**TASK SERIES 2**

Target task 2: Sharing information

Grades 3-5

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| **Task 2.3. ¿Tienes?**  Before lesson prep   * Create your own [¿Tienes? sheet](https://docs.google.com/document/d/12WNiQ619mkOyuHewzCMyFwU70W89DtxGysLKrJPkFXQ/edit)   Materials needed:   * Glue sticks * ¿*Tienes*? [Handout](https://docs.google.com/document/d/12WNiQ619mkOyuHewzCMyFwU70W89DtxGysLKrJPkFXQ/edit) printed on two sheets (not back to back) |
| For students:  **Communicative goal**: Get to know your classmates: Via the corner game, go to the correct corner and find a person you share something common with.  **Non-linguistic goal**: Celebrate diversity; highlight differences as something to learn from.  **Real world applicability:** When getting to know someone it is important to ask someone questions about their life. In this task, students practice asking someone they do not know well questions in the target language using the verb “tener” and target vocabulary in order to get to know someone better.  For the teacher:  **Anticipated linguistic resources**:  For 3-5 *Tengo*; *soy.* Have students compare and contrast information on their *¿Tienes? student* sheets  **Broad range of target vocabulary**: tener, ser, *pelo, ojos, bajo/baja, moreno/morena, rubio/rubia, pellirojo/pelliroja, negro/negra, verde(s) + family vocabulary (e.g. tía/tío, abuela/abuelo, prima/primo, etc.).*  For DLI/fluent speakers:Have students complete the written component.  **[FYI] Cognitive complexity variables**: +here-and-now; +perspective taking +number of elements; two-way information flow with multiple partners |

**Task 2.3 *¿Tienes?***

**(total time to complete: approx. 35-50 minutes)**

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| **Task Phase** | **TEACHER GUIDE FOR STUDENTS GRADE 3-5** | **Time** |
| **PRE-TASK Overview** | **In the pre-task phase, you will review the vocabulary from the prior two weeks as well as introduce/review *tienes*. Follow the steps below.** | **Pre-task total: 8-10 min** |
| ***Pre-task***  ***Step 1*** | Review slides 1-30 in the [PowerPoint](https://docs.google.com/presentation/d/1bcNfdkEJndkMkmRTO2hcWO2Ck8sNvfvC/edit#slide=id.p1) | **8-10 min** |
| ***Pre-task***  ***Step 2*** | Using your [sheet](https://docs.google.com/document/d/12WNiQ619mkOyuHewzCMyFwU70W89DtxGysLKrJPkFXQ/edit), go around the room and ask students *¿Tienes X?* Respond with, *Sí, tengo X* or *No, tengo Y.* | **1-2 min** |
| **TASK CYCLE**  **Overview** | **During the task cycle, students respond to the prompts describing themselves and find others who share those characteristics.** | **Task cycle total: 9-14 min** |
| ***Task Step 1*** | Explain the different corners of the room to the students (e.g., you can give them numbers or colors etc..) | **1-2 min** |
| ***Task Step 2*** | Model playing the corner game to the students. For example, prompt students with ¿Tienes perro? Va al rincón azul. ¿Tienes gato? Va al rincón rojo. Yo, personalmente, tengo perro. Voy al rincón azul (walk over). Maybe ask 1 or 2 other students the question and have them go to the assigned corners so they know how the game goes. | **3-5 min** |
| **Task Step 3: Planning** | Tell students who have X (e.g. un perro) to go to X corner of the room (or near a certain color/object) while students who have X (e.g. un gato) go to a different corner, and students who have another X (e.g. animal) go to a different corner. Students notice who they have similarities with. You can also prompt them to say *Tengo gato. Mackenzie también tiene gato. ¡Tenemos gatos!* | **5-7 min** |
| **TASK REPORT**  **Overview** | **For the report phase, students share what they remember about their classmates- who has X eyes (same as them), who has Y eyes (different), etc. Then, using what they remember, the class will have to work together to solve a partner puzzle where 3 students have to find their “perfect class partner” based on a list of pre-specified criteria.** | **Task report total: 18-20 min** |
| ***Task Report Step 1*** | Come together as a class and ask about which students have similar family members/pets in common. Have students look at their sheets as you ask about each characteristic (For example: *¿Quién tiene ojos azules?*, *¿Quién tiene ojos marrones?*). Then move on to unifying questions such as *¿Quién tiene ojos?* to show that everyone has something in common. | **5-7 min** |
| ***Task Report***  ***Step 2*** | Ask for three student volunteers. Give each volunteer a unique partner checklist that includes characteristics describes another student in class (the teacher should prepare these earlier in the class period when the students are sharing different information about themselves in the Task Cycle Step 2). The volunteers told they must find their perfect “match” by asking questions of their remaining peers one at a time.  For example, the criteria might be “…has one dog AND one cat, has brown hair, has green eyes, has a yellow shirt) | **3-4 min** |
| ***Task Report***  ***Step 3*** | Each of the volunteers take turns asking one question at a time of another student in the class (that they choose). The volunteers are racing to find their perfect match before the other two volunteers. The person who can locate their perfect match in the fewest number of questions “wins”. | **10 min** |
| **POST-TASK: LANGUAGE FOCUS**  **Overview** | **The teacher will overview the relevant grammar and vocabulary with students.** | **Post-task total: 7-11 min** |
| ***Post-task  Step 1:* Language focus** | Make sure students can respond to *¿Tienes?* with *Tengo...* as a class. | **2-3 min** |
| ***Post-task Step 2:* Analysis** | Lead a review of the language and forms that students used to complete the task.  Emphasize *tengo*, *tienes*, *tiene* | **2-3 min** |
| ***Post-task  Step 3:* Practice** | Using [slide](https://docs.google.com/presentation/d/1bcNfdkEJndkMkmRTO2hcWO2Ck8sNvfvC/edit#slide=id.p1) 31 of the ppt, class reviews pictures of diverse cartoons talking about the characteristics of the individuals (*tiene*…. And final slide...¡*tenemos!*)  **Additional robust post-task practice:** Time permitting, have students go around the room and walk up to someone and ask them a question about themselves. Encourage them to do this until they have found someone that they have something in common with (e.g., Tengo ojos verdes, Molly también tiene ojos verdes). | **3-5 min** |
| **LESSON CONCLUSION** | Review [(slides 32-3):](https://docs.google.com/presentation/d/1bcNfdkEJndkMkmRTO2hcWO2Ck8sNvfvC/edit#slide=id.p1) What we learned today + how you can practice in your community. | **5 min** |