SAMPLE LESSONS PLAN

SUBJECT: __________________________

TEACHER: __________________________

DATE: __________________________

CLASS: __________________________

TIME: __________________________ period/s

UNIT: __________________________

TOPIC: __________________________

PREKNOWLEDGE

OBJECTIVES

Students will be able to:

Classification

CONCEPT / PRINCIPLE / SET INDUCTION
## SECTION/S OF LESSON/S

### CONTENT

Teaching points:

### METHOD

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<th>STUDENT ACTIVITY</th>
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### SECTIONAL REVIEW

### CLOSURE

### FINAL EVALUATION

<table>
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<tr>
<th>Related Objective</th>
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### TEACHERS EVALUATION OF LESSON

SAMPLE LESSON PLAN

SUBJECT: _________Spanish____________________

TEACHER: _______________________________

DATE: __________________________________

CLASS: _______________ Form 1 ______________

TIME: _______One___________________ period/s

UNIT: ___________ Spanish Heritage in Trinidad _______________________________

TOPIC: __________ Names of Places _______________________________

PREKNOWLEDGE

Familiarity with basic geography of Trinidad and location of places.

OBJECTIVES

Students will be able to:
1. identify place names of Spanish origin in Trinidad
2. correctly pronounce the names of Spanish origin of Trinidadian towns, villages, beaches etc
3. develop an appreciation of the Spanish heritage in Trinidad, especially names

CONCEPT / PRINCIPLE / SET INDUCTION

Teacher initiates discussion on Spanish influence in Trinidad. The focus is on eliciting from students names of places of Spanish origin and any historical background with which they may be familiar.
**CONTENT**

1) Names of places
2) Saints’ Names – San Fernando
3) Physical Features - Cerro del Aripo, Manzanilla, Marabella
4) Names with Adjectives – Palo Seco, Buen Intento.

**METHOD**

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<tr>
<td>• Soliciting names from students with pronunciation repetition</td>
<td>• Pronunciation of names</td>
<td>• Large map</td>
</tr>
<tr>
<td>• Giving explanations as and when necessary</td>
<td>• Pronunciation practice of names in context</td>
<td>• Individual maps</td>
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<tr>
<td>• Focus on pronunciation practice</td>
<td>• Labeling large map of Trinidad</td>
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**SECTIONAL REVIEW**

**CLOSURE**

Invite students to seek out names of streets in their community to report back to class, speculating on the meanings.

**FINAL EVALUATION**

Oral evaluation through pronunciation and place identification on map

**TEACHERS EVALUATION OF LESSON**

Related Objective
SAMPLE LESSONS PLAN

SUBJECT: __SPANISH__________________________

TEACHER: _______________________________

DATE: ________________________________

CLASS: __FORM 1_______________________

TIME: ____ One ________________ period/s

UNIT: ___Socializing____________________________________________

TOPIC: ___Class Room Language___ (Pt. 3)_________________________________

PREKNOWLEDGE

Knowledge of (i) vocabulary to identify twelve (12) specific items/objects in the classroom.
(ii) commands to stand, sit, listen, repeat (singular and plural)

OBJECTIVES

Students will be able to:
1) respond appropriately to specific instructions in relevant classroom situations
2) give specific instructions to a classmate or group in relevant class room situations

CONCEPT / PRINCIPLE / SET INDUCTION

Teacher uses previously coached students to respond to a few commands given in order to entice students into wanting to learn commands.
**SECTION/S OF LESSON/S**

**CONTENT**

Singular and plural commands of the following:
- cierra / abre el libro; -cierren / abran---
- Teaching points: _____
- borra / boren la pizarra
- pon/pongan el libro en la mesa;

**METHOD**

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<td>• Demonstration (oral and physical) of language used.</td>
<td>• Students perform T.P.R. responses to commands.</td>
<td>Regular classroom objects</td>
</tr>
<tr>
<td>• Introduction of game “Simón dice…”</td>
<td>• Students repeat language with dramatization.</td>
<td></td>
</tr>
<tr>
<td>• Written cues on strips to test (English) assimilation</td>
<td>• Playing game “Simón dice…” to practice commands and responses.</td>
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**SECTIONAL REVIEW**

**CLOSURE**

Teacher asks students to summarize what was learnt.

**FINAL EVALUATION**

Reasonable level of achievement: Students pull written cues containing English commands and give relevant Spanish commands to selected students in chain activity

**TEACHERS EVALUATION OF LESSON**

Related Objective
SAMPLE LESSONS PLAN

SUBJECT: SPANISH

TEACHER: ____________________________

DATE: ______________________________

CLASS: FORM 2

TIME: One period/s

UNIT: Daily Routine

TOPIC: Reporting on someone else’s routine

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**PREKNOWLEDGE**

Expressing and identifying in Present Time, the exact time of normal routine activities using 1st and 2nd person singular with appropriate vocabulary

\[ e.g. \text{me despierto / te despiertas a las cuatro…;} \text{me levanto /te levantas a las……;} \text{me visto / te vistes a las……;} \text{me despido de mi mamá / te despides de tu mamá a las…… etc} \]

---

**OBJECTIVES**

Students will be able to:
1. Describe someone else’s routine using the 3rd person singular

**Classification**
- Cognitive
- Affective

---

**CONCEPT / PRINCIPLE / SET INDUCTION**

Teacher does brief question and answer session of a student to highlight details and bring back structures used. Then does brief report on activities in 3rd person, invites class to learn to do the same.
### SECTION/S OF LESSON/S

**CONTENT**

Teaching points: use of specific recycled structures describing morning/evening routine now using 3rd person singular of regular AR, ER IR ending verbs

**METHOD**

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| • Listening comprehension passage read, accompanied by illustrating practice.  
• Focused discussion on format of verbs in report.  
• Format for interviews/report given | • Listening and working out details of 3rd person reporting format.  
• Identification of features of language in 3rd person.  
• Group activity interview and report done in 3rd person | • Listening comprehension passage.  
• Video/cartoon or other pictorial representation of an individual in his/her daily routine |

**SECTIONAL REVIEW**

**CLOSURE**

Student summary of activities done. Example given

**FINAL EVALUATION**

Reasonable level of achievement: Oral then written report on pictorial representation of an individual routine

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**TEACHERS EVALUATION OF LESSON**


SAMPLE LESSONS PLAN

SUBJECT: SPANISH

TEACHER: ________________________________

DATE: _________________________________

CLASS: FORM III

TIME: ____________________________ period/s

UNIT: Shopping

TOPIC: Monetary transactions

PREKNOWLEDGE

# 1-,000,000

OBJECTIVES

Students will be able to:
1. ask the price of an item
2. respond appropriately to monetary transactions
3. indicate mode of payment
4. close a sale

CONCEPT / PRINCIPLE / SET INDUCTION

Teacher asks who likes to shop, discuss shopping as an activity that people enjoy. Introduces idea of shopping in a Spanish speaking country being able to use currency etc.
# SECTION/S OF LESSON/S

## CONTENT

#1 – 1,000,000

## METHOD

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| • Shop/store situation set up.  
  • Teacher demonstrates appropriate phrases  
  • Asks class to repeat phrases.  
  • Listening Passage using shopping. | • Students deduce language being used from context  
  • Students repeat phrases for pronunciation  
  • Students place phrases in order of use.  
  • Groups practice shopping. | • Reading, listening, passage sample currencies/play money |

## SECTIONAL REVIEW

## CLOSURE

Student summary of what was learnt

## FINAL EVALUATION

Reasonable level of achievement: Dialogue completion where students fill in what is missing in shopping situations.

## TEACHERS EVALUATION OF LESSON

- Related
- Objective
SAMPLE LESSON PLAN

SUBJECT: ________Spanish____________________

TEACHER: __________________________________

DATE: _____________________________________

CLASS: _____________ Form 3 _________________

TIME: ______One___________ period/s

UNIT: ________________________Transport________

TOPIC: _____________ Means of Transport________________

PREKNOWLEDGE

Verb IR.
Selected common destinations

OBJECTIVES

Students will be able to:

1. Enquire about which means of transport one uses.
2. Respond to enquiries about means of transport used.

CONCEPT / PRINCIPLE / SET INDUCTION

Students told they are going to learn about means of transport. Teacher indicates “Yo voy a la escuela en carro.”
Repeats with miming and explanatory gestures.
¿Cómo vas \( \text{a la} \ \text{------------- ?} \)

Teaching points:
- en bici(cleta)
- en autobús
- en moto(cicleta)
- en taxi
- por tren
- por barco

### METHOD

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<td>• Teacher names destinations with different means of transport with miming</td>
<td>• Students guess means of transport. Repetition of phrases.</td>
<td>• Pictures / video clips of different destinations</td>
</tr>
<tr>
<td>• Question introduced after all items given: ¿Cómo vas?</td>
<td>• Students respond.</td>
<td>• Comprehension passage about different means of transport.</td>
</tr>
<tr>
<td>• Chain activity where they question each other and respond.</td>
<td>• Chain activity – asking &amp; responding about how they go where.</td>
<td></td>
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### SECTIONAL REVIEW

### CLOSURE

### FINAL EVALUATION

Reasonable level of achievement: Comprehension passage about means of transport utilizing all persons.

### TEACHERS EVALUATION OF LESSON