

Mi mascota acuática (“My aquatic pet”)

Lesson Plan for Spanish I (Grade 8 or 9)

Prepared by Chris Anama-Green

Time Required

One 72-minute class period.



Lesson Overview and Purpose

In this lesson, students will practice describing likes and dislikes in Spanish from the perspective of the classroom pet fish. Students will describe what the fish (and other aquatic animals) “like” and “don’t like” to do using activity words from unit 3. Real-world and intercultural connections will be made by integrating a virtual field trip to “Oceanogràfic València” in Valencia, Spain, which is the largest aquarium in Europe.

Kentucky World Language Standards

1. **NH.C.1.IR/IL.Q2 Conversations and Discussions:** I can understand familiar questions and statements from simple sentences in conversations.
2. **N.ICC.1.INV.Q1 Products:** In my own and other cultures, I can identify some typical products related to familiar everyday life.
3. **N.ICC.1.INV.Q2 Practices:** In my own and other cultures, I can identify some typical practices related to familiar everyday life.
4. **NL.C.3.PW/PS.Q3 Inform or Describe:** I can name very familiar people, places and objects using practiced or memorized words and phrases, with the help of gestures or visuals.

Student-Friendly “I CAN” Statements (Objectives)

1. I can understand questions about someone’s likes and dislikes in Spanish.

2. I can describe someone's likes and dislikes in Spanish.
3. I can identify cultural products and practices in an aquarium in Valencia, Spain.

Materials Needed

1. Classroom pet (aquarium with fish)
2. Computer with projector and internet connection

Lesson Activities

Bell Ringer: 4-5 minutes

Upon entering the room students will take their seats and begin working on the bell ringer to assess their prior knowledge. The bell ringer will contain the following questions, which are based on content (likes/dislikes/activities) practiced during previous class periods:

- 1) ¿Qué te gusta comer?
- 2) ¿Te gusta nadar?
- 3) ¿Le gusta cantar Shakira?
- 4) ¿Cuándo te gusta desayunar?

Questioning: 10-15 minutes

The instructor will project several activity words (with visuals) onto the screen for students to reference during questioning. The instructor will ask students questions such as:

- ¿Qué le gusta hacer el pez? (*What does the fish like to do?*)
- ¿Qué no le gusta hacer el pez? (*What does the fish not like to do?*)
- ¿Cuándo le gusta comer el pez? (*When does the fish like to eat?*)
- ¿Prefiere nadar o correr el pez? (*Does the fish prefer to swim or run?*)

Students will be encouraged to add more detail to their answers when possible. Each student will have a chance to practice answering questions out loud. Questioning time will be adjusted based on student performance.

Think-pair-share: 10-15 minutes

Students will be paired off and given time to brainstorm activities that the classroom pet may “like” or “dislike” in Spanish. Each student will ask each other a few simple questions following the questioning model practiced earlier. Questions may be something like: “¿Le gusta comer?” or “¿Qué no le gusta hacer el pez?” The instructor will monitor student progress and adjust activity time accordingly. As students are practicing speaking with each other, the instructor will circulate the room to formatively assess student conversation in Spanish.

Likes/Dislikes Activity: 10-15 minutes

Students will be given time to independently come up with five likes and five dislikes for the classroom pet (a total of 10 sentences). For each sentence, students will include the fish’s name or “el pez” followed by “le gusta” or “no le gusta” and an activity word. Students will be encouraged to add relevant details such as when (i.e. “en la mañana” *in the morning*), where (i.e., “en su acuario” *in its aquarium*), or how often (i.e., “mucho” *a lot*). Students can use the Spanish activity words provided in Unit 3 of the book as well as any Spanish activity words they already know.

The instructor will monitor student progress and adjust activity time accordingly. At the conclusion of the activity each student will choose one “like” and one “dislike” to share out loud in Spanish. The 10 sentences will be turned in at the end of class and assessed by the instructor.

Field trip: 15-20 minutes

The instructor will share with students that they will now observe a much larger aquarium than the classroom aquarium -- in fact, they will get to see the largest aquarium in Europe!

Using the See-Think-Wonder routine (described on Harvard’s Project Zero page: http://pz.harvard.edu/sites/default/files/See%20Think%20Wonder_2.pdf), students will participate in a virtual field trip to the Valencia Aquarium. Before beginning the virtual field trip, students will be asked to draw three columns on their paper for **See**, **Think**, and **Wonder**. Students will be

reminded to keep the following questions in mind as they participate in the virtual field trip:

- What do you **see**?
- What do you **think** about that?
- What does it make you **wonder**?

As students observe different aspects of the field trip they will jot down comments in the three columns of their paper. The field trip will be projected onto the whiteboard: <https://www.youtube.com/watch?v=TSIXpPdByzA>

The following sections of the aquarium tour will be included:

- Introduction scene (outside)
- Oceans underground area (10:10)
- Grey reef/sharks/stingrays (10:59)
- Oceanarium walkthrough tunnel (11:38)
- Arctic underground area (16:27)
- Various Species of Fish (30:48)
- Coral Fish (38:07)
- Common Jellyfish (41:03)

After watching, students will be given a few minutes to finish their see-think-wonder tables. Each student will share one observation (students will be encouraged not to repeat observations already shared by other students).

Wrap-Up / Exit Ticket: 3-4 minutes

Students will answer a modified 3-2-1 exit ticket about their experience.

- 1) Answer in Spanish: ¿Qué le gusta hacer el pez?
- 2) Answer in Spanish: ¿Qué no le gusta hacer el pez?
- 3) Write three things you learned about the aquarium in Valencia.
- 4) Write two questions you have about today's lesson.
- 5) What would you like to learn more about?

Assessment (Checking for Student Understanding)

Student understanding of the content will be assessed as follows.

1. **Bell Ringer (formative):** student knowledge of activity words in Spanish will be assessed through a bell ringer and short discussion at the beginning of class.
2. **Questioning (formative):** student understanding of spoken activity-related questions in Spanish will be assessed through whole-class questioning.
3. **Think-pair-share (formative):** the instructor will observe and listen to student conversations with partners to formatively assess interpersonal speaking in Spanish related to activity words and likes/dislikes.
4. **Likes and dislikes activity (summative):** student understanding of how to describe others' likes and dislikes in Spanish will be assessed through the "aquarium fish likes/dislikes" activity.
5. **Intercultural connections field trip (summative):** student observations of cultural products and practices related to the Valencia Aquarium will be summatively assessed by the instructor.
6. **Exit Ticket (formative):** student understanding from the day's will be reviewed with an exit ticket. The instructor will review student responses and modify the following day's lesson based on these responses.