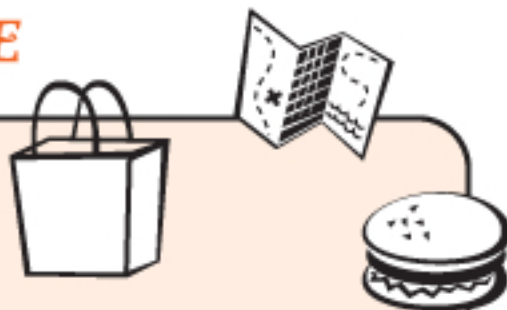


## SAYING WHAT YOU HAVE

## OBJECTIVES

Reporting one's possessions (I have...)  
Naming objects



## VOCABULARY

<b>tengo</b>	I have	<b>una computadora</b>	a computer
<b>un bolso</b>	a bag	<b>una ciruela</b>	a plum
<b>un mapa</b>	a map	<b>una uva / unas uvas</b>	a grape / some grapes
<b>una hamburguesa</b>	a hamburger	<b>un durazno*</b>	a peach
<b>una moto</b>	a motor bike	<b>un jardín</b>	a garden

\*The video uses the Castilian Spanish word, **un melocotón**, but for the purposes of this lesson, we are introducing the Latin American word, **un durazno**. Explain to your students the diversity of Spanish vocabulary, and assure them either word is correct.

## MATERIALS

MUZZY Story DVD, Scene 5

A large bag, a map, a play hamburger and as many of the above items as possible.

Or use pictures of these items.

Flash card **tengo**

## PRE-VIEWING ACTIVITIES

- **Produce the large bag** and say, "**Tengo un bolso.**" Look in the bag and say excitedly, "**Tengo un mapa.**" Pull out the hamburger and say, "**Tengo una hamburguesa.**" Do this with as many items you have of the above vocabulary list. Place them all on a table in plain view.
- **Hold up** each item, and say the Spanish word. Ask the class to repeat.

## VIEWING ACTIVITIES

- **Show** MUZZY Story DVD, Scene 5 straight through. Ask students to count the number of times they hear the word **tengo**. (Answer: 8 times)
- **Show** Scene 5 again, and give students *Activity Master 10*. This contains drawings of items introduced in this scene, interspersed with items that are NOT named. Ask students to circle ONLY the items that are named and shown in the DVD.  
(Answers: bag, map, hamburger, motorbike, computer, garden, plums, peaches, grapes)

## POST-VIEWING ACTIVITIES

- **Point out** that *mapa* and *hamburguesa* are cognates in English and Spanish. A cognate is a word that (1) means the same, (2) looks like [in spelling] and (3) sounds like the same word in two languages.
- **Ascertain** how many times students heard *tengo*. You may want to show this scene again and freeze it each time the word *tengo* is spoken.
- **Go over** Activity Master 10 as a class and ask students to say which items they circled.
- **Put all the items** in a bag and shake it up. Slowly pull an object out so that only part of it is showing. Say, “*Tengo un / una \_\_\_\_\_*” (students supply the word). If no one knows, say it in Spanish yourself. Students will easily memorize these objects, if this activity is repeated over the next few class periods.
- **Divide the fruits** and objects into *un* and *una* groups. Explain that all of the masculine objects start with *un*, and the feminine objects start with *una*. The exception is *un mapa*. Tell students they must learn which objects are masculine and which are feminine.
- **Ensalada de frutas:** Make a real fruit salad for the class. Bring in some or all of the fruits mentioned, a large bowl, paper cups and plastic forks. Ask students to tell you in Spanish the names of the fruits as you cut them up.
- **Use** Activity Masters 11, 12 & 13. Note that three additional fruits are introduced here: *una banana*, *una naranja* (orange) and *una manzana* (apple).
- **Play the game “¿Qué falta?”** Display some or all of the fruits / objects (or their flashcard equivalents) on a table and ask the class to close their eyes. Take away an object (or ask a student to do this). The class must guess in Spanish which fruit / object is missing. For this “What’s missing game?,” offer Spanish phrases to be used – *¿Qué falta? Falta \_\_\_\_\_*.
- **Pass the Fruit / Object game.** Ask 8 to 10 students to come up front and stand in a line. At a signal, they pass a familiar object, such as a fruit, behind their backs to the next person, trying not to give away who has it. This continues for a minute or so, until a stop signal is given. The action stops, and the class guesses who has the object. Whoever is holding it has to confess by saying, “*Yo tengo el / la (object).*”
- **Play Vocabulary Musical Chairs.** Place all student chairs in two lines with their backs touching. Each student will sit in his chair. Several students will be given a vocabulary card or object (school supplies or plastic foods). Play the music and the students begin to pass the objects to their right. When the music stops, the students holding the items must identify them in Spanish. If they cannot, they remove their chair and are out of the game. Continue until one student remains. Students may end up passing several objects at a time by the end of the game, or new objects can be introduced as players become familiar with the items through the repetition of the game.
- **Make the King’s Garden.** Plant mystery seeds in your classroom. Students will have fun guessing if they have planted flores, zanahorias o cebollas! As the plants emerge, ask *¿Cuántas plantas hay? ¿Cuántas flores hay?*

## ADDITIONAL SUGGESTIONS

Ask students to help you out by bringing in an artificial fruit, hamburger, ice cream cone, etc. Parents are usually happy to help, and the more you have of something, the better!

## GRAMMAR NOTE

Plurals are formed in Spanish by adding *s* or *es*: *rosa / rosas; flor, flores* *Una moto* is an abbreviated form of *una motocicleta*.