

Sample Activity Plan – During Reading/Listening/Viewing Lab

Text: *What kind of text did you choose and what is the name of the text?*

Rationale: *Why did you choose this particular text? (How will students benefit from working with it?)*

Objective: *What do you want students to be able to do as a result of this activity?*

Task: *What will students do while reading, listening, or viewing the text?*

Realia/Resources: *What realia or resources will students need in order to complete the task?*

Cooperative Learning Structure(s): *How will you organize students to work together in order to complete the task?*

Grouping Procedures: *How will you group students?*

Modeling: *How will you show students what they are supposed to do?*

Debrief: *How will you check students' comprehension of the text?*

Time Limits: *How much time will you allot to each segment of the activity?*

Extensions: *What kinds of activities based on this one could you use to extend students' learning?*

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Text: Children's Book - *Oye al desierto*

Rationale: Students will benefit from working with this text because it . . .

- Vocabulary → Provides a context (life in a desert climate) for learning the names of animals that live in the desert and verbs that describe common activities in which animals engage)
- Grammar → Exposes students to many examples of present tense verbs
- Culture → Helps students to explore a culturally authentic context of a desert climate (as many Spanish-speakers live in desert climates)
- Connections to Other Disciplines → Offers many opportunities for students to explore other disciplines (such as art and science) through extension activities
- Conceptual Understanding → Develops students' sense of the concept of abundance and diversity of life in the desert

Objective:

Students will make the part of the story they have been assigned comprehensible to the rest of the class by reading it, acting it out with props, and using sound effects.

Task:

- 1) Students will listen to the parts of the story read by the teacher.
- 2) When they hear the name of the animal they have been assigned, students will read and act out their part of the story with props while making make the appropriate animal sound.
- 3) All students will help by chanting and acting out the repetitive refrain of the story.

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Realia/Resource(s):

- Desert – Culturally authentic instruments like castanets, sticks, and wrist drums
- Dove – White feathers
- Fish – Beanie baby fish
- Flashcards for each animal that have the name of the animal in the TL on one side and the sound and action of the animal in the TL on the other side
- Frog – Beanie baby frogs and/or plastic frog with eyes that pop out
- Mouse – Mouse finger puppet
- Owl – Owl mask
- Rain – Spray bottle and/or bubbles
- Snake – Beanie baby snake
- Wind – Colored pieces of cloth or ribbons

Cooperative Learning Structure(s): None.

Grouping Procedures: None required.

Modeling:

- 1) Get a student volunteer to come to the front of the room with the objects s/he has been given (i.e., the spray bottle and the rain card).
- 2) Post the text from one of the pages of the story:

Oye la lluvia. Plaf, plaf, plaf.
Oye la lluvia. Plaf, plaf, plaf.

- 3) Read the 1st sentence aloud:

Oye la lluvia.

- 4) When you get to the noun in the sentence (i.e., *la lluvia*), point to the picture in the book, then signal to a student to act out the word using the prop s/he has been given (i.e., have the student squirt the water into the air so it falls like rain).

- 5) Read the 2nd sentence aloud:

Plaf, plaf, plaf.

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- 6) Encourage the student with the appropriate card (i.e., the rain card) to say that part aloud: *Plaf, plaf, plaf*.
- 7) When you read the 3rd & 4th lines of text on the page, encourage the entire class to participate with you by repeating whatever you read in the 1st and 2nd lines. (You could also divide the class in half and have the first group read the first line and the second group act as the echo.)

Oye la lluvia. Plaf, plaf, plaf.

- 8) When you have finished the story, say: *Oye al desierto* and encourage all of the students to read their cards aloud and act out their part of the story simultaneously.
- 9) Call students to back to attention by shaking maracas.

Debrief:

- 10) After students are quiet, the teacher will point to a student, who will hold up his or her object. The teacher will ask questions such as:
 - o ¿Qué es? (la lluvia) - What is it? (The rain)
 - o ¿Qué hace (la lluvia)? (Llueve) - What does it do? (Rain)
 - o ¿Qué dice (la lluvia)? (Plaf, plaf, plaf) - What does it say? (Plaf, plaf)

 - o ¿Qué es? (la lechuza) - What is it? (The owl)
 - o ¿Qué hace (la lechuza)? (Gruete) - What does it do? (Hoot)
 - o ¿Qué dice (la lechuza)? (Oo, oo) - What does it say? (Oo, oo)

Time Limits:

- Distribution of Materials → 0 minutes (Materials will already be in the center of each table)
- Modeling → 2 minutes
- Activity → 3 minutes
- Debrief → 2 minutes

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Extensions:

- *Communication:*
 - Students could write a clone story (one that follows the pattern of *Oye al desierto*, but with a different theme)

- *Cultures:*
 - Students could learn about the importance of cactus in the daily lives of some Spanish speakers by:
 - Creating a PowerPoint presentation that shows interesting cultural facts about cacti (such as the large size, the custom of carving the names of boyfriends and girlfriends into them, the fact that some are protected by law, etc.)
 - doing a webquest to learn about the traditional uses of cacti in Spanish-speaking countries
 - making and tasting various dishes that call for *nopales* (a type of cactus) as an ingredient
 - reading additional stories such as *El desierto*
 - touching different types of cacti

- *Connections:*

- Students could learn about the science of the desert by exploring questions such as:
 - How and where do plants and animals get food in the desert?
 - How are plants and animals specially equipped to get water in the desert?
 - What are the daily lives of people who live in desert climates like?
 - How are cactus plants used by people who live in the desert?

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- *Comparisons:*
 - Students could compare and contrast the desert climate with others that are typical of Spanish-speaking countries (such as tropical climates).

- *Communities:*
 - Students could learn about local desert climates, visit the desert exhibit at the local zoo, or prepare a special fair or activity about the desert for elementary students to attend