

Your name Melanie Forehand

Source (authentic material-s) URL:

- 1) <https://spanishlistening.org/content/411-salvador-salvador-perrogato.html>
- 2) <https://spanishlistening.org/content/014-adelina-spain-animales.html>
- 3) <https://spanishlistening.org/content/054-graciela-costarica-animales.html>

Brief description of authentic source: The people from Latin America and Spain talk about whether they prefer dogs or cats.

Listening/ Reading Activity

Instructions: Listen to the first video twice, then listen to the second video twice, listen to the third video twice. As you listen to the videos please fill in the chart on your (imaginary) worksheet. You should note their names, where they are from, whether they like cats or dogs, and the reason for their preferences.

	Level	Novice/intro	Time	Video: 3 mins total (1 min each)	
Theme/Topic	Animals, Preferences				
STANDARDS	LESSON OBJECTIVES				
What are the communicative and cultural objectives for the activity?	To practice listening comprehension with an emphasis on interpretive skills, present audio of regional accents, and reinforce lexical content related to domestic pets and preferences. Learner will practice recognizing key words and cognates (ACTFL World Readiness- interpretive mode). Learner will compare their opinion with the opinions from the videos (ACTFL 5Cs- comparisons)				
Activity Sequence	Activity What do the learners do? What does the teacher do? Include all details and steps for each activity		Time* How many minutes does this activity take?	Materials/Resources/ Technology Be specific. What materials will you develop? What materials will you bring in from other sources? What tools will you use?	
Gain Attention / Activate Prior Knowledge	Teacher: Pre-listening activity-		5	Google docs for groups of three Discussion Board	

	<p>Using our vocabulary list of animals, we will make a list of common pets in small group google docs in target language.</p> <p>I will then ask students to complete a series of questions about: if they have pets? What pet do they have? Questions will include guiding vocabulary to aid in comprehension of listening exercise. For example: I will ask what tamaño (size) the pet is.</p> <p>Learners: Pre-listening activity- working together they will add to the google doc</p>		Textbook
Activity 1:	<p>Teacher: Listening activity- I will distribute a worksheet with a transcript and chart as part 2 of the lesson. Student will need to view video 3 times. Rather than playing each video one after the next and then repeating the videos again (123, 123, 123), I'll suggest that students play each video three times before moving to the next video (1,1,1,2,2,2,3,3,3). As they listen, students will follow along with the transcripts provided. After hearing the videos for the first time, students should try to answer the questions. During the second playing, I will ask students to stop the video as needed and try to answer the questions with more detail. The third viewing should be to check for correctness.</p> <p>Chart similar to chart on p. 84 <i>Language Learning with Technology</i></p>	10	Computer Video file links Transcript Chart worksheet
Elicit Performance / Provide Feedback	<p>Teacher:</p> <p>Part three- Ask students to write short sentences in the third-person singular with information from their charts. Ex. What is his name? His name is Salvador. Where is Graciela from? She is from Costa Rica. What does Adelina prefer? She prefers cats.</p> <p>Learners: Learners will report information from the video in the third person. They may also post questions if they need clarification.</p>	3	Discussion board
Closure	Teacher: Part 4-	7	Survey function on LMS

	<p>Provide students with a survey question: Do you prefer dogs or cats? Why?</p> <p>Have students report results after the survey.</p> <p>Learners: Learners will respond to the survey with their preference and explain why.</p> <p>Students will then report what the class preference is.</p>		
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Modified from: ACTFL Lesson Plan Template