**Sample Lesson High School Students**

*Trayectos* Volume 1, Módulo2

Para terminar…Cartelera

This sample lesson is based on the unit about *La Familia*. It is written for beginner classes of high school students. This lesson plan is for a 50 minutes class.

**Objective:**

The students are going to be able to identify and analyze the main idea and the message of a video by answering comprehensive questions, participating in discussions, and stating their opinions.

**Texas Standards:**

TEKS for Languages Other Than English

114.39. Level I, Novice Mid to Novice High Proficiency

c. 1. E.F. Knowledge and skills

* Participate in spoken and written conversation
* Identify cultural practices from authentic audio
* State and support opinion or preference orally and in writing

**Sequence of implementation:**

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| **Part of the lesson** | **Time** | **Type** | **How** |
| To do first | 3-5 minutes | Independently and silently | You can project the *To do first* on the board or write down for the students to answer it at the beginning of class. |
| Discussion | 3-4 minutes | Pairs | The teacher ask the students to discuss their *To do first* with their elbow partner. |
| Introduction to the topic | 10 minutes | Video: La familia Perfecta  [**https://www.youtube.com/watch?v=W-gTcGQP2Cg&t=318s**](https://www.youtube.com/watch?v=W-gTcGQP2Cg&t=318s)  The video is also in *Trayectos*:  [**https://trayectos.coerll.utexas.edu/v1/modulo-2/para-terminar-cartelera/**](https://trayectos.coerll.utexas.edu/v1/modulo-2/para-terminar-cartelera/) | The teacher asks the students to infer what the video is going to be about. The teacher plays the video and stops it at 3:40. Then, asks the students what do they think about the family in the video. Who can relate to this family? What do they think is going to happen next? |
| Group discussion | 4 -5 minutes | Whole class | The teacher asks the students what is the real topic of the film? To describe its main purpose. Who is the audience the filmmakers had in mind? Why? What are they trying to accomplish? ¿Qué tipo de film es? |
| Individual Practice | 7-9 minutes | Independently and silently | The students are going to complete the *Actividad B: Los personajes en la primera parte del film. Paso 1*  [**https://trayectos.coerll.utexas.edu/v1/modulo-2/para-terminar-cartelera/**](https://trayectos.coerll.utexas.edu/v1/modulo-2/para-terminar-cartelera/) |
| Discussion | 3 minutes | Groups of three students | In groups of three students, they are going to discuss their answers of the Actividad B. Paso 1 |
| Group activity | 5 minutes | In pairs | The students are going to answer the *Actividad C. Los personajes en la segunda parte del film questions* |
| Discussion | 5-7 minutes | Whole class | The teachers and the students are going to discuss the answers of the Actividad C. |
| Exit ticket | 5 minutes | Independently and silently | The students are going to answer the following questions: 1. How do the filmmakers show the contrast between the first part of the film and the second part? Talk about different visual, auditory, and linguistic tools. 2. What message about the family does this film want to convey? |

***To do first:***

***Instructions***: Describe a perfect family. Use the Spanish vocabulary you have learned so far. Write at least 5 complete sentences in Spanish.

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**Discussion:** with your elbow partner discuss your description of a perfect family. Be ready to share your conversation with the class.

**Before the video:**

1. ¿De qué se va a tratar el video?

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**En el minuto 3:40**

1. ¿Qué piensan de la familia en el video?

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1. ¿Quién tiene una familia como esta?

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1. ¿Qué va a pasar después?

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**Group Discussion:**

Answer the questions during the discussion

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| 1. ¿Cuál es el tema real del film? 2. Who is the audience the filmmakers had in mind? Why? 3. What are they trying to accomplish? 4. ¿Qué tipo de film es? |

**Individual practice: complete the collowing activity silently and independently.**

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**Actividad B.** Los personajes en la primera parte del film. Paso 1. Contesta estas preguntas sobre la primera parte del film.

1. ¿Quiénes son los personajes?

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2. ¿Dónde viven?

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3. Es la familia en la primera parte una familia típica? ¿Por qué?

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Describe cómo son los personajes en la primera parte del film. Habla de su rutina (en la mañana, en la tarde, en la noche) también. Usa los cognados y los verbos en los Módulos introductorio, 1 y 2.

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| **Personajes** | **Profesión** | **¿Cómo es?** | **Rutina (En la mañana, en la tarde, en la noche)** |
| **El niño mayor** |  |  |  |
| **El hermanito** |  |  |  |
| **La mamá** |  |  |  |
| **El papá** |  |  |  |

**Group work: answer the following questions with a partner.**

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| --- |
| 1. ¿Quiénes son los personajes?  2. ¿Dónde viven?  3. ¿Tienen parientes?  4. ¿Qué actividades tienen en su día?  5. ¿Cómo están? Describe sus emociones.  6. ¿Qué necesitan estos niños?  7. ¿Qué problemas sociales hay en el país de estos niños? |

Exit ticket:

You have 4 minutes to answer the following questions:

1. How do the filmmakers show the contrast between the first part of the film and the second part? Talk about different visual, auditory, and linguistic tools.

2. What message about the family does this film want to convey?