

Acting *Los quehaceres* Information gap task

Objetives:

- The students will be able to recognize the meaning of the household chores.
- The students will be able to act out household chores.

Previous knowledge of target language:

- Students read the 12 *quehaceres* listed in the book the night before this lesson. The words they need to review are: *ayudar, arreglar, cocinar/preparar la comida, guardar, hacer la cama, lavar los platos, limpiar, pasar la aspiradora, poner la mesa, sacar la basura, sacudir los muebles*, and *ropa* (as extra vocabulary to use in a phrase like *lavar la ropa* in case there is a tie between the groups). Do not include the item *ropa* in the bags for the students.

Materials the teacher needs to prepare before the task begins:

- A flashcard per student.
- Two bags to bring little papers in.
- Have two sets of 11 different *quehaceres* written and cut into squares for each bag. A total of 22 *quehaceres* per bag. The *quehaceres* that go in the bags are in page 3.
- Open the PowerPoint presentation.
- Have an extra vocabulary word ready to use in case both teams finish the activity at the same time.
- Have markers or chalk at hand in case the teacher needs to write something down to explain.
- Timer to make sure all the activities are done in a timely manner.

Pre-task (2 min.):

The teacher will explain that the objective of the day is “*Memorizar el vocabulario de los quehaceres*”. Then the teacher will show a list of *quehaceres*. The students will write down two *quehaceres* that are hard to remember in flashcards. Then they will ask a partner the meaning of the ones they wrote down, as shown in the following slide:

Repaso

- Paso 1: escribe 2 quehaceres difíciles de recordar (*to remember*) en la ficha (*flash card*).
- Paso 2: Pregúntale a un compañero qué significan los quehaceres que escribiste.

arreglar
ayudar
cocinar; preparar la comida
guardar
hacer la cama
lavar los platos
limpiar
pasar la aspiradora
poner la mesa
sacar la basura
sacudir los muebles

Main task (5 min):

Instructions (1 min): The teacher will explain the instructions for the game. The students will be divided in two main groups. Those groups will be subdivided in two teams: “*equipo rojo*”, “*equipo azul*”, “*equipo amarillo*” and “*equipo verde*”. I decided to subdivide the groups so the students would have some competition as motivation within their groups. They are shown a slide with the teams so the explanation of team organization is easier to understand and the students who are more visual learners. Each team will get a bag with little papers with household chores. The following slides will be shown to explain the instructions in an easier way:

Formen 4 equipos (*teams*)

Grupo 1

Equipo azul

↕

Equipo rojo

Grupo 2

Equipo amarillo

↕

Equipo verde

Instrucciones

- Cada equipo tiene una persona que escribe los puntos.
- Cada equipo tiene un turno para actuar el quehacer de la bolsa.
- Su equipo debe adivinar (guess) el quehacer en menos de 15 seg.
- Si no sabes el significado, regresa el papelito a la bolsa y tu equipo pierde el turno.
- El grupo que adivine más quehaceres gana. **(5 min)**

The teacher will exemplify how to act out a *quehacer*. The students will have 5 minutes to act and guess the *quehaceres*. I chose a game-type activity, so the students will get excited, which helps with retention of information since it is tied to affective learning. Some students are kinesthetic learners and acting out the *quehaceres* helps them learn the vocabulary. Students tend to learn more information when it is presented by their peers, which is why I chose a task that requires them to interact and help each other. If the two groups score the same amount of points at the end of the game, the teacher will act out the *quehacer* “*lavar la ropa*”, whichever group guesses first will be the winner.

Post-task (2 min):

- The students will determine which group guessed the most *quehaceres*. And a group will be announced as the winner group by the teacher.
- The teacher will ask the students “¿*Cuáles son los quehaceres más difíciles de recordar?*”. This is done so the students have to think about the vocabulary and recall the information that was difficult for them to remember. This should help them memorize the vocabulary that is difficult to recall.

Notes:

- The instructor should informally assess and guide the students throughout the entire task.
- An extension to this task could be to ask students to role-play as roommate and decide which chores each of them will do according to their preferences.

Quehaceres for bags:

Grupo 1

Grupo 2

Arreglar	Limpiar	Arreglar	Limpiar
Ayudar	Pasar la aspiradora	Ayudar	Pasar la aspiradora
Cocinar / Preparar la comida	Poner la mesa	Cocinar / Preparar la comida	Poner la mesa
Guardar	Sacar la basura	Guardar	Sacar la basura
Hacer la cama	Sacudir los muebles	Hacer la cama	Sacudir los muebles
Lavar los platos	ropa	Lavar los platos	ropa
Arreglar	Limpiar	Arreglar	Limpiar
Ayudar	Pasar la aspiradora	Ayudar	Pasar la aspiradora
Cocinar / Preparar la comida	Poner la mesa	Cocinar / Preparar la comida	Poner la mesa
Guardar	Sacar la basura	Guardar	Sacar la basura
Hacer la cama	Sacudir los muebles	Hacer la cama	Sacudir los muebles
Lavar los platos	ropa	Lavar los platos	ropa