

Lesson Plan - Spanish 101

Mi Familia

Goals:

Students will be able at the end of the class to

- Describe their families using relationship, nationality, and adjectives.
- Ask questions and provide information about their families (relación, nacionalidad y descripción.)
- Find similarities and differences between the Hispanic- Latino families and families from the United States.

Before the class- Classroom Management (5 minutes)

- Check that the room is organized and clean.
- Check that no sounds interfere with the class and, if possible, that the room has a good atmosphere.
- Check that the slides and all the tools used for the class function properly.

Class development (65 minutes):

Left 10 minutes without preparation, considering that some activities could take longer (5 to 10 minutes) or something could change the class plan. In addition, prepare an extra workout in case the activities may be faster than expected.

1. Mi Familia: (15 minutes)

-Pretask:

- Start the class by greeting students and asking them, ¿cómo están?
- Use slide 2 of a "monkey" with blonde hair. Ask students what blondes are called in other countries and share the answers with the class.
- Read the objectives of the class (slide 3)
- Write on the board "¿cómo eres?-description", and ask some students this question (slide 4)
- Show a picture of your family to the class (slide 5). Talk about them, relationships, nationality, and descriptions using some adjectives that the students reviewed in their homework.

2. Conoce mi familia (20 minutes)

-Task 1:

- Ask students to find a picture of their family or a model family (slide 6).
- Ask them to pick 3 family members and write three sentences to describe each person. Describe them, say their nationality and the relationship. (slide 7)
E.g. Ella es mi mamá, ella es alta, guapa e inteligente. Ella es Colombiana
- Talk with two people in the class about your family, using a complete sentence.

3. Adivina quién (10 minutes)

-Task 2:

- Ask students if they like to play gameboards with their family and pick some of them to share what kind of games. (slide 8)
- Tell students one of your favorite gameboards is "Adivina Quién," and ask them to do pairs and have their family picture on hand to play this game
- Ask students to pick one person from the picture, and don't tell the classmate.
- Students will interchange their pictures and take turns asking questions to find out who is the person that they choose. When they guess the first person, they will think of a different person and do the same.
Kind of questions examples: ¿ella es alta? No, ella no es alta ¿ella es estadounidense? No, ella es colombiana ¿ella es joven? Más o menos joven ¿ella es tu mamá? Si, ella es mi mamá.

4. Tipos de familias (15 minutes)

-Task 3:

- Ask students questions about their family members, and then tell them, let's see how other family members are in the Latino-Hispano families (slide 9).
- Watch the videos about Latin-American families vs. United States-families.
https://www.youtube.com/watch?v=ovFIkk7PUQ0&ab_channel=JuanpaZuritaComedy
(minutes 3:44 to 5:51)
- Ask students to tell a classmate what's different and similar in their family.
- Share your thoughts with the class.

5. Despedida (5 minutes)

-Postask

- Think about new vocabulary or something new that you learned today (slide 10).
- Ask five students to write on the board something they learned.
- Ask the class if there is something else they want to add and give another 2 or 3 students a chance to write something else.

Notes:

- Everyone's participation is expected so that the activities can be productive.
- In case of not seeing participation, make a quick ice breaker or change the activities' order.
- This activity is done considering that there are essential tools such as a laptop, video beam, pencils, and paper. Also, knowing that students had a previous homework where they learned vocabulary to talk about the family, adjectives, and the use of the verb ser.