

Element	Description
<p><b>Objective:</b> What will students know and be able to do by the end of the lesson? ***<i>This comes directly from the teacher's guide.</i></p>	<ul style="list-style-type: none"> <li>• Introduction to the verb “ser” and all of its uses</li> <li>• Conjugate “ser” and use it in dialogue</li> <li>• Learn gender and quantity agreement with verbs</li> </ul>
<p><b>Materials:</b> What materials will you need to complete this lesson?</p>	<ul style="list-style-type: none"> <li>• “Extra resources – alphabet” file from Teacher’s Portal</li> <li>• “Lesson 5 – ser presentation” PowerPoint file</li> <li>• “Lesson 5 – guided practice” worksheet</li> <li>• “Lesson 5 – independent practice” worksheet</li> <li>• The Spanish beginner book</li> <li>• Paper and writing utensil</li> </ul>
<p><b>Warm Up [We do]:</b> How will students review what they learned in previous lessons?</p>	<p>Have the “Extra Resources: Alphabet” file ready from Teacher’s Portal. Present it on the screen. Go over the pronunciation of the alphabet with the students. Go through it completely once.  <b>**Tell the students: “Escucha – A, B, C, Ch, D, (etc)....”</b>            Then tell the students:  <b>“Repite [student’s name]: A.” (that person should repeat)</b>  <b>“Bien. Repite [different student’s name]: B.” (that person should repeat)</b>  <b>“Bien. ... (etc.)...”</b> Continue until all the students have gone through the alphabet.(etc.)</p>
<p><b>Introduction [I do]:</b> How will you model what students are expected to do? How will you engage students with the new material?</p> <p><b>Guided Practice [We do]:</b> How will you deliver the lesson? How will you address multiple learning styles? How will the students interact with you and each other?</p>	<p>Open “Lesson 5 – ser presentation” from Teacher’s Portal. Present the PowerPoint on your screen. Start the lesson by going over “los pronombres de sujeto”. Tell the students that in the Beginners book that the lesson will be starting on (18%, page 31 of 222, location 673 of 3682 of the kindle version and page 31 of the physical book).</p> <p>Go to slide 2 and begin explaining to the students “los pronombres de sujeto”.  <b>**Tell the students: Repite** <i>Make sure to use a lot of hand motions.</i></b></p> <ul style="list-style-type: none"> <li>• “Yo” – point at yourself.</li> <li>• “Tú es informal y significa...(point at the screen).”</li> <li>• “él es (male student’s name)” – point at screen.</li> <li>• “ella es (female student’s name)” – point at the screen.</li> <li>• “Usted es formal y como “tú” y significa...(point at the screen).”</li> <li>• “Nosotros” – make a stirring the pot motion for yourself and everyone.</li> <li>• “Nosotros somos yo (say your name), (say a female student’s name) y (say a male student’s name)”</li> <li>• “Nosotras somos yo (say your name) y (2 other female students names)”</li> <li>• “Ellos son (point at the screen)...(3 different students’ names male and female).”</li> <li>• “Ellas son (point at the screen)...(say 3 different students’ names all female).”</li> <li>• “ ‘Ustedes’ es formal. (point at the screen)...(say 3 different students’ names male and female). Ustedes.”</li> <li>• “Vosotros es un pronombre de sujeto que se usa en España.”</li> </ul> <p>Next, move onto slide 3 – “las cosas como los sujetos”, then slide 4- “cuando el sujeto es un objeto”. Tell the students:</p>

1. A veces, el sujeto de la frase no es una persona, sino un objeto inanimado, o una cosa. (Sometimes, the subject of the sentence is not a person, but rather an inanimate object, or a thing.)
2. En español, las cosas y los objetos inanimados toman el lugar de los pronombres de sujeto de “él, ella, ellos y ellas” (In Spanish, things and inanimate objects take the place of the subject pronouns “he, she, and they”).
3. Go over the examples on the slide.

Next, move onto “slide 5 - Intoducción al verbo: ‘ser’”. Go to slide 6 – “Conjugaciones del presente (ejemplos)”. Tell the students that this part of the lesson is also in the book starting on (20%, page 33 of 222, and location 689 of 3682) page 33 and say to the students:

1. En español, los verbos existen o en el infinitivo, o en conjugación. En inglés, es igual; tenemos verbos en sus formas infinitivas, y verbos conjugadas. El infinitivo del verbo “be” es “to be”, y sus conjugaciones en el presente son “am”, “is,” y “are.”
2. En español, “ser” es la forma infinitiva. “soy, eres, es, somos y son” son las conjugaciones. *\*(Highly recommend using the annotate tool on the screen to emphasize the “to go”, “go” and “goes”)*

Go to slide 7 - “La conjugación de “ser” (en el presente)”. Tell the students to continue on page 33-34 of the book with the headline “The Conjugation of Ser” (*the students may have questions on this section because the book goes over more than the lesson does, do not mention anything about dropping los pronombres de sujeto unless a student asks about it*).

1. In Spanish, explain to the students that **\*\*“Yo soy”** es la traducción de “I am”. “Tú eres” es la traducción de “You are”, pero es informal. Se usa cuando estás hablando con amigos o miembros de tu familia.
2. “él es” es la traducción de “he is”. “ella es” es la traducción de “she is”. “Usted es” es la traducción de “you are”, y es formal.
3. “Nosotros somos” es la traducción de “we are” para muchachos/chicos y muchachas/chicas. “Nosotras somos” es la traducción de “we are” para solo muchachas/chicas.
4. “ellos son” es la traducción de “they are” para un grupo de chicos y chicas o de solamente chicos. “Ellas son” es la traducción de “they are” para un grupo de chicas.
5. “Ustedes son” es la traducción de “you (all) are.” Se usa cuando estás hablando a más que una persona.
6. Go to slide 8 – “ejemplos” and review the different subjects and subject pronouns and the proper conjugations with the students.

Go to slide 9 – “los usos de ‘ser’-1”. The students can go to the book and start looking at “34%, Page 66 of 222, Location 1214 of 3682” on the Kindle or starting page 66 of the physical book. This section will cover pages 66 – beginning of 68.

Tell the students: “El verbo “ser” se usa en diferentes situaciones. The verb “ser” is used in different situations. Ahora, vamos a repasar los varios usos. Now, we are going to review the various uses.”

1. Uso 1- “Ser” se usa para las profesiones. “Ser” is used for professions.
2. Uso 2 – “Ser” se usa para las presentaciones. “Ser” is used for Presentations and Greetings.

## Ser

	<p>....go throughout the rest of the slides until you are done with the powerpoint.</p>
<p><b>Guided Practice [We do]:</b> How will you deliver the lesson? How will you address multiple learning styles? How will the students interact with you and each other?</p>	<p>Open the “Lesson 5 – Guided Practice” Worksheet. (taken from <a href="#">here</a>) Go over the first sentence with the students. Explain why you chose the verb conjugation that you did.</p> <p>Using the Zoom Chat – Share file feature, share the file to everyone in the class. Tell the students that everyone will be split up into 2-3 groups and everyone will work on the sheet together. Try to have a teacher in each group if there is more than teacher. Have the students finish the rest of the exercise.</p> <p>After 5-10 minutes. Have the students come back and give the correct answers for the sheet. Call on people randomly. After each answer, explain why the verb conjugation was chosen.</p>
<p><b>Independent Practice [You do]:</b> How will you provide varied opportunities for students to practice the objective? How will the students interact with each other?</p>	<p>Open “Lesson 5 – Independent Practice” and use Zoom Share Screen to display the document. Go over the first sentence with the students. Explain why you chose the verb conjugation that you did.</p> <p>Tell the students that you want each of them to individual copy the sentences/questions with their own physical paper, and in the blanks put in the correct verb conjugation of “ser”.</p> <p>Wait 10-20 minutes for everyone to finish.</p> <ol style="list-style-type: none"> <li>1. Go over the answers by choosing on people randomly to tell you the number and then the correct verb conjugation.</li> <li>2. Choose a second person to explain why that verb conjugation was chosen.</li> <li>3. If both students want to read the entire sentence, that’s great. If not, it isn’t the focus of the class so it’s okay.</li> <li>4. Go through each number until all students have given the verb conjugation answer or the reasoning answer.</li> </ol>
<p><b>Evaluation [We do]:</b> How will you know that students can <i>independently</i> complete the objective? How will you determine that students are ready to move on to the next objective?</p>	<p>If everyone does well on the Independent Practice, then they are ready for the next lesson. For the students that have the book, tell them to work on pages 31 – 35 as homework.</p>