

# Lesson Plan

## Prior Knowledge

- This is a review lesson from Spanish 1. Students should be at least vaguely familiar with family vocabulary, but will likely be rusty.
- Activities 1, 3, and 4 include adjectives vocabulary, which should be another review from yesterday's lesson.
- Activity 4 (the puzzle) includes age vocabulary.

## Concepts to be taught/reviewed

- |                  |                   |                   |
|------------------|-------------------|-------------------|
| • ¿Quién es...?  | • El/la tío/a     | • El/la hijo/a    |
| • El/la abuelo/a | • El/la hermano/a | • El/la sobrino/a |
| • El/la p/madre  | • El/la primo/a   | • El/la nieto/a   |

**Objective:** Students will use family vocabulary with the verb *ser* in order to identify who people are in relation to others.

## Materials

- |                            |                             |
|----------------------------|-----------------------------|
| • Drill                    | • Listening Script          |
| • Drill Family Tree        | • La Familia Puzzle Blank   |
| • Lesson                   | • La Familia Puzzle Answers |
| • Powerpoint               | • Classwork Actividad 5     |
| • Vocabulary               | • Exit Ticket               |
| • Classwork Activities 1-4 | • Exit Ticket Family Tree   |

## How to copy the Classwork

- The first two pages of the classwork must be copied on separate papers. Activity 2 is a Speaking activity with an Estudiante A and an Estudiante B. I pass out the papers in pairs to pairs of students. The third and fourth pages 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 the third and fourth pages.
- "La Familia Puzzle Blank" can be double-sided with Actividad 5 to save paper.

**Drill:** Students have to fill in the blanks with the correct family vocabulary words based on a family tree.

- 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. Explain the relationships in the family tree first in English to make sure students understand what the vertical and horizontal lines mean. Everything is relative to the “yo” in the center of the family tree.
- This lesson is meant to elicit a lot of whole class repetition. Have students repeat the family vocabulary words in Spanish if they are unfamiliar with them, or call on students to say the words before you show them if they remember the vocabulary well enough.
- Have students repeat the question “¿quién es la madre de Carla?” a few times. Point out Carla on the family tree and give students a few seconds to figure out who her *madre* is. Then show the answer and have students repeat, or call on a student for the answer.
- Continue through the rest of the slides in this manner – have students repeat the question, call on a student for the answer, and then show the words and have the whole class repeat the answer.
- The family tree changes at Slide #7 to include more vocabulary words. Have students repeat these words and then go through the questions.

## 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 #4.

## Independent Practice

- Call on a student to read the directions to Actividad 2. Students will take turns asking each other who various people are in their partner’s family tree. They have to use the family tree at the bottom of their paper to answer their partner’s questions. Set a time limit and monitor students.
- Call on a student to read the directions to Actividad 3. Students have to answer questions about what their family members are like based on the family tree with adjectives. Answer the first few together as a class and then allow students to finish independently. Set a time limit and review.
- Pass out the “La Familia Puzzle Blank”. Call on a student to read the directions to Actividad 4. Students have to fill in the family tree with the names, ages, and adjectives describing each family member. Go through the first few sentences together as a class and then allow students to finish independently. Set a time limit and review.
- Pass out Actividad 5. Call on a student to read the directions. Students have to fill in the blanks with the correct family vocabulary (each one is used once). Complete the first few together as a class and then allow students to finish independently. Set a time limit and review.

## Evaluation

- Pass out the exit ticket and project the family tree to the screen. Students have to fill in the blanks with family vocabulary based on the family tree. This is a great evaluation to see who gets it and who is still struggling.

