Sample Lesson
Spanish 1010 (1st year, 1st semester)

Lesson Objectives
- Identify and pronounce the vocabulary words of the family
- Formulate and respond correctly to oral questions using family vocabulary words
- Write a paragraph describing his/her family using family vocabulary words

Warm-up
- CHARLA (1 minute chat) where chosen student will speak for a minute in front of the class on a selected topic. Topic is related to the chapter just studied or current chapter.

Review
- Go over yesterday’s homework on possessive adjectives as a group OR
- Teacher asks students questions orally where students will have to respond using the correct possessive adjective (check for understanding of topic learned previous day). Example:
  - Question: ¿Es tu mochila?
  - Answer: Sí, es mi mochila.

New Material – La Familia
- Introduce the vocabulary words of the family
  - Referencing a transparency of a family tree (Exhibit 1), state the word verbally for each family member
  - As each word is introduced, write the word under the picture of the appropriate family member and ask students to repeat the word out loud
  - After students pronounce a family vocabulary word, ask a question using that vocabulary word to student(s) to answer
    - ask same question twice of another student or other question using this vocabulary word
    - utilize concepts in questioning that students learned in previous chapters. Example descriptions using adjectives or numbers:
      - ¿Cómo es tu mamá? Ella es alta y simpatico.
      - ¿Cuántos hermanos tienes? Tengo dos hermanos.
- Practice using vocabulary words orally and identifying their meanings
  - Play “¿Quién soy yo?” where students will try to guess which family member they are.
    - While students are seated the teacher will stick a name of the family member on each students back
    - Teacher will then model how students are to find out which family member they are assigned by asking questions of other students.
Example questions:
- ¿Soy una mujer o hombre (woman or man)?
- ¿Soy la hija de la abuela? (the daughter of the grandmother)
- ¿Tengo dos hijos que se llaman Carlos y Ana?
- Answer: “Soy Isabel, la mamá.”

Students will then circulate around the room asking similar questions of other students to find out which family member they are. Note: students can only ask one question of each student, so they must speak to various students.

Once students have guessed who they are correctly, they will sit in their seat and wait for other students to finish the game.

Practice describing family members in a written format
- Teacher will lead the class in an exercise to describe a famous family, for example, “La familia Obama”.
- They will describe the family as if he/she were President Obama talking about his family.
- Teacher will guide students to provide certain information about the family by prompting the students with questions
  - Goal is to get students to use phrases learned in last chapters along with incorporating family vocabulary words
  - Previous phrases/grammar learned include:
    - Describing where someone is from (origin)
    - How they look physically
    - What they like to do
- Students will provide sentences verbally that the teacher will write on the overhead.
  - Teacher will correct the grammar structure of the sentence and ask students to restate verbally the sentence correctly as needed

Homework/Individual Practice
- Students are write two paragraphs describing their immediate family
  - The two paragraphs are to be structured after the La familia Obama example done in class together and it should include the following information about family members:
    - Where they are from (origin)
    - How they look physically
    - What they like to do
La familia de Patricia

Pedro

Eliana

Felipe

Gloria

Luis

Isabel

Patricia

Rita

José

Pícaro

Carlos

Ana