

# Sarah's Spanish School

## Lesson Plans - My Family 8-week

By the end of the 8-weeks, students will be able to do the following in Spanish: talk about their family, describe familial relationships, talk about who is older/younger, express adoration, use diminutives (-ito/-ita), use possessive adjectives (mi - my, tu - your...) talk about their pets/dream pets, and sing various new songs!

<https://quizlet.com/join/wU6dDbwwh>

<https://quizlet.com/class/7343235/>

### Summary of lessons for teacher:

**Class 1:** Rules, establishing routines, review foundations - greetings, me llamo, estoy bien, days of the week song, months of the year song, classroom commands, colors, numbers 1-10/15, weather, body parts

**Class 2:** Introduction to family vocabulary, basic personal question and answering about their own families

**Class 3:** Family vocab review, matamoscas in partners, personal question and answering about their families to learn “yo tengo” and “se llama” and “mi”, “tu”, “su”

**Class 4:** Family vocab practice, mayor/menor game, role playing, talking about ages

**Class 5:** Rain, rain go away song, family vocab game (matching), listening practice - La familia de Natalia

**Class 6:** Learn to describe own family (oral only), famous families powerpoint activity, quien tiene... activity using family pictures (in a circle)

**Class 7:** Learning familial relations and how to explain them in Spanish, Mi familia worksheet

**Class 8:** Review, hot seat game, KABOOM, certificates

Note\* Class 6 - students need to bring a picture of their family into class

# Detailed lesson plans:

## Class 1

**Goals:** I can remember things from Foundations Spanish class such as greetings, days of the week, months of the year, numbers, colors, body parts, weather, and classroom commands

**Materials:** a ball or stuffed animal to toss (provided by teacher)

### Lesson

**The very first thing that needs to be done on day 1 is lay down the expectations for students. This is a class where you are going to learn and also have fun. You are expected to follow directions the first time and be respectful of me and your classmates. Ask the students some rules that they have in their regular classrooms and during the school day (a lot of schools teach character development and the students know by heart the expectations). Let them share with you by raising their hands. Let them know that they should behave in this classroom even better than you would behave in your regular classroom; this is a privilege that they are here learning another language. Let them know that if they do not follow the rules and be respectful, here are the consequences; first offence is a warning/reminder, second offense is a phone call or email home, third offense is being sent to the office, fourth offense they could be kicked out of the class. We are here to learn and have fun.**

1. Take roll (2 min)
2. Teacher introduce self in Spanish (3 min). Review “como te llamas” and “me llamo”
3. Toss ball to students and ask “como te llamas”
4. Teach, “*me llamo*” and “*como te llamas*” (4 min)
5. Have them turn to three different friends and say “me llamo” + their name (1 min). Also have them say “mucho gusto” if they didn’t already know the person!
6. Tell students the goal of the day
7. Have the students “*Vengan aqui y formen un circulo*”. Sing/review the “*esta aqui*” song. (3-5 min)
8. Circle time! - Review days of week, months of year (sing songs if they remember them!), review weather (by you acting it out and they saying the weather term in Spanish), talk (in Spanish) about the weather that day. Ask students: “que dia es hoy” and have them answer “hoy es \_\_\_\_” (10 min)
9. Have students go back to their desks.
10. REVIEW/CHALLENGE TIME - Say any of the following and have students do the action (to review classroom commands - remember, you will be speaking in Spanish most of the time in class, so it is important that they know these well)  
*levántense, siéntense, escuchen, hablen, caminen, paren, miren*
11. REVIEW/CHALLENGE TIME - Count to 15 with the students. See if they can do it. (5 min)
12. REVIEW/CHALLENGE TIME - Colors Review! You show them something. They say the color of it in Spanish. Do this to review all colors. You can use things around the classroom or clothes as the objects to describe the color/review colors. (7-10 min)
13. REVIEW/CHALLENGE TIME - Play “simon dice” to review body parts!!!! (10 min)

14. Teach them new ways to say goodbye and/or see you later. Have them repeat them and say them to a friend.
15. Review what you did today, and introduce rest of semester

**Words learned:** No new words unless you added some. This class is review of Foundations class and all basic Spanish.

## Class 2

**Goals:** I recognize family words in Spanish

**Materials:** Family words flash cards, ball or stuffed animal

### Lesson

1. Take roll (2 min)
2. Circle time/beginning-of-class routine - Greet, esta aqui song, talk about the day of the week, the weather, small dance to get the wiggles out, goals of the day... (5 min)
3. Introduce family words
  - show students 1 picture. Have them repeat the word in Spanish various times. Then ask what they think it means in Spanish
  - Translate the word to English
  - Move on to next picture and do the same way.(10 min)
4. Personal Question/Answering about students' families (you will be doing all the talking here mainly, but they will be getting a LOT of input with you saying the new vocabulary word many times over in Spanish)
  - hold up picture of the "hermana". Ask "quien tiene una hermana?" (translate for the first time if you have to, so they get what you are saying)
  - Whoever says they do, you can ask them more about their sister (tu hermana es mayor o menor?) - act it out so they kind of get what you're asking!
  - Also ask, "como se llama tu hermana?"
  - Move on to another student OR family member/card
  - Stay on each family member (hermana, for example) for as long as you can until everyone that has an hermana gets to say it, OR until students lose interest. Then move on to another family member
  - Let students enjoy the "spotlight" when you're talking about their family member. Kids LOVE this.
  - Say the new vocab word as many times as possible during this activity(10-15 min)
5. GAME - Quien tiene
  - Hand out the family member flashcards to students. Each student should get one. If you have too many students, pair them up
  - Ask "quien tiene" and whoever has that family member has to stand up
  - Do this for all family members.

- Have students trade with a classmate
- Repeat step 2
- Have students sit in a circle with their family member card face up
- Ask "quien tiene" + family member. If they HAVE the card, they cannot say it! Another student has to point to who has it or say their name. That student then gets a point!
- Play for 5-10 min. Have students switch cards once in a while

Total time (10-15 min)

#### 6. Time at end? REVIEW

**Words learned:** la madre, el padre, el hermano, la hermana, la hija, el hijo, la mascota, el abuelo, la abuela, el tío, la tía, el esposo, la esposa, el sobrino, la sobrina

Extra time? Some other fun games!

- Exchange Places: Students are in a circle. Each student is given a marker of a different color. Students say in the target language what family member they have. The student in the center of the circle names family members. Students having these two family members must exchange places as the student in the center tries to take the place of one of the students in the outer circle.

## Class 3

**Goals:** I know family vocabulary in Spanish. I can answer questions about my own family in Spanish.

**Materials:** Family flashcards, ball/stuffed animal, matamoscas papers (1 per 2 students)

### Lesson

1. Take roll (2 min)
2. Circle time/beginning-of-class routine - Greet, esta aqui song, talk about the day and weather, small dance to get the wiggles out, goals of the day... (5 min)
3. Song of the week/next few weeks (THIS IS ADORABLE!!!)  
<https://www.youtube.com/watch?v=srAVqewVajo>  
 Show students the video, be INTO IT so they will LOVE it, translate it for/with them, watch it again and let them enjoy it. So so so cute!!!
4. Review family member vocabulary (explain that you will be playing a game using these next!) (5-10 min)
5. Teach "se llama", have students repeat it a few times
6. Personal question/answering
  - toss ball to individual students. Ask them "Como se llama tu madre". They have to answer "Mi madre se llama \_\_\_\_" (write on board if you have one so they can read it)
  - Ask ALL students
 (10 min)
7. To teach Mi, Tu, Su:
  - Pretend like you're trying to remember all their mom's names. Ask "Tu madre se llama

lola?" pointing to someone. Stress TU

- Be silly and ask them about YOUR mom's name vs Their moms' names. "Mi madre se llama Betty o tu madre se llama Betty?"

- como se llama su madre?

- Once you do this for about 5-10 min, see if they can tell you what the translation is for "mi" "tu" and "su"

(10 min)

8. MATAMOSCAS

- Pair students up

- Give each pair a Matamoscas paper

- Explain rules (you say a word in Spanish, whoever touches the picture first wins and gets to put their name by it)

- PLAY GAME (15 min)

9. Teach/review YO TENGO

- have students repeat

(2 min)

10. Teach "cuántos" (1 min)

11. PQA - toss ball to individual students. Ask them "cuántos \_\_\_\_ tienes?". They have to answer "Yo tengo \_\_\_\_"

- Example: Cuántos hermanos tienes? Yo tengo dos hermanos.

- Call on lots of different students and ask about lots of different family members

(10-15 min)

12. Review

**Vocabulary:** Yo tengo, mi, tu, se, se llama, la madre, el padre, el hermano, la hermana, la hija, el hijo, la mascota, el abuelo, la abuela, el tío, la tía, el esposo, la esposa,

## Class 4

**Goals:** I know the family vocabulary in Spanish. I can describe/compare people using age/younger/older,

**Materials:** Family picture flashcards, family word flashcards

### Lesson

1. Take roll (2 min)

2. Circle time/beginning-of-class routine - Greet, esta aqui song, day of week, weather, small dance to get the wiggles out, goals of the day... (5 min)

3. <https://www.youtube.com/watch?v=srAVqewVajo>

(if they like this, you can have them act it out/someone be the mom, dad, baby... everyone else be fish haha so fun!!!!)

4. Outloud quickly review family members - you say it in ENGLISH and have them say it in SPANISH

5. Teach/Review “Cuantos años tienes”/”Yo tengo \_\_\_\_ años”
  - have them repeat
  - practice outloud
  - have them ask and answer to a friend
6. MAYOR vs MENOR game
  - Call up 2 students
  - ask them in Spanish how old they are
  - Have them tell you in Spanish
  - Review MAYOR and MENOR, have students repeat and use actions
  - ask the class: quien es MAYOR, Henry o Julia? (or whatever the kids names are). Also ask who is younger ;) This is practice with MENOR/MAYOR
  - once they get it right, always repeat/answer them in a complete sentence “Si muy bien! Julia es mayor que Henry!”
  - Repeat with new students
  - If they are the same age, ask their bday month in Spanish! (MONTHS REVIEW woo hoo!)

(10-15 min)
7. Mayor vs Menor game continued, but with ACTORS
  - Assign each student a character. Do this by giving them a family words flashcard.
  - Tell students they have to act out their character WELL! For example, if they are “abuela” they have to act old. If they are “bebe” they can crawl! Keep it fun!!!
  - You can have them each invent a name and age for their new character if they want to.
  - Call up 2 students. Have them show the class what character they are. Then, ask the class in Spanish who is older/who is younger. You can have the students talk about themselves in Spanish if they are feeling confident!
  - repeat, repeat, repeat. Have students switch characters after a while. This should be very fun and interactive and funny! And LOTS of Spanish!

(15 min)
8. Collect your materials from students
9. SILENCIO game! (SO fun!)
  - First explain to students how the game works
  - Hold the family pictures behind your back. The teacher will hold up a picture and say the correct vocabulary word. The students then repeat the word. Repeat this process several times. Once in awhile, pick a picture and say an incorrect name. At that point, the class should remain silent, and by doing so, they score a point. However, if a student says the incorrect name, the teacher wins a point. See who can win five points first.

(5-10 min)

**Vocabulary:** Mayor/menor, family vocab words

# Class 5

**Goals:** I can sing the “rain rain go away” song in Spanish. I can understand someone describing their family in Spanish.

**Materials:** Picture flashcards and words flashcards

## Lesson

1. Take roll (2 min)
2. Circle time/beginning-of-class routine - Greet, esta aqui song, review days of the week, talk about what day it is small dance to get the wiggles out, goals of the day... (5 min)
3. New song!
  - Tell lyrics and translate them to English (lluvia lluvia, vete ya, otro dia volvera, la familia quiere jugar, lluvia lluvia vete ya)
  - Watch! [https://www.youtube.com/watch?time\\_continue=127&v=-S8MUSo8WrM](https://www.youtube.com/watch?time_continue=127&v=-S8MUSo8WrM)
  - Review at end (what the lyrics meant) - so catchy!!!(10 min)
4. MEMORY game
  - put all pictures and words face down on floor. Students form circle around it. Have students take turns picking up two, trying to match the picture with the correct word.
  - if they get a match, they keep it(10-15 min)
5. Story time!
  - Read students the story about Natalia one time. Don't have them translate it - just ask if they understood any (based on the story and their reactions, you should be able to tell if they understand or not)
  - Write these questions on the board (or on a piece of paper that they can all see) to let students know what you are listening FOR: How does Natalie describe her family? How many siblings does Natalie have? Who is her favorite sibling? How old is her favorite sibling? What kind of pet does she have?
  - Read (slowly) the story again.
  - Review questions. See if they got the answer. Refer to/re-read the part of the story that gave the answer.
  - Once you go through all answer, re read it again all the way through.
  - Make sure you teach students what the last sentence says. Have them repeat it. Amo a mi familia. Teach them “te amo”. Have them say it to people around them!(10-15 min)
6. Extra time at end? REVIEW/play game/personal question/answering

Tell students that they need to bring a picture of their family in for class 6!!!!

# Class 6

**Goals:** I can describe famous families in Spanish.

**Materials:** Famous family powerpoint

## Lesson

1. Take roll (2 min)
2. Circle time/beginning-of-class routine - Greet, esta aqui song, review days of the week, talk about what day it is small dance to get the wiggles out, goals of the day... (5 min)
3. Song time [https://www.youtube.com/watch?time\\_continue=127&v=-S8MUSo8WrM](https://www.youtube.com/watch?time_continue=127&v=-S8MUSo8WrM)
4. Quick game to review vocab
  - Split class up into 2 teams
  - You show a picture of a family member. The team has to come up with the answer in 10 seconds. After 10 seconds, whichever team has it right they get a point. If they both get it right, they both get a point!(10 min or less)
5. Famous Families Powerpoint
  - Explain first that students and you can ONLY speak in SPANISH about the powerpoint
  - Go through the slides and talk about each family member (quien es el padre? Quien es el madre? Quien es...) If no one in class knows the family, you can GUESS who is who
  - If your kiddos are more advanced, talk MORE in Spanish about the people, what they look like, new vocab like how to say "movie" or "character" ...(10-15 min)
6. Presentation of students' families!
  - Students should have a picture of their family
  - Have them get together with a partner and practice explaining their family
  - You can teach them/review sentences to use - este es mi madre... se llama.."
  - walk around while they are doing this and answer specific students' questions, make sure they are on task, help with pronunciation...
  - have them find a new partner if they finish early(10 min)
7. Have each student come up and "present" their family  
(10 min)
8. Sit in a circle with students. Have them all hold up their family pictures. You will ask questions about each of their families based on the picture/what they presented/what they have shared in the past, and the students will have to name the student whose family you are describing!  
(rest of time)
9. Extra time at end? REVIEW

# Class 7



**Goals:** I can talk describe relationships within a family in Spanish. I can accurately talk about my own family in every way learned this semester.

**Materials:** something to play a video on, family worksheet

### Lesson

1. Take roll (2 min)
2. Circle time/beginning-of-class routine - Greet, esta aqui song, review days of the week, talk about what day it is small dance to get the wiggles out, goals of the day... (5 min)
3. Students are going to learn to (if they haven't already) explain familial relationships in Spanish. Let them know that this can be tricky!!!
  - Call up 6 students. Assign each student a character - mom, dad, brother/son, sister/daughter, grandma, grandpa
  - ask questions in English first about the relationships using the students real names (who is the daughter of Megan? Who is the sister of Ralph?)
  - Once you know that they understand relationships in English, switch to asking the questions in Spanish. Change up characters so all students get to act (10-15 min)
4. Let them watch this video. Stop throughout and translate it with them  
[https://www.youtube.com/watch?time\\_continue=51&v=DuhvGnHD0TE](https://www.youtube.com/watch?time_continue=51&v=DuhvGnHD0TE)
5. Worksheet about their own family. Walk around the help them while they do it. (10 min)
6. Go over it out loud together and let students share their answers/translate to English
7. End of class - review, play game like charades or hot seat

## Class 8

**Goals:** I can do all things learned this semester at a beginner level

**Materials:** All flashcards from semester, KABOOM sticks, certificates

### Lesson

1. Take roll (2 min)
2. Circle time/beginning-of-class routine - Greet, esta aqui song, review days of the week, talk about what day it is small dance to get the wiggles out, goals of the day... (5 min)
3. HOT SEAT game
  - have students form 2 lines, both front people facing each other. You say one thing in English, anything they've learned this semester. Whoever says it in Spanish first gets a point for their team (family words, my, your, his/her, her name is, I have, his name is, any lyric from a song... use KABOOM sticks to help)
  - both students go to end of line
  - Start again with new students in the "hot seat" (10-15 min)
4. KABOOM!!!!!! (Best. Game. Ever!!!!) (10-15 min)
5. Last 5-10 minutes of class have a celebration/ceremony. Hand out certifications to students, congratulate them on a job well done, and encourage them to continue their Spanish study (tell about part 2 next semester!!!!)

6. Time at end still? Play songs from semester and have students dance and sing them!