Lesson Plan (see accompanying PowerPoint)
Ser and Estar

Subject Area: Spanish

Grade Level/NYS Checkpoint: Checkpoint B 9th or 10th grade

Set: http://www.youtube.com/watch?v=hGa4ehcccHo Have students watch and list critical attributes of ser and estar.

Objective: Given ten sentences, students will demonstrate when to use ser and estar with 100% accuracy.

Purpose: To be able to read and understand simple materials in the target language independently and eventually respond to questions in target language correctly using ser and estar.

Input:

T1
List and explain critical attributes of both ser and estar.
Check for understanding with sample response and signaled response; “If I want to say that I am feeling sad today, which verb would I use to say “I am?” …Susie?” “Give me a thumbs-up if you think I should use the verb estar to say that I am in Plattsburgh.”

Work on simple problems together and employ “think aloud” method to demonstrate your thinking—how do you arrive at the correct answer (question: do I use ser or estar)?

For example: My mother is Peruvian.
Teacher thinks aloud: Do I use ser or estar for the verb “to be?”
What is being described? (answer: nationality)
When I look at the list I see that nationality requires the use of the verb “ser.” Therefore I would use the verb ser in this sentence.
Etc.

T2
Use sample questions and have students think aloud to arrive at answer.
Check for understanding.
Dignify errors and check for understanding.

T3
Have students work on worksheet in class and circulate to see how they are progressing.
Periodically stop students and go over answers while checking for understanding. Re-teach if necessary.
**Closure:** Ask students to list the critical attributes of ser and estar on a piece of paper for Mary, who was absent today. Students must also briefly explain any exceptions to the rule or acronyms that help them remember the critical attributes.