

# EL OSO AMIGABLE TEACHER'S GUIDE

A short and engaging Spanish — or other foreign language — activity to practice vocabulary and fluency.

Uses the *Bear in Mind*  game.



## OBJECTIVE

Students will be able to construct simple sentences in Spanish using visual prompts as inspiration.

Students will be able to correctly use descriptive vocabulary and grammar to give details of an image.

## ABOUT THIS LESSON

This activity can be used in place of flash cards or other study aids to bolster students' understanding of Spanish grammar as well as their recall of vocabulary. They will be able to take what they've learned and put it to use, in both speaking and listening skills.

Using a few minimal constraints, you can turn *Bear in Mind* into a Spanish study tool (or a tool for any foreign language, or even for ELL students) while playing a game at the same time. Simply play the game as normal but require that students use Spanish as they are able to describe the stories as they go. This can work with a variety of vocabulary sets like outdoor activities, animals, colors, foods, and more.

This activity is also differentiable for all learning levels. It can scale from students just learning numbers and colors (and describing the rest in English) all the way to students who are nearly fluent, but are practicing more technical descriptions.

## WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

ACTFL 1.2 Students understand and interpret spoken and written Spanish on a variety of topics.

ACTFL 1.3 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics.

ACTFL 2.1 Students use Spanish both within and beyond the school setting.

ACTFL 2.2 Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

ACTFL 4.1 Students reinforce and further their knowledge of other disciplines through Spanish.

Importantly, in order to succeed in the game players must listen carefully to the stories, so this activity also allows students to practice listening comprehension alongside speaking and writing.

You can use *Bear in Mind* to emphasize one or more of the following sets of vocabulary words and/or their use in sentences. Alternatively, to drive more student-led learning, have your students generate their own list of vocabulary words based on the components of the game they want to play with.

- Locations (beach, forest, amusement park)
- Animals (panda, crocodile, sea turtle)

- Household objects (scissors, watch, baseball cap)
- Spatial prepositions (in, with, under)
- Food (steak, noodles, eggs)
- Activities (eating, playing, swimming)
- Descriptive adjectives (sunny, colorful, cold)

## Differentiation Examples

### ▶ Level 1

*El mariposa y el mapache play with the acorn.*

The butterfly and the raccoon play with the acorn.

### ▶ Level 2

*Una mariposa ve la bellota en un árbol. El mapache se ríe.*

A butterfly sees the acorn in a tree. The raccoon laughs.

### ▶ Level 3

*El mapache cayó cuando quiso atrapar una mariposa en el bosque. Pero afortunadamente, encontró una nuez en el pasto y se fue a casa sintiéndose feliz.*

The raccoon fell when it tried to catch a butterfly in the forest. But fortunately, it found a nut in the grass and went home feeling happy.

## PROCEDURE

### 1. Hook

Start by introducing *Bear in Mind* to students and guiding them through playing a round or two. Work with your students to come up with some key words or phrases they may have found helpful for each clue they gave. Give special attention to the types of words you would like to emphasize for your students.

### 2. Instruction

Review with students the words they thought were helpful, and review with them the list of vocabulary words that align with the skills you want to emphasize for this lesson. Give examples of how the words are used in a sentence. For example, if you are emphasizing animals and descriptive adjectives in the lesson, you might remind students that in Spanish, adjectives often come after the noun they are modifying.

### 3. Student Activity

Show students a few of the story boards and give examples of how you might use the vocabulary list to describe the scene. Here are a few examples:

- The wise owl - *El búho sabio*
- The dancing elephant - *El elefante bailarín*

- The playful fox - *El zorro juguetón*

Then instruct students that they will play *Bear in Mind* again, in groups of two, but this time the rules will be a little bit different.

### 👉 Phase 1

- Students take turns selecting an image tile, then rolling the dice and moving Bobby Bear that many spaces around the story boards. This time they leave the tile at that location face up. Then they write a clue for this location and tile in Spanish on the next empty space of their student worksheet using appropriate words from the vocabulary list. Continue until each player has written five clues. If a player's die roll lands them on a story board space that already has a tile, advance Bobby to the next empty story board space.

### 👉 Phase 2

- Set the Bobby Bear pawn aside. Turns continue, but now each student rolls the die in secret. Rather than moving Bobby Bear, the die result indicates which of the five clues on their worksheet they must read aloud to the other player. After the player who rolled reads their previously written, corresponding clue, the other player must point to the location and tile pair they think the roller is describing. If they are correct, they collect that tile. If not, the roller silently writes an additional clue in Spanish, expanding their description of that location/tile pair. Either way, the turn passes and the other player rolls the die, taking their own turn the same way.
  - If a player rolls a six (a number with no clue) on their turn, they do not read a clue. Instead, the turn passes immediately to the other player.
  - If a player rolls a number whose tile has already been collected, they may select a clue that is one less or one more than their roll. (For example, if a player rolls a three, but that tile is gone, the player may select their number two clue or their number four clue.) If both of those clues' tiles are also expended, the turn passes immediately to the other player.
  - A player who has no more clues with tiles to claim stops taking turns. Play continues until all clues have been read aloud and all the tiles have been collected.

## CONCLUSION

Lead a discussion with the class about some of the best clues students wrote, what some of the difficulties were, and how they overcame them.

## ASSESSMENT

This game is intended as a study tool more than an assessment, but if you would like to give credit for student work, the student worksheet will have a series of written Spanish sentences that can be assessed for accuracy.

## EXTENSION ACTIVITIES

Consider the following extensions to enhance the utility of this lesson.

- This activity can be repeated with other vocabulary focuses.
- You may give certain restrictions or requirements on what students are allowed to write to make the activity more challenging. For example, you can require that students must not use colors, or that they must use at least one adjective for each noun.
- Students may play the game without written clues and skip the first phase.
- For higher-level students, play *Bear in Mind* according to the normal rules, but only in Spanish.



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# EL OSO AMIGABLE

## STUDENT HANDOUT

Estas son las historias del oso amigable. Escribe tus pistas aquí.

**Pista Uno**

**Pista Dos**

**Pista Tres**

**Pista Cuatro**

**Pista Cinco**