

SAMPLE LESSON PLAN

TEACHER'S NAME:

UNIT TITLE: The Family

LESSON TITLE: Family Titles and Characteristics

GRADE LEVEL: Spanish 1

LANGUAGE PROFICIENCY: Beginning

NEXT GENERATION SUNSHINE STATE STANDARDS AND BENCHMARKS:

WL.K12.NM.3.4 Exchange essential information about self, family, and familiar topics.

WL.K12.NM.6.1: Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)

LANGUAGE OBJECTIVES:

Students will use the following vocabulary to identify their family members.

Previously Learned Vocabulary:

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|------------------------|---------------------------|
| -Estar (to be) | -Los colores (the colors) |
| -Ser (to be) | -El pelo (hair) |
| -Tener (to have) | -Los ojos (eyes) |
| -La familia (family) | -El nombre (name) |
| -Los números (numbers) | |

New Vocabulary:

- | | |
|------------------------------------|---------------------------------------|
| -Los padres (parents) | -El/la abuelo(a) (grandfather/mother) |
| -Los parientes (relatives) | -El/la tío(a) (uncle/aunt) |
| -El/la hijo(a) (son/daughter) | -El/la primo(a) (cousin) |
| -El/la hermano(a) (brother/sister) | -El/la nieto(a) (grandson/daughter) |
| -canoso(a) (grey-haired) | -castaño(a) (brown-haired) |
| -pelirrojo(a) (red-haired) | -rubio(a) (blonde-haired) |
| -joven (young) | -viejo(a) (old) |
| -menor (younger) | -mayor (older) |
| -bajo(a) (short) | -alto(a) (tall) |

Expressions and Phrases:

- ¿Cómo se llama(n)? (What is his/her/their name(s)?)
¿Cuántos años tiene(n)? (How old is/are he/she/they?)

CONTENT OBJECTIVES:

Students will be able to describe the members of their family (physical characteristics, age, position in family etc.).

CULTURE OBJECTIVES:

Students will also be able to demonstrate how names of people in the target culture are formed.

MATERIALS:

- Photos of family members
Jeopardy game

LENGTH OF LESSON: 50 minutes

PROCEDURES:

ANTICIPATORY SET:

Show the students pictures of my own family. Can they guess who the people are? What is their relation to me? ¿Quiénes son? Have students make guesses. **(ESOL STRATEGY #1: HAVING STUDENTS PREDICT)**

PRESENTATION:

-Explain to the students using gestures and visuals as well as using the target language who the family members in my pictures are. **(ESOL STRATEGY #2: USING GESTURES.)** Example: “Esta mujer es mi abuela,” “abuela,” while pointing to the picture of the grandmother. Have students repeat the phrases.

-Ask students to describe how the people in the pictures look and ask questions about them. ¿Cómo se llama(n)? ¿Cuántos años tiene(n)? Continue until vocabulary and descriptions are presented, again enforcing repetition of previously presented items.

MODELING: Teach students new vocabulary, referring to the appropriate pictures. Students will repeat the vocabulary.

MODELING: -Explain to students how names are formed in Spanish (First name, father’s last name, mother’s last name).

-Have students volunteer to state their own names in the newly-learned format.

GUIDED PRACTICE:

-Have students bring in pictures of their own families. (Students were asked to do this ahead of time.) **(ESOL STRATEGY #3: RELATING THE CONTENT TO STUDENTS’ LIVES.)**

Have students form pairs and describe the members of their families to one another. The students are to identify the family members using the Spanish-format for the formation of their names.

INDEPENDENT PRACTICE:

-Have students prepare a family tree with photos and names in Spanish format only. The family tree may be of their actual family or a fictional family. The students are to prepare to orally describe in Spanish the family members (physical characteristics, age, position in family, etc.). They will share this description in small groups the following day.

CLOSURE:

-As a review of the vocabulary, have students play a type of “Jeopardy” game. Hold up cards that have descriptions of family members and have students state which members of the family represent those descriptions. In addition, in order to win the points, the students have to state something additional in Spanish about the family member.

EVALUATION:

-Provide students with the assessment instrument: a piece of paper with a family tree on it. The family tree will contain pictures, names, and ages of fictional family members. The students will orally identify each family member in Spanish, stating their complete name in correct Spanish format. The students will also be expected to state in Spanish for each family member the following information: age, position in the family, and at least one physical characteristic.

FOLLOW-UP ACTIVITIES:

-Have students create a coat of arms based on characteristics of their families. They will have to describe it orally to the class, using the new vocabulary.

-Show students a film from the target culture based on families from the target culture. Have students discuss how their relationships with their own families compare/contrast with those in the movie.

-Have students form pairs. Pass out pictures of people from magazines and have one student describe the people without showing their partner. Have the partner who is not describing draw what he thinks the people look like based on the descriptions given by his or her partner. Compare the drawing to the real magazine picture to see if the student understood his partner’s descriptions (Interdisciplinary planning: Art).