

Ashley Kracke

Lesson Plan

Third Person Singular Present Tense Verbs

Objective:

Students will be able to identify and use, both orally and in writing, third person singular present tense verbs.

Materials Used:

Magazine pictures
Construction paper
Labels
Tacks or magnets
Student sheet with vocabulary clip art
Structured input activity sheets
Comic Strips
Note cards

Procedures:

Input:

Comprehensible Input: I will tell two different stories about the routines of two very different people: my best friend and my sister. I will use picture file pictures to describe what their routines are everyday. I will be using present tense third person singular form of verbs that they already know as infinitives. During the comprehensible input there will be comprehension questions to compare and contrast the two people. After I have finished telling the routines, I will give a short grammar explanation. I will ask them if they recognized the verbs and what form that they had learned them in. Then I will ask if they see a difference in what they learned previously (infinitive) and what they see now. Once they identify that for most verbs they saw that the r at the end was dropped then I will explain to them that this is the third person singular form of the present tense.

Activity 1: Input: Listening. Students will listen to the description of someone's daily routine. They will have clip art pictures on their activity sheet and they will order them based on what they hear.

La rutina de Elena: Cada día, corre a las seis. Luego, cocina el desayuno. Después, lee su libro favorito. Finalmente, ve la tele por dos horas.

La rutina de Carlos: Es muy activo cada día. Primero, monta en bicicleta con su padre. Luego, estudia para las clases. Después, juega el fútbol con sus amigos. Finalmente, descansa a las nueve.

La rutina de José: Cada día, nada muy temprano. Luego, va al parque con su perro. Después, dibuja para su clase de arte también. Más tarde, habla por teléfono con su novia.

Activity 2: Input: Reading. The students will read a short paragraph of someone's daily routine and they will draw the four pictures of what that person is doing on their sheet. There will be three different descriptions, so each student will not have the same one. To summarize, I will have a couple of students bring their drawings up to the front and to show the class, and I will read the description as the class checks the pictures.

Activity 3: Output: Writing. I will have 8 different pictures taped to the walls around the room with their names. Students will have to look at each picture and write a sentence for each of the pictures using the new verb form that they learned today. To summarize, I will ask for several volunteers to write a sentence on the board and the class will determine which picture each volunteer wrote about.

Activity 4: Output: Speaking. The students will be given short comic strips with 5 pictures of a daily routine and their partner will have to choose from 8 different pictures. The person with the comic strip will have to tell their partner the routine depending on what they see on their strip and the partner will order their pictures based on what they hear. Then the partner will retell the story back to make sure they have the correct order. The students will need to use connector words and the third person form of the verbs. Once they do this, then they will reverse roles. After each group is finished, the groups will swap so that they have a different set of strips and cards and they will do it again.

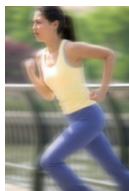
Activity 5: Output: Writing, Homework. Students will write a paragraph describing one of their parent's daily routines. They must use at least 4 verbs and 3 connector words.

Student Activity Sheet

Actividad 1: Escucha las rutinas diarias de los tres amigos. Pon las fotos en orden para cada persona.

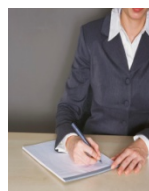
Elena









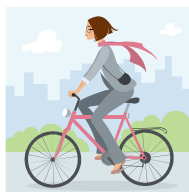




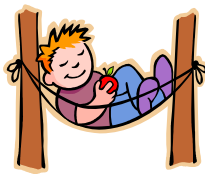


Carlos







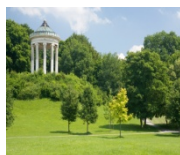


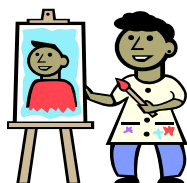






José















Actividad 2: Primero, lee **una** de las tres descripciones de la rutina de esta persona. Después, dibuja lo que hace esta persona cada día en las cuatro cajas.

Descripción 1: María es muy activa cada día. Primero, come el desayuno a las siete. Luego, habla por teléfono por una hora. Después, juega al tenis con sus amigos. Más tarde, hace la tarea.

Descripción 2: Ana es muy floja los sábados. Primero, ve la tele por 3 horas. Luego, come el almuerzo con su familia. Después, ella escucha la música de la radio. Finalmente, va al parque con sus amigos.

Descripción 3: A Miguel le gustan los deportes. Cada día, corre muy temprano. Luego, juega fútbol con su hermano. Más tarde, hace ejercicios en el gimnasio. Finalmente, va a una fiesta con sus amigos.

1.	2.
3.	4.

Actividad 3: Mira las fotos en las paredes de la clase. Escribe una frase sobre la actividad de cada persona.

1. Cada día _____.
2. Todos los martes _____.
3. _____.
4. Cada mañana _____.
5. Una vez por semana _____.
6. Todos los sábados _____.
7. _____.
8. Los fines de semana _____.

Actividad 5: Tarea. Escribe un párrafo sobre la rutina de **uno** de tus padres. Necesitas usar por lo menos cuatro verbos, dos palabras conectores y dos detalles adicionales.

La Rúbrica:

Did you use at least 4 verbs?	___/ 4 pts.
Did you accurately spell the 4 verbs?	___/ 4 pts.
Did you use at least 2 connector words?	___/ 2 pts.
Did you use at least 2 extra details (¿Dónde? ¿Con quién?)?	___/ 2 pts.
Total	___/ 12 pts.