

ADDIE Gamification Model Cheat Sheet

Analyse:

Which CLB level am I teaching?	CLB 1	CLB 5
Which language skills (with competency areas and statements) are the learners struggling with?	<p>Players</p> <p>Listening I: Interacting with Others</p> <ul style="list-style-type: none"> - Identifies individual, familiar words and short phrases used in common courtesy formulas. - Recognizes appeals for repetition. - Indicates comprehension with appropriate verbal or non-verbal responses. <p>Speaking I: Interacting with Others</p> <ul style="list-style-type: none"> - Respond appropriately to common greetings, introduction, and leave-taking. - Use appropriate basic courtesy formulas. - Indicates communication problems verbally or non-verbally. <p>Listening II: Comprehending Instructions</p> <ul style="list-style-type: none"> - Identify letters and numbers. - Identifies words or phrases that indicate positive or negative commands or requests. - Responds to requests and directions to provide personal information. - Indicates comprehension with appropriate verbal and non – verbal responses. <p>Host</p> <p>Listening I: Interacting with Others</p> <ul style="list-style-type: none"> - Identifies individual, familiar words and short phrases used in common courtesy formulas. - Recognizes appeals for repetition. 	<p>Players</p> <p>Listening I: Interacting with Others</p> <ul style="list-style-type: none"> - Identifies specific factual details and implied meanings. - Identifies formal and casual style and register. - Identifies language functions. - Identifies emotional states from tone and intonation. - Identifies the situation and relationships between speakers. - Interprets feelings such as interest, likes/dislikes, preferences. <p>Speaking I: Interacting with Others</p> <ul style="list-style-type: none"> - Opens and maintains a conversation. - Responds to small talk. - Extends, accepts or declines invitations. - Takes turns by giving non-verbal and verbal signals. - Encourages conversations by using eye contact, nodding and showing interest. <p>Listening II: Comprehending Instructions</p> <ul style="list-style-type: none"> - Follows a range of basic cohesive devices indicating order and sequence. - Seeks clarification and confirmation if required. - Responds with actions to directions and instructions. <p>Host</p> <p>Listening I: Interacting with Others</p> <ul style="list-style-type: none"> - Identifies specific factual details and implied meanings. - Identifies formal and casual style and register. - Identifies language functions. - Identifies emotional states from tone and intonation.

	<ul style="list-style-type: none"> - Indicates comprehension with appropriate verbal or non-verbal responses. <p>Speaking I: Interacting with Others</p> <ul style="list-style-type: none"> - Respond appropriately to common greetings, introduction, and leave-taking. - Use appropriate basic courtesy formulas. - Indicates communication problems verbally or non-verbally. <p>Listening II: Comprehending Instructions</p> <ul style="list-style-type: none"> - Identify letters and numbers. - Identifies words or phrases that indicate positive or negative commands or requests. - Responds to requests and directions to provide personal information. - Indicates comprehension with appropriate verbal and non – verbal responses. <p>Speaking II. Giving Instructions</p> <ul style="list-style-type: none"> - Uses imperative forms and memorized stock expressions <p>The Board</p> <p>Listening II: Comprehending Instructions</p> <ul style="list-style-type: none"> - Identifies letters and numbers - Identifies words or phrases that indicate positive personal information - Indicates comprehension with appropriate verbal and non-verbal response. <p>Prep for the Board – (creating the cards).</p> <p>Reading III: Getting Things Done</p> <ul style="list-style-type: none"> - Identify number (amounts, dates) and familiar words (names, addresses, city names). - Find total amounts and dates on receipts. - Identifies an address. 	<ul style="list-style-type: none"> - Identifies the situation and relationships between speakers. - Interprets feelings such as interest, likes/dislikes, preferences. <p>Speaking I: Interacting with Others</p> <ul style="list-style-type: none"> - Opens and maintains a conversation. - Responds to small talk. - Extends, accepts or declines invitations. - Takes turns by giving non-verbal and verbal signals. - Encourages conversations by using eye contact, nodding and showing interest. <p>Listening II: Comprehending Instructions</p> <ul style="list-style-type: none"> - Follows a range of basic cohesive devices indicating order and sequence. - Seeks clarification and confirmation if required. - Responds with actions to directions and instructions. <p>Speaking II. Giving Instructions</p> <ul style="list-style-type: none"> - Uses appropriate courtesy forms and structures. - Use appropriate expressions to sequence instructions. <p>The Board</p> <p>Listening II: Comprehending Instructions</p> <ul style="list-style-type: none"> - Follows a range of basic cohesive devices indicating order and sequence. - Seeks clarification and confirmation if required. - Responds with actions to directions and instructions. <p>Prep for the Board – (creating the cards).</p> <p>Reading III: Getting Things Done</p> <ul style="list-style-type: none"> - Identifies layout and organization of text to find the information needed. - Finds or uses 1 or 2 pieces of information. - <p>Writing II: Reproducing Information</p> <ul style="list-style-type: none"> - Reduce short, factual, oral discourse (such as live or recorded phone messages or pre-recorded public information lines) to notes or
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	<ul style="list-style-type: none"> - Identifies where to write personal data on forms. <p>Writing II: Reproducing Information</p> <ul style="list-style-type: none"> - Copies letters numbers words and short sentences, including capitalization and punctuation. - Follows standard Canadian conventions and styles when copying addresses and phone numbers. - Copies text legibly; reader may still have difficulties decoding some letters and numbers. <p>Demonstrates strengths and limitations typical of Listening 1, Speaking 1, Reading 1, and Writing 1 Benchmarks, as listed in each Profile of Ability.</p> <p>(CLB PDF).</p>	<p>messages – Note: detailed objectives not listed in CLB PDF.</p> <p>Demonstrates strengths and limitations typical of Listening 5, Speaking 5, Reading 5, and Writing 1 Benchmarks, as listed in each Profile of Ability.</p> <p>(CLB PDF).</p>
<p>What does the needs assessment say? (PBLA).</p>	<p>The students need:</p> <ul style="list-style-type: none"> • More opportunities to speak. • Better methods of vocabulary retention (they are board with drill methods). • At work – safety. • The family – names. • Renting – rules. • Shopping – finding groceries. 	<p>The students need:</p> <ul style="list-style-type: none"> • More opportunities to speak. • Better methods of vocabulary retention (they are board with drill methods). • Opportunities to practice words that describe people, places, and things. • Social interactions – people, places, emotions in conversation, formal and informal discussion. • Looking for a Job – job titles, work habits, volunteering, interviews • Managing Information – sources of information (news, adds), words with multiple meanings, idioms. • Meetings - idioms, types of meetings, stages of a meeting.
<p>What are the learner’s language goals? (PBLA).</p>	<ul style="list-style-type: none"> • Read warning signs. • Safety equipment. • Rental rules – awareness. • Read shopping lists. • Speak to friends and family. 	<ul style="list-style-type: none"> • Speak to friends, family, a coworker about their day. • Express my feelings with words. • Read a room. • Give directions to people.

	<ul style="list-style-type: none"> • Improve pronunciation. 	<ul style="list-style-type: none"> • Improve pronunciation with intonation. • Increase English vocabulary
What resources have we used in the class?	<ul style="list-style-type: none"> - Canadian Language Benchmark PDF - PBLA Binders Needs Assessments & Language Goals - LINC 1 Classroom Activities PDF - PBLA Practice Guidelines 2019 - Canadian Language - Family Feud YouTube video - Benchmarks/ Essential Skills Lesson Plan Template – modified - Other small resources – webpages, activities for Tutela etc. 	<ul style="list-style-type: none"> - Canadian Language Benchmark PDF - PBLA Binders Needs Assessments & Language Goals - LINC 5 Classroom Activities PDF Vol 1 & 2 - PBLA Practice Guidelines 2019 - Canadian Language Benchmarks/ Essential Skills Lesson Plan Template – modified - Other small resources – webpages, activities for Tutela etc.

Design:

Level:	CLB 1	CLB 5
How will I transform this design into a lesson plan?	<p>I will pull the information that I have connected from the analyse and design section that I collected from ADDIE in a currently existing lesson plan template.</p> <p>I will also pull information from a YouTube video I have found on 1 episode of Family Feud.</p>	<p>I will pull the information that I have connected from the analyse and design section that I collected from ADDIE in a currently existing lesson plan template.</p> <p>I will also pull information from a YouTube video I have found on 1 episode of the \$10,000 Pyramid.</p>
What teaching methodology will I use?	Task -based learning with gamification for CLB 1.	Task – based learning with gamification for CLB 5.
How will I connect objectives into outcomes?	I have identified the competency areas and competency statements that align with the student’s learning goals and language skill weaknesses.	I have identified the competency areas and competency statements that align with the student’s learning goals and language skill weaknesses.
Are the objectives and outcomes connected to the learning goals?	<p>Yes, I have reviewed and collected this information, and it will be used to craft the objectives and outcomes.</p> <p>Note: Once you complete this stage in the develop phase, you will change this sentence from “it will be” to “it has been.”</p>	<p>Yes, I have reviewed and collected this information, and it will be used to craft the objectives and outcomes.</p> <p>Note: Once you complete this stage in the develop phase, you will change this sentence from “it will be” to “it has been.”</p>
What learning activity will I create?	Family Feud	\$10,000 Pyramid
How will I measure achievement?	<p>I will use a rubric to measures ability:</p> <p>Not yet = 0 With help = 1 Achieved = 2</p> <p>Total Achieved Score = 70%</p>	<p>I will use a rubric to measures ability:</p> <p>Not yet = 0 With help = 1 Achieved = 2</p> <p>Total Achieved Score = 70%</p>
Do I need management’s initial approval?	She said she just wanted a sneak peek.	She said that she just wanted a sneak peek.

	Note: Any correspondence from the manager you make note of here.	Note: Any correspondence from the manager you make note of here.

Develop:

Lesson Plan – For CLB 1

Theme: Vocabulary Review Using Gamification (Family Feud)

Essential Skills Developed During the Activity:

Reading Text:

Players

- N/A

Host

- Cue cards (if needed) with question statements – (not part of the CLB learning skills).

Leader Board

- Identify and display key word, numbers, and simple phrases from cue cards.

Oral Communication:

Players

- Exchange information, communication within groups.
- Following simple instructions, responding to instructions.

Host

- Exchange information, communication within groups.
- Provide simple instructions to the players.

Leader Board

- N/A

Thinking Skills:

Players:

- Fill in missing vocabulary with the appropriate words or phrases used in class drills.

Host:

- Listen and repeat players' answers to the leader board.

Leader Board:

- Recognize words and phrases, orally to written forum – placing answers on the board signaling wrong answer.

Writing Skills:

Players

- N/A

Host

- N/A

Leader Board

- Copies selected words or phrases on separate pieces of laminated paper for each round of Family Feud.
- Copies cue card sentences for host on separate pieces of laminated paper for each round of Family Feud.

Computer Skills:

Players, Host, and Leader Board

- N/A

Canadian Benchmark Competencies Being Developed in the Activity:

Competency Area and Statement Choices:

Players

Listening I: Interacting with Others

- Identifies individual, familiar words and short phrases used in common courtesy formulas.
- Recognizes appeals for repetition.
- Indicates comprehension with appropriate verbal or non-verbal responses.

Speaking I: Interacting with Others

- Respond appropriately to common greetings, introduction, and leave-taking.
- Use appropriate basic courtesy formulas.
- Indicates communication problems verbally or non-verbally.

Listening II: Comprehending Instructions

- Identify letters and numbers.
- Identifies words or phrases that indicate positive or negative commands or requests.
- Responds to requests and directions to provide personal information.
- Indicates comprehension with appropriate verbal and non-verbal responses.

Host

Listening I: Interacting with Others

- Identifies individual, familiar words and short phrases used in common courtesy formulas.
- Recognizes appeals for repetition.
- Indicates comprehension with appropriate verbal or non-verbal responses.

Speaking I: Interacting with Others

- Respond appropriately to common greetings, introduction, and leave-taking.
- Use appropriate basic courtesy formulas.
- Indicates communication problems verbally or non-verbally.

Listening II: Comprehending Instructions

- Identifies letters and numbers
- Identifies words or phrases that indicate positive personal information
- Indicates comprehension with appropriate verbal and non- verbal response.

Speaking II. Giving Instructions

- Uses imperative forms and memorized stock expressions

The Board

Listening II: Comprehending Instructions

- Identify letters and numbers.
- Identifies words or phrases that indicate positive or negative commands or requests.
- Responds to requests and directions to provide personal information.
- Indicates comprehension with appropriate verbal and non – verbal responses.

Reading III: Getting Things Done

- Identify number (amounts, dates) and familiar words (names, addresses, city names).
- Find total amounts and dates on receipts.
- Identifies an address.
- Identifies where to write personal data on forms.

Writing II: Reproducing Information

- Copies letters numbers words and short sentences, including capitalization and punctuation.
- Follows standard Canadian conventions and styles when copying addresses and phone numbers.
- Copies text legibly; reader may still have difficulties decoding some letters and numbers.

Demonstrates strengths and limitations typical of Listening 1, Speaking 1, Reading 1, and Writing 1 Benchmarks, as listed in each Profile of Ability.

(CLB PDF).

Language and Culture Focus (Family Feud):

Grammar – Listening and Speaking

Players:

- One- or two-word answers.
- Short phrases.

Host:

- Present and or past tense.
- In dairy, I bought _____.
- Name a green fruit.

- At work, I wear _____.
- The landlord said, _____.
- I invite _____ to my birthday.

Leader Board

- N/A

Vocabulary – Writing

Players:

- N/A

Host:

- N/A

Leader Board:

- Read warning signs.
- Safety equipment.
- Rental rules – awareness.
- Read shopping lists.
- Speak to friends and family.

Culture

- Host and players must respond with appropriate greetings and introductions.
- Host, players and leader board must take turns communicating.
- Host and players must engage with appropriate verbal and non-verbal responses (The answer does not have to be correct, but it needs to make sense).
- Responses should be single words or short phrases.
- Responses do not need to be exact wording (catching the bus vs going to the bus – gets the gist).
- Players must stay within time limitations.

Resources Used:

- Canadian Language Benchmark PDF
- PBLA Binders Needs Assessments & Language Goals
- LINC 1 Classroom Activities PDF
- PBLA Practice Guidelines 2019
- Canadian Language Family Feud YouTube video

Learner Profile:

- Learners have had some exposure of watching games in their home country.
- Learners have some experience participating in board games or online games in their home country.
- Learners need more opportunities of near-real life tasks that involve speaking and listening.
- Learners appear bored with drills for vocabulary building.

Learning Objectives:

Note: This list is not exhaustive.

The learner will be able to.....

- Identify individual familiar words and short phrases when asked simple questions about their identity, in 1 or 2 short turns, initiated by the host.
- Recognize appeals of repetition in the form of verbal or non responses from at least 2 memorized in class courtesy formulas initiated by either the host, players or leader board.
- Indicate comprehension of appropriate verbal or non-verbal responses used in the game rules, such as turn taking (2x), by the host, players, and leader board.
- Respond appropriately to common greetings and introduction when asked simple questions about their identity, stating at least 2 facts, when asked by the host.
- Respond appropriately (answer matches topic) to the host's questions (from the culture and grammar lists) in the form of a word or phrase answer, per game round (3 rounds), spoken by the host.
- Select the appropriate basic courtesy formulas from memorized stockpile when answering questions about themselves, in 1 or 2 short turns initiated by the host.
- Indicate communication problems verbally or non-verbally as conditions see fit with memorized courtesy formulas or gestures, initiated by either the host, player, or leader board.
- Identify letters (words) and numbers from the language and culture grammar lists, per game round (3 rounds), spoken by the host (Refer to grammar listening and speaking host section).
- Identify words or phrases from the selected topic lists chosen in class, per game round (3 rounds), spoken by the host or players.
- Respond to requests and directions from the language and culture grammar list and rules of the game, per game round (3 rounds), as instructed by the host.
- Use imperative forms and memorized stock expressions from the language and culture list and rules of the game, per game round (3 rounds), while in the role of the host.
- Identify numbers and familiar words directed by the teacher instruction cards to create leader board cards for the game.

- Copy letters numbers words and short sentences, including capitalization and punctuation on the leader board cards (via 5 to 12 cards each), as instructed by the teacher instruction cards.
- Follows standard Canadian conventions and styles when copying selected words, phrases, and sentences for the host's cue cards (1 per round), as instructed by the teacher instruction cards.
- Copy text legibly for the CLB 1 ability, (via 5 to 12 cards) as instructed by the teacher instruction cards

As indicated by their selected role.

Learning Outcomes:

Note: I have included the physical edits of the outcome statements. This way you can see what changes have been made. I have deliberately left out the last part of the formula outcome statement. This way you can practice.

The learner can.....

Players and Host

Listening I: Interacting with Others

- Identify individual, familiar words and short phrases used in common courtesy formulas.
- Recognizes appeals for repetition.
- Indicates comprehension with appropriate verbal or non-verbal responses.

Speaking I: Interacting with Others

- Respond appropriately to common greetings, introduction, and leave-taking.
- ~~(Use)~~ Select the appropriate basic courtesy formulas.
- Indicates communication problems verbally or non-verbally.

Listening II: Comprehending Instructions

- Identify letters and numbers.
- Identifies words or phrases that indicate positive or negative commands or requests.
- Responds to requests and directions to provide personal information.
- Indicates comprehension with appropriate verbal and non – verbal responses.

Host

Speaking II. Giving Instructions

- Uses imperative forms and memorized stock expressions.

.....in a game show setting.

Leader Board

Listening II: Comprehending Instructions

- Identify letters and numbers.

- Identifies words or phrases that indicate positive or negative commands or requests.
- Responds to requests and directions to provide personal information.
- Indicates comprehension with appropriate verbal and non – verbal responses.

Reading III: Getting Things Done

- Identify number (amounts, dates) and familiar words (names, addresses, city names).
- ~~Find total amounts and dates on receipts.~~
- ~~Identify an address.~~
- ~~Identify where to write personal data on forms.~~

Writing II: Reproducing Information

- Copy letters numbers words and short sentences, including capitalization and punctuation.
- Follows standard Canadian conventions and styles when copying addresses and phone numbers.
- Copy text legibly; reader may still have difficulties decoding some letters and numbers.

.....when prepping and participating in a game show setting.

Learning Activity:

Note: This exercise may take a few days to master.

Lesson 1 – (1 hour to 1.5 hours)

- In a simple sentence or phrase, ask your class some questions about games. You can say:

e.g. “Do you play games” or “you play games”?
“In Canada, we watch games.
We watch Family Feud. Family Feud is a game. Family Feud is American.”
- In simple sentences or phrases, ask your class if they would like to play a game, e.g. “Do you like games? Want to play”? If the class is shy you can prompt with a yes. E.g. “Yes, we will play” or “Yes, let’s play.”
- Next explain to the class that they will be watching a video. Use hand gestures to demonstrate. “Today, we watch YouTube. On the tablet/ laptop, we watch Family Feud. You listen.”
- Watch only the first round of Family Feud. Then rewind the video. Stop the video when the host speaks. Say to the class, “This is the host. Repeat”. The class repeats. Stop the video when the players start to speak. Say to the class, “These are the players. Repeat.” The class repeats. Stop the video when the leader board starts to ring. Say to the class, “This is the leaderboard. Repeat.” The class repeats.

- Rewind the video a second time. Stop the video when the host speaks. Ask the class, “Who is that?”. The class will say “host”. If they get the answer wrong provide the correct answer. Then say to the class with hand gestures, “The host speaks.” Stop the video when the players start to speak. Ask the class, “Who is that?” The class will say “players”. If they get the answer wrong provide the correct answer. Then say to the class with hand gestures, “The players listen and answer.” Stop the video when the leader board starts to ring. Ask the class, “What is that?” The class will say “leader board”. If they get the answer wrong provide the correct answer. Then say to the class with hand gestures, “The leader board says, right answer ‘bing, bing, bing’, or wrong answer ‘errrk’. Repeat this process until the students answer these questions correctly.
- Assign students to selected roles, you can say:
 - e.g. “(student’s name), is the host” or (student’s name), you are the host.”
 - “(student’s name), is a player” or (student’s name), you are a player.”
 - “(student’s name), is the leader board” or (student’s name), you are the leader board”.
- Choose one recent topic that you have currently discussed in class.
 - e.g. “I buy __(blank)__ in dairy” or “Name a fruit.”
- You can say to the student selected as the host, “(student’s name) say/ repeat name a fruit.” The student repeats. Use hand gestures for the next step “Say to (second student’s name), name a fruit.” The host repeats the phrase to the selected student player. You can say to the student assigned as the player, “(student’s name), say/ repeat grapes”. The student says grapes. Use hand gestures for the next step “Say to (student named as host), grapes.” The host repeats the word grapes. You can say to the student selected as the host, “(student’s name) say loud/ repeat grapes!” The student repeats. Use hand gestures for the next step “Say to (student selected as the leader board), grapes!” The host repeats the phrase to the student selected to the leader board. “(student name as leader board), you say ding, ding, ding! The student selected as leader board repeats. Tell the students ding, ding, ding, means the answer is right. Continue this process 3 to 5 times. Change the student’s roles as well as the answer used. In this case you can use, oranges, strawberries, pears, plums, watermelon etc.
- Repeat the same format, except this time use a wrong answer, for example, carrots. You can say to the student selected as the host, “(student’s name) say/ repeat name a fruit.” The student repeats. Use hand gestures for the next step “Say to (second student’s name), name a fruit.” The host repeats the phrase to the selected student player. You can say to the student assigned as the player, “(student’s name), say/ repeat carrots”. The student says carrots. Use hand gestures for the next step “Say to (student named as host), carrots.” The host repeats the word carrots. You can say to the student selected as the host, “(student’s name) say loud/ repeat carrots!” The student repeats. Use hand gestures for the next step “Say to (student selected as the leader board), carrots!” The host repeats the phrase to the student selected to the leader board. “(student name as

leader board), you say errk!!” The student selected as leader board repeats. Tell the students that errk!! means the answer is wrong. “3 errk! errk! errk!, player’s finished.”

- Rewatch the video of the leaderboard. Show the students that the leaderboard has numbers. Demonstrate counting the numbers on the board.

Lesson 2 – (1 hour to 1.5 hours)

- To make leader board cards you will need to make simple instructions from your students on instruction cards. The cards should include the class topic and subtopics discussed in class from current or previous lessons, simple instruction verbs such as find, look read, write etc. with images as required for a CLB 1 level.
- Show your class the materials they will need. This will include the pens/ dry eraser markers, paper leader board cards / laminated leader board cards, and the instruction card you will be providing the students. Explain what each item is by describing what the item is and what the item is used for. You can say, “This is a/an _____. We write/ read it/ on it. Make sure to demonstrate with hand gestures.
- Next explain to the class the instructions. “Today we make cards. Family Feud cards. We find classroom words (demonstrate with the classroom workbook or the PBLA binder) We write classroom words (demonstrate with the selected classroom materials).
- Use an example of your oldest topic to demonstrate to the class. You can say “We talked about groceries. (Topic Title) Going Shopping. (Subtopic) Grocery Shopping. (Pick up the instruction card). I look. The card says going shopping grocery shopping. I read. (point to the word with image) A vegetable list. (Physically demonstrate all of the next steps by pointing and showing) I open my book. I look at the instruction card. I read vegetable list. I write carrots, radishes, potatoes, onions, tomatoes etc. I write on the instruction card. I read the instruction card. One word, one leaderboard card. I write on the leader board card. I write one word.”
- Provide materials to students. It is recommended that you put the students in small groups if they are in the beginning and developing phases of CLB1 and/or are foundation learners.
- Record classroom activity once the students have a general idea of how to create the leaderboard cards. Be sure to notify them when they will be assessed.
- Once students become comfortable with the basics of the routine. You can incorporate instructions for numbers.
e.g Provide a list of numbers and instruct them to pick one to put on the card.

Lesson 3 – (1 hour to 1.5 hours)

- Prior to starting this lesson, be sure to review any basic general courtesy greetings that you may have already discussed in class. Demonstrate to the students how these will be incorporated into the game.
e.g. “Hi how are you? My name is _____. And you are?”
“Where do you work? Where do you live?”
- Watch the second a third round of Family Feud.
- Rearrange classroom furniture as needed.
- Assign students to selected roles as host, players, and leaderboard.
e.g (student’s name), you are (game role).
- Review previous example in lesson 2 listed below but with this time physical movement in the room. Help each player with this movement. You can say to the student selected as the host, “(student’s name) say/ repeat name a fruit.” The student repeats. Use hand gestures for the next step “Say to (second student’s name), name a fruit.” The host repeats the phrase to the selected student player. You can say to the student assigned as the player, “(student’s name), say/ repeat grapes”. The student says grapes. Use hand gestures for the next step “Say to (student named as host), grapes.” The host repeats the word grapes. You can say to the student selected as the host, “(student’s name) say loud/ repeat grapes!” The student repeats. Use hand gestures for the next step “Say to (student selected as the leader board), grapes!” The host repeats the phrase to the student selected to the leader board. “(student name as leader board), you say ding, ding, ding! The student selected as leader board repeats. Tell the students ding, ding, ding, means the answer is right. Let the students know that the cards are only the right answers.
- Review the second example in lesson 2 listed below but with this time physical movement in the room. Help each player with this movement. Repeat the same format, except this time use a wrong answer, for example, carrots. You can say to the student selected as the host, “(student’s name) say/ repeat name a fruit.” The student repeats. Use hand gestures for the next step “Say to (second student’s name), name a fruit.” The host repeats the phrase to the selected student player. You can say to the student assigned as the player, “(student’s name), say/ repeat carrots”. The student says carrots. Use hand gestures for the next step “Say to (student named as host), carrots.” The host repeats the word carrots. You can say to the student selected as the host, “(student’s name) say loud/ repeat carrots!” The student repeats. Use hand gestures for the next step “Say to (student selected as the leader board), carrots!” The host repeats the phrase to the student selected to the leader board. “(student name as leader board), you say errk!!” The student selected as leader board repeats. Tell the students that errk!! Means the answer is wrong.
- Help students if they get confused with the rules of the game.
- Rotate the roles after every round of play.

Evaluation:

- Only evaluate when the students show ability to play the game.
- Notify students in advance that they are being assessed.
- Use assessment rubrics for assessment.
- Create desired method of keeping track of information while gameplay is occurring. Every instructor has their own preference.
- **Remember: you are not evaluating the students on the game, you are evaluating them on what they can achieve using their language skills within the game.**

Assessment:

CLB 1

Student's Name:	
Date:	
Theme:	Vocabulary Review Using Gamification (Family Feud).
Topics:	
Competencies:	
Role:	Player
Task:	
Instructor's Name:	

Listening I: Interacting with Others

	Not Yet	With Help	Achieved
Holistic: Comprehends communication of host, players, and leader board.			
Identifies individual, familiar words and short phrases used in common courtesy formulas in the form of questions spoken by the host.			
Recognizes appeals for repetition in the form of question statements by the host.			
Indicates comprehension of the host's questions with the appropriate verbal or non-verbal responses.			
Indicates comprehension of the host and / or leader board's verbal or non-verbal responses (a correct answer vs an incorrect answer).			
Indicates comprehension of other player's answers and gestures with the appropriate verbal or non-verbal responses (ex: nodding head, pressing the bell).			

Speaking I: Interacting with Others

	Not Yet	With Help	Achieved
Holistic: Respond to communication of host, players, and leader board.			
Responds appropriately to common greetings and introductions at the start of the game.			
Uses appropriate courtesy formulas when answering questions about themselves.			
Respond appropriately to the host's questions in the form of a short word/ short words or phrase (The answer dose not need to be right but it must be appropriate for the topic).			
Takes turns speaking at the podium and at the group table (courtesy game formulas).			
Indicates communication problems verbally or non-verbally to the host and/or leader board.			

Listening II: Comprehending Instruction.

	Not Yet	With Help	Achieved
Holistic: Follows instructions from the host and game rules.			

Responds to the directions of the host during the introduction stage of the game by providing at least 2 items of personal information.			
Listens to the host's instructions stated in the form of a question (must be able to identify words and phrases of a positive or negative request).			
Indicates comprehension with appropriate verbal and non-verbal responses to the host's questions (I do not know can be an adequate response).			
Identifies letters and numbers of answers already displayed on the leader board (answers are not repeated, point allocation).			
Indicates comprehension of achievement with appropriate verbal and non-verbal responses (ex: cheering).			

<p>Success: 7/10 for each category.</p> <p>Student's Score:</p> <p>Bonus Marks:</p>	<p>Comments:</p>
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Instructor's Signature: _____

Assessment:

CLB 1

Student's Name:	
Date:	
Theme:	Vocabulary Review Using Gamification (Family Feud).
Topics:	
Competencies:	
Role:	Host
Task:	
Instructor's Name:	

Listening I: Interacting with Others

	Not Yet	With Help	Achieved
Holistic: Comprehends communication of players and leader board.			
Identifies individual, familiar words and short phrases used in common courtesy formulas in the form of answers spoken by the players.			
Recognizes appeals for repetition both verbally or non-verbally by the players or leader board.			
Indicates comprehension of the player's and leader board's answers with appropriate verbal or non-verbal responses.			
Indicates comprehension of leader board's verbal or non-verbal responses (a correct answer vs an incorrect answer).			
Indicates comprehension of other player's answers and gestures with the appropriate verbal or non-verbal responses (ex: nodding head, repeating player's answer).			

Speaking I: Interacting with Others

	Not Yet	With Help	Achieved
Holistic: Respond to communication of players and leader board.			
Uses appropriate courtesy formula questions when introducing the players.			
Responds to communication problem that are verbal or non-verbal by repeating the question.			
Responds appropriately to the player's answer by repeating or simple paraphrasing to the leader board.			
Indicates to the players when their team could lose their turn.			
Indicates to the leader board when they must reveal the remaining answers.			

Listening II: Comprehending Instruction.

	Not Yet	With Help	Achieved
Holistic: Follows instructions from the host phrase cards, players, and game rules.			
Reads host phrase cards (in the form of letters, numbers, words, and or phrases) to players in the form of a question.			

Indicates comprehension of players answers with appropriate verbal and non-verbal expressions.			
Responds to the player's direction by repeating or simple paraphrasing their answer to the leader board.			
Informs players, at the correct time, when they are at risk of losing their turn.			
Signals to leaderboard when to reveal remaining answers.			

Speaking II: Giving Instruction

Holistic: Gives short, simple instructions to the players and leader board.	Not Yet	With Help	Achieved
Uses memorized stock pile from cue cards to lead the round.			
Signals to the players and the leader board when the round is beginning.			
Uses imperative form of player's answer to signal the leader board that it's their turn to respond.			
Uses courtesy formulas or negative/ positive commands when players are at risk of losing their turn (ex: Be careful).			
Signals to the players and leader board when the round is finished.			

<p>Success: 7/10 for each category.</p> <p>Student's Score:</p> <p>Bonus Marks:</p>	<p>Comments:</p>
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Instructor's Signature: _____

Assessment:

CLB 1

Student's Name:	
Date:	
Theme:	Vocabulary Review Using Gamification (Family Feud).
Topics:	
Competencies:	
Role:	Leader Board
Task:	
Instructor's Name:	

Listening II: Comprehending Instruction.

	Not Yet	With Help	Achieved
Holistic: Follows instructions from the host and game rules.			
Identifies letters and numbers from the leader board cards related to the host's instructions.			
Identifies words or phrases that indicate positive requests from the host.			
Indicate comprehension by turning the appropriate leader board cards when provided instruction by the host.			
Signaling to the host and players when the answer is incorrect or when players have met the winning conditions of the round.			
Reveals remaining answers at the request of the host when neither team has answered all leader board cards correctly.			

Reading III: Getting Things Done

	Not Yet	With Help	Achieved
Holistic: Follows teacher's instruction card.			
Identifies selected lesson topics in the PBLA binder.			
Identifies numbers and familiar words within selected topic.			
Selects the correct number of items from the chosen topic.			
Follows instruction for number selection (points).			
Identifies where to write selected information.			

Writing II: Reproducing Information

	Not Yet	With Help	Achieved
Holistic: Writes appropriate information in the leader board cards.			
Uses correct capitalization and or punctuation.			
Uses correct spelling.			
Uses proper spacing between letters, numbers and words.			
Writes proper word(s) for lists or phrases.			
Quality of writing is legible for CLB 1 standards.			

Success: 7/10 for each category.	Comments:
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Student's Score:	
Bonus Marks:	
Instructor's Signature: _____	

Develop:

Lesson Plan for CLB 5

Theme: Vocabulary Review Using Gamification (\$10,000 Pyramid)

Essential Skills Developed During the Activity:

Reading Text:

Players

- N/A

Host

- Cue cards (if needed) with question statements – (not part of the CLB learning skills).

Leader Board

- Create and display key word, numbers, and simple phrases from cue cards.

Oral Communication:

Players

- Exchange information, communication within groups.
- Follows basic instructions, responding to instructions.
- Has a general conversation with the host between game rounds.

Host

- Exchange information, communication within groups.
- Provide basic instructions to the players.
- Moderates the flow of the game.

Leader Board

- N/A

Thinking Skills:

Players:

- Provides cues to answers using phrases, sounds, and or body language.
- Provides logical guesses to the cues being provided.
- Answers with the exact word based on cues from the other player.

Host:

- Provides instruction and cues to maintain flow of the game – sort introduction with the players, time management for describing answers, and brief sessions for chit chat.

Leader Board:

- Brainstorms logical topic cards and answer cards from class materials covered – pre- game preparation.

Writing Skills:

Players

- N/A

Host

- N/A

Leader Board

- Copies selected words and topics on individual pieces of laminated paper for each round of \$10,000 Pyramid – pre-game preparation.

Computer Skills:

Players, Host, and Leader Board

- N/A

Canadian Benchmark Competencies Being Developed in the Activity:

Competency Area and Statement Choices:

Players

Listening I: Interacting with Others

- Identifies specific factual details and implied meanings.
- Identifies formal and casual style and register.
- Identifies language functions.
- Identifies emotional states from tone and intonation.
- Identifies the situation and relationships between speakers.
- Interprets feelings such as interest, likes/dislikes, preferences.

Speaking I: Interacting with Others

- Opens and maintains a conversation.
- Responds to small talk.
- Extends, accepts or declines invitations.
- Takes turns by giving non-verbal and verbal signals.
- Encourages conversations by using eye contact, nodding and showing interest.

Listening II: Comprehending Instructions

- Follows a range of basic cohesive devices indicating order and sequence.
- Seeks clarification and confirmation if required.
- Responds with actions to directions and instructions.

Host

Listening I: Interacting with Others

- Identifies specific factual details and implied meanings.
- Identifies formal and casual style and register.
- Identifies language functions.
- Identifies emotional states from tone and intonation.
- Identifies the situation and relationships between speakers.
- Interprets feelings such as interest, likes/dislikes, preferences.

Speaking I: Interacting with Others

- Opens and maintains a conversation.
- Responds to small talk.
- Extends, accepts or declines invitations.
- Takes turns by giving non-verbal and verbal signals.
- Encourages conversations by using eye contact, nodding and showing interest.

Listening II: Comprehending Instructions

- Follows a range of basic cohesive devices indicating order and sequence.
- Seeks clarification and confirmation if required.
- Responds with actions to directions and instructions.

Speaking II: Giving Instructions

- Uses appropriate courtesy forms and structures.
- Use appropriate expressions to sequence instructions.

The Board

Listening II: Comprehending Instructions

- Follows a range of basic cohesive devices indicating order and sequence.
- Seeks clarification and confirmation if required.
- Responds with actions to directions and instructions.

Prep for the Board – (creating the cards).

Reading III: Getting Things Done

- Identifies layout and organization of text to find the information needed.
- Finds or uses 1 or 2 pieces of information.

Writing II: Reproducing Information

- Reduce short, factual, oral discourse (such as live or recorded phone messages or pre-recorded public information lines) to notes or messages – **Note: detailed objectives not listed in CLB PDF.**

Demonstrates strengths and limitations typical of Listening 5, Speaking 5, Reading 5, and Writing 1 Benchmarks, as listed in each Profile of Ability.

(CLB PDF).

Language and Culture Focus (\$10,000 Pyramid):

Grammar – Listening and Speaking

Players:

- One- or two-word answers.
- Short phrased cues.
- Body language cues (with words).
- Sounds.

Host:

- Present or past tense.
- Opening of the game.
- Small talk with players.
- Gamemaster – game leader.

Leader Board

- N/A

Vocabulary – Writing

Players:

- N/A

Host:

- N/A

Leader Board:

- Speak to friends, family, a coworker about their day.
- Express my feelings with words.
- Read a room.
- Give directions to people.

Culture

- Host and players must respond with appropriate greetings and introductions.
- Host, players and leader board must take turns communicating.
- Host and players must engage with appropriate verbal and non-verbal responses (The answer does not have to be correct, but it needs to make sense).
- Players must describe the answer using adjectives, nouns, phrases and sentences that describe the answers.
- Responses must be the exact answer.
- Players must stay within time limitations.

Resources Used:

- Canadian Language Benchmark PDF
- PBLA Binders Needs Assessments & Language Goals
- LINC 5 Classroom Activities PDF Vol 1 & 2
- PBLA Practice Guidelines 2019
- Canadian Language
- \$10,000 Pyramid YouTube video

Learner Profile:

- Learners have had some exposure of watching games in their home country.
- Learners have some experience participating in board games or online games in their home country.
- Learners need more opportunities of near-real life tasks that involve speaking and listening.
- Learners have expressed that they are board with drills for vocabulary building.

Learning Objectives:

Note: This list is not exhaustive.

The learner will be able to.....

- Identify specific factual details and implied meanings while engaging in the round with their partner, reviewing a minimum of 6 vocabulary words per round (18 to 24 words per game) in a game show setting.
- Identify formal and casual style and register of informal conversations when listening to others describe people, places, or things from at least 2 individuals in a game show setting.
- Identify formal and casual style and register of informal conversations when listening to others describe people, places or things from at least 2 individuals in a game show setting.
- Identify language function of informal conversations when listening to others describe characteristics of themselves from at least 2 individuals in a game show setting.
- Identify emotional states from tone and intonation via other players, their partner, and or the host (a min. of 2 individuals) in a game show setting.

- Identify the situation and relationships between speakers as they engage in small talk between their partner and the host after a round has ended in a game show setting.
- Interpret such as interest, likes/dislikes and preference from other players (a min. of two individuals) within a game show setting.
- Open and maintains a conversation with multiple players asking and responding to player preferences of personal identity, with a min. of 5 transactions per player in a game show setting.
- Respond to small talk from players using social cues practiced in class to support their interaction within short break sessions of the game (every time a round is ended).
- Extend, accept, or decline invitations to play from the board engaged by the host to the players during each round of gameplay (total of 3 to 5 rounds).
- Take turns by giving non-verbal and verbal signs while guess or describing each answer to the topic category for 6 to 12 answers within each round.
- Encourages conversations by using eye contact, nodding and showing interest within either the role of the host or players during the chit chat interactions and during a round of game play.
- Follows a range of basic cohesive devices indicating order and sequence as led by the host per round of game play.
- Seeks clarification and confirmation if required to the player while guessing or describing each answer to the topic category for 6 to 12 answers within each round.
- Responds with actions to directions and instructions provided by the host during each round of game play.
- Employ appropriate courtesy forms and structures when introducing oneself and others in a 3 to 5 step interaction while in the role of the host
- Employ appropriate courtesy forms and structures when briefly explaining the rules of the game within 3 to 5 steps while in the role of the host.
- Produce appropriate expressions to sequence instructions when progressing players through the steps of the game in the form of turn taking per round while in the role of the host.
- Identify layout and organization of text to find the information needed to design short individual sentences or phrases for 6 separate categories per round used in a game shoe setting.
- Find or use 1 or 2 pieces of information from previous lesson discussed in class to create individual sentences or phrases used as individual categories in a game show setting.
- Reduce short, factual, oral discourse (lesson materials such as topics, descriptions and item lists) to notes or messages in the format of 6 separate categories per round for a game show setting.

As indicated by their selected role.

Learning Outcomes:

Note: I have included the physical edits of the outcome statements. This way you can see what changes have been made. I have deliberately left out the last part of the formula outcome statement. This way you can practice.

The learner can.....

For the Host and Players:

Listening I: Interacting with Others

- Identify~~s~~ specific factual details and implied meanings.
- Identify~~s~~ formal and casual style and register.
- Identify~~s~~ language functions.
- Identify~~s~~ emotional states from tone and intonation.
- Identify~~s~~ the situation and relationships between speakers.
- Interprets feelings such as interest, likes/dislikes, preferences.

Speaking I: Interacting with Others

- Opens and maintains a conversation.
- Responds to small talk.
- Extends, accepts or declines invitations.
- Takes turns by giving non-verbal and verbal signals.
- Encourages conversations by using eye contact, nodding and showing interest.

Listening II: Comprehending Instructions

- Follows a range of basic cohesive devices indicating order and sequence.
- Seeks clarification and confirmation if required.
- Responds with actions to directions and instructions.

For the Host:

Speaking II: Giving Instructions

- (~~Uses~~) – **Employ** appropriate courtesy forms and structures.
- (~~Use~~) – **Produce** appropriate expressions to sequence instructions.

.....in a game show setting.

For Leaderboard Prep:

Reading III: Getting Things Done

- Identify layout and organization of text to find the information needed.
- Finds or uses 1 or 2 pieces of information.

Writing II: Reproducing Information

- Reduce short, factual, oral discourse (such as live or recorded phone messages or pre-recorded public information lines) to notes or messages – **Note: detailed objectives not listed in CLB PDF.**

.....when creating materials for a game show setting.

Learning Activity: (1 hour)

Lesson 1:

- In small groups, ask your class these questions about games:
 - Have you ever played a game before?
 - Which games have you played in your home countries?
 - What did you like or dislike about these games?
 - Have you watched games be played on TV?
 - What do you like or dislike about these games?
 - Would you like to play a game from TV?
- Inform the class that they will be watching the first round of the \$10 000 Pyramid. Tell them to pay attention to what the players are doing. Once they have finished the first round you can ask the class these questions. Write their answers on the whiteboard.
 - What did the host say?
 - Where did the players sit?
 - What was one rule in the game?
 - How did players give clues to the answer?
 - What did players say when a question was too hard to answer?
 - Who won the first round?
 - How do you win the first round?
- Watch the second round of the \$10,000 Pyramid. Tell students to pay attention to the types of question being asked. Once they have finished the first round you can ask the class these questions. Write their answers on the whiteboard.
 - How were the topics phrased?
 - How did the players try to describe the answer?
 - What were the correct answers?

Lesson 2: (1.5 hour).

- Discuss the topics, question types, response and answers. Ask students these questions.
 - Were the topics in sentences or phrases?
 - What methods did the players use to describe answers (words, body language)?
 - How did the players know that the answer was correct?
 - Were the topic phrases and answers connected? How?
 - What did the player describing the answer do when the other player struggled to say the right answer?

- Split the class into groups of 3 or 4. Ask them to look in their PBLA binders through units they have completed in class. Have them write vocabulary words and brainstorm topics for these vocabulary words.
- Have students share their results with the class by writing them on the whiteboard. Then rotate the groups so they can expand or improve on the remaining group's lists. Next, discuss the topics and answers together. Decide together as a group what you will keep and what will be removed.
- Provide the student's with either dry eraser markers and laminated paper and cue cards or pens and pieces of paper and cue cards. Have each group write their answers down in the format of \$10,000 Pyramid. The answers can be copied directly by the leader board topics must be rewritten. The process of creating the leader board topics should be done orally and through paraphrasing. This prevents the other players from memorizing the answers.
- The large (laminated) paper – the topic phrase.
- The small (laminated) cue card – the answer.

Lesson 3: (1 hour).

- As a group discuss the 3 different roles that need to be filled to play the game. Determine as a group how many people will be placed in each role. Who will be selected for each roll.
- Host
- Players
- Leader board
- Try attempting the first round of the game. Explain to students that this will be a practice round, so it is okay if they forget an action or make mistake. The practice round is intended to understand the rules of the game. **Remember: you are not evaluating them on the game, you are evaluating them on what they can achieve using their language skills within the game.**
- Assist students as they experience difficulty playing the game:
 - Adjust the furniture setup.
 - Adjust where students may stand or sit.
 - Guide them with introductions and small talk.
 - Adjust the player assignment if need be.
 - Adjust the role of the students as needed.
 - Explain point allocation.

- Once, students display understanding of the game rules, clarify what you will be evaluating the students on. Next run multiple rounds of the game (3 to 5x) and evaluate.

Evaluation:

The instructor will use selected assessments to evaluate student performance. The instructor may also create a rubric to checkmark basic requirements that the student has met, while leaving unmet requirements blank. Be sure to notify students in advance of when they will be assessed.

Assessment:

CLB 5

Student's Name:	
Date:	
Theme:	Vocabulary Review Using Gamification (\$10,000 Pyramid).
Topics:	
Competencies:	
Role:	Player
Task:	
Instructor's Name:	

Listening I: Interacting with Others

	Not Yet	With Help	Achieved
Holistic: Comprehends communication of host and players.			
Identifies formal and casual style of register among players and host.			
Identifies the situation and relationship of brief conversation between the players and/ or host (ex: small chit chat).			
Identifies emotional states from tone and intonation of the players and the host (ex: frustration).			
Identifies language functions within the game (ex: describe the answer – contrast, list, retell vs inform the host of their identity).			
Interprets feelings that the player describing the answer may use in the form of facial expressions, body language, and key emotional expressions.			

Speaking I: Interacting with Others

	Not Yet	With Help	Achieved
Holistic: Respond to communication of host and other players.			
Opens and maintains a conversation with the host, players and or partner player.			
Responds to small talk about the game or personal details to the host, players and/ or partner player.			
Takes turns by giving non-verbal and verbal signals to the partner player when describing the answer.			
Indicates non-comprehension of clues for answer word with verbal and non-verbal responses.			
Responds to conversation by using eye contact, nodding, showing interest to the host and other players.			

Listening II: Comprehending Instruction.

	Not Yet	With Help	Achieved
Holistic: Follows instructions from the host and game rules.			
Follows a range of basic cohesive devices indicating order and sequence instructed by the host.			
Seeks clarification and confirmation by the host if required.			

Responds to the instructions of the game sequence as explained by the host.			
Responds to the instructions of the player as they describe each answer within a single round (ex: Mary has a little			
Respond to signals in the form of key words and alarms indicating change of topic and time limit. (ex: next, new card, beep, beep, beep).			

<p>Success: 7/10 for each category.</p> <p>Student's Score:</p> <p>Bonus Marks:</p>	<p>Comments:</p>
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Instructor's Signature: _____

Assessment:

CLB 5

Student's Name:	
Date:	
Theme:	Vocabulary Review Using Gamification (\$10,000 Pyramid).
Topics:	
Competencies:	
Role:	Host
Task:	
Instructor's Name:	

Listening I: Interacting with Others

	Not Yet	With Help	Achieved
Holistic: Comprehends communication of players.			
Identifies formal and casual style of register among players.			
Identifies the situation and relationship of brief conversation with and between players (ex: small chat chat).			
Identifies emotional states from tone and intonation of the players (ex: frustration).			
Identifies language functions within the game (ex: clarification of rules, complement effort, ask questions, narration of categories).			
Interprets feelings that the player experience after finishing the round (ex: difficulty, fatigue, excitement).			

Speaking I: Interacting with Others

	Not Yet	With Help	Achieved
Holistic: Respond to communication of players.			
Opens and maintains a conversation with all players.			
Engages and responds to small talk about the game or personal details from players.			
Takes turns by giving non-verbal and verbal signals to the players during small talk.			
Indicates non-comprehension of player discussion/ interaction with verbal and non-verbal responses (as needed – ex: answer was not clear).			
Responds to conversation by using eye contact, nodding, showing interest to the host and other players.			

Listening II: Comprehending Instruction.

	Not Yet	With Help	Achieved
Holistic: Follows instructions from game rules.			
Follows a range of basic cohesive devices indicating order and sequence as instructed in the game's rules.			
Responds to actions to directions and instructions by the players that are outside of the rules of the game.			
Responds to actions to directions and instructions by the players that are inline with the rules of the game.			

Seeks clarification and confirmation by the players if required.			
Respond to signals in the form of key words and alarms indicating change of topic and time limit. (ex: next, new card, beep, beep, beep).			

Speaking II: Giving Instruction

	Not Yet	With Help	Achieved
Holistic: Gives short, simple instructions to the players and leader board.			
Use appropriate courtesy forms and structures when introducing the instructions of the game.			
Use appropriate expressions when instructing players to pick a category from the pyramid.			
Use appropriate expressions prior to the players starting a round of the game (ex: ... you are up 20 second on the clock, begin).			
Use appropriate expressions after the players finish a round of the game (ex: ... you need 5 more points to defeat the other player, 20 seconds on the clock, ready, set, begin!).			
Use appropriate expression when players are not following the rules of the game, as needed.			

<p>Success: 7/10 for each category.</p> <p>Student's Score:</p> <p>Bonus Marks:</p>	<p>Comments:</p>
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Instructor's Signature: _____

Assessment:

CLB 5

Student's Name:	
Date:	
Theme:	Vocabulary Review Using Gamification (\$10'000 Pyramid).
Topics:	
Competencies:	
Role:	Leader Board
Task:	
Instructor's Name:	

Listening II: Comprehending Instruction.

N/A – The game does not support this type of instruction (7 to 8 steps) for the leader board.

Reading III: Getting Things Done

	Not Yet	With Help	Achieved
Holistic: Follows teacher's instructions.			
Identifies text organization of relevant information to use for the leader board.			
Identifies layout of appropriate topic sentences.			
Identifies layout of items in a list format appropriate for the leader board.			
Finds and uses 1 or 2 pieces of relevant information to use for the leader board.			
Identified and finds any information that may not be relevant but has been selected for the leader board, as identified.			

Writing II: Reproducing Information

	Not Yet	With Help	Achieved
Holistic: Writes appropriate information in the leader board cards in written form and as orally discussed by classmates and or the instructor.			
Reproduce the oral ideas discussed of the leader board topic cards, at least 6 topics for each round.			
Reduce 1 to 2 pages of ideas for the leader board topic into 5 or 10 items related to the topic (leader board answers).			
Reduce 1 to 2 pages of ideas for the leader board topic into 5 or 10 items related to the topic (leader board answers).			
Record correct nouns of leader board answers onto individual cards, between 5 to 10 for each topic.			
Message is clear, records details accurately, with correct spelling and/ or punctuation.			

Success: 7/10 for each category.	Comments:
Student's Score:	

Bonus Marks:	
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Instructor's Signature: _____

Implement:

Level:	CLB 1	CLB 5
What lesson preparation will be required?	<ul style="list-style-type: none"> - Review class notes - Laminated leaderboard cards – to write on. - Rubric for point forum and check mark note taking – drawn from the assessment. - Create a list of the selected topics used in class. 	<ul style="list-style-type: none"> - Review class notes - Laminated leaderboard cards – to write on. - Rubric for point forum and check mark note taking – drawn from the assessment. - Create a list of options students may “choose” from topics used in class.
Will I need to make changes to the class environment?	I will have two parallel rows made via tables. I will need a podium in the middle. The chalkboard will need to be used to paste the answers with sticky tack.	I will have two parallel rows made via tables. I will need a table and chairs in the middle (winning circle). The chalkboard will need to be used to flipped the answers with sticky tack.
Will any instruction or training be required?	I will need to demonstrate the roles of host, players, and students controlling the board. Stuffed animals may be required. I will also show a video on YouTube.	I will need to explain the roles of the host, the players and the students controlling the board. I will also need explain how to create the cards.
How will students participate?	Host – 1 student. Leader Board – 2 students.	Host – 1 student. Leader Board – 2 to 4 students.

	<p>Players – the remaining students.</p> <p>Every time that we play this game, we rotate roles.</p>	<p>Players – take turns or expand groups.</p> <p>Every time that we play this game, we rotate roles.</p>
How will the instructor survey the activity?	I have a chart with all the student's names linked to activity requirements. Even if responses are incorrect, as long the interaction makes sense, the student will receive credit. Bonus marks have also been included.	I have a chart with all the student's names linked to activity requirements. Even if responses are incorrect, as long the interaction makes sense, the student will receive credit. Bonus marks have also been included.
Will I as the teacher write a brief reflection on the experience?	I want to record feelings and review my prior assumptions with the activity.	I want to record feelings and review my prior assumptions with the activity.

Evaluate:

Level	CLB 1	CLB 5
What was observed during the activity?	<ul style="list-style-type: none"> -Students were a bit confused with the instructions at the beginning of the event. -Students controlling the leader board mixed up some of cards with the second round – minor. -Students tried to rush the activity – they were nervous. 	<ul style="list-style-type: none"> -Students discussed their likes and dislikes with the game- end game reflection. -They want to produce the content for the game – assigned as homework. - They need a general instruction list to renew – assigned as homework.

	<ul style="list-style-type: none"> -The Host (student) did a great job, was familiar with the game in their home country. -Classroom clean-up took some time. -They really enjoyed the game and want to play again. 	<ul style="list-style-type: none"> - They are aware of their strength and weaknesses. -They were able to answer all the vocabulary words in each category by guessing. -They liked the game and want to play it again.
What was identified in the student assessment?	<p>Listening I & II are stronger than first expected.</p> <p>Speaking I requires work with everyone.</p> <p>Reading III is stronger than expected.</p> <p>Writing II needs some work. Some words were difficult to read.</p> <p>Passive skills are stronger than active skills.</p>	<p>Listening I & II are weaker than first expected.</p> <p>Speaker I and II is stronger than first expected.</p> <p>Writing II needs more work with sentence structures in the form of phrases when reproducing oral information.</p> <p>Reading III skills are very strong.</p> <p>Active and passive skills both have strengths and weaknesses.</p>
Have I reported this information to management?	Yes, she has been provided a 2-page brief.	Yes, she has been provided a 2-page brief.
What feedback do I review and revise,	Conduct Family Feud again.	Conduct the \$10,000 Pyramid again.

<p>including my own, in improving the activity?</p>	<p>Provide a 5-strike rule instead of a 3-strike rule until the students become more confident with the game.</p> <p>Simplify some of the question statements further.</p> <p>Revisit the Objective statements – tighten up.</p>	<p>Add an additional 30 seconds to guess questions.</p> <p>Include more cards for each leader board category.</p> <p>Provide a review on conjunctions.</p> <p>Revisit the Objective statements – tighten up.</p>
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Design References and Resources:

- Centre for Canadian Language Benchmarks - Portfolio Element Samples, 2019
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