Selecting games and activities according to input or output phase can ensure a successful moment for students, be sure you have given students enough input before demanding output or make the output component voluntary—When used at the right time, these activities also serve as checks for understanding or formative feedback. Games in the middle can have the linguistic demand adjusted to each participant or occasion, students love to "level up". Often an advanced or heritage speaker in the class can have the role of directing the game play if they say "yo quiero hablar espanol".

INPUT — CHORAL OUTPUT — INDIVIDUAL OUTPUT

Student shows understanding gestures or physical response — Students chime in together — Students can respond without scaffolding

Magic Hat / N.O.Q. Caja Mágica ONLY Pointing or lift/lower	Hold Ups or Pin the "plate" Platos y pinzas	Jump to it A saltar	Simon Says Diego Dice	Fly-swatters Mata-moscas	Abracadabra Magia Potagia N.O. Q. Yes/no, selecting from options	Songs	Right or Left hand? ¿Izqda o Dcha?	High /Low Voices Voz alta/baja	4 corners "X" esquinas	Guess Adivina	Memory (Concentration) Memoria N.O.Q. Student produces language	What's there?/ What's missing? ¿Que hay/ que falta?	Partner Info Gap activities (e.g. grid fill-ins or find a match)	Tic-tac-toe 3 en Raya	Board Game Juego de Mesa N.O. Q. Student elaborates	Mad Libs