

Leigh Bruce
2-5-02
Hardaway High School

El imperfecto

Objectives: Students will be able to:

1. recognize and respond to two grammatical forms: 3rd person plural of the imperfect and 3rd person plural of the present indicative. (listening and reading)
2. recall and use these two grammatical forms. (speaking and writing)

*The students have the ability to comprehend the plural form because they have already learned the singular forms of the imperfect. They will also be able to infer that we are comparing what young people did during different time periods and what young people do today.

Input Procedures:

I will introduce the 3rd person plural form of the imperfect by talking about what my parents and grandparents did when they were younger. I will contrast each activity that they did with what kids do nowadays. I will ask questions for comprehension such as yes/no, either/or, and tag questions. I will also list some comparisons for which I have no pictures. After asking several comprehension questions, I will erase the words from under the pictures (BUT I WILL LEAVE "Mis padres", "Mis abuelos", and "Los jóvenes de hoy" UNDERNEATH THE PICTURES) and ask more open-ended questions like ¿Mis abuelos miraban TRL? "no" ¿Qué hacían mis abuelos?

Materials

- photos of my parents and grandparents and drawings of actions
- magnets (so the pics will stick to the board)
- handouts with activities listed in lesson plan

Input activity from 1:

	The grandparents of	The parents of	Young people
	Ms. Bruce	Ms. Bruce	today
1. They listened to music by Eric Clapton.	()	()	()
2. They listened to music by Glenn Miller.	()	()	()
3. They worked after school and			
during the summers of the Depression.	()	()	()
4. They listened to music by Linkin Park.	()	()	()
5. They attended school and didn't have to work.	()	()	()
6. They had to walk seven miles to get to school.	()	()	()
7. They earned 20 cents an hour.	()	()	()
8. They like the movie "The Fast and the Furious."	()	()	()

- | | | | |
|--|-----|-----|-----|
| 9. They played tennis everyday. | () | () | () |
| 10. They surf the Internet. | () | () | () |
| 11. They were members of the student government. | () | () | () |
| 12. They read Harry Potter books. | () | () | () |

Now students will fill in a cloze activity as the teacher reads a passage to them. The teacher will read it 3 times, so each will have ample time to complete the activity. This is a reading activity that allows the student to pay attention to the meaning of the verbs in the imperfect, but the information they are filling in does not divert their attention from the meaning of the passage.

Input activity 3:

I will now describe to you what my grandparents and my parents did when they were young. Fill in the blanks with the correct words. I will read the passage three times.

When my _____ were kids, they attended school, but they have to _____ after school because they lived during the Depression. When they worked, my grandparents earned _____ cents per hour! My parents did not have to work after school. But they played _____ and were members of _____ government. My grandparents were not able to go to a university. But my parents attended Auburn University. To me it is interesting that my grandparents listen to music by _____ and my parents listen to music by _____ and _____. My grandparents and parents grew up in two _____ worlds.

Picture of her parents was here

Script for the above cloze activity:

When my grandparents were kids, they attended school, but they have to work after school because they lived during the Depression. When they worked, my grandparents earned 20 cents per hour! My parents did not have to work after school. But they played tennis and were members of student government. My grandparents were not able to go to a university. But my parents attended Auburn University. To me, it is interesting that my grandparents listen to music by Glenn Miller and my parents listen to music by Eric Clapton and Led Zepplin. My grandparents and parents grew up in two different worlds.

Input activity 4:

It's probable, or not?

Decide if the following statements about la Srta. Bruce are true or not. She wants to know if you have been paying attention to the stories she told you about her family. After each statement that she makes, decide if it is probable or not by selecting **It's probable** o **It's not probable**.

	It's probable	It's not probable
1. My grandparents played videogames.	()	()
2. My parents walked to school.	()	()
3. My grandparents lived in the country.	()	()
4. My grandparents attended the University of Georgia.	()	()
5. My parents went to Eric Clapton concerts.	()	()
6. My grandparents worked after school.	()	()
7. My grandparents had a lot of money in childhood.	()	()
8. My parents played tennis after school.	()	()
9. My grandparents listened to music by Led Zeppelin.	()	()
10. My parents were members of the student government.	()	()

What do you all think?

Do you think my parents or grandparents had a better childhood? A different childhood?

Why?

Output procedures:

Output 1:

Students will list 3 activities that their grandparents and parents did when they were younger. The students' homework from last night was to find out this information.

Step 1: Write 2 things your parents did when they were younger and 2 things your grandparents did when they were younger. Write this in the left column. Do this step by yourself.

The activities that they did	My grandparents	My parents
Example: My parents went to Woodstock.		
1. _____	Yes/No _____	Yes/No _____
2. _____	Yes/No _____	Yes/No _____
3. _____	Yes/No _____	Yes/No _____
4. _____	Yes/No _____	Yes/No _____

Step 2: Now compare your family's activity with that of one of your classmates. If your classmate's grandparents or parents did the same thing as the activity your classmate has listed, circle **Yes** under **my grandparents** or **my parents**. If your parents or grandparents did not do the same activities that your classmate has listed, circle **No** under **my grandparents** or **my parents**. Then have your classmate sign in the blank that follows **yes** or **no**.

Output 2:

Students will write a short paragraph based on the information gleaned from the information above.

Based on both your family's activities and your classmate's family's activities, write a short paragraph comparing your family activities and his or hers. Use connectors such as y (and), pero (but), and también (also) to link your sentences.

Rubric:

Did you write at least 4 sentences? _____/5

Did you use correct spelling and grammar? _____/5

Did you write in discourse format using the connectors listed above? _____/10

Total _____/12