Task Title: Leading a Game of Cards – "Go Fish"

OALCF Cover Sheet – Practitioner Copy

Learner Name:_____

Date Started (m/d/yyyy):_____

Date Completed (m/d/yyyy):_____

Successful Completion: Yes ☐ No ☐

Goal Path: Employment ☐   Apprenticeship ☐

Secondary School ☐   Post Secondary ☐   Independence ☐

Task Description: In this task set, a learner is asked to explain the card game of "Go Fish" to other students or individuals at home including the rules and how the game is played. This task set can be done in English, French, Aboriginal Languages, or American Sign Language. This task set helps learners to improve their ability to communicate information and interact with others.

Competency: A: Find and Use Information, B: Communicate Ideas and Information, F: Engage with Others

Task Groups: A1: Read continuous text, A2: Interpret documents, B1: Interact with others, B2: Write continuous text, B3: Complete & create documents, F: n/a

Level Indicators:

- A1.1: Read brief texts to locate specific details
- A1.2: Read texts to locate and connect ideas and information
- A2.1: Interpret very simple documents to locate specific details
- A2.2: Interpret simple documents to locate and connect information

Level Indicators continued:

- B1.1:   Participate in brief interactions to exchange information with one other person
- B1.2:   Initiate and maintain interactions with one or more persons to discuss, explain or exchange information and opinions
- B2.1:   Write brief texts to convey simple ideas and factual information
- B3.1a: Make straightforward entries to complete very simple documents
- B3.2a: Use layout to determine where to make entries in simple documents

Performance Descriptors: See chart on last page

Materials Required:

- Question or Task Sheet
- "Go Fish" Card Game Rules Information Sheet - attached
- Card Game Feedback Form – one copy for each person playing the game, including the learner
- Deck of playing cards

Instructor preparation:

1) Review the Tasks below.
2) Introduce the card game to the learner.
3) Help the learner to understand that explaining a card game to other people, who have not played the game, can take more time and detail. Explaining a card game to others can be done verbally (English or French or Aboriginal Languages) or in American Sign Language.
4) Help the learner prepare with skill-building activities.

"Go Fish" Card Game Rules Information Sheet

Adapted from: Pagat.com - Card Game Rules

Rules of "Go Fish"

This game is also known as "Fish", "Canadian Fish" or "Russian Fish". Go Fish can be played by 2 to 6 players. It is best with 3 or more but can be played with just 2 players.

Use a standard 52 card deck of playing cards. There are four "suits" in each deck of cards. The four suits are: spades, clubs, hearts and diamonds. Each has a specific symbol to indicate the suit. Diamonds and hearts are red. Spades and clubs are black. In each suit, there are the same set of cards or "ranks": 2, 3, 4, 5, 6, 7, 8, 9, 10, Jack, Queen, King, and Ace. There are also Jokers in each deck of cards.

Instructions:

Goal of the Game: To win, one player must get more "books" of cards than that of the other players. A "book" of cards = 4 cards of the same rank. E.g. "four Queens"

The "Dealer": One person is chosen to be the first "dealer". The dealer hands out or "deals" the cards one at a time to each player, including themselves. The dealer starts with the player to their left and ends with dealing a card to their own pile. Players take turns being the "dealer". Usually, the dealer changes with the start of each game.

1. The dealer deals 5 cards, face down, to each player (7 cards each, if there are 2 players). Each player picks up the cards in their hands so only they can see the card faces. The rest of the cards are placed face down in the middle to form a pile. Players will take cards from this pile during the game.

2. The player to the left of the dealer starts the game by taking the first turn. A turn consists of a player asking another player for a specific rank of cards.

Rule: The player who asks must already have at least one card of the requested rank in their hand. If the player, who was asked, has cards in the requested rank, they must give all of the cards in the requested rank to the player who asked for them. That player then gets another turn to ask for more cards, as long as they have that rank of cards in their hand.

For example: The first player, Ahmed, says, "Mary, do you have any twos?" If Ahmed asks for twos, then he must have at least one of those in his hand. Mary says, "Yes, I have one." She hands it to Ahmed. Ahmed gets to take another turn. He asks Jon, "Do you have any Jacks?", which Ahmed already has in his hand.

Rule: If the player asked does not have any cards of the rank, which was asked for, then the player says, "Go fish!" The player who was the "asker" must then draw the top card from the pile of cards in the middle. If the picked-up card is in the rank asked for, the asker shows it to everyone and gets another turn. If the picked-up card is not in the rank asked for, the asker keeps it and does not have to show it to the other players. The turn now passes to the player who said, 'Go fish!'

3. As soon as a player collects a book of 4 cards of the same rank, e.g. "four Queens", this must be shown to the other players and placed face down in front of the player. **Alternative:** A book can consist of pairs of cards in the same rank, e.g. "two Queens". This alternative can speed up the playing of the game.

4. The game continues until either one player has no cards left in their hand or the pile in the middle runs out. The winner is the player who has the most books.

Learner Information:

In this task, you are in charge of teaching others how to play the card game "Go Fish". This might be a group of other learners or people at home (family or friends). It is about improving your communication skills and helping others to learn something new.

Work Sheet

Task 1) List the two alternate names for the card game "Go Fish".

Answer:

_____

Task 2) How many people can play "Go Fish"?

Answer:

_____

Task 3) Name the four suits in a deck of cards.

Answer:

_____

Task 4, A) If there are 3 or more players, how many cards does the dealer give to each player?

Answer:

_____

Task 4, B) If there are 3 or more players, how many cards does the dealer give to each player

Answer:

_____

Task 5) A player can request any rank of card even if they don't have it in their hand (the group of cards that they are holding). Is this true or false?

Answer:

_____

Task 6) Name two situations that cause a player to get another turn.

Answer:

_____

Task 7) Find three people to play "Go Fish". They could be in your class, family members, or friends. It is best if they have not played "Go Fish" before. Explain to them how to play the game and the rules. Play a game of "Go Fish".

A. Ask each person to fill in the Card Game Feedback Form. Give the completed forms to your instructor.
B. Complete the Feedback Form on yourself. Read all the results to see how your self-feedback compares with the feedback from the other players.

Card Game Feedback Form

To be filled in by the people who played "Go Fish".

1. How clear was the explanation about how to play the game and the rules? Please select the statement that best describes how you feel.
   a. Great! The explanation was very clear.
   b. OK. The explanation was sort of clear.
   c. Needs work. The explanation was not very clear.

2. Was the explanation focused and organized? Please select the statement that best describes how you feel.
   a. Yes! The explanation was well organized told me how the game worked from beginning to end.
   b. OK. The explanation was somewhat organized but didn't include all the details in a logical order. (for example - card game rules, how the game is played).
   c. Needs work. The explanation left out important information and wasn't explained in a logical order.

3. Please give (name of learner) some ideas to improve how they can explain the game. For example, be sure to explain all the rules upfront, show an example of a "book" of cards (2 or 4 of the same rank).

Performance Descriptors

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
A1.1	Reads short texts to locate a single piece of information			
A1.1	Decodes words and makes meaning of sentences in a single text			
A1.1	Follows the sequence of events in straightforward chronological texts			
A1.1	Follows simple, straightforward instructional texts			
A1.1	Identifies the main idea in brief texts			
A1.2	Scans text to locate information			
A1.2	Locates multiple pieces of information in simple texts			
A1.2	Makes low-level inferences			
A1.2	Makes connections between sentences and between paragraphs in a single text			

Task Title: CardGame_I_A1.1_A1.2_A2.1_A2.2_B1.1_B1.2_B2.1_B3.1a_B3.2a_F

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
A1.2	Reads more complex texts to locate a single piece of information			
A1.2	Follows the main events of descriptive, narrative, and informational texts			
A1.2	Obtains information from detailed reading			
A1.2	Begins to identify sources and evaluate information			
A2.1	Scans to locate specific details			
A2.1	Interprets brief text and common symbols			
A2.1	Locates specific details in simple documents, such as labels and signs			
A2.1	Identifies how lists are organized (e.g. sequential, chronological, alphabetical)			
A2.1	Requires support to identify sources and to evaluate and integrate information			

Task Title: CardGame_I_A1.1_A1.2_A2.1_A2.2_B1.1_B1.2_B2.1_B3.1a_B3.2a_F

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
A2.2	Performs limited searches using one or two search criteria			
A2.2	Extracts information from tables and forms			
A2.2	Locates information in simple graphs and maps			
A2.2	Uses layout to locate information			
A2.2	Makes connections between parts of documents			
A2.2	Makes low-level inferences			
A2.2	Begins to identify sources and evaluate information			
B1.1	Conveys information on familiar topics			
B1.1	Shows an awareness of factors such as social, linguistic, and cultural differences that affect interactions in brief exchanges with others			

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
B1.1	Chooses appropriate language in exchanges with clearly defined purposes			
B1.1	Participates in short, simple exchanges			
B1.1	Gives short, straightforward instructions or directions			
B1.1	Speaks or signs clearly in a focused and organized way			
B1.1	Repeats or questions to confirm understanding			
B1.1	Uses and interprets non-verbal cues (e.g. body language, facial expressions, gestures)			
B1.2	Shows an awareness of factors that affect interactions, such as differences in opinions and ideas, and social, linguistic, and cultural differences			
B1.2	demonstrates some ability to use tone appropriatelY			

10

Task Title: CardGame_I_A1.1_A1.2_A2.1_A2.2_B1.1_B1.2_B2.1_B3.1a_B3.2a_F

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
B1.2	Uses strategies to maintain communication, such as encouraging responses from others and asking questions			
B1.2	Speaks or signs clearly in a focused and organized way			
B1.2	Rephrases to confirm or increase understanding			
B1.2	Uses and interprets non-verbal cues (e.g. body language, facial expressions, gestures			
B2.1	Writes simple texts to request, remind or inform			
B2.1	Conveys simple ideas and factual information			
B2.1	Demonstrates a limited understanding of sequence			
B2.1	Uses sentence structure, upper and lower case, and basic punctuation			

Task Title: CardGame_I_A1.1_A1.2_A2.1_A2.2_B1.1_B1.2_B2.1_B3.1a_B3.2a_F

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
B1.2	Uses highly familiar vocabulary			
B3.1a	Makes a direct match between what is requested and what is entered			
B3.1a	Makes entries using familiar vocabulary			
B3.2a	Uses layout to determine where to make entries			
B3.2a	Begins to make some inferences to decide what information is needed, where and how to enter the information			
B3.2a	Makes entries using a limited range of vocabulary			
B3.2a	Follows instructions on documents			
F	Understands one's role; seeks clarification as required			
F	Recognizes roles of others			
F	Acknowledges and accepts others' perspectives			

Task Title: CardGame_I_A1.1_A1.2_A2.1_A2.2_B1.1_B1.2_B2.1_B3.1a_B3.2a_F

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
F	Demonstrates tolerance and flexibility			
F	Demonstrates a willingness to help others			

This task: Was successfully completed ☐   Needs to be tried again ☐

Learner Comments:

Instructor (print):   Learner (print):

_____   _____

URLs

Pagat.com - Card Game Rules:

- http://www.pagat.com/quartet/gofish.html