

GAMES DAY

Communicative Task for Spanish as a Second Language Grade 10 (3-year)

TASK SUMMARY

Students will participate in a Games Day in Spanish class.

Student Focus for the Task

I can use Spanish to play games in class.

PRINCIPLE OUTCOME FOR THIS TASK

General Outcome	Specific Outcome
Applications: A-3.1: guide actions of others	c. give and respond to simple oral instructions or commands
Applications: A-3.3: manage group actions	a. manage turn taking
Applications: A-3.3: manage group actions	b. encourage other group members to act appropriately

SUPPORTING OUTCOMES FOR THIS TASK

General Outcome	Specific Outcome
Language Competence: LC-2.3: interactive fluency	a. engage in simple interactions, using short, isolated lexical phrases
Strategies: S-2.3: productive	a. use simple productive strategies with guidance

PREPARING FOR THE TASK

- Introduce the “I can” statement to the class. Ensure it is visible throughout the task. Ask students how they will know they have been able to play games using only Spanish. What type of language do people use when they play games? With students, build a list of indicators that will help them know they have achieved the "I can" statement.

I can use Spanish to play games in class.

I know this because...

- I can use Spanish to take turns.
- I can use Spanish to give and follow commands.
- I can follow the rules of the game.

- Choose familiar games for students to play in Spanish, such as board games or card games. By using familiar games, students will be able to concentrate on meeting the outcomes identified for the task, rather than learning the rules of a new game.

INSTRUCTIONAL SUPPORT

- Review vocabulary necessary to play the game in Spanish such as numbers, colors, or specific words or phrases directly related to the game.

- Teach or review Spanish words and phrases necessary for students to manage turn taking, asking for instructions, encouraging others to participate and to act appropriately while playing a game. Ensure these words and phrases are visible throughout the task.

SAMPLE PHRASE LIST	
¿Cuándo es mi/tu/su turno?	When is my/your turn?
¿Es mi/tu/su turno?	Is it my/your turn?
¿Perdón?	Pardon me?
¿Puedo ir?	May I go?
¿Qué pasa?	What's happening?
Es mi/tu/su turno.	It's my/your turn.
Escribe.	Write.
Espera, por favor.	Wait, please.
No es mi/tu/su turno.	It's not my/your turn.
No hagas trampas.	Don't cheat.
Pasa los dados/las cartas.	Pass the dice/cards.
Te toca.	Pass the dice/cards.
Trabaja.	Work.

FEEDBACK TO STUDENTS

- After playing a game, students self-reflect on whether or not they were able to achieve the “I Can” statement. Students record and keep this self-reflection to review before another Games Day in Spanish.
- While students are playing games, circulate and observe how students use Spanish to take turns, encourage each other, give and follow directions, etc. Provide feedback to help them improve their performance.

This task was developed by teachers at the Alberta Assessment Consortium (AAC) Summer Workshop for Second Languages, funded by a grant from Alberta Education.

GAMES DAY – Student Task

Your teacher has announced that your next Spanish class will be Games Day!

In order to participate in Games Day, you must use Spanish to interact with your classmates, take turns, encourage others to participate and act appropriately while playing a game.

Use the words and phrases that you have reviewed in class to assist you.

Have fun, and let the games begin!