

pairs of opposites. This was another opportunity for the students to attend to form and meaning. They could see how the words were spelled and reinforce their previous aural learning.

I started the lesson with several boxes on the table. At this point, I asked the students some questions about them. I used yes or no, or single word answer questions. This was another low anxiety task; and it gave the students an opportunity to process the meanings of the words. I then passed out these boxes. They each contained a ball, a plastic turtle and a picture. I asked each individual to demonstrate various sentences to show me that they understood the meanings of the terms. Meanwhile their classmates were observing and collecting information as well. After the fact, it occurs to me, that I could have also placed the items in different combinations and asked the students to describe the placements to me, to give them an opportunity to produce communicative language.

The next envelope I passed out contained cards with nouns and also the verb *está/están*. I asked the students to use these words, and the preposition words to make sentences. I monitored the students to see how they were progressing. On one side of the card, the noun was in a singular form, on the other side, it was plural. The verb card also had the singular form on one side and the plural on the other. I was able to check on the students and make sure they chose the correct verb form. In retrospect I think this should have been done more explicitly or left out.

After the students made their sentences using their cards, I asked them to turn to their partner and have their partner make a demonstration using the boxes and toys. Again, in retrospect, I think this would have been a better activity if the student arranged their own items and then had the partner declare the arrangement, which could then be checked for agreement with the sentence the student made. I need to get the students talking more. I find myself falling