

### Helpful Tips:

- ✓ Wait to start a game until all eyes and ears are on you
- ✓ Keep all activities collective, meaning all students simultaneously participating to avoid distractions
- ✓ Introduce the directions to the game and if deemed necessary, also the Student Responsibilities
- ✓ Students of similar ages or skills compete against each other (be proactive when lining up or assigning teams)
- ✓ Keep all games to 5-7 minutes
- ✓ Encourage everyone to have fun and take the focus off of winning/scoring points
- ✓ Try not to eliminate students during games, to keep everyone involved.
- ✓ Give the simpler words to the youngest students so they can start to build confidence

**Mata La Mosca-** (All ages) Write the various vocabulary (words and phrases) on the board or for mixed ages and younger classes, post the *visual* flashcards. Divide your class into two teams. Call one person from each team up to the board and give each player a fly swatter. Have the contestants turn away from the board with their hands behind their backs. Call out a word or phrase in English. The first student to "swat" the correct word or picture in Spanish, scores a point for his or her team. You can vary this by having the class sit in a semi-circle on the floor and placing the images in the center of the circle. (Requires flashcards, flyswatters)

**Maraca shake-** (All ages) It is important that you are either introducing or reviewing a new conversational phrase each week. A fun way to do this is to bring in a maraca and have your students sit in a circle. Introduce the question and then the answer. Example: ¿De dónde eres? Soy de \_\_\_\_\_. Have the students pass around the maraca, asking and answering the basic question. The repetition will ensure that the students really remember the phrases. (Variation: You can also pass a ball or a stuffed animal and you can *and should* vary the questions weekly.) This exercise encourages the students to both ask *and* answer questions. \*Can become a partner conversation for older students. (Requires maraca or other passable)

**Bolsa/bag game-** (All ages) Divide the class into two teams. The teams stand in two lines with a bag in the front of each line. (A large paper bag works.) In each bag is a set of the vocabulary words you are reinforcing. They can be actual objects of flashcards, but you need two sets for sure. The first two players in the line compete first. You call out a word in Spanish and the students need to race to find it in the bag. Whoever holds it up first scores a point for his/her team and then goes to the end of the line. Two new players compete. After each round hold up the object/image and have the class repeat it together in Spanish. Try to partner kids of similar ages to compete against each other. (Requires two sets of flashcards, two bags)

**Teléfono (telephone game)-** (Younger ages) Divide your class into two equal teams on opposite sides of the room, sitting in a line. The teacher then whispers the same word into the first child's ear of both teams. The children have to whisper the word to person behind them until it reaches the end of the telephone line. Wait until both teams have a chance to get to the end of the line and then the teacher asks what word they heard. Take turns letting kids be the start and/or end of the telephone line.

**Pop up game-** (Younger ages) Have the students sit in a line facing you. Assign each child a vocabulary word by handing him or her a picture flashcard or object. When you call out a specific word, that designated child should pop up. You can add to the excitement by calling out the words quickly. You



can also do this for alphabet and numbers where the students go down the line “popping up” to say the next letter or number in the sequence. (Requires flashcards or related objects)

**Pictionary:** (Older students/Multi-age) Split the students into two teams and make sure each team has a spot on the whiteboard or a large piece of paper on which to draw. Call the first person in each team and tell them, in Spanish, which vocabulary word they are drawing. Make sure they know what the word is, then have them draw it for their team. The first team to correctly identify it in Spanish gets a point. \*For younger children, you can be the artist while the two teams guess what you are drawing. (Requires white board, dry erase markers)

**Around the World-** (Older/Multi-age) Gather your flashcards and have the students sit in seats or in a u-shape on the floor. Choose one student to start the game. He or she then stands by the first student/desk. Hold up a flashcard. The first student to say the word correctly in Spanish moves to the next chair/student to challenge him or her. The student sits down wherever he or she is “beat” and the winner continues on the game. The game can continue until someone gets “around the world”—all the way back where s/he started or when 5-7 minutes have passed. Keep all the students engaged throughout the game by having the whole class say the word together after the answer is given. You can even add a physical gesture to match the word. (Requires flashcards)

**¿Qué falta? Missing Object-** (Older/Multi-age) Set up objects or flashcards related to the vocabulary on a table or in the middle of a circle in advance of class. Divide the class into two teams. Tell the class to look very carefully at all of the objects/images on the table and try and memorize them. Send one person from each team to go to the hallway or put on blindfolds. You will then remove an item from the table before calling the students back in. The first person from each team to remember the name of the object that is missing and say it correctly in Spanish scores a point for his or her team. (Requires objects related to the vocabulary)

**Papa Caliente/ Hot Potato** –(All ages) Have your students gather in a circle on the floor and explain that you are going to play a game of Papa Caliente. Put on music. Hand a student a potato (or a ball or an object related to current vocabulary) and have the students start passing it around the circle. When the music stops, whoever is holding the object has to answer a vocabulary question. For example: *¿Qué significa fresa?* What does *fresa* mean? Have the whole class repeat the word together after that student answers for reinforcement. (Requires passable object and music)

**Dance Freeze-**(All ages) Review relevant vocabulary with your class as well as the Student Responsibilities. Then turn on music and have the students start dancing or walking/marching around the room. When you stop the music everyone must freeze. Whoever moves first must answer a vocabulary question. You can alternate showing an image and having the student identify it in Spanish, saying a word in English and having the student say it in Spanish. If you have a younger class it may be easiest to say the word in Spanish and have the child tell you the English meaning. Keep everyone involved by having the whole class repeat the word together. Put the music on and keep playing for 5 minutes. This can be adapted to musical chairs as well. (Requires music, flashcards optional)

**Our number one goal is to create lifelong language learners! Be firm, be fair, be friendly and be FUN!**