

# Lesson Plan

## Prior Knowledge

- Actividad 3 requires students to already know “¿cómo te llamas?”
- Students should already be familiar with the difference between tú (como estás) and usted (como está usted).

## Concepts to be taught

- ¿Cómo estás?
- ¿Qué tal?
- ¿Cómo está usted?
- Estoy muy bien
- Estoy bien
- Estoy regular
- Estoy mal
- Estoy muy mal

## 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 page can be double-sided with the first and second pages.
- For example, for a class of 30, I make 30 double-sided copies of the first and third pages, and 30 double-sided copies of the second and third pages.

**Objective:** Students will use the verb *estar* with various adverbs in order to state how they are doing.

## Materials:

- Como estas Lesson Plan
- Drill
- Como estas powerpoint
- Como estas Vocabulary
- Como estas Classwork – the first two pages have to be on separate pages and can be double-sided with the 3<sup>rd</sup> page
- Como estas Listening Script
- Como estas Homework
- Exit ticket

- Powerpoint, or alternatively write all the questions and answers with smiley faces on sentence strips and back them with magnetic tape for a lesson on the board

**Drill:** Match each statement with its appropriate question.

- 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.
- Have students repeat the question “¿cómo estás?” and then show the smiley faces and have students repeat the answer. Then show the words and have students repeat the answer again. Go back to the question “¿cómo estás?” and then move on to the next smiley face and words. Go through the whole first slide with lots of whole class repetition of each answer phrase.
- Call on individual students and ask “¿cómo estás?”. Have the whole class repeat individual students' answers.
- Move on to the “¿qué tal?” slide and continue to have students repeat the question and answers, showing the smiley faces first and then the words, and going back to the question before the next answer is shown.
- Call on individual students to answer “¿qué tal?” and explain that it is more casual than “¿cómo estás?”.
- Have students turn to neighbors around them and ask and answer “¿cómo estás?” and “¿qué tal?”
- The last slide “¿cómo está usted?” has an adult on it to show who you use this question with. Explain to students the difference between “¿cómo estás?” and “¿cómo está usted?”. Brainstorm people in the building they would use “¿cómo está usted?” with.
- Have students repeat the question “¿cómo está usted?” and go through each of the answers.

## Guided Practice:

- Pass out the Vocabulary page for students 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.
- The classwork should be copied so that the first and second pages are on different papers and the third page should be on the back of both papers. Pass the two papers out to partner pairs.

- Call on a student to read the directions for the listening activity (actividad 1) and then read the model sentence twice. Go over it to make sure students understand what they are listening for and what to do with that information. Read each sentence twice and then check for comprehension by calling on a student for each number and they have to read back to you the full sentence. For example, for number 1 the student would say "Roberto está mal."

## Independent Practice:

- Call on a student to read the directions to the speaking activity (actividad 2). Students should take turns with their partner asking the questions on their paper and answering as if they were those people, using the information given to them below the questions. The student who asked the question should write down their partner's answer. Students get practice listening, speaking, and writing. Allow about 4-5 minutes for students to complete this activity.
- Call on a student to read the directions to activity 3. Students should get up and walk around, pretending they don't know their classmates' names, and ask what their name is as well as how they are doing – both completely in Spanish! Be sure to go over rules and expectations for their behavior while out of their seats! Also let them know what you will do to signal the end of the activity – I suggest turning the lights off.
- Call on a student to read the directions to activity 4. Students should write either ¿cómo estás? or ¿cómo está usted? based on the person they would be talking to. Set a time limit, monitor students' progress, answer any questions students have, and review.
- Call on a student to read the directions to activity 5. Set a time limit, monitor students' progress, answer questions, and review after students are done.
- Pass out the homework for the night.

## Evaluation:

- Pass out the exit ticket to students. They should write how they are doing, using the smiley faces as prompts. This is a great and quick evaluation to see who got it and who is struggling.

## Modifications:

- Any of the phrases in the powerpoint can be modified to fit any curriculum. For instance, "¿qué tal?" could be changed to "qué pasa?" or "estoy regular" could be changed to "estoy así-así" or "estoy más o menos".

- I ask an administrator or another teacher to come by my room if they get the chance toward the end of the period just so my students can practice questions with “usted”. It’s also kind of a way to brag and show other adults in the building what my students can already do 😊 and also to give the students a chance to use “usted” questions in a real setting.
- I like to use administrators’ names in Actividad 4 so that students can comprehend when to use “usted”.

