Emily Anderson

230141059

Education 351

Jennifer Pighin

Second Language Game Plan

07/23/24

**Learning Criteria:**

The learning target for this game is for students to be able to practice using Dakelh and for students to recognize letter patterns in the language while expanding vocabulary. There will have been a great deal of scaffolding taking place up to this point when embedding this game in a classroom to ensure learners are prepared and can complete the game while feeling successful.

**Materials Needed:**

* Jeopardy Game – technology involved
* Light buttons
* Scoresheet

**Instructions:**

1. Students will be split into 4 teams, the team who picks the correct number determined by the teacher between 1 and 10 goes first.
2. Teams will select the categories and answer the questions Jeopardy style. Teams can get a maximum of up to 3 questions correctly before the next team gets a turn. Each time a teammate answers they will pass the button to the next team mate to ensure everyone gets a turn.
3. Continuing this process, the team with the most points by the end of the game wins.

**Differentiation:**

*Taken from my lesson plan about the Jeopardy Game in Dakelh under the “Design Considerations” section.*

* Playing this game will require students to work in groups. In anticipation for learners who struggle with teamwork or waiting their turn and need some more time before being integrated into this process, I will have a scorekeeper role available. Students with this role will be responsible for keeping track of the points for each team either on the white board or on a piece of paper regularly announcing if needed.
* The buttons I have for students to press light up and make no sound to accommodate students with sensory needs.
* The game template comes with sound for each question that acts as a timer. I have removed that feature, so it does not stress students out. Instead, I will give verbal cues to be mindful of time per question, but also to allow for flexibility. If a student almost, has it and goes over 30 seconds, I want to create the space for them to take risks and focus on learning the language rather than racing against time.
* For the color category I have included the English words above the color video to accommodate any students who are color blind.
* Pronunciation audio included for auditory learners alongside photos and words for visual learners

**Assessment:**

Assessment will be primarily formative as there is no demonstration of learning being submitted following this learning activity. I will be assessing students on their ability to notice letter patterns through targeting conversations as well as their pronunciations. I will also be taking into consideration the learners’ willingness to extend their learning and take risks in which questions they are choosing to answer. This game is a great way to meet all students where they are by providing various levels of difficulty for the question.

**Connections to BC Curriculum:**

*Using the French 7 Curriculum but substituting “French” with “Dakelh”. Curricular connections are closely related to the Dakelh curriculum as indicated in the associated lesson plan.*

Big Idea:

Listening and viewing with intent helps us increase our understanding of Dakelh.

Curricular Competency:

Recognize the relationships between Dakelh letter patterns and pronunciations.

Content:

Dakelh letter patterns.