

Lesson Plan

Prior Knowledge

- This is a review lesson from Spanish 1. Students should be at least vaguely familiar with the forms of *ser*, although they may not be able to accurately match the forms of the verb with their correct subject pronouns. Students should also be at least vaguely familiar with how adjectives are masculine/feminine and singular/plural, but will likely be rusty on this concept.

Concepts to be taught/reviewed

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| • ¿Cómo eres? | • Ellas son... | • Guapo/a/os/as |
| • Yo soy... | • Aburrido/a/os/as | • Inteligente/es |
| • ¿Cómo es él? | • Activo/a/os/as | • Moreno/a/os/as |
| • Él es... | • Alto/a/os/as | • Perezoso/a/os/as |
| • ¿Cómo es ella? | • Antipático/a/os/as | • Romántico/a/os/as |
| • Ella es... | • Atlético/a/os/as | • Rubio/a/os/as |
| • ¿Cómo son ustedes? | • Bajo/a/os/as | • Serio/a/os/as |
| • Nosotros somos... | • Cómico/a/os/as | • Simpático/a/os/as |
| • ¿Cómo son ellos? | • Extrovertido/a/os/as | • Tonto/a/os/as |
| • Ellos son... | • Flaco/a/os/as | • Trabajador/a/es/as |
| • ¿Cómo son ellas? | • Gordo/a/os/as | • Travieso/a/os/as |

Objective: Students will use all forms of the verb *ser* with a variety of adjectives in order to describe themselves and others.

Materials

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| • Drill | • Classwork |
| • Lesson | • Listening Script |
| • Powerpoint | • Homework |
| • Vocabulary | • Exit Ticket |

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.

Drill: Students have to answer questions about themselves in complete sentences in Spanish. This should be a review from yesterday's lesson.

- 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 question “¿cómo eres?” a few times. Then point to the picture and have students repeat “atlético”. Then show the whole sentence and have students repeat “yo soy atlético”.
- Continue through the rest of the slides in this manner – have students repeat the question, the adjective, and then the whole sentence. The teacher may want to call on an individual student for the whole answer after showing the adjective and then have the whole class repeat the whole sentence. This will be more effective in reviewing if students are already familiar with the adjectives and clipart.

Guided Practice

- Pass out the vocabulary page. I have students write the words twice, but these lines can be deleted and modified for any procedures.
- 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.

Independent Practice

- Call on a student to read the directions to Actividad 2. Students will take turns asking each other to describe themselves and others and use the pictures as prompts for their answers. Students have to think about the adjective ending. Set a time limit and monitor students as they complete the activity.
- Call on a student to read the directions to Actividad 3. Call on another student or have the same student read the paragraph. Write the first few answers 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. Students have to fill in the blanks with the correct form of the verb *ser*. Complete the first few sentences 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 the correct form of the adjective to match the subject. Write the first few adjectives together as a class and then allow students to finish independently. Set a time limit and review.
- Pass out the homework.

Evaluation

- Pass out the exit ticket. Students have to write adjectives so that they match the subject. This is a great evaluation to see who gets it and who is still struggling.

