

Scuola Italiana Incontro, Piccoli #17, 1/29/11
I Nostri Amici: Gli Animali

Objectives

Throughout the past months we've journeyed through such topics as our own identity, our families and the home. Now we'll get to the last, but very special member, of the family. The one that keeps the home full of cheer: the family pet. Today will be the first part in a series discussing animals, and we'll start with more domesticated animals. This will segue into Jungle animals, which most of us haven't been able to meet in real life, but would be curious to learn about.

Phrases

- Sono..
- Che cosa ti piace? Mi piace.../Non mi piace...
- Ho paura...Sono coraggioso/a
- La famiglia. La mamma, il papa, la nonna, il nonno
- Il fratello, la sorella, la zia, lo zio, il cugino la cugina
- La casa, la porta, le finestre, la cucina, il bagno
- Vari animali

Activities

Opening Ritual: We'll review our numbers, colors, weather and feelings as we do at the beginning of every class.

Nina e Lampo: This is a story about a teacher named Nina and a furry dog friend she acquires by fate. Teacher Nina then asks her students which animals they have and they all share the various pets they have at home.

Chi c'è nella storia? Various cards representing the story are spread out on the floor. They are animals who were and were not in the story. Students take turns acting out an animal while the other students must guess which animal is being mimed by picking up the corresponding card.

Barnyard scramble: Names of animals are mixed in a hat. There are two of each animal, so when students secretly pick an animal their match is somewhere in the group. Students are not to divulge who their animal is, but rather they must locate their match in a more creative way. All students now must get on all fours, close their eyes and start calling out what their animal's cry would be. They listen for a similar cry to their own and once they have succeeded in locating their matching animal by sound they have completed the game.

La Tombola degli animali: This activity will reinforce both new and old vocab words, by stating the name of an animal with it's corresponding image on a card to look at. By triggering both visual and audio stimuli you provide students with two paths to success. The brain works well with these correlations. In this game we also emphasize the use of the verb *Avere*. Children are prompted by "Hai un cane...?" to which they respond, "Ho un cane" to which I build on by saying *we all have* a dog, or *they have* a dog.

Che Animale Hai: This worksheet has names and pictures of most popular domesticated animals. Students take a survey, walking around the room and asking other students which animal they have, being careful to use *Avere* and asking how many.

Rubandiera: Students are broken up into two teams. They are numbered on each team, so there will be a number 1-3 on team A and 1-3 on team B. Teams are lined up on either side of the wall. In between them lies a tennis ball. Any dog in their right mind LOVES a tennis ball. When I call out the number a player from each teams runs to the middle of the room and tries to be the first doggy to grab the ball.



Teacher Dida