

Lesson Plan

Prior Knowledge

- This is a review lesson from Spanish 1. Students should be at least vaguely familiar with chores and rooms of the house vocabularies, but will likely be rusty.
- This lesson also includes family vocabulary from a previous review lesson.

Concepts to be taught/reviewed

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|-----------------------------------|-----------------------|-----------------|
| • Arreglar | • Limpiar | • El jardín |
| • Cocinar | • Pasar la aspiradora | • El patio |
| • Cortar el césped | • Sacar la basura | • La sala |
| • Cuidar a (Pepito, mis hermanos) | • Sacudir los muebles | • La habitación |
| • Hacer la cama | • El baño | • El dormitorio |
| • Lavar la ropa | • La cocina | |
| • Lavar los platos | • El comedor | |
| | • El garaje | |

Objective: Students will use chores vocabulary and rooms of the house vocabulary with family vocabulary in order to state who completes chores in various rooms of the house.

Materials

- Drill
- Lesson
- Vocabulary
- Classwork
- Listening Script
- Homework
- Exit Ticket

Drill: Students have to match rooms of the house vocabulary with their Spanish words.

- I pass these half-sheets out to students as they walk in the door. This could be posted on the board or projected to the screen, whatever fits with the classroom's procedures.

The Lesson

- Project the powerpoint to the screen. This lesson is meant to elicit a lot of whole class repetition. Have students repeat the room of the house vocabulary word, then the whole question. Then have students repeat the chore vocabulary word, and finally the whole answer with the conjugated verb. If students are familiar with the vocabulary, the teacher may want to call on an individual student for the vocabulary words and the answers to the questions, and then have the whole class repeat.

- Continue through the rest of the slides in this manner – have students repeat the room of the house vocabulary word, the question, the chore vocabulary word, call on a student for the answer, and then show the words and have the whole class repeat the answer.

Guided Practice

- Pass out the vocabulary page for students to refer to.
- Pass out the classwork. Call on a student to read the directions to Actividad 1. Read the first sentence of the Listening Script and call on a student for the answer to make sure students know what they are listening for and what to do with that information. Read the rest of the sentences and then review after #6. Students should be able to read back the sentences, stating what chores they and their family members do.

Independent Practice

- Call on a student to read the directions to Actividad 2. Students will read a few sentences and identify the chores vocabulary picture being described. #3 mentions 2 chores, but when they see that #5 uses one of them, then they can use process of elimination for #3. Complete the first few together as a class and then allow students to finish independently. Set a time limit and review.
- Call on a student to read the directions to Actividad 3. Call on another student or have the same student read the paragraph. Answer the first few questions together as a class and then allow students to finish independently. Set a time limit and review.
- Call on a student to read the directions to Actividad 4. Answer the first few questions together as a class and then allow students to finish independently. Set a time limit and review.
- Call on a student to read the directions to Actividad 5. Students have to write a short paragraph about what chores their family members do. Write some sentence starters and brainstorm vocabulary if students need it. Write a sentence together as a class as a model and then allow students to finish independently. Set a time limit and have students share.
- Pass out the homework at the end of the period for students to take home.

Evaluation

- Pass out the exit ticket and project the family tree to the screen. Students have to write who does which chores in various rooms of the house. This is a great evaluation to see who gets it and who is still struggling.

