

Game Descriptions

The Games in the SUBE SSL manual are a repertoire of activities that, once learned, can be integrated into different subject areas throughout the day. They are different from **Projects** because they only take approximately 10-20 minutes to complete.

1 Show and Tell

Skills: identify meanings of high-frequency nouns; increase comprehension /pronunciation skills.

Students will gain confidence as they are validated for learning new vocabulary and connecting it to the themes of Sube SSL.

Show and Tell is the flashcard game that is used daily to introduce and reinforce vocabulary. This game can also be played with actual objects or photos. (Plastic animals and food, photos from clothes catalogues, etc.) This game precedes the **¿Dónde está?** game on the next page.

Preparation

1. Bring the ¡Ay caramba! Bingo Book from the SUBE kit.
2. Bring the Flashcards for the theme you are working on; e.g., La comida (in the SUBE kit).

Instructions for Version#1

1. Have the students sit in a circle on the floor or on chairs. You can also line up the desks in a half circle. If you are using the overhead projector version of the flashcards you can leave the desk arrangement as is.
2. Hold up one card at a time. Say the name slowly and clearly. The students must repeat in unison. Observe that all students are repeating along with you, encouraging the quiet ones.
3. As you call out a card, place it on the floor. Continue laying out the cards in rows.
4. When all the cards are on the floor in front of you begin the **¿Dónde está?** game.

Instructions for Version#2

You can immediately move to this version unless the students seem to be challenged with simply repeating the words. Hold up the card, say the name slowly and clearly, then describe it using the Bingo Book sentences. The students do not have to repeat the full sentences at this point. Continue giving a description for each vocabulary word. This version provides a contextual framework for the vocabulary and models speaking in full sentences. Dramatize the new sentences (as in Charades) so that the students understand without having to translate.

Instructions for Version#3

Once the students seem comfortable with this new material, describe the vocabulary without dramatizing. This scaffolding approach of removing the visual clues develops their comprehension skills.

Instructions for Version#4

Have students play any of the above versions in groups as you observe and assist. Track student progress using the Benchmark Evaluation Chart. (Evaluation, pg. 1)

Game Descriptions

2 ¿Dónde está?

Skills: Visual discrimination, oral interpretation, increased comprehension

Students will acquire vocabulary and active listening skills from reacting to and retelling information. They will learn to form complete sentences, ask questions, and grasp contextual meanings.

Preparation

1. Bring the Flashcards and the ¡Ay caramba! Bingo book for the theme on which you are working.

Instructions for Version #1: Comprehending the word

1. Have the students sit in a circle on the ground.
2. Play the **Show and Tell** game (previous page) to introduce the vocabulary and lay all the cards face up in rows. Ask the students, "¿Dónde está . . . (la vaca)?"
3. The students take turns coming into the center of the circle to find the correct vocabulary word.
4. Give hints in Spanish if they are taking too long, e.g., "Este animal da leche." Use descriptions from the ¡Ay caramba! Bingo book and dramatize the actions so that they guess quickly. You can also give hints about location, e.g., "Está al lado de...., está abajo de...."
5. Once the student finds the correct card, say "¿Cómo se llama?" He/she must repeat the word (you can model correct pronunciation) and return to his/her seat with the card.

This version focuses on developing visual discrimination skills as they search for the correct image, and comprehension skills as they listen and begin to learn the vocabulary word.

Instructions for Version #2: Discovering the word

Once the students are able to quickly retrieve the correct card from simply calling out the name, play this version. Give a dramatized description of one of the words laid out in rows before you, e.g., "Este animal tiene pico y plumas. Pone huevos." The student must call out the name in Spanish and find the correct card in order to return to his/her seat with the card.

This version develops the oral interpretation skills as the student must say the word in Spanish. It also develops comprehension skills as the student must understand complete sentences describing the vocabulary word.

Instructions for Version #3: Understanding full sentences

As the students are able to quickly retrieve the correct card from a dramatized description, remove the drama and simply read or say the description.

This SUBE scaffolding strategy serves to assess whether the student is comprehending the sentences while developing comprehension skill. Play this until all students are able to understand the sentences.

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Students will acquire vocabulary, visual discrimination and active listening skills from reacting to and retelling information.

Instructions for Version #4: Speaking in sentences

Students should now be able to quickly retrieve cards from a description in fluent Spanish. In this version, once again call out one of the words from the flashcards laid out in front of you. Have the student come up and retrieve the correct card. Now say to the student “¿Me puedes decir algo de este animal/objeto?” The student must answer in full sentences using the learned vocabulary. You can use a SUBE scaffolding strategy to help students if at first they seem overwhelmed. Ask specific questions. “La gallina tiene plumas o pelo?” Have the student respond in full sentences. “La gallina tiene plumas.”

This strategy allows the student to build confidence as he/she develops the skills needed to form the sentences on his/her own. It is also a great tool for introducing interrogatives. Version #4 also focuses on developing sentence formation skills and creates a contextual framework that gives meaning to the vocabulary words.

Instructions for Version #5: Personalizing language

Once the students are able to say the name and successfully describe the vocabulary words in Spanish you can try this version. Instead of asking them to describe the vocabulary word, ask more personal questions that require critical thinking. “¿Hay un tigre en tu casa?” For the Places theme, “¿Has estado en una estación de bomberos?”

These questions require them to assimilate what they have learned and form new sentences to describe what they think or feel.

Instructions for Version #6: Independent development

Have students play any of the above versions in groups as you observe and assist. Track student progress using the Benchmark Evaluation Chart. (Evaluation, pg.1)

This SUBE scaffolding strategy removes the teacher from the leadership position and empowers the students to practice and develop their language skills on their own.

Suggestions

This game can be played in conjunction with specific content areas where new vocabulary is integrated into the game. For example, if you are studying habitats in Science one month, you can use the animal cards. Instead of using the general descriptions you can ask specific questions about the animals' habitat.

Body parts can be integrated into health where questions revolve around how to care for your body. “¿Cómo cuidamos nuestras caras? Sí, lavamos la cara, muy bien. ¿Cómo cuidamos las piernas? Corremos y hacemos ejercicio para las piernas, muy bien”