

# THE FOREHEAD FORTUNE TELLER

Standard 1.1- Students engage in conversations, provide and obtain information, etc.

Standard 1.2- Students understand and interpret written and spoken language on a variety of topics

Objective: I can use circumlocution (talking around or describing words) in Spanish to help my partner guess vocabulary words.

Objective: I can ask and answer yes or no questions in the target language in order to guess the correct vocabulary word

Differentiations: Allow struggling students to use vocab sheets and notes, pair students according to ability (either similar ability so you can help small groups or stronger with weaker for peer to peer assistance), provide a list of sentence or question stems to help them get started.



Original Painting (minus the card on his forehead):  
*The Knight with His Hand on His Breast* by El Greco c.1584  
Oil on canvas; Museo del Prado, Madrid, Spain

The cards in this packet= 1 deck or set of 32 cards.

Materials:

- Colored cardstock paper
- Scissors or paper cutter
- This packet

Preparation:

- Use the colored cardstock to make enough copies of the deck for students to play in pairs. \*tip- if each deck is copied in its own color, then when you find a lost card, you know which deck it belongs to.
- Laminate (optional)
- Cut the cards in to decks
- Put a rubber band around each deck or place each deck in a sandwich baggie

Procedure:

1. Explain what circumlocution is and how it is helpful and important in spoken language.
  - a. By definition, circumlocution is “an indirect way of saying something, the use of more words than necessary to express something, especially to avoid saying it directly.” Often we use this skill, not to avoid saying something, but because we lack the vocabulary we need in order to express our thoughts directly. Let’s look at an example.
    - i. Let’s pretend that you are talking about movies and actors with your friends. Someone brings up the Fast and Furious movies, but you can’t remember the star’s name. You might say something like, “Oh, what was that guy’s name? You know the cute one with the blond hair that passed away.” Your friend would realize who you’re talking about and reply “Paul Walker”. You’d say, “Yeah, that’s him”. You just used circumlocution. You talked around or described the

thing you couldn't say until someone understood. They supplied the information you were missing. Communication and understanding occurred, but in a roundabout way.

- b. When communicating in a foreign language, this skill can be very helpful and often necessary. You have thoughts and ideas more advanced than your vocabulary and skills allow you to express. It's like playing the game "Taboo". You want someone to understand, but there are words you can't say. You have to find another way to express the idea by using what you can say without breaking in to English. Use synonyms, descriptions, examples, opposites, etc. to help. Let's look at an example in Spanish.
    - i. Pretend I'm in a park in Mexico and there are street performers. I am with my Spanish only speaking friend. I want to say something about the clown, but I don't know "clown" in Spanish. I might say something like, "No sé la palabra pero es un hombre cómico quien lleva zapatos grandes y rojos, tiene una nariz roja, y lleva pantalones de muchos colores." My friend might respond with, "Sí, sí es un payaso"
  - c. Circumlocution is useful for comprehension, also. If you come across a word you don't know you can ask the speaker for clarification. "Qué significa payaso" or "No sé la palabra "payaso". ¿Qué es? " They can talk around the Word until you understand what it is.
2. State the objectives
  3. Explain the activity
    - a. Students will get with their partners. Have them turn their desks so they are facing each other
    - b. Each pair will be given a deck of cards. Shuffle them. Put them in a stack, face down, in the middle of the desks.
    - c. Partner 1 (the fortune teller) will draw a card, without looking at it, and put it to their forehead. The word on the card should be visible to their partner.
    - d. Partner 2 will use Spanish clues (circumlocution) to get #1 to guess the word on their forehead. No gestures!
    - e. Take turns. #2 is now the fortune teller and #1 the clue giver.
    - f. Repeat until all of the cards have been used.
  4. Begin the activity and monitor their progress.
  5. Optional formative assessment fun
    - a. The teacher becomes the fortune teller and students provide clues
  6. Round 2 Variation – 20 questions
    - a. This time the fortune teller has to ask yes or no questions to figure out the word on their forehead.
    - b. They cannot ask "¿Es (bodypart)?" unless they have figured it out and are making their final prediction.
    - c. Partner 2 only answers the questions.
    - d. Then they switch roles

#### More options with the cards

1. Make a double deck (2 copies of each card) for "go fish" or "memory"
2. ¡Gritalo! Hand out 1-2 cards per student. Call out a body part. If a student has that card they have to jump up call out "lo tengo" (I got it), then do a fun action with that body part. Ex: flex like a body builder, pretend to paint their finger nails, etc.

**EL CUERPO**

**EL CUERPO**

**LA CEJA**

**LA CEJA**

**LA MEJILLA**

**LA MEJILLA**

**LA BARBILLA**

**LA BARBILLA**

**EL CUELLO**

**EL CUELLO**

**EL PULGAR**

**EL PULGAR**

**LAS UÑAS**

**LAS UÑAS**

**LA FRENTE**

**LA FRENTE**

**LA CABEZA**

**LA CABEZA**

**EL PELO**

**EL PELO**

**EL OJO**

**EL OJO**

**LA NARIZ**

**LA NARIZ**

**LA BOCA**

**LA BOCA**

**LOS LABIOS**

**LOS LABIOS**

**LOS DIENTES**

**LOS DIENTES**

**LA LENGUA**

**LA LENGUA**

**LA OREJA**

**LA OREJA**

**LA GARGANTA**

**LA GARGANTA**

**EL PECHO**

**EL PECHO**

**EL HOMBRO**

**EL HOMBRO**

**EL BRAZO**

**EL BRAZO**

**EL CODO**

**EL CODO**

**LA MANO**

**LA MANO**

**LA MUÑECA**

**LA MUÑECA**

**LOS DEDOS**

**LOS DEDOS**

**EL CORAZÓN**

**EL CORAZÓN**

**LOS PULMONES**

**LOS PULMONES**

**EL ESTÓMAGO**

**EL ESTÓMAGO**

**LA PIERNA**

**LA PIERNA**

**LA RODILLA**

**LA RODILLA**

**EL TOBILLO**

**EL TOBILLO**

**EL PIE**

**EL PIE**

