



pets in the
classroom

Mi mascota acuática

("My aquatic pet")

Adapted from	Lesson Plan "Mi mascota acuática" Chris Anama-Green
Pet: Designed for aquatic pets, but could be easily adapted to other pets	Class: 6-9

Brief Overview: 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. Easily adapted to other grade and pets and language	Lesson Breakdown Lesson 1: Activity Words Lesson 2: Virtual Field trip Lesson 3: Story writing
Essential Question How can we describe the preferences and dislikes of the classroom pet fish in Spanish, using action words and making connections with the real world and culture through a virtual field trip to the Oceanogràfic de València in Spain?	

Subjects <input type="checkbox"/> Science <input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> STEM <input type="checkbox"/> Art <input checked="" type="checkbox"/> Other: World Language, Spanish	Stem Connections Science: Technology: Engineering: Math:
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Performance Expectations/ Standards 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.

I CAN statements

- understand questions about someone's likes and dislikes in Spanish.
- describe someone's likes and dislikes in Spanish.
- identify cultural products and practices in an aquarium in Valencia, Spain.

Materials

Classroom pet (aquarium with fish)
Computer with projector and internet connection
Computers with access to the internet

Teacher Background

This lesson utilizes the See-Think-Wonder routine (described on Harvard's Project Zero page: http://pz.harvard.edu/sites/default/files/See%20Think%20Wonder_2.pdf)

The See, Think, Wonder routine is a way to encourage students to think carefully about things they see. It can be used with any object or topic. To use the routine, ask students to share what they see, what they think about it, and what they wonder. Students should try to back up their interpretations with reasons.

Lesson 1: Likes and Dislikes

Time	Materials	Activity
4-5 mins		<p>Bell Ringer: The bell ringer will contain the following questions, which are based on content (likes/dislikes/activities) practiced during previous class periods:</p> <ol style="list-style-type: none"> 1) ¿Qué te gusta comer? 2) ¿Te gusta nadar? 3) ¿Le gusta cantar Shakira? 4) ¿Cuándo te gusta desayunar?
10-15 mins		<p>Questioning: 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:</p> <ul style="list-style-type: none"> • ¿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?) <p>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.</p>
10-15 mins		<p>Think-pair-share: 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?”</p>
10-15 mins		<p>Likes/Dislikes Activity: 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</p>

		<p>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. At the conclusion of the activity each student will choose one “like” and one “dislike” to share out loud in Spanish.</p>
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Lesson 2: Virtual Field Trip		
Time	Materials	Activity
45 mins	<p>Computers with access to the internet</p> <p>Oceanografic Valencia. Largest Marine Park of Europe - Spain [4K HDR] Walking Tour</p>	<p>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!</p> <p>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:</p> <ul style="list-style-type: none"> • What do you see? • What do you think about that? • What does it make you wonder? <p>As students observe different aspects of the field trip they will jot down comments in the three columns of their paper.</p> <p>The field trip will be projected onto the whiteboard: The following sections of the aquarium tour will be included:</p> <ul style="list-style-type: none"> • Introduction scene (outside) • Oceans underground area (10:10) • Gray 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) <p>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</p>

		repeat observations already shared by other students).
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Lesson 3: Story Writing		
Time	Materials	Activity
30 mins		Students will create a short story in Spanish about their class pet's trip to the aquarium.
15 mins		Have students share their stories with a peer and make corrections as necessary.

Differentiation
<p>Visually impaired students:</p> <ul style="list-style-type: none"> • Tactile resources: Provide textured representations of aquatic animals and the aquarium environment using raised surfaces, different fabrics, or even model figures. • Audio descriptions: Create detailed audio descriptions of the virtual field trip to Oceanogràfic, including descriptions of exhibits, animal movements, and environmental sounds. • Braille resources: Offer Braille translations of key vocabulary related to likes/dislikes, activity words, and aquarium features. • Assistive technology: Utilize screen readers, magnification software, or audio guides available at the virtual aquarium website. • Descriptive partner work: Encourage sighted students to partner with visually impaired students, describing visuals and sharing observations during the virtual field trip. <p>Students with special needs:</p> <ul style="list-style-type: none"> • Multiple representation and activities: Offer various ways to showcase likes/dislikes and activity words, such as drawing, acting out, creating short stories, or building mini-aquariums. • Graphic organizers and templates: Provide visual organizers for likes/dislikes and activity words to help with sentence structure and vocabulary usage. • Chunked activities and breaks: Break down the virtual field trip into shorter segments with opportunities for movement breaks and focus shifts. • Sensory integration: Incorporate movement activities, calming sensory tools, or fidget toys to support focus and engagement. • Differentiated instruction and scaffolds: Adjust the level of complexity and

vocabulary based on individual needs and learning styles. Offer scaffolds like sentence starters or pre-prepared phrases for describing animals' activities.

- Positive reinforcement and scaffolding: Provide frequent praise and encouragement, and offer scaffolding and support to help students overcome challenges.

For students who need an extra challenge:

- Describe a **specific fish**: Challenge students to choose a specific fish species they learned about during the virtual field trip and write a detailed description from its perspective, using likes/dislikes and activity words in Spanish. Encourage them to consider specific features of that fish and incorporate those details into their descriptions.
- **Design a "fishy friend"**: Challenge students to design their own fictional aquatic animal, describing its appearance, personality, and favorite activities using Spanish vocabulary. They can even draw or create a model of their "fishy friend" to share with the class.
- **Write a fish song or poem**: Encourage students to express their understanding of fish behavior and preferences through creative writing. They can write a song or poem from the perspective of a fish, using likes/dislikes and activity words in a rhythmic or rhyming way.
- **Compare and contrast**: After exploring different aquatic animals during the virtual field trip, challenge students to compare and contrast the likes/dislikes and activities of various species. They can create Venn diagrams, charts, or short presentations to showcase their findings.

Assessment

Category	4 Points (Exemplary)	3 Points (Proficient)	2 Points (Developing)	1 Point (Emerging)
Creativity and Originality:	Story features a unique and engaging plot with unexpected twists or humorous events. The fish's perspective is clearly established and consistently maintained throughout the story.	Story shows some creativity and plot development, but may lack originality or rely on predictable elements. The fish's perspective is mostly clear.	Story lacks significant originality or plot complexity. The fish's perspective may be inconsistent or underdeveloped.	Story is unimaginative and lacks a clear plot or structure. The fish's perspective is absent or poorly defined.
Vocabulary and Grammar:	Uses a wide range of appropriate Spanish vocabulary related to aquariums, fish, and emotions. Sentences are grammatically accurate and demonstrate sentence variety.	Uses appropriate Spanish vocabulary, but may be limited in scope or variety. Some minor grammatical errors may be present.	Uses limited Spanish vocabulary and may rely on basic phrases. Occasional grammatical errors may hinder understanding.	Spanish vocabulary is inaccurate or insufficient. Frequent grammatical errors make the story difficult to understand.
Descriptive Language and Sensory Details:	Vividly describes the aquarium environment, showcasing sights, sounds, and even textures from the fish's perspective. Uses strong verbs and adjectives to paint a clear picture.	Describes the aquarium environment adequately, but may lack sensory details or vivid language.	Descriptions are basic and lack detail. Sensory elements are missing or poorly employed.	The story lacks descriptive language and fails to convey the aquarium setting or the fish's experience.

Character Development and Dialogue:	The fish character displays distinct personality traits and emotions throughout the story. Dialogue, if present, is natural and consistent with the fish's character.	The fish character shows some personality and may react to events, but may lack depth or consistency. Dialogue, if present, is somewhat stilted or inconsistent.	The fish character lacks strong personality traits or emotional response. Dialogue, if present, may be unrealistic or forced.	The fish character is underdeveloped and shows no real personality or emotional response. Dialogue is absent or unconvincing.
Overall Presentation and Cohesion:	Story is well-organized with a clear beginning, middle, and end. Transitions between events are smooth and logical. The writing is engaging and holds the reader's attention.	Story has a clear structure, but transitions may be slightly awkward or pacing uneven. Writing is generally engaging, but may have minor flaws.	Story structure is weak or confusing. Transitions are abrupt or lacking. Writing may be choppy or difficult to follow.	Story lacks a clear structure and direction. Transitions are absent or illogical. Writing is unclear and uninteresting.

Extension

- Create a **fish interview**: Divide students into pairs and have them prepare questions for each other as if interviewing a classroom fish or an inhabitant of Oceanogràfic. They can then take turns interviewing and responding using likes/dislikes and activity words in Spanish.
- **Research project**: Encourage students to choose a specific topic related to fish or aquatic life, such as fish communication, coral reef conservation, or endangered species. They can research their chosen topic and present their findings to the class using Spanish vocabulary and multimedia resources.
- **Creative writing challenge**: Have students write a short story, comic strip, or mini-adventure from the perspective of a fish overcoming a challenge or exploring their environment. This can be a fun way to expand on their understanding of fish behavior and use Spanish vocabulary creatively.
- **Public service announcement**: Challenge students to create a short video or presentation raising awareness about an environmental issue impacting fish or

ocean health. They can use Spanish vocabulary and persuasive language to advocate for positive change.

- **Connect with a Spanish-speaking class:** Arrange a virtual exchange with a Spanish-speaking class with classroom fish or explore similar aquatic learning projects. This can foster intercultural connections and allow students to practice their Spanish communication skills in a real-world context.