

Las mascotas

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Grade: 3rd Grade, Novice-Low, Novice-Mid

ACTFL Standards

1.1 Interpersonal communication

1.2 Interpretive communication

1.3 Presentational communication

3.1 Connections to other disciplines

Equipment Needed: Smart Board, PowerPoint images, teacher-made handouts, clipboards, pencils, color pencils, index cards.

Objective:

1. Students will recognize animal terms by interpreting a PowerPoint presentation and record new vocabulary in personal dictionary.
2. Students apply knowledge of animal terms by asking or telling someone if they have a pet during an interpersonal *Firma por favor* activity in L2 after observing a teacher demo.
3. Students will organize data compiled from the *Firma por favor* activity in order to create sentences by completing the following sentence frame: <student name> *tiene un/una* <pet>.
4. Students will design a book about the pets that their classmates "own", based on the information gathered in the *Firma por favor* activity to earn at least a "check".

Structures: pet vocabulary, *tengo/tiene/tienen, un/una, no tengo*

Learning Activities:

Day 1: Students will be introduced to new vocabulary by echo reading terms and interpreting images during a PowerPoint presentation: 10 animal words (*un perro, una tortuga, un gato, una serpiente, un hámster, un ratón, un pájaro, una araña, and un conejo*). Students will be paired up high/low; high/mid and receive a handout with pictures on the left and words on the right. They will fold paper in half and practice reading vocabulary and deciphering their English equivalents (these are not in same order as images). Then they will only look at the pictures and identify pets in Spanish to the best of their ability. Students will pretend to own these very pets and ask each other: *¿Tienes una* ____? They will respond using: *Si tengo un/una* _____. OR *No tengo un/una* _____. If students do not recall the pet name, they can point to the picture.

Day 2: Teacher will create slips of paper with pet names on it. Students will choose a slip of paper from a bag. This is how they will be assigned at least every target pet term. Students will be given a *Firma por favor* teacher-made handout with each of their names on it – including the teacher's (i.e. bingo board). The handout will contain the following prompt at the top:

Person A: ¡Hola! Me llamo _____. *¿Tienes mascotas?*

Person B: ¡Hola! Me llamo _____. *Si, tengo un/una* _____. *¿Y tú?*

Person A: *Si tengo un/una* _____. -OR- *No, no tengo mascotas.*

Person A: *Está bien. ¡Adiós!*

Person B: *¡Adiós!*

Students will be given explicit instructions on how to proceed and teacher will model. Students will be expected to stay in the target language, ask for each other's signature, document classmate's pet, and engage in same interpersonal activity with the teacher as a sort of exit ticket. After completing their board, they will use this information to complete sentence frames on the back (Ex. *Sarah tiene un/una serpiente*).

Day 3-4: Teacher will have reviewed or graded *Firma por favor* handout and return to students. Students will utilize this very information to write their book. They will be given 5 index cards, folded and stapled. They will create a cover entitled: *Las mascotas*. On the lined side of the book students will select students who have like pets and write a complex sentence (Ex. *Sarah y James tienen una serpiente*). Teacher will model this on the board and then have students arrive to these sentences orally on their own. Teacher will write one example sentence on the board that they can use. After writing these sentences and checking in with teacher students will illustrate their book on the non-lined side of the page. Therefore, if the lined side of the booklet on the left says *Sarah y James tienen una serpiente*, then the right side will have an illustration of a snake.

Differentiation – Pair high/low learner (ZPD); small group with mixed ability; whole group mixer activity; labeled images of pets, projected images on how to draw certain animals

Assessment: **Interpretive** - Students identify the animal from a picture. **Interpersonal** – In pairs, students will ask and answer questions about whether they have a pet or not. **Presentational** – Students will design a mini book containing information about the pets of their peers. Speaking test, comprehension checks, vocabulary quiz, teacher observations.