

FRANKLIN COLLEGE
Education Department

LESSON PLAN

Student Name: Katie Ellis

Lesson Plan No. 3 of 2/3

Cooperating Teacher Name: Mr. Garcia

Subject Area: Spanish II

Grades 10-12

Signature for Approval (Cooperating Teacher)

Date Prepared: January 15, 2006

Date Taught: January 17, 2006

TOPIC (*key point; concept; skill*):

Students will learn the differences in use for the Spanish verbs *ser* and *estar*, which both mean to be, as well as how to use these two Spanish verbs in sentence writing during in-class activities.

STANDARD(S)

- Standard 1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 2: Students understand and interpret written and spoken language on a variety of topics.
- Standard 3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- Standard 4: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

OBJECTIVE (*TSWBAT + performance, conditions, criteria*):

In order for the student to learn the differences in the uses for the Spanish verbs *ser* and *estar* as well as how to use these two verbs in sentences and writing activities, TSWBAT individually complete activity C on page 92 of their Grammar Tutors, a practice worksheet over *ser* and *estar*, and activities 8 and 9 on page 30 of the Cuaderno de Gramatica, all of which will be finished and turned in by the conclusion of the 50 minute

class period, in accordance with methods and examples as demonstrated by the teacher with 88 percent accuracy in use of vocabulary words, ser and estar use, and overall sentence structure.

MATERIALS:

Teacher: Teacher's edition of "Ven conmigo" textbook and Cuaderno de Gramatica, Grammar Tutor book, whiteboard, marker(s), eraser, copy of ser and estar worksheet, seating charts.

Students: Student's edition of "Ven conmigo" textbook and Cuaderno de Gramatica, Grammar Tutor, pen or pencil, copy of ser and estar worksheet.

I. PROCEDURES (*teacher and student tasks*)

A. Beginning of lesson

1. Classroom management two-part step (*to have students ready to learn, in listening position, where they need to be*):

When the bell rings, Mr. Garcia will pass back a graded homework assignment from last week and the graded quizzes from Thursday. He will go over these two things before I teach my lesson. I will begin my lesson by reviewing the phrase on estar that they were taught on Friday. I will then have the students get out their Grammar Tutors.

If there are some students straggling, I will remind them of the phrase learned from Friday and I will ask them again to get out their Grammar Tutors so we can start the lesson and activities.

2. Statements to initiate or set the stage for the lesson: motivation; overview; or establish an atmosphere:

After the students are seated after the bell rings and Mr. Garcia is finished going over the two things from last week, I will have the students complete activity C on page 92 in their Grammar Tutors. I will tell the students to take 5 minutes to complete the activity and we will go from there into the rest of the lesson. I will answer any questions students have over ser and estar while doing this activity. If I see

students are struggling I can review the uses of ser and estar at that time.

**=Modification (strategies to meet individual, special needs at a particular step)*

1. After making sure students are working on activity C on page 92 in their Grammar Tutors, the teacher will give the students about 5 minutes to complete the activity, the teacher will have students stop working on the activity so that the class can go over the activity out loud.
2. The students will complete activity C on page 92 in their Grammar Tutor and after about 5 minutes, when the teacher stops them, the students will stop working and will go over the answers to the activity out loud.
3. When the students have stopped working on activity C on page 92 of their Grammar Tutors, the teacher will call on students to give the answers to the activity out loud.
4. The students will give the answer to the page 92, activity C when called on by the teacher.
5. The teacher will next pass out and introduce the next activity, which is a worksheet over ser and estar. The teacher will read the directions for the activity out loud when all students have gotten a copy. The teacher will give the students between 10 and 15 minutes to complete the worksheet.
6. The students will listen as the teacher explains the directions for the worksheet activity. The students will complete the worksheet in 10 to 15 minutes.
7. The teacher will stop the students after the class is finished, or after 10 to 15 minutes have passed, so that the class can go over the answers over the worksheet activity. The teacher will give the answers to the worksheet as the students grade another student's worksheet.
8. The students will grade another student's worksheet for correct answers as the teacher reads the answers out loud to the class.
9. The teacher will then tell the students to get out their Cuadernos de Gramatica to complete the next in-class assignment. The teacher will have students turn to page 30 and look at activities 8 and 9. The teacher will explain the directions to the class. The teacher will tell the students the assignment will be due by the

end of the period to be turned into the box

10. The students will get out their Cuadernos de Gramatica and turn to page 30. They will listen to the teacher give directions about the in-class activity. The students will use the rest of the class time to work on this activity and will turn it into the box by the end of the period.
11. The teacher will walk around the class to answer students' questions and make sure the students stay on task during this final in-class activity.

4. Closure statement (*brief lesson review, summary; doesn't have to be the last step if something is going to be made or an activity will follow*):

I will wrap up the lesson by asking the students if they had turned in their activities 8 and 9 on page 30 of their Cuaderno de Gramatica. I will also go over the homework assignment for the night. This assignment will be due at the beginning of class tomorrow. The assignment is activities 10 through 15 on pages 31 and 32 in the students' Cuadernos de Gramatica. I will also ask students if they had any questions over the homework for the night, or any questions about *ser* and *estar* to this point in time.

II. ASSESSMENT (*how is objective met by students: observation, written work, presentations, quiz, etc.*):

I will have the students complete in-class activities that we will go over at the completion of each activity, as well as homework that will be due tomorrow. I will have the students complete activity C on page 92 of the Grammar Tutor. The students will also complete a worksheet over *ser* and *estar* and an in-class activity. This in-class activity is activities 8 and 9 on page 30 of the Cuaderno de Gramatica. I will also have the students complete, for homework and to turn in on Wednesday, activities 10 through 15 on pages 31 to 32 in the Cuaderno de Gramatica.

III. EXTENSION AND REMEDIATION (*what will be done beyond lesson; strategies for those who need further instruction, assistance*):

If the students complete all of their in-class activities early, the students will have time during class to work on their homework for tonight which is activities 10 through 15 on pages 31 through 32 in their Cuaderno de Gramatica.

If the students are moving slow and are not grasping ser and estar well I will go over the uses of ser and estar again. Also, the students may not have time to work on their homework during class if they take longer with finishing the in-class activities.

IV. HOMEWORK ASSIGNMENT (S)

The students have homework for tonight. This assignment is activities 10 through 15 on pages 31 through 32 in the students' Cuaderno de Gramatica. These assignments are over ser and estar and will be due tomorrow.