 1.2

1. Two players sitting next to each other stand.
2. The teacher or a volunteer shows a picture flashcard.
3. The person who identifies the flashcard first moves on to the next competitor.
4. The losing player sits down in the place of the winner.
5. The player who gets the most answers and advances the farthest wins.

## 5. CHAIN REACTION

**THE POINT:** Reading comprehension. **Standard:** 1.2

**Materials:** Index cards with TL commands. The cards should also indicate *when* to do the command. For example, “When someone jumps up and down, walk to the board and write . . . .” “When someone writes . . . on the board, sing the alphabet song.” “When someone sings the alphabet song, imitate a monkey.” etc

1. Distribute one card to each student in the class. Every card must be used, so some players might have more than one.
2. Give players a couple of minutes to read and process the command.
3. Say “Begin” in the TL, sit back and watch the show!

## 6. SWITCH IT UP

**THE POINT:** Listening comprehension

**Materials:** Picture flashcards, with 2 or 3 duplicates of each vocabulary item, OR place markers to indicate players’ spots

**Standard:** 1.2

1. Stand in a circle, with one person in the middle.
2. Use the flashcards to mark each person’s place in the circle.
3. The person in the middle will call off one of the vocabulary words. *Anyone standing by that card must leave their place in the circle and find a new one.* The middle person will try to get a spot, too.
4. Whoever is left over will stay in the middle to call off the next word.
5. **VARIATION:** Instead of using vocabulary cards, just use something to mark places in the circle. The person in the middle makes a statement of preference. Everyone who agrees with the statement moves.

**VARIATION:** Assign each player a number, and place 5-6 picture vocabulary cards or actual items in the middle. Call off both a number and a word or phrase. Players must be the first to grab the appropriate item and return to their team without being tagged.

## 7. STEAL THE HAT

**The Point: Listening Comprehension.**

**Standards:** 1.2, 1.3

**Materials:** A hat, beret, or sombrero

1. Divide the class into two teams. Each team should stand in line, facing the opposing team. A hat is in the middle of the two lines.
2. Assign each person on the team a TL word. (It could be an animal, a number, an adjective, etc.) The opposing team's members have identical words.
3. The leader of the game calls off a word. The player from each team who was assigned that word tries to be the first to grab the sombrero and return to the line *without* being tagged by the other player. If successful, that team earns one point.
4. **VARIATION:** Assign each player a number, and place 5-6 picture vocabulary cards or actual items in the middle. Call off both a number and a word. Players must be the first to grab the appropriate item and return to their team without being tagged.

## 8. JUST DO IT!

**THE POINT:** listening comprehension. **Standard:** 1.2

**Materials:** Several paper plates decorated with different colored objects. Every plate must be unique – though you can have duplicate objects, they cannot be in the same color. Also necessary: a basket filled with small slips of paper matching the TL content depicted on the plates.

1. The teacher or group leader calls off a series of commands, such as hop/spin/run/tiptoe/dance to \_\_\_\_\_ . Fill in the blank with either a color or an object.
2. Students follow the commands and stand on an appropriate plate. More than one student can share a plate.
3. After a few commands, shout out, "Freeze!"
4. Reach into the basket and draw a slip of paper. Read it aloud in the TL. Anyone standing on that space can take a bow or do a silly dance.
5. Continue with more commands.



## 9. MUSICAL CHAIRS

**THE POINT:** Reading and answering questions

**Standard:** 1.1 , 1.2

**Materials:** As a class set of questions or descriptions on notecards: 1 per card, chairs= 1 less than the number of students, music source

1. Arrange chairs in a circle
2. Place one card on each chair
3. Have music source close
4. Play culturally authentic music appropriate for the students' age (Middle schoolers love current, pop music from the target culture!)
5. When music is stopped by teacher, students try to sit in a chair. The student who doesn't is out.
6. Each student must read and/or answer the question correctly in the TL.
7. If the student doesn't answer correctly, he or she is out.
8. Continue play.

## 10. LINE-UP

**THE POINT:** TL only Communication, Conversation, Exchanging information

**Standard:** 1.1, 1.2

1. Tell your students to line up in a particular order without speaking English. Try lining up by *age, birthday, number of siblings, time you go to bed, number of countries visited, etc.*
2. If playing with teams, the first team to line up correctly wins.

## II. RELAY RACES

**THE POINT:** Vocabulary recognition, speaking practice.

**Standards:** 1.1, 1.2

**Materials:** Several small objects (realia), small visuals or TL flashcards. . (Two of each object.) two baskets per team

1. Divide the class into two teams. Have each team line up behind a basket filled with the objects. An empty basket will be at the end of each line.
2. When it is time to start, the first person in line takes an object out of the basket, identifies it in the TL and hands it to the next person in line. That person identifies the object and passes it back, until it reaches the end of the line.

## 12. ROLLER DERBY

*This one is universally loved.*

**THE POINT:** spontaneous and rapid speaking or writing

**Standards:** 1.1, 1.2, 1.3

### **Materials:**

- A rolling desk chair for each relay line- 2, 3, or 4.
- Adequate space for student-racers to sit in the chair and “roll” it to a designate spot or the board.
- TL prompts or questions
- A writing mechanism if student-racers do not have a front board to race and roll to.
- A front white board that student-racers can write on
- Dry erase markers

### **How To's**

1. Divide the class in to teams; each has a rolling desk chair.
2. Hand a writing mechanism to each team or instruct them on using the front board.
3. Call out a prompt or a question; student callers are excellent too.
4. Student racers in each line-team race-roll to the board to write or to a designated place to write.
5. The winner is the quickest and or most accurate.

*BTW: This can be done with speaking-only too.*

# SHOW IT!

## PERFORMANCES

### Boundaries for Appropriate Content

Teenagers love working together and performing. Using current pop-cultural content and/or putting their unique twists on TL content engages them best. But, teens are not adults, and you are the adult professional in the room. Students need crystal clear boundaries set for appropriate content when they are using their creativity and energy. Your responsible and mature presence and classroom management ensures a smooth, but fun performance experience.

### Organization & Structure

Avoid the frustrations of the sense of “lost time” and disorganization by front-loading each performance assignment with concrete, detailed plans and tasks for students to complete each day.

### Viewing Options

Watching and presenting student performances is a time management challenge. There is often just not enough time in a quarter, semester, or a year to devote to the performances of all student productions. Here are some options:

### Live Performances

1. Plan and arrange for student performances during two or more class periods so that you can continue the curriculum.
2. Plan and structure a performance day when all performances are viewed.
3. Give students listening and viewing tasks to write
4. Plan TL discussion questions and commentary
5. Organize class voting for performance prizes.

### Videos

1. Teacher is only viewer of performances for evaluation
2. Teacher views all performances and selects a few for full class viewing
3. 1-2 performances can be done daily over a period of days.
4. With proper permission and releases, videos can be posted on to youtube.com. Students can view them on their own time.
5. Other more secure Internet streaming options for videos can be used. Some schools may have private streaming available.

## Evaluation & Assessment

1. Students can evaluate group members on participation and performance
2. The class can vote on “Best . . . “ awards and points
3. Evaluate the written script and the performance
4. Assign daily participation points and evaluate students on their work, participation, focus,
5. and cohesion

### I. WHAT’S MY LINE: SKITS

An organized, detailed skit assignment sheet that concentrates on content, fictional characters, or historical events in the TL. *Examples: travel by plane, Cortes and Moctezuma, dining in a restaurant,.*

1. Develop the skit assignment handout or have detailed directions posted on the board. Go over it methodically with the entire class.
2. Develop and present the evaluation-grading rubric with point-breakdowns and required details.
3. Present at least one model script that follows and presents the skits required for the assignment.
4. Group students in to pairs or groups.
5. Give students a finite number of minutes to work on the different stages of the skit daily.
6. Pick up writing work from each group daily.
7. Plan and arrange for student performances during one, two or more class periods.

### 2. ROLL ‘EM: VIDEOS

An organized, detailed skit assignment sheet that concentrates on content, fictional characters, or historical events in the TL. *Examples: going to the doctor or a clinic, daily routines, interviews with TL celebrities.*

- *Video capability on devices*
- *Computer access or Apps for video sharing*
- *Props & costume elements*

1. Develop the assignment handout or have detailed directions posted on the board. Go over it methodically with the entire class.
2. Develop and present the evaluation-grading rubric with point-breakdowns and required details.
3. Present at least one model video that follows and presents the required elements.
4. Group students in to pairs or groups.
5. Give students a finite number of minutes to work on the different stages of the video daily.
6. Pick up writing work from each group daily.
7. Teacher can video a few groups each day as the groups complete the video elements.
8. Students can video each other.

### 3. SING A SONG: MUSIC VIDEO PRODUCTION & PERFORMANCE

**THE POINT:** Listening, singing, and performing TL music

TL music provides a universe of interpretive and presentational possibilities. It is such a necessary, vital part of a language course and experience. Be pro-active with boundary-pushing teens; allow only songs that are appropriate for the educational setting,

**MUST DO'S:** A pep talk outlining guidelines for appropriate and inappropriate language, content, and actions, an organized and detailed assignment sheet outlining the music video end-product, and an evaluation rubric. Then the kids can go for TL music, props and costume elements.

1. Develop the assignment handout or have detailed directions posted on the board. Go over it methodically with the entire class.
2. Develop and present the evaluation-grading rubric with point-breakdowns and required details.
3. Present at least one target language music video that follows and presents the required elements and with appropriate content, images, and lyrics.
4. Group students in to pairs or groups.
5. Give students a finite number of minutes to work on the different stages of the music video daily.
6. Pick up or evaluate some work from each group daily.
7. Teacher can video a few groups each day as the groups complete the assignment.
8. Students can video each other.

### 4. HIP HOP HOORAY: RAPS

**THE POINT:** Creating, using, and performing the TL

SEE ABOVE. Be sure to stress that TL rap videos must be vetted carefully as well as student-created raps.

*Optional:* karaoke machine, digital music programs like *Garage Band*.

Individuals, pairs, or groups

1. Show an appropriate target language rap song, or give students the information to access it on the Internet at home.
2. Show former student TL raps if possible.
3. Hand out specific directions with time requirements and a grading rubric. Specify the length of the rap: *one minute up to a maximum of three minutes*.
4. Students work on the written script of their rap in the TL; all of it must be in the TL
5. Students practice performing it
6. Choose a performing and/or a viewing option

## 5. SO YOU THINK YOU CAN SING

### **THE POINT:** Creating, using, performing, and competing in the TL

*Must Haves:* two to four elected student judges, a designated host-mc, contestants, TL song lyric handouts. The sky is the limit regarding available audio visual technology.

Decide with or without the class on performance evaluation categories such as: expression, star quality, comprehensibility of lyrics, presentation, and develop your own

1. Divide class into 3 to 5 show-teams
2. Assign a TL song to each group. Lyrics are necessary.
3. Each team selects its performer to sing and perform the TL song
4. Remaining team members are BACK UP SINGERS
5. Give at least one full class period for rehearsing; use your discretion for more use of class time.
6. Each team performs its song
7. Student judges score the performance on a 1-3 point scale using the performance evaluation categories
8. The group with the highest score is your class' American Idol!

## 6. NEWS CHANNEL

**THE POINT:** Writing, presenting, and performing the target language about every day and high-interest issues

1. Divide class into 3 to 5 news crews
2. Assign a genre of news to group: sports, current events, local events, entertainment, etc.
3. Each crew selects two anchors to present the news
4. Remaining team members are crew members: directors, set and costume designers, etc
5. Give at least one full class period for rehearsing; use your discretion for more use of class time.
6. Each team performs its song

## 7. WEATHER FORECAST

**THE POINT:** Research, write, and present a TL weather forecast, usage of weather vocabulary and phrases, days and dates, and a little geography

*Must Haves:* Internet weather research handout, script handout. *Optional:* video camera, large wall maps, or shower-curtain map.

1. Pair up students into two's or assign as an individual project
2. Assign each pair a different TL City
3. Pairs are to research the weather of their city on the Internet and fill out the handout that you create
4. Pairs are to write a weather forecast script according to your directions
5. Allow at least one-half of a class period for rehearsal
6. Presentation time or video the presentations

## 8. E NEWS: ENTERTAINMENT NEWS

**THE POINT:** Research, write, and present a TL entertainment news show, usage of personal descriptions, clothing, and other vocabulary and phrases, and days and dates.

**Must Haves:** detailed directions handout, list of celebrities (home or target culture) script handout. *Optional:* video camera,

1. Pair up students into two's or assign as an individual project
2. Assign each pair a different celebrity - home or target culture
3. Pairs are to research celebrity on the Internet (*Review appropriate content. Your school and student body parents may prefer you to provide age-appropriate links as the only research options.*) and fill out the handout that you create
4. Pairs are to write a script describing the celebrity and his or her clothing according to your directions
5. Allow at least one-half of a class period for rehearsal
6. Presentation time or video the presentations.

## 9. QUIZ SHOW

**THE POINT:** Assess knowledge of TL content and practice speaking skills

**Must Haves:** Many TL questions and their answers based on class content or conversational content-the minimum of one Q and A per student. More Q and A's are recommended. Also necessary: ground-rules, playing and scoring procedures.

1. Divide class into two teams. Designate an MC, or rotate MCs from student-volunteers.
2. Give the MC the questions and answers. MC reads a question to one team.
3. The team's designated player is to answer the question. If the answer is correct, the team wins a point.
4. MC then poses a different question to the opposing team.

*Variations:* There are so many! Play the Jeopardy format of posing answers. Personalize this one.

## 10. COOKING SHOW

**THE POINT:** Write, research, and perform a TL cooking show that emphasizes food and step-by-step directions

**Must Haves:** TL recipes and cooking props, directions handout, evaluation rubric, *Optional:* video camera and real TL food.

1. Go over the assignment handout and the evaluation rubric.
2. Give students a list of TL recipe and/or cooking show websites.
3. Model a cooking show or show a video of a student cooking show. An authentic TL cooking show is fun too.
4. Pair students together.
5. Assign a TL dish to each pair; student-choice is also an option.
6. Students are to find a simple TL recipe for their dish on an authentic TL website.

## 11. STYLE NOW! FASHION SHOW

**THE POINT:** Write and perform a TL fashion show that reviews clothing items, personal descriptions, seasons and weather

**Must Haves:** *TL clothing, personal descriptions, seasons, and weather handouts, detailed assignment handout, evaluation rubric. Optional: video camera and TL music*

1. Go over the assignment handout and the evaluation rubric.
2. Group students into fours or fives.
3. Assign each group a season for a clothing collection.
4. Students must write the script that the MC's will use and compile clothing suitable to their season.
5. Allow a class period for script writing and editing.
6. Allow at least one-half a class period for rehearsing.
7. Presentation time

## 12. DO – IT – YOURSELF OR DIY VIDEOS

**THE POINT:** Create, write, and perform a DIY video on an assigned topic; TL speaking and writing are showcased.

**Must Haves:** *Assigned, unit specific DIY topics: How to buy a train ticket in Spain, How to Make Mexican Hot Chocolate, How to . . . make a soccer goal, make crepes, dance a specific step: bachata, meringue, salsa.*

DIY videos are ubiquitous across video sharing apps and websites. They are used for How-To instruction, entertainment, and self-expression. Since creating and performing them requires a range of vocabulary and logical sequencing of the directions, provide lots of guidance for students at the lower language proficiency levels.

Assign a student, partners, or a group a very specific How To, DIY topic that comes from the current, or a past (review) thematic unit.

Create a detailed assignment and directions handout.

- A. Points earned for each step
- B. Specific time limits for each step
- C. Students must write the TL script first for your editorial approval and Writing Process style corrections.
- D. Allot finite rehearsal time before filming.
- E. Assign a finite amount of time for filming, editing, and uploading the finished product.
- F. View as you'd like.



### 13. POETRY & SONG COFFEE HOUSE

**THE POINT:** Write and present TL poetry and songs in a fun setting

**Must Haves:** handouts of TL songs and poetry, assignment handout, evaluation rubric, coffee house props: check with your administrators about using candles, cold coffee drinks, and snacks, TL music, *menu/program* of readers

Compile age appropriate TL songs and poetry; create handouts.

Create a detailed Coffee House Assignment Handout and an Evaluation Rubric. Go over both with the class. See a Coffee House Assignment and Rubric [here](#).

Students can perform individually or in pairs; assign or make poetry and songs available by student-choice.

Create and write the *Coffee House Program/Menu* as a class in the TL

Allow at least one-half a class period for students to practice reading and/or singing

Show Time! Allow for one class period.

### SIMULATIONS

Simulations, *or immersive experiences*, are one of the prominent *Go To* methods now in both education and organizational training environments. A situation is the ideal TL experience for a learner to interpret, communicate about, and then show his or her TL skills and knowledge. Situations take a good amount of front-loaded planning to create an authentic TL experience that a student needs to navigate and troubleshoot. But the great news is that situations can be created and tailored to any proficiency level- even for novices. *And the greater news is that COMMUNICATION and FUNCTIONING in the TL are the goals, not the mastery of TL grammar and structural details.*

**THE POINT:** To use the TL in realistic situations and to negotiate through a challenge in the TL; most simulations or situations include practical cultural components.

**Standards:** 1.1, 1.2, 1.3

**Materials:** situation cards that are both age appropriate and appropriate for students' language proficiency

**Simulation Examples:** Shopping with TL currency, Traveling in a TL airport, Restaurant dining, initiating and arranging social outings and events, taking public transportation

### **Simulation Planning Check List**

1. What exactly does the student need to do in the TL?
2. What TL vocabulary, phrases, or types of discourse will be required?
3. How much and what TL inputs will be interpretive Reading and Listening inputs?
4. Will the TL student language be Speaking or Writing?
5. Where will the situation take place?
6. What is the TL task?
7. What are the cultural aspects of TL communication required?
8. Is there a problem or a challenge the student needs to overcome? *not enough money, need for directions, communicating late arrival or other circumstances, etc.*
9. How will the student be evaluated? Rubric?

## TECH FOR TARGET LANGUAGE COMMUNICATION

- Technology changes constantly and consistently. Often the best authorities on technology are your students. Tech - savvy teens just have a knack for using apps and programs as they come out and change. so ask them about all of the new tricks.

- Social Media apps and sides like Instagram, Snap Chat, Face Book, Twitter, and Yik Yak are a part of their daily, or hourly, lives. Teenaged students should be able to communicate across “all platforms,” in the TL.

- There is no way you can master all of the details of every editing software program or the changes that abound on them. **Try using high tech in small doses.**

- Technology is one of the best ways to bring the TL alive for your students. They love learning that the language they study is used in the same ways that they use their own. Choose an App that is appropriate for your class content, and your students’ age and language proficiency and use it when it works with your program.

### Audio Visual Programs and Sites

The days of foreign language teachers toting their listening activity CDs and DVDs to each class and then rifling through them to find the right track are over. The digital playlist and streaming replace all of those disks, pin-drives, and even cassettes.

Creating, editing, and producing a professional level video or podcast is now attainable, and many teens have a passion and respectable expertise here. Even for those of us who aren’t experts, the free sites and the available software make audio-visual production fun, easy, and quick.

### Voice Recordings or Podcasts

Podcasts, or voice-recordings, bring interpretive listening selections in to our classes with more frequency than ever before because they are so easy to create and present in class. A podcast is a voice-recording. It can be a simple audio-recording of a basic vocabulary list, a reading selection, or a conversation. Your students have probably never seen a cassette tape, and when they listen to music it is from a digital playlist. Listening to or creating a podcast is natural for them. Creating podcasts is simple for you too. The [Audacity](#) program is for PC users and Garage Band from Apple are the leading podcast programs. All slide show programs, apps, and sites now have the voice-recording feature for you to narrate.

Making and using podcasts for your classes also frees you from performing every bit of listening comprehension LIVE for your students. Podcasts are made ahead of class time, and can be played from an i-pod, or from the site or slide show program you used.

1. Create a short podcast of a vocabulary list
2. Save and store it on the computer that you will use in class, on a pin-drive that can be inserted in to a computer, or upload it directly on to your teacher site or wiki; the latter is the best option.
3. Play it for the class with visual supports, and then without them.

If students have the necessary podcasting programs, they can create them too. They can always use Google Voice, or just leave you a voice mail.

## AUDIO VISUAL MEDIA FOR TEENS

Teens watch home-made videos frequently, and they are just as common as photos to chronicle experiences. Most cellular phones have video cameras. Teens view videos as easy and fast to make, and for the purpose of loading in to sharing apps like *You Tube*, *Instagram*, *Twitter*, *Snap Chat*, *Vine*, and *Face Book* for public viewing. The video is the preferred means to share information or an experience in by teenagers.

There are innumerable video creating and sharing apps and slide-show apps popping up constantly. Choose one or two and stick with those for the year. Enlist the input of your student-experts and have a vote across all of your classes for one or two of the most popular apps to use for the year.

### Editing and Producing Videos

The more prevalent movie editing software is Apple's i Movie and [Movie Maker](#) for PC. There are so many instant ways to video something from a smart phone that they are impossible to list and describe. And now editing can be done on a smart phone, from a video app, or directly on the site such as youtube or vimeo. It gets easier to add effects, text, and music to a just-shot video daily.

### Slide Shows

1. **On-Line Slide Shows.** Slide shows can be used to present so many different TL media. There are now several cloud-based slide-show programs, including Google's *Google Slides*, that create dynamic and almost interactive slideshows that are stored on the program's servers. Simple narrations, dialogues, and TL content such as history, geography, and earth science are ideal for slide-shows. Both teachers and students can create them easily.
2. **Remember Microsoft's *Power Point*?** It's still the digital slide-show leader, but it is now longer only a static string of slides. In Microsoft Office 2008 voice narration is simple in *Power Point*. A TL voice narration of a slide show is excellent TL input. Visual embellishments, music, and sound effects can be added too. When played, a *Power Point* views like a simple video.
3. **Apple's *Keynote*** is the Apple counterpart to Power Point. Keynote allows all of the features and more with user-friendly ease. Music and sound-effects can be imported into a slide show from iTunes, and creators can make a custom song or sound effect in *Garage Band*. Photos can also be imported from Apple's *i photo* program.
4. **Explain Everything** sure has become popular. It is super easy to drag images in to the slides and add text. I've done it from my iPhone before. It was one of the first slide-show Apps for the iPad.

## SOCIAL MEDIA

Hasn't social media changed the world of communication in all languages? Facebook, Twitter, Pinterest, Instagram, SnapChat, and Vine are here to stay. I take an enthusiastic *If You Can't Beat 'Em Join 'Em* strategy with high schools students and social media. And I like the TL communication I see!

### How To Set Up Social Media for Classes

It is imperative that Social Media is used responsibly and absolutely according to your school or school district's guidelines and regulations. Check those first. Be constantly aware that anything on social media linked to your school email is **monitored by your school or school district**.

Make sure that your students and student-families are well versed in **acceptable use policies** endorsed by your school, district, and by you. Before you do a Big Reveal of your social media teach and review acceptable use guidelines overtly and carefully. Ensure that parents and families know about social media use for your class and its acceptable uses.

1. I used my school email account to set up *Twitter, Instagram, and Pinterest*. I have a couple of personal accounts that I purposefully did not link.
2. I created a recognizable user name for my students and school community: *sracatorce*. So follow me @sracatorce on *Instagram, Twitter, and Pinterest*.
3. I linked the accounts to my class website [spanishtwo.com](http://spanishtwo.com). Check it out.

### How and Why I Use Social Media for My Classes

Virtually everyone 40 and under communicates through social media. As language teachers our goal is for students to communicate authentically in the target language and Social Media is a part of that for the appropriate age groups.

1. **Twitter**. The now almost *Old School Mom* and Pop social media app. I use Twitter to link and tweet target language articles from *news sources, popular culture sources, & arts institutions*. I even tweet some Ed Tech articles on how to's for interested students. Students can reply to my tweet about an article after they have read it, or they can tweet TL articles, videos, or images they find on assigned content themes. I also Tweet helpful hints for assessments and projects.
2. **Instagram**. I post my own photos of TL sites, places, and people or some that I find on line. Students can reply to the insta or do a variety of speaking or writing tasks in response to the image or video I post on instagram. Students can also post images or videos to an assigned topic or theme and write TL hashtags.
3. **Pinterest**. I'm a lover of anything visual, but it has taken me until NOW to figure out to truly use this for my classes. Some students come alive when they see a visual representation of so much text-based information. I'm creating a **board for each thematic unit** that has photos and images of its content. I'm also going to PDF and then JPEG handouts; in my case I can link these to my class site [spanishtwo.com](http://spanishtwo.com). You can also create an empty board on a content or grammar theme and ask students to pin relevant images to it.