

# Lesson Plan

## Prior Knowledge

- This is a review lesson from Spanish 1. Students should be at least vaguely familiar with the forms of the verb *ir* and the places vocabulary, but may be rusty.

## Concepts to be taught

- |                        |                             |                       |
|------------------------|-----------------------------|-----------------------|
| • ¿Adónde vas?         | • ¿Adónde van ellos/ellas?  | • La playa            |
| • Yo voy               | • Ellos, ellas, ustedes van | • El gimnasio         |
| • Tú vas               | • La escuela                | • El parque           |
| • ¿Adónde va él/ella?  | • La casa                   | • El baile            |
| • Él, ella, usted va   | • La iglesia                | • El centro comercial |
| • ¿Adónde van ustedes? | • El cine                   | • La fiesta           |
| • Nosotros vamos       | • La piscina                |                       |

## How to copy the Classwork

- The first two pages of the classwork must be copied on separate papers. Activity 1 is a Speaking activity with an Estudiante A and an Estudiante B. I pass out the papers in pairs to pairs of students. The rest pages of the classwork can be double-sided with each other.
- For example, for a class of 30, I make 15 single-sided copies of the first page, 15 single-sided copies of the second page, and 30 double-sided copies of pages 3 and 4.

**Objective:** Students will use the verb *ir* with places vocabulary in order to state where they and others go.

## Materials

- Drill
- Lesson
- Powerpoint
- Vocabulary
- Classwork
- Homework
- Exit Ticket

**Drill:** Match places with their Spanish vocabulary 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 the students repeat the question "¿adónde vas?". Then have them repeat the place "la escuela" and then the full answer "yo voy a la escuela".
- Slide #2 is where masculine places come in. Have students repeat the question, then place, then the full answer. Remind students that a + el = al – they combine into one word!
- The rest of the slides continue in a similar fashion and the teacher may be able to call on individual students for answers, depending on how new the places vocabulary is. The teacher may want to show

just the clipart for the place and call on individual students for the whole answer, or students may need the place vocabulary first as a prompt for the complete sentence. If individual students are called on, have the whole class repeat each question and answer.

## Guided Practice

- Once students have learned all the forms of *ir* and the new places vocabulary, pass out the vocabulary page for them to reference later in the class period or over the next few days. I make students write all the phrases twice so they get practice writing the words, but the lines could be deleted or modified to fit any procedures.

## Independent Practice

- Call on a student to read the directions to Actividad 1. Students should take turns asking each other where they and others go. Students should use the subject pronouns and pictures at the bottom of the activity as prompts for their answers. Set a time limit and monitor students while they complete the speaking activity.
- Call on a student to read the directions to Actividad 2. Call on another student or have the same student read the paragraph. Answer the first few questions together as a class and then have students finish independently. Set a time limit and review.
- Call on a student to read the directions to Actividad 3. Students will fill in the blanks with *al*, *a la*, *a los*, and *a las*. Complete the first few sentences together and then allow students to finish independently. Set a time limit and review.
- Call on a student to read the directions to Actividad 4. These sentences use all the vocabulary words with all 5 forms of *ir*. Write the first few sentences together as a class and then have students finish independently. Set a time limit and review.
- Pass out the Homework.

## Evaluation

- Pass out the exit ticket to students. Students should write sentences out stating where they and others go. This is a great and quick evaluation to see who got it and who is struggling.

