Lesson plan sample

Content objectives:
1. Review of regular preterite
2. Introduction of irregular preterite forms
3. Sociolinguistic analysis of conversational interaction

Processing techniques:
1. Find someone who …
2. Reading
3. Guided inductive analysis of grammar
4. Dictogloss

ACTIVITY 1: Warm-up (5 minutes)

Step 1 (3 minutes):
Teacher asks students to find classmates who did certain things over the weekend (*Find someone who*…). Their task is to find as many names as possible for each activity within the time limit provided using only Spanish. The handout lists questions in past tense (regular) as review of previous class. Teacher makes sure everyone is using only Spanish during interactions.

Step 2 (2 minutes):
To make students accountable for their work, Teacher asks students about how many names they got for specific activities to verify who got the most names.

ACTIVITY 2: Reading, Grammar (15 minutes):

Step 1 (3 minutes):
Teacher asks students to read a passage and check off whether some statements are True or False (Text describes activities done by someone over the weekend-it includes cases of irregular preterite).

Step 2 (2 minutes):
Teacher checks answers asking specific students for their responses (Task is focused on content information, very easy-used to introduce activity).

Step 3 (4 minutes):
Teacher asks students to underline all verbs in the passage and to classify them according to chart provided (some are regular and some irregular).

Step 4 (3 minutes):
Teacher asks students to summarize their findings from the chart and write some generalizations about irregular verbs. (It can be done in English).

Step 5 (3 minutes):
Teacher asks students to share their generalization of the findings with reference to irregular verbs. (It can be done in English).

ACTIVITY 3: Listening, Writing (30 minutes):

Step 1 (3 minutes):
Teacher plays first 20 seconds of a conversation on tape (Speakers are two students talking about what they did over the weekend) and asks students to guess (without taking notes):
1. Topic of the conversation
2. Profiles/background of speakers (age, power, motives)

Step 2 (3 minutes):
Students listen to the first 20 seconds of the conversation again and are now asked to write down as many key content words as they can. Teacher tells students they will have to justify their selection of topic/speaker profile with key words from the dialogue.

Step 3 (4 minutes):
Students are asked to compare answers in pairs/groups and then T. asks for some answers and gives some clues.

Step 4 (3 minutes):
Students listen to the entire conversation (60 seconds) and they are asked to write down additional content words of the conversation in order to reconstruct the dialogue from memory.

Step 5 (6 minutes):
Students work in pairs trying to reconstruct the dialogue.

Step 6 (5 minutes):
Teacher plays the entire dialogue again to give students the chance to complete their reconstructions. Students work in groups.

Step 7 (5 minutes):
Students are provided with the script of the dialogue and are asked to underline major discrepancies. Teacher reviews major mistakes.

Step 8 (1 minute):
Homework: Teacher asks students to summarize types of mistakes made (Students are keeping a brief, point-format log of major types of mistakes they are producing as they are learning Spanish).