Sample Activity Plan – Oye al desierto/Listen to the Desert

**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?)

**Standards-based Objective(s):** What do you want students to be able to do as a result of this activity?

**Tasks & Time Limits:** What will students do while reading, listening to, or viewing the text and how much time will you allot for each segment?

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

**Cooperative Learning Structure(s):** How will you structure the task to help students work together to complete it successfully?

**Grouping Procedures:** How will you group students?

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

**Debrief/Assessment:** How will you check students' comprehension of the text? How will you find out if students learned anything from the activity and what they need to do next?

**Homework:** What will students do at home to reinforce or practice what they have learned?

**Standards-based Extensions:** What kinds of activities could you use to extend students' learning after they have completed this activity?

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Text: Children's Book – Listen to the Desert / Oye al desierto

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

Communication → uses very simple, repetitive language patterns that students can use to write their own clone stories

Vocabulary → Provides a context (life in a desert climate) for learning the names of animals that live in the desert as well as verbs that describe common activities in which animals engage

Grammar → Exposes students to many examples of present tense verbs

Culture → Helps students to explore the 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

Standards-based Objectives:

- Communication (Interpersonal) – Students will provide information in response to debriefing questions asked by the teacher.

- Communication (Interpretive) - Students will understand and interpret written and spoken language by listening to the story, reading the part of the story they have been assigned, acting it out with props, and using sound effects to make it comprehensible to other students.

- Communication (Presentational) – Students will present information, concepts, and ideas to an audience of listeners or readers when they read and act out the parts of the story they have been assigned.

- Connections – Students will reinforce and further their knowledge of other disciplines through the foreign language by listening to a story about the animals that live in the desert.
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Task:

* Students will listen to the teacher read parts of the story.

* When they hear the name of the animal they have been assigned, students will:
  
  o read the word card they have been given
  o act out their part of the story with props
  o make the appropriate animal sound

* All students will help by chanting and acting out the repetitive refrain of the story.

* At the end of the story, students will play a game.

Realia/Resource(s):

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

Cooperative Learning Structure(s): Small group

Grouping Procedures:

  - Students draw a flashcard from the magic box when they enter the classroom. The flashcard has a picture on one side and the name of the picture in the target language on the other side.
  - Students locate the matching word on the wall and stand by that poster.
  - The teacher then distributes the appropriate realia to each group.
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**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 in the target language:


3) Read the 1st sentence aloud in the target language:

   *Lluvia baila-baila.* - Listen to the rain dance.

4) When you get to the noun in the sentence (i.e., *la lluvia* – the rain), point to the picture in the book, then signal to the students who have that word to act out the word using the props they have been given (i.e., have the students dance like the rain as they squirt the water into the air so it falls like rain).

5) Read the 2nd sentence aloud:

   *Plin, plin, plin.* - Plip, plip, plip.

6) Encourage the students with the appropriate cards (i.e., the rain cards) to say that part aloud: *Plin, plin, plin.* – Plip, plip, plip

7) When you read the 3rd & 4th sentences on the page, encourage the entire class to participate with you by repeating whatever you read in the 1st and 2nd lines.

   Teacher reads: *Lluvia baila-baila.* - Listen to the rain dance.
   Students repeat: *Lluvia baila-baila.* - Listen to the rain dance.
   Teacher reads: *Plin, plin, plin.* - Plip, plip, plip.
   Students repeat: *Plin, plin, plin.* - Plip, plip, plip.

(You could also divide the class in half and have the first group read the first sentence and the second group do the sound effect, or have the first group read both the 1st and 2nd sentences, and have the second group play the echo by reading the 3rd and 4th sentences.)
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 parts of the story simultaneously.

9) Call students to back to attention by shaking maracas and have students sit in a circle with their objects in front of them and with the teacher in the center of the circle.

Debrief/Assessment:

10) After students are quiet, the teacher will call out the name of an object from the story.

11) Students who have that object must stand up, make the sound effect, and then trade places. [Older learners can say the verb as they move from one place to the other. So for example, if my object is the rain - la lluvia, when the teacher calls, "La lluvia," I must:

   o Stand up
   o Say, "Plin, plin, plin" (the sound effect)
   o Then dance over to a new spot with my object while I say, "Baila, baila" (the verb)]

12) After several rounds of the game, have students switch objects and play again with their new objects.

13) The teacher can check for comprehension by pointing to a student, who will hold up his or her object. The teacher will ask either/or questions and other students will respond:

   o ¿Qué es, la lluvia o la lechuza? - What is it, the rain or the owl?
   o ¿Qué dice (la lluvia)? (Plin, plin, plin) - What does it say? (Plip, plip)
   o ¿Qué hace (la lluvia)? (Llueve) - What does it do? (Dances)
   o ¿Qué es, la paloma o la lechuza? - What is it, the dove or the owl
   o ¿Qué dice (la paloma)? (Currucú) - What does it say? (Coo, coo)
   o ¿Qué hace (la paloma)? (Arrulla) - What does it do? (Coos)
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Homework: Model for students how to teach the names of the animals to their parents and to match the animals with their names and actions on the worksheet. Tell them that they will use this to play a game tomorrow.

Options for Recording Student Performance:

- Checkmarks on laminated seating chart with a dry erase marker.
- Moving popsicle sticks from one container to another

Time Limits: This activity will take approximately 25 minutes.

Distribution of Materials → 2 minutes  (Materials will already be in the center of each table)
Modeling → 3 minutes
Activity → 10 minutes
Debrief → 10 minutes

Standards-based Extensions:

Communication:

* Interpersonal - Students will provide and obtain information and exchange opinions by participating in a mixer game, and by videoconferencing with an expert in the animal life of desert climates in the target language.

* Interpretive – Students will understand and interpret written and spoken language by reading, listening to, or watching other stories about life in desert climates such as *El desierto*.

* Presentational - Students will present information, concepts, and ideas to an audience of listeners or readers by writing a clone story (one that follows the pattern of *Oye al desierto*, but with a different theme), making a PowerPoint presentation of it, or recording it with Audacity software or iMovie, and then posting it on the class blog or broadcasting it as part of the weekly class podcast or vodcast.
Cultures:

Students will demonstrate an understanding of the relationship between the products, practices, and perspectives of the culture studied by:

* Creating a PowerPoint presentation that shows interesting cultural facts about the importance of cacti in the lives of some Spanish-speakers (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, and then presenting that information to their peers in a one-minute video

* Using iMovie to produce a cooking show during which they make and taste various dishes that call for nopales (a type of cactus) as an ingredient

Connections:

Students will further and reinforce their knowledge of the science of the desert by using the Internet to acquire images and information in the target language regarding 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?

Comparisons:

Students will demonstrate understanding of the concept of culture by using online graphic organizer templates to compare and contrast the ways in which the cultural products and practices of desert climates differ from those of other climates that are typical of Spanish-speaking countries (such as tropical climates).
Communities:

Students will participate in multilingual communities at home and around the world by visiting the cactus exhibit at the botanical gardens, taking a virtual tour of the desert exhibit at a zoo located in a country where the target language is spoken, or preparing a special fair or activity about the desert for younger students to attend.