

Proficiency Level/Class. Elementary Spanish as a Heritage Language - SPAN 111

Estimated time of lesson. 50 minutes

Theme/Context. Family – *Ser/Estar* (to be)

Performance outcomes/objectives. Students will be able to:

- define/identify family members
- ask questions about family members
- describe personality and physical characteristics
- express location

Content knowledge/skills. Students will be able to apply these terms and concepts:

- use interrogative words to ask questions (*¿quién...? ¿cómo...? ¿dónde...?*)
- use possessive adjectives (*mi, tu*)
- use demonstrative adjectives (*este, esta*)
- use the adequate gender in using adjectives
- use *ser* in 3rd person singular to identify family members
- use *ser* in 3rd person singular + adjectives to describe people
- use *estar* in 3rd person singular + *en* to express the location of people
- use the vocabulary related to places in the city

Resources/materials needed. Textbook “ESPAÑOL, Nuestra HERENCIA, Nuestro TESORO. SPANISH AS A HERITAGE LANGUAGE”, p. 3, 41 & 42 (family vocabulary and expressions), p. 35 (conjugation of *ser*), p. 59 & 61 (adjectives to describe people with *ser*), p. 66 (conjugation of *estar*), p. 129 (vocabulary of places in the city). Family pictures.

Outline/Description of learning/teaching activities. Total lesson time: 48 minutes.

1 Input (5 minutes)	<p>Introduction of vocabulary.</p> <p>While asking students to look at the family tree on p. 3 and family vocabulary on p. 41 of the book, the instructor introduces vocabulary related to family by showing a picture of his own family and pointing at family members while describing them (<i>esta es mi madre, se llama Emma, y es muy amable y simpática. Esta es mi hermana Cecilia, es muy trabajadora y responsable. Ella tiene dos hijos, mis sobrinos, y se llaman... </i>).</p>	Interpretive, L, R
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	The instructor asks students to look at the conjugation of <i>ser</i> on p. 35 if needed.	
2 Input (4 minutes)	Interrogative questions with ¿quién... ? After the initial input phase of this lesson, the instructor shows the interrogative word “¿quién... ?” on a slide and provides a couple of examples of family member identification by means of relationships: <i>¿quién es la hija de mi hermana?</i> <i>¿quién es la madre de mi padre?</i> , asking students to look at examples on p. 42, and helping the entire class to come up with the right answer, putting emphasis on the change of perspective in answering (<i>tu</i> instead of <i>mi</i>) using complete structures: <i>la hija de tu hermana es tu sobrina, la madre de tu padre es tu abuela.</i>	Interpretive, L, R
3 Assimilation (6 minutes)	Vocabulary activity. The instructor asks students to work in pairs, describing their own family using the picture they brought from home, pointing at each family member while telling how each person in the picture is related to them (<i>esta es mi madre, se llama Sally. Este es mi hermano, se llama Chad</i>).	Interpretive, L, S, K Type of feedback: recast and elicitation. Clarifications and metalinguistic when necessary.
4 Assimilation (4 minutes)	Identification activity. The instructor asks students to work in pairs, asking each other 4 questions (8 total) to identify family members (<i>¿quién es la hermana de mi padre?</i>). Students must point at the family member that corresponds to the description they hear in the question, while responding using full structures (<i>la hermana de tu padre es tu tía</i>). The instructor walks around the classroom, eavesdropping to check that	Interpretive, L, S, K Type of feedback: recast and elicitation. Clarifications and metalinguistic when necessary.

	interactive communication is taking place effectively, and answering questions from students.	
5 Input (5 minutes)	Interrogative questions with ¿cómo... ? While asking students to look at the list of adjectives to describe people on p. 59 and 61, the instructor shows the interrogative word “¿cómo... ?” on a slide, and provides a couple of examples of family member descriptions using the family picture of a couple of students to ask questions: <i>Sarah, ¿cómo es tu hermana?</i> , <i>Rob, ¿cómo es tu padre?</i> , helping the student whose picture is being used to use at least two of the adjectives on p. 59 and 61, putting emphasis on the change of perspective in answering (<i>tu</i> instead of <i>mi</i>), on the gender of the person being described, and in using complete structures: <i>mi hermana Sarah es alta y activa</i> .	Interpretive, L
6 Assimilation (6 minutes)	Description activity. The instructor asks students to work in pairs, asking each other 4 questions (8 total) to describe family members (<i>¿cómo es tu hermana?</i> <i>¿cómo es tu padre?</i>). Students must point at the family member that corresponds to the question they are asking, and also while describing the family member they're being asked about (<i>mi hermana es artística y lista. Mi padre es rubio y honesto</i>). The instructor walks around the classroom, eavesdropping to check that interactive communication is taking place effectively, and answering questions from students.	Interpretive, L, S, K Type of feedback: recast and elicitation. Clarifications and metalinguistic when necessary.
7 Input (4 minutes)	Interrogative questions with	Interpretive, L

	<p>¿dónde... ? While asking students to look at the list of places in the city on p. 129, the instructor shows the interrogative word “¿dónde... ?” and the full conjugation of <i>estar</i> on a slide, asking students to look at it in p. 66, and provides a couple of examples of family member locations using the family picture of a couple of students to ask questions: <i>Sarah, ¿dónde está tu hermana ahora?</i>, <i>Rob, ¿dónde está tu padre ahora?</i>, helping the student whose picture is being used to use one of the places listed on p. 129, putting emphasis on the change of perspective in answering and the use of <i>en</i> (<i>mi hermana está en la escuela ahora, mi padre está en la oficina ahora</i>).</p>	
8 Assimilation (6 minutes)	<p>Location activity. The instructor asks students to work in pairs, asking each other 4 questions (8 total) to express where family members are at the moment (<i>¿dónde está tu hermana ahora?</i> <i>¿dónde está tu padre ahora?</i>). Students must point at the family member that corresponds to the question they are asking, and also while expressing where the family member they're being asked about is (<i>mi hermana está en la escuela ahora. Mi padre está en la oficina ahora</i>). The instructor walks around the classroom, eavesdropping to check that interactive communication is taking place effectively, and answering questions from students.</p>	<p>Interpretive, L, S, K</p> <p>Type of feedback: recast and elicitation. Clarifications and metalinguistic when necessary.</p>
9 Wrap-up (8 minutes)	<p>Full description. The instructor provides examples of full expressions with the content</p>	<p>Interpretive, L, S, K</p> <p>Type of feedback: recast and</p>

	<p>students just practiced: <i>Mi padre es/se llama Enrique, es alto y honesto, y está en la oficina ahora</i> and then asks students to change partners, by having them change seats, and then provide full descriptions (family member identification, description of personality, location) to their new partner using their family picture while pointing out who they're speaking about. This activity provides reinforcement of the content just learned. The instructor walks around the classroom, eavesdropping to check that interactive communication is taking place effectively, and answering questions from students.</p>	<p>elicitation. Clarifications and metalinguistic when necessary.</p>
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